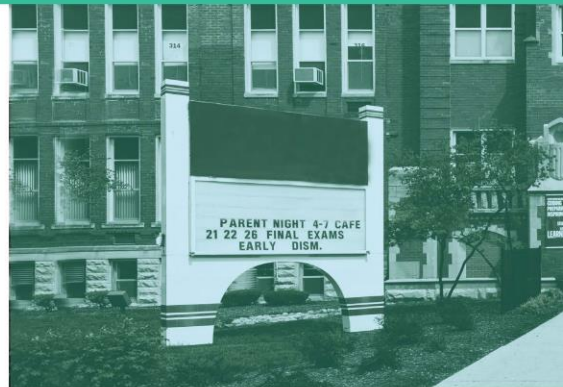


# Special Education Survey Analysis

Prepared for San Dieguito Union High School District

January 2018



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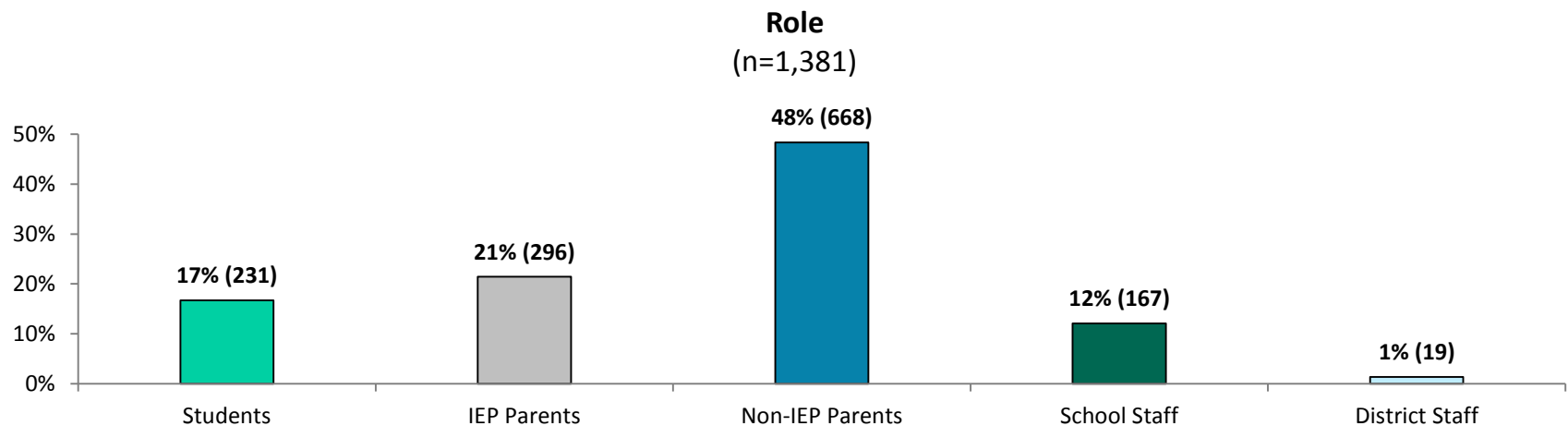
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# Introduction and Methodology

- In the following presentation, Hanover Research (Hanover) presents an analysis of responses to San Dieguito Union High School District's (SDUHSD)'s **Special Education Survey**. This survey was launched on December 8, 2017 and administered through December 21, 2017 to students with Individualized Education Plans (IEPs), parents, and school staff.
  - A complete count of responses by each respondent group is presented on the next slide.
  - Please note that parents and staff members that have multiple children or multiple roles were allowed to take the survey in another capacity. In total, 29 of the staff responses are retakes and 80 of the parent responses are retakes.
- The survey asked these stakeholder groups about their perceptions of the district's special education programs. Specific topics include:
  - Academic Programs
  - Program Resources
  - SDUHSD Performance
  - Parent Engagement
  - Personnel Resources and Morale
- All statistical tests assessing differences in responses between respondent groups are made at the 95 percent confidence level. Statistically significant results between groups is denoted by “\*” in the figures presented in this presentation.
- As certain questions were only answered by a subset of the survey population, the sample sizes vary from question to question. Among items with small sample sizes ( $n < 30$ ), results should be interpreted with caution.

# Data Segmentations

- Hanover segmented responses according to the following respondent groups: **Students**, **IEP Parents**, **Non-IEP Parents**, **School Staff**, and **District Staff**.
  - Only four School Staff indicated that they did not work with IEP students; as such, Hanover presents responses for all School Staff combined (including both Non-IEP and IEP School Staff) in order to retain anonymity.
  - Since there are only 19 responses from District Staff, any conclusions drawn from these results must be interpreted with caution.
  - While 231 students with IEPs and 296 parents whose students have IEPs completed the survey, 1,247 out of 13,019 total students at the district have an IEP.
  - The following color scheme is used to denote the respondent groups the data represent.
- Readers should note that familiarity with the district’s special education program varies by respondent group, as self-reported in the survey.



# KEY FINDINGS

# Program Resources

- Respondents are most familiar with The Academic Support Model Program among all other programs and view this program positively. More specifically, 78 percent of Student respondents believe that this program has a positive or very positive influence on students' growth and development and 84 percent of School Staff report likewise.
- The Coastal Learning Academy is the only program where 50 percent or more of survey takers feel the program is adequately staffed *and* adequately resourced. Among those that had an opinion about program staffing and resources, a large proportion report that the special education programs are understaffed, under-resourced, or both. Due to small sample sizes, these results should be interpreted with caution.
- Both School Staff and District Staff are more satisfied than the other respondent groups regarding the amount of resources and support the district provides for special education students. Sixty-two percent of Student respondents and 52 percent of IEP Parents are satisfied with resources and support provided to special education students, compared to 76 percent and 65 percent of School and District Staff respondents, respectively.

While **44%** of IEP Parents are unfamiliar with special education programs, **75%** of School Staff are familiar with one or more special education programs.

The Transitional Academic Program (TAP) is perceived as the **most understaffed** program.

**62%** of Students and **76%** of School Staff are satisfied with the support the district provides special education students.

# SDUHSD Performance

- There is variation between respondent groups' perception of SDUHSD's performance in providing core curriculum access, elective course access, opportunities to participate in extra-curricular activities, access to additional academic support, and opportunities to participate in enrichment for special education students. IEP Parents are consistently less positive than Non-IEP Parents about the district's academic provisions for special education students, who in turn, are consistently less positive than School Staff. Special education students' access to the core curriculum is the most positively perceived across all groups.
- IEP School Staff have largely positive views regarding SDUHSD's performance in helping special education students. IEP Parent respondents are the least positive about the school district for helping special education students become college and career ready (37%) and the most positive about the school district for helping special education students build social skills (46%). IEP School Staff are significantly more positive about the district's performance in supporting special education students in these skills.

**87%** of **School Staff** and **73%** of **Students** report that the district is “**Good**” or “**Very Good**” at providing special education students with access to the core curriculum.

**57%** of respondents overall report that SDUHSD is good at providing special education students opportunities to participate in enrichment activities.

# Parent Engagement

- Some parent engagement efforts by schools are viewed more positively than others. The majority of IEP Parent respondents are positive about schools' performance in involving parents in IEP development (56%) and keeping parents involved during the special education identification process (51%). School Staff are much more positive in these same categories (94% and 92%, respectively).
- When asked about the specific ways schools engage parents of special education students, IEP School Staff respondents are more positive than IEP Parent respondents by at least 26 percentage points. For example, 55 percent of IEP Parent respondents report that their school is "Good" or "Very Good" when asked about performance in providing translators to communicate with parents when needed; on the contrary, when asked about this same service, 87 percent of IEP School Staff respondents indicate likewise.

**80%** of **School Staff** perceive the special education program's **counseling supports for college applications** to be "Good" or "Very Good."

**60%** of **IEP Parents** are moderately to extremely satisfied with the district's special education program.

**93%** of **IEP School Staff respondents** report that the school does a "Good" or "Very Good" job **updating parents on their child's academic progress**; **46%** of **IEP Parent respondents** rate their school similarly. 8



# Personnel Resources and Morale

- The majority of Staff respondents (both School Staff and District Staff combined) agree that they are provided resources to be successful in their position. Most notably, 85 percent and 77 percent agree that they have access to special education teachers as well as special education staff members, such as paraeducators or occupational therapists, to be successful in their position.
- According to School Staff respondents, general education teachers and special education teachers communicate and collaborate. Forty-seven percent of School Staff indicate that they *often* communicate with each other effectively and another 26 percent indicate that they *always* communicate effectively.
- School Staff do not perceive that they need more resources in engaging parents. Engaging parents is not indicated as one of the more helpful professional development topics by School Staff respondents (only 19% respond that they would find this professional development helpful). Furthermore, difficulty communicating with parents is only listed as one of the five greatest challenges that they have encountered by 7 percent of School Staff.

**54%** of School Staff are interested in **providing students with social-emotional support** as a professional development topic.

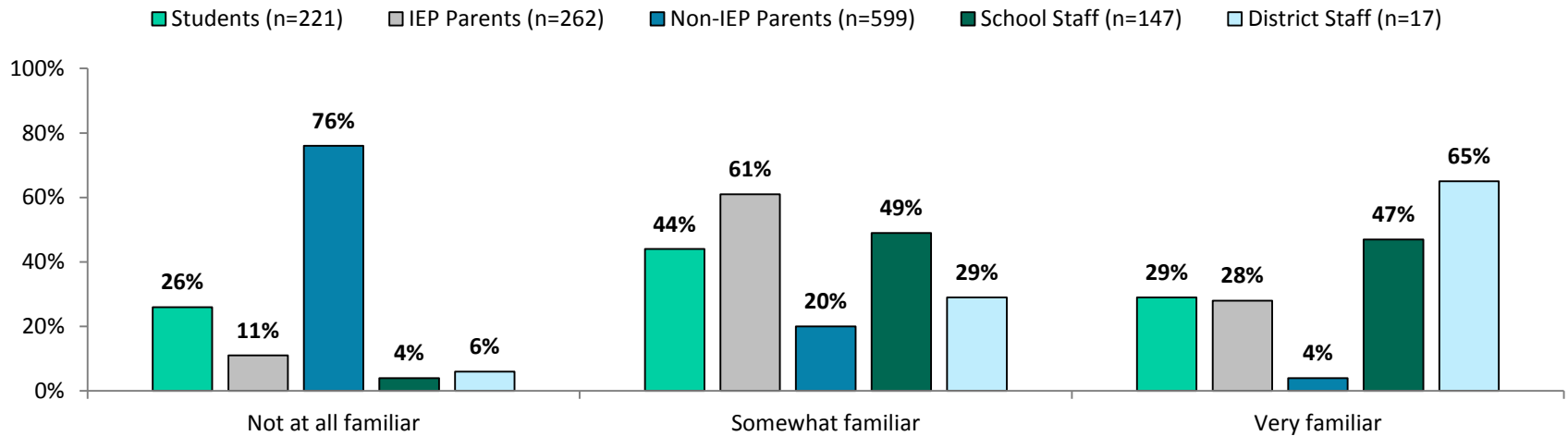
**50%** of School Staff respondents perceive **increased class size** as a **challenge** when working with special education students.

**73%** of School Staff report that general education teachers and special education teachers **communicate effectively** with each other at their school.

# FIGURES

# Academic Programs

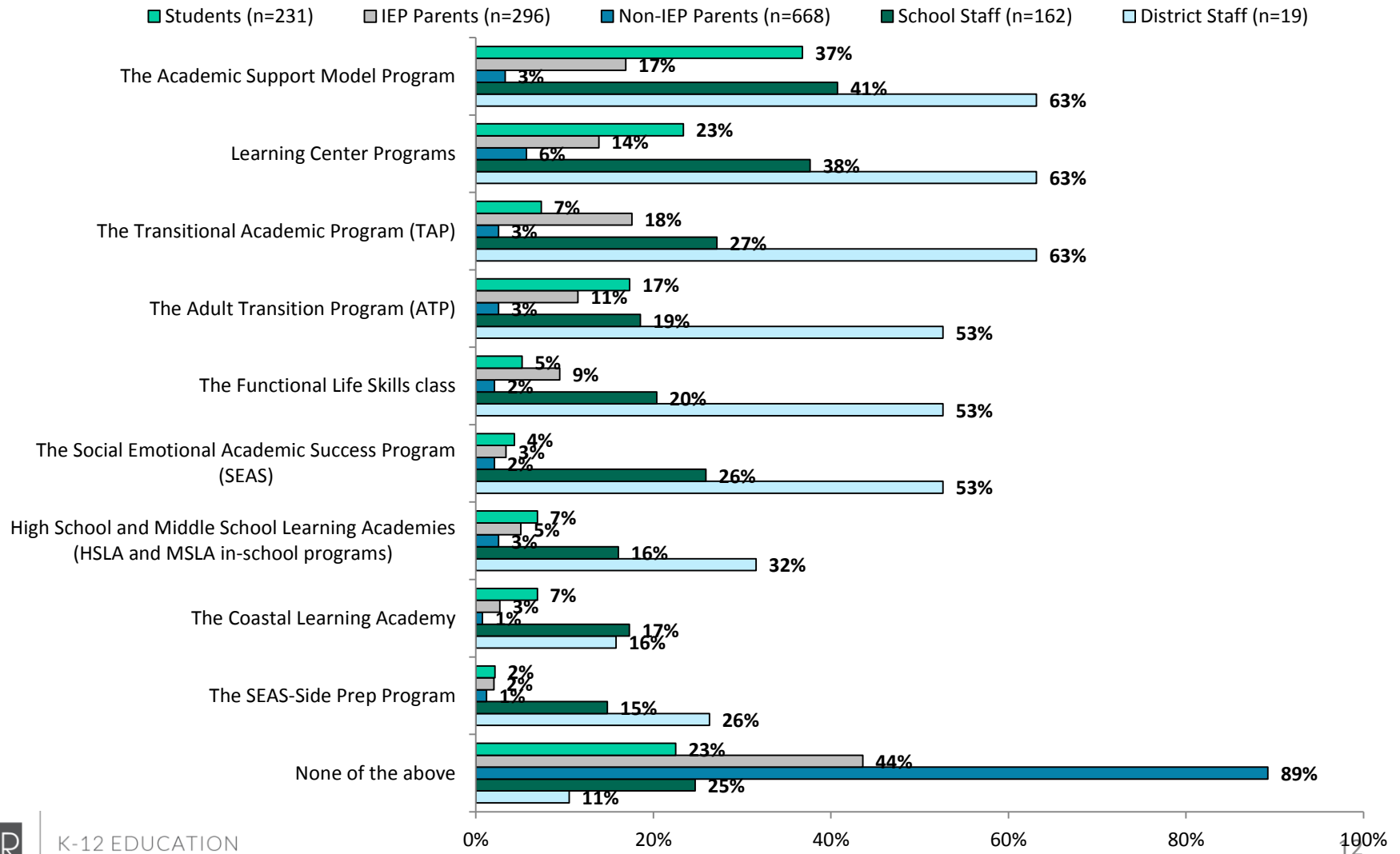
## How familiar are you with SDUHSD's special education services and programs?



Note: This visualization was created using aggregate data.

# Academic Programs

Please select all the programs for which you are familiar and could assess the program's staffing or influence on students.

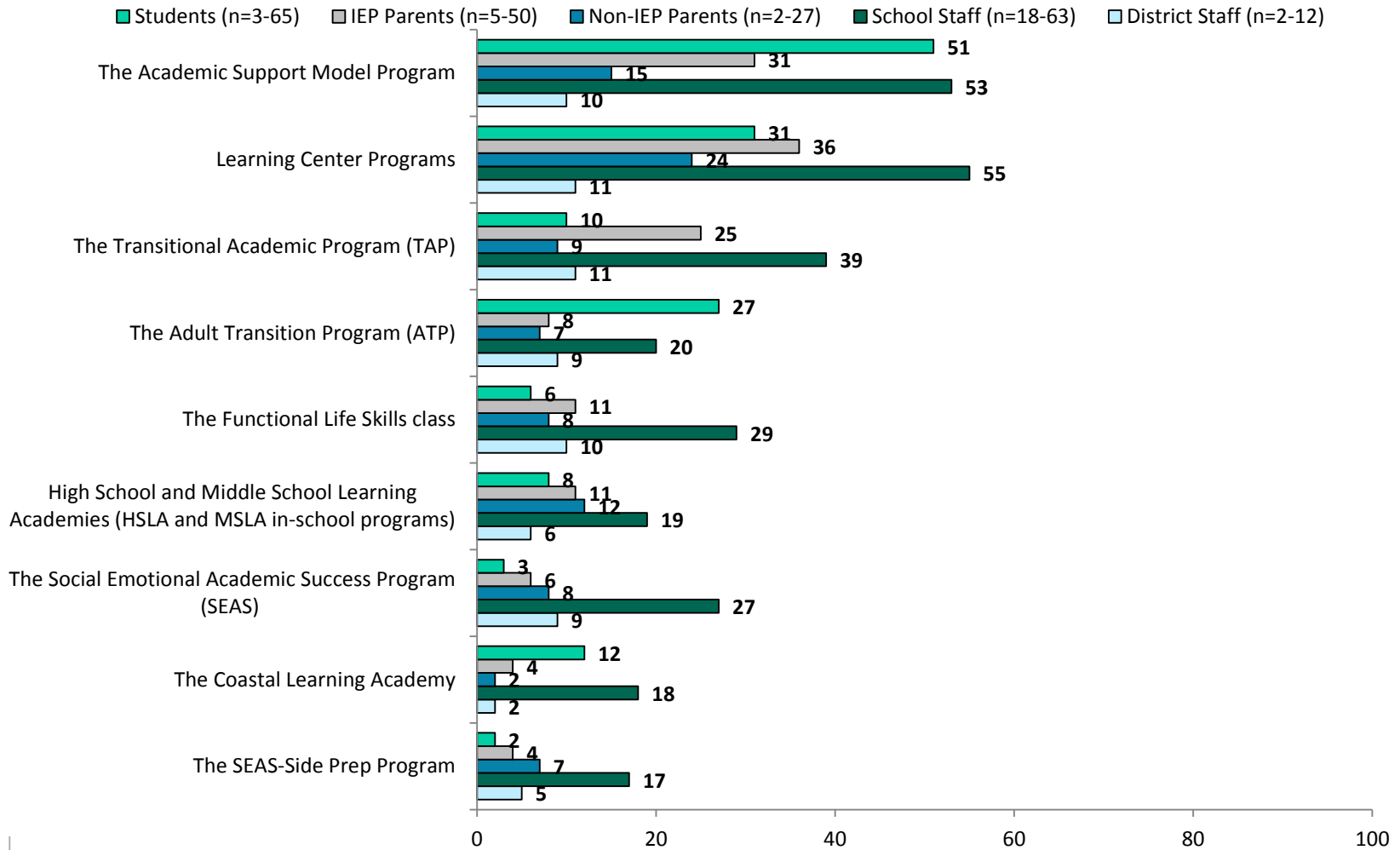


Note: Respondents may select multiple categories so the sum of the percentages may not total to 100 percent.

# Academic Programs

**For students who participate in the following programs, to what extent do the programs positively or negatively influence students' growth and development?**

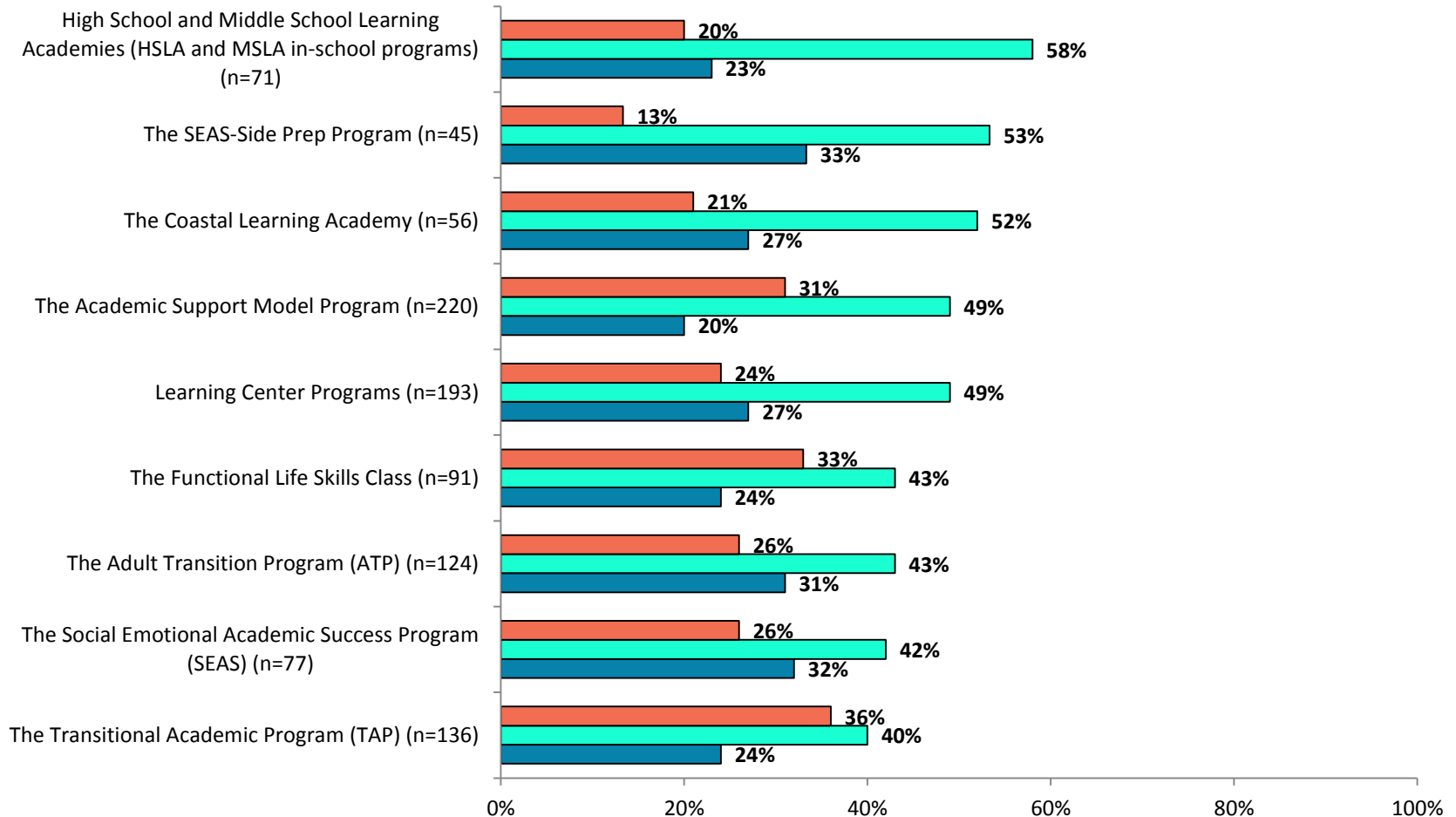
*Count of "Positive Influence" or "Very Positive Influence"*



# Program Resources

## How well are the following programs staffed?

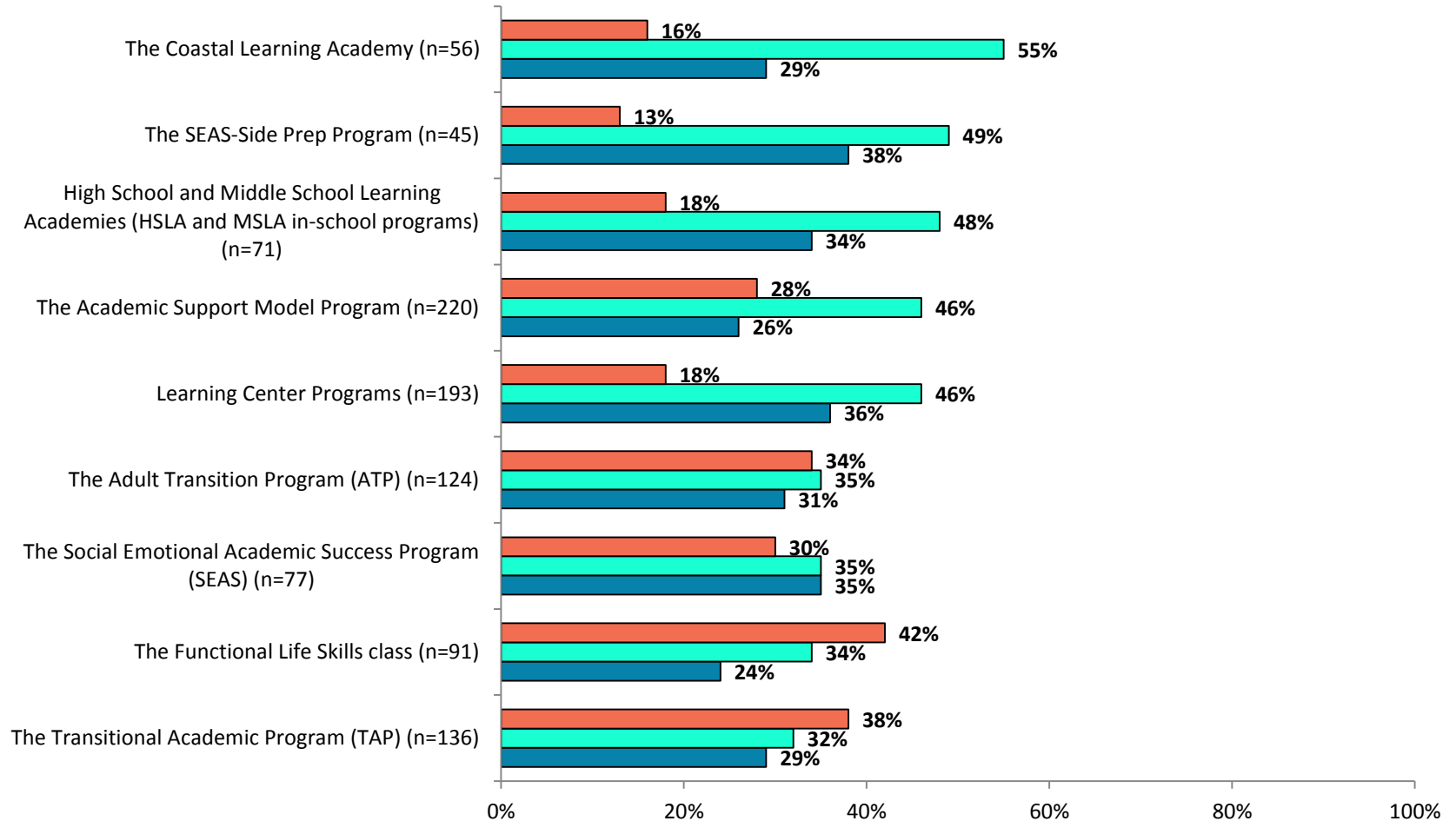
■ Understaffed   
 ■ Adequately Staffed   
 ■ No Opinion or Not Sure



# Program Resources

## How well are the following programs resourced?

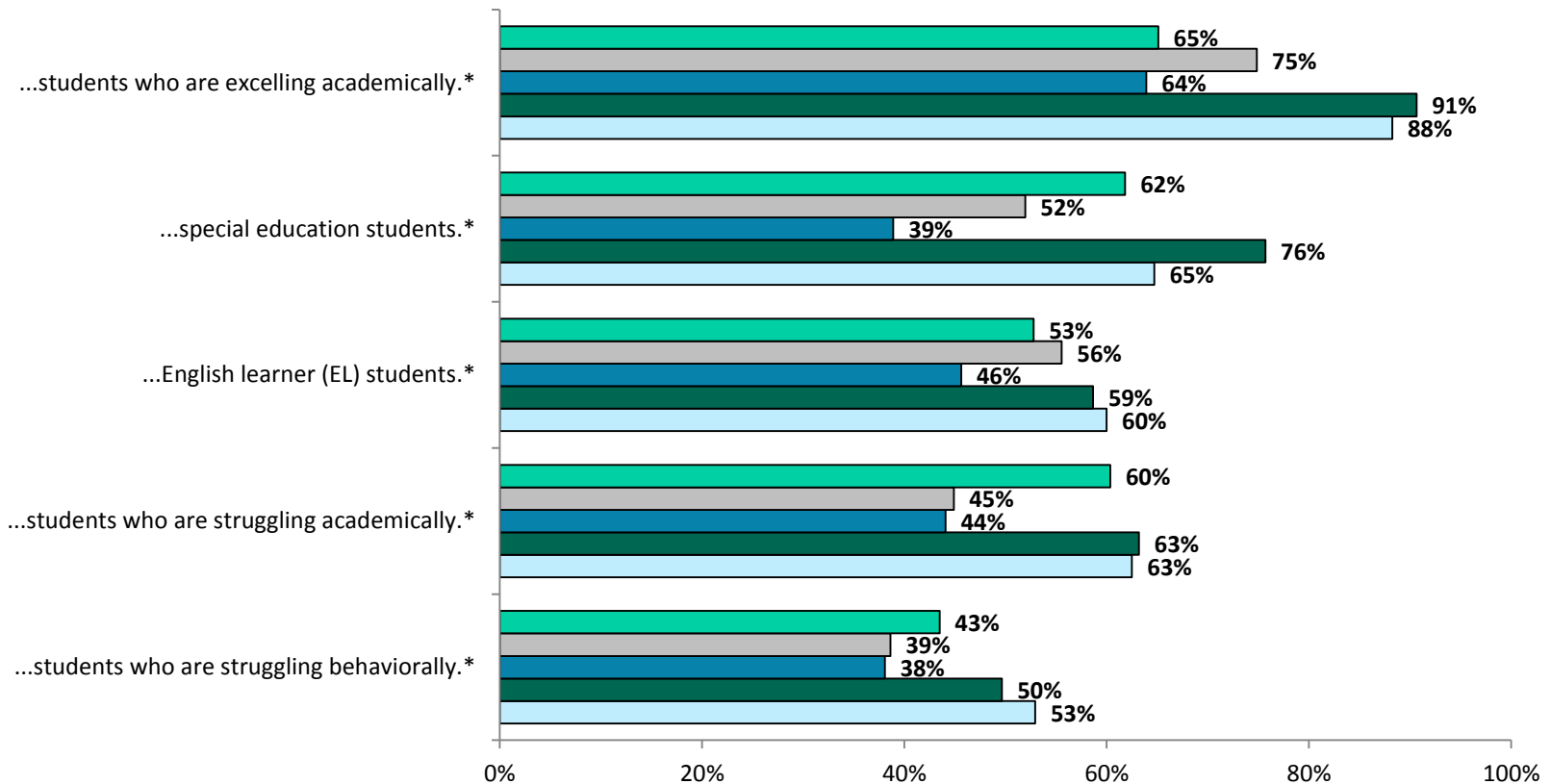
■ Under-resourced    
 ■ Adequately Resourced    
 ■ No Opinion or Not Sure



# Program Resources

**To what extent are you satisfied with the resources and support provided to SDUHSD...**  
*% "Somewhat Satisfied" or "Very Satisfied"*

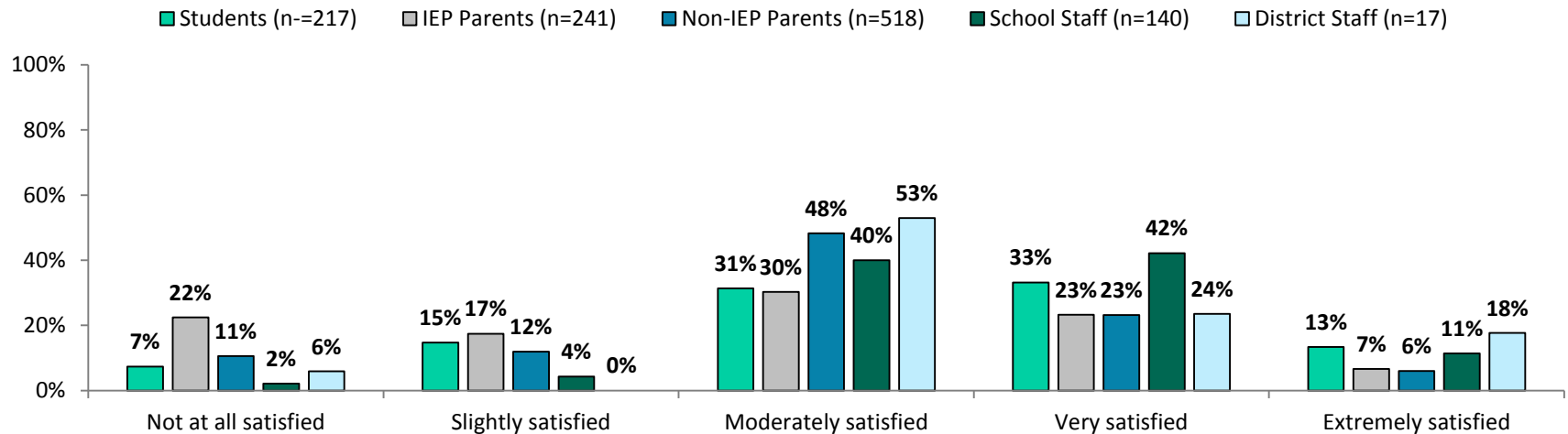
■ Students (n=108-165) ■ IEP Parents (n=63-231) ■ Non-IEP Parents (n=160-413) ■ School Staff (n=133-144) ■ District Staff (n=15-17)





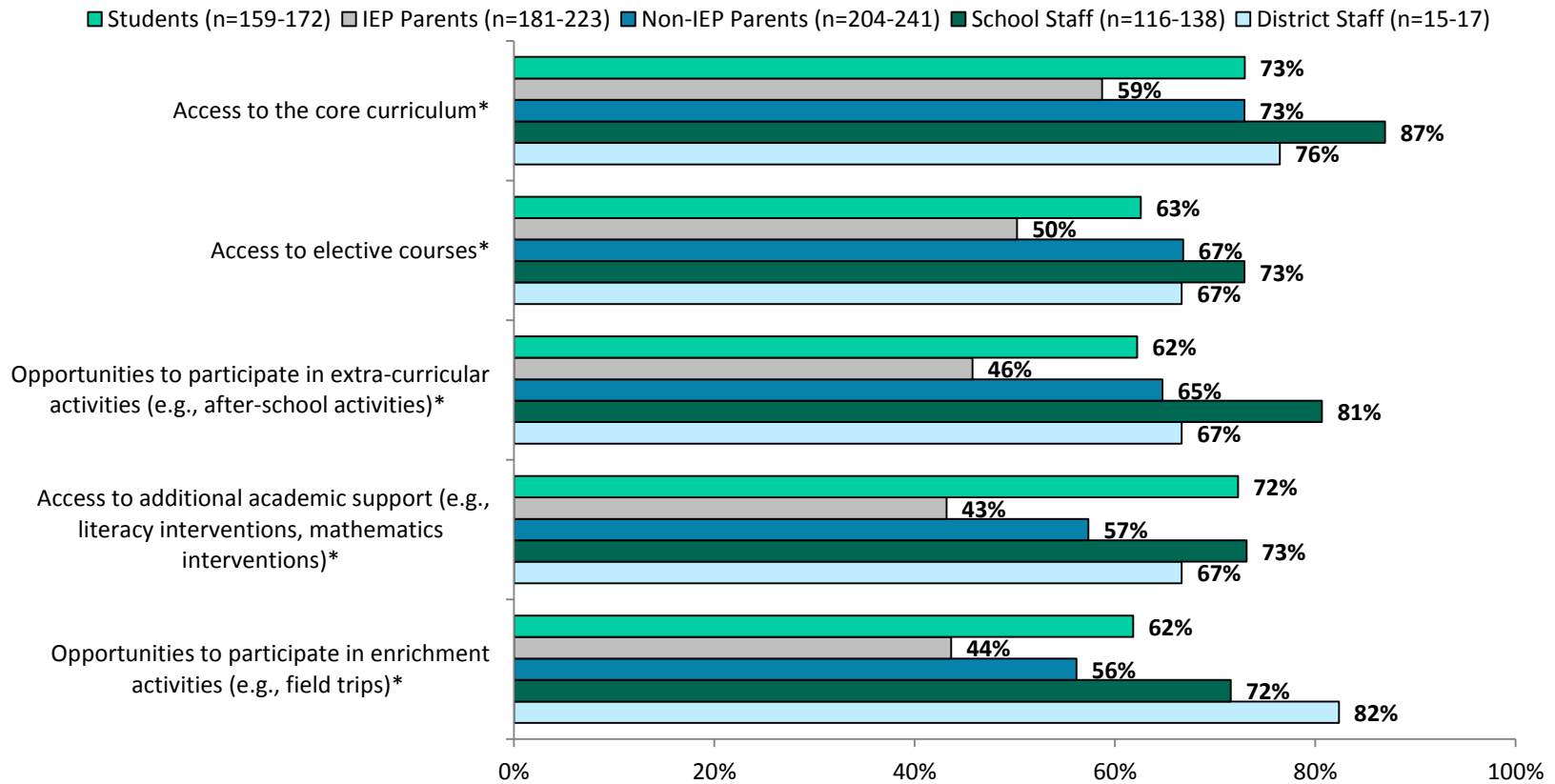
# SDUHSD Performance

Overall, how satisfied are you with SDUHSD's special education program?



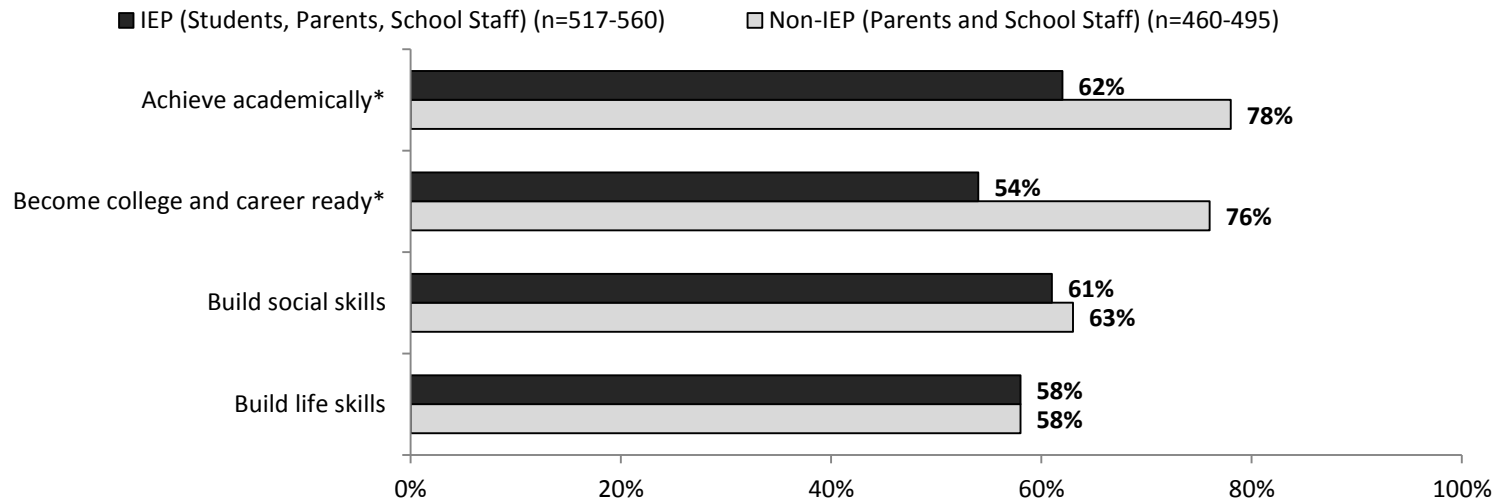
# SDUHSD Performance

Please rate SDUHSD's performance in providing the following to special education students.  
% "Good" or "Very Good"



# SDUHSD Performance

Please rate SDUHSD's performance in helping (special education) students ...  
% "Good" or "Very Good"



Note: IEP respondents were asked about SDUHSD's performance in helping special education students. Non-IEP respondents were asked about SDUHSD's performance in helping students in general. This question was displayed only if a respondent was a Student, IEP Parent, Non-IEP Parent, or School Staff member.

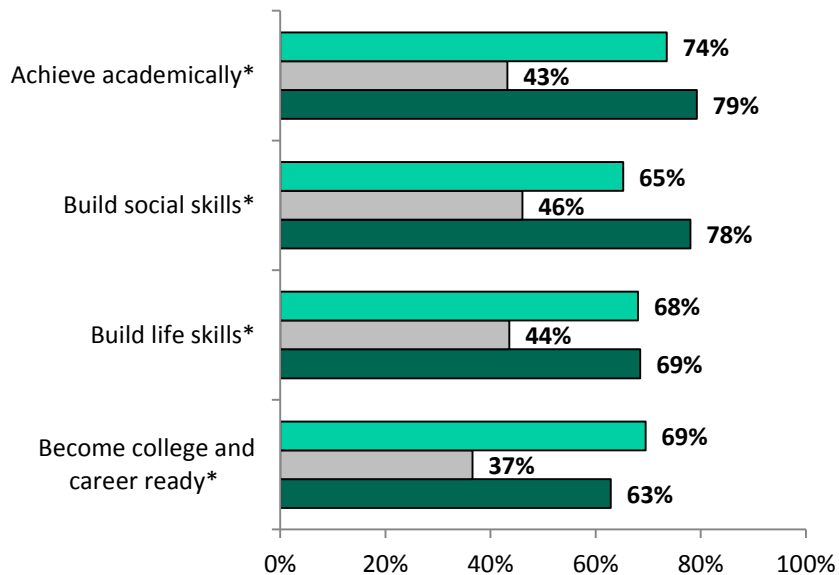
# SDUHSD Performance

- The IEP Parents are less positive than IEP School Staff regarding SDUHSD's performance by at least 25 percentage points.

## Please rate SDUHSD's performance in helping special education students

% "Good" or "Very Good"

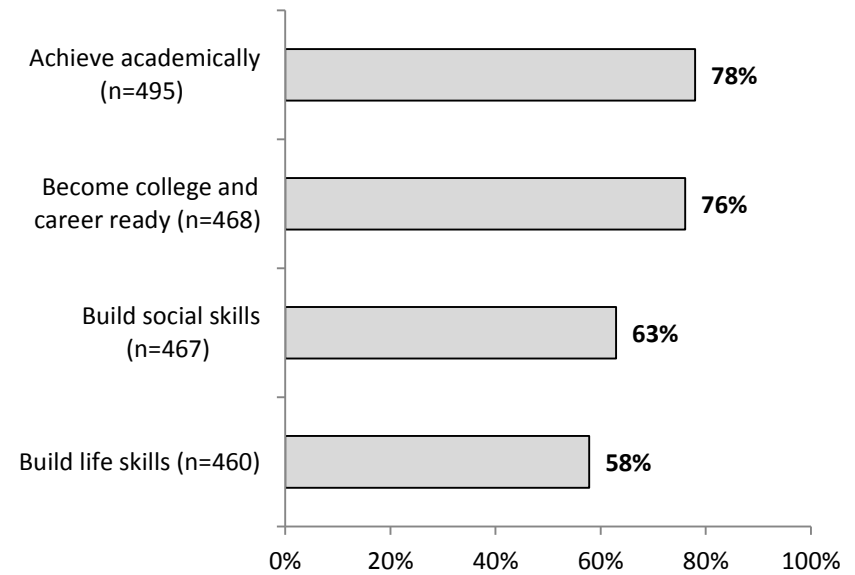
■ Students (n=177-191)      ■ IEP Parents (n=211-236)  
■ IEP School Staff (n=124-135)



## Please rate SDUHSD's performance in helping students...

% "Good" or "Very Good"

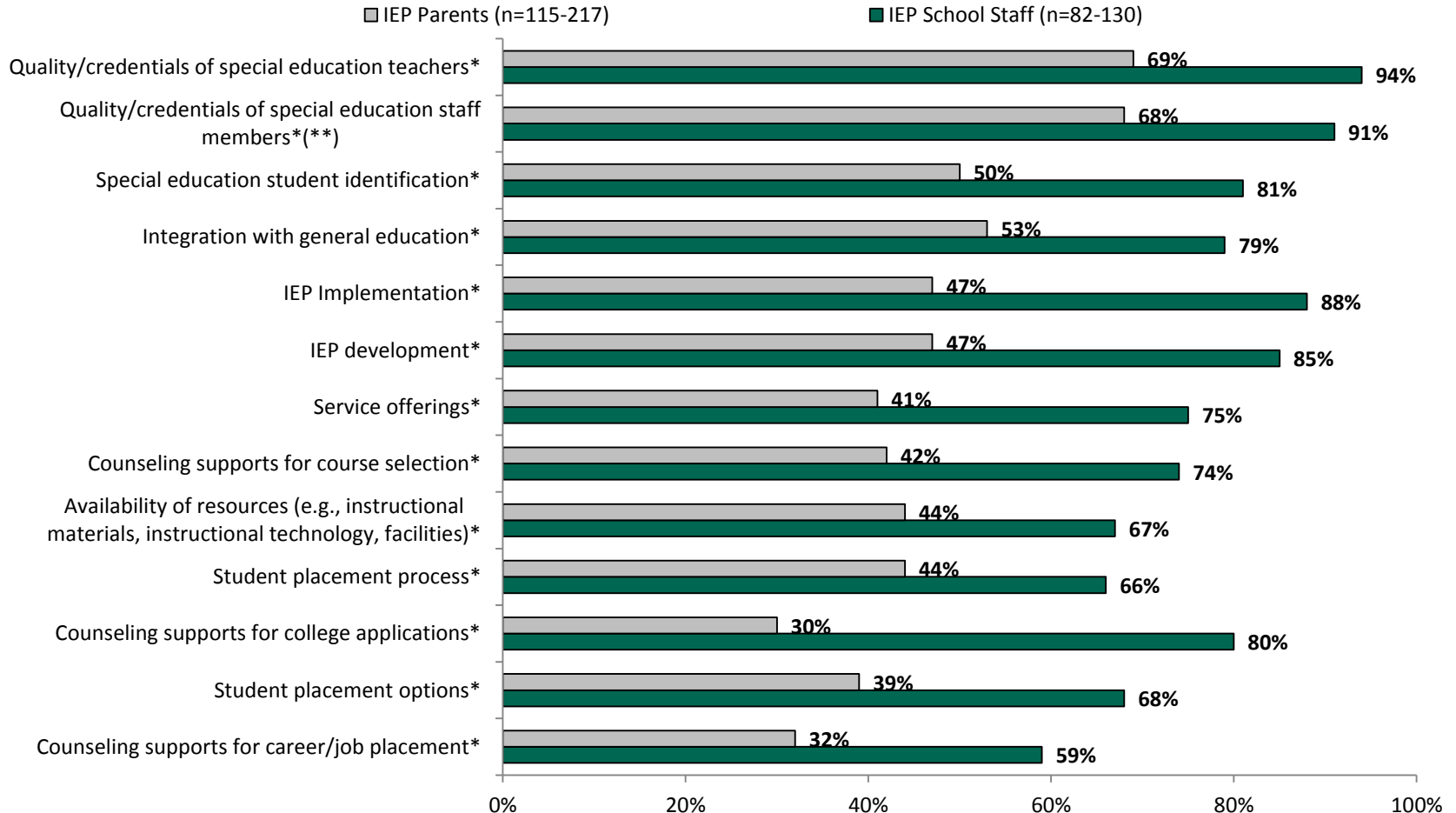
■ Non-IEP (Parents and School Staff)



Note: This is the same data as displayed in Slide 17 but with different segmentations. The visualization on the left compares the perception of the SDUHSD's performance about helping special education students between Students, IEP Parents, and IEP School Staff. The visualization on the right gives the overall perception of Non-IEP survey takers about SDUHSD's performance in helping students.

# SDUHSD Performance

Please rate the quality of SDUHSD's special education program with respect to ...  
% "Good" or "Very Good"



Note: This question was only displayed to IEP Parents and IEP School Staff

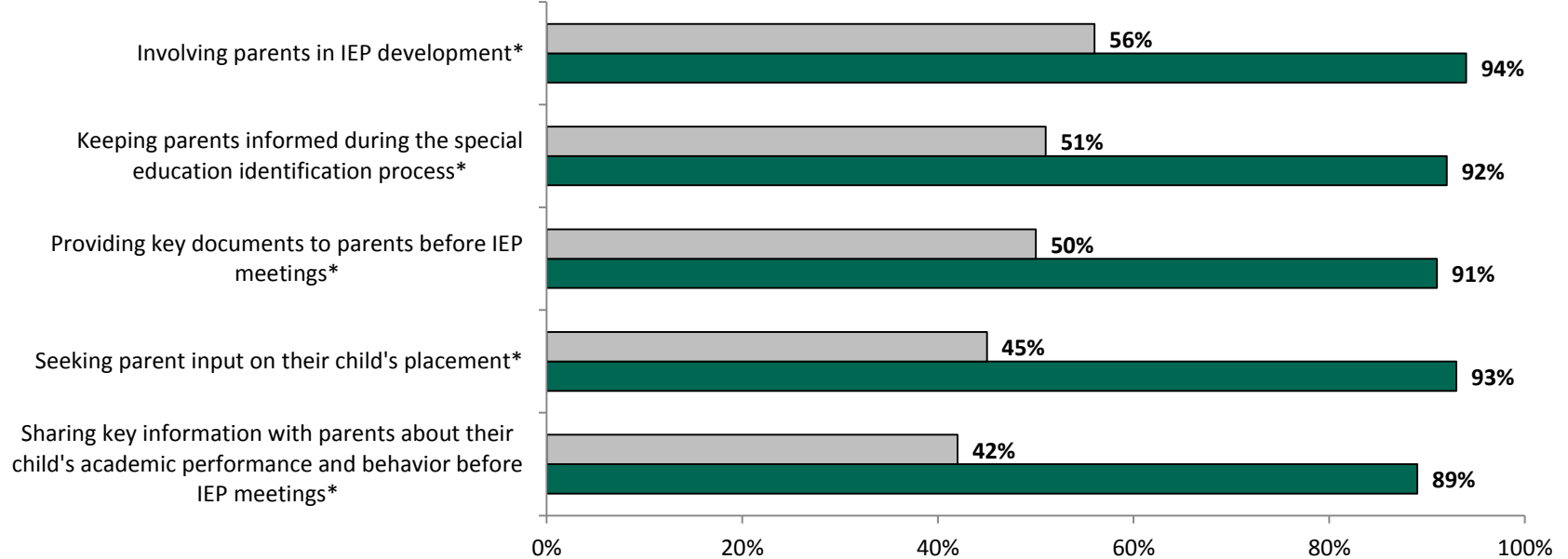
# Parent Engagement

Please rate the school's performance in engaging parents of special education students.

*% "Good" or "Very Good"*

□ IEP Parents (n=182-224)

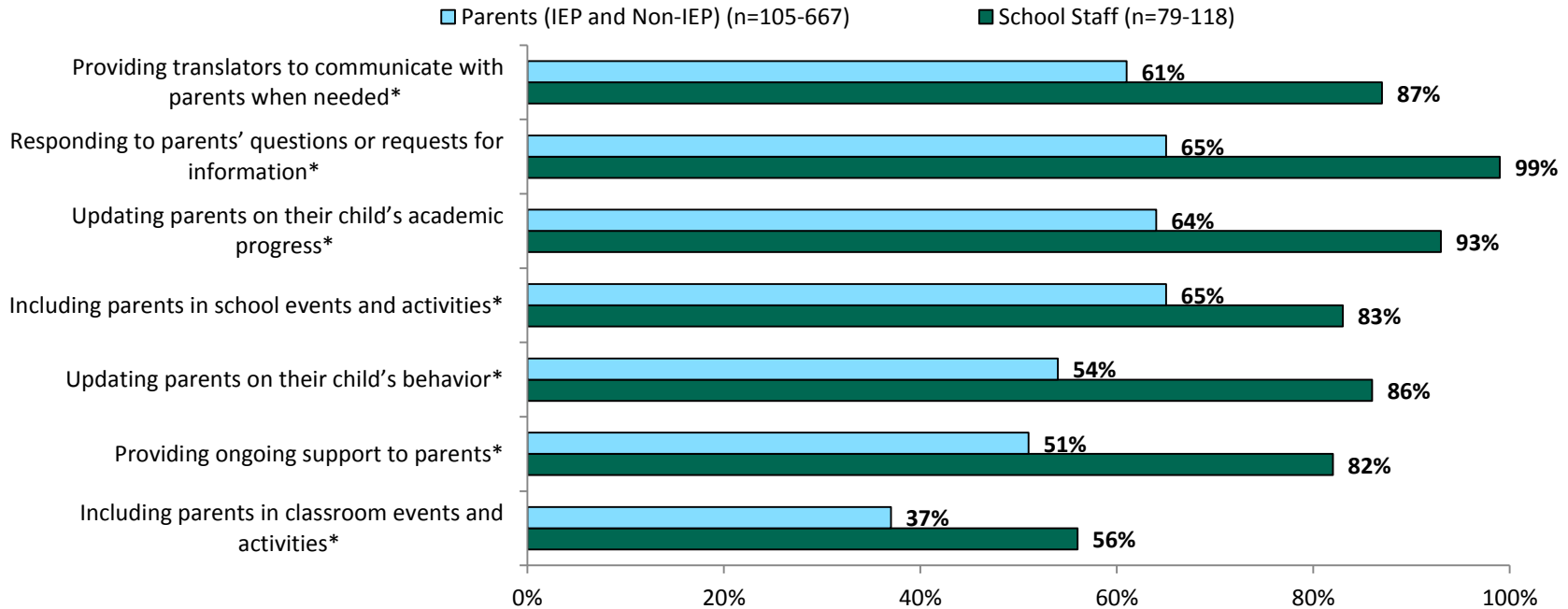
■ IEP School Staff (n=82-113)



Note: This question was only displayed to IEP Parents and IEP School Staff. Parents were asked about their child's school while School Staff were asked about the school they work at.

# Parent Engagement

Please rate the school's performance in engaging parents (of special education students) the following ways.  
% "Good" or "Very Good"



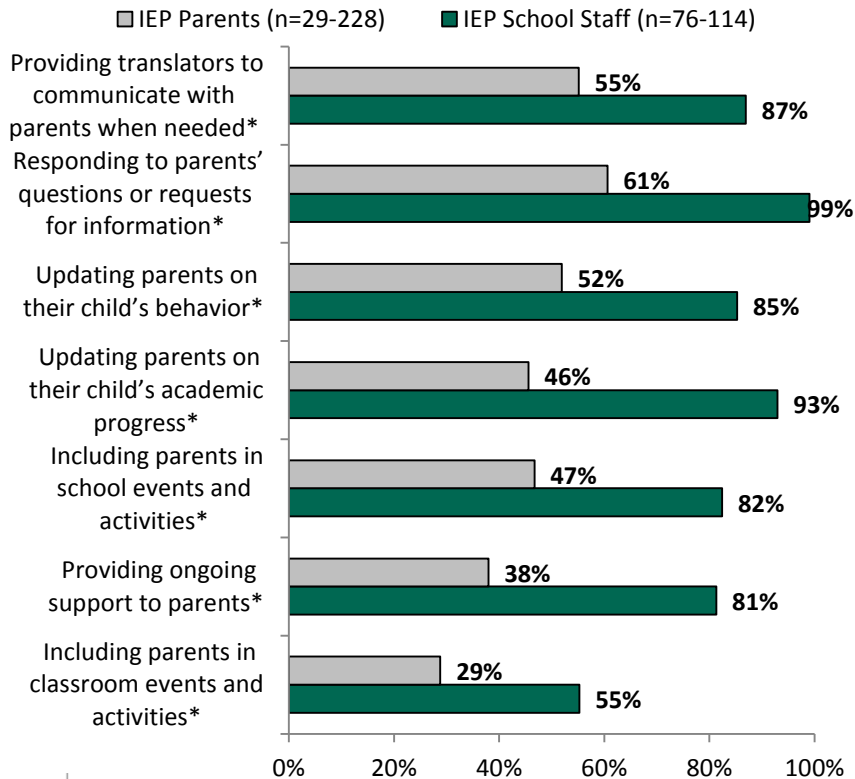
Note: This question was only displayed to Parents and School Staff. Parents were asked about their child's school; IEP School Staff were asked about engaging special education parents; and Non-IEP School Staff were asked about engaging parents in general.

# Parent Engagement

- IEP Parents are consistently less positive about schools' parent engagement strategies compared to IEP School Staff and Non-IEP Parents.

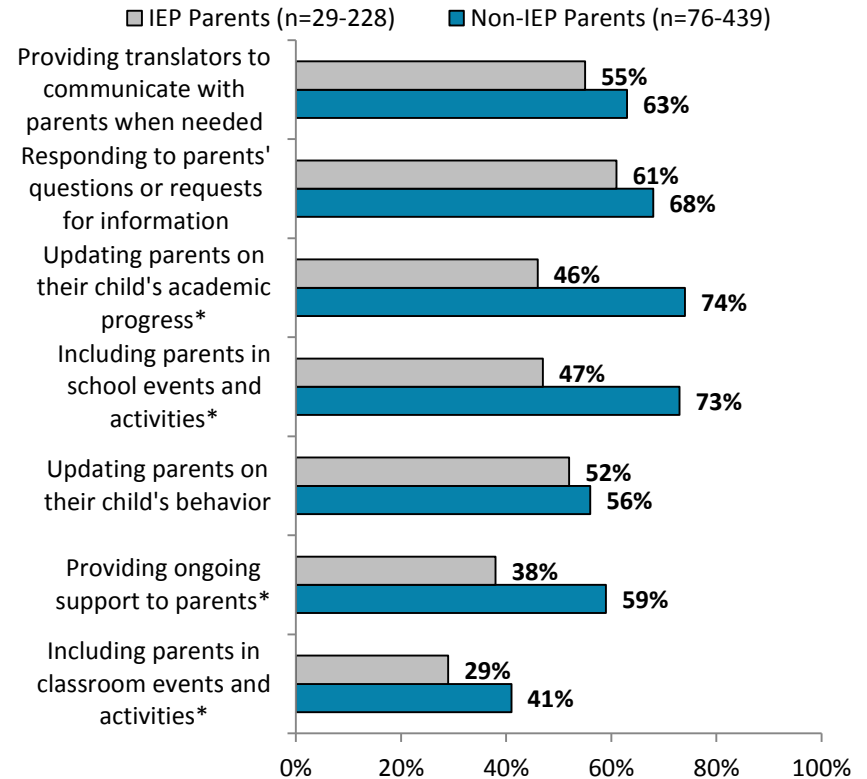
**Please rate the school's performance in engaging parents of special education students the following ways:**

*% "Good" or "Very Good"*



**Please rate the school's performance in engaging parents (of special education students) the following ways:**

*% "Good" or "Very Good"*

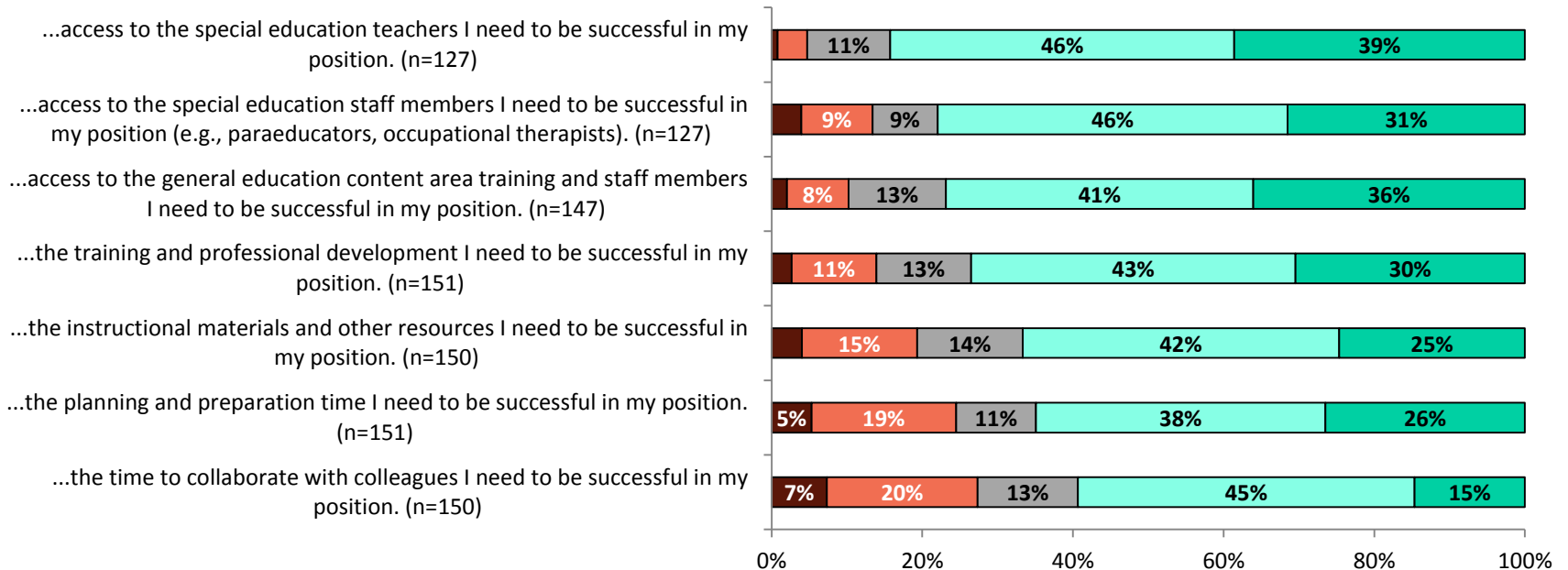




# Personnel Resources and Morale

Please indicate how much you agree or disagree with the following statements.  
I have ...

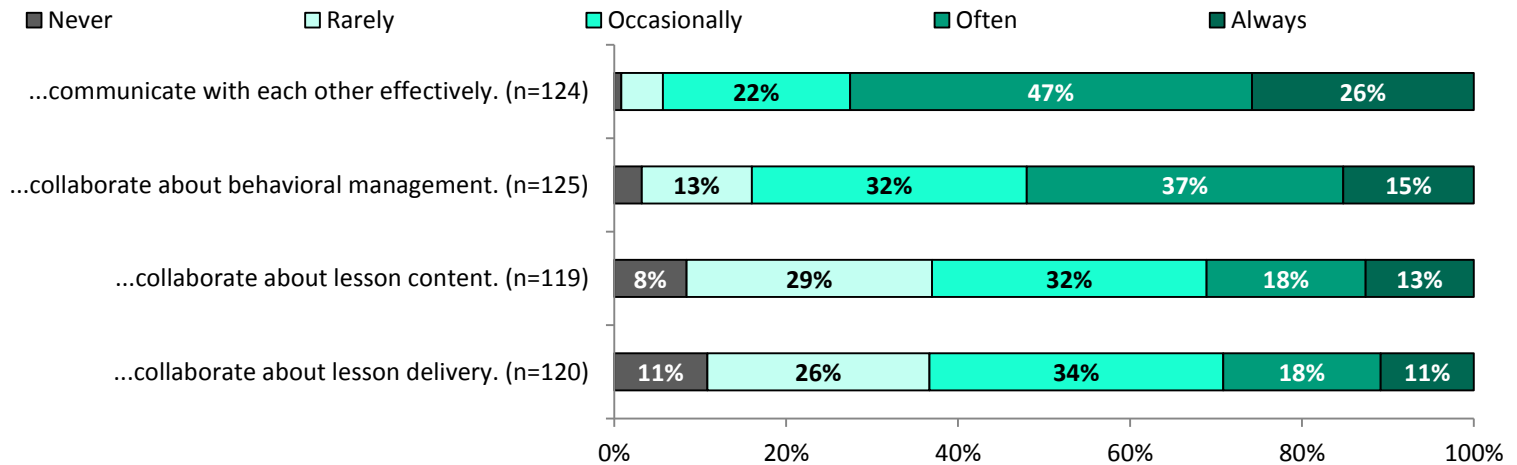
■ Strongly Disagree  
 ■ Disagree  
 ■ Neither Agree nor Disagree  
 ■ Agree  
 ■ Strongly Agree



Note: This question was only displayed to School Staff and District Staff. This visualization is created using both segments.

# Personnel Resources and Morale

**Please indicate how frequently the following occur at your school.**  
*General education teachers and special education teachers ...*

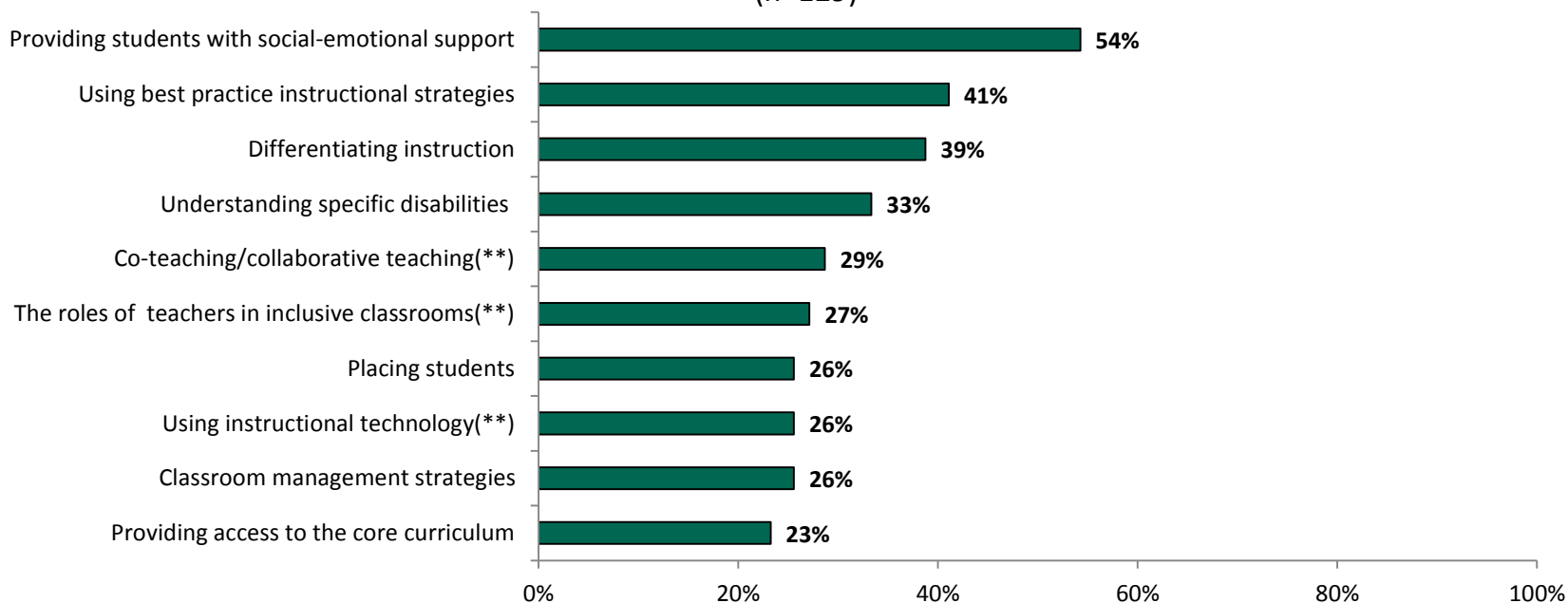


Note: This question was only displayed to School Staff.

# Personnel Resources and Morale

Please select the five professional development topics you would find most useful in improving your ability to work with special education students and their families.

(n=129)

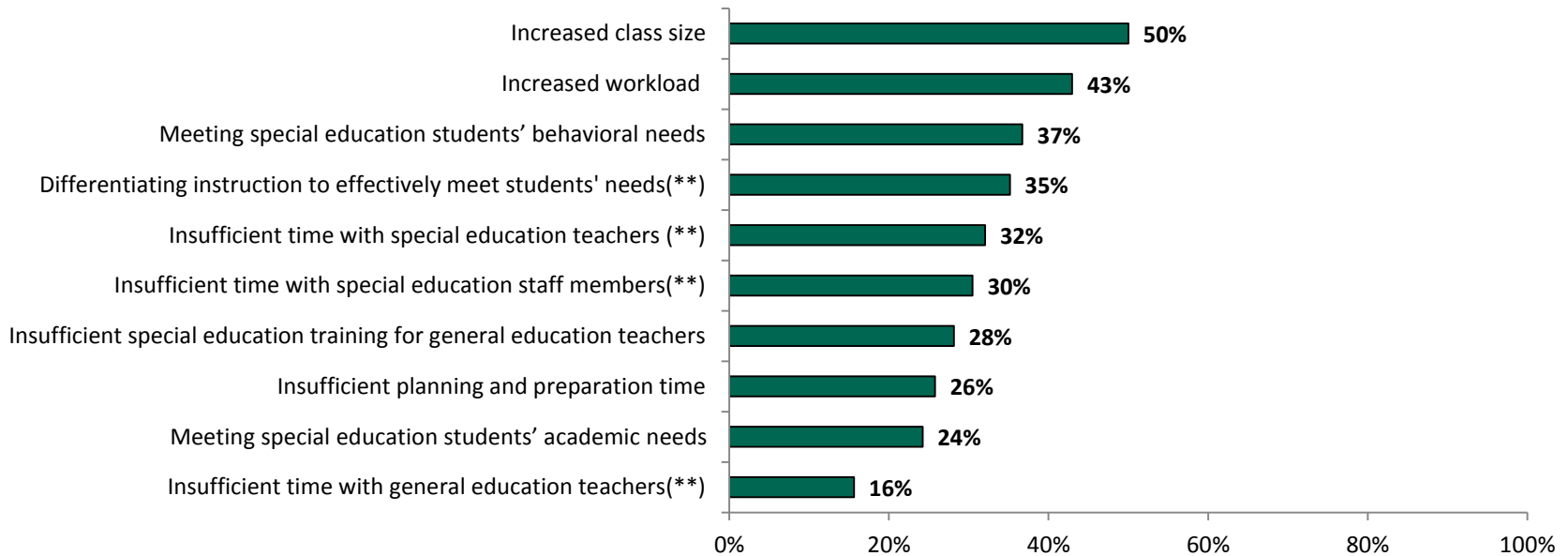


LESSER SELECTED ITEMS	PERCENTAGE
Transitioning students	23%
Identifying students with special needs/disabilities	20%
Engaging parents	19%
Using assessments to monitor progress	16%
Implementing IEPs	9%
Developing IEPs	8%
Other	9%
None of the above	3%

# Personnel Resources and Morale

Please select the five greatest challenges you have encountered when working with special education students.

(n=128)

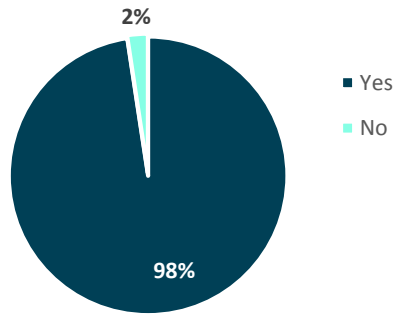


LESSER SELECTED ITEMS	PERCENTAGE
Lack of support from district administrators	13%
Inadequate instructional materials	12%
Insufficient content area training for special education teachers	9%
Inadequate instructional facilities	7%
Lack of support from school administrators	7%
Difficulty communicating with parents	7%
Other	16%
I have not encountered any challenges when teaching special education students	2%
I have not worked in a classroom where special education students were included in general education classes	0%

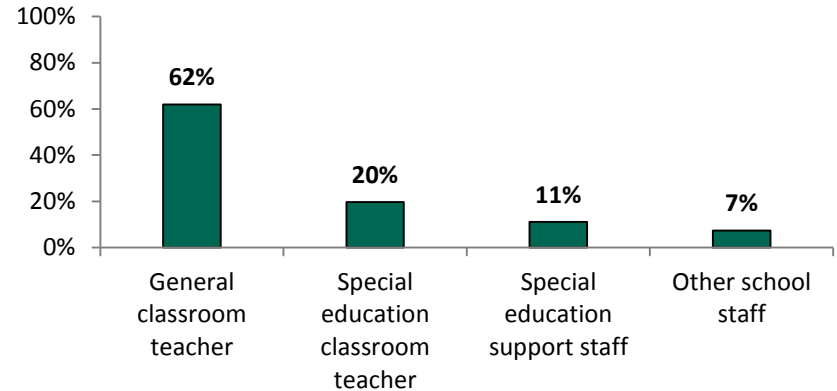
# APPENDIX

# Demographics

**Do you teach or support SDUHSD students who have an IEP and receive special education services?**  
(n=167)



**In what capacity do you support general education students?**  
(n=163)

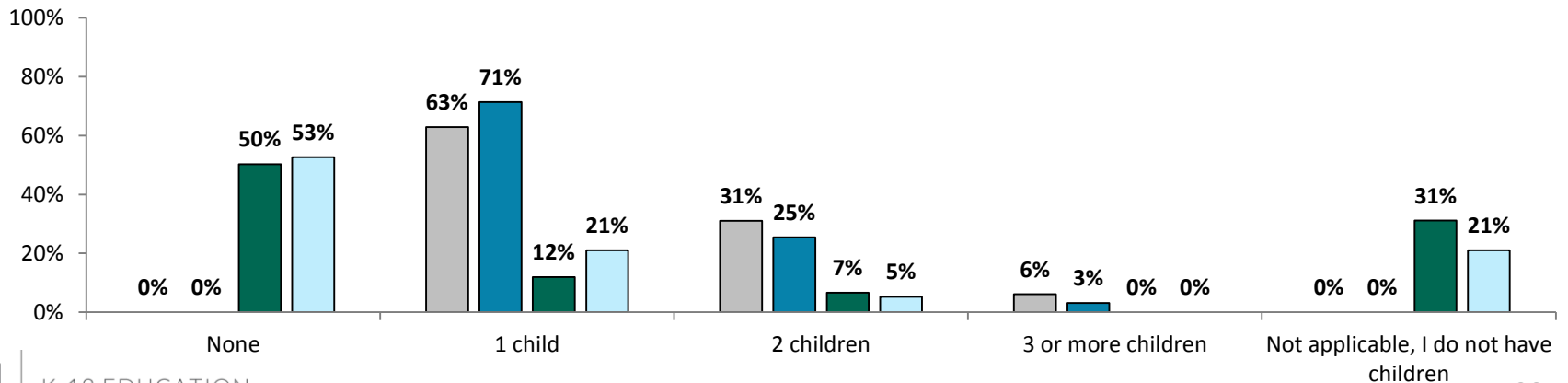


Note: This question was displayed only if the respondent is part of the School Staff

Note: This question was displayed only if the respondent answered "Yes" to the question on the left.

**Do any of your children attend an SDUHSD school? If so, how many?**

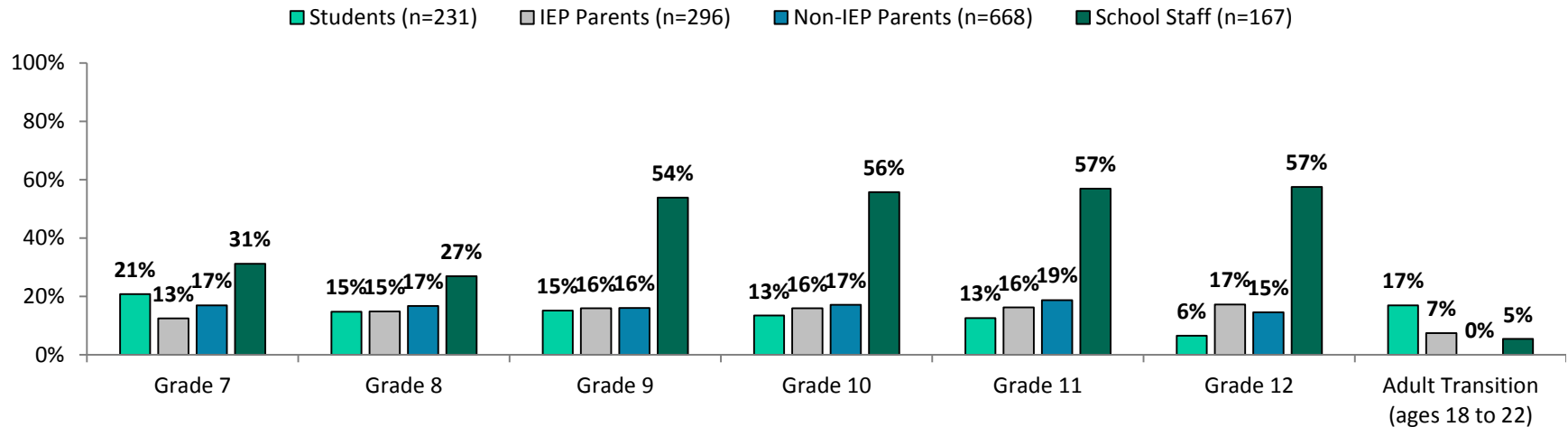
Legend: IEP Parents (n=296) | Non-IEP Parents (n=668) | School Staff (n=167) | District Staff (n=19)



# Demographics

SCHOOL/SITE AFFILIATION:	STUDENTS (N=231)	IEP PARENTS (N=296)	NON-IEP PARENTS (N=668)	SCHOOL STAFF (N=167)	DISTRICT STAFF (N=19)
La Costa Canyon High School	67 (29%)	92 (31%)	86 (13%)	38 (23%)	6 (32%)
Canyon Crest Academy	29 (13%)	31 (10%)	147 (22%)	22 (13%)	0 (0%)
Torrey Pines High School	24 (10%)	47 (16%)	101 (15%)	25 (15%)	2 (11%)
San Dieguito HS Academy	30 (13%)	34 (11%)	105 (16%)	21 (13%)	0 (0%)
Earl Warren Middle School	51 (22%)	12 (4%)	52 (8%)	12 (7%)	2 (11%)
Carmel Valley Middle School	1 (0%)	28 (9%)	67 (10%)	11 (7%)	2 (11%)
Diegueno Middle School	29 (13%)	16 (5%)	46 (7%)	17 (10%)	1 (5%)
Pacific Trails Middle School	0 (0%)	8 (3%)	43 (6%)	4 (2%)	0 (0%)
Oak Crest Middle School	0 (0%)	21 (7%)	17 (3%)	11 (7%)	1 (5%)
Sunset High School	0 (0%)	7 (2%)	4 (1%)	6 (4%)	0 (0%)
District Central Office	0 (0%)	0 (0%)	0 (0%)	0 (0%)	5 (26%)

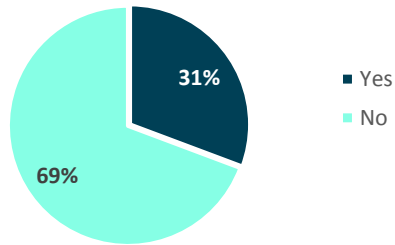
## Grade



# Demographics

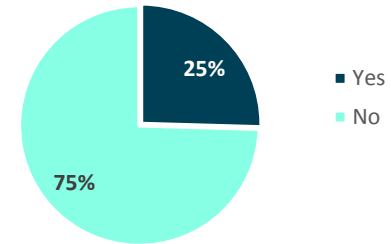
Are you the parent of an SDUHSD student who currently receives special education services?

(n=964)



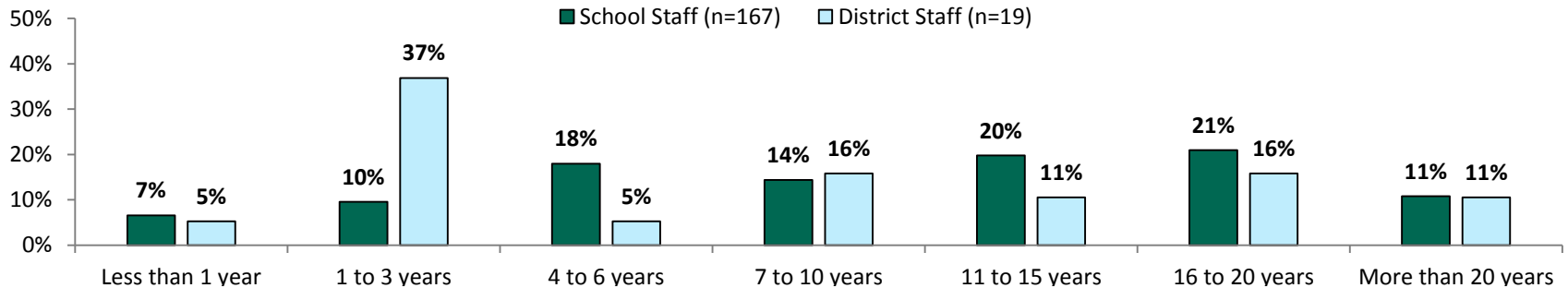
Are you the parent of more than one SDUHSD student who currently receives special education services?

(n=110)



Note: Both questions were displayed only if the respondent is a Parent

How long have you worked at SDUHSD?

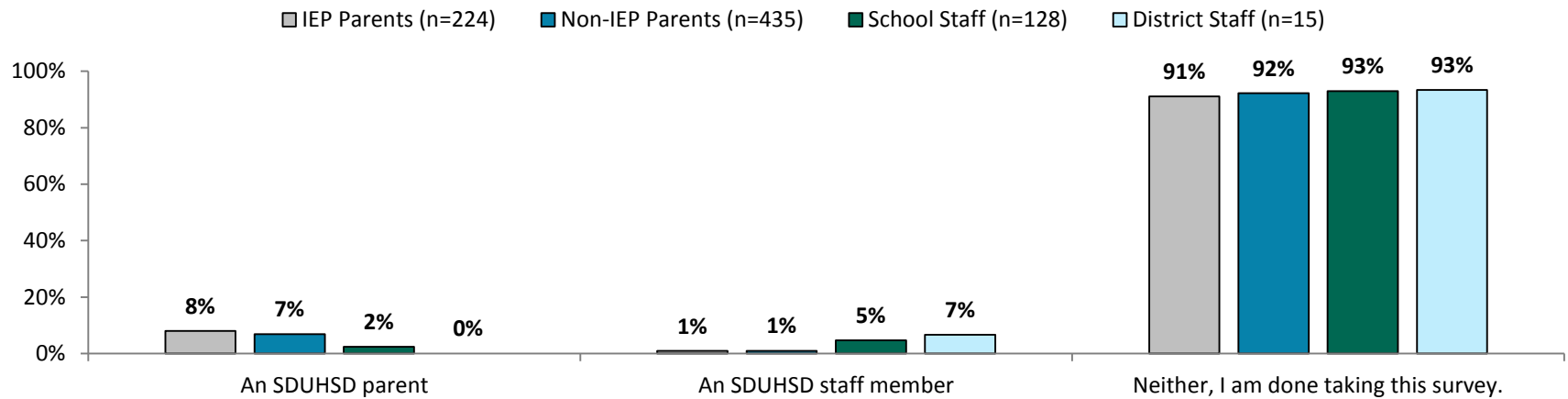


Note: This question was displayed only if the respondent is part of the School Staff



# Retake Option

**If you have multiple children or multiple roles at SDUHSD, would you like to retake this survey in another capacity, such as:**



Note: This question was displayed to all respondents except Students.

# Data Cleaning Procedures

- A total of **1,849 responses** to the survey were initially recorded. Hanover cleaned responses according to the following criteria:
  - First, Hanover removed **30 test responses** from the dataset.
  - Hanover then **disqualified 75 responses** in which the respondent was not a student, parent of an SDUHSD student, SDUHSD school-level staff member, or SDUHSD district-level staff member.
  - An additional **338 responses were dropped due to missing data throughout the questionnaire**. Using a COUNTBLANK formula, there were a total of 156 blank responses per row possible per respondent. Hanover removed any respondent that had 153 or more blank cells in their responses.
  - Hanover then **removed a total of 25 responses due to poor quality data**. There are a total of 10 quality control flags (one “Speeder” and nine “Flatline” flags, defined below). If respondents triggered seven or more flags, Hanover removed them from the dataset.
    - Speeder Flag: Hanover computes the median time it takes to complete the survey. If a respondent took less than half the median time to finish the survey, then the survey was flagged as a “speeder.”
    - Flatline Flags: If a respondent responded the same way to each statement to survey items with more than five statements in a matrix question, then they were flagged as having “flatlined.”
- After completing the above quality control checks, **1,381 responses** remained.

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