

# APPENDIX A

## Quality Standards for Students with Disabilities

Eanes Independent School District



STETSON  
& ASSOCIATES, INC.

# Quality Standards for Students with Disabilities

## Eanes Independent School District

Quality Services for students with disabilities in Eanes Independent School district are characterized by:



**1. An aligned vision among all stakeholders that supports a commitment to ongoing improvement, consistency and fidelity of implementation of best practices, equity across all age groups and in all aspects of the school community and extra-curricular activities.**

- To what extent do leadership, faculty, and family/community representatives share a common vision?
- To what extent are special educational programming and services (before, during and after school) equitably accessible to all students?
- Do the district's published statements regarding student improvement reflect a commitment to the improvement of all learners, including students with disabilities?
- Does the district's current Accountability status reflect continuous improvement of all learners including closing the gaps in achievement for students with disabilities and other sub populations?
- To what extent do students with disabilities have opportunities and meaningful access to and participation in instructional programming and extra-curricular and other activities such as before and after school enrichment, organized sports, clubs, social events?
- What practices are in place to address any safety, privacy and confidentiality issues regarding students with disabilities, such as staff supervision, information-sharing to individuals on a student-need basis, sensitivity training for parents, peers and typical peers, peer supports, etc.?



**2. An authentic inclusive culture that reflects a philosophy of high expectations, shared ownership, responsibility and accountability by all stakeholders, and ensures meaningful accessibility and opportunity for students with disabilities in all facets of the educational environment including the state curriculum standards, social settings and extra-curricular activities.**

- To what extent do the district and campus leaders ensure and encourage acceptance, shared responsibility and accountability for serving students with disabilities?
- To what extent are students with disabilities included in instructional support opportunities (interventions, before and after school tutoring) and extra-curricular activities, including celebrations, recognitions, and other activities where their participation is meaningful rather than tolerated.
- To what extent do faculty and parents report a sense of shared responsibility for students with disabilities?
- To what extent do general and special education teachers and paraprofessionals regularly plan and collaborate with one another across all settings (including the community when appropriate) relative to students with disabilities.
- Is the special education department integrated into the district school system as an integral partner?
- To what extent do district educators understand the decision-making process regarding placement of students with disabilities in the Least Restrictive Environment (LRE (accommodations, modifications,

supports, supplemental aides and services) that must be addressed before a student may be removed from the general education setting.

- To what extent does the district understand the value and benefit of educating students with disabilities in inclusive settings?
- To what extent do educators feel skilled in decision making and in providing instructional strategies including accommodations and modifications that will promote inclusion of students with disabilities?
- To what extent do educators implement collaborative structures (team teaching, parallel teaching, station teaching) in general education settings where there is in-class supports for students with disabilities?
- To what extent are students with disabilities who are in specialized settings (pull out) considered members of their grade level?
- What efforts has the district or campus implemented to promote **meaningful inclusion in all aspects of the school programming including academic, social, and extra-curricular activities** for students with disabilities?



### **3. High quality, research-based, student-centered instructional delivery and progress monitoring by highly trained/skilled and experienced personnel reflecting high expectations, a positive growth-mindset, absence of dangerous assumptions, and a focus on the whole child resulting in improved student outcomes.**

- To what extent do instructional practices meet quality standards for classroom management, lesson design, instructional delivery and high expectations for all students?
- To what extent do educators demonstrate high expectations for all learners, including students with disabilities
- Does the district's Response to Intervention (RtI)/SST) process provide a system of tiered supports and interventions with a strong TEKS based Tier 1 instructional practices?
- To what extent do campus and classroom practice evidence a growth mindset?
- To what extent do students with disabilities receive instructional accommodations, curricular modifications, behavior interventions and other supports **and services** as needed to fulfill the IEP?
- To what extent are progress monitoring practices in place and are the monitoring practices used to inform and adjust instruction when necessary.
- **To what extent are progress monitoring practices and information provided to parents in a meaningful and understandable manner that reflect student strengths, needs and progress towards the IEP goals?**
- To what extent are students with disabilities achieving mastery of the curriculum standards (TEKS)
- To what extent do the faculty report that they are highly skilled in instructional delivery and classroom management for students with disabilities.
- Are the faculty experienced and adequately trained for their assignments?
- To what extent are instructional faculty provided professional development, coaching and support to ensure quality researched-based instructional delivery?



### **4. An understanding and use of high-yield practices that address student-centered learning skills and promote student self-responsibility, resiliency, wellness, empathy, and compassion for all learners.**

- To what extent is the faculty aware of student centered learning strategies such as high engagement, maximizing Academic Learning Time, increasing student knowledge of the "what" and "why" of instruction

flexible grouping, using student interests and choices, promoting self-responsibility, culturally responsive instruction, and using multiple means of assessment for progress monitoring?

- To what extent do classroom practices exhibit these practices and how are they demonstrated?
- To what extent does the district and campus level professional development provided reflect attention to student-centered learning?



## **5. Strong and genuine partnerships with parents and families of students with disabilities that includes opportunities for training, a high level of collaboration and transparent communication regarding all aspects of information regarding the student. Parents and staff are highly satisfied with services and are valued for their efforts.**

- To what extent are parents of students with disabilities satisfied with the quality of services for their child?
- To what extent do parents of students with disabilities express they are knowledgeable of the training opportunities provided by the district to assist them in supporting their child and the district's efforts?
- To what extent do parents of students with disabilities report satisfaction with the communication structures of the district and campus level regarding their child's participation, and progress?
- To what extent do parents of students with disabilities report they are valued and feel a sense of partnership with the school on behalf of their child and **report their input is considered and acted upon?**



## **6. Efficient, effective and appropriate use of human and capital resources that reflect student-centered decisions in determining the need for all resources including staffing, materials, and services for students with disabilities.**

- To what extent are resources for students with disabilities used in a cost effective and efficient manner?
- To what extent are decision regarding staffing resource allocations based on a student-centered decision making process?
- To what extent does the district monitor enrollment, schedules, caseloads, class sizes and work loads of instructional and related services staff to ensure equitable distribution and appropriate staffing structures to **meet the educational needs of the children they serve?**
- To what extent are there process for ensuring material and supplies are available, appropriate and provided in a timely manner?
- To what extent does the district focus on the recruitment and retention of highly skilled teachers and administrators?



## **7. Full compliance with local, state and federal mandates relative to **Child Find**, referral, identification and the provision of services for students with disabilities. This includes a process system to monitor, address and correct any compliance discrepancies, as well as a system to inform stakeholders.**

- To what extent are families and district educators provided clear and concise information (i.e. operating guidelines and other written information) relative to services for students with disabilities?



- To what extent do district teachers and administrators **report that** they are knowledgeable of the legal requirements pertaining to services for students with disabilities especially the referral, ARD/IEP process, IEP Goals and delivery of accommodations and modifications and **appropriate supports and services.?**
- To what extent is the district compliant with the indicators and state targets as reported in the Texas Education Agency's Performance Based Monitoring System (PBMAS) and the State Performance Plan (SPP)?
- To what extent does the district have practices in place to monitor compliance indicators at the district and campus level and respond to key compliance issues and other conflicts that may arise regarding services for students with disabilities?
- **To what extent does the district implement other quality indicator tools based on best practice ( i. e. classroom walk through information, checklists of quality practices, observation) and compliance to monitor the quality of services for students with disabilities?**
- To what extent do special education eligibility documents that are maintained electronically and in paper formats reflect compliance with local, state and federal mandates?
- **To what extent is the district addressing the findings of the USDOE OCR relative to student identification in the state of Texas?**



## **8. A highly effective and efficient process for identification students with disabilities in an early and timely manner with child find efforts that includes informing stakeholders of the process, use of student support teams, and conducting comprehensive evaluations that lead to quality goals and objectives and a process for monitoring the progress of each student.**

- To what extent does the district provide information to the public and community regarding the child find efforts of the district?
- To what extent are parents of students and district educators aware of the procedures and processes for referring a student if there is a suspected disability.
- To what extent does the district have campus support teams in place to address the referral process?
- To what extent **does the district provide comprehensive assessment practices** to evaluate students in a timely manner and meet the timeline requirements as specified in state and federal mandates?
- How are the assessments used to **identify student supports** and inform the development of an Individualized Educational Program (IEP)?
- To what extent does the district monitor the assessment process for both quantity and quality of assessments and use the information to promote continuous improvement?



## **9. A robust process for transition planning that consider grade-to-grade, level-to-level and post- secondary characterized by early attention to the needs of students, student self-advocacy and involvement, use of meaningful progress monitoring results to inform decisions.**

- To what extent are there written guidelines that address the transition of students with disabilities?
- How is transition information or guidelines disseminated?
- To what extent does the district promote a collaborative decision-making process when students with disabilities transition from one grade level to the next?

- To what degree does the district promote a seamless transition from one level (early childhood-elementary-middle-high school-post-secondary).
- To what extent does the district ensure that transition activities are scheduled in a timely manner and promote a robust approach to this process?
- To what extent is the district compliant with the timelines for transition planning?
- To what extent does the district involve a wide range of stakeholders in the transition planning for students?
- To what extent does the district monitor and evaluate the post-secondary outcomes for students and use this information to inform services?

# APPENDIX B

## Five Year Longitudinal Review of District Statistics

Eanes Independent School District



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# EANES ISD 5-YEAR TRENDS IN ENROLLMENT AND STAFF CHARACTERISTICS

**TABLE 1. ENROLLMENT, STAFFING, TEACHER TURNOVER RATE**

Eanes ISD	2013-14	2014-15	2015-16	2016-17	2017-18
Student Enrollment	7,983	7,937	8,058	8,116	8,055
Enrollment of Students with Disabilities	587	629	651	673	677
Number of Special Education Teachers	99.6	93.8	79.5	100.6	89.7
Special Education Teacher to Students with Disabilities Ratio	1:5.9	1:6.7	1:8.2	1:6.7	1:7.5
Teacher Turnover Rate	9.4%	12.8%	12.9%	14.6%	13.2%
Average Years of Experience of Teachers	13.4	13.	13.4	12.8	12.8
Teachers with 1-5 Years' Experience	21.1%	19.3%	16.8%	19.4%	21.6%
Teachers with 6-10 Years' Experience	26%	30%	28.2%	25.4%	23.7%
Teachers with 11-20 Years' Experience	27.2%	27.3%	29.7%	33.1%	33%
Teachers with +20 Years' Experience	22.8%	21.2%	22%	19.4%	19.3%

**TABLE 2. PERFORMANCE BASED MONITORING ANALYSIS SYSTEM 5-YEAR TRENDS IN EANES ISD**

SPED STAAR 3-8 Passing Rate	2014/PL Score	2015/PL Score	2016/PL Score	2017/PL Score	2018/PL Score
Math	85.1/0	77.6/0	71.4/0	74.5/0	76.9/0
Reading	88.3/0	78.7/0	71.2/0	74.1/0	74.2/0
Science	76.7/0	70.1/0	75.0/0	76.6/0	69.6/0
Social Studies	69.4/0	71.8/0	69.2/0	71.2/0	78/0
Writing	80.7/0	65.7/1	67.3/1	61.5/1	56.5/1
SPED Year After-Exit STAAR 3-8 Passing Rate	2014/PL Score	2015/PL Score	2016/PL Score	2017/PL Score	2018/PL Score
Math	*/0	87.5/0	*/0	*/0	96.4/0
Reading	94.1/0		*/0	*/0	96.9/0
Science	*/0	*/0	*/0	*/0	88.9/0
Social Studies	*/0	*/0	*/0	*/0	100./0
Writing	*/0	*/0	*/0	*/0	80/0
SPED STAAR EOC Passing Rate	2014/PL Score	2015/PL Score	2016/PL Score	2017/PL Score	2018/PL Score
Mathematics	78.4/0	82.2/0	81.8/0	77.3/0	78.7/0
Science	94.2/0	*/0	92.1/0	90.8/0	89.3/0
Social Studies	*/RO	81.3/0	93.9/0	94.9/0	90.0/0
Eng. Lang. Arts	78/RO	74/RO	72.5/0	71.2/0	70.1/0
SPED STAAR Participation Rate	66.8/0	**	**	**	**
SPED STAAR Modified Part. Rate	8.2/0	**	**	**	**
SPED STAAR Alternate Part. Rate	11.4/1	11.6/1	10.7/0 RI by special analysis	11.1/1	13.6/2

**\*\* Removed as an indicator**



**CONTINUED TABLE 2. PERFORMANCE BASED MONITORING ANALYSIS SYSTEM 5-YEAR TRENDS IN EANES ISD**

	2014/PL Score	2015/PL Score	2016/PL Score	2017/PL Score	2018/PL Score
SPED Placements in Instructional Setting 40/41 (Ages 3-5)	37./0	**	**	**	**
SPED Regular Early Childhood Program Rate (Ages 3-5)	30.4/RO	47.4/0	48.7/0	52.3/0	71./0
SPED Regular Class >=80% Rate (Ages 6-11)	62.7/1	62.9/1	**	**	**
SPED Regular Class <40% Rate (Ages 6-11)	13.7/1	9.6/0	**	**	**
SPED Regular Class >=80% Rate (Ages 12-21)	61.2/1	60.7/1	**	**	**
SPED Regular Class ,40% Rate (Ages 12-21)	17.7/1	16.5/1	**	**	**
SPED Regular Class >=80% Rate (Ages 6-21)	***	***	66.2/1	67.5/1	67/1
SPED Regular Class< 40% Rate (Ages 6-21)	***	***	12.2/1	9.3/0	9.5/0
SPED Separate Setting Rate	***	***	***	3.6/RO	2.5/RO
Significant Disproportionality Risk Ratio	***	***	***	7.3/SD year1	5.4/SD YR2
SPED Annual Dropout Rate (Grades 7-12)	*/0	*/0	*/0	*/0	0.3/0
SPED RHSP/DAP Diploma Rate	60/0	51.7/0	**	**	**
SPED Graduation Rate	68.4/1	56.8/2	88.9/0	78.3/1	83.7/0
SPED Representation	7.5/0	8.1/0	8.2/0	8.5/ Not Rated Significant Disproportionality Ratio for Asian SPED and Asian AU/SD Year 1	8.5/ Not Rated Significant Disproportionality Ratio for Asian SPED and Asian AU/SD Year 2
SPED African American Representation Difference Score	0.6/0	0.3/0	0.7/0	***	***
Disproportionality Rate	***	***	87.5/RI	***	***
SPED Hispanic Representation Difference Score	2.1/1	3.6/1	4.2/1	*****	*****
Disproportionality Rate	***	***	32.6/2 RO	*****	*****
SPED LEP Representation Difference Score	-0.2/0	0.1/0	0.8/0	**	**
Disproportionality Rate	***	***	36.4/RO	**	**
SPED Discretionary DAEP Placements Difference Score	0.3/0	0.6/0	0.1/0	*****	*****
Disproportionality Rate	***	600/RO	*/0	*****	*****

**\*\* Removed as an indicator****\*\*\*Not an indicator for this report year****\*\*\*\*\* Not an identified area for this report year**

**CONTINUED TABLE 2. PERFORMANCE BASED MONITORING ANALYSIS SYSTEM 5-YEAR TRENDS IN EANES ISD**

	2014/PL Score	2015/PL Score	2016/PL Score	2017/PL Score	2018/PL Score
SPED Discretionary ISS Placements Difference Score	6.0/0	3.3/0	4.8/0	*****	*****
Disproportionality Rate	***	132/3 RO	141.2/3 RO	*****	*****
SPED ISS <=10 Days Rate	***	***	***	***	6.2/RO
SPED ISS > 10 Days Rate	***	***	***	***	0.0/RO
SPED Discretionary OSS Difference Score	1.5/0	2.6/0	1.4/0	***	***
Disproportionality Rate	***	371.4/3 RO	200./RO	***	***
SPED OSS and Expulsion <=10 Days	***	***	***	***	3.0/RO
SPED OSS and Expulsion >10 Days	***	***	***	***	0.0/RO
SPED Total Disciplinary Removals Rate	***	***	***	***	15.5/RO

**\*\* Removed as an indicator**

**\*\*\*Not an indicator for this report year**

**\*\*\*\*\* Not an identified area for this report year**

**TABLE 3. STATE PERFORMANCE PLAN TREND DATA (PUBLISHED DATA ONLY AVAILABLE FOR THE LAST 3 YEARS)**

Indicators	2016 SPP (SY 2014-15)/Met Target Yes or No	2017 SPP (SY 2015-16)/Met Target Yes or NO	2018 SPP (SY 2016-17)/Met Target Yes or No
1. Graduation	56.8%/N	88.9%/Y	78.3%/N
2. Dropout	0.0%/Y	0.0%/Y	0.0%/Y
3B. Statewide Assess. Participation Rate Reading	97.2%/Y	98.4%/Y	99.8%/Y
3B. Statewide Assess. Participation Rate Math	99.2%/Y	98.7%/Y	99.3%/Y
3C. Statewide Assess. Proficiency Rate Reading	77.5%/N	71.4%/N	72.9%/N
3C. Statewide Assess. Proficiency Rate Math	77.3%/N	72.6%/N	74.8%/N
4A. Suspension and Expulsion	Data not reported/Y	Data not reported/Y	NA/Y
4B. Suspension and Expulsion by race or ethnicity	Data not reported/Y	Data not reported/Y	NA/Y
5A. Educational Environment, Ages 6-21-inside regular class 80% or more of the day	61.2%/N	65.5%/N	67%/N
5B. Educational Environment, Ages 6-21-inside regular class less than 40% of the day	13.4%/Y	12.3%/Y	9.3%/Y
5C. Educational Environment, Ages 6-21-in separate schools, res. Facilities, or homebound/hospital placements	4.1%/N	2.9%/N	3.9%/N
6A. Educational Environment, Ages 3-5 - regular early childhood program	52.6%/Y	48.7/Y	54.5%/Y

**TABLE 3. STATE PERFORMANCE PLAN TREND DATA (PUBLISHED DATA ONLY AVAILABLE FOR THE LAST 3 YEARS)**

Indicators	2016 SPP (SY 2014-15)/Met Target Yes or No	2017 SPP (SY 2015-16)/Met Target Yes or NO	2018 SPP (SY 2016-17)/Met Target Yes or No
6B. Educational Environment, Ages 3-5 in separate special education class, separate school or res. facility.	13.2%/Y	20.5%/N	11.4%/Y
7A. Early Childhood Outcomes-positive social/emotional skills Summary 1	100%/Not rated	100%/Not rated	NA/NA
7A. Early Childhood Outcomes-positive social/emotional skills Summary 2	50%/ Not rated	50%/ Not rated	NA/NA
7B. Early Childhood Outcomes-acquisition and use of knowledge and skills Summary 1	100%/ Not rated	92.3%/Not rated	NA/NA
7B. Early Childhood Outcomes-acquisition and use of knowledge and skills Summary 2	64.3%/ Not rated	62.5%/Not rated	NA/NA
7C. Early Childhood Outcomes-use of appropriate behaviors to meet needs Summary 1	100%/ Not rated	83.3%/ Not rated	NA/NA
7C. Early Childhood Outcomes-use of appropriate behaviors to meet needs Summary 2	64.3%/ Not rated	56.3%/ Not rated	NA/NA
8. Parent Involvement	Data Not reported or rated	Data Not reported or rated	NA/NA
9. Disproportionality-by race or ethnicity as a result of inappropriate identification	Data Not Reported/Y	Data Not Reported/Y	NA/Y
10. Disproportionality-by race or ethnicity in specific disability categories as a result of inappropriate identification	Data Not Reported/Y	Data Not Reported/Y	NA/Y
11. Child Find	Data Not Reported/Y	Data Not Reported/Y	NA/Y
12. Early Childhood Transition	Data Not Reported/Y	Data Not Reported/Y	NA/Y
13. Secondary Transition	Data Not Reported/Y	Data Not Reported/Y	NA/Y
14A Post-School Outcomes-enrolled in higher education	Data Not reported or rated	Data Not reported or rated	NA/NA
14B. Post-School Outcomes-enrolled in higher education or competitively employed	Data Not reported or rated	Data Not reported or rated	NA/NA
14C. Post-School Outcomes-enrolled in higher education or in some other postsecondary program, or competitively employed	Data Not reported or rated	Data Not reported or rated	NA/NA

# APPENDIX C

## Comparable District Study

Eanes Independent School District



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# COMPARABLE DISTRICT STUDY

As part of the Review of Services for Students with Disabilities in the Eanes Independent School District, the district requested the evaluator, Stetson and Associates, Inc., provide comparable data relative to enrollment, staffing, student performance, budget and financial resources, and compliance with state and federal mandates for special education populations. Specifically, the district is interested in reviewing information from the state, Region 13 Education Service Center (Texas) and five other Texas school districts that have comparable enrollment of students. Additionally, the district requested that four districts outside of Texas be included in this comparison study, two from California, one from Massachusetts, and one from Nebraska.

This report is based on readily available information pertaining to enrollment, staffing performance, budget, and compliance from national, state and regional databases. The data should be viewed with caution, as the states outside of Texas may not report some of the information in the same format, disaggregate data, or report the data being considered. The information for this report includes the following sources:

1. Texas Education Agency: Texas Academic Performance Report (TAPR) 2017-18 for the State of Texas, Region 13 Austin, Eanes ISD, Allen ISD, Carroll ISD, Coppell ISD, Highland Park ISD, and Lake Travis ISD;
2. Texas Education Agency: PEIMS 2017-18 Special Education Student Enrollment Information by Disability Category;
3. Texas Education Agency: Performance Based Monitoring Analysis System Report (PBMAS) 2018; 2018 District Profile (School Year 2016-17) State Performance Plan Indicator Targets Report;
4. Texas Education Agency: 2017-18 Budgeted Financial Data;
5. 2017-2018 California Department of Education Data Dashboard and Annual Special Education Performance Reports for Manhattan Beach Unified School District and Palo Alto Unified School District;
6. 2017-2018 Massachusetts Department of Elementary and Secondary Education Data and Accountability Reports for 2017-2018 and Massachusetts School and District Profile for Groton-Dunstable, Special Education Data; and
7. Nebraska Education Profiles for 2017-2018 and Westside Community Schools District SPED Performance Report.

Eanes ISD provided the names of five school districts in Texas and four out of state districts for comparison, including:

- |                      |  |
|----------------------|--|
| 1. Allen ISD         | 6. Groton-Dunstable Regional School District, MA |
| 2. Carroll ISD       | 7. Manhattan Beach Unified School District, CA   |
| 3. Coppell ISD       | 8. Palo Alto Unified School District, CA         |
| 4. Highland Park ISD | 9. Westside Community Schools, NE                |
| 5. Lake Travis ISD   |  |

This report was prepared based on the most current published information pertaining to the 2017-18 school year. The summary addresses comparable data relative to these five categories:

1. Student Enrollment;
2. Student Performance;
3. Staffing for Students with Disabilities;
4. Compliance with State and Federal Targets; and,
5. Information regarding Budget and Financial Resources.

A designation on “--” indicates there was either no data or no disaggregated data reported. An “\*” is used when the student data suppressed due to the small number of students involved in order to not compromise confidentiality.

## STUDENT ENROLLMENT

**Table 1: National, State and Regional, Comparison of Enrollment for Students with Disabilities**

	TOTAL SWD	% STUDENTS WITH DISABILITIES
National	6,464,000	12.9%
Texas	497,504	9.2%
Region 13	40,065	10.2%
California	774,665	11.9%
Massachusetts	173,843	18.1%
Nebraska	49,187	15.12%
<b>Eanes ISD</b>	<b>677</b>	<b>8.4%</b>

Source: US Department of Education National Center for Educational Statistics (2014 Digest), 2018 TAPR Report for the State, Region 13, and Eanes ISD, California Department of Education Enrollment Report, 2017-2018 Massachusetts Department of Elementary and Secondary Education Enrollment Data, 2017-2018 Nebraska Department of Education Profiles.

- Eanes ISD is below the national average in enrollment for students with disabilities.
- The district is below the Texas state and Region 13 enrollment percentage for students with disabilities.
- Eanes ISD has significantly lower enrollment percentage of students with disabilities than the state enrollment for California, Massachusetts, and Nebraska.

**Table 2: Individual School District Enrollment Comparisons for Students with Disabilities**

	TOTAL STUDENTS	STUDENTS WITH DISABILITIES	%
<b>Eanes ISD</b>	<b>8,055</b>	<b>677</b>	<b>8.4%</b>
Allen ISD	21,083	2,175	10.3%
Carroll ISD	8,341	577	6.9%
Coppell ISD	12,577	749	6%
Highland Park ISD	6,971	624	9%
Lake Travis ISD	10,382	776	7.5%
Manhattan Beach Unified School District	6,647	849	12.7%
Palo Alto Unified School District	12,249	1,056	8.6%
Groton-Dunstable Regional School District	2,400	403	16.7%
Westside Community Schools	6,066	816	13.5%
<b>Average of Nine</b>			<b>11.1%</b>

Source: Texas Education Agency 2018 TAPR Reports, California Department of Education 2017-2018 Enrollment, 2017-2018 Massachusetts Statistical Report, Enrollment Data, 2017-2018 Westside Community School District – District Snapshot

- Enrollment percentages for students with disabilities among the comparable districts range from 6.0%-16.7%, with an average enrollment of 11.1%.
- The percentage of students with disabilities in Eanes ISD is higher than three of the five Texas districts.
- Eanes ISD has a lower enrollment percentage of students with disabilities than Manhattan Beach USD, Palo Alto USD, Groton Dunstable Regional School District and Westside Community Schools.
- Eanes ISD has a lower enrollment percentage of students with disabilities than the average of the comparable districts.

**Table 3: Enrollment of Students with Disability by Primary Disability Category**

District	OI	OHI	AI	VI	DB	ID	ED	LD	SI	AU	DD	TBI	NCEC	TOTAL
Texas	3,632	70,360	6,964	3,906	281	53,037	29,029	157,752	100,412	64,783	44	1,337	6,783	498,320
%	0.73%	14.12%	1.40%	0.78%	0.06%	10.64%	5.83%	31.66%	20.15%	13.00%	0.01%	0.27%	1.36%	
Region 13	270	5,763	466	288	21	3,468	2,181	14,756	7,973	5,203	-	9%	409	40,894
%	0.66%	14.09%	1.14%	0.70%	0.05%	8.48%	5.33%	36.08%	19.50%	12.72%	0.00%	0.23%	1.00%	
California	10,453	97,426	13,925	3,487	115	43,855	24,936	297,468	161,485	112,318	NA	1,618	NA	767,086
%	1.36%	12.70%	1.82%	0.45%	0.01%	5.72%	3.25%	38.78%	21.05%	14.64%	-	0.21%		
Massachusetts	24,001	97,426	1,219	590	171	7,612	16,969	41,674	24,938	22,845	20,262	9,852	NA	267,559
%	8.97%	36.41%	0.46%	0.22%	0.06%	2.84%	6.34%	15.58%	9.32%	8.54%	7.57%	3.68%		
Nebraska	245	6,079	647	229	10	3,072	2,150	14,952	9,542	2,805	1,610	193	NA	41,534
%	0.59%	14.64%	1.56%	0.55%	0.02%	7.40%	5.18%	36.00%	22.97%	6.75%	3.88%	0.46%		
Eanes	NA	143	NA	8	-	22	63	214	74	148	-	NA	NA	672
%		21.28%		1.19%	0.00%	3.27%	9.38%	31.85%	11.01%	22.02%	0.00%			
Allen	15	369	31	22	NA	93	123	570	684	320	-	5	15	2,247
%	0.67%	16.42%	1.38%	0.98%		4.14%	5.47%	25.37%	30.44%	14.24%	0.00%	0.22%	0.67%	
Carroll ISD	N/A	135	7	N/A	-	43	41	103	164	87	-	N/A	8	588
%		22.96%	1.19%		0.00%	7.31%	6.97%	17.52%	27.89%	14.80%	0.00%		1.36%	
Coppell	N/A	138	16	13	N/A	47	57	149	171	159	-	5	10	765
%		18.04%	2.09%	1.70%		6.14%	7.45%	19.48%	22.35%	20.78%	0.00%	0.65%	1.31%	
Highland Park	5	129	9	5	-	38	40	37	219	158	-	-	NA	640
%	0.78%	20.16%	1.41%	0.78%	0.00%	5.94%	6.25%	5.78%	34.22%	24.69%	0.00%	0.00%		
Lake Travis	6	135	6	80	-	35	35	228	203	117	-	NA	9	854
%	0.27%	6.01%	0.27%	3.56%	0.00%	1.56%	1.56%	10.15%	9.03%	5.21%	0.00%		0.40%	
Manhattan Beach	-	126	-	-	-	-	-	247	244	97	NA	-	NA	714
%	0.00%	21.43%	0.00%	0.00%	0.00%	0.00%	0.00%	42.01%	41.50%	16.50%		0.00%		
Palo Alto	-	218	-	-	-	-	26	350	122	143	NA	-	NA	859
%	0.00%	28.50%	0.00%	0.00%	0.00%	0.00%	3.40%	45.75%	15.95%	18.69%		0.00%		
Groton-Dunstan Regional School	NA	64	2	1	1	7	24	136	25	66	58	12	NA	396
%		10.00%	0.31%	0.16%	0.16%	1.09%	3.75%	21.25%	3.91%	10.31%	9.06%	1.88%		

Source: Texas Education Agency: PEIMS 2017-18 Special Education Student Enrollment Information by Disability Category, Massachusetts Department of Elementary and Secondary Education 2017-2018 Statistical Reports Enrollment Data, 2017-2018 Manhattan Beach Unified District Special Education Enrollment by Age and Disability, 2017-2018 Palo Alto Unified District Special Education Enrollment by Age and Disability



- When compared to Texas data, the enrollment of Eanes ISD students with disabilities is slightly higher than the state percentage in the categories of Other Health Impairment (OHI) (+7.6%), Emotional Disturbance (ED) (+3.55) and Autism (AU) (+9.02%). Eanes ISD was significantly lower in the categories of Intellectual Disability (ID) (-7.37%) and Speech Impairment (SI) (-9.14%) than the state. The other categories were either slightly lower than state percentages or within 2 points of the percentages.
- When compared to region data, the enrollment of Eanes ISD students with disabilities also exceeds percentages of in the areas of Other Health Impairment, Emotional Disturbance, and Autism. The percentages for Intellectual Disability and Speech Impairment are also below those for Region 13.
- There is a range of percentages of each disability category among Eanes ISD and the comparable districts in the categories of: Other Health Impairment (6.01%-26.27%), Emotional Disturbance (1.56%-9.38%), and Autism (5.21%-24.69%).
- Compared to Manhattan Beach Unified District, Palo Alto Unified District, and Groton Dunstable Regional School District, Eanes ISD is lower than two of the districts for students identified with OHI, higher than all three districts in identifying students with emotional disturbance and autism.
- Eanes ISD is higher than the three out of state districts in identifying students with intellectual disabilities. Groton Dunstable Regional School District has a lower percentage of students identified as speech impaired than Eanes ISD. Manhattan USD and Palo Alto USD have a higher percentage of students with an SI identification.

## TEACHER TURNOVER RATE

**Table 4: Enrollment of Students with Disability by Primary Disability Category**

DISTRICT	RATE
Highland Park	14.6%
Lake Travis	16.4%
Carroll	10%
Coppell	17.6%
Allen ISD	11.9%
Region 13	19%
State	16.6%
<b>Eanes ISD</b>	<b>13.2%</b>

## AVERAGE YEARS OF EXPERIENCE FOR TEACHERS AND PERCENTAGE OF TEACHERS WITH A MASTER'S DEGREE

**Table 5: Enrollment of Students with Disability by Primary Disability Category**

	AVERAGE YEARS OF EXPERIENCE	PERCENTAGE OF TEACHERS WITH A MASTER'S DEGREE
Texas	10.9	23.8%
Region 13 ESC	10.8	24%
California	Not Available	
Massachusetts	Not available	
Nebraska	11.78	
Highland Park	13.3	66.9%
Lake Travis	11.6	29.9%
Carroll	12.6	26%
Coppell	10.6	25.4%
Allen ISD	12.0	25.9%
Eanes ISD	12.8	40.2%

## STUDENT PERFORMANCE

**Table 6: Graduation Rates for Students with Disabilities 2018 District Rates**

DISTRICT	STUDENTS WITH DISABILITIES
Eanes	78.3%
Allen	86.8%
Carroll ISD	90.5%
Coppell ISD	83.3%
Highland Park ISD	63.6%
Lake Travis ISD	86.4%
Manhattan Beach Unified School District	73.9%
Palo Alto Unified School District	82.9%
Groton-Dunstable Regional School District	92%
Westside School District	88.00%

Source: 2018 District Profile for Texas State Performance Plan 2016-17 School Year); 2018 California Department of Education School Dashboard Additional Reports and Data; Massachusetts Department of Education 2017-2018 School and District Profiles, 2017-2018 Westside Community School District - District Special Education Performance Report (School Year 2016-2017) and Annual Performance Report for Manhattan Beach Unified and Palo Alto Unified School Districts.

- The district's graduation rate for students with disabilities is below four of the five Texas districts and below three of the out of state districts.

**Table 7: Comparison of 2018 Texas Assessment Reading/ELA Proficiency Rates for Students with Disabilities... Approaches or Meets Grade Level**

District	3		4		5		6		7		8		Eng. I		Eng. II	
	A	M	A	M	A	M	A	M	A	M	A	M	A	M	A	M
Eanes	74%	39%	74%	45%	86%	52%	*	*	64%	40%	90%	50%	*	*	72%	49%
Allen	73%	40%	64%	35%	72%	41%	53%	25%	62%	34%	68%	27%	42%	23%	51%	35%
Carroll	92%	69%	83%	60%	73%	40%	75%	55%	*	*	83%	33%	*	*	*	*
Coppell	62%	34%	60%	40%	70%	44%	*	*	60%	26%	72%	30%	*	*	*	*
Highland Park	*	*	88%	71%	84%	64%	88%	54%	75%	50%	88%	49%	*	*	*	*
Lake Travis	61%	39%	55%	23%	81%	52%	51%	31%	63%	34%	70%	32%	*	*	38%	21%

**In Reading/English**

- The percentage of 3rd grade Eanes ISD students with disabilities approaching grade level standards was higher than three of four districts and the percentage of students meeting grade level expectations was higher than one, lower than two and equal to one of the comparable districts.
- The percentage of 4th grade Eanes ISD students with disabilities approaching grade level standards was higher than three of five districts and the percentage of students meeting grade level expectations was higher than three of the comparable districts;
- The percentage of 5th grade Eanes ISD students with disabilities approaching grade level standards was higher than four districts, and the percentage of students meeting grade level expectations was higher than three and equal to one comparable district;
- The percentage of 7th grade Eanes ISD students with disabilities approaching grade level standards was higher than three of four districts, and the percentage of students meeting grade level expectations was higher than three of four districts reporting results;
- The percentage of 8th grade Eanes ISD students with disabilities approaching grade level standards was higher than all comparable districts, and the percentage of students meeting grade level expectations was higher than all comparable districts; and
- The percentage of English II EOC Eanes ISD students with disabilities approaching grade level standards was higher than two of two districts reporting performance scores, and the percentage of students meeting grade level expectations was higher than two of two districts reporting results.

**Table 8: Comparison of 2018 Texas Assessment Math Proficiency Rates for Students with Disabilities Approaches or Meets Grade Level**

District	3		4		5		6		7		8		Algebra I	
	A	M	A	M	A	M	A	M	A	M	A	M	A	M
Eanes	75%	53%	79%	45%	82%	53%	*	*	74%	53%	77%	44%	79%	52%
Allen	75%	48%	66%	42%	86%	54%	71%	39%	67%	39%	67%	36%	63%	28%
Carroll	92%	73%	87%	68%	*	*	79%	58%	80%	51%	75%	58%	85%	35%
Coppell	61%	40%	59%	41%	74%	40%	80%	38%	67%	35%	83%	46%	*	*
Highland Park	86%	67%	90%	73%	88%	66%	92%	70%	69%	48%	82%	58%	92%	54%
Lake Travis	56%	40%	56%	30%	77%	47%	59%	39%	63%	27%	69%	33%	68%	23%

Source: Texas Education Agency TAPR 2018

**In Mathematics**

- The percentage of 3rd grade Eanes ISD students with disabilities approaching grade level standards was below three and equal to one and higher than one district, and the percentage of students meeting grade level expectations was higher than three and lower than two of the comparable districts.
- The percentage of 4th grade Eanes ISD students with disabilities approaching grade level standards was higher than three of five districts and the percentage of students meeting grade level expectations was higher than three of the comparable districts.
- The percentage of 5th grade Eanes ISD students with disabilities approaching grade level standards was higher than two of four districts, and the percentage of students meeting grade level expectations was higher than three of four districts.

- The percentage of 7th grade Eanes ISD students with disabilities approaching grade level standards was higher than four of five districts, and the percentage of students meeting grade level expectations was higher than all 5 districts reporting results.
- The percentage of 8th grade Eanes ISD students with disabilities approaching grade level standards was higher than three comparable districts, and the percentage of students meeting grade level expectations was lower than three comparable districts.
- The percentage of Algebra I EOC Eanes ISD students with disabilities approaching grade level standards was higher than two of four districts reporting performance scores, and the percentage of students meeting grade level expectations was higher than three of four districts reporting results.

**Table 9: Comparison of 2018 Texas Assessment Writing Proficiency Rates for Students with Disabilities Approaches or Meets Grade Level**

District	4		7	
	A	M	A	M
Eanes	*	*	*	*
Allen	44%	26%	49%	27%
Carroll	71%	58%	*	*
Coppell	*	*	*	*
Highland Park	86%	67%	*	*
Lake Travis	36%	23%	49%	31%

Source: Texas Education Agency TAPR 2018

- Four of the five comparable districts reported information regarding the Writing assessment proficiency for 4th grade and two of five reported performance for students in 7th grade.
- The percentage of 4th grade students with disabilities approaching grade level standards ranged from 44% to 86%, and the percentage of students meeting grade level expectations ranged from 26% to 58%.
- Two comparable districts reported the percentage of 7th grade students with disabilities approaching and meeting grade levels.

**Table 10: Comparison of 2018 Texas Assessment Science Proficiency Rates for Students with Disabilities Approaches or Meets Grade Level**

District	5		8		Biology	
	A	M	A	M	A	M
Eanes	64%	34%	75%	47%	89%	71%
Allen	64%	36%	62%	43%	77%	37%
Carroll	63%	29%	71%	48%	88%	48%
Coppell	62%	31%	58%	38%	*	*
Highland Park	80%	48%	78%	54%	*	*
Lake Travis	*	*	67%	36%	*	*

Source: Texas Education Agency TAPR 2018

## In Science

- The percentage of 5th grade Eanes ISD students with disabilities approaching grade level standards was higher than two of four districts, and the percentage of students meeting grade level expectations was higher than two of four districts.
- The percentage of 8th grade Eanes ISD students with disabilities approaching grade level standards was higher than four of five districts, and the percentage of students meeting grade level expectations



was higher than three of five districts.

- The percentage of Eanes ISD students with disabilities on the Biology EOC approaching grade level standards was higher than two of two districts, and the percentage of students meeting grade level expectations was higher than two of two districts.

**Table 11: Comparison of 2018 Texas Assessment Social Studies Proficiency Rates for Students with Disabilities Approaches or Meets Grade Level**

District	8		US History	
	A	M	A	M
Eanes	78%	53%	91%	70%
Allen	64%	35%	87%	67%
Carroll	71%	38%	92%	71%
Coppell	60%	29%	63%	40%
Highland Park	71%	46%	100%	100%
Lake Travis	57%	30%	*	*

Source: Texas Education Agency TAPR 2018

### In Social Studies

- The percentage of 8th grade Eanes ISD students with disabilities approaching grade level standards was higher than all five districts, and the percentage of students meeting grade level expectations was higher than all districts; and
- The percentage of grade Eanes ISD students with disabilities approaching grade level standards on the US History EOC was higher than two of four districts, and the percentage of students meeting grade level expectations was below three of four districts.

The following data are scores as they are reported by the out of state districts. Because each state has different standards, cut scores and performance standard measurements, it is impossible to make a direct comparison of the performance of students with disabilities in these districts with the students in Eanes ISD.

### Groton Dunstable Data

**Table 12: 2018 District Profiles Percent at Each Level (Grades 3-5)**

Grade	3				4				5			
	E	M	PM	NM	E	M	PM	NM	E	M	PM	NM
ELA SWD District	0	59	34	7	3	35	50	13	0	10	68	23
ELA SWD State	1	16	58	24	1	15	53	30	1	16	57	27
ELA District All Students	20	55	24	1	19	50	28	3	6	51	38	5
Math SWD District	3	38	48	10	5	51	36	8	0	18	53	30
Math State	2	17	44	37	1	14	44	40	1	13	52	34
Math District All Students	19	49	31	2	13	58	27	2	5	49	39	7

**Table 13: 2018 District Profiles Percent at Each Level (Grades 6-10)**

Grade	6				7				8				10			
	E	M	PM	NM	E	M	PM	NM	E	M	PM	NM	A	P	N	W
ELA SWD District	3	20	63	15	0	14	50	36	0	13	45	42	32	54	7	7
ELA State	1	12	50	37	0	9	43	47	1	13	40	46	14	55	19	12
ELA District All Students	7	54	35	3	7	41	45	7	12	49	30	9	74	23	2	1
Math SWD District	3	30	55	13	4	14	61	21	3	18	66	13	46	32	4	18
Math State	1	12	50	37	1	11	47	42	1	11	47	40	14	27	31	29
Math District All Students	6	54	37	2	12	56	28	3	14	61	23	3	88	9	1	3

E=Exceeding Expectations, M=Meeting Expectation, PM=Partially Meeting Expectations, NM=Not Meeting Expectations

**Table 14: 2018 District Profiles Percent at Each Level (Grades 5, 8, 10)**

Grade	5				8				10			
	A	P	NI	W	A	P	NI	W	A	P	NI	W
Science & Tech English SWD District	3	15	65	18	3	8	58	32	11	61	18	11
Science & Technology English SWD State	4	13	44	38	1	9	38	53	7	32	42	19
Science & Technology English District All Students	31	34	31	4	9	49	35	7	52	42	4	2

A=Advanced, P=Proficient, NI=Needs Improvement, W=Warning/Failing

Source: Massachusetts Department of Elementary and Secondary Education; School and District Profiles

## Westside Community Schools

**Table 15: Performance on Nebraska's Student-Centered Assessment (NSCAS) (Grades 3-5)**

	3		4		5	
	% Below Prof.	% Prof.	% Below Prof.	% Prof.	% Below Prof.	% Prof.
ELA District SWD	81%	19%	74%	26%	81%	19%
ELA District All Students	41%	59%	41%	59%	39%	61%
Math District SWD	83%	17%	84%	17%	81%	19%
Math District All Students	45%	55%	45%	55%	44%	56%
Science District SWD					60%	40%
Science District All Students					23%	77%

**Table 16: Performance on Nebraska's Student-Centered Assessment (NSCAS) (Grades 6-8, 11))**

	6		7		8		HS 11th	
	% Below Prof.	% Prof.	% Below Prof.	% Prof.	% Below Prof.	% Prof.	% Below Prof.	% Prof.
ELA District SWD	81%	19%	87	13	92%	8%	***	***
ELA District All Students	49%	51%	47%	53%	47%	53%	****	*****
Math District SWD	72%	28%	78%	22%	86%	14%	****	***
Math District All Students	37%	63%	35%	65%	44%	56%	****	***
Science District SWD					****	****	***	***
Science District All Students					32%	68%	****	****

Source: Nebraska State Department of Education; Nebraska Education Profiles

## Palo Alto Unified School District

**Table 17: Smart Balance Assessment Test Results (Grade 3-5)**

	3				4				5			
	Stand. Exceed Lvl 4	Stand. Met Lvl 3	Stand. Nearly Met Lvl 2	Stand. Not Met Lvl 1	Stand. Exceed Lvl 4	Stand. Met Lvl 3	Stand. Nearly Met Lvl 2	Stand. Not Met Lvl 1	Stand. Exceed Lvl 4	Stand. Met Lvl 3	Stand. Nearly Met Lvl 2	Stand. Not Met Lvl 1
ELA SWD District	23.19%	17.39%	10.14%	49.28%	20.48%	15.66%	24.10%	39.76%	20.43%	22.58%	22.58%	34.41%
ELA District All Students	52.99%	23.81%	14.77%	8.42%	57.07%	20.45%	12.01%	10.46%	52.80%	28.75%	10.18%	8.28%
Math SWD District	27.94%	20.59%	17.65%	33.82%	21.43%	23.81%	26.19%	28.57%	27.66%	11.70%	22.34%	38.30%
Math District All Students	60.62%	24.56%	7.59%	7.24%	57.80%	24.39%	13.18%	4.62%	60.95%	18.59	11.44%	9.02%

**Table 18: Smart Balance Assessment Test Results (Grade 6-8)**

	6				7				8			
	Stand. Exceed Lvl 4	Stand. Met Lvl 3	Stand. Nearly Met Lvl 2	Stand. Not Met Lvl 1	Stand. Exceed Lvl 4	Stand. Met Lvl 3	Stand. Nearly Met Lvl 2	Stand. Not Met Lvl 1	Stand. Exceed Lvl 4	Stand. Met Lvl 3	Stand. Nearly Met Lvl 2	Stand. Not Met Lvl 1
ELA SWD District	16.47%	22.35%	28.24%	32.94%	5.06%	22.78%	17.72%	54.43%	7.95%	25.0%	23.86%	43.18%
ELA District All Students	50.71%	33.81%	9.38%	6.11%	51.01%	34.28%	8.22%	6.49%	48.56%	33.33%	9.47%	8.64%
Math SWD District	22.35%	23.53%	18.82%	35.29%	12.50%	17.50%	15%	55.0%	24.14%	10.34%	14.94%	50.57%
Math District All Students	65.02%	20.02%	9.80%	5.17%	66.10%	18.05%	8.93%	6.92%	69.61%	11.70%	9.14%	9.55%

**Table 19: Smart Balance Assessment Test Results (Grade 11)**

	<b>11th</b>			
	Stand. Exceed Lvl 4	Stand. Met Lvl 3	Stand. Nearly Met Lvl 2	Stand. Not Met Lvl 1
ELA SWD District	33.33%	28.57%	19.05%	19.05%
ELA District All Students	67.01%	20.97%	6.14%	5.88%
Math SWD District	13.33%	20.%	20.%	46.67%
Math District All Students	69.79%	16.13%	7.62%	6.45%

Sources: California Department of Education; California School Dashboard

## Manhattan Beach Unified

### All Scores for Students with Disabilities Listed as NA

#### ELA: 3-8 and 11<sup>th</sup>:

- All -74.7 Above Standard,
- Students with Disabilities- 11.9 Above Standard

#### Math 3-8 and 11<sup>th</sup>:

- All-46.1 Above the Standard,
- Students with Disabilities-5.7 Below the Standard

**Table 20: Comparison of 2018 Proficiency Rates with Comparable Districts for Students with Disabilities in Grades 3-8 and EOC**

DISTRICTS	READING GRADES 3-8	MATH GRADES 3-8	HIGH SCHOOL ELA	HIGH SCHOOL MATH
Eanes ISD	74.2%	76.9%	70.1%	78.7%
Manhattan Beach Unified District	54.2%	36.7%	-----	-----
Palo Alto Unified District	38.03%	38.03%	-----	-----
Groton-Dunstable Regional School District	77%	82%	54%	32%
Westside Community School District	34.08%	72.76%	26.00%	14.00%
Allen ISD	65.8%	72.6%	47.1%	65.5%
Coppell ISD	61.4%	70.8%	35.8%	57.4%
Carroll ISD	80%	85.4%	68.2%	85%
Highland Park ISD	85.8%	85.9%	80.5%	92.3%
Lake Travis ISD	63.5%	63%	40.7%	67.3%

Sources: Texas Education Agency 2018 PBMAS, California Department of Education 2017-2018 Local Education Academic Report Card, Massachusetts Department of Elementary and Secondary Education 2017-2018 School and District Report Card, Westside Community School District 2017-2018 District Special Education Performance Report (School Year 2016-2017)

- It should be noted that other states utilize the Common Core Standards and target areas are different than the state of Texas. Any comparison of scores should be done with caution.
- Eanes ISD scored higher than two and lower than three of the five Texas comparison districts in Reading for grades 3-8 and higher than three and lower than two in math.
- The district scored higher than four of the Texas comparison districts on High School ELA and higher than three in high school math.



## STAFFING FOR STUDENTS WITH DISABILITIES

**Table 21: State/Region and Comparable District Staffing Ratios for Special Education**

ENTITY	SWD	SPECIAL EDUCATION TEACHERS	STUDENTS WITH A DISABILITY/TEACHER
Texas	488,463	31,950	15.28
Region 13	40,065	3,028	13.2
<b>Eanes ISD</b>	<b>677</b>	<b>89.7</b>	<b>7.5</b>
Allen ISD	2,175	116.4	18.68
Carroll ISD	557	49.1	11.75
Coppell ISD	749	62.2	12.04
Highland Park ISD	624	55	11.3
Lake Travis ISD	776	61.5	12.6
Manhattan Beach Unified District	849	--	--
Palo Alto Unified District	1,056	--	--
Groton-Dunstable Regional School District	403	25	16.12
Westside Community School District	816	--	--
Average of Six			13.75

Source: Texas Education Agency TAPR 2017-18 District Profiles, Massachusetts Department of Education 2017-2018 Teacher Profile by Program Area, California

- The teacher to student with disability ratio for Eanes ISD is lower than the state and region ratio and lower than all comparable school districts in Texas and the one out of state district with available data.

## BUDGET AND FINANCIAL INFORMATION

**Table 22: 2017-18 Special Education Budgeted Information by State and District**

STATE/DISTRICT	TOTAL REVENUE	INSTRUCTION/ ALL STUDENTS	%	INSTRUCTION PER STUDENT	SPECIAL EDUCATION	%	SPECIAL EDUCATION PER STUDENT
Texas	63,158,400,197	\$29,573,638,802	55.79%	\$5,492	\$6,228,755,783	15.92%	\$1,157
<b>Eanes ISD</b>	<b>\$98,982,689</b>	<b>\$47,688,813</b>	<b>58.0%</b>	<b>5,918</b>	<b>17,242,821</b>	<b>28.62%</b>	<b>\$2,141</b>
Allen ISD	\$258,068,650	\$109,505,750	57.19%	\$5,194	\$24,879,655	16.94%	\$1,180
Carroll ISD	\$117,660,863	\$47,024,349	57.24%	\$5,636	\$10,252,619	17.16%	\$1,229
Coppell ISD	\$147,961,701	\$67,730,177	59.34%	\$5,385	\$12,262,767	13.80%	\$975
Highland Park ISD	\$98,275,179	\$41,842,335	61.26%	\$6,002	\$10,312,385	19.05%	\$1,479
Lake Travis	\$126,598,098	\$47,824,996	56.05%	\$4,607	\$12,250,059	19.87%	\$1,180
Manhattan Beach Unified District	\$74,666,874	\$51,470,726	67%	\$7,545	\$2,199,727	NA	\$345
Palo Alto Unified District	\$240,737,069	\$161,174,593	52%	\$10,904	\$33,175,650	14%	\$2,826
Groton-Dunstable Regional School District	\$430,470,528.00	---		\$14,475.	\$6,589,367.	21.6%	---
Westside Community School District	68,449,943,00	42,164,638	61.6	NA	1,933,533	2.83%	NA

2017-2018 Texas Actual Financial Data, 2018-2019 California Department of Education-Annual Financial Data, Westside Community Schools 2016-2017 Financial Receipts and Financial Expenditures.

- Eanes ISD's total revenue is lower than five of the eight comparable districts reporting data. The total revenue for Eanes ISD is lower than four of the five Texas districts. Eanes ISD is higher in total revenue than Manhattan Beach USD and Westside Community Schools.
- Eanes ISD's Operating Expenditure for Instruction percentage is lower than four of eight comparable

districts reporting data.

- Eanes ISD's budgeted percentage for special education is higher than the state and eight comparable districts.
- The program expenditure per student with a disability higher than the state and six comparable districts reporting this data.
- Disaggregated budget data was not available for Groton Dunstable Regional School District.

## COMPLIANCE WITH STATE AND FEDERAL TARGETS FOR STUDENTS WITH DISABILITIES

**Table 23: Enrollment Data by Placement Category, Age 6-21 and Preschool (Percentages)**

DISTRICT	>80%	<40%	6-21 PUBLIC OR PRIVATE SEPARATE 6-21 PUBLIC OR PRIVATE SEPARATE SCHOOL; HOME OR HOSPITAL PLACEMENTS	3-5 IN REGULAR EARLY CHILDHOOD PROGRAM	3-5 SEPARATE EARLY CHILDHOOD PROGRAM
<b>Eanes ISD</b>	<b>67.0%</b>	<b>9.3%</b>	<b>3.9%</b>	<b>54.5%</b>	<b>11.4%</b>
Allen ISD	72.3%	10.4%	0.3%	20.4%	15.9%
Carroll ISD	76.7%	10.1%	0.0%	58.6%	0%
Coppell ISD	70.1%	17.5%	*	34.6%	23.7
Highland Park ISD	70.1%	17.5%	*	34.6%	0%
Lake Travis ISD	65.9%	13.5%	1.8%	26.8%	11.0%
Manhattan Beach Unified School District	69.30%	8.13%	5.22%	39.77%	1.14%
Palo Alto Unified School District	71.2%	7.09%	2.97%	41.98%	55.560%
Groton-Dunstable Regional School District	69.3%	8.1%	5.5%	78.4%	15.7%
Westside Community School District	75.44%	1.58%	1.09%	85.42%	*

Sources: Texas 2018 District Profile (School Year 2016-2017 State Performance Plan Indicators, California Department of Education 2017-2018 Annual Performance Report, Westside Community School District 2017-2018 District Special Education Performance Report (School Year 2016-2017)

- Eanes ISD has a lower percentage of students spending more than or equal to 80% of their day in the general education setting than eight of the nine comparable districts.
- The percentage of students with disabilities spending greater than 40% of their day in special education settings is lower than all five of the Texas districts and higher than all the out of state districts.
- Eanes ISD has a higher percentage five of the seven districts reporting data for students served out of district or at home.
- For children ages 3-5 receiving services in a regular education setting, Eanes ISD has a higher percentage than six of the nine comparable districts.
- Eanes ISD has lower percentage of students ages 3-5 who are receiving services in a separate early childhood program than four of the eight comparable districts with data.

**Table 24: Data Comparison for Graduation, Dropout, Secondary Transition and Parent Involvement**

DISTRICT	GRADUATION RATE % SWD WITH REGULAR DIPLOMA	MET TARGET	DROPOUT RATE % SWD DROPPING OUT OF HIGH SCHOOL	MET TARGET	SECONDARY TRANSITION % OF SWD 16+ YEARS WITH APPROPRIATE IEP POSTSECONDARY GOALS	MET TARGET	# OF PARENTS REPORT SCHOOLS FACILITATE PARENT INVOLVEMENT TO IMPROVE SERVICES	MET TARGET
Eanes ISD	83.7%	Yes	*	Yes	NA	NA	NA	NA
Allen ISD	89.9%	Yes	*	Yes	NA	Yes	NA	NA
Carroll ISD	83.8%	Yes	*	Yes	NA	Yes	NA	NA
Coppell ISD	81.5%	Yes	*	Yes	NA	Yes	NA	NA
Highland Park ISD	75.6%	No	*	Yes	NA	Yes	NA	NA
Lake Travis ISD	86.5%	Yes	1.1	Yes	NA	Yes	NA	NA
Manhattan Beach Unified	93.10%	Yes	0.007%	Yes	100%	Yes	99.72%	Yes
Palo Alto Unified	87.00%	No	1.59%	Yes	100%	Yes	100%	Yes
Groton-Dunstable Regional School District	92.3%	Yes	0%	Yes	100%	Yes	84.1%	
Westside School District	90.0%	Yes	89%	Yes	*	–	No Responses Obtained	No

Source: Texas Education Agency 2018 PBMAS State, Region and District Reports, 2018 Texas District Profile (School Year 2016-2017) State Performance Plan Indicator Targets, California Department of Education 2017-2018 Annual Performance Report, Massachusetts Department of Elementary and Secondary Education 2018 District and School Profile, Nebraska Department of Education 2017-2018 District Profile and Westside Community School District 2017-2018 District Special Education Performance Report (School Year 2016-2017)

- The graduation percentage for students with disabilities in Eanes ISD is lower than seven of the nine comparable districts.
- The percentage of the students receiving special education services who drop out of school in Eanes ISD and four of the comparable Texas districts is not reported due to student population size.
- Eanes ISD and the five Texas districts received “NA” in the areas of Secondary Transition % of Students with Disabilities 16+ years with Appropriate Postsecondary Goals and Parent Involvement. The lack of data prevents comparing Eanes ISD to the four districts in the three states other than Texas.

**Table 25: Data Comparison from TEA PBMAS for Special Education Placements**

<b>DISTRICT</b>	<b>OSS &lt;10</b>	<b>OSS&gt; 10</b>	<b>ISS&lt;10</b>	<b>ISS&gt;10</b>	<b>DRR</b>
<b>Texas</b>	<b>6.8%</b>	<b>0.4%</b>	<b>11.2%</b>	<b>0.8%</b>	<b>47.9%</b>
<b>Region 13 ESC</b>	<b>5.7%</b>	<b>*</b>	<b>10.4%</b>	<b>0.8%</b>	<b>43.9%</b>
<b>Eanes ISD</b>	<b>3.0%</b>	<b>*</b>	<b>6.2%</b>	<b>*</b>	<b>15.5%</b>
Allen ISD	3.6%	*	9.0%	*	27.5%
Carroll ISD	1.7%	*	2.7%	*	9.3%
Coppell ISD	2.1%	*	7.5%	*	22.6%
Highland Park	0.7%	*	3.8%	*	8.7%
Lake Travis	1.5%	*	9.2%	*	25.5%
Manhattan Beach Unified District	--	--	2.9%	--	--
Palo Alto Unified District	--	--	3.9%	--	--
Groton-Dunstable Regional School District	--	--	--	--	4 students
Westside Community School District	ND	ND	ND	ND	ND

Source: Texas Education Agency 2018 PBMAS State, Region and District Reports, California Department of Education 2017-2018 Data Quest Discipline Report, Massachusetts Department of Elementary and Secondary Education 2017-2018 School and District Profile Student Discipline Data Report

- This summary should be viewed with caution due to the method of reporting of data in in the California and Massachusetts districts.
- Eanes ISD is below the state and region percentages for Off School Suspensions (OSS) and In School Suspension (ISS). The district is significantly below the state and region percentages for disciplinary removals.
- Eanes ISD is equal to or below three of the districts reporting discipline data for OSS. The district's 3.0% is above four of the comparable schools in Texas.
- Eanes ISD is below three of the five comparable districts from Texas for students with disabilities receiving ISS for less than ten days and discipline removals. The two districts below them in percentages for these two areas are significantly lower.
- Eanes ISD is above to the percentage of students assigned ISS in Manhattan Beach Unified District and Palo Alto Unified District.

## SUMMARY

This comparison study of Eanes Independent School District with state, region and nine individual districts in Texas, California, Massachusetts, and Nebraska was completed to provide the district with information that indicates the rank or status of Eanes ISD relative to enrollment, performance, staffing, compliance and financial information. It also serves to support the formal review for the program evaluation for students with disabilities. The following represents the most significant findings that resulted from this comparison and will inform future efforts regarding the program evaluation.

## Enrollment

A key factor in determining staffing needs for a district is the actual number of students that will need services. However, in addition to the numbers of students needing services, the district must also consider the type and severity of the disability conditions in the district.

Eanes ISD's enrollment for students with disabilities is below the national and state percentages and the average of the nine comparable districts. Eanes ISD's enrollment for students with disabilities is below five of nine comparable districts and above five of the comparable districts.

When the enrollment is analyzed by disability condition, the Eanes ISD percentage of students in the categories of Other Health Impaired, Emotional Disturbance, and Autism is higher than the state. Six of the nine comparable districts were lower in each of these categories. Eanes ISD was significantly lower in the categories of Intellectual Disabilities and Speech Impairment.

With the significant differences in the categories of Other Health Impaired, Emotional Disturbance, Autism, Eanes ISD should examine the identification and evaluation process for the district to ensure that students are accurately identified.

The lower percentages of students with disabilities served in general education and the higher percentage of students served in special education settings suggest that the district needs to provide training and support in understanding and serving students with disabilities in general education.

## Performance

Eanes ISD's graduation rate for students with disabilities is above the Texas, Region, and four out of state percentages. The graduation rate of seven of the nine comparable districts was higher than Eanes ISD for students with disabilities. This suggests that Eanes ISD may need to examine their student engagement practices in order to create buy-in and promote a growth mindset for struggling students who may become disengaged.

Eanes ISD students receiving special education services scored equivalent to or higher than the comparable Texas districts on 20 of the STAAR reading assessments in grades 3-8 and EOC. On the STAAR math assessments for grades 3-8 and EOC, Eanes ISD scored similar to or higher than on 15 math assessments. Eanes ISD students with disabilities scores were equivalent to or higher on eight of the Science and Biology assessments than eight of the assessments. The comparison districts were similar to or below Eanes ISD on five of the social studies and US History assessments.

## Staffing/Budget

The data suggest that Eanes ISD is richly staffed. The student with a disability to special education teacher ratio for Eanes ISD is lower than the state, Region 13 and six of the nine reporting comparable districts.

Eanes ISD's budgeted percentage for special education is above the state and higher than the six districts, both in and out of state, reporting budget data. Eanes ISD's percentage in the category of "Instruction/All Students"

is higher than the state and higher than four of the seven reporting districts. This data combined with the student to staff ratio and LRE data reported below imply that a more effective use of professional staff and professional development in the areas of collaborative teaching, differentiated instruction, and student engagement would be beneficial in supporting and enhancing the services provided to student with disabilities.

## Compliance

Eanes ISD has lower percent of their students receiving services in the general education setting for the majority of their day than all of the comparable districts reporting data. The district also has more of their students with disabilities receiving services in a special education setting than six of the comparison districts. This suggests a closer look at the factors contributing to these data. It is suspected that the relatively high numbers of students with Other Health Impairment, Emotional Disturbance, or Autism may be a factor contributing to this compliance factor.

The children ages 3-5 receiving services in a regular education setting, is at a higher percentage all of the Texas districts and two of the reporting districts outside of Texas. This is a positive finding for Eanes ISD.

Eanes ISD and all nine of the comparable districts reported low percentages for the dropout rate for student with disabilities. The “NA” designated by the state for State Performance Plan Indicators in parent involvement and transition goals did not allow for an accurate comparison with other districts. It is suggested that until that data is available, Eanes ISD continues to focus on methods to improve these two areas.

Eanes ISD’s data for students with disabilities who were given OSS for less than ten days is a positive finding. However, the percentage of students receiving special education services assigned to ISS and the total percent of discipline removals should be reviewed for any trends in this area.

## CLOSURE

The information contained in this study will inform the formal evaluation of the services provided to students with disabilities and will support the findings and recommendations relative to sufficiency, efficiency, effectiveness, and appropriateness of services for students with disabilities in Eanes ISD.



# APPENDIX D

## Structured Observations of Classroom Practices

Eanes Independent School District



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# EANES ISD CLASSROOM OBSERVATIONS

## Campuses:

- Barton Creek Elementary School
- Eanes Elementary School
- Valley View Elementary School
- Hill Country Middle School
- Westlake High School
- Adult Transition Services

## Classrooms Observed: 36

- 21 Co-Teaching: 17 of the 21 co-teach classes exclusively used one teach/one assist model
- 4 Support Facilitation
- 6 Resource
- 4 Life Skills
- 1 Self-Contained Behavior

## Instructional Activities/Academic Learning Time

- 36 of 36 classes met the criteria set for all areas.
- There were no interruptions to instructional time. 90% of the students were engaged in the activities.
- The majority of students were successful with the assigned tasks.
- Classroom routings did not cause a loss of instructional time.

## Evidence of Instructional Planning

- Evidence of pre-assessment was evident in 15 of the classrooms on the day of the observation. It could be construed that pre-assessments had been conducted in the 21 classes based on the level of understanding the material the students exhibited.
- Lessons reflected an accelerated approach in 27 classes.
- Objectives were posted in 20 classrooms.
- Adults in all classes understood their roles.
- Accommodations were used in general education however; modifications were not used in general education classes.

## Instructional Quality

- 24 of the classrooms employed flexible grouping at the time of the observation.
- Differentiated instruction was not observed in 26 classes.
- Accommodations were met in 30 of the classes. The remaining 6 classes were doing lessons that did not require any accommodations, but the teachers were able to discuss the accommodations of the students in the class.
- Instructional technology was used in 26 of the classrooms observed.

## Positive Learning Environment

- Teachers demonstrated high expectations for all students, cultural diversity was respected, and the environment of the classrooms supported positive behavior.
- Classroom rules were posted in 16 of the 36 classes observed.
- 16 of the classes had a schedule of activities posted.
- 6 of the classrooms evidenced that contingencies were in place for behavior at the time of the observation.
- 10 of the 36 campuses had a school-wide positive behavior program in place.

## Quality Standards for Students with Disabilities

- A significant majority of classes in all campuses:
  - Used standards-based IEPs
  - Provided access and participation in general education
  - Accommodations were addressed
  - Age appropriate materials and instruction. (One middle school and one high school Life Skills classes used coloring sheets with students.)
  - Provided specially designed instruction in co-teaching and resource
  - Encouraged student self-direction
  - Monitored student progress
  - Demonstrated a growth mindset
  - Employed an accelerated rather than remedial approach in the general education classrooms. The six resource and four Life Skills classes used remediation to assist students in understanding a concept

## Appropriate, Effective, and Efficient Use of Personnel

- **Collaborative Teaching**
  - The general education teacher was responsible for presenting the lesson in 17 of the co-taught classrooms.
  - In all 21 of the classes, the students asked both teachers for assistance.
  - Students receiving special education services were not distinguishable based on which teacher worked with them.
  - It was evident that the teachers were able to plan together and shared the physical classroom space.
- **Specialized Instruction**
  - The general education curriculum was followed in 10 of the 11 classes observed.
  - At the time of the observation five teachers had multiple grade levels.
  - Five classes had students who seemed inappropriately placed. At one elementary school, teaching assistants were assigned for support facilitation while the teachers taught resource classes. The students in those resource classes appeared able to participate in the general education classroom if supported by a teacher. A student in a Life Skills class was identifying “vertices” and the shapes they formed.
- **Use of Paraprofessionals**
  - In the three classes where teaching assistants were present:
    - They were comfortable with their roles and assignments
    - Did not limit the interactions with the teacher or other students
    - The teaching assistant worked with all students

## Technology

The use of instructional technology was readily available in all classes on the day of the observation although nine of the classes did not make use of it. Five students had the needed adaptive/assistive technology.

## Principal Conferences

### Strategies for communicating shared responsibility:

- Collaborative teachers are at every grade level.
- Collaborative teachers teach the same grade level/content as for resource that they teach with general education.
- General education and special education teacher have grade level/content area PLCs together.
- Shared philosophy that all students start as general education and some may need the support of 504, bilingual, or special education.
- Teacher teams attend the PLC Summit in Phoenix every year.
- Special education is part of the campus improvement plan.
- It was a systemic issue. People had created their own boundaries whether general education or special education. All conversations were turned back to “all students.”

### Approaches to scheduling special education support:

- The director, assistant director, principal, case manager SLP, LSSP, the teachers of each student meet to discuss progress, supports needed, and IEP goals for the next year.
- The special education coordinator comes back when staffing projections are released to help with the master schedule.
- We are very inclusive district.
- Classes/sections with students receiving special education services are front-loaded.
- Collaborative classes are kept at 6-9 students with disabilities.

### Strategies for promoting gen/sped collaboration/planning:

- Special education teachers and general education teachers remain on the same team through out the day.
- All attend grade level/content area PLC meetings.
- One day a week is set aside for planning as a team.
- There is one day in the fall and one in the spring for PPCD and Life Skills to plan together.
- All collaborative teams have two full days to plan together each year.

**Do students with disabilities have access to meaningful participation in extracurricular activities, clubs, field trips, pep rallies, and other activities on campus. If yes, explain how and are their supports and provided?**

- Everything on campus is open to all students. Extracurricular activities are provided after school through Community Education if a parent chooses to enroll their student.
- Our booster club (parent group) is open and inclusive. For movie night, the same movie shown in the cafeteria is also shown in a smaller setting for those with sensory stimulation issues.
- For safety patrol, any student who signs up and will be given an appropriate assignment.
- Students with disabilities are planned for through the planning community.
- Students with disabilities have full access to PE, art, and music. The OT works with the art teacher to assist with accommodations for students.
- Community Ed. offers all extracurricular classes. They are limited in their understanding in how to respond to students with disabilities.
- Sixth grade follows the wheel of art, music, and PE. If a student wants to participate in the larger theatre program, they may all audition. They may be included in the chorus or as a dancer if they do not have a role. They OT works with students on how to enter and leave the stage. Rehearsals are during the day. The teachers attend the performances.
- It is a team effort. The parents are actively involved. We provide whatever services are needed.
- Choir and the musical have embraced inclusion. The coaches are open but want to know what role is appropriate for a student.

**What efforts has the campus implemented to promote meaningful academic and social inclusion for students with disabilities?**

- First and foremost, each student is a first grader, second grader, etc. It is the core of who they are. A fifth-grade student was concerned that a student with cerebral palsy was going to be graded in the same way as the rest of the class. He felt he should be graded differently when needed.
- Social groups during special and instructional time.
- Teachers reach out for resources. The behavior teachers attend the dances. All teachers attend the formal and informal events.

**Concerns:**

- Training teachers how to moderate for a variety of disabilities.
- Receiving students at the beginning and during the year who have more involved disabilities and we are not always staffed to meet those needs.
- No concerns. We are appropriately staffed and the district is always supportive.
- Students with disabilities become "hands off" when they are identified.
- The greater community does not understand LRE and disabilities.
- The lack of understanding that "coverage" and "growth" are different.
- "All means all" for the staff as well as students. We need to work with our Booster club on this.
- Hiring – we want the best person.
- Staffing
- Proximity and space. We want to have the students in the right space.
- Lack of understanding by the staff that disabilities are fluid. Just because a student isn't identified until high school doesn't mean the disability hasn't been there all along and he/she has been able to mitigate it on their own.
- Disabilities change and manifest at different times.

**Positive aspects of special education services on your campus:**

- Parent support and community responsiveness
- The high retention rate for the campus.
- Central office leadership.
- This study being conducted.
- The collaborative model.
- We are student centered and make individualized decisions.
- The staff is reflective and open to ideas.
- Central office support.
- Our TAs are "phenomenal."
- It's all about the kids and what support(s) they need.
- We have a true RTI.
- Longevity
- Communication and openness
- People choose this school for our services.
- Teachers share and deliver the accommodations.
- Great behavior support team.
- Molly and Matt are open to working with us. A TA may even reach out to them.

# ADULT TRANSITION SERVICES (ATS)

<b>Total # of Students:</b>	18
<b>Total # of Students Observed:</b>	10
<b>Total # of Teachers:</b>	3
<b>Total # of Tas:</b>	5 (Job Coaches)

## Principal Discussion

- A bond for the purpose of housing ATS voted the building on by the community.
- The goal is for the last day at ATS looks exactly like the next day of their adult life.
- Running the school is a team effort.
- Scheduling is very fluid. Teachers design the schedule based on the students and the work sites. The time allotted for work sites is from 10:00 a.m. – 3:00 p.m.
- They use the James Stanfield Transition Curriculum as their scope and sequence.
- The campus is building a list of adult transition targets.
- Adding community partners is an ongoing endeavor.
- Extracurricular activities are accessed within the community.
  - YMCA
  - Train for the Game Gym (students are put through the same workout as the gym's division one athletes are required to do.)
  - Laguna Gloria – adult art classes
  - Free Fun in Austin app – a student finds an activity they are interested in and the teachers coach them through planning for the event.
- During extra-curricular activities the teachers and TAs do not sit with the students.
- Eight students are enrolled in ACC. They may come to ATS to check in when they need to.
- Students are driven to ATS, some drive themselves, and others ride the city bus. Teachers help them, at the beginning of the year, determine the best route from their home.
- Texas Workforce Commission is paying students for nine-week training placements.
- The SAFE (Stop Abuse for Everyone) Program is a community partner. The teach students empowerment by focusing on who is in their inner circle that they can go to for help. After those individuals are identified, they broaden the circle. They teach students how to respond to unwelcome intimate conversations and touching.
- Project SEARCH, in partnership with Seton Hall Hospital and Easter Seals, is building internships for students with disabilities. The students do medical rotations for one year. Following the internship, the student may get a job or may continue with a job coach from Easter Seals.

## Observations

Using: **"What I know about me + the choices I make = my life,"** the teacher for the day focused the group discussion on preferences and strengths. After a discussion of what preferences and strengths are, the students used their phones to answer:

- "Something I am good at."
- "When I have free time at home I like to \_\_\_\_."
- "How do I best receive new information?"

As the students typed in their answers, they were display on the Smart Board. Each area was discussed. The final "take away" from the lesson was, "Asking for help does not mean you are helpless."

## Holiday Inn (Lady Bird Lake)



[illegible]

[REDACTED]

[REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]

\_\_\_\_\_

On the ride to the Holiday Inn, the teacher in charge expressed how much he enjoyed his job. He said watching the young adults become successful and more independent, was wonderful. He said that, [REDACTED] is great. She gets it." It is nice to have someone in leadership who was once a Life Skills teacher.



# APPENDIX E

## Special Education Eligibility Folder Review

Eanes Independent School District



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# **FOLDER REVIEW RESULTS FOR EANES ISD**

## **A Review of Service for Students with Disabilities**

The folder review for Eanes ISD was completed March 26<sup>th</sup> and 27<sup>th</sup> of 2019. Two full days were devoted to this part of the program evaluation. The consultant requested that a random selection of folders be provided. An email was sent to Ms. May, Executive Director of Special Education, requesting that a total of 50-60 folders be pulled by random selection of every tenth folder from an alpha list of students in each age group, (Pre-K, Elementary, Middle School, and High School) and that the total selection contain at least one folder of every qualifying disability area.

The folders were reviewed for up to 20 compliance indicators (dependent upon the age of the student). A total of 25 folders were reviewed for compliance; six folders 9<sup>th</sup>-12<sup>th</sup> grade, five folders 6<sup>th</sup>-8<sup>th</sup> grade, ten folders K-5<sup>th</sup> grade, and three folders for ages 3-5 (5-year old's not attending Kindergarten)

Eanes ISD special education department utilizes the Success Ed IEP program as an electronic data management system. In addition, the department requires that a hard copy of all documents be kept in an audit folder. During the folder review the consultant utilized the hard copy audit folder as the primary source of data. If a required document was not available in the hard copy the consultant would then search for the item in the electronic data management system. In some cases, documents that were not archived in the hard copy eligibility folder were available in the electronic system. When staff are required to maintain an electronic system as well as a paper document system errors in archiving can occur. In addition, requiring staff to maintain two data systems can add to the work load of the case manager. The district may want to review this procedure and move towards total electronic management. With appropriate training and safeguards for archival and storage in place an electronic system can be more efficient.

## **Findings and Recommendations**

A majority of the required documentation was contained in the paper eligibility folder. However, there were several folders where the document was only located in the Electronic archives. The folders provided were neat and mostly well-organized

although there appeared to be confusion as to where to archive the Consent For Placement, Notice and Consent for Evaluation and REED Documentation. In some folders it was archived with the ARD Documentation and in others it was archived with consent documentation or parent documentation. Out of the 25 folders reviewed, zero folders were in total compliance, 20 folders were missing items such as signatures on evaluations, boxes not checked in required areas, or other minor clerical errors. Systemically it appeared that there is inconsistency in how to document minutes in the schedule of services. The documentation on the schedule of services requires that the description of services must include the frequency of services, the amount of time in which services will be delivered and in what location will the services be delivered. Most Related services were documented correctly and included further explanation in the notes that clarified how many minutes per week or every two weeks that a student would receive services and how many sessions total would be provided per 9-week period. Collaborative Inclusion and self-contained services were documented inconsistently, and it was often unclear how many minutes a day/week the services were to be delivered and in what location. Any person, parent, or provider in any district should be able to look at a schedule of services and clearly have an understanding of what services will be provided a student on a weekly basis, who will be providing those services, (special education staff, related services personnel, or general education staff) and if those services will be provided in a special education environment or a general education environment. Overall, there also appeared to be confusion as to how to document ARD participation signatures. Sometimes attendees actually signed on the signature page of the ARD documentation and other times names of attendees were only listed in the minutes with parent(s) and district representative being the only ones who provided original signatures on the signature page. Although it is not a legal requirement that attendees sign the IEP document to verify attendance, it does add more integrity and accountability to the document as to who actually attended that particular ARD meeting. Another concern that was noted consistently was many of the goals and objectives did not meet the criteria and did not include the four components of timeframe, conditions, behavior and criterion. Some would include these four components in the objectives but not in the goals, some would follow the criteria for some of the goals and objectives but not all, and others did not include the four components at all.

The items discussed above are mostly issues of training, editing for errors, and accuracy. ARD committee meetings are conducted for many reasons and are referred to differently depending on the purpose of the ARD committee meeting. It is important to remember that any ARD whether it is a Brief ARD, a Transfer ARD, an ARD to conduct a REED, an Initial ARD/Annual ARD, they all must meet the required components in the Legal Framework for an ARD/IEP meeting.

Documentation for special education services and supports has become quite onerous and documents are often 20-50 pages in length for each ARD/IEP committee meeting and each assessment report. Clerical errors are not unusual. However, it is important to have some system in place to audit folders on an annual basis to identify systemic issues in documentation and implementation of the local, state and federal guidelines for special education.



# APPENDIX F

## Compliance Review of Student Services and Supports

Eanes Independent School District



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[illegible][illegible]



Appendix F: Compliance Review

[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

Student Name:

[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

[illegible][illegible][illegible]

[illegible]

- It appeared that all students were receiving the services on the schedule of services with the exception of [REDACTED] and the case manager was aware that they needed to make a change to the IEP, the ARD had just not been scheduled.
- Data collection of progress on goals and objectives appears to be a weakness in several of the cases; specifically, for students who have modified goals in the general education classrooms;
- There was no evidence of written documentation of implementation of accommodations for students. In the specialized classrooms the teachers report they are embedded in the modifications and natural accommodations for the specialized setting. The teachers in collaborative classrooms reported that they are familiar with the accommodations and they are responsible for implementation, yet they do not formally document when they are provided.
- Grading for students on modified curriculum appears to be somewhat confusing to some of the teachers interviewed.

- Provide training to teachers in various ways to collect data on progress on goals and objectives that can be done easily such as using portfolios, or through the use of specific data sheets, and/or data probes. Systems should be easy to use and not be burdensome to complete.
- Discussed documentation even in a Life Skills class of accommodations. May be best written in as a goal as a condition in the specialized classroom instead of an accommodation because it is a part of that specialized instruction.
- Grading for students who are on modified curriculum or pre requisite skills is sometimes confusing for teachers. Reporting progress on the IEP goals and objectives and assigning a grade for a content area are totally separate activities. The district may want to investigate some systems to utilize for developing rubrics for grading for students who are accessing enrolled grade level curriculum through pre-requisite skills as well as provide some training to new Life Skills teachers. Region 20 has some excellent information on grading that can easily be utilized for training. This information can be located on their website at: [https://projects.esc20.net/upload/shared/Product\\_Index.pdf](https://projects.esc20.net/upload/shared/Product_Index.pdf).

# APPENDIX G

## Focus Group Summaries

Eanes Independent School District



STETSON  
& ASSOCIATES, INC.

# EANES INDEPENDENT SCHOOL DISTRICT

## A Review of Services for Students with Disabilities

### *Focus Group Comments*

#### **Group: General Education Teachers**

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##### **Question 1: What are the factors that positively impact the achievement and success of students with disabilities in Eanes ISD?**

- Teachers know students very well. Familiar with needs and accommodations even before the students come into the classroom.
- Understanding teachers who understand their students
- In addition to academic growth teachers (gen and sped) are very aware of their social and emotional growth as well.
- Kids feel it is safe to be a risk taker. They know it is ok. To fail because they will get help to improve.
- Positive classroom environment. Strong class community.
- Within CTE so much of learning academics is through application. We have fabulous IT program. We have great staff development. Just learned about PICTO Chart. Makes a difference for people to see things visually.
- Students are able to work in a variety of learning environments and with different staff members at the elementary level.
- At Elementary level do a good job of supporting gen. ed teachers by having special education teachers in the classroom as co-teachers.
- Sped and gen. ed teachers and TAs collaborate really well for students at elementary level.
- At elementary Eanes does a great job of making sure each student is provided LRE. I love the collaborative environment. It enhances the learning for all students; typical and non-typical.
- Elementary has an adaptive P.E. teacher who helps with students; is great. Our students do a great job of accepting students. It is also great to have the TAs with more hands on for students.
- SWD are getting same instruction as all students. Building stronger relationships with peers and teachers.
- MS agree with all. Being approachable to my students is going to help all students succeed.
- Dedicated staff at elementary. Aimed at LRE, striving to serve kids with great resources. Great data tracking and sped and gen ed teachers form great relationships with the kids.
- All the programs outside of regular core subjects are fantastic and kids can find something to succeed in. Kids with disabilities can participate as they find something that aligns with their strengths.
- Continued professional development for f all teachers. Twice exceptional students was great (GT and sped)
- HS; Courses offered are wonderful. A lot of different ways to fund different and unique core and elective courses that are offered to all students. Building in UDL to discuss writing curriculum increasing success through curriculum changes.
- Substitutes available for ARDS
- Eanes ISD community is very supportive of students with special needs and that is reflected in the community as well.
- All teachers think about supporting students throughout their day (transitions, P.E. music) not jiiust Core subject. Resources and different ways to support that student are considered such technology, various modalities, various ways kids learn.
- Elem the TAs or teachers will travel with the student from year to year which adds to the comfort of the student.
- Sometimes communication with parents is really helpful. Parents email. Teaming assist with sharing strategies that are working for students.

- Thorough entry process, for kinder into special ed. Seems right people are getting in because they have the right information for them to qualify.
- Achieving accommodations at times is challenging in the HS; having supports such as the MAPS class where students can have oral administration is significantly helpful.
- Starting to involve elementary students in ARD process. It is valuable and a good thing.

**Question 2: What are the factors that adversely impact the achievement and success of students with disabilities in Eanes ISD?**

- Elementary Sped Teachers get sub coverage for ARDs but Gen Ed teachers do not. Tend to feel rushed.
- MS, Never had a collaborative class or had special ed kid. Teach Pre AP. In teaming, once a student has a reputation then it snowballs and hard for student to change especially with new teachers. (Their reputation precedes them)
- Not aware of that process for entry to special ed. I am Kinder teacher and new to the district.
- MS is teaming. It is overwhelming to sped. teachers. Now sped teacher is doing all core subjects and not just one content as before. We seem to be seeing a rise in sped.
- RTI time is set across school and could be used for GT also if more standardized.
- From GT perspective, student with Dyslexia, very difficult to split time and negotiate. No set way to address twice exceptional students.
- Pre Ap and AP, difficult to maintain rigor with the numerous accommodations I provide. Especially timed activities. Constant struggle
- Scheduling in a different way. A singleton not always available to a student with a disability. So difficult for student to get in then ends up in a different course that is not always the best course for them.
- Elementary parents weigh heavily in decisions vs. where educators best feel students should be served. Vocal parents tend to get what they want even when educators do not feel it is the best decision.
- Elementary in 2<sup>nd</sup> we have a large population of students. There is only one teacher and it adversely impacts our student services and the student's schedules.
- At elementary we sometimes have students who have not been identified and they are difficult, so they throw them in that collaborative class which does not help anyone.
- Collaborative model is rarely implemented correctly. Teachers are stretched so thin. My collaborative teacher is pulled except for 1 hour a day when supposed to be in there all day. She is having to teach different grade levels. The schedule is so overwhelming and so convoluted. We only have one person in charge for scheduling and administrating with all elementary schools. Staffing never changes When we get new TAs and teachers they are thrown in and not trained.
- S/Ts students who have TAs who need 1:1 yet they are coming with 2 students. Seems to be related to funding. In P.E. environment it does not work. Because of staffing resources are not there.
- Staff spread thin. Our school one person in charge of one grade level. Another inclusion class the gen ed. teacher only gets support in Math and not Reading. The TA is not qualified to help.
- Having Core Classes at end of day is not ideal for collaborative classes.
- High frequency of rotation of sped staff throughout the day in one class or other environments. Hindrance to student's growth, and behavior due to teaching techniques being inconsistently implemented.
- Lack of staffing of Tier 2 teachers. No Math support which leads to higher referrals.
- Same issue with parent issue.
- One teacher in our building has 6 adults in her room at one time. S/T it is training but can be a big distraction. Need to be spread out. (Others echo the same concern)
- Lack of substitute teachers and TAs available. Could they have a larger stipend for sped and be trained.
- Students need extra time for test but what does that look like. Difficult to implement because they have seen the exam now. It needs to be fair. When does this happen? If have to provide after they have seen the test, then they look up items or see additional resources.
- Some on level courses the numbers of students on the collaborative side are large. SWD numbers are quite large and do not get the benefits of true diversity.



- Expectations by some special ed parents for gen. ed. teachers is set so high that burnout is very high. Admin. does not say no to some of these parents.
- State and district testing standards are not accurate on the data collected because of extra time. Not being tested on their actual ability levels, Curriculum modified all day but tested on level and not tested those items. Expectations are not reality. Not collecting appropriate data for these kids.
- We need more time for teachers to plan.
- Stipends are needed for sped. teachers and aides. Better training for TAs or stipends would allow for better quality personnel.
- When collaborative Teacher is absent the sub is not trained and does not have a relationship with the kids. More work than help.
- Not enough training, planning, lunch time or pay for TAs. You only see them in class. Can only email them with information.
- More mentorship and observation time for new sped. teachers. Is needed.
- Math is tiered in MS. Other core subjects should be tiered. When kids thrown into classroom and don't have basic skills, they are not successful.
- From GT perspective I don't feel that I get communication or information when they are 504 or special education.
- Life Skills teachers have to manage a bunch of TAs and they don't have the training and the time to do this.
- Need time at beginning of year to review 504 information. Numbers seem to be increasing. Need a day and time to find out information from previous teachers.
- Special Ed. teachers have too many kids on their caseloads with too large of an age span and managing too many TAs. Not an avenue to express concern without retribution from administration.
- No discussion between primary, middle and high school staff about student needs. No collaboration between schools.
- Nerve racking that "lawsuits" are possible. Those words thrown around. Protection for teacher is minimal vs. protection for special ed. student or parent.
- Training regular ed teachers about growing number of special ed students and how to adapt to change. Seems so classes are 60% with 504 and sped kids.

**Group: LSSPs**

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**Question 1: What are the factors that positively impact the achievement and success of students with disabilities in Eanes ISD?**

- We have some great teachers in sped.
- We have a low student to teacher ratio in the district in many settings
- We have inclusivity in our classrooms and our schools
- We have a lot of parents that support their kids at home who are always looking for ways to assist their child. Involved in the success of their child.
- The district has a lot of resources and we can really look at what the student needs.
- There are so many APS and technology available to students in the district.
- The district does a good job of professional development for staff. Teachers are expected to know their student and understand their disabilities.
- Every student has a lot of supports and staff to support them.
- There is a strong emphasis placed on a quality ARD process. There is a standard to Pre-ARD for students including the parents. This puts a focus on the data we take for goals and objectives. Very student driven.
- Teacher caseloads are small, so they know their kids.
- LSSPs have small caseloads which allows time to do more comprehensive assessments that lead to better quality programming.
- The district has great general ed. teachers that are interested in helping all kids.
- There is great collaboration between gen ed, special ed teachers and the supports provided to students.
- There is a good amount of support for students due to the number of staff provided on campuses. District tries to provide support in most core subject areas and where ever else the student needs to have that support.
- Assessment team is provided up to date scoring software and protocols (resources) which makes it easier to do our job. Also allowed access to trainings when needed.
- Professional development is provided, and it is paid for.
- The district has good support at the special ed administrative level. Assist in difficult ARDs or issues on campus.
- LSSPs are valued in this district. A lot more people are aware of who we are, and we are treated as professional.
- Morale among staff is generally positive which translates to good support for students and high commitment to student outcomes.
- We have a lot of staff to support student needs
- The district does a good job of hiring well trained staff; they are very selective. Also providing a broad spectrum of services.
- The Model for LSSPs in this district aligns with our training and makes for the best outcomes for students.
- There is an emphasis on inclusive practices and culture in the district. Focusing on acceptance and understanding differences. Life skills students are assigned a home room classroom where they are included throughout the day when appropriate for them.
- The staffing allotments allow LSSPs get to know the kids on campus better and do more for students.

**Question 2: What are the factors that adversely impact the achievement and success of students with disabilities in Eanes ISD?**

- Our general ed program rigor causes people to feel that their children may have disabilities when they do not. It also causes a great deal of anxiety in students and families.
- Sometimes inclusion for particular students is not always in the best interest of other students in the classroom due to the disruptive nature of their behavior.
- Sometimes we over support students and it can be detrimental to student independence. Staff and parents also tend to believe that the kids need that support and are reluctant to phase support out to increase independence of students

- Our role is very customer service driven. Sometimes it appears we are trying to meet the needs of parents and not utilizing our data to meet the needs of kids.
- Some general ed. teachers are not trained to deal with behavior issues and reluctant to implement extra supports for those students.
- Some gen. ed teachers do not have as much tolerance for kids who do not fit into the culture of the classroom or campus. Sometimes difference is treated as a suspected disability.
- At secondary level the lack of behavioral intervention at Tier 1 for social emotional is lacking which leads to more referrals.
- Boundaries with parents are not very strong sometimes and leads to excessive meetings. Parents expect teachers are expected to share cell numbers to be easily reached through text and calls. It adds to burnout and stress for staff.
- There is limited creativity in the delivery of SDI in the general ed classroom. Especially at the secondary level. The paperwork sometimes defines how the supports and services are delivered instead being student need driven. Could be due to lack of differentiation or to lack implementation of a true collaborative teaching model.
- Sometimes numbers of students with disabilities in a collaborative classroom exceed natural proportions and the 30% recommended in best practices.
- Sometimes teachers and behavior teachers get frustrated with the schedules developed by the coordinators without their input about specific supports and services that students need. Behavior support teachers are sometimes utilized to support collaborative classes at the detriment of their availability to support other behavioral needs and issues on camps.
- Not sure the therapeutic needs of behavioral students who externalize unsafe behaviors are being met in the inclusive environment.
- The district needs a behavioral support person to assist with general ed support of students with challenging behaviors.
- There does not appear to be general ed. interventions for writing for students to assist with RTI supports.
- There is a disproportionality for class sizes between AP and gen ed. So, the gen ed classes become high needs classes and ratios for collaborative classes exceed acceptable best practice ratios.
- There are some campuses where the campus administration is not in line with practices recommended by the special education dept staff. This has caused some dis-harmony among staff and service providers.
- There are no district wide referral packets. They are made by each LSSPs so each referral packet information looks differently.
- A lot of time and resources are spent a very small percentage of parents which takes away from the time we have for other students and families.
- The district needs more training in overall diversity (culture, language socio-economic, parental education levels, gender, sexuality, etc) how to teach, accept, acknowledge, consider when looking at interventions and behavioral expectations. Not doing so leads to more referrals to sped and lack of appropriate support of differences in children.
- When students are not found eligible for sped there appears to be no other supports available for them. Teachers, gen ed support staff and administrators are frustrated because there are a lack of resources and/or supports for those students.
- We sometimes enable students behaviorally by not allowing for natural consequences or allowing them to have disciplinary consequences for their behavior due to pressures from parents.
- More special ed teachers need to be better trained in research-based practices in reading and math, and writing.
- The district has hiring practices that tends to focus on hiring individuals that are embedded in the established culture.
- More collaboration between campus counselor and special ed mental health providers in district.
- The identification process for dyslexia through gen ed needs some work. Lack of experience and training in assessment staff and differences in philosophy of best practices.

- Paperwork in special ed is not always reflective of the services provided. Sometimes there is more and sometimes there is less.

## **Group: Parents**

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### **Question 1: What are the factors that positively impact the achievement and success of students with disabilities in Eanes ISD?**

- The district has some great teachers that have good relationships with kids.
- The dyslexia class they are teaching during advisory is a positive thing.
- For a transfer student it is apparent that there is a deep engaged faculty and everyone is very open and culture is very supportive of all students and students with special needs.
- Special ed has helped with getting our son into an environment that is sensitive to his specific needs.
- Access to technology and support for technology is good, especially for those who need specific devices or assistive technology.
- Teachers have been very supportive and engaged with my son and made an effort to build a relationship with him.
- Happy with efforts to create a culture that promotes inclusion.
- Very happy with the teachers, especially the collaborative teacher.
- Happy with the collaborative classrooms and that we have them throughout the Elementary, Middle and HS. Like that the collaborative teacher is also the case manager.
- Like that my son is not labeled as special ed and have their own special ed. class. None of that separation so he does not feel different.
- The process is great. There is a structure to it but they will do whatever the student needs on a daily basis. My daughter has an array of trusted adults to support her. Solution oriented instead of excuses.
- Our case manager and special ed teachers have been very creative and solution oriented to address student needs. Always thinking about what will work for this child.
- The district administrators and campus administrators have been open to new ideas; for example, going on a field trip to another district with administrators to check out another inclusion program.
- I like the collaborative classrooms also. I felt that the staff listened to what the parent said and trusted the parent's knowledge and what they knew and what is best for my kid.
- Willingness to accept input from parents in developing IEPs instead of the "my way or the highway" attitude.
- Being creative at IEP meetings to come up with ideas and responsive to our ideas.
- Thankful for a process like this and picnics for parents for children with disabilities, know that we are not alone. I am overwhelmed with options to choose from.
- Thankful for Molly. She is amazing. What comes out that is positive is due to her.
- There needs to be some kind of training for early childhood parents for how school works for special ed. kids; the process, the law, year to year changes and expectations, etc.

### **Question 2: What are the factors that adversely impact the achievement and success of students with disabilities in Eanes ISD?**

- Several parents reported she was not notified of emails from Molly or anyone else about activities.
- My biggest frustration is coordinating a time for our personal behavioral therapist to come and observe in the classroom and for the one district specialist to assist. Not enough personnel in this area
- Each teacher has a different way of submitting homework through technology. There is nothing in the program that allows for save or submit prompt, so my student has had many missing assignments. We have had to advocate through multiple communications to get the grades inputted without penalties.
- Special accommodations are not always communicated to substitute teachers.
- Sometimes since special ed is directed centrally and implementation is left to campus administration the central admin is slow to respond and implement crucial supports. Example: IEP says certain things are important in a certain environment and when school starts the environment has changed and not

supportive of what the student needs appears that campus administration ignored recommendations and the IEP.

- Lack of training for substitute teachers on working with student IEPs and 504 plans.
- We don't have a scope and sequence for a modified curriculum or any modified curriculum. None in MS or HS. Teachers wing it in modifying curriculum for students.
- [REDACTED] However, Collaborative Classrooms are large, and some coaches are the gen ed teacher and coaches are gone a lot and then the collab. teacher has to take over the class.
- Large turn over in support staff (TAs) has created problems and confusion with our son. Each new staff member has varied in training and experience.
- There should be more support for social skills to prevent isolation of students. (ES) Told there would be a lunch bunch but has not happened at Kinder and 1<sup>st</sup> at my school.
- Cannot tell the difference from when my son was in 504 and now that he is in special ed. [REDACTED] I don't see an in class daily impact. He feels like someone is just following him around.
- In order to get ADHD classification, we had to go a doctor and we did go, and the doctor just wrote a prescription for meds, and the prescription for ADHD with accommodations that were not appropriate. Luckily the school did not accept those accommodations. Very drive through process and the school accepted the diagnosis from someone who is maybe not very competent. Could the district give a list of more competent doctors that parents could choose from.
- We have a lot of difficulty getting feedback from the LSSP and a schedule for services for when he is to be seen and feedback on when he has been seen. This is the 2<sup>nd</sup> year for this problem with this particular provider.
- Majority of sped kids in the district are in general ed. but the collaborative class is many times a class within a class. The gen. ed teacher does not take ownership of the students and the instruction is not truly collaborative and inclusive.
- Leading up to every ARD we ask for final paperwork to review ahead of time but invariably we get different paperwork at the ARD and then takes hours to go through line by line. Could save time.
- We are not getting documents until 2 days before the ARD to review (assessments, IEPs, etc). That is actually an improvement from last year and the year before.
- We need to eradicate the STAAR test. Total waste of time and money. That money needs to be spent on better curriculum and staff.
- The staff and support staff change as case managers change. This process does not always go well, and they do not always look at what has been done previously.
- The referral process is inconsistently implemented.

## Group: Principals

### Question 1: What are the factors that positively impact the achievement and success of students with disabilities in Eanes ISD?

- Caseloads for sped providers are smaller than other districts I have worked in.
- The collaborative model is beneficial in the district. One per classroom as opposed to one per grade level.
- I appreciate the support from sped admin. We have coordinators and 2 other administrators who provide the principal and asst. prin. Group. They also help with scheduling. Lot of support.
- In comparison to other districts the quality of person who serves in the role of teacher and TA is a whole lot better overall.
- Staffing is adequate for the level of need and retention is there. Turnover is low on my campus.
- Our educators are child centered and solution oriented and focus on kids' interest.
- At the Secondary level we have inclusion in all classes and extracurricular activities, we provide staff and give students those experiences.
- MS strengths is the behavior support model we have. The growth between 6<sup>th</sup> and 8<sup>th</sup> grade is unbelievable.

- Our 2 behavior support teachers at my campus are great. The level of support is good. They balance each other out. District re-vamped staff last year to allow for more behavior support.
- In general, all staff in the district (admin, teachers, etc) knowledge of the law is at a level so that plans for kids are realistic and have a good chance of working.
- Our community and parent groups are knowledgeable and involved and supportive.
- In the school communities there is a culture of being a general ed. kid first and then supports are built in.
- Sped staff members, Teachers and TAs are really flexible when changes are needed. They go with it if they know it is for kids.
- The number of spaces we give to sped classes are much larger and more numerous than most for classes and offices.
- Our students embrace students who are different. That is fostered in the entire community and at all the schools. All do a good job to include students and for them to be seen as their peers as much as possible.
- Having an LSSP as a permanent staff member is helpful. She is support for gen. ed, sped, and admin.
- Upper admin is not only supportive but also make themselves very available.
- Like that kids are involved in the ARD process. Like they have a voice and they can stay for the entire meeting. Like we are giving them confidence and independence.
- Impressed with sped staff resiliency. Especially staff who work with kids who are hurtful. They keep coming back and remain professional.
- All Staff members are learners especially the sped staff who work with very challenging students. Want to learn new strategies and approaches.
- Shared knowledge, vocabulary in the district. Aware of acronyms and able to share information.
- We have great itinerant staff support. If issue when not on campus they make themselves available to come and help problem-solve
- Appreciate how willing the sped department is to put themselves out there and ask for feedback and learn from it.
- We have a whole lot of people (staff, parents, teachers, etc) who get the whole idea of LRE and scaffolding and how to move towards functioning with less support.
- District able to find funding sources for professional development for sped. and gen ed. S/T funds come from campus, admin, booster clubs, etc. Creative funding. If there is a need, the district finds a way to fund.
- Success Ed program has been an improvement. Accuracy, ease of use, etc is much better.
- PPCD program is phenomenal. Staff does a great job of thinking vertically in developing skills and character traits we want the students to learn.
- Openness and willingness to identify concerns or issues that students have and to help them by properly identifying them and not being resistant.
- Appreciate sped coordinators efforts to make sure paperwork is correct and assistant teachers with their goals and to align elementary with MS.
- Good communication and is consistent on the team and include sped coordinator.
- Collab teachers have common planning time with grade level is a benefit.
- Transition ARDs for students changing campuses are extremely valuable. Reps from next school are available to attend.
- Special ed teachers are often leaders in PLCs and data disaggregation models for gen ed teachers.
- Research based instruction at elementary for reading like the Wilson program is great and it is consistent.
- Secondary case managers do an exceptional job of taking care of their students. They watch out for student's overall well-being.

**Question 2: What are the factors that adversely impact the achievement and success of students with disabilities in Eanes ISD?**

- There are times when a decision is made at an ARD that we feel is in the best interest of the student and then we find that the decision has been over ruled by others outside the campus. S/T maybe parents. What makes the program good; accessibility; sometimes is also what is negative.



- With increase in extreme and unexpected behavior, especially in elem. it adversely impacts sped and gen ed students. Feel we are moving in a positive direction. However, sometimes we are limited in how we can respond and limit those behaviors. I worry we are exposing other children to trauma. Related to the districts hands off approach. S/T students need a little physical guidance.
- We have a high demand of kids who require a 1:1 and staffing seems to be a challenge to meet this need. Especially at the TA level. Having those positions consistently staffed is a challenge.
- The behavior support needs in the RTI process is significant and there is a need for behavioral support for gen ed. believe this sometimes leads to over-identification in sped because of this lack of support.
- Struggle with limitations with staffing once the year starts. We do not get staff allocations after school starts even though new kids are added throughout the year.
- Professional development for all staff members related to sped best practices and the district's vision for sped is needed. This should be annually and is required.
- The ability to staff based on the people who work with them daily being heard.
- The way V credit students are handled in social studies and science. In one class you will have V credit, GT, collab., and Ell. So many different needs in one class especially when you add in the V credit.
- More creative ways in scheduling is needed. Choices of collab or modified and that is all. Example; why does inclusion time for Life Skills happen in Science and SS only? What is the rationale behind that decision?
- Growing concern with protecting the behavior support kids from negative issues related to the stigma of what parents and others believe the behavior stems from. Just "bad kids"???
- Concern about the limited support options for students when a student becomes eligible for sped. Feel the need to think outside the box for services and supports. LRE and creative. Build supports based on the needs of kids not where they fit into a schedule.
- Gen ed. teachers need better training on Tier 1 and Tier 2 interventions.
- Great at providing choice for professional development. However, we don't require teachers to have professional development in areas related to the district's goals. Interferes with fidelity of implementation. (ex. UDL, )
- No coordination and collaboration at CO level (CIA dept) to fully encompass Tier 3 district wide. Currently, we plan for Tier 1 and Tier 3 does it separately.
- Professional development for TAs is needed. Need more embedded training throughout the year it would empower them. They would take more ownership because they would be more confident.
- There is a shortage of LSSP candidates.
- Sometimes campus admin is not the first line of appeal or decision in dealing with a campus issue. Also, sometimes information is given to sped campus staff and not to campus admin.
- It seems that our LSSPs have too many responsibilities and consequently some areas are not addressed like counseling for students
- There may be a need for the district to look at more behavioral options for very extreme behaviors that are also safety issues such as an off-campus behavior campus that supports intensive services focusing on reintegration.
- The pay for TAs does not allow for retention. They frequently apply for other tech positions or have to have other jobs just to live.
- There is no training prior to placement in their position for TAs, especially for those who work with intensive needs. There is also limited student specific training for TAs.
- Substitutes need better training for working with students with special needs.
- Need to re-visit our modified settings. Sometimes it is kids for high needs behavior with kids who have severe academic needs. Not always a good combination. Need to track the progress to see if these kids are getting what they need.
- Broader community (not district staff) needs inclusion training and more knowledge regarding special education programs.

## **Group: Special Education Itinerant Staff**

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### **Question 1: What are the factors that positively impact the achievement and success of students with disabilities in Eanes ISD?**

- Collaboration among service providers and staff
- Availability of district vehicles to take students and off campus into the community
- Being able to integrate services into the classroom
- Ability to help establish a variety of systems to meet student's needs (classes, supports, services,)
- We are able to interact closely with TAs and teachers to support them and to make sure the goals are being met throughout the day and throughout the week.
- We have knowledgeable staff with a wide variety of experiences and backgrounds, and we are able to come together to meet student needs.
- The quality of the itinerant staff is excellent and experienced in evidence-based practices which is a reflection of the hiring practices.
- I feel that we have great technology resources as far as funding and the Region for devices to test. Our resources are rich.
- The inclusive nature of the elementary teachers, staff, admin, etc. for all children in their classroom and in the learning environment. Inclusive culture at the campus.
- All Staff truly care about the students and go above and beyond to meet the needs of students.
- Opportunities for growth professionally in the district are tremendous. They allow attendance at small or large workshops. Allows for you to do your job even better.
- Overall resources are available (testing kits, supports, therapy materials, etc)
- The flexibility in scheduling with case managers and teachers to see students is collaborative.
- The district does a lot to create a culture that the plan for students is meaningful with parent involvement. Not just paper compliance. Meaningful to student's life.
- A lot of students are included in gen. ed. and it is supported by staff and you see the benefit to students.
- Caseloads allow us to do more for each student.
- Itinerant staff and teachers are open to recommendations and willing to try them.
- Our caseloads allow us to see progress and make a difference in children's lives instead of shuffling around paperwork and children.
- Acceptance of students with disabilities has increased within the schools because of all the activities the department has done over time to help them.
- The itinerant staff is very collaborative as a group, function well as a team and support one another and very accepting.
- The administrative team is usually willing to problem solve and they are available to assist with difficult situations.
- The itinerant staff is given the freedom to utilize professional judgement to carry out best practices. We are not micro managed.
- The coordinators try to assist when there is a problem.

### **Question 2: What are the factors that adversely impact the achievement and success of students with disabilities in Eanes ISD?**

- The beginning of the year activities are very chaotic, trying to meet so many needs and make contact with campus staff to prepare the student for success.
- The TAs could be better trained, especially the new ones. They do not get enough pay for the amount of work and responsibility they have.
- The time for collaboration is limited and does not appear to be enough time to share information with all providers.
- We have a few families that are taxing employees and sometimes it feels that we cannot make them happy. Feels like they sometimes hijack the process and the decisions.

- Those demanding families take away from what we need to do for other students and families in the district.
- There seems to be frequent changes in the paperwork requirements for data collection, assessment and case management in addition to providing direct services to students. Makes it difficult to do a great job with both. Sped coordinators and campus administration need to be on the same page for these requirements.
- Pre-ARD process is difficult to implement sometimes, especially with working families. Although it is to help with ARDs being more efficient this does not always seem to be the case.
- Eanes academic rigor is impossible to achieve for some of our students and it is impossible for them to keep up. Some actually need more specialized support setting to make meaningful academic progress yet they only receive collab. support.
- The amount of time we spend in meetings is very extensive and very stressful and takes away from what I can get done in a work day and the supports and services provided to student. It seems the district needs to set reasonable limits and stick to them.
- Meetings many times cut into our family time and go past normal work hours. Causes stress.
- There appears to be a high turnover rate in TAs and teachers. This leads to the need for constant training. There is a great deal of stress and this causes disruption in services to students. There are probably various reasons for staff leaving but needs to be addressed.
- Multiple meetings lead to missed services for students. These services must be made up and incorporated into an already busy schedule of supports and services.
- It seems that sometimes excellent TAs go back to school to get certification but are not picked up by the district for employment as a teacher.
- At the many campuses it seems that there is a lot of staff yet they are not implementing a true collaborative classroom between gen ed teacher and sped teacher. Not effective use of staff and or TAs.
- There is no expectation for case manager or a teacher to notify itinerant staff when a student is absent. Therefore, itinerant staff are many times visiting campuses unnecessarily and wasting time.
- In inclusive classrooms sometimes gen ed teachers are not taking ownership for all students and the collab teacher is basically implementing accommodations. Not a true collaborative classroom.
- Staff need more effective training on how OT and PT support the goals on the IEP and do not necessarily have their own specific goals. Teachers and campus administrators need better training on the difference between instructional services and related services.
- Teachers are expected to be case managers and supervisors for the TAs and some do not have the expertise or training to do this. Therefore, TAs are not effectively trained or supervised. Need to identify the training needs and send appropriate staff to provide that training.
- Needs to be an atmosphere to ask for help.
- There is a great deal of redundancy of the job. The green folder is a waste of time because that information is on-line and in the audit folder. Could be confidentiality issues because there are many places they are kept.
- I wish that certain families trusted and valued the professional opinion of the school providers as much as they trusted their private providers.
- The few families using a majority of the resources and not necessarily with children with the most significant need. This is stressful and taking away from other students.
- In order to recruit and retain staff there needs to be a competitive salary for highly qualified, highly educated, and highly specialized staff.
- For students with extensive needs, services could be more collaborative and integrative. Possibly more creative ways to provide services throughout the year. The way services are written need to have more flexibility.
- Campuses need to have the same schedule. Some EI. have different ABC schedules. Makes it impossible to meet service times for students.

## **Group: Special Education Teachers**

### **Question 1: What are the factors that positively impact the achievement and success of students with disabilities in Eanes ISD?**

- A team environment with special services providers (related service providers) to assist teachers to assist students. Appreciate team collaborative effort. Assist even when the student may not have those direct services.
- When collab. gen ed. teacher takes responsibility for all students in the classroom, going well.
- When MS general ed teachers provide the SDI for everyone in the collab. class.
- The resources and materials we have available are good. We typically get what is necessary for students.
- The district provides really good Prof. dev. Opportunities, especially when changing assignments or needs change; if we find it and request it.
- On our campus we have a time for sped team to meet and plan weekly which is helpful.
- In PPCD activities must fun and materials and curriculum must be available. The district is good about providing resources and allowing us to explore curriculum.
- Gen ed. teachers and collab. teachers do a good job of communicating with behavior support teacher.
- Staffing with caseloads are good.
- Like the district is moving towards a UDL model. Beneficial for all students. Allows for sped. students to not feel singled out.
- Notice more student groups highlight inclusion. (Sylvia Troxell's No Barriers Group) very active on our campus. Good for kids.
- The district encourages good student: teacher relationships and to build rapport and trust with students. Encourages teachers to provide the best customer service.
- HS the Life Skills team is great. Very collaborative, great level of support among team, help each other out. Benefits the kids when we all work together.
- El. Only Life Skills teacher and 5 TAs. District has done a great job in finding great assistants to support students.
- The district has done a great job integrating technology. Can easily request items that support students. The district staff are very collaborative in working together to assist each other with technology ideas.
- The district has done a good job in providing the training needed to remediate skills, especially at an earlier level. The district has invested in helping us obtain the skills necessary to do that.
- The case load ratios are incredible. The district hires great staff so not a lot of micro management of staff. Allows us to utilize our skills and expertise.
- The district does a great job of allowing us to have an instructional partner (assist us with anything we need, mentor, coach type person who is knowledgeable regarding many things). We would like to have more of them.
- The district provides ample opportunities for professional development. Offered frequently and honors special request.
- We went from difficult paperwork system to now a much-improved system that is easier and takes less time, easier to read. Continually trying to make it better.
- The time and effort the MS has done to make teams to track all student achievement is great.
- The last few years there has been a greater emphasis on transition at a younger age, involving students in the process and involving the families.
- On our campus we have collaboration of teachers across caseloads. Benefits all students.
- On our campus we moved to model that services are provided by grade level (teachers assigned by grade level to provide all the services in that grade). Don't particularly like the model but appreciate the administrators trying to make things better.
- This year more attempts to bring more stakeholders together, focus on strengthening our community (inclusive culture committee, best buddies, no place for hate schools).
- Appreciate the responsiveness of sped coordinator. Always gets back to me and provides the support I need even though she has multiple campuses.

- I like how the district has goals and that they focus on social emotional aspect. Believe it is such an important piece for students.
- HS we have Peer Assistance, where gen ed. takes a course for credit and come into Life Skills and work with students to be good peer role models. Tremendous benefit builds friendships. Like that the kids get credit and that the school supports it.
- The district focus on student led ARDS and developing self-determination.
- The district does a good job of recruiting and hiring good quality LSSPs who are willing to assist and go above and beyond what is required.
- District has done a great job of doing restorative practices. Working towards this. Just started on this and like that the district is trying something to add to traditional discipline practices.
- We have access to administration (Molly and Matt). District is doing a better job at projection meetings and just meeting as a small group. The process is better this year. Required less prep and paperwork and more listening.
- I like that we are included in making decisions for the district and that they value our opinion.
- Our coordinator is great.
- I believe we have the best behavior specialist in the state. We need more because we only have 2 for the entire district.
- I like the focus on the Pre-Ard process. Makes ARDs go smoother.
- I like the way the district has set up the PPCD program with sped. students and Peer models all day.
- I feel that I have improved quickly as a new teacher because there are resources available to me and more support. We support new teachers very well.
- I am given sub time to do paperwork when needed. Support to do paperwork.
- District provided PLAAFP and Goal Writing training which has improved the quality of goal writing.
- Recently added a student and was given two days to observe him to have good baseline data to write a good quality PLAAFP.
- Coordinators give good advice when they help us focus on the independence of students. We tend to become enablers. Coordinators seek independence for students.
- Transition of students from 5<sup>th</sup> to MS is better this year and easier.
- Like that campus moved from vertical alignment to horizontal alignment for behavior support. Better support and less disruption to their services.
- There is a culture to do risk taking. Less nervous to ask for support. Can try new things. This tone was set at convocation.
- Feel admin and coordinators are supportive, especially when there is difficult issues with parents or other teachers on campus,

**Question 2: What are the factors that adversely impact the achievement and success of students with disabilities in Eanes ISD?**

- There seems to be difficulty in obtaining and retaining TAs in this district. Believe it is due to pay. Pay is lower than other auxiliary staff. Sometimes they need additional kudos and praise.
- Like to increase the involvement of general ed. supports, (counselors who lead gen. ed. groups). SWD could benefit. See consistently SWD left out of that opportunity. Access to what is already occurring.
- Our campus went to teaming, 8<sup>th</sup> grade did not. Don't have time with any 8<sup>th</sup> grade teachers. As collab. teacher now support all core subjects not just a couple of subjects. Feel it is more hit and run. I do see my kids more but as a teacher it is harder.
- Some collab. teacher time for re-teach but have found that there is less time in the periods to do that. Struggle to find time to do this and then the curriculum is moving on to next lesson.
- The district puts out efforts to educate families, but it is always the same parents who attend
- We don't tell parents no.
- S/T administrators appease parents instead of supporting the end goal.

- ES Life Skills it seems there is never enough time to do paperwork, develop lessons, collaborate with parents, etc. Often have to pick and choose what to emphasize. Problematic to balance life. Requirements of job are very draining. Want to be the best can be.
- ES is departmentalized at 5<sup>th</sup>. No opportunity to plan with all 5<sup>th</sup> grade teachers. S/T get a test to modify on the day of. Difficult to provide quality supports and services and to know my students in all the different environments. Some services are provided by my TA so don't know those students as well.
- I have seen lack of willingness of special ed. teachers to collaborate with behavior specialist.
- There are a lot of worksheets at my campus and not a lot of UDL approach. No flexibility in students to show what they know.
- There needs to more available opportunities for gen ed. teachers to learn about SWD and how to teach and support students. They should be made to attend trainings when they consistently don't implement IEPs or support for students.
- Gen ed teachers struggle to see SWD as gen ed student first.
- Labeling and titles in Success Ed. The changes need to stop. It is confusing. Seems to change year to year. About the time I am proficient, it changes. (Example PWN referred to as deliberations, Brief ARD no Review ARD)
- The lack of inequality for sped. teachers at HS. Gen ed teachers get lunch, PLC, and planning. Life Skills teachers don't get the PLC period to meet every day. Recognize student needs come first but this treatment is not equal.
- There is a lack of time for all the expectations we have. I have 5 teaching assistants and no time to meet and get everyone on the same page or time to talk with gen. ed teachers to collaborate.
- Collab. teachers are put with gen. ed teachers and campus admin knows that teacher is having difficulty. Put me in position where I have to report issues because student needs are not met.
- The re-teach and review opportunities are difficult. The SDI goals are sometimes unrealistic in collab. classes due to class requirements and class restraints.
- Behavior support teacher at HS, no lunch no PLC time. Not equitable.
- High expectations in EISD and that is great but does not meet the needs for all kids. Not all kids are going to college. Lack of opportunities for that group of students.
- TAs all have before and after school duties. Seems more TAs in the districts and teachers supervising them yet no time to talk to them and to train them. TAs not paid fairly. One of my students has 5 TA and sped teachers working with her during the day yet no time to plan and talk about supports.
- Only special ed. department has duties on the campus
- Gen ed. teachers do not always value special ed teacher's opinion.
- Technology is often used as a babysitter in the classroom.
- Inefficient communication with my sped. coordinator. Hard to schedule time. Everything falls back on teachers. (ES)
- Parent demand leads to teacher burn out. Parents need to be educated on a teacher's schedule. (Limited amount of time in teacher day. How can we partner on needs and demands).
- SPED Department heads are not paid adequately for the amount of responsibility we have. Coaches paid more. Not o.k.
- Sped teachers do not get a stipend yet other district do this.
- S/t conflict between coordinator recommendations and my campus administrator. What looks good on paper is s/t not practical. Communication between coordinator, administrator and teacher is not collaborative. Changes s/t made that are not based on what actually happens in the Life Skills classroom. No discussion regarding changes.
- Current model of assignment to one grade level is not working. Not able to meet all student needs. Pulled in too many directions.
- Need more subs for sped.
- Teachers may need to become more empathic and more aware of the parent's issues when dealing with sped. parents.
- Morale is low in sped department and not good for student learning.



- I am pulled from classroom a great deal to meet with parents, paperwork, ARDs, dealing with issues, etc and not with my students.
- District has reputation for excellence and the demands continue to get greater and to get better without compensation for the additional time and demands.
- Don't like how we are evaluated by principals who do not have a sped background or any training in sped.
- Inequity of assignment, workload, and expectations within the department, & on the campus.
- The good gen ed teachers are always getting the sped students. Believe they get worn down.
- Phones are used to communicate with parents and texts yet we have to pay for our own phones.

### **Group: Teaching Assistants**

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#### **Question 1: What are the factors that positively impact the achievement and success of students with disabilities in Eanes ISD?**

- MS/ Communication among teachers and staff is good. Work together to coordinate supports for students.
- The district goes to great lengths to provide services and supports to students.
- Ongoing opportunities and programs are available to students; community-based programs, small businesses at school, keeping them involved in campus-based activities, always creating opportunities. Admin support for this as well as state support.
- Communication across the board is good. From principals to higher up. Could be anything in terms of information. All together we have the same goal which is to help students be successful. There is common goal and we all understand that.
- Happy teachers with good energy at our school (ES)
- Good support from the local campus admin. Even when unexpected and is always there counselors, APs, Principals consistent line of communication.
- Scheduling is well done. Consideration for how well you know the students, sometimes follow kids to the next grade level. (ES)
- High quality staff. Able to have them and keep them because of support provided; teachers supporting TAs and other TAs supporting TAs.
- Well informed students and general ed. teachers. Kids helping kids. Students know how to create community for SWD. The more the better. Included.
- Inclusion and all activities helps. Agree with previous statement.
- ES/ Large turnover at my campus but it has been great. Transition was well done. Everyone is student focused.
- ES/Flexibility from gen. ed and admin is great. Willing to help or step in when needed.
- ES/Additional Services provided to kids are exceptional (Related Services, OT, PT, etc). TAs are taught a lot more of what to do for students.
- Flexibility among TA's and on campuses is good.
- Happy with bus service. Drivers are great, very helpful.
- Related Services staff are very available, give cell numbers etc.
- A lot of time is put into goals and overall there is a team trying to create goals that students can achieve.
- Open line of communication with related service providers and allowing us to be a part of that system and considering our input when providing supports for students.

#### **Question 2: What are the factors that adversely impact the achievement and success of students with disabilities in Eanes ISD?**

- If staff had better training, then burnout and negativity would be less likely.
- High turnover in the Life Skills Class the last three years. Negatively impacts the students and the TAs. Need more support for this change. Leads to burnout.
- A lot of TA turnover this year. Significantly impacts students. Good people are burned out in January. Need some kind of positive for TAs, lunch break, brain break, etc. Appreciation for TAs.
- A better understanding of what we do and the unique responsibilities we have.
- Gen Ed. teachers need to have some additional training along with the sped providers; (teachers and TAs).

- Training for TAs should not be an afterthought. More hands on.
- There needs to be clear roles as to what a TA's role is and what a teacher's role is. When you have teacher credentials you are sometimes asked to do additional things that are not typically the responsibility of a TA
- TAs are often left on their own when teacher's leave for ARDs or meetings. Admin. does not always listen to what needs to happen for the students when they intervene.
- Admin, teachers, related staff and TAs do not always consistently intervene for students in the same way or even have the same behavioral expectations. Adversely impacts the students. Lack of communication and agreement as to appropriate interventions.
- Strong emphasis on logging in and out and chastised for staying. Need more flexible regarding clocking in and out.
- Some bus drivers are not trained to address unique needs of difficult students.
- Gen. Ed teachers don't seek input from the TA for interventions for students when the TA is the one who is primarily with the students. There needs to be more effective collaboration across providers gen. ed. and special ed.
- There is a lack of communication between TAs and Case Managers. TAs take on a lot of responsibility for students they work with.
- There is not a consistent system of training for gen ed. teachers to work with TAs and addressing the needs of the student.
- ES Case managers do not always communicate with the TAs who work with the students in the general ed. classroom. S/T do not know who the Case Managers are
- TAs have larger responsibilities for duty (car duty, bus duty, cafeteria duty). There will be staff meetings or student meetings, or campus celebrations and we are not included, and that information is not disseminated to us.
- The district should have a consistency for duty assignments for TAs since they are hired to assist SWD.
- TAs not allowed to attend ARDs or involved in the big decisions about students and sometimes not asked for input, yet they are primarily responsible for implementation of supports.
- Too often TAs are impacted by a teacher who is not doing well in their job and the teacher is allowed to continue to stay in that job. Support for teachers more than TAs.
- Seems to be a lot of burnout with TAs and teachers because of all the demands of this job. Low pay for the job responsibilities.
- Some specials teachers do not include students very well. Need training
- New students (to the program) come in and needs a 1:1 disrupts everyone's schedules. Timelier responsive to needs to address this increase in staffing.
- Scheduling issues between TAs, they are not notified about schedule changes for students and then they do not always know the specific supports and services for that student. Schedule is made every year by a different person. Need to coordinate and collaborate as a team for this. Teachers not notified of changes.
- Not compensated for additional training if TAs seek out training on their own.
- Where are the yellow folders?
- Gen Ed. teachers are not trained to collaborate the specialized needs for low incidence disabilities.

# APPENDIX H

## Faculty Survey Data

Eanes Independent School District



STETSON  
& ASSOCIATES, INC.

## Eanes Independent School District Faculty Survey Data

### *Faculty Frequency Report*

**What level do you teach?**

	Frequency	Percent	Valid Percent	Cumulative Percent
PPCD	2	.7	.7	.7
Middle School	62	22.7	22.7	23.4
High School	70	25.6	25.6	49.1
Elementary	134	49.1	49.1	98.2
Adult Transition Services	5	1.8	1.8	100.0
Total	273	100.0	100.0	

**Please indicate your position:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Speech/Language Pathologist	7	2.6	2.6	2.6
Special Education Teacher	75	27.5	27.5	30.0
Related Service	6	2.2	2.2	32.2
Psychologist/LSSP/Diagnostician	5	1.8	1.8	34.1
Paraprofessional	20	7.3	7.3	41.4
Other	13	4.8	4.8	46.2
General Education Teacher	129	47.3	47.3	93.4
Counselor	8	2.9	2.9	96.3
Campus Administrator	10	3.7	3.7	100.0
Total	273	100.0	100.0	

**1. Our school provides quality services to students with disabilities.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	149	54.6	54.6	54.6
Agree	117	42.9	42.9	97.4
Disagree	7	2.6	2.6	100.0
Total	273	100.0	100.0	

**2. Students with disabilities are considered full members of our student body.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	142	52.0	52.0	52.0
Agree	112	41.0	41.0	93.0
Disagree	18	6.6	6.6	99.6
Strongly Disagree	1	.4	.4	100.0
Total	273	100.0	100.0	

**3. Students with disabilities are the responsibility of the Department of Special Education and that department is the sole entity accountable for their academic performance.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	11	4.0	4.0	4.0
Agree	22	8.1	8.1	12.1
Valid Disagree	139	50.9	50.9	63.0
Strongly Disagree	101	37.0	37.0	100.0
Total	273	100.0	100.0	

**4. Special education services on our campus offer an array of options that are effective in supporting the success of students with disabilities.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	101	37.0	37.0	37.0
Agree	157	57.5	57.5	94.5
Valid Disagree	13	4.8	4.8	99.3
Strongly Disagree	2	.7	.7	100.0
Total	273	100.0	100.0	

**5. Most of our services for students with disabilities are selected on the basis of program names and/or disability labels rather than individual student needs.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	3.3	3.3	3.3
Agree	48	17.6	17.6	20.9
Valid Disagree	146	53.5	53.5	74.4
Strongly Disagree	70	25.6	25.6	100.0
Total	273	100.0	100.0	

**6. Each student with disabilities participates in the general education curriculum.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	65	23.8	23.8	23.8
Agree	154	56.4	56.4	80.2
Valid Disagree	50	18.3	18.3	98.5
Strongly Disagree	4	1.5	1.5	100.0
Total	273	100.0	100.0	

**7. The IEPs for each student with disabilities are aligned with the general education curriculum.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	52	19.0	19.0	19.0
Agree	196	71.8	71.8	90.8
Valid Disagree	22	8.1	8.1	98.9
Strongly Disagree	3	1.1	1.1	100.0
Total	273	100.0	100.0	

**8. The IEPs for the students with disabilities in my classroom are readily available to me as needed.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	145	53.1	53.1	53.1
Agree	115	42.1	42.1	95.2
Valid Disagree	12	4.4	4.4	99.6
Strongly Disagree	1	.4	.4	100.0
Total	273	100.0	100.0	

**9. The progress of students with disabilities in achieving their IEP goals is documented and this data is used to determine future goals.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	124	45.4	45.4	45.4
Agree	135	49.5	49.5	94.9
Valid Disagree	11	4.0	4.0	98.9
Strongly Disagree	3	1.1	1.1	100.0
Total	273	100.0	100.0	

**10. I am knowledgeable of the contents of each student's IEP for which I am responsible.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	149	54.6	54.6	54.6
Agree	115	42.1	42.1	96.7
Valid Disagree	7	2.6	2.6	99.3
Strongly Disagree	2	.7	.7	100.0
Total	273	100.0	100.0	

**11. It is the responsibility of all educators to use instructional accommodations for any student who will be more successful in school because of these accommodations.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	176	64.5	64.5	64.5
Agree	88	32.2	32.2	96.7
Valid Disagree	9	3.3	3.3	100.0
Total	273	100.0	100.0	

**12. I use instructional accommodations for any student who needs them.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	148	54.2	54.2	54.2
Agree	107	39.2	39.2	93.4
Valid Disagree	17	6.2	6.2	99.6
Strongly Disagree	1	.4	.4	100.0
Total	273	100.0	100.0	



**13. Only a special educator can provide instructional accommodations for a student with disabilities.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	1	.4	.4	.4
Agree	10	3.7	3.7	4.0
Valid Disagree	96	35.2	35.2	39.2
Strongly Disagree	166	60.8	60.8	100.0
Total	273	100.0	100.0	

**14. The more accommodations listed on a student's IEP the better.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	2	.7	.7	.7
Agree	28	10.3	10.3	11.0
Valid Disagree	159	58.2	58.2	69.2
Strongly Disagree	84	30.8	30.8	100.0
Total	273	100.0	100.0	

**15. I am provided with sufficient information about each student's IEP specifications regarding needed accommodations and/or curricular modifications.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	91	33.3	33.3	33.3
Agree	161	59.0	59.0	92.3
Valid Disagree	20	7.3	7.3	99.6
Strongly Disagree	1	.4	.4	100.0
Total	273	100.0	100.0	

**16. It is the responsibility of all educators to modify instruction (change what is taught as appropriate for any student with disabilities who requires them as stated in the Individualized Education Program (IEP).**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	97	35.5	35.5	35.5
Agree	146	53.5	53.5	89.0
Valid Disagree	29	10.6	10.6	99.6
Strongly Disagree	1	.4	.4	100.0
Total	273	100.0	100.0	

**17. I modify instruction for students with disabilities as specified in the IEP.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	133	48.7	48.7	48.7
Agree	133	48.7	48.7	97.4
Valid Disagree	6	2.2	2.2	99.6
Strongly Disagree	1	.4	.4	100.0
Total	273	100.0	100.0	

**18. It is fair to modify grades for students with disabilities as specified in their IEP.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	66	24.2	24.2	24.2
Agree	137	50.2	50.2	74.4
Valid Disagree	55	20.1	20.1	94.5
Strongly Disagree	15	5.5	5.5	100.0
Total	273	100.0	100.0	

**19. I modify grades for students with disabilities as specified in their IEP.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	62	22.7	22.7	22.7
Agree	144	52.7	52.7	75.5
Valid Disagree	47	17.2	17.2	92.7
Strongly Disagree	20	7.3	7.3	100.0
Total	273	100.0	100.0	

**20. Our school's RTI/SST process is effective in addressing the needs of students who are experiencing difficulty in school.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	47	17.2	17.2	17.2
Agree	163	59.7	59.7	76.9
Valid Disagree	43	15.8	15.8	92.7
Strongly Disagree	20	7.3	7.3	100.0
Total	273	100.0	100.0	

**21. The RTI/SST process is only for students who do not qualify to receive special education services.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	2.9	2.9	2.9
Agree	64	23.4	23.4	26.4
Valid Disagree	153	56.0	56.0	82.4
Strongly Disagree	48	17.6	17.6	100.0
Total	273	100.0	100.0	

**22. My district provides adequate resources (curriculum materials, technology, equipment, etc.) to enable me to meet the diverse needs on the campus.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	61	22.3	22.3	22.3
Agree	164	60.1	60.1	82.4
Valid Disagree	41	15.0	15.0	97.4
Strongly Disagree	7	2.6	2.6	100.0
Total	273	100.0	100.0	

**23. I understand the process for which we procure materials needed to educate students with diverse needs on my campus.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	40	14.7	14.7	14.7
Agree	143	52.4	52.4	67.0
Valid Disagree	80	29.3	29.3	96.3
Strongly Disagree	10	3.7	3.7	100.0
Total	273	100.0	100.0	

**24. General and special education teachers collaborate effectively to plan and deliver instruction for students with disabilities.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	47	17.2	17.2	17.2
Agree	151	55.3	55.3	72.5
Valid Disagree	60	22.0	22.0	94.5
Strongly Disagree	15	5.5	5.5	100.0
Total	273	100.0	100.0	

**25. For all Teachers and Paraprofessionals: I have the opportunity on a regular basis to collaboratively plan with general/special education staff to deliver and support quality instruction to students with disabilities.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	33	12.1	12.1	12.1
Agree	114	41.8	41.8	53.8
Valid Disagree	94	34.4	34.4	88.3
Strongly Disagree	32	11.7	11.7	100.0
Total	273	100.0	100.0	

**26. We have a peer support program on our campus that supports inclusion of students with disabilities.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	46	16.8	16.8	16.8
Agree	134	49.1	49.1	65.9
Valid Disagree	75	27.5	27.5	93.4
Strongly Disagree	18	6.6	6.6	100.0
Total	273	100.0	100.0	

**27. Parents of students with disabilities are viewed as equal partners with the district in the education of students with disabilities.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	111	40.7	40.7	40.7
Agree	145	53.1	53.1	93.8
Disagree	14	5.1	5.1	98.9
Strongly Disagree	3	1.1	1.1	100.0
Total	273	100.0	100.0	

**28. Parents of students with disabilities are welcome members of the IEP team in our school.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	152	55.7	55.7	55.7
Agree	116	42.5	42.5	98.2
Disagree	5	1.8	1.8	100.0
Total	273	100.0	100.0	

**29. In general, I would characterize the relationship between Eanes ISD schools and parents of students with disabilities as positive.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	94	34.4	34.4	34.4
Agree	164	60.1	60.1	94.5
Disagree	11	4.0	4.0	98.5
Strongly Disagree	4	1.5	1.5	100.0
Total	273	100.0	100.0	

**30. Students with disabilities receive services on the basis of their instructional needs rather than on the basis of their "label."**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	78	28.6	28.6	28.6
Agree	169	61.9	61.9	90.5
Disagree	22	8.1	8.1	98.5
Strongly Disagree	4	1.5	1.5	100.0
Total	273	100.0	100.0	

**31. Services for students with disabilities are consistent from one campus to another.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	14	5.1	5.1	5.1
Agree	155	56.8	56.8	61.9
Disagree	90	33.0	33.0	94.9
Strongly Disagree	14	5.1	5.1	100.0
Total	273	100.0	100.0	

**32. Within the past three years, special education personnel spend more time in the general education classroom providing support for students with disabilities.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	40	14.7	14.7	14.7
Agree	189	69.2	69.2	83.9
Valid Disagree	41	15.0	15.0	98.9
Strongly Disagree	3	1.1	1.1	100.0
Total	273	100.0	100.0	

**33. General education teachers on our campus are skilled in strategies for addressing the needs of diverse students, including students with disabilities.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	32	11.7	11.7	11.7
Agree	155	56.8	56.8	68.5
Valid Disagree	75	27.5	27.5	96.0
Strongly Disagree	11	4.0	4.0	100.0
Total	273	100.0	100.0	

**34. Special education teachers on our campus have the necessary level of general curriculum content knowledge needed to educate students with disabilities.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	57	20.9	20.9	20.9
Agree	148	54.2	54.2	75.1
Valid Disagree	54	19.8	19.8	94.9
Strongly Disagree	14	5.1	5.1	100.0
Total	273	100.0	100.0	

**35. Special education teachers are viewed as faculty members of equal status with their general education teachers.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	100	36.6	36.6	36.6
Agree	134	49.1	49.1	85.7
Valid Disagree	32	11.7	11.7	97.4
Strongly Disagree	7	2.6	2.6	100.0
Total	273	100.0	100.0	

**36. Special education paraprofessionals on our campus are well trained and skilled in fulfilling their roles in providing instructional support.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	52	19.0	19.0	19.0
Agree	155	56.8	56.8	75.8
Valid Disagree	48	17.6	17.6	93.4
Strongly Disagree	18	6.6	6.6	100.0
Total	273	100.0	100.0	

**37. The removal of students with disabilities from the general education classroom is not encouraged as a means of enhancing performance on statewide assessment for the campus.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	100	36.6	36.6	36.6
Agree	153	56.0	56.0	92.7
Valid Disagree	12	4.4	4.4	97.1
Strongly Disagree	8	2.9	2.9	100.0
Total	273	100.0	100.0	

**38. I think that children benefit socially when special education students and general education students learn in the same classroom.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	140	51.3	51.3	51.3
Agree	127	46.5	46.5	97.8
Valid Disagree	5	1.8	1.8	99.6
Strongly Disagree	1	.4	.4	100.0
Total	273	100.0	100.0	

**39. I think that students benefit academically when special education students and general education students learn in the same classroom.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	84	30.8	30.8	30.8
Agree	142	52.0	52.0	82.8
Valid Disagree	45	16.5	16.5	99.3
Strongly Disagree	2	.7	.7	100.0
Total	273	100.0	100.0	

**40. I do not think that the education of general education students suffers when special education students are educated in the same classroom.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	63	23.1	23.1	23.1
Agree	141	51.6	51.6	74.7
Valid Disagree	61	22.3	22.3	97.1
Strongly Disagree	8	2.9	2.9	100.0
Total	273	100.0	100.0	

**41. I have participated in staff development sessions that support my responsibility to educate diverse learners.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	89	32.6	32.6	32.6
Agree	169	61.9	61.9	94.5
Valid Disagree	12	4.4	4.4	98.9
Strongly Disagree	3	1.1	1.1	100.0
Total	273	100.0	100.0	



**42. I have participated in staff development sessions that support my responsibility to educate students with disabilities.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	96	35.2	35.2	35.2
Agree	154	56.4	56.4	91.6
Valid Disagree	20	7.3	7.3	98.9
Strongly Disagree	3	1.1	1.1	100.0
Total	273	100.0	100.0	

**43. Special Education and general education staff's roles and responsibilities are clearly defined and understood relative to working with students with disabilities.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	37	13.6	13.6	13.6
Agree	135	49.5	49.5	63.0
Valid Disagree	82	30.0	30.0	93.0
Strongly Disagree	19	7.0	7.0	100.0
Total	273	100.0	100.0	

**44. I understand my role and responsibilities relative to providing services for students with disabilities.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	119	43.6	43.6	43.6
Agree	136	49.8	49.8	93.4
Valid Disagree	15	5.5	5.5	98.9
Strongly Disagree	3	1.1	1.1	100.0
Total	273	100.0	100.0	

**45. I feel supported in my efforts to serve students with disabilities by my principal.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	110	40.3	40.3	40.3
Agree	141	51.6	51.6	91.9
Valid Disagree	14	5.1	5.1	97.1
Strongly Disagree	8	2.9	2.9	100.0
Total	273	100.0	100.0	

**46. I feel supported in my efforts to serve students with disabilities by the central office staff.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	84	30.8	30.8	30.8
Agree	151	55.3	55.3	86.1
Valid Disagree	30	11.0	11.0	97.1
Strongly Disagree	8	2.9	2.9	100.0
Total	273	100.0	100.0	

## Eanes Independent School District Faculty Survey Data

### *Crosstabs by Level*

#### 1. Our school provides quality services to students with disabilities.

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Strongly Agree	Count 4	80	35	28	2	149
% within	80.0%	59.7%	50.0%	45.2%	100.0%	54.6%
Agree	Count 1	50	32	34	0	117
% within	20.0%	37.3%	45.7%	54.8%	0.0%	42.9%
Disagree	Count 0	4	3	0	0	7
% within	0.0%	3.0%	4.3%	0.0%	0.0%	2.6%
Total	Count 5	134	70	62	2	273
% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

#### 2. Students with disabilities are considered full members of our student body.

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Strongly Agree	Count 3	83	29	26	1	142
% within	60.0%	61.9%	41.4%	41.9%	50.0%	52.0%
Agree	Count 1	42	36	32	1	112
% within	20.0%	31.3%	51.4%	51.6%	50.0%	41.0%
Disagree	Count 0	9	5	4	0	18
% within	0.0%	6.7%	7.1%	6.5%	0.0%	6.6%
Strongly Disagree	Count 1	0	0	0	0	1
% within	20.0%	0.0%	0.0%	0.0%	0.0%	0.4%
Total	Count 5	134	70	62	2	273
% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**3. Students with disabilities are the responsibility of the Department of Special Education and that department is the sole entity accountable for their academic performance.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	1	6	4	0	0	11
% within	20.0%	4.5%	5.7%	0.0%	0.0%	4.0%
Count	1	9	8	4	0	22
% within	20.0%	6.7%	11.4%	6.5%	0.0%	8.1%
Count	2	58	42	36	1	139
% within	40.0%	43.3%	60.0%	58.1%	50.0%	50.9%
Count	1	61	16	22	1	101
% within	20.0%	45.5%	22.9%	35.5%	50.0%	37.0%
Count	5	134	70	62	2	273
% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**4. Special education services on our campus offer an array of options that are effective in supporting the success of students with disabilities.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	3	52	26	18	2	101
% within	60.0%	38.8%	37.1%	29.0%	100.0%	37.0%
Count	2	75	40	40	0	157
% within	40.0%	56.0%	57.1%	64.5%	0.0%	57.5%
Count	0	7	3	3	0	13
% within	0.0%	5.2%	4.3%	4.8%	0.0%	4.8%
Count	0	0	1	1	0	2
% within	0.0%	0.0%	1.4%	1.6%	0.0%	0.7%
Count	5	134	70	62	2	273
% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**5. Most of our services for students with disabilities are selected on the basis of program names and/or disability labels rather than individual student needs.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Strongly Agree	Count 0	2	7	0	0	9
	% within	1.5%	10.0%	0.0%	0.0%	3.3%
Agree	Count 1	17	17	13	0	48
	% within	12.7%	24.3%	21.0%	0.0%	17.6%
Disagree	Count 4	72	33	37	0	146
	% within	80.0%	47.1%	59.7%	0.0%	53.5%
Strongly Disagree	Count 0	43	13	12	2	70
	% within	0.0%	32.1%	18.6%	100.0%	25.6%
Total	Count 5	134	70	62	2	273
	% within	100.0%	100.0%	100.0%	100.0%	100.0%

**6. Each student with disabilities participates in the general education curriculum.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Strongly Agree	Count 1	44	7	13	0	65
	% within	20.0%	32.8%	10.0%	21.0%	23.8%
Agree	Count 2	74	43	33	2	154
	% within	40.0%	55.2%	61.4%	53.2%	56.4%
Disagree	Count 0	15	19	16	0	50
	% within	0.0%	11.2%	27.1%	25.8%	18.3%
Strongly Disagree	Count 2	1	1	0	0	4
	% within	40.0%	0.7%	1.4%	0.0%	1.5%
Total	Count 5	134	70	62	2	273
	% within	100.0%	100.0%	100.0%	100.0%	100.0%

**7. The IEPs for each student with disabilities are aligned with the general education curriculum.**

		What level do you teach?					Total	
		Adult Transition Services	Elementary	High School	Middle School	PPCD		
7. The IEPs for each student with disabilities are aligned with the general education curriculum.	Strongly Agree	Count	0	37	9	6	0	52
		% within	0.0%	27.6%	12.9%	9.7%	0.0%	19.0%
	Agree	Count	4	91	51	48	2	196
		% within	80.0%	67.9%	72.9%	77.4%	100.0%	71.8%
	Disagree	Count	0	6	8	8	0	22
		% within	0.0%	4.5%	11.4%	12.9%	0.0%	8.1%
	Strongly Disagree	Count	1	0	2	0	0	3
		% within	20.0%	0.0%	2.9%	0.0%	0.0%	1.1%
	Total	Count	5	134	70	62	2	273
		% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**8. The IEPs for the students with disabilities in my classroom are readily available to me as needed.**

		What level do you teach?					Total	
		Adult Transition Services	Elementary	High School	Middle School	PPCD		
8. The IEPs for the students with disabilities in my classroom are readily available to me as needed.	Strongly Agree	Count	4	77	29	33	2	145
		% within	80.0%	57.5%	41.4%	53.2%	100.0%	53.1%
	Agree	Count	1	53	34	27	0	115
		% within	20.0%	39.6%	48.6%	43.5%	0.0%	42.1%
	Disagree	Count	0	4	6	2	0	12
		% within	0.0%	3.0%	8.6%	3.2%	0.0%	4.4%
	Strongly Disagree	Count	0	0	1	0	0	1
		% within	0.0%	0.0%	1.4%	0.0%	0.0%	0.4%
	Total	Count	5	134	70	62	2	273
		% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**9. The progress of students with disabilities in achieving their IEP goals is documented and this data is used to determine future goals.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	3	74	24	21	2	124
Strongly Agree	60.0%	55.2%	34.3%	33.9%	100.0%	45.4%
Count	1	56	38	40	0	135
Agree	20.0%	41.8%	54.3%	64.5%	0.0%	49.5%
Count	0	3	7	1	0	11
Disagree	0.0%	2.2%	10.0%	1.6%	0.0%	4.0%
Count	1	1	1	0	0	3
Strongly Disagree	20.0%	0.7%	1.4%	0.0%	0.0%	1.1%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**10. I am knowledgeable of the contents of each student's IEP for which I am responsible.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	4	76	30	37	2	149
Strongly Agree	80.0%	56.7%	42.9%	59.7%	100.0%	54.6%
Count	1	56	34	24	0	115
Agree	20.0%	41.8%	48.6%	38.7%	0.0%	42.1%
Count	0	1	5	1	0	7
Disagree	0.0%	0.7%	7.1%	1.6%	0.0%	2.6%
Count	0	1	1	0	0	2
Strongly Disagree	0.0%	0.7%	1.4%	0.0%	0.0%	0.7%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**11. It is the responsibility of all educators to use instructional accommodations for any student who will be more successful in school because of these accommodations.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	4	97	36	37	2	176
Strongly Agree	80.0%	72.4%	51.4%	59.7%	100.0%	64.5%
% within What level do you teach?						
Count	1	35	30	22	0	88
Agree	20.0%	26.1%	42.9%	35.5%	0.0%	32.2%
% within What level do you teach?						
Count	0	2	4	3	0	9
Disagree	0.0%	1.5%	5.7%	4.8%	0.0%	3.3%
% within What level do you teach?						
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**12. I use instructional accommodations for any student who needs them.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	4	82	32	28	2	148
Strongly Agree	80.0%	61.2%	45.7%	45.2%	100.0%	54.2%
% within What level do you teach?						
Count	1	48	33	25	0	107
Agree	20.0%	35.8%	47.1%	40.3%	0.0%	39.2%
% within What level do you teach?						
Count	0	3	5	9	0	17
Disagree	0.0%	2.2%	7.1%	14.5%	0.0%	6.2%
% within What level do you teach?						
Count	0	1	0	0	0	1
Strongly Disagree	0.0%	0.7%	0.0%	0.0%	0.0%	0.4%
% within What level do you teach?						
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**13. Only a special educator can provide instructional accommodations for a student with disabilities.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	0	1	0	0	0	1
Strongly Agree	0.0%	0.7%	0.0%	0.0%	0.0%	0.4%
% within What level do you teach?						
Count	1	4	4	1	0	10
Agree	20.0%	3.0%	5.7%	1.6%	0.0%	3.7%
% within What level do you teach?						
Count	1	40	33	22	0	96
Disagree	20.0%	29.9%	47.1%	35.5%	0.0%	35.2%
% within What level do you teach?						
Count	3	89	33	39	2	166
Strongly Disagree	60.0%	66.4%	47.1%	62.9%	100.0%	60.8%
% within What level do you teach?						
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



**14. The more accommodations listed on a student's IEP the better.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	0	1	0	1	0	2
% within	0.0%	0.7%	0.0%	1.6%	0.0%	0.7%
Count	2	18	4	4	0	28
% within	40.0%	13.4%	5.7%	6.5%	0.0%	10.3%
Count	2	80	41	34	2	159
% within	40.0%	59.7%	58.6%	54.8%	100.0%	58.2%
Count	1	35	25	23	0	84
% within	20.0%	26.1%	35.7%	37.1%	0.0%	30.8%
Count	5	134	70	62	2	273
% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**15. I am provided with sufficient information about each student's IEP specifications regarding needed accommodations and/or curricular modifications.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	4	53	13	19	2	91
% within	80.0%	39.6%	18.6%	30.6%	100.0%	33.3%
Count	1	78	47	35	0	161
% within	20.0%	58.2%	67.1%	56.5%	0.0%	59.0%
Count	0	3	9	8	0	20
% within	0.0%	2.2%	12.9%	12.9%	0.0%	7.3%
Count	0	0	1	0	0	1
% within	0.0%	0.0%	1.4%	0.0%	0.0%	0.4%
Count	5	134	70	62	2	273
% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**16. It is the responsibility of all educators to modify instruction (change what is taught as appropriate for any student with disabilities who requires them as stated in the Individualized Education Program (IEP)).**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	4	57	20	16	0	97
% within What level do you teach?	80.0%	42.5%	28.6%	25.8%	0.0%	35.5%
Count	1	63	41	39	2	146
% within What level do you teach?	20.0%	47.0%	58.6%	62.9%	100.0%	53.5%
Count	0	13	9	7	0	29
% within What level do you teach?	0.0%	9.7%	12.9%	11.3%	0.0%	10.6%
Count	0	1	0	0	0	1
% within What level do you teach?	0.0%	0.7%	0.0%	0.0%	0.0%	0.4%
Count	5	134	70	62	2	273
% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**17. I modify instruction for students with disabilities as specified in the IEP.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	3	69	28	31	2	133
% within What level do you teach?	60.0%	51.5%	40.0%	50.0%	100.0%	48.7%
Count	2	61	40	30	0	133
% within What level do you teach?	40.0%	45.5%	57.1%	48.4%	0.0%	48.7%
Count	0	3	2	1	0	6
% within What level do you teach?	0.0%	2.2%	2.9%	1.6%	0.0%	2.2%
Count	0	1	0	0	0	1
% within What level do you teach?	0.0%	0.7%	0.0%	0.0%	0.0%	0.4%
Count	5	134	70	62	2	273
% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**18. It is fair to modify grades for students with disabilities as specified in their IEP.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	1	46	8	11	0	66
Strongly Agree	20.0%	34.3%	11.4%	17.7%	0.0%	24.2%
% within What level do you teach?						
Count	1	67	29	38	2	137
Agree	20.0%	50.0%	41.4%	61.3%	100.0%	50.2%
% within What level do you teach?						
Count	3	16	25	11	0	55
Disagree	60.0%	11.9%	35.7%	17.7%	0.0%	20.1%
% within What level do you teach?						
Count	0	5	8	2	0	15
Strongly Disagree	0.0%	3.7%	11.4%	3.2%	0.0%	5.5%
% within What level do you teach?						
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**19. I modify grades for students with disabilities as specified in their IEP.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	1	37	12	12	0	62
Strongly Agree	20.0%	27.6%	17.1%	19.4%	0.0%	22.7%
% within What level do you teach?						
Count	1	72	35	35	1	144
Agree	20.0%	53.7%	50.0%	56.5%	50.0%	52.7%
% within What level do you teach?						
Count	3	17	14	12	1	47
Disagree	60.0%	12.7%	20.0%	19.4%	50.0%	17.2%
% within What level do you teach?						
Count	0	8	9	3	0	20
Strongly Disagree	0.0%	6.0%	12.9%	4.8%	0.0%	7.3%
% within What level do you teach?						
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**20. Our school's RTI/SST process is effective in addressing the needs of students who are experiencing difficulty in school.**

	What level do you teach?				Total
	Adult Transition Services	Elementary	High School	Middle School	
Count	0	26	13	8	47
% within What level do you teach?	0.0%	19.4%	18.6%	12.9%	17.2%
Count	4	73	42	43	163
% within What level do you teach?	80.0%	54.5%	60.0%	69.4%	59.7%
Count	1	24	10	7	43
% within What level do you teach?	20.0%	17.9%	14.3%	11.3%	15.8%
Count	0	11	5	4	20
% within What level do you teach?	0.0%	8.2%	7.1%	6.5%	7.3%
Count	5	134	70	62	273
% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%
Total					

**21. The RTI/SST process is only for students who do not qualify to receive special education services.**

	What level do you teach?				Total
	Adult Transition Services	Elementary	High School	Middle School	
Count	0	3	4	1	8
% within What level do you teach?	0.0%	2.2%	5.7%	1.6%	2.9%
Count	2	32	18	12	64
% within What level do you teach?	40.0%	23.9%	25.7%	19.4%	23.4%
Count	3	73	36	39	153
% within What level do you teach?	60.0%	54.5%	51.4%	62.9%	56.0%
Count	0	26	12	10	48
% within What level do you teach?	0.0%	19.4%	17.1%	16.1%	17.6%
Count	5	134	70	62	273
% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%
Total					

**22. My district provides adequate resources (curriculum materials, technology, equipment, etc.) to enable me to meet the diverse needs on the campus.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Strongly Agree	Count 2	34	16	8	1	61
	% within	25.4%	22.9%	12.9%	50.0%	22.3%
Agree	Count 2	82	41	38	1	164
	% within	61.2%	58.6%	61.3%	50.0%	60.1%
Disagree	Count 1	16	11	13	0	41
	% within	11.9%	15.7%	21.0%	0.0%	15.0%
Strongly Disagree	Count 0	2	2	3	0	7
	% within	0.0%	2.9%	4.8%	0.0%	2.6%
Total	Count 5	134	70	62	2	273
	% within	100.0%	100.0%	100.0%	100.0%	100.0%

**23. I understand the process for which we procure materials needed to educate students with diverse needs on my campus.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Strongly Agree	Count 2	20	11	7	0	40
	% within	14.9%	15.7%	11.3%	0.0%	14.7%
Agree	Count 2	70	37	33	1	143
	% within	52.2%	52.9%	53.2%	50.0%	52.4%
Disagree	Count 1	38	19	21	1	80
	% within	28.4%	27.1%	33.9%	50.0%	29.3%
Strongly Disagree	Count 0	6	3	1	0	10
	% within	4.5%	4.3%	1.6%	0.0%	3.7%
Total	Count 5	134	70	62	2	273
	% within	100.0%	100.0%	100.0%	100.0%	100.0%

**24. General and special education teachers collaborate effectively to plan and deliver instruction for students with disabilities.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Strongly Agree	Count 0	25	14	8	0	47
	% within	18.7%	20.0%	12.9%	0.0%	17.2%
Agree	Count 4	74	40	32	1	151
	% within	55.2%	57.1%	51.6%	50.0%	55.3%
Disagree	Count 0	27	14	18	1	60
	% within	20.1%	20.0%	29.0%	50.0%	22.0%
Strongly Disagree	Count 1	8	2	4	0	15
	% within	6.0%	2.9%	6.5%	0.0%	5.5%
Total	Count 5	134	70	62	2	273
	% within	100.0%	100.0%	100.0%	100.0%	100.0%

**25. For all Teachers and Paraprofessionals: I have the opportunity on a regular basis to collaboratively plan with general/special education staff to deliver and support quality instruction to students with disabilities.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Strongly Agree	Count 0	18	11	4	0	33
	% within	13.4%	15.7%	6.5%	0.0%	12.1%
Agree	Count 4	53	33	23	1	114
	% within	39.6%	47.1%	37.1%	50.0%	41.8%
Disagree	Count 1	46	22	24	1	94
	% within	34.3%	31.4%	38.7%	50.0%	34.4%
Strongly Disagree	Count 0	17	4	11	0	32
	% within	12.7%	5.7%	17.7%	0.0%	11.7%
Total	Count 5	134	70	62	2	273
	% within	100.0%	100.0%	100.0%	100.0%	100.0%

**26. We have a peer support program on our campus that supports inclusion of students with disabilities.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	0	10	19	16	1	46
Strongly Agree	0.0%	7.5%	27.1%	25.8%	50.0%	16.8%
Count	2	57	40	35	0	134
Agree	40.0%	42.5%	57.1%	56.5%	0.0%	49.1%
Count	1	54	9	11	0	75
Disagree	20.0%	40.3%	12.9%	17.7%	0.0%	27.5%
Count	2	13	2	0	1	18
Strongly Disagree	40.0%	9.7%	2.9%	0.0%	50.0%	6.6%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**27. Parents of students with disabilities are viewed as equal partners with the district in the education of students with disabilities.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	4	56	22	28	1	111
Strongly Agree	80.0%	41.8%	31.4%	45.2%	50.0%	40.7%
Count	0	68	44	32	1	145
Agree	0.0%	50.7%	62.9%	51.6%	50.0%	53.1%
Count	0	9	4	1	0	14
Disagree	0.0%	6.7%	5.7%	1.6%	0.0%	5.1%
Count	1	1	0	1	0	3
Strongly Disagree	20.0%	0.7%	0.0%	1.6%	0.0%	1.1%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**28. Parents of students with disabilities are welcome members of the IEP team in our school.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	4	78	36	33	1	152
Strongly Agree	80.0%	58.2%	51.4%	53.2%	50.0%	55.7%
Count	1	52	33	29	1	116
Agree	20.0%	38.8%	47.1%	46.8%	50.0%	42.5%
Count	0	4	1	0	0	5
Disagree	0.0%	3.0%	1.4%	0.0%	0.0%	1.8%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



**29. In general, I would characterize the relationship between Eanes ISD schools and parents of students with disabilities as positive.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	1	47	24	21	1	94
Strongly Agree	20.0%	35.1%	34.3%	33.9%	50.0%	34.4%
Count	2	83	41	37	1	164
Agree	40.0%	61.9%	58.6%	59.7%	50.0%	60.1%
Count	1	4	3	3	0	11
Disagree	20.0%	3.0%	4.3%	4.8%	0.0%	4.0%
Count	1	0	2	1	0	4
Strongly Disagree	20.0%	0.0%	2.9%	1.6%	0.0%	1.5%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**30. Students with disabilities receive services on the basis of their instructional needs rather than on the basis of their "label."**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	2	47	16	11	2	78
Strongly Agree	40.0%	35.1%	22.9%	17.7%	100.0%	28.6%
Count	2	76	44	47	0	169
Agree	40.0%	56.7%	62.9%	75.8%	0.0%	61.9%
Count	0	11	8	3	0	22
Disagree	0.0%	8.2%	11.4%	4.8%	0.0%	8.1%
Count	1	0	2	1	0	4
Strongly Disagree	20.0%	0.0%	2.9%	1.6%	0.0%	1.5%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**31. Services for students with disabilities are consistent from one campus to another.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	1	7	5	1	0	14
Strongly Agree	20.0%	5.2%	7.1%	1.6%	0.0%	5.1%
Count	3	71	41	38	2	155
Agree	60.0%	53.0%	58.6%	61.3%	100.0%	56.8%
Count	0	49	19	22	0	90
Disagree	0.0%	36.6%	27.1%	35.5%	0.0%	33.0%
Count	1	7	5	1	0	14
Strongly Disagree	20.0%	5.2%	7.1%	1.6%	0.0%	5.1%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**32. Within the past three years, special education personnel spend more time in the general education classroom providing support for students with disabilities.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	1	29	4	6	0	40
Strongly Agree	20.0%	21.6%	5.7%	9.7%	0.0%	14.7%
Count	2	91	49	45	2	189
Agree	40.0%	67.9%	70.0%	72.6%	100.0%	69.2%
Count	2	13	15	11	0	41
Disagree	40.0%	9.7%	21.4%	17.7%	0.0%	15.0%
Count	0	1	2	0	0	3
Strongly Disagree	0.0%	0.7%	2.9%	0.0%	0.0%	1.1%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**33. General education teachers on our campus are skilled in strategies for addressing the needs of diverse students, including students with disabilities.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	1	17	8	6	0	32
Strongly Agree	20.0%	12.7%	11.4%	9.7%	0.0%	11.7%
Count	2	66	48	38	1	155
Agree	40.0%	49.3%	68.6%	61.3%	50.0%	56.8%
Count	1	44	12	17	1	75
Disagree	20.0%	32.8%	17.1%	27.4%	50.0%	27.5%
Count	1	7	2	1	0	11
Strongly Disagree	20.0%	5.2%	2.9%	1.6%	0.0%	4.0%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**34. Special education teachers on our campus have the necessary level of general curriculum content knowledge needed to educate students with disabilities.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	2	36	14	5	0	57
Strongly Agree	40.0%	26.9%	20.0%	8.1%	0.0%	20.9%
Count	1	70	38	37	2	148
Agree	20.0%	52.2%	54.3%	59.7%	100.0%	54.2%
Count	1	24	14	15	0	54
Disagree	20.0%	17.9%	20.0%	24.2%	0.0%	19.8%
Count	1	4	4	5	0	14
Strongly Disagree	20.0%	3.0%	5.7%	8.1%	0.0%	5.1%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**35. Special education teachers are viewed as faculty members of equal status with their general education teachers.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	1	53	22	23	1	100
Strongly Agree	20.0%	39.6%	31.4%	37.1%	50.0%	36.6%
Count	2	60	44	27	1	134
Agree	40.0%	44.8%	62.9%	43.5%	50.0%	49.1%
Count	1	17	4	10	0	32
Disagree	20.0%	12.7%	5.7%	16.1%	0.0%	11.7%
Count	1	4	0	2	0	7
Strongly Disagree	20.0%	3.0%	0.0%	3.2%	0.0%	2.6%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**36. Special education paraprofessionals on our campus are well trained and skilled in fulfilling their roles in providing instructional support.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	2	32	15	2	1	52
Strongly Agree	40.0%	23.9%	21.4%	3.2%	50.0%	19.0%
Count	0	72	43	39	1	155
Agree	0.0%	53.7%	61.4%	62.9%	50.0%	56.8%
Count	3	18	11	16	0	48
Disagree	60.0%	13.4%	15.7%	25.8%	0.0%	17.6%
Count	0	12	1	5	0	18
Strongly Disagree	0.0%	9.0%	1.4%	8.1%	0.0%	6.6%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**37. The removal of students with disabilities from the general education classroom is not encouraged as a means of enhancing performance on statewide assessment for the campus.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	0	60	20	19	1	100
Strongly Agree	0.0%	44.8%	28.6%	30.6%	50.0%	36.6%
Count	4	64	47	37	1	153
Agree	80.0%	47.8%	67.1%	59.7%	50.0%	56.0%
Count	0	6	1	5	0	12
Disagree	0.0%	4.5%	1.4%	8.1%	0.0%	4.4%
Count	1	4	2	1	0	8
Strongly Disagree	20.0%	3.0%	2.9%	1.6%	0.0%	2.9%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**38. I think that children benefit socially when special education students and general education students learn in the same classroom.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	4	79	26	29	2	140
Strongly Agree	80.0%	59.0%	37.1%	46.8%	100.0%	51.3%
Count	0	53	43	31	0	127
Agree	0.0%	39.6%	61.4%	50.0%	0.0%	46.5%
Count	1	2	1	1	0	5
Disagree	20.0%	1.5%	1.4%	1.6%	0.0%	1.8%
Count	0	0	0	1	0	1
Strongly Disagree	0.0%	0.0%	0.0%	1.6%	0.0%	0.4%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**39. I think that students benefit academically when special education students and general education students learn in the same classroom.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	2	50	18	12	2	84
% within	40.0%	37.3%	25.7%	19.4%	100.0%	30.8%
Strongly Agree						
Count	3	66	36	37	0	142
% within	60.0%	49.3%	51.4%	59.7%	0.0%	52.0%
Agree						
Count	0	17	16	12	0	45
% within	0.0%	12.7%	22.9%	19.4%	0.0%	16.5%
Disagree						
Count	0	1	0	1	0	2
% within	0.0%	0.7%	0.0%	1.6%	0.0%	0.7%
Strongly Disagree						
Count	5	134	70	62	2	273
% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total						

**40. I do not think that the education of general education students suffers when special education students are educated in the same classroom.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	2	36	17	6	2	63
% within	40.0%	26.9%	24.3%	9.7%	100.0%	23.1%
Strongly Agree						
Count	3	67	35	36	0	141
% within	60.0%	50.0%	50.0%	58.1%	0.0%	51.6%
Agree						
Count	0	26	17	18	0	61
% within	0.0%	19.4%	24.3%	29.0%	0.0%	22.3%
Disagree						
Count	0	5	1	2	0	8
% within	0.0%	3.7%	1.4%	3.2%	0.0%	2.9%
Strongly Disagree						
Count	5	134	70	62	2	273
% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total						

**41. I have participated in staff development sessions that support my responsibility to educate diverse learners.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	2	40	28	17	2	89
Strongly Agree	40.0%	29.9%	40.0%	27.4%	100.0%	32.6%
Count	3	87	38	41	0	169
Agree	60.0%	64.9%	54.3%	66.1%	0.0%	61.9%
Count	0	5	4	3	0	12
Disagree	0.0%	3.7%	5.7%	4.8%	0.0%	4.4%
Count	0	2	0	1	0	3
Strongly Disagree	0.0%	1.5%	0.0%	1.6%	0.0%	1.1%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**42. I have participated in staff development sessions that support my responsibility to educate students with disabilities.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	3	43	30	18	2	96
Strongly Agree	60.0%	32.1%	42.9%	29.0%	100.0%	35.2%
Count	2	77	35	40	0	154
Agree	40.0%	57.5%	50.0%	64.5%	0.0%	56.4%
Count	0	12	5	3	0	20
Disagree	0.0%	9.0%	7.1%	4.8%	0.0%	7.3%
Count	0	2	0	1	0	3
Strongly Disagree	0.0%	1.5%	0.0%	1.6%	0.0%	1.1%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



**43. Special Education and general education staff's roles and responsibilities are clearly defined and understood relative to working with students with disabilities.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	0	19	13	5	0	37
Strongly Agree	0.0%	14.2%	18.6%	8.1%	0.0%	13.6%
Count	4	60	35	35	1	135
Agree	80.0%	44.8%	50.0%	56.5%	50.0%	49.5%
Count	0	43	20	18	1	82
Disagree	0.0%	32.1%	28.6%	29.0%	50.0%	30.0%
Count	1	12	2	4	0	19
Strongly Disagree	20.0%	9.0%	2.9%	6.5%	0.0%	7.0%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**44. I understand my role and responsibilities relative to providing services for students with disabilities.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	5	62	30	20	2	119
Strongly Agree	100.0%	46.3%	42.9%	32.3%	100.0%	43.6%
Count	0	61	34	41	0	136
Agree	0.0%	45.5%	48.6%	66.1%	0.0%	49.8%
Count	0	8	6	1	0	15
Disagree	0.0%	6.0%	8.6%	1.6%	0.0%	5.5%
Count	0	3	0	0	0	3
Strongly Disagree	0.0%	2.2%	0.0%	0.0%	0.0%	1.1%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**45. I feel supported in my efforts to serve students with disabilities by my principal.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	4	60	27	18	1	110
Strongly Agree	80.0%	44.8%	38.6%	29.0%	50.0%	40.3%
Count	1	62	39	38	1	141
Agree	20.0%	46.3%	55.7%	61.3%	50.0%	51.6%
Count	0	8	3	3	0	14
Disagree	0.0%	6.0%	4.3%	4.8%	0.0%	5.1%
Count	0	4	1	3	0	8
Strongly Disagree	0.0%	3.0%	1.4%	4.8%	0.0%	2.9%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**46. I feel supported in my efforts to serve students with disabilities by the central office staff.**

	What level do you teach?					Total
	Adult Transition Services	Elementary	High School	Middle School	PPCD	
Count	3	43	25	12	1	84
Strongly Agree	60.0%	32.1%	35.7%	19.4%	50.0%	30.8%
Count	2	70	35	43	1	151
Agree	40.0%	52.2%	50.0%	69.4%	50.0%	55.3%
Count	0	18	6	6	0	30
Disagree	0.0%	13.4%	8.6%	9.7%	0.0%	11.0%
Count	0	3	4	1	0	8
Strongly Disagree	0.0%	2.2%	5.7%	1.6%	0.0%	2.9%
Count	5	134	70	62	2	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

## Eanes Independent School District Faculty Survey Data

### *Crosstabs by Position*

#### 1. Our school provides quality services to students with disabilities.

	Please indicate your position:							Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Special Education Teacher	Speech/Language Pathologist
Count	7	3	69	7	12	3	4	5
Strongly Agree % within Please indicate your position:	70.0%	37.5%	53.5%	53.8%	60.0%	60.0%	66.7%	71.4%
Count	3	5	54	6	7	2	2	2
Agree % within Please indicate your position:	30.0%	62.5%	41.9%	46.2%	35.0%	40.0%	33.3%	28.6%
Count	0	0	6	0	1	0	0	0
Disagree % within Please indicate your position:	0.0%	0.0%	4.7%	0.0%	5.0%	0.0%	0.0%	0.0%
Count	10	8	129	13	20	5	6	7
Total % within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

#### 2. Students with disabilities are considered full members of our student body.

	Please indicate your position:							Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Special Education Teacher	Speech/Language Pathologist
Count	7	3	80	8	10	1	1	2
Strongly Agree % within Please indicate your position:	70.0%	37.5%	62.0%	61.5%	50.0%	20.0%	16.7%	28.6%
Count	3	4	45	4	8	4	5	4
Agree % within Please indicate your position:	30.0%	50.0%	34.9%	30.8%	40.0%	80.0%	83.3%	57.1%
Count	0	1	4	1	2	0	0	1
Disagree % within Please indicate your position:	0.0%	12.5%	3.1%	7.7%	10.0%	0.0%	0.0%	14.3%
Count	0	0	0	0	0	0	1	0
Strongly Disagree % within Please indicate your position:	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%
Count	10	8	129	13	20	5	6	7
Total % within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**4. Special education services on our campus offer an array of options that are effective in supporting the success of students with disabilities.**

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**5. Most of our services for students with disabilities are selected on the basis of program names and/or disability labels rather than individual student needs.**

		Please indicate your position:									Total	
		Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist		
5. Most of our services for students with disabilities are selected on the basis of program names and/or disability labels rather than individual student needs.	Strongly Agree	Count	0	0	6	0	0	2	0	1	0	9
		% within Please indicate your position:	0.0%	0.0%	4.7%	0.0%	0.0%	40.0%	0.0%	1.3%	0.0%	3.3%
	Agree	Count	2	1	26	2	6	0	0	11	0	48
		% within Please indicate your position:	20.0%	12.5%	20.2%	15.4%	30.0%	0.0%	0.0%	14.7%	0.0%	17.6%
	Disagree	Count	4	5	76	4	6	2	3	41	5	146
		% within Please indicate your position:	40.0%	62.5%	58.9%	30.8%	30.0%	40.0%	50.0%	54.7%	71.4%	53.5%
	Strongly Disagree	Count	4	2	21	7	8	1	3	22	2	70
		% within Please indicate your position:	40.0%	25.0%	16.3%	53.8%	40.0%	20.0%	50.0%	29.3%	28.6%	25.6%
		Count	10	8	129	13	20	5	6	75	7	273
	Total	% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**6. Each student with disabilities participates in the general education curriculum.**

		Please indicate your position:									Total	
		Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist		
6. Each student with disabilities participates in the general education curriculum.	Strongly Agree	Count	3	2	25	5	3	0	22	2	65	
		% within Please indicate your position:	30.0%	25.0%	19.4%	38.5%	15.0%	60.0%	0.0%	29.3%	28.6%	23.8%
	Agree	Count	7	5	72	7	14	2	4	38	5	154
		% within Please indicate your position:	70.0%	62.5%	55.8%	53.8%	70.0%	40.0%	66.7%	50.7%	71.4%	56.4%
	Disagree	Count	0	1	31	1	2	0	2	13	0	50
		% within Please indicate your position:	0.0%	12.5%	24.0%	7.7%	10.0%	0.0%	33.3%	17.3%	0.0%	18.3%
	Strongly Disagree	Count	0	0	1	0	1	0	0	2	0	4
		% within Please indicate your position:	0.0%	0.0%	0.8%	0.0%	5.0%	0.0%	0.0%	2.7%	0.0%	1.5%
Total		Count	10	8	129	13	20	5	6	75	7	273
	% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

## 7. The IEPs for each student with disabilities are aligned with the general education curriculum.

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	1	1	20	5	4	2	1	18	0
Strongly Agree	10.0%	12.5%	15.5%	38.5%	20.0%	40.0%	16.7%	24.0%	0.0%
Count	8	7	93	8	13	3	5	53	6
Agree	80.0%	87.5%	72.1%	61.5%	65.0%	60.0%	83.3%	70.7%	85.7%
Count	1	0	14	0	3	0	0	3	1
Disagree	10.0%	0.0%	10.9%	0.0%	15.0%	0.0%	0.0%	4.0%	14.3%
Count	0	0	2	0	0	0	0	1	0
Strongly Disagree	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
									%

## 8. The IEPs for the students with disabilities in my classroom are readily available to me as needed.

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	4	2	54	6	11	0	2	62	4
Strongly Agree	40.0%	25.0%	41.9%	46.2%	55.0%	0.0%	33.3%	82.7%	57.1%
Count	5	6	67	5	8	5	4	12	3
Agree	50.0%	75.0%	51.9%	38.5%	40.0%	100.0%	66.7%	16.0%	42.9%
Count	1	0	7	2	1	0	0	1	0
Disagree	10.0%	0.0%	5.4%	15.4%	5.0%	0.0%	0.0%	1.3%	0.0%
Count	0	0	1	0	0	0	0	0	0
Strongly Disagree	0.0%	0.0%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
									%

**9. The progress of students with disabilities in achieving their IEP goals is documented and this data is used to determine future goals.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	3	2	43	7	10	2	3	50	4
Strongly Agree	30.0%	25.0%	33.3%	53.8%	50.0%	40.0%	50.0%	66.7%	57.1%
Count	6	6	76	6	9	3	3	24	2
Agree	60.0%	75.0%	58.9%	46.2%	45.0%	60.0%	50.0%	32.0%	28.6%
Count	1	0	8	0	1	0	0	0	1
Disagree	10.0%	0.0%	6.2%	0.0%	5.0%	0.0%	0.0%	0.0%	14.3%
Count	0	0	2	0	0	0	0	1	0
Strongly Disagree	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**10. I am knowledgeable of the contents of each student's IEP for which I am responsible.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	1	2	58	8	8	1	2	64	5
Strongly Agree	10.0%	25.0%	45.0%	61.5%	40.0%	20.0%	33.3%	85.3%	71.4%
Count	9	6	66	4	10	4	3	11	2
Agree	90.0%	75.0%	51.2%	30.8%	50.0%	80.0%	50.0%	14.7%	28.6%
Count	0	0	4	1	1	0	1	0	0
Disagree	0.0%	0.0%	3.1%	7.7%	5.0%	0.0%	16.7%	0.0%	0.0%
Count	0	0	1	0	1	0	0	0	0
Strongly Disagree	0.0%	0.0%	0.8%	0.0%	5.0%	0.0%	0.0%	0.0%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**11. It is the responsibility of all educators to use instructional accommodations for any student who will be more successful in school because of these accommodations.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	7	1	70	11	15	3	4	60	5
Strongly Agree % within Please indicate your position:	70.0%	12.5%	54.3%	84.6%	75.0%	60.0%	66.7%	80.0%	71.4%
Count	3	6	54	2	5	2	2	12	2
Agree % within Please indicate your position:	30.0%	75.0%	41.9%	15.4%	25.0%	40.0%	33.3%	16.0%	28.6%
Count	0	1	5	0	0	0	0	3	0
Disagree % within Please indicate your position:	0.0%	12.5%	3.9%	0.0%	0.0%	0.0%	0.0%	4.0%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total % within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**12. I use instructional accommodations for any student who needs them.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	6	1	67	9	10	2	1	48	4
Strongly Agree % within Please indicate your position:	60.0%	12.5%	51.9%	69.2%	50.0%	40.0%	16.7%	64.0%	57.1%
Count	3	6	56	3	6	2	4	24	3
Agree % within Please indicate your position:	30.0%	75.0%	43.4%	23.1%	30.0%	40.0%	66.7%	32.0%	42.9%
Count	1	1	6	1	3	1	1	3	0
Disagree % within Please indicate your position:	10.0%	12.5%	4.7%	7.7%	15.0%	20.0%	16.7%	4.0%	0.0%
Count	0	0	0	0	1	0	0	0	0
Strongly Disagree % within Please indicate your position:	0.0%	0.0%	0.0%	0.0%	5.0%	0.0%	0.0%	0.0%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total % within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



**13. Only a special educator can provide instructional accommodations for a student with disabilities.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Strongly Agree	0	0	0	0	1	0	0	0	0
% within Please indicate your position:	0.0%	0.0%	0.0%	0.0%	5.0%	0.0%	0.0%	0.0%	0.0%
Count	0	0	4	0	5	0	0	1	0
% within Please indicate your position:	0.0%	0.0%	3.1%	0.0%	25.0%	0.0%	0.0%	1.3%	0.0%
Count	4	5	52	3	7	1	2	22	0
% within Please indicate your position:	40.0%	62.5%	40.3%	23.1%	35.0%	20.0%	33.3%	29.3%	0.0%
Strongly Disagree	6	3	73	10	7	4	4	52	7
% within Please indicate your position:	60.0%	37.5%	56.6%	76.9%	35.0%	80.0%	66.7%	69.3%	100.0%
Count	10	8	129	13	20	5	6	75	7
% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total									

**14. The more accommodations listed on a student's IEP the better.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Strongly Agree	0	0	0	1	1	0	0	0	0
% within Please indicate your position:	0.0%	0.0%	0.0%	7.7%	5.0%	0.0%	0.0%	0.0%	0.0%
Count	0	0	14	0	10	1	0	2	1
% within Please indicate your position:	0.0%	0.0%	10.9%	0.0%	50.0%	20.0%	0.0%	2.7%	14.3%
Count	4	6	77	8	7	1	3	48	5
% within Please indicate your position:	40.0%	75.0%	59.7%	61.5%	35.0%	20.0%	50.0%	64.0%	71.4%
Strongly Disagree	6	2	38	4	2	3	3	25	1
% within Please indicate your position:	60.0%	25.0%	29.5%	30.8%	10.0%	60.0%	50.0%	33.3%	14.3%
Count	10	8	129	13	20	5	6	75	7
% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total									

**15. I am provided with sufficient information about each student's IEP specifications regarding needed accommodations and/or curricular modifications.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/ISP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	1	1	32	3	6	0	2	42	4
Strongly Agree	10.0%	12.5%	24.8%	23.1%	30.0%	0.0%	33.3%	56.0%	57.1%
Count	8	7	79	9	14	5	4	32	3
Agree	80.0%	87.5%	61.2%	69.2%	70.0%	100.0%	66.7%	42.7%	42.9%
Count	1	0	17	1	0	0	0	1	0
Disagree	10.0%	0.0%	13.2%	7.7%	0.0%	0.0%	0.0%	1.3%	0.0%
Count	0	0	1	0	0	0	0	0	0
Strongly Disagree	0.0%	0.0%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**16. It is the responsibility of all educators to modify instruction (change what is taught as appropriate for any student with disabilities who requires them as stated in the Individualized Education Program (IEP)).**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/ISP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	2	1	39	9	8	2	3	29	4
Strongly Agree	20.0%	12.5%	30.2%	69.2%	40.0%	40.0%	50.0%	38.7%	57.1%
Count	7	6	74	4	10	3	3	36	3
Agree	70.0%	75.0%	57.4%	30.8%	50.0%	60.0%	50.0%	48.0%	42.9%
Count	1	1	15	0	2	0	0	10	0
Disagree	10.0%	12.5%	11.6%	0.0%	10.0%	0.0%	0.0%	13.3%	0.0%
Count	0	0	1	0	0	0	0	0	0
Strongly Disagree	0.0%	0.0%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**17. I modify instruction for students with disabilities as specified in the IEP.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Strongly Agree	Count 3	1	51	8	6	1	2	57	4
	% within Please indicate your position: 30.0%	12.5%	39.5%	61.5%	30.0%	20.0%	33.3%	76.0%	57.1%
Agree	Count 6	7	74	5	13	4	4	17	3
	% within Please indicate your position: 60.0%	87.5%	57.4%	38.5%	65.0%	80.0%	66.7%	22.7%	42.9%
Disagree	Count 1	0	4	0	1	0	0	0	0
	% within Please indicate your position: 10.0%	0.0%	3.1%	0.0%	5.0%	0.0%	0.0%	0.0%	0.0%
Strongly Disagree	Count 0	0	0	0	0	0	0	1	0
	% within Please indicate your position: 0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%
Total	Count 10	8	129	13	20	5	6	75	7
	% within Please indicate your position: 100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
									133
									48.7%
									133
									48.7%
									6
									2.2%
									1
									0.4%
									273
									100.0%
									%

**18. It is fair to modify grades for students with disabilities as specified in their IEP.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Strongly Agree	Count 4	0	19	5	3	1	1	29	4
	% within Please indicate your position: 40.0%	0.0%	14.7%	38.5%	15.0%	20.0%	16.7%	38.7%	57.1%
Agree	Count 4	4	75	5	12	2	3	29	3
	% within Please indicate your position: 40.0%	50.0%	58.1%	38.5%	60.0%	40.0%	50.0%	38.7%	42.9%
Disagree	Count 0	4	29	2	3	0	2	15	0
	% within Please indicate your position: 0.0%	50.0%	22.5%	15.4%	15.0%	0.0%	33.3%	20.0%	0.0%
Strongly Disagree	Count 2	0	6	1	2	2	0	2	0
	% within Please indicate your position: 20.0%	0.0%	4.7%	7.7%	10.0%	40.0%	0.0%	2.7%	0.0%
Total	Count 10	8	129	13	20	5	6	75	7
	% within Please indicate your position: 100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
									66
									24.2%
									137
									50.2%
									55
									20.1%
									15
									5.5%
									273
									100.0%
									%

## 19. I modify grades for students with disabilities as specified in their IEP.

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Strongly Agree	Count 3	0	23	4	1	0	0	28	3
	% within Please indicate your position: 30.0%	0.0%	17.8%	30.8%	5.0%	0.0%	0.0%	37.3%	42.9%
Agree	Count 4	4	81	7	8	3	2	32	3
	% within Please indicate your position: 40.0%	50.0%	62.8%	53.8%	40.0%	60.0%	33.3%	42.7%	42.9%
Disagree	Count 1	4	19	1	8	0	2	11	1
	% within Please indicate your position: 10.0%	50.0%	14.7%	7.7%	40.0%	0.0%	33.3%	14.7%	14.3%
Strongly Disagree	Count 2	0	6	1	3	2	2	4	0
	% within Please indicate your position: 20.0%	0.0%	4.7%	7.7%	15.0%	40.0%	33.3%	5.3%	0.0%
Total	Count 10	8	129	13	20	5	6	75	7
	% within Please indicate your position: 100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

## 20. Our school's RTI/SST process is effective in addressing the needs of students who are experiencing difficulty in school.

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Strongly Agree	Count 2	2	18	8	3	1	0	12	1
	% within Please indicate your position: 20.0%	25.0%	14.0%	61.5%	15.0%	20.0%	0.0%	16.0%	14.3%
Agree	Count 7	5	77	5	15	0	3	47	4
	% within Please indicate your position: 70.0%	62.5%	59.7%	38.5%	75.0%	0.0%	50.0%	62.7%	57.1%
Disagree	Count 1	0	22	0	1	2	3	12	2
	% within Please indicate your position: 10.0%	0.0%	17.1%	0.0%	5.0%	40.0%	50.0%	16.0%	28.6%
Strongly Disagree	Count 0	1	12	0	1	2	0	4	0
	% within Please indicate your position: 0.0%	12.5%	9.3%	0.0%	5.0%	40.0%	0.0%	5.3%	0.0%
Total	Count 10	8	129	13	20	5	6	75	7
	% within Please indicate your position: 100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

## 21. The RTI/SST process is only for students who do not qualify to receive special education services.

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/SSP/Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Strongly Agree	Count 0	1	4	1	1	0	0	1	0
	% within Please indicate your position: 0.0%	12.5%	3.1%	7.7%	5.0%	0.0%	0.0%	1.3%	0.0%
Agree	Count 2	3	29	1	5	0	1	21	2
	% within Please indicate your position: 20.0%	37.5%	22.5%	7.7%	25.0%	0.0%	16.7%	28.0%	28.6%
Disagree	Count 4	2	81	4	12	2	5	39	4
	% within Please indicate your position: 40.0%	25.0%	62.8%	30.8%	60.0%	40.0%	83.3%	52.0%	57.1%
Strongly Disagree	Count 4	2	15	7	2	3	0	14	1
	% within Please indicate your position: 40.0%	25.0%	11.6%	53.8%	10.0%	60.0%	0.0%	18.7%	14.3%
Total	Count 10	8	129	13	20	5	6	75	7
	% within Please indicate your position: 100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

## 22. My district provides adequate resources (curriculum materials, technology, equipment, etc.) to enable me to meet the diverse needs on the campus.

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/SSP/Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Strongly Agree	Count 1	0	17	2	8	2	3	25	3
	% within Please indicate your position: 10.0%	0.0%	13.2%	15.4%	40.0%	40.0%	50.0%	33.3%	42.9%
Agree	Count 8	6	79	9	10	3	2	43	4
	% within Please indicate your position: 80.0%	75.0%	61.2%	69.2%	50.0%	60.0%	33.3%	57.3%	57.1%
Disagree	Count 1	2	28	1	1	0	1	7	0
	% within Please indicate your position: 10.0%	25.0%	21.7%	7.7%	5.0%	0.0%	16.7%	9.3%	0.0%
Strongly Disagree	Count 0	0	5	1	1	0	0	0	0
	% within Please indicate your position: 0.0%	0.0%	3.9%	7.7%	5.0%	0.0%	0.0%	0.0%	0.0%
Total	Count 10	8	129	13	20	5	6	75	7
	% within Please indicate your position: 100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**23. I understand the process for which we procure materials needed to educate students with diverse needs on my campus.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	2	0	12	1	5	1	1	17	1
Strongly Agree	20.0%	0.0%	9.3%	7.7%	25.0%	20.0%	16.7%	22.7%	14.3%
Count	6	8	52	9	11	4	3	46	4
Agree	60.0%	100.0%	40.3%	69.2%	55.0%	80.0%	50.0%	61.3%	57.1%
Count	2	0	57	3	3	0	2	11	2
Disagree	20.0%	0.0%	44.2%	23.1%	15.0%	0.0%	33.3%	14.7%	28.6%
Count	0	0	8	0	1	0	0	1	0
Strongly Disagree	0.0%	0.0%	6.2%	0.0%	5.0%	0.0%	0.0%	1.3%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**24. General and special education teachers collaborate effectively to plan and deliver instruction for students with disabilities.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	0	1	26	3	5	0	1	11	0
Strongly Agree	0.0%	12.5%	20.2%	23.1%	25.0%	0.0%	16.7%	14.7%	0.0%
Count	9	6	62	8	9	5	2	45	5
Agree	90.0%	75.0%	48.1%	61.5%	45.0%	100.0%	33.3%	60.0%	71.4%
Count	1	1	33	1	5	0	3	14	2
Disagree	10.0%	12.5%	25.6%	7.7%	25.0%	0.0%	50.0%	18.7%	28.6%
Count	0	0	8	1	1	0	0	5	0
Strongly Disagree	0.0%	0.0%	6.2%	7.7%	5.0%	0.0%	0.0%	6.7%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**25. For all Teachers and Paraprofessionals: I have the opportunity on a regular basis to collaboratively plan with general/special education staff to deliver and support quality instruction to students with disabilities.**

	Please indicate your position:									Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/SSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist	
Strongly Agree	Count	1	2	16	1	1	0	2	10	0
	% within Please indicate your position:	10.0%	25.0%	12.4%	7.7%	5.0%	0.0%	33.3%	13.3%	0.0%
Agree	Count	6	4	51	7	9	4	1	29	3
	% within Please indicate your position:	60.0%	50.0%	39.5%	53.8%	45.0%	80.0%	16.7%	38.7%	42.9%
Disagree	Count	3	2	43	4	6	1	3	28	4
	% within Please indicate your position:	30.0%	25.0%	33.3%	30.8%	30.0%	20.0%	50.0%	37.3%	57.1%
Strongly Disagree	Count	0	0	19	1	4	0	0	8	0
	% within Please indicate your position:	0.0%	0.0%	14.7%	7.7%	20.0%	0.0%	0.0%	10.7%	0.0%
Total	Count	10	8	129	13	20	5	6	75	7
	% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**26. We have a peer support program on our campus that supports inclusion of students with disabilities.**

		Please indicate your position:									Total	
		Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/SSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist		
26. We have a peer support program on our campus that supports inclusion of students with disabilities.	Strongly Agree	Count	5	2	17	4	3	0	2	13	0	46
		% within Please indicate your position:	50.0%	25.0%	13.2%	30.8%	15.0%	0.0%	33.3%	17.3%	0.0%	16.8%
	Agree	Count	3	3	70	4	11	1	2	36	4	134
		% within Please indicate your position:	30.0%	37.5%	54.3%	30.8%	55.0%	20.0%	33.3%	48.0%	57.1%	49.1%
	Disagree	Count	2	3	37	5	5	2	2	17	2	75
		% within Please indicate your position:	20.0%	37.5%	28.7%	38.5%	25.0%	40.0%	33.3%	22.7%	28.6%	27.5%
	Strongly Disagree	Count	0	0	5	0	1	2	0	9	1	18
		% within Please indicate your position:	0.0%	0.0%	3.9%	0.0%	5.0%	40.0%	0.0%	12.0%	14.3%	6.6%
Total		Count	10	8	129	13	20	5	6	75	7	273
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**27. Parents of students with disabilities are viewed as equal partners with the district in the education of students with disabilities.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	6	1	54	7	3	4	3	33	0
Strongly Agree	60.0%	12.5%	41.9%	53.8%	15.0%	80.0%	50.0%	44.0%	0.0%
Count	3	7	66	6	17	1	3	36	6
Agree	30.0%	87.5%	51.2%	46.2%	85.0%	20.0%	50.0%	48.0%	85.7%
Count	0	0	8	0	0	0	0	5	1
Disagree	0.0%	0.0%	6.2%	0.0%	0.0%	0.0%	0.0%	6.7%	14.3%
Count	1	0	1	0	0	0	0	1	0
Strongly Disagree	10.0%	0.0%	0.8%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**28. Parents of students with disabilities are welcome members of the IEP team in our school.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	7	2	64	7	8	5	3	54	2
Strongly Agree	70.0%	25.0%	49.6%	53.8%	40.0%	100.0%	50.0%	72.0%	28.6%
Count	3	6	62	6	12	0	3	19	5
Agree	30.0%	75.0%	48.1%	46.2%	60.0%	0.0%	50.0%	25.3%	71.4%
Count	0	0	3	0	0	0	0	2	0
Disagree	0.0%	0.0%	2.3%	0.0%	0.0%	0.0%	0.0%	2.7%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



**29. In general, I would characterize the relationship between Eanes ISD schools and parents of students with disabilities as positive.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	5	1	42	7	6	4	2	27	0
Strongly Agree	50.0%	12.5%	32.6%	53.8%	30.0%	80.0%	33.3%	36.0%	0.0%
Count	5	7	80	6	13	1	3	43	6
Agree	50.0%	87.5%	62.0%	46.2%	65.0%	20.0%	50.0%	57.3%	85.7%
Count	0	0	5	0	0	0	1	4	1
Disagree	0.0%	0.0%	3.9%	0.0%	0.0%	0.0%	16.7%	5.3%	14.3%
Count	0	0	2	0	1	0	0	1	0
Strongly Disagree	0.0%	0.0%	1.6%	0.0%	5.0%	0.0%	0.0%	1.3%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**30. Students with disabilities receive services on the basis of their instructional needs rather than on the basis of their "label."**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	2	1	30	4	5	2	2	29	3
Strongly Agree	20.0%	12.5%	23.3%	30.8%	25.0%	40.0%	33.3%	38.7%	42.9%
Count	8	5	84	7	15	3	4	40	3
Agree	80.0%	62.5%	65.1%	53.8%	75.0%	60.0%	66.7%	53.3%	42.9%
Count	0	2	12	2	0	0	0	5	1
Disagree	0.0%	25.0%	9.3%	15.4%	0.0%	0.0%	0.0%	6.7%	14.3%
Count	0	0	3	0	0	0	0	1	0
Strongly Disagree	0.0%	0.0%	2.3%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**31. Services for students with disabilities are consistent from one campus to another.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	0	1	3	2	3	0	0	4	1
Strongly Agree % within Please indicate your position:	0.0%	12.5%	2.3%	15.4%	15.0%	0.0%	0.0%	5.3%	14.3%
Count	6	4	68	4	15	1	3	50	4
Agree % within Please indicate your position:	60.0%	50.0%	52.7%	30.8%	75.0%	20.0%	50.0%	66.7%	57.1%
Count	2	3	51	5	1	4	3	19	2
Disagree % within Please indicate your position:	20.0%	37.5%	39.5%	38.5%	5.0%	80.0%	50.0%	25.3%	28.6%
Count	2	0	7	2	1	0	0	2	0
Strongly Disagree % within Please indicate your position:	20.0%	0.0%	5.4%	15.4%	5.0%	0.0%	0.0%	2.7%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total % within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**32. Within the past three years, special education personnel spend more time in the general education classroom providing support for students with disabilities.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	2	1	13	4	2	1	2	15	0
Strongly Agree % within Please indicate your position:	20.0%	12.5%	10.1%	30.8%	10.0%	20.0%	33.3%	20.0%	0.0%
Count	8	7	85	8	13	4	3	54	7
Agree % within Please indicate your position:	80.0%	87.5%	65.9%	61.5%	65.0%	80.0%	50.0%	72.0%	100.0%
Count	0	0	28	1	5	0	1	6	0
Disagree % within Please indicate your position:	0.0%	0.0%	21.7%	7.7%	25.0%	0.0%	16.7%	8.0%	0.0%
Count	0	0	3	0	0	0	0	0	0
Strongly Disagree % within Please indicate your position:	0.0%	0.0%	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total % within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**33. General education teachers on our campus are skilled in strategies for addressing the needs of diverse students, including students with disabilities.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	0	1	19	3	4	0	0	5	0
Strongly Agree % within Please indicate your position:	0.0%	12.5%	14.7%	23.1%	20.0%	0.0%	0.0%	6.7%	0.0%
Count	6	6	78	5	11	3	1	41	4
Agree % within Please indicate your position:	60.0%	75.0%	60.5%	38.5%	55.0%	60.0%	16.7%	54.7%	57.1%
Count	4	1	28	5	4	2	5	23	3
Disagree % within Please indicate your position:	40.0%	12.5%	21.7%	38.5%	20.0%	40.0%	83.3%	30.7%	42.9%
Count	0	0	4	0	1	0	0	6	0
Strongly Disagree % within Please indicate your position:	0.0%	0.0%	3.1%	0.0%	5.0%	0.0%	0.0%	8.0%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**34. Special education teachers on our campus have the necessary level of general curriculum content knowledge needed to educate students with disabilities.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	0	1	27	4	8	0	1	15	1
Strongly Agree % within Please indicate your position:	0.0%	12.5%	20.9%	30.8%	40.0%	0.0%	16.7%	20.0%	14.3%
Count	8	6	59	5	11	5	3	46	5
Agree % within Please indicate your position:	80.0%	75.0%	45.7%	38.5%	55.0%	100.0%	50.0%	61.3%	71.4%
Count	2	1	31	4	1	0	2	12	1
Disagree % within Please indicate your position:	20.0%	12.5%	24.0%	30.8%	5.0%	0.0%	33.3%	16.0%	14.3%
Count	0	0	12	0	0	0	0	2	0
Strongly Disagree % within Please indicate your position:	0.0%	0.0%	9.3%	0.0%	0.0%	0.0%	0.0%	2.7%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**35. Special education teachers are viewed as faculty members of equal status with their general education teachers.**

	Please indicate your position:									Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist	
Count	4	1	63	8	6	1	1	15	1	100
Strongly Agree % within Please indicate your position:	40.0%	12.5%	48.8%	61.5%	30.0%	20.0%	16.7%	20.0%	14.3%	36.6%
Count	5	6	57	3	10	4	5	39	5	134
Agree % within Please indicate your position:	50.0%	75.0%	44.2%	23.1%	50.0%	80.0%	83.3%	52.0%	71.4%	49.1%
Count	1	1	7	2	3	0	0	18	0	32
Disagree % within Please indicate your position:	10.0%	12.5%	5.4%	15.4%	15.0%	0.0%	0.0%	24.0%	0.0%	11.7%
Count	0	0	2	0	1	0	0	3	1	7
Strongly Disagree % within Please indicate your position:	0.0%	0.0%	1.6%	0.0%	5.0%	0.0%	0.0%	4.0%	14.3%	2.6%
Count	10	8	129	13	20	5	6	75	7	273
Total % within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0 %

**36. Special education paraprofessionals on our campus are well trained and skilled in fulfilling their roles in providing instructional support.**

36. Special education paraprofessionals on our campus are well trained and confident in providing instructional support.										
	Please indicate your position:									Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist	
Count	0	2	24	5	4	0	0	15	2	52
Strongly Agree % within Please indicate your position:	0.0%	25.0%	18.6%	38.5%	20.0%	0.0%	0.0%	20.0%	28.6%	19.0%
Count	7	5	67	5	12	5	2	49	3	155
Agree % within Please indicate your position:	70.0%	62.5%	51.9%	38.5%	60.0%	100.0%	33.3%	65.3%	42.9%	56.8%
Count	2	1	25	3	2	0	4	9	2	48
Disagree % within Please indicate your position:	20.0%	12.5%	19.4%	23.1%	10.0%	0.0%	66.7%	12.0%	28.6%	17.6%
Count	1	0	13	0	2	0	0	2	0	18
Strongly Disagree % within Please indicate your position:	10.0%	0.0%	10.1%	0.0%	10.0%	0.0%	0.0%	2.7%	0.0%	6.6%
Count	10	8	129	13	20	5	6	75	7	273
Total % within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**37. The removal of students with disabilities from the general education classroom is not encouraged as a means of enhancing performance on statewide assessment for the campus.**

		Please indicate your position:									Total	
		Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist		
37. The removal of students with disabilities from the general education classroom is not encouraged as a means of enhancing performance on statewide assessment for the campus.	Strongly Agree	Count	3	2	44	10	5	2	4	30	0	100
		% within Please indicate your position:	30.0%	25.0%	34.1%	76.9%	25.0%	40.0%	66.7%	40.0%	0.0%	36.6%
	Agree	Count	7	6	80	3	13	3	2	34	5	153
		% within Please indicate your position:	70.0%	75.0%	62.0%	23.1%	65.0%	60.0%	33.3%	45.3%	71.4%	56.0%
	Disagree	Count	0	0	4	0	0	0	0	7	1	12
		% within Please indicate your position:	0.0%	0.0%	3.1%	0.0%	0.0%	0.0%	0.0%	9.3%	14.3%	4.4%
	Strongly Disagree	Count	0	0	1	0	2	0	0	4	1	8
		% within Please indicate your position:	0.0%	0.0%	0.8%	0.0%	10.0%	0.0%	0.0%	5.3%	14.3%	2.9%
Total		Count	10	8	129	13	20	5	6	75	7	273
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0 %

**38. I think that children benefit socially when special education students and general education students learn in the same classroom.**

Please indicate your position:										Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist	
Count	6	2	57	8	13	2	1	45	6	140
Strongly Agree	60.0%	25.0%	44.2%	61.5%	65.0%	40.0%	16.7%	60.0%	85.7%	51.3%
Count	4	6	70	5	6	3	5	27	1	127
Agree	40.0%	75.0%	54.3%	38.5%	30.0%	60.0%	83.3%	36.0%	14.3%	46.5%
Count	0	0	2	0	0	0	0	3	0	5
Disagree	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%	4.0%	0.0%	1.8%
Count	0	0	0	0	1	0	0	0	0	1
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	5.0%	0.0%	0.0%	0.0%	0.0%	0.4%
Count	10	8	129	13	20	5	6	75	7	273
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0 %

**39. I think that students benefit academically when special education students and general education students learn in the same classroom.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Strongly Agree	Count 5	1	28	6	10	1	1	27	5
	% within Please indicate your position: 50.0%	12.5%	21.7%	46.2%	50.0%	20.0%	16.7%	36.0%	71.4%
Agree	Count 5	6	74	5	7	2	4	38	1
	% within Please indicate your position: 50.0%	75.0%	57.4%	38.5%	35.0%	40.0%	66.7%	50.7%	14.3%
Disagree	Count 0	1	26	2	2	2	1	10	1
	% within Please indicate your position: 0.0%	12.5%	20.2%	15.4%	10.0%	40.0%	16.7%	13.3%	14.3%
Strongly Disagree	Count 0	0	1	0	1	0	0	0	0
	% within Please indicate your position: 0.0%	0.0%	0.8%	0.0%	5.0%	0.0%	0.0%	0.0%	0.0%
Total	Count 10	8	129	13	20	5	6	75	7
	% within Please indicate your position: 100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
									84
									30.8%
									142
									52.0%
									45
									16.5%
									2
									0.7%
									273
									100.0
									%

**40. I do not think that the education of general education students suffers when special education students are educated in the same classroom.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Strongly Agree	Count 4	0	15	5	9	0	2	26	2
	% within Please indicate your position: 40.0%	0.0%	11.6%	38.5%	45.0%	0.0%	33.3%	34.7%	28.6%
Agree	Count 5	8	66	3	10	3	3	40	3
	% within Please indicate your position: 50.0%	100.0%	51.2%	23.1%	50.0%	60.0%	50.0%	53.3%	42.9%
Disagree	Count 1	0	41	5	0	2	1	9	2
	% within Please indicate your position: 10.0%	0.0%	31.8%	38.5%	0.0%	40.0%	16.7%	12.0%	28.6%
Strongly Disagree	Count 0	0	7	0	1	0	0	0	0
	% within Please indicate your position: 0.0%	0.0%	5.4%	0.0%	5.0%	0.0%	0.0%	0.0%	0.0%
Total	Count 10	8	129	13	20	5	6	75	7
	% within Please indicate your position: 100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
									63
									23.1%
									141
									51.6%
									61
									22.3%
									8
									2.9%
									273
									100.0
									%

**41. I have participated in staff development sessions that support my responsibility to educate diverse learners.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	4	0	27	8	6	3	2	35	4
Strongly Agree	40.0%	0.0%	20.9%	61.5%	30.0%	60.0%	33.3%	46.7%	57.1%
Count	6	7	92	5	12	2	4	38	3
Agree	60.0%	87.5%	71.3%	38.5%	60.0%	40.0%	66.7%	50.7%	42.9%
Count	0	1	8	0	2	0	0	1	0
Disagree	0.0%	12.5%	6.2%	0.0%	10.0%	0.0%	0.0%	1.3%	0.0%
Count	0	0	2	0	0	0	0	1	0
Strongly Disagree	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**42. I have participated in staff development sessions that support my responsibility to educate students with disabilities.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	4	0	27	8	8	3	2	40	4
Strongly Agree	40.0%	0.0%	20.9%	61.5%	40.0%	60.0%	33.3%	53.3%	57.1%
Count	6	7	84	5	10	2	4	33	3
Agree	60.0%	87.5%	65.1%	38.5%	50.0%	40.0%	66.7%	44.0%	42.9%
Count	0	1	16	0	2	0	0	1	0
Disagree	0.0%	12.5%	12.4%	0.0%	10.0%	0.0%	0.0%	1.3%	0.0%
Count	0	0	2	0	0	0	0	1	0
Strongly Disagree	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**43. Special Education and general education staff's roles and responsibilities are clearly defined and understood relative to working with students with disabilities.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSPP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	1	0	18	2	3	0	0	12	1
Strongly Agree	10.0%	0.0%	14.0%	15.4%	15.0%	0.0%	0.0%	16.0%	14.3%
Count	6	6	67	6	11	4	2	32	1
Agree	60.0%	75.0%	51.9%	46.2%	55.0%	80.0%	33.3%	42.7%	14.3%
Count	3	1	34	5	4	1	4	26	4
Disagree	30.0%	12.5%	26.4%	38.5%	20.0%	20.0%	66.7%	34.7%	57.1%
Count	0	1	10	0	2	0	0	5	1
Strongly Disagree	0.0%	12.5%	7.8%	0.0%	10.0%	0.0%	0.0%	6.7%	14.3%
Count	10	8	129	13	20	5	6	75	7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
% within Please indicate your position:									
Count	1	0	18	2	3	0	0	12	1
% within Please indicate your position:	10.0%	0.0%	14.0%	15.4%	15.0%	0.0%	0.0%	16.0%	14.3%
Count	6	6	67	6	11	4	2	32	1
% within Please indicate your position:	60.0%	75.0%	51.9%	46.2%	55.0%	80.0%	33.3%	42.7%	14.3%
Count	3	1	34	5	4	1	4	26	4
% within Please indicate your position:	30.0%	12.5%	26.4%	38.5%	20.0%	20.0%	66.7%	34.7%	57.1%
Count	0	1	10	0	2	0	0	5	1
% within Please indicate your position:	0.0%	12.5%	7.8%	0.0%	10.0%	0.0%	0.0%	6.7%	14.3%
Count	10	8	129	13	20	5	6	75	7
% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**44. I understand my role and responsibilities relative to providing services for students with disabilities.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSPP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Count	5	2	36	8	10	4	3	46	5
Strongly Agree	50.0%	25.0%	27.9%	61.5%	50.0%	80.0%	50.0%	61.3%	71.4%
Count	5	5	80	4	9	1	3	27	2
Agree	50.0%	62.5%	62.0%	30.8%	45.0%	20.0%	50.0%	36.0%	28.6%
Count	0	1	12	1	0	0	0	1	0
Disagree	0.0%	12.5%	9.3%	7.7%	0.0%	0.0%	0.0%	1.3%	0.0%
Count	0	0	1	0	1	0	0	1	0
Strongly Disagree	0.0%	0.0%	0.8%	0.0%	5.0%	0.0%	0.0%	1.3%	0.0%
Count	10	8	129	13	20	5	6	75	7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
% within Please indicate your position:									
Count	5	2	36	8	10	4	3	46	5
% within Please indicate your position:	50.0%	25.0%	27.9%	61.5%	50.0%	80.0%	50.0%	61.3%	71.4%
Count	5	5	80	4	9	1	3	27	2
% within Please indicate your position:	50.0%	62.5%	62.0%	30.8%	45.0%	20.0%	50.0%	36.0%	28.6%
Count	0	1	12	1	0	0	0	1	0
% within Please indicate your position:	0.0%	12.5%	9.3%	7.7%	0.0%	0.0%	0.0%	1.3%	0.0%
Count	0	0	1	0	1	0	0	1	0
% within Please indicate your position:	0.0%	0.0%	0.8%	0.0%	5.0%	0.0%	0.0%	1.3%	0.0%
Count	10	8	129	13	20	5	6	75	7
% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



**45. I feel supported in my efforts to serve students with disabilities by my principal.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Strongly Agree	Count 6	2	44	8	9	2	2	34	3
	% within Please indicate your position: 60.0%	25.0%	34.1%	61.5%	45.0%	40.0%	33.3%	45.3%	42.9%
Agree	Count 4	6	74	5	9	3	3	33	4
	% within Please indicate your position: 40.0%	75.0%	57.4%	38.5%	45.0%	60.0%	50.0%	44.0%	57.1%
Disagree	Count 0	0	9	0	0	0	1	4	0
	% within Please indicate your position: 0.0%	0.0%	7.0%	0.0%	0.0%	0.0%	16.7%	5.3%	0.0%
Strongly Disagree	Count 0	0	2	0	2	0	0	4	0
	% within Please indicate your position: 0.0%	0.0%	1.6%	0.0%	10.0%	0.0%	0.0%	5.3%	0.0%
Total	Count 10	8	129	13	20	5	6	75	7
	% within Please indicate your position: 100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**46. I feel supported in my efforts to serve students with disabilities by the central office staff.**

	Please indicate your position:								Total
	Campus Administrator	Counselor	General Education Teacher	Other	Paraprofessional	Psychologist/LSP/ Diagnostician	Related Service	Special Education Teacher	Speech/Language Pathologist
Strongly Agree	Count 5	1	30	6	6	2	2	30	2
	% within Please indicate your position: 50.0%	12.5%	23.3%	46.2%	30.0%	40.0%	33.3%	40.0%	28.6%
Agree	Count 3	7	71	7	11	3	3	41	5
	% within Please indicate your position: 30.0%	87.5%	55.0%	53.8%	55.0%	60.0%	50.0%	54.7%	71.4%
Disagree	Count 2	0	22	0	1	0	1	4	0
	% within Please indicate your position: 20.0%	0.0%	17.1%	0.0%	5.0%	0.0%	16.7%	5.3%	0.0%
Strongly Disagree	Count 0	0	6	0	2	0	0	0	0
	% within Please indicate your position: 0.0%	0.0%	4.7%	0.0%	10.0%	0.0%	0.0%	0.0%	0.0%
Total	Count 10	8	129	13	20	5	6	75	7
	% within Please indicate your position: 100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

## EANES INDEPENDENT SCHOOL DISTRICT

### A Review of Services for Students with Disabilities

#### *Faculty Survey Comments*

\*The following comments were provided by Eanes ISD faculty members in direct response to an online survey. The comments are displayed exactly how they were entered by Eanes ISD faculty.

#### **Suggestions for improving services for students with disabilities:**

- Consistent and clearly defined SST/pre-referral practices; Consistent initial referral packet (parent/teacher questionnaires, etc.) More special education teachers trained in programs for students with dyslexia (Wilson, etc). Stronger RTI program for behavioral needs
- As a gen ed teacher, it is really helpful to work with a special education teacher who has worked in my grade level before. Having fluid job roles in the collaborative setting works really well when both teachers are confident in what they are doing, but for newer teachers (either the gen ed or special ed), it is really hard to keep things from falling through the cracks when the job descriptions aren't explicitly spelled out. The process of getting a student started with the services they need (SST) is really involved and time consuming for everyone involved. I believe that it's so extensive that it is easy for teachers to just work on accommodation in the classroom rather than go through the official process. The drawback is then that when a student is older, there is no paper trail that they have been struggling for a long time. I wonder if there is a way to introduce a "baby" first step where a teacher can just flag a student for concerns. Then if the concerns persist, the teacher can get started with the rest of the SST process (what we use now as the first step).
- Principals with a special education background; being observed by peers/others with a special education background so we can get feedback; having goals checked by 2 other sped teachers to ensure the goals are tailored to that student and implementable by anyone; good baseline data don't wait for us to need help, listen to us at the staffing meetings we have, we know our kids and their needs, we know when we need more help
- "In general, I would characterize the relationship between Eanes ISD schools and parents of students with disabilities as positive." -- I disagree with this, mainly because we often treat this process as a "Have it your way" conversation where parents can place students where they'd prefer, rewrite PLAFF statements [I've sat in an ARD where this happened], and advocate for accommodations for their students that are not appropriate, all in an effort to "normalize" their children instead of meeting them where they are, to the disadvantage of that student [mainstream does not always mean least restrictive], and other students within that class. A GE teacher cannot always execute accommodations on their own for students who do not have the prerequisite skills to be in some classes.
- "Most of our services for students with disabilities are selected on the basis of program names and/or disability labels rather than individual student needs." In regard to this one, I think we sometimes see this not work in both directions. Some students are placed in a more restrictive class because of a diagnosis label which is what we are trying to get away from. What can also happen is students will be placed in an inappropriate setting that doesn't meet their academic need in order to avoid the label of a modified classroom. I think these settings should always be

tried but the students' academic, emotional and behavioral needs should be assessed in a set time (ie 4-6 weeks) to make sure the setting is appropriate.

- General education training for teachers for serving students served in special education should be an annual requirement. I believe our gen-ed buy-in and student supports would improve with this being a mandatory, annual experience for all.
  - \* Behavior support models seem to differ from campus to campus, and there are times that I worry we cannot adequately serve all students served in special education (under the behavior support umbrella) to the best of our abilities because of the different expectations of how the program should operate by staff. Perhaps clearly defining, as a district, our approach to serving and embracing students served in behavior support would be beneficial.
- \*For many years we have had a shortage of substitute teachers, in particular to cover for special education classes. It would be helpful to have a pool of substitutes; special education trained, for campuses that the priority is they cover special education classes.
  - \*Having time to meet with the TAs that work with the students I share with them is essential. Right now, we are meeting 30 minutes before they are to clock in for their 'flex time.'
  - \*The TAs are needing more communication with case workers and teachers.
  - \*Since my planning is not aligned with many of the grade levels I serve, I cannot meet during the general education teacher's planning or lunch periods to collaborate.
  - \*The same general education teachers are year after year, scheduled with students in the special education department because they are talented with our students. More of our general education teachers need consistent, and clear expectations about teaching students with different educational needs. An administrator following through/observing/giving feedback monthly to all staff would be helpful.
  - \*It would be helpful if our special education coordinator were to be our evaluator and have administrative rights with general education teachers/staff. This would assist with the work load of our principal.
  - \*Having the special education coordinator be at our campus 1/2 time or full time would be helpful.
  - \*having training for all staff as to how to recognize/attend to the quiet/depressed/anxious/shy student.
  - \*The more demanding/challenging parents receive above and beyond what is appropriate for their child, in some cases.
- \*Time set aside to collaborate with teammates to coordinate services and to have opportunities to discuss supports and strategies for shared students.
  - \*Increased TA support and training
- For students with significant disabilities, it would be very helpful to have a planning session before school starts with the classroom teacher, special education teacher, paraprofessional & aides to formulate a plan for the student's participation in the general ed classroom. (particularly in electives classes that function much more differently than most classes)
  2. If an ARD decision in the middle of the year is made to remove a student from a particular elective class, the teacher of that elective should be involved in that discussion prior to the ARD.
- Increasing the number of Behavior Instructional Partners ("BI Partner"), like [REDACTED] would be helpful. I have had less access this year to discuss behaviors and strategies than in prior years. Having access earlier on with BI Partners can prevent behaviors from escalating, which perhaps may reduce the number of FBAs being requested.
  2. Increase pay rate for Teaching Assistants to increase retention of great staff.
  3. Provide time for collaborative teams (Gen Ed teacher, SpEd Teacher, TAs) to meet together to plan and team build.

- A common vision #3: I answered agree because that statement does somewhat describe how things function here, however, I strongly disagree with this statement.
- Accommodations need to be specific and clearly communicated in the student's program paperwork; Accommodations need to be selected on basis of need and learning environment; Data collected needs to be a part of decisions made by the ARD committee, not parent wants, not college board accommodations etc... Students should be placed in learning environments where they have the appropriate academic pre request skills needed to have meaningful participation in the academic context (with support and accommodations as needed)
- Collaborative teachers should be willing to be knowledgeable in the content area they are supporting students ( be able to help ALL students and know how to accommodate and modify content) Offer appropriate course levels for student's needs, not put kids in sections/ classes just because we don't offer what they really need
- ALL collaborative teachers should complete the session or spend a day planning for the year with the general education teacher. There is no time, little common planning periods, and no collaboration. Often, there is no co-teaching taking place. [REDACTED] District NEEDS to provide appropriate modified tests for students. General education teachers lack initiative to include Special Education/Collaborative/RTI teachers in their lessons. I've seen collab teachers sitting all class period while the teacher talks while others actively move throughout the room. Teachers lack meeting the needs of all students. I see blanket learning as a one fits all in math classrooms and in others, common goals for all. I attended the collaborative session last August and appreciated it. I do believe all collaborative teachers and general education teachers assigned collaborative classes should be enrolled in this course with a break out session to discuss opportunities for discussion around what the classroom structure should look like. As far as working on a lesson plan together and how the lesson can be shared. I believe having coaches present during this session to walk through the room and help strategies would be beneficial. I believe a half-day session is important to achieve this.
- All special education support teachers should have a teaching certificate and be knowledgeable of the special education system. Some TA's and Collaborative teachers dive in and understand how to modify work, work with their small group, and collaboratively plan. Most, however, sit in the classrooms and don't take initiative to help unless the teacher tells them what to do. Planning - there is zero planning time for collaborative teams.
- All teachers/providers (gen.ed, sped, TA etc) should be included in general meetings (not necessarily ARD) regarding the student so everyone has the same information and can be on the same page. Some are often left out and communication isn't made effectively. If providers are corrected in front of the student, it undermines the relationship with the student.
- [REDACTED] I am sensitive to all facets of educating a student with disabilities. I believe these questions to be very broad in determining what we are doing on a day to day basis in Eanes. I think we do an exceptional job of viewing students with disabilities as individuals and striving to meet their needs. However, as a teacher, I feel sometimes in an attempt to be inclusive, at times to a fault, we strive to include students with disabilities to the detriment of other students. I feel we need to be very purposeful of every learner when structuring schedules. I think that TA's who are with students with real challenges in the classroom should be trained on how to successfully guide that student without affecting the learning of other learners.
- At my elementary school all the special ed classrooms are in portables that are very old on the back of the campus away from everything, have no running water or restrooms in them. They

aren't covered so when it's raining and the weather is cold it is very hard to get there. I feel this is not ok or right.

- At times, it seems parents of Sped students choose what accommodations/modifications we give even when the educators disagree. Wish that the District had more choice over this, and the parents less control/ demands that are met.
- Better communication between adults, more training for general ed teachers, in-person opportunities for gen ed and sped teachers to check in periodically about their students- PLC time would be great for this for the core subjects that have this time.
- BETTER PAY FOR ALL TEACHER ASSISTANTS FOR A LESS TA TURN OVER (TECHNOLOGY GETS A HIGHER PAY THAN TA'S AND THEY ARE NOT NECESSARILY SERVING THE CHILDREN) TEACHER ASSISTANTS ARE HELD AT SUCH A HIGH RESPONSIBILITY LEVEL AND ARE JUST ABOUT THE SAME THINGS TEACHERS ARE DOING.

Trainings for ALL staff and FACULTY involving special education in hopes for inclusion and collaborating. More planning time and team meetings (pls days) for the special ed team that includes TA's

- Build time in the day for gen ed and collab teachers to plan together. Also, go back to collab teachers being specialized to one or two content areas. In some cases, they're having to learn 2-3 subjects with no common planning time with the teachers.
- Central Office SPED personnel do not adequately support the teachers and paraprofessionals on the middle school campuses. Consistently they try to micromanage and mold the students into a cookie cutter method without actually understanding what is going on during a daily basis. They do not follow their own rules of the IEP such as when a student is listed as 1 on 1 or 2 on 1 and expect the faculty to do all requirements of the job when they cannot even fulfill their job of keeping campuses fully staffed. It is difficult to do this job when half of the sped personnel are substitutes.
- Consider paying TA's better to pull more qualified people into this role.
- Decrease the number of special education students in co-taught classes.  
Co-taught classes are just not beneficial to some of our special education population. A self-contained resource type class is needed for some students (i.e., ADHD students).
- Do not allow too many SpEd students in one regular ed classroom. I am not sure what the optimum ratio is, but some of these classes end up being populated with so many SpEd students with so many accommodations that it is no longer a regular ed classroom.
- Education for general education students specifically on the topic of disability awareness.  
Student / staff accountability regarding actions with individuals with disabilities.  
Required prof development for gen ed teachers regarding specific instructional practices for students with disabilities...ipads and phones not allowed...must pay attention.
- For students with complex communication needs, parents need more training opportunities for using aug com in home/community settings; for students who receive push-in services, therapists need flexible schedules to provide ample time for observation and participation as full partners/participants in the class and to be able to attend during class periods that are most productive; almost all teachers, special ed and gen ed, who work with students with communication delays/disorders & complex communication needs require further training in how to integrate strategies to increase student communication & engagement throughout the day in all school settings; the expectation that FIT time be used for all pull-out services needs to be rethought because it simply isn't enough time for students who may need interventions services and/or counseling and gen ed social skill building as well as sped services requiring pull-out; teaching assistants need high quality training and continuing education as well as a

living wage; I think that the concept of Best Practice should be developed as something we explicitly strive for in this district; and, because it comes up so frequently, I think we need to develop a statement or pamphlet that explains why public school doesn't just do full time ABA for students with autism or autistic like characteristics

- Get students intervention at an early age so the impact of the disability can be addressed quickly to help the student and hopefully make sure the gaps in learning do not increase. Get students tested earlier...early intervention!
- Have continual contact with the teacher that has had the student the previous year, to make sure the care is continual.
- Having time to plan with my collaborative teacher.
- I believe services would be improved by more campus personnel and building capacity in the staff we do have. I think we need more behavior support, and roles to be clearly defined. I also think gen ed. teachers need to understand that students with special needs are their students ALSO. I don't think merely training every special education personnel in SAMA is the answer; I feel that our gen ed. teachers are lacking the de-escalation techniques and too often rely on the Sp.Ed team/Counselors! I think most importantly behavior support isn't there to solely extinguish and stop a student's behavior, and "fix it" or to remove the student from the classroom, that is isolating and it is a collaborative effort.
- I believe that more support from caseworkers/collab teachers would be more beneficial especially for the academic elective classes. Right now, there seems to be very little when some students are one on one in core classes. It sometimes feels like elective teachers are left to fend for themselves when it comes to modifying curriculum for students with disabilities. That would also help with behaviors that distract their peers when they have the option to leave and regain their composure during their general education classes. It would lessen the redirection time spent during general education classes. However, I do feel that each side learns from each other which is priceless in education but there needs to be some changes.
- I believe the final goal for each student needs to be a focus on quality of life to include independence (to a variety of degrees) for our students with disabilities. Full inclusion does not always support this goal.
- I do feel that, though it is a minority on my campus, there are general education teachers who could benefit from further education on students with disabilities, especially those with invisible illnesses. It is important for everyone to know how this effects the student socially and academically and what the best practices for teaching and understanding students with disabilities. I am happy to see that our district is moving towards a Universal Design for Learning model that will provide strong improvement in this area for all learners but do still think some disability awareness would be beneficial.
- I do not feel "heard" when I have tried to advocate for students with disabilities this year. Decisions of services are based on whatever someone else decides is "best" and also even classroom placement. I wish my suggestions would be taken seriously and into consideration sometimes. It makes me feel like I am not part of the IEP team.
- I don't feel comfortable answering the questions in the Staffing and Service Delivery section above that include other campuses when I don't know what goes on at other campuses as a classroom teacher. Nor do I feel comfortable answering the questions about data including the last 3 years...when I haven't had a child with an IEP for each and every year and I don't know the statistics on all children who have an IEP. Wishing there was an I don't know answer choice. For #40 above, in the past I had a student whose behavior had a negative effect on classmates. When behaviors were in check, it was fine, but when this student wasn't supported

appropriately, behaviors affected the class emotionally and physically. For the most part, I believe the same classroom is effective, but for special circumstances it doesn't.

- I feel at the elementary level there is adequate time to plan with other teachers. I feel at the middle school level there is hardly anytime to plan with other teachers. Expecting a collaborative teacher to be spread across 3 different grade levels and 5 subjects does not meet the needs of those sped students because it is nearly impossible to keep up communication with the general ed teachers. Teachers are willing and wanting to have more time to plan with them so they can best serve their students and be of help to the general ed teacher.
- I feel general education teachers would benefit from a little more training on how to help special needs children in their classrooms.
- I feel that collab classes aren't put together thoughtfully. The needs of some students can tend to clash with the needs of others which can make it quite challenging to modify and accommodate all the students in the class. I don't understand how the collab teachers are chosen and decided upon. More training for working with students with "hidden disabilities" as well as working with students with more challenging disabilities would be welcomed. The role of the collab teacher is blurry and varied depending on each teacher or grade level - some kind of consistency would be helpful. I feel that general ed teachers teaching in the collab classroom should be compensated or given a stipend as usually those roles come with much more meetings, paperwork, prepping than classrooms that aren't collab.
- I feel that students who should be receiving modified or life skills support are in the gen ed classroom and their needs are not being met. The district is meeting the desires of the parents, rather than supporting the student's learning. This has been a trend I have observed over the past years. It does not serve the student. Also, TA's are expected to be teachers. This is unfair to them. They are not trained or paid to do this.
- I feel that the services put into place are more than great at Eanes ISD.
- I have noticed that some of our disabled students are not expected to comply with the same behavior code, or even a modified code, as the other students. To a certain extent, I think that deliberately defiant behavior from a student with a disability should not be ignored or excused. Instead of completely excusing the behavior, could we also withhold an appropriate level of behavior expectations and consequences?
- I have several qualifying comments:
  - \*On #24 and #25, special education and general education teachers do work to collaboratively deliver instruction for students with disabilities. The issue is time. Special education does not have dedicated time to work with the gen ed teachers, and if a SPED teacher is in multiple grade levels or in multiple teacher's classrooms, the SPED teacher cannot effectively communicate or plan ahead for those classes. SPED teachers (in my experience) almost never have the same planning time as their collaborative gen ed teachers, and do not have the same planning time as their special ed teams, so planning with either team must be done in after school hours. After school time slots are then crowded with team meetings, ARD meetings, staff meetings, and committee meetings, as well as trying to touch base with collaborative teachers, touching base with TA/support staff, and planning for teaching modified classes. So, though I agreed with #24, it is done as well as possible on the fly.
  - \*On #33 and #34, some of our special education teachers are skilled in strategies and have the necessary level of general curriculum content knowledge needed to educate our SPED students. Some teachers do not.
  - \*On #36, some of our paraprofessionals have adequate skills in fulfilling their role, others do not. I have seen an increased emphasis on TA training, but there is still room for improvement.

The TA training on collaborative support earlier in the year was not appropriate for the TA's who attended (in my opinion). The training seemed geared toward general education teachers who were not required to attend. The training also discussed and presented collaborative/co-teaching models which are not supported on our campus by the district (because staff assignments and time provided are not adequate to make them possible). This training time could have been more adequately used to aid TA's in acquiring new collaborative skills and provide ideas of how they could more effectively help in a collaborative classroom.

\*On #38, #39, and #40, I do believe that general education students benefit socially/educationally from being educated with special education students, unless the special education student is disruptive to the class (ie. verbal aggression, physical aggression, or disruptions caused by providing the SPED student's accommodations/modifications). In these cases, the SPED student's disability hinders the progress of the general education classroom. I believe that special education students benefit from being in the general education classroom if the curriculum being presented is within their skill range so as to be of some benefit educationally. I do not agree that some students should be placed in a general education class solely for social reasons (and apart from learning curriculum) unless the student's IEP goal is to learn the social skills being presented by the general education students.

- I only collab once a day. I never see my co-teacher other than those 50 minutes. Our class is huge (30+), over half IEPs and the other half is 504. The schedule is not working for these kids.
- I see a need for additional Paraprofessionals/Aides on my campus. I feel that consistent support personnel for students with disabilities is a necessary part of the special education program.
- I think general education teachers have so much support from special education teachers/staff that they are rarely "alone" with students with disabilities and therefore don't have to take a lot of responsibility for these students. While I think it's amazing how able we are as a district to have so many special education teachers/staff, it takes a lot of responsibility off of general education teachers in that aspect. In my opinion, I think general education teachers expect special education support for any and all students with disabilities because that is what they have grown accustom to. Therefore, if special education staff is spread thin, general education teachers are frustrated because they have to "deal" with these students with disabilities without any support.
- I think having more SPED-specific professional development would be helpful.
- I think it would be beneficial to have more time to actually collaborate with collaborative teachers.
- I think some well understood norms about general education and special education roles in inclusion would help, particularly in cases where the students are on an alternate curriculum. More joint responsibility around planning and designing activities to be inclusive of all students would benefit everyone greatly. I think some special education teacher jobs, particularly in life skills, greatly overload teachers and compromise their ability to provide the best services to students.
- I think that the modified teachers could collaborate more with the general education teachers. They could try to incorporate general education assignments, like big projects that may be displayed around the school and modify them as necessary to meet the needs of individual learners. Additionally, I think collaborative teachers could focus more on incorporating more of a workshop model for instruction.
- I think that their needs to be better communication between the gen. ed (principal, teachers, counselors) side of things and the sped (sped teachers, TAs, sped coordinators) side.



I think it would be really great if principals were involved in ARD meetings. It really helps them to better know their students, and how to help support them.

- I understand staffing and supporting multiple students with disabilities can be challenging. That being said, I think that having different students with different disabilities in different classes can be beneficial in situations where personalities, disabilities and distractions can take away from learning. "Stacking" classes sometimes happens out of our control but I think avoiding can be helpful for everyone.
- I understand that ALL teachers have a stake in special education, but practically speaking, there are some statements here (#24 & #25 for example) that are tough to answer since my current/recent teaching assignments don't directly involve a collaborative setting. I gave answers because all questions were required - the results you get might paint a muddy picture if a bunch of us are responding to statements that we have no basis for answering. Maybe the survey could have a section for ALL teachers, and a separate section for teachers who have worked in a collaborative setting in the last two years?
- I wish there could be a way to educate the community at large about what special education is all about. The general public is completely ignorant as to what special education even means.
- I wish there was more time in the day to really plan collaboratively for our classes.
- I would be interested in more PD around including special education students into general ed for my staff. We are still fighting an attitude around putting students who are below grade level into modified classes and sped students being the responsibility of the sped teacher.
- I would like to have additional resources for teaching math to students working on an alternative curriculum. I would like to have a consistent plan in place for what to do when a teaching assistant is absent, and a substitute has not picked up the job. Sometimes this has caused special education students to miss part of their general education time.
- I would like to see more collaboration between gen ed and special ed teachers regarding students' academic needs. Often, the special ed teacher is the one responsible for the student's academic instruction. In addition, I would like for gen ed teachers to have further training in handling various student behaviors so that they are comfortable dealing with the behaviors in their classroom.
- I would like to see more communication between the Sped Dept. and the RTI/SST committee in the process of determining at risk (academically and behaviorally).
- I would suggest getting rid of teaming. I am a SPED teacher and I have 5 different subjects with 5 different teachers. Modifying and accommodating curriculum for 5 classes is a lot, on top of having 5 PLC's. Time might be an issue for everyone, and I don't claim that I have less time than others. However, I believe there is an imbalance of purposed time for SPED teachers. As a SPED teacher, so much time is required to prepare materials for all the accommodations that our kids have. But we aren't supposed to carry out that responsibility during class time, which is where we spend the majority of our time. It has to be done before class. That all makes sense and I'm not arguing that we need to have materials prepared. But I have found that there is a lot of class time where the role of the collaborative teacher is not purposed or needed and that their time could be more useful outside of the classroom. I have accepted my role as a Collaborative Teacher but to say we are actually co-teachers is really inaccurate. I very much feel, at times, that I am a SPED students secretary and not their teacher. There is a lot of time that goes into making sure all the students have their accommodations and needs met. Because there is so much differentiation among all the students, it is hard to manage.
- IEPs need to be trimmed down as they are often very wordy and heavy in needs at the junior high level in preparation for high school.

Everyone needs to be educated in services available on campus and what different classes mean: Wildcat Lab, etc.

- If there is a unique disability that will be in a classroom, training should be provided.
- If there is an issue it is usually a matter of time and communication more than anything else. The time it takes to successfully coordinate with general ed. curriculum and staff is usually cut shorter than it needs to be.
- Improved/revised and more support for behavior department; Gen-Ed curriculum available to modified teachers in their classroom.
- In my experience, we are doing a phenomenal job of providing adequate and meaningful services for students with disabilities at my campus. We have a very inclusive school culture and strive to ensure all students feel included in the general ed classroom. My concern is regarding the education of general education students. While we are providing incredible support for students with disabilities, we are not providing the best instruction and academic experience possible for everyone else. These students are lacking the attention and energy and effort they deserve from their general ed teachers due to the high needs of students with disabilities in the classroom. I'm not sure what the solution is, and I absolutely believe that we should still continue to value and elevate the needs of our students with disabilities, but we are now doing a disservice to their general ed peers and it is unfair. They are not receiving the education that they deserve because the general education teacher is not capable of providing high quality instruction to these students while striving to do the same for the others with disabilities. The long-term impact of this is worrisome to me.
- incorporating a true collaborative modal. Having teams collaborate on environment and needs of our students with disabilities in order for them to be fully included. Service delivery modal match the needs of the student. CO-Teaching being the modal versus Special ed staff as only a support.
- Increase morale and retaining of Special Education teachers with a stipend. Keep what's required of IEP paperwork consistent year to year.
- Increase TA pay and lack of training of new staffs.
- Increase TA pay to help with turnover  
More training for new staff  
More time for sped teams to meet/communicate  
Often feels like a disconnect between sped staff and general ed staff
- It would be helpful if roles were more clearly defined for new special education teachers and general education collaborative teachers. It would also be helpful if TA's were trained in how to work with all students so that it isn't difficult to provide coverage when a TA is absent. As a behavior teacher, I also see a lot of discrepancy when it comes to students who would benefit from special education services and those who actually receive it. I have seen students who should not qualify for services who are pushed through because of parent requests, and students who fall through the cracks and don't receive services although they could really benefit from them.
- It would be helpful to have another way to teachers to see the student's profile. Skyward is a little tough to navigate and makes the process of finding all students accommodation as often as we need them hard. Also, as a new teacher a full training of how to use successes during the ARD process and progress report process before the year would be helpful.

- Keep collaborative classrooms at a reasonable size so students can be better served. Try to keep modified classes by grade level for better delivery of TEKS as appropriate to students working levels and needs.
- Make collaborative sections more balanced with general ed students vs. special ed students. When general ed sections become majority high-need students not everyone can be served well. For the special ed collaborative teacher to have some knowledge of the course content area or be willing to learn it. This allows for effective collaboration when asked to modify curriculum as well as more engagement during the class period with the students. I think a student receiving modified curriculum/TEKS would be best served in a modified section.
- Maybe better communication between Bus Barn and parents on transportation. More clarification between a teacher's responsibilities and TA's responsibilities. Who is responsible for what.
- More or maybe mandatory trainings/pd for general Ed staff about students with disabilities. More push on all students are gen ed students first.
- More procedures in writing. Clear support staff roles.
- More sensitivity training for general educators.
- More time for collaborative teachers and their general education partners to plan together. More guidelines for how this should look. More input from special education staff when it comes to creating classrooms that are fair and BALANCED for the next school year. (Keeping peers and triggers in mind for our students with special needs - which will in turn create a better classroom environment for all)
- More time to have collab teacher / gen ed teacher / life skills / behavior support teacher to sit down to plan, modify, and work together. Also, class sizes are massive! Classes are getting larger and larger and adding 3-4 adults to the large classes with high needs is not going well. Would love to see better balance in scheduling for education of all students. Other than that, I love the set up and support given to our kids.
- More training for paraprofessionals.
- More training is needed so teachers understand how to teach phonics, to create guided reading groups for specific skills in both decoding and comprehension. More special education teachers need certification in the Wilson Dyslexia reading program
- My main concern is how many blanket accommodations are given to students who don't actually need them.
- Need more training on teaching diverse students/specific disabilities, need more time before school starts and not the weekend before or the day before school starts to receive the IEP's and to make accommodation charts for our classes and to meet with our collaborative teacher for any pertinent information. Time is needed to meet with the collaborative teacher to read over IEP's and discuss student needs and the curriculum. Time is not set aside for this. We have to do it on our own planning days before school starts.
- Not placing special education students in RTI classes as this is not addressing the specific needs of a special education student. Also, the purpose of RTI is lost when special education students are placed in RTI classes.
- Paperwork should be easier to read and find what the student needs.
- Paraprofessional trainings on how to assist the teacher and work with different types of disabilities.
- Paraprofessionals need more training if they are going to serve as a sped teacher almost 100% of the time in the general ed classroom. If the collaborative sped teacher cannot be present due

to other responsibilities in other classrooms on the grade level (our campus' model this school year), there needs to be communication and/or training for the aide.

- Paraprofessionals should be focused on fulfilling their responsibilities. Some work on their computers, check their phones, or engage in other off-task behaviors rather than supporting students who need their supervision.
- Peer mentoring across campuses- rather than meeting as individual campuses, I think it would be beneficial for special education teachers to meet with others at different campuses to collaborate and share ideas. More time for life skills teachers to plan and train/work together with paraprofessionals
- Peer support is offered via the KHK program, however, peer support could be improved to include social connections for others - tweeners, behavior support etc. - lunches, attend sporting events etc. Some gen ed are flexible w/ differentiated instruction/grading, some are not. Sp ed staff advocate on students' behalf. Teaming this year has restricted the schedule, and lumped several kids together most of the day, not necessarily a good thing. How to support small group testing ... hard to be discreet, embarrassment factor.
- Provide the staff needed to support students in every class. Keep in mind that some sped students can be a distraction in the classroom.
- Providing secured time for Sped Staff and Gen Ed staff to collaborate.
- Question 25. There's not enough time allotted to elective teachers with only one conference period to meet with SPED teachers to coordinate lessons. The SPED teachers are often too busy with students to talk during the one conference period allotted to elective teachers. Question 39 and 40. This is dependent upon the SPED learner in the classroom, if they have highly disruptive behavior patterns, it slows and thwarts reg. ed. learners progress and ability to concentrate. If the behavior is continually loud, it may also disrupt the teacher's ability to be heard in the classroom.

On a differing note, the staff has a lot of turn over...I feel that's disruptive to the SPED students. One last observation. I feel the turnover is partly due to the amount of paper work required by SPED teachers. I feel there needs to be a SPED specialist who regular logs and enters data for the teachers, schedules ARDS and schedules substitutes so regular ed teachers may attend the ARDS. This is very time consuming for SPED teachers. This specialist should be well versed in legalities, policies and procedures. With one person on staff, at each campus to manage logistics and forms, it would free the SPED teachers up to spend more time with their students. Overwork due to copious amounts of form completion is the number one complaint SPED teachers have stated over the years.

I'm not sure of the feasibility of bringing such a person in...I believe it would go a long way to assist in SPED teacher retention.

I hope this helps.

- Retain sped staff, increase sped staff, include Wilson certification as sped staff requirement
- Set more realistic expectations for parents based on student's present levels and academic needs.
- Simplify the paperwork issue with ARDS so that more time can be spent in productive discussion, more actively involving parents and students in the process, rather than being overly concerned with filing in the blanks and checking off the boxes.
- Smaller class sizes and more teachers.  
Requiring a mandatory special education "101" session for ALL teachers.  
More apathy from gen ed staff regarding teaching students with disabilities.

- Some of my responses are a result of including behavior support students in the SPED umbrella. My strongly disagree response is a result of my opinion that the opinions and wants of these parents are more valued than other community members.
- Some of our SPED students struggle in maintaining friendships or making genuine connections with Gen Ed students. Possibly a "lunch group" or something of the sort to promote friendships between the students, and led by the counselor, not the SPED teacher.
- Sometimes feels like we bend over backwards to accommodate for parents who are more "demanding" about what they view as their child's needs, at the expense of the staff member's views. Would be nice to also have a student's eligibility truly reflect the child's needs (i.e., a student who is labeled as only "speech impaired" but receives behavior support, collaborative academic support, etc. should have an eligibility that also reflects these disabilities)
- Sometimes it feels as though students and parents are taking advantage of the special education/ 504 services. We need to more clearly define which students should receive accommodations and not just give them to everyone. As a result, we end up giving accommodations to everyone and I feel it is watering down our curriculum and not as rigorous or challenging as it should be. I worry that we are not preparing the students for college as well as we could be.

Other suggestions would be more qualified TA's that can help keep students with disabilities on track and give them more one on one attention.

- Special and general education teachers need to both understand their roles in the education of the students and need to be on the same page with clearly defined expectations. Some general education teachers may feel as though students with disabilities are not their responsibility.
- Special Education Teachers deserve and need a PLC time just as general education teachers do. With 1 planning period a day and students with behavioral needs, it is not possible and or realistic to consistently collaborate and spend quality face time with all general education teachers educating my caseload students. More opportunities to collaborate, and general education teachers who understand the necessity to share lesson plans and calendars WELL in advance is vital for the model [REDACTED] to be successful.
- Special Education Teachers educated those that work with their students helps counselors, support staff, reg. teachers better serve students with disabilities. The resource available for 504 students with dyslexia could improve. The audio books available on the IPAD for text books is not the best.
- Staff absences have been a big challenge in this district. It's hard to remain compliant with minutes in student IEPs when staff are frequently absent and there are no subs.
- Staffing is always number one. I think we do a great job.
- Streamlined processes for LRE removal based on academic research of best practices, streamlined TEKs for modified curriculum, similar modified/small group expectations and planning across district, improved online paperwork platform, hire and/or train campus leadership (Principal, AP, Counselor, SpEd Lead) on SpEd legal processes and coaching teachers to include and teach all students, "our" students vs. "your/mine" students, follow through on coaching and UDL.
- Students that have a Dyslexia label in Special Education are often placed in the Tier 2 Dyslexia program (general education). This impacts the services that Campus Support Specialist can provide in Tier 2 to general education students. It would be wonderful if all the Special Education teachers were trained in Wilson and could provide Wilson to students in Special Education.

It is an expectation that Campus Support Specialists are crossed-trained, so each person is able to see a Wilson group if needed. Why is this not the expectation for Special Education teachers?

- Students with accommodations should work towards a goal of succeeding in the general population with less accommodations over time
- Students with severe behavior and are also in the special education program, can and have become a huge distraction in the classroom. When severe behavior occurs, I do not feel it is okay for that student to stay with the class or be able to rejoin the class during that particular day. When a special education student uses inappropriate words throughout the day in the classroom, I do not agree with just ignoring that behavior because the other students should not have to be exposed to that language and not see any type of reprimand for it.
- TA training and pay raises, additional SpEd teachers to facilitate an ever-growing case load, easier schedules for SpEd teachers, parent training on how to navigate the SpEd world.
- Teachers (both sped and gen ed\_ given a copy of IEPs at the beginning of the school year for their records and given updated versions as ARDs are conducted. Teachers (both sped and gen ed) should have these on hand at all times when planning lessons and curriculum.
- Teaching assistants/paraprofessionals are placed in positions that appear to have responsibilities that should be designated for teachers. For example, at the campus where I work, teaching assistants are serving in the role of collaborative teachers in three different grade levels. I believe this could be misleading to parents who have children in these classes and unfair to the students and paraprofessionals. Additionally, a teacher who serves as the case manager then has to rely on the teaching assistant for input on those student's progress at the time of the ARD because she is not spending time in the collaborative role in those students' classrooms.
- The collaborative model at the elementary level really needs to be restructured. Placing all special ed students within one classroom places too much burden on the teachers and is a distraction for the general ed students. Their learning suffers from this model, especially when there are 3+ adults in one classroom. Also, there are no clearly defined roles for the general education and the special education teacher. Therefore, the general education teacher is often left doing two jobs and again, the burden is placed on them. In my experience in Eanes there is no collaborative teaching....it is the general education teacher planning for instruction, delivering instruction, grading student work, and left to deal with all the other day to day details of being a teacher. Also in my experience the special education collaborative teachers often will just show up and modify work on the spot. No planning or prep work is needed on their end, and general education teachers are the ones expected to plan and prepare it all. Oftentimes when a special education teacher is absent, they won't have a sub and there is no support offered for the general education teacher for the day. This is not only wrong, it is illegal. The way things are structured currently leaves many general education teachers not wanting to teach the collaborative class because of the demands of student needs, the feeling of having to do the job of two teachers by yourself, and the countless meetings and ARDS that the general education teacher is required to attend. The district needs to either hire the staff to support an equal distribution of special needs students per class with equal support, or there needs to be a significant stipend for the general education teacher assigned the collaborative class. Something has to change, and it needs to come from central administration.
- The collaborative students should be spread throughout the general ed classrooms instead of clumped together in one class. This would improve the learning of all students.
- The Collaborative teachers on our campus need to be assigned by academic area and not by students. It is impossible to meet to plan anything because they are trying to help in Science,

Math, Social Studies, and English. Sometimes they are not familiar with the concepts in the class they are supporting because they are just stretched too thin. If they could specialize - even in just two areas like Math/Science OR English/Social Studies - it would make everyone's life much better at school. Also, the case managers have too many cases per teacher. They are extremely stressed out/overwhelmed/overloaded with work when it comes to paperwork, ARDS, goals, etc. We need more teachers to be case managers and spread the work load.

- The Life Skills TAs seem understaffed to support all of the students. I don't know if it is a staffing issue or utilization of staff.
- The only suggestion I have is to look at our modified classroom settings. There are students with learning disabilities that need modified curriculum (and WHERE this happens can be up for discussion) mixed with students with behavioral needs and sometimes there is no TA (or other support) for these students in modified classrooms. These classrooms also have very low students who have been placed in modified classes from life skills. This is a very difficult environment for learning.
- The only time when I think general ed students suffer academically is when there is a serious behavior problem that is handled in the classroom. It takes away a lot of instructional time. I also think that some of the phrases could be answered different ways depending on who you are working with. In my situation, I have felt pretty much informed and we have worked well together.
- The quality of services provided fluctuates widely and wildly (student to student, classroom to classroom, campus to campus) with staffing variables including but not limited to experience/motivation/interest/trainability/retention of teaching assistants.
- The speech therapist at the high school level should include basic speech skills, not just community environmental vocabulary. Teachers in general education should have some kind of special ed 101 so they understand disabilities and how much they can range so they know what to do/or who to call if they happen to walk into a kiddo having a meltdown/a kid enters their room unannounced. Increase gen ed student's awareness of peer support programs (ex. peer assistance program, participating as a Special Olympics volunteer, Best Buddies, etc.)
- This collab situation has not been a positive experience for me this year. There haven't been clear lines and I have spent most of the year without the collab teacher being accountable for me SPED students.

My principal has supported the changes that needed to be made in order to have my collab teacher included in my class.

- This survey needed a "Some What Agree/Disagree" as well as a "Not Applicable" - I had to guess on a lot that I have not experienced and that do not apply to my classroom.
- We can continue to work on the culture and attitude surrounding our kids with disabilities. As our kids are in Gen Ed more, we should focus on the relationships that they can build with their peers and encourage meaningful interactions.
- We need more consistent expectations for both general and special ed teachers who work in collaborative settings. The abilities of these teachers range vastly, and their range often tends to hinder the growth of our special education students.
- We need more of a focus on differentiating general education curriculum to integrate practices and resources that will help all teachers support the diverse needs of each individual student. If each lesson was designed with the goal of having a range of low level thinking skills activities into high level thinking skills and meet each of the types of learning styles - visual, auditory, kinesthetic, tactile - in mind, we'd be able to reach more students in a more effective and efficient way.

- We need qualified paraprofessionals and teachers to serve our students with disabilities. Putting 6 or 7 students in a class with a TA will not meet the needs of the students. The kids are not getting what they need and everyone is suffering for it.
- When the collaborative classroom setting is done right, it benefits all students. However, there are some students with disabilities that are in the general education setting when that is not the best setting for them. Often times, we put what the parents want above what the students need.
- While my personal experience with the SST process has been positive, I know of other teachers on my campus that have not had such a good experience. I don't know the details of why discrepancies occur, but it might be something to look into as an area for improvement.



### Positive aspects of services for students with disabilities:

- Students are encouraged to participate in their ARD process; Student to staff ratio numbers are low, and case managers are able to devote a significant amount of time and attention to their students and families; High expectations for student outcomes and quality of special education services
- I really appreciate the collaborative model we use here. I think it makes it a lot easier to take advantage of both teachers' areas of expertise and interest. There is a great deal of support for students all across the campus in addition to the special ed and gen ed teachers (RTI, LSSP, special areas, admin, office staff, etc.). I feel like anyone will pitch in when the need arises.
- We can get subs if we need to gather data/have an ARD/do paperwork; AT is awesome and our resources; access to OT/SLP/PT even if our kid doesn't get that service; access to admin
- Our staff members truly love our students - by that, I mean all staff members convey true care for all students.
  - \* IEPs are written to best serve student needs, not to accommodate scheduling and adult needs.
  - \* The district-level special education support we receive at the campus is second to none. They are always a phone call away, and they know every child served in special education. They view students served in education with empathy and optimism, always holding students to high standards to allow for maximum growth and success.
- \*High quality of staff (teachers and support staff) in our district who love their job and want to do the best for each student they work with.
  - \*Direct Service Model allows for meaningful therapy time with students each week.
  - \*Resources available to support student progress: tools and trainings
- \*How we meet with our director every spring in a small group setting is unique and welcome.
  - \*There is support from administration when there have been challenging parents.
  - \*Access to our special education instructional partner is a true asset.
  - \*The training on how to write goals/PLAAFS has been helpful. A review/doing this as new teachers come into our department would be most appreciated. \*\*\*Disclaimer: #33 Ranking this one as 'strongly disagree' is the majority of the staff. We have at least 1 skilled general education teacher on each grade level.
- All kids feel welcome and accepted here and our staff operates as a true team! There is no division among Sped/General Ed. :)
- All students are so welcome and included here. We also offer more variety in the type and amount of services here than in other districts I have taught at. Last year I was a life skills teacher in another state, and 5 out of the 8 students I had in that classroom would be included in the general education classroom with supports here.
- All students can learn from each other! Our Sped staff works really really hard even though they are often short staffed.
- All students learn to respect and work with each other.
- Almost all students are assigned a case manager that they they will see at least once a day (usually they have a class with that teacher). This is extremely beneficial to students.
- amazing sped staff
- At the high school, we have an inclusive model with peer assistants coming into the self-contained classroom to learn side by side and be positive peer models and develop friendship.
- Caring staff
- collaborative model
- communication has been improving, programs have many successes

- Discussed with the panel discussion. Accessibility and Availability of SPED ADMIN.
- Diverse; Meet individual needs
- Eanes is #1 for a reason. The services we provide are amazing and second to none. People come from all over to be here. I do not believe replacing all of the support in the classroom with TA's is the best answer, rather, a certified special education teacher would be best.
- Eanes ISD is one of the best. Sped programs I have worked with, However there is always room for improvement throughout the ENTIRE staff of Eanes not just the sped department.
- Everyone is trying the best they can within the parameters of their jobs/schedules/assignments.
- Everyone seems to genuinely want to help each other and to do what is best for the kids
- Excellent experiences workin with collaborative teachers!
- Excellent peer program. Also, more than a few teachers that exceed good standards.
- For the past 5+ years, my collab teachers have been spectacular at their jobs. I've been very lucky to work with such skilled, caring educators.
- Good awareness of the services that special education can provide. Early and frequent identification and intervention of students that need support. Opportunities for support/collaboration available for teachers (though not everyone makes use of support available or is responsive to support provided). Great support for related service providers.
- Great staff.
- Having conversations with students about why their accommodations help them and what they look like is the best way to support them. Students who advocate are often listened to within the process and can learn to advocate for themselves within the SPED and GE setting. We do a good job of shaving off unneeded accommodations over time, as appropriate for college- or community college-bound students.
- Having one collaborative teacher per team is beneficial to the student and the teachers.
- Highly trained staff, including TAs/paraprofessionals. Overall positive and helpful environment for both staff and students.
- I am provided with sufficient information about each student's IEP specifications and training through the district which helps me to understand individual accommodations and/or curricular modifications; therefore, able to meet the needs of all students.
- I believe our district goes beyond the level of meeting the needs of our special needs population.
- I believe our SPED staff on campus is passionate about serving our students and very knowledgeable. I have learned a tremendous amount from other special education teachers on campus. We truly have some of the best special education teachers. The kids helping kids program is also very beneficial to both general education and special education students in making the entire school more inclusive and understanding.
- I believe our students are provided with the best services possible in this district. There is high accountability for staff to ensure the services we provide are truly being provided. That is a good thing and I don't pretend that the responsibilities don't come without challenge, for students and staff. But I do think there are ways we can be more effective with the use of our time.
- I believe that though this is not a perfect system, all teachers in our school, whether special education or general education work to their ability, toward the best education for all students. We do the best we can with what we have because we love our kids.
- I feel like the programs, supports and knowledge for students in the life skills program are good. There seems to be more support and understanding from staff and community members
- I feel that my campus admin does a great job of supporting the teachers and staff. I feel as a campus we are open and welcoming to all and do a great job collaborating for ALL students no

matter their need. I think we work very hard to meet the individual needs of all students and meet them where they are and always strive for great progress.

- I feel we do a great job of including students to the extent possible that still meets the needs of our students. I also think our students' population is very accepting of students with disabilities.
- I have worked at several different schools during my career, and BCE has been by far the most supportive and inclusive of kids with disabilities. I am constantly amazed with the amount of work and the level of care shown by ALL our staff, but especially by the SPED teachers & TA's! I feel like our whole campus, kids and adults alike, really benefits from our inclusive environment!
- I know that at FTE, we have some rock star teachers who work collaboratively with the general ed teachers.
- I know the self-esteem and feeling of inclusion are the greatest when students are a part of a classroom.
- I love how inclusion our district is with students with disabilities! I honestly am so proud of how staff cares so well for each child. I love seeing it on a daily basis! :)
- I love that our students with disabilities are included in all aspects of school life from the classroom to after-school activities!
- I love the inclusion of students with disabilities learning with their general education peers.
- I really like how students with disabilities are included with gen education! I feel that it helps children socially and not feel like an outcast. My previous school district didn't give much inclusion time or learning in gen ed.. that resulted in the kids feeling isolated or unequal.
- I think all of our Sped staff do their utmost to provide the best services to our students that helps ensure the students' success.
- I think for the most part we are doing a good job and that the students are thriving. However, I feel that some student may be misplaced which then hurts the flow of the general classroom.
- I think our campus serves students with disabilities very well, and educators are proactive when they see students struggling with material.
- I think our district does an incredible job serving students with disabilities. All students are seen as equals and the responsibility of every teacher. I consistently see collaboration between general education and special education to serve students with disabilities. I also see that parents are welcome to give input in their child's program and that their feedback is valued. Students with disabilities are educated based on their needs, not on their labels. I have seen a good deal of growth in all of the students I work with, and I attribute this to the tremendous amount of thought and support our district puts in for students with disabilities.
- I think that central office is incredibly supportive of special education teachers, especially compared to other districts.  
Students are included in their ARD meetings as much as possible.  
Teachers are encouraged to collaborate with one another to help themselves and students grow.
- I think the district gives us excellent training and a lot of latitude in making instructional decisions for our special education students. I feel students' needs are considered on a case by case basis and this improves the services they receive.
- I think there are many different services available to students with disabilities. For example, I appreciate that behavior support model and that the only focus of those teachers is to support behavior in and out of the classroom.
- I think there's a good ratio of staff to students, at least in our classroom.  
The technology available is very useful
- I think we have the best special education department in Texas!!!

- I think Westlake High School does an amazing job of including students into the general population. The support the school offers for the sped students is also exceptional, in and outside of the classroom. A lot of students benefit from the services that they are receiving and it shows in the success of many of the students.
- I think WR does an awesome job including students w/ varied needs in gen ed classes. I really appreciate the administrative support here at WR.
- I think, for the most part, Eanes provides excellent services for children with disabilities.
- In my experience, students with disabilities are included as much as possible within the general education classroom when appropriate and activities are modified to support the students' needs. I have also observed that all school staff work to foster relationships between students and acceptance of individual differences through SEL curriculum and individual student/parent presentations to general education classrooms.
- Inclusion in the gen ed classroom with typical peers as often as possible, positive relationships with parents.
- Inclusion. Push-in Support. Collaborative classes with collaborative teachers. RTI push-in ability and support.
- It is easier said than done but true collaboration does benefit all involved. It just takes more planning than most people anticipate.
- It is important that students with disabilities remain in the general ed classroom with their peers, socially and academically. This is the most positive area of sped that I see as a general ed teacher.
- Kiddos receive the services that they need! Heck yea! Related service professionals can always answer questions and are helpful to teachers and more importantly to parents.
- Lots of great teachers with different abilities and experiences
- More opportunities / tools than other districts...clear possibly pathways from preschool-ATS or other...
- Most of us value students with disabilities equally, as compared to the general student population. I believe our faculty sincerely cares and supports these students and that we strive to improve when we are not being successful with a particular student. Our communication with parents also is strong, and many parent-teacher conferences illustrate that.
- My opinion is that Eanes offers the BEST available SPED education. As always, not all needs get addressed and sometimes the squeaky wheel causes some to be over served and others to be under served, but in general, I think our kids with disabilities are treated with respect and are an important part of our campus.
- None. Central office or the middle school front offices do not do anything to support. I enjoy working with these students but do not enjoy working for the administrative personnel at both the campus and central office level.
- On my campus, students with disabilities are encouraged to participate as much as possible in the regular ed classrooms.
- One of the most positive aspects of working with SPED learners is the relationships that develop between teachers, peer helpers and other students. As an elective teacher, I sometimes know the students for three full academic years. It's a delight to watch them grow and learn, as frequently, electives are the only general education classes they attend with other students. Encouraging interaction and relationships is a wonderful way to watch students grow social skills.
- Our campus has made HUGE strides in special education, which I am very proud of. Caseloads are smaller than in other districts and our paraprofessionals are very talented.

- Our counseling services work closely with inclusion classes to ensure that all students have a positive self-esteem
- Our district is significantly more well off financially than many other districts. This allows us to have access to a wealth of resources, as well as more teachers that can provide services and maximize inclusive practices and find paths for students to access curriculum. We are very lucky to have as much support from central administration as we do at Eanes and can do our jobs effectively because of these advantages.
- Our special education department does amazing work every single day. The success stories are incredible.!
- Our special education faculty are awesome! They are always willing to go above and beyond the call of duty to provide the best educational experiences and foster success for our students with disabilities.
- Our students with disabilities receive above and beyond services in terms of being with an actual special education teacher (opposed to a TA) and the quantity of time they get with the sped teacher. I think EISD also does an amazing job of keeping students with disabilities in the general education classroom for as much as possible!
- Over the past 2 years, our campus has become more inclusive and I'm seeing more ownership of all students. Parents are seeing it and commenting on it as well.
- Passionate staff and skilled support staff serving students at an extremely high level.
- Provide enough staff for students with disabilities  
TA and substitute.
- Range of services offered to students (OT, VI, PT, Speech) and individualized schedule based on student need, variety of curriculum and tools to address student academic needs, caseload is appropriate and not overwhelming, qualified teachers and TA's, collaboration between related service providers and special education teachers.
- SEL in the classroom is always greater in these classrooms; paraprofessionals and TAs that work with our students are so passionate, helpful, and professional - can't do it without them!
- Service providers (i.e. BIP, Speech, OT, PT) are amazing partners. They are always willing to answer teacher questions, even if students are not on their "case load". It is preventative help! TAs are typically great quality. We are very fortunate.
- Some case managers and MAPS teachers are great with communicating with the general ed teachers to advocate for each student's individual needs. This is also rather inconsistent based on who the case manager/ teacher is.
- Special Ed support works great when the general ed teacher is adequately supported. Unfortunately, this is rarely the case.
- Special Education teachers always come up with great ideas on how to positively encourage a student with special needs. Students with disabilities are more social and more aware by being in the general education classroom.
- Sped teachers and gen-ed teachers collaborate to share curriculum and ideas.
- Staff is caring and wants to see students succeed.
- Student support is a very strong aspect of our approach to students with special needs at WHS. We are respected and recognized for that. In regard to that, it would be good to compensate our Special Education staff with additional stipends to cover the extra hours they spend maintaining our highly respected department.
- Students are more successful and better prepared for life as an adult.
- Students have a number of resources/staff available to offer help when needed.

- Students with disabilities are being included and welcomed into the general education classroom. They are learning alongside their grade-level peers. General education students are learning empathy and how to accept and celebrate differences - all very important life skills!
- Students with disabilities on this campus get good interaction and connection with reg. ed teachers, staff, and students. Special education teachers do a good job connecting special education students with others on campus.
- Support for inclusion by all staff members is improving every year.
- The BCE campus does a great job of teaching inclusiveness to the students.
- The environment of the campus where I work is very inclusive and students are made to feel a part of the school. The professionals are devoted and knowledgeable.
- The inclusion approach at Eanes and FTE, in particular, is outstanding, and I love watching gen ed kiddos work with students with disabilities and vice versa. Truly, it is a gift to witness!
- The inclusive nature of providing education in the least restrictive environment is a win-win for everyone. We all have so much to learn and gain from each other, academically and socially. I am grateful for the culture of inclusion to the fullest extent possible at BCE.
- The involvement of SPED administration in coordinating schedules and ARDs is amazing.
- The peer helpers program is definitely a highlight in our district. I have seen my special ed students do more for their peers than for their teachers at times. The peers work with our students typically in the special ed setting. Our students receive a lot of support from various specialists on a daily basis. I feel like Eanes ISD is exemplary in the area of providing services for its special needs students.
- The special education teachers and TAs take their jobs very seriously and always do their best.
- The special education teachers who work with our students are well trained and committed to the success of our students. It is important they receive recognition and support from all administrators.
- The staff I have worked with is 100% committed to the students. Despite how challenging or impossible a situation I'm constantly impressed by the innovation and flexibility of the team I'm on. Support for Special Olympics as well is amazing. I'm honored to get to help coach and work with so many amazing athletes. Having a program like this is so very valuable.
- The support from central staff has been so encouraging.  
Thank you.
- There is a genuine care and effort made by educators to provide warm and helpful environments for their students and an openness towards parents in assistance for their student's education and mental health.
- They are very thoroughly monitored and supported.
- This district has an extremely talented and well trained special ed department; students with complex needs seem to have many more opportunities for inclusion than in other places I've worked in or visited; the sped department is working hard to give parents a full and equal voice on ARD committees as well as maintaining that the district is also looking out for our students' best interest; the district is also working on making sure students have a full & equal voice on their committees and can advocate for themselves whenever possible; many of our special ed staff members seem, more and more, to be using communication strategies rather than simple reinforcement schedules to assist students with behavioral difficulties; staffing levels fluctuate every year but are generally better than other public schools seem to be
- This survey needed a "Some What Agree/Disagree" as well as a "Not Applicable" - I had to guess on a lot that I have not experienced and that do not apply to my classroom.

- This year we have made an effort to have special education students in the general education classroom and support the needs within that environment. We have a ways to go and it is not perfect but with more training and general ed teachers wanting to have ownership with ALL students we will get there.
- Trainings, staff, and admin are all fantastic.
- Very supportive of students
- We are a very inclusive campus here at BPE. I think Teachers, Admin and TA's all do a great job of supporting each other and working toward a common goal of inclusivity.
- We are very well-staffed in this district. Caseloads are very manageable. Parents are key members of the multidisciplinary team.
- We have a lot of opportunities to integrate our students with various needs in a variety of opportunities, however, I don't think the experience they receive sometimes is developed in a way that reaches them and their needs fully.
- We have a smorgasbord of positive incentives and supports in place for our students at our campus.
- We have some very devoted teachers who go out of their way to ensure every student's success.
- Westlake students are socially inclusive with their peers. I've seen wonderful interactions in my class.
- With the right support and delivery these services can really make a student feel successful in their learning and academic goals. There can be some very sweet and helpful interactions between general ed students and special ed students in a general ed setting. Special ed students can feel seen and supported and take ownership of their learning.

# APPENDIX I

## Parent Survey Results

Eanes Independent School District



STETSON  
& ASSOCIATES, INC.



## Eanes Independent School District Parent Survey Data

### *Frequency Report*

#### My child attends:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid PCD	10	4.8	4.8	4.8
Middle School	58	28.0	28.0	32.9
High School	42	20.3	20.3	53.1
Elementary School	92	44.4	44.4	97.6
Adult Transition Services	5	2.4	2.4	100.0
Total	207	100.0	100.0	

#### 1. Our child's school provides adequate and quality personnel and services for students with disabilities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	102	49.3	49.8	49.8
Agree	78	37.7	38.0	87.8
Disagree	18	8.7	8.8	96.6
Strongly Disagree	7	3.4	3.4	100.0
Total	205	99.0	100.0	
Missing Don't Know or N/A	2	1.0		
Total	207	100.0		

#### 2. Our child is considered a full member of the student body in his/her school.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	113	54.6	55.9	55.9
Agree	67	32.4	33.2	89.1
Disagree	15	7.2	7.4	96.5
Strongly Disagree	7	3.4	3.5	100.0
Total	202	97.6	100.0	
Missing Don't Know or N/A	5	2.4		
Total	207	100.0		

#### 3. All faculty members we have talked with seem to feel a strong sense of responsibility for all students, including students with disabilities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	115	55.6	56.1	56.1
Agree	65	31.4	31.7	87.8
Disagree	14	6.8	6.8	94.6
Strongly Disagree	11	5.3	5.4	100.0
Total	205	99.0	100.0	
Missing Don't Know or N/A	2	1.0		
Total	207	100.0		

**4. I am knowledgeable of the contents of our child's IEP/BIP\*.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	135	65.2	65.5	65.5
	Agree	61	29.5	29.6	95.1
	Disagree	7	3.4	3.4	98.5
	Strongly Disagree	3	1.4	1.5	100.0
	Total	206	99.5	100.0	
Missing	Don't Know or N/A	1	.5		
Total		207	100.0		

**5. I attended our child's most recent IEP team meeting.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	168	81.2	83.2	83.2
	Agree	27	13.0	13.4	96.5
	Disagree	4	1.9	2.0	98.5
	Strongly Disagree	3	1.4	1.5	100.0
	Total	202	97.6	100.0	
Missing	Don't Know or N/A	5	2.4		
Total		207	100.0		

**6. I feel that I am an equal participant and have equal voice at my child's IEP meeting.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	140	67.6	69.0	69.0
	Agree	52	25.1	25.6	94.6
	Disagree	4	1.9	2.0	96.6
	Strongly Disagree	7	3.4	3.4	100.0
	Total	203	98.1	100.0	
Missing	Don't Know or N/A	4	1.9		
Total		207	100.0		

**7. My school has a system of progress monitoring and that data is communicated effectively to me.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	104	50.2	50.7	50.7
	Agree	67	32.4	32.7	83.4
	Disagree	23	11.1	11.2	94.6
	Strongly Disagree	11	5.3	5.4	100.0
	Total	205	99.0	100.0	
Missing	Don't Know or N/A	2	1.0		
Total		207	100.0		

**8. I am aware of how my child is accessing and making progress in the general education curriculum (TEKS, State Standards).**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	96	46.4	48.2	48.2
	Agree	74	35.7	37.2	85.4
	Disagree	17	8.2	8.5	94.0
	Strongly Disagree	12	5.8	6.0	100.0
	Total	199	96.1	100.0	
Missing	Don't Know or N/A	8	3.9		
Total		207	100.0		

**9. Our child's teachers accommodate and modify instruction as specified in the IEP/BIP.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	108	52.2	55.1	55.1
	Agree	61	29.5	31.1	86.2
	Disagree	17	8.2	8.7	94.9
	Strongly Disagree	10	4.8	5.1	100.0
	Total	196	94.7	100.0	
Missing	Don't Know or N/A	11	5.3		
Total		207	100.0		

**10. Our experience in attending IEP meetings in Eanes ISD has been positive.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	125	60.4	61.6	61.6
	Agree	66	31.9	32.5	94.1
	Disagree	7	3.4	3.4	97.5
	Strongly Disagree	5	2.4	2.5	100.0
	Total	203	98.1	100.0	
Missing	Don't Know or N/A	4	1.9		
Total		207	100.0		

**11. My child's general and special education teachers work together to plan and deliver his/her educational program.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	106	51.2	53.3	53.3
	Agree	65	31.4	32.7	85.9
	Disagree	19	9.2	9.5	95.5
	Strongly Disagree	9	4.3	4.5	100.0
	Total	199	96.1	100.0	
Missing	Don't Know or N/A	8	3.9		
Total		207	100.0		

**12. The educators at my child's school treat us as full and equal partners in matters concerning my child's educational program.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	125	60.4	60.4	60.4
Agree	68	32.9	32.9	93.2
Valid Disagree	9	4.3	4.3	97.6
Strongly Disagree	5	2.4	2.4	100.0
Total	207	100.0	100.0	

**13. We think that children benefit when special education students and general education students are educated in the same classroom.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	151	72.9	76.3	76.3
Agree	43	20.8	21.7	98.0
Valid Disagree	1	.5	.5	98.5
Strongly Disagree	3	1.4	1.5	100.0
Total	198	95.7	100.0	
Missing Don't Know or N/A	9	4.3		
Total	207	100.0		

**14. We feel supported by our child's principal in our efforts to assure that our child receives a quality education.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	101	48.8	54.0	54.0
Agree	57	27.5	30.5	84.5
Valid Disagree	16	7.7	8.6	93.0
Strongly Disagree	13	6.3	7.0	100.0
Total	187	90.3	100.0	
Missing Don't Know or N/A	20	9.7		
Total	207	100.0		

**15. We feel supported by the central office staff in our efforts to assure that our child receives a quality education.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	97	46.9	52.2	52.2
Agree	69	33.3	37.1	89.2
Valid Disagree	13	6.3	7.0	96.2
Strongly Disagree	7	3.4	3.8	100.0
Total	186	89.9	100.0	
Missing Don't Know or N/A	21	10.1		
Total	207	100.0		

**16. We believe we understand how our student's grades are being determined.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	92	44.4	46.5	46.5
Agree	72	34.8	36.4	82.8
Valid Disagree	24	11.6	12.1	94.9
Strongly Disagree	10	4.8	5.1	100.0
Total	198	95.7	100.0	
Missing Don't Know or N/A	9	4.3		
Total	207	100.0		

**17. We believe our child's teachers have the skills and experience to provide the quality instruction that our child needs.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	115	55.6	56.7	56.7
	Agree	65	31.4	32.0	88.7
	Disagree	13	6.3	6.4	95.1
	Strongly Disagree	10	4.8	4.9	100.0
	Total	203	98.1	100.0	
Missing	Don't Know or N/A	4	1.9		
Total		207	100.0		

**18. My child has access to participation in extracurricular activities and school sponsored clubs.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	119	57.5	61.0	61.0
	Agree	46	22.2	23.6	84.6
	Disagree	15	7.2	7.7	92.3
	Strongly Disagree	15	7.2	7.7	100.0
	Total	195	94.2	100.0	
Missing	Don't Know or N/A	12	5.8		
Total		207	100.0		

**19. The district provides adequate training and parent education to me.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	83	40.1	43.9	43.9
	Agree	64	30.9	33.9	77.8
	Disagree	31	15.0	16.4	94.2
	Strongly Disagree	11	5.3	5.8	100.0
	Total	189	91.3	100.0	
Missing	Don't Know or N/A	18	8.7		
Total		207	100.0		

**20. I am provided adequate information regarding my child's transition from one grade to the next and to adult services.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	95	45.9	49.0	49.0
	Agree	69	33.3	35.6	84.5
	Disagree	20	9.7	10.3	94.8
	Strongly Disagree	10	4.8	5.2	100.0
	Total	194	93.7	100.0	
Missing	Don't Know or N/A	13	6.3		
Total		207	100.0		

## Eanes Independent School District Parent Survey Data

### *Crosstabs by Level*

**1. Our child's school provides adequate and quality personnel and services for students with disabilities.**

	My child attends:					Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD	
Strongly Agree	Count 3	49	19	24	7	102
% within My child attends:	60.0%	54.4%	45.2%	41.4%	70.0%	49.8%
Agree	Count 1	31	17	26	3	78
% within My child attends:	20.0%	34.4%	40.5%	44.8%	30.0%	38.0%
Disagree	Count 1	7	3	7	0	18
% within My child attends:	20.0%	7.8%	7.1%	12.1%	0.0%	8.8%
Strongly Disagree	Count 0	3	3	1	0	7
% within My child attends:	0.0%	3.3%	7.1%	1.7%	0.0%	3.4%
Total	Count 5	90	42	58	10	205
% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**2. Our child is considered a full member of the student body in his/her school.**

	My child attends:					Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD	
Strongly Agree	Count 2	57	18	32	4	113
% within My child attends:	40.0%	62.0%	43.9%	56.1%	57.1%	55.9%
Agree	Count 1	28	12	23	3	67
% within My child attends:	20.0%	30.4%	29.3%	40.4%	42.9%	33.2%
Disagree	Count 1	5	7	2	0	15
% within My child attends:	20.0%	5.4%	17.1%	3.5%	0.0%	7.4%
Strongly Disagree	Count 1	2	4	0	0	7
% within My child attends:	20.0%	2.2%	9.8%	0.0%	0.0%	3.5%
Total	Count 5	92	41	57	7	202
% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**3. All faculty members we have talked with seem to feel a strong sense of responsibility for all students, including students with disabilities.**

	My child attends:					Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD	
Count	3	58	21	26	7	115
Strongly Agree	60.0%	63.0%	51.2%	45.6%	70.0%	56.1%
Agree	0	28	14	20	3	65
% within My child attends:	0.0%	30.4%	34.1%	35.1%	30.0%	31.7%
Disagree	0	4	2	8	0	14
% within My child attends:	0.0%	4.3%	4.9%	14.0%	0.0%	6.8%
Strongly Disagree	2	2	4	3	0	11
% within My child attends:	40.0%	2.2%	9.8%	5.3%	0.0%	5.4%
Count	5	92	41	57	10	205
% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**4. I am knowledgeable of the contents of our child's IEP/BIP\*.**

	My child attends:					Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD	
Count	5	56	31	38	5	135
Strongly Agree	100.0%	61.5%	73.8%	65.5%	50.0%	65.5%
Agree	0	31	8	18	4	61
% within My child attends:	0.0%	34.1%	19.0%	31.0%	40.0%	29.6%
Disagree	0	2	2	2	1	7
% within My child attends:	0.0%	2.2%	4.8%	3.4%	10.0%	3.4%
Strongly Disagree	0	2	1	0	0	3
% within My child attends:	0.0%	2.2%	2.4%	0.0%	0.0%	1.5%
Count	5	91	42	58	10	206
% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

## 5. I attended our child's most recent IEP team meeting.

	My child attends:				Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD
Strongly Agree	Count % within My child attends:	74 81.3%	34 82.9%	49 87.5%	7 77.8%
Agree	Count % within My child attends:	1 20.0%	13 14.3%	7 12.5%	1 11.1%
Disagree	Count % within My child attends:	0 0.0%	2 2.2%	0 0.0%	1 11.1%
Strongly Disagree	Count % within My child attends:	0 0.0%	2 2.2%	0 0.0%	0 0.0%
Total	Count % within My child attends:	5 100.0%	91 100.0%	41 100.0%	9 100.0%

## 6. I feel that I am an equal participant and have equal voice at my child's IEP meeting.

	My child attends:				Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD
Strongly Agree	Count % within My child attends:	62 68.9%	29 69.0%	40 71.4%	6 60.0%
Agree	Count % within My child attends:	2 40.0%	23 25.6%	14 25.0%	4 40.0%
Disagree	Count % within My child attends:	0 0.0%	2 2.2%	1 1.8%	0 0.0%
Strongly Disagree	Count % within My child attends:	0 0.0%	3 7.1%	1 1.8%	0 0.0%
Total	Count % within My child attends:	5 100.0%	90 100.0%	42 100.0%	10 100.0%



## 7. My school has a system of progress monitoring and that data is communicated effectively to me.

	My child attends:					Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD	
Strongly Agree	Count 2	53	19	25	5	104
% within My child attends:	40.0%	58.9%	45.2%	43.1%	50.0%	50.7%
Agree	Count 1	24	14	23	5	67
% within My child attends:	20.0%	26.7%	33.3%	39.7%	50.0%	32.7%
Disagree	Count 1	9	5	8	0	23
% within My child attends:	20.0%	10.0%	11.9%	13.8%	0.0%	11.2%
Strongly Disagree	Count 1	4	4	2	0	11
% within My child attends:	20.0%	4.4%	9.5%	3.4%	0.0%	5.4%
Total	Count 5	90	42	58	10	205
% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

## 8. I am aware of how my child is accessing and making progress in the general education curriculum (TEKS, State Standards).

	My child attends:					Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD	
Strongly Agree	Count 2	47	18	24	5	96
% within My child attends:	50.0%	52.8%	42.9%	42.1%	71.4%	48.2%
Agree	Count 1	30	13	28	2	74
% within My child attends:	25.0%	33.7%	31.0%	49.1%	28.6%	37.2%
Disagree	Count 0	8	8	1	0	17
% within My child attends:	0.0%	9.0%	19.0%	1.8%	0.0%	8.5%
Strongly Disagree	Count 1	4	3	4	0	12
% within My child attends:	25.0%	4.5%	7.1%	7.0%	0.0%	6.0%
Total	Count 4	89	42	57	7	199
% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**9. Our child's teachers accommodate and modify instruction as specified in the IEP/BIP.**

	My child attends:				Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD
Strongly Agree	Count 2	53	20	26	7
% within My child attends:	40.0%	61.6%	48.8%	46.4%	87.5%
Agree	Count 2	26	12	20	1
% within My child attends:	40.0%	30.2%	29.3%	35.7%	12.5%
Disagree	Count 1	4	6	6	0
% within My child attends:	20.0%	4.7%	14.6%	10.7%	0.0%
Strongly Disagree	Count 0	3	3	4	0
% within My child attends:	0.0%	3.5%	7.3%	7.1%	0.0%
Total	Count 5	86	41	56	8
% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%

**10. Our experience in attending IEP meetings in Eanes ISD has been positive.**

	My child attends:				Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD
Strongly Agree	Count 2	61	21	34	7
% within My child attends:	40.0%	67.0%	51.2%	59.6%	77.8%
Agree	Count 3	25	16	20	2
% within My child attends:	60.0%	27.5%	39.0%	35.1%	22.2%
Disagree	Count 0	2	3	2	0
% within My child attends:	0.0%	2.2%	7.3%	3.5%	0.0%
Strongly Disagree	Count 0	3	1	1	0
% within My child attends:	0.0%	3.3%	2.4%	1.8%	0.0%
Total	Count 5	91	41	57	9
% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%

**11. My child's general and special education teachers work together to plan and deliver his/her educational program.**

	My child attends:					Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD	
Strongly Agree	Count 2	56	19	23	6	106
% within My child attends:	66.7%	62.9%	46.3%	41.1%	60.0%	53.3%
Agree	Count 0	24	16	21	4	65
% within My child attends:	0.0%	27.0%	39.0%	37.5%	40.0%	32.7%
Disagree	Count 0	4	4	11	0	19
% within My child attends:	0.0%	4.5%	9.8%	19.6%	0.0%	9.5%
Strongly Disagree	Count 1	5	2	1	0	9
% within My child attends:	33.3%	5.6%	4.9%	1.8%	0.0%	4.5%
Total	Count 3	89	41	56	10	199
% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**12. The educators at my child's school treat us as full and equal partners in matters concerning my child's educational program.**

	My child attends:					Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD	
Strongly Agree	Count 2	59	23	34	7	125
% within My child attends:	40.0%	64.1%	54.8%	58.6%	70.0%	60.4%
Agree	Count 3	27	13	22	3	68
% within My child attends:	60.0%	29.3%	31.0%	37.9%	30.0%	32.9%
Disagree	Count 0	3	4	2	0	9
% within My child attends:	0.0%	3.3%	9.5%	3.4%	0.0%	4.3%
Strongly Disagree	Count 0	3	2	0	0	5
% within My child attends:	0.0%	3.3%	4.8%	0.0%	0.0%	2.4%
Total	Count 5	92	42	58	10	207
% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**13. We think that children benefit when special education students and general education students are educated in the same classroom.**

	My child attends:					Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD	
Count	5	70	29	42	5	151
% within My child attends:	100.0%	79.5%	70.7%	75.0%	62.5%	76.3%
Strongly Agree	0	16	11	13	3	43
Agree	0.0%	18.2%	26.8%	23.2%	37.5%	21.7%
Count	0	0	1	0	0	1
% within My child attends:	0.0%	0.0%	2.4%	0.0%	0.0%	0.5%
Disagree	0	2	0	1	0	3
Strongly Disagree	0.0%	2.3%	0.0%	1.8%	0.0%	1.5%
Count	5	88	41	56	8	198
% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**14. We feel supported by our child's principal in our efforts to assure that our child receives a quality education.**

	My child attends:					Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD	
Count	1	52	19	23	6	101
% within My child attends:	25.0%	60.5%	50.0%	44.2%	85.7%	54.0%
Strongly Agree	2	23	9	22	1	57
Agree	50.0%	26.7%	23.7%	42.3%	14.3%	30.5%
Count	1	7	5	3	0	16
% within My child attends:	25.0%	8.1%	13.2%	5.8%	0.0%	8.6%
Disagree	0	4	5	4	0	13
Strongly Disagree	0.0%	4.7%	13.2%	7.7%	0.0%	7.0%
Count	4	86	38	52	7	187
% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

## 15. We feel supported by the central office staff in our efforts to assure that our child receives a quality education.

	My child attends:					Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD	
Strongly Agree	Count 2	51	17	20	7	97
	% within My child attends: 50.0%	59.3%	47.2%	39.2%	77.8%	52.2%
Agree	Count 1	29	12	25	2	69
	% within My child attends: 25.0%	33.7%	33.3%	49.0%	22.2%	37.1%
Disagree	Count 0	3	5	5	0	13
	% within My child attends: 0.0%	3.5%	13.9%	9.8%	0.0%	7.0%
Strongly Disagree	Count 1	3	2	1	0	7
	% within My child attends: 25.0%	3.5%	5.6%	2.0%	0.0%	3.8%
Total	Count 4	86	36	51	9	186
	% within My child attends: 100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

## 16. We believe we understand how our student's grades are being determined.

	My child attends:					Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD	
Strongly Agree	Count 2	43	19	23	5	92
	% within My child attends: 50.0%	48.3%	47.5%	39.7%	71.4%	46.5%
Agree	Count 1	31	12	26	2	72
	% within My child attends: 25.0%	34.8%	30.0%	44.8%	28.6%	36.4%
Disagree	Count 0	11	7	6	0	24
	% within My child attends: 0.0%	12.4%	17.5%	10.3%	0.0%	12.1%
Strongly Disagree	Count 1	4	2	3	0	10
	% within My child attends: 25.0%	4.5%	5.0%	5.2%	0.0%	5.1%
Total	Count 4	89	40	58	7	198
	% within My child attends: 100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**17. We believe our child's teachers have the skills and experience to provide the quality instruction that our child needs.**

	My child attends:				Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD
Strongly Agree	Count 2	58	21	26	8
	% within My child attends: 40.0%	65.2%	50.0%	45.6%	80.0%
Agree	Count 1	25	15	22	2
	% within My child attends: 20.0%	28.1%	35.7%	38.6%	20.0%
Disagree	Count 2	3	3	5	0
	% within My child attends: 40.0%	3.4%	7.1%	8.8%	0.0%
Strongly Disagree	Count 0	3	3	4	0
	% within My child attends: 0.0%	3.4%	7.1%	7.0%	0.0%
Total	Count 5	89	42	57	10
	% within My child attends: 100.0%	100.0%	100.0%	100.0%	100.0%

**18. My child has access to participation in extra curricular activities and school sponsored clubs.**

	My child attends:				Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD
Strongly Agree	Count 1	62	21	31	4
	% within My child attends: 25.0%	68.9%	55.3%	53.4%	80.0%
Agree	Count 1	16	8	20	1
	% within My child attends: 25.0%	17.8%	21.1%	34.5%	20.0%
Disagree	Count 0	7	6	2	0
	% within My child attends: 0.0%	7.8%	15.8%	3.4%	0.0%
Strongly Disagree	Count 2	5	3	5	0
	% within My child attends: 50.0%	5.6%	7.9%	8.6%	0.0%
Total	Count 4	90	38	58	5
	% within My child attends: 100.0%	100.0%	100.0%	100.0%	100.0%

**19. The district provides adequate training and parent education to me.**

	My child attends:					Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD	
Strongly Agree	Count 2	38	17	21	5	83
% within My child attends:	50.0%	46.9%	41.5%	38.9%	55.6%	43.9%
Agree	Count 2	28	10	20	4	64
% within My child attends:	50.0%	34.6%	24.4%	37.0%	44.4%	33.9%
Disagree	Count 0	10	11	10	0	31
% within My child attends:	0.0%	12.3%	26.8%	18.5%	0.0%	16.4%
Strongly Disagree	Count 0	5	3	3	0	11
% within My child attends:	0.0%	6.2%	7.3%	5.6%	0.0%	5.8%
Total	Count 4	81	41	54	9	189
% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**20. I am provided adequate information regarding my child's transition from one grade to the next and to adult services.**

	My child attends:					Total
	Adult Transition Services	Elementary School	High School	Middle School	PPCD	
Strongly Agree	Count 3	44	20	25	3	95
% within My child attends:	60.0%	52.4%	48.8%	43.9%	42.9%	49.0%
Agree	Count 1	32	11	22	3	69
% within My child attends:	20.0%	38.1%	26.8%	38.6%	42.9%	35.6%
Disagree	Count 0	3	8	8	1	20
% within My child attends:	0.0%	3.6%	19.5%	14.0%	14.3%	10.3%
Strongly Disagree	Count 1	5	2	2	0	10
% within My child attends:	20.0%	6.0%	4.9%	3.5%	0.0%	5.2%
Total	Count 5	84	41	57	7	194
% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

## EANES INDEPENDENT SCHOOL DISTRICT

### A Review of Services for Students with Disabilities

#### *Parent Survey Comments*

\*The following comments were provided by Eanes ISD parents in direct response to an online survey. The comments are displayed exactly how they were entered by Eanes ISD parents

#### **Suggestions for improving services for students with disabilities:**

- Bridging the gap between school and work life by getting with TWC or otherwise to help provide students opportunities to work after school  
- creating better environment/opportunities for students to truly socialize with general education students...after school social events, weekend social events, etc...
- From year to year to year.... the teachers are NOT ABLE to track my child's reading abilities. It's like a brand-new surprise for each new reading teacher that my child has. Seriously? I understand my child does not fall into a standardized measurement of reading due to his unique special needs & abilities. But I would think people working at an educational institution would take initiative to come up with some standardized areas of reading to measure and write down some metrics or narratives that can be consistently measured and tracked from quarter to quarter and year to year. How do you show progress if you can't even measure the child's reading abilities in various areas from year to year? Reading involves many things. for example, decoding, fluency, comprehension, memorized sight words, memorized high frequency words, vocabulary (meaning of words), encoding... The teacher spends so much time trying to figure out what the child already knows how to do... it can take a long time before the teacher identifies the child's current skills and where to make progress. Everyone has a different list of sight words to memorize and high frequency words. No one consults the list that was used in the prior, year & so no one looks at the words that have already been memorized.
- very little attention to teaching the meaning of new words. in my case, the child has high receptive skills but low expressive skills. Would be great if we teach him the meaning of words that he's hearing... make sure he understands the meaning of a word. Intentionally expand the child's vocabulary at an age appropriate level. (might be more functional words, depending on the individual child & his/her needs). But, have the child "point" or other non-verbal ways to let the child show whether the child understands the meaning (for a child without strong verbal skills).
- Most years, the gen ed teacher has NOTHING to do with my child. It is simply the responsibility of the teaching asst (TA) to keep my child busy while my child is in the gen ed setting. keep in mind, the TA is not required to have any type of degree in education. Some gen ed teachers are great. Most are probably just overwhelmed with their other kids and have no idea and no support and no resources and no time to go about learning & understanding how to set up an inclusive learning environment in the classroom on a day to day basis. It's sad. The standard is usually that the teacher can have an inclusive teaching moment or activity that occurs once a week or once a month. That's it. what about the rest of the time?
- what modified class materials?? work together to plan the child's educational program? It's supposed to be a joint effort between gen ed teacher and sped teacher. That means no one



actually owns it. No one really does it. Once the sped teacher learns the topic being taught by the gen ed teacher, then the sped teacher or TA or someone may look for a "simplified" booklet or video on that topic. Boom. Done. Not matched up to be used for any particular class lesson. Not individualized for the child in Sped. Who has time? When are you giving all these teachers on the child's schedule time to do this? As well as time to plan for, grade, and track all their other students? It's not happening. I suspect teachers just try to latch on to some materials used in the prior year for some other sped child and try to press on (regardless of that child's abilities versus another child's abilities).

- Increased involvement of genED teachers in modifying curriculum and instruction to different learning strengths of students  
better progress monitoring that is comparable to TEEKS access to after school activities without extra burden to parents to pay for TA make access to extracurricular activities for a student dependent on parents taking additional responsibility that is not needed for peers which in turn makes access not equal for SPED kids and their peers  
Transition goals need to included in IEP more.
- Create an environment where at home schooled students have access to other students and vice versa either through a club or parent/school.

[REDACTED]

3. Educators need to educationally challenge the students with disabilities. Some of them are smarter than they seem. And not limit counting to only five for a 7th grader or learn three words per week.

- Teachers and therapists with adequate experience (MINIMUM 5 YEARS) in teaching students with disabilities is very important, critical and will significantly affect the students' progress and education results/output. Because students with disabilities (special education) are unique and need to be treated differently than the regular students.

IEP or ARD is only a program/plan for special education but how to deal with/teach/educate students with disabilities needs special efforts and using best methods.

2. Provide MORE LEARNING TOOLS for autistic and special need students. There are a lot of different learning tools/aids for different goals or purposes and will significantly be improved and benefited to the students.

3. Students with disabilities (autistic) need to be in special education class as well as typical mainstream class setting (for certain and specific activities, such as lunch time, PE, arts), but it still needs aides to supervise/guidance to watch them closely.

4. For the electives in the high school for disabilities (autistic), there should have more option of activities such as basketball, swimming, bowling.

- All students including students with an IEP must be part of any sport team. Skills should be trained by the coaches with the same passion of the best athletes in the particular sport of choice.
- Amazing! Wouldn't change a thing!!!! BPE SE folks are the best!
- As far as ATS goes, we are pleased with everything you guys are doing.
- As far as my child, I can't think of anything to improve. Services provided far exceed my expectations

- [REDACTED] 1x per semester, I'm not sure what "special education" steps are being taken for my son. While some environmental accommodations are made for his

ADHS and he has a few minutes each day set aside to help with dyslexia, I don't see how his class work is modified from standard curriculum.

- Before we add our comments, we need to point out that the list of questions does not allow parent to give answers that are entirely accurate. It seems it would be more enlightening for you to provide answers like 'always, sometimes, never' rather than 'strongly agree, agree, disagree'. We had to choose an answer but found that 'sometimes' was the answer to several of those questions. We also found that we wanted to expand on some of the individual questions as they were too general. For example, we do feel that some or even many faculty members we have talked with seem to feel a strong sense of responsibility for all students, including students with disabilities, however there are some who fall in the opposite category. So, do we check agree or disagree? Also, many families have more than one child accessing special education-so the answers for one may not be the answers for another child in the family. Experiences can and do differ from year-to-year and we assume the district would be looking for more comprehensive data than just a current snapshot. We have had different experiences every year and it really depends on the individuals rather than the overall system in place. Our child's access has increased over the years but there are still many ways to improve. Staff need support but also accountability. There are teachers who simply do things one way and things do not improve until they leave or retire-both SPED and Gen Ed teachers, even therapists. We need more than a district agenda- teachers/staff need actual, authentic, practical, sustainable support. They need modeling of what inclusion really means-not just signs on walls. They need to know how to get in the ring and really live it. It is crucial for the schools to engage all families and staff in these efforts, rather than just SPED families. This is definitely happening at times with certain individuals, but not across the board. We have had the great joy of watching our child build up to many successes over the past few years because he has had the benefit of working with a few dedicated teachers. However, he has not always had this and at times we have been heartbroken for him. We wonder how much further along he could be if we had this team years ago. We also wonder what the future looks like and hope that each transition will be smooth. There are many missed opportunities. Over the years there have been persons who are supposed to be teaching or providing services that seem to fall short for one reason or another. We don't know if it is lack of support, lack of understanding of their roles, or something else altogether. But the burden is on the parents to push in these situations and that's tricky and can result in anxiety, stress, and a breakdown of communication. Parents raising children with special needs already live with an OVERWHELMING AMOUNT OF ANXIETY AND STRESS. We try to focus on the positive and hope that our school leadership notices and attends to these deficits. We would also like to see the process for identifying and supporting those deficits or disabilities that tend to be hidden. This process is agonizing for parents and students, and teachers as well. We understand that laws and budgets are barriers, but we all just want to support our kids and their teachers. There must be a better way. Something we would like to add: We think it would be very beneficial to all involved to develop a program or process that focuses on bridging the barriers between staff and parents. Tools for establishing great communication, trust, and expectations from the start, and reinforcing the idea that we are all actually on the same team will increase student success, and parent and staff satisfaction. Many people do not excel at this and need some hand-holding. We do believe Eanes is working on this, but we can do more. After many years, we still see that there is no solid system and it is up to the individuals involved. We have had years where the communication was open and easy, and years where we could barely get a teacher to meet with us-and lots of in-between.
- Better and more efficient checks and balances system that requires case managers ensuring the IEP's are being met.

Ex: my child is supposed to have a study guide 3 days prior to a test or quiz. Often my child (who also has anxiety) must ask for his review and then still receives them late?

- Better handle on their progress. No child under IEP should ever be failing multiple classes.
- Better policies for privacy and not exposing or revealing the disability of the child. [REDACTED]  
[REDACTED] They will read it! It shouldn't be obvious who is receiving these services. Children know when one of their classmates is being escorted out by the psychologist or special needs teacher. Also, be mindful of parent's decision to not label their child with the disability.
- Better teacher and student placement. New teachers shouldn't be paired with students with disabilities.
- Case managers are willing to hear issues at the beginning of the year, but by the end of the year, not so much.
- Challenges on getting Special Olympics to raise funds of their own. Since we don't really have our "own" events at school that are well participated, can't really raise funds. Events at school are already covered by other booster clubs. Getting into those events will then result to intruding into the "space" already managed by other booster clubs.
- Changing the way, they do this type of survey. It's very general it doesn't truly give you options to express concerns.
- Comments on the above questions:
  1. the school needs more trained TAs and preferably paraprofessionals to support the students and teachers.
  2. My child does not feel like a part of the WHS community and is not engaged or encouraged by gen ed peers or admin to be a part of extracurriculars or the school community in any way. There is no effort from school leadership to reach out to special ed students or parents, build community or include in special events. There is no mention of special education on the WHS website anywhere that I can find, no resources for parents or students listed, not even the name or number of a special ed contact, vice principal etc anywhere that I can find on the WHS website. This is not inclusive. There should be a sped parent newsletter informing parents and students what is going on at school on a monthly basis. It should be emailed to parents and students alike, and should link to a WHS SPED page where events, clubs, academic resources are listed. There is a complete void in communication from my case manager and campus level staff. District level SPED admin staff provide valuable information when they receive requests, but there is a black hole at the high school, and I know there are lunch bunches going on, but I can't seem to get any information on other events on campus that are inclusive for my child to attend.
  3. SPED faculty we have talked to feel a strong responsibility for my student, but we don't know Gen Ed faculty due to the fact that my student is in all sped classes.
  7. Progress monitoring is a constant challenge. Tracking progress with measurable IEP goals and metrics is a big challenge. Standard testing and benchmarking is beginning to happen for reading, but we need the same for Math in the district. Minimum standards of progress and progress monitoring need to be established.
  8. I am aware of my child's progress on the IEP goals, but not on the TEKS. how is this reported?
  9. Some teachers do, some could use more training and focus on this area. There is not enough work coming home in some classes to know exactly what is going on /being taught or how the instruction is being modified.
  10. Most of our IEP meetings are focused on the teacher/therapist reporting all the positive anecdotes of interaction with the student, not reviewing the data and real substantive progress

or lack of progress and what should be done about a lack of progress. We need a more quantitative approach, not qualitative chat about how great the child is. When there is lack of progress, let's collaborate in that meeting about what the best course of action should be, placement and intervention that should be considered. We need real data driven PLAFF statements, testing and assessment data prior to the ARD meetings to review.

14. [REDACTED] host a meeting, ask questions, present inclusive opportunities for our students on campus, and take ownership of our kids. WHS needs to foster more of a welcoming SPED community. Who is our SPED rep on the campus leadership team?

15. The district SPED team is making efforts to address the needs of our students, balancing limited resources, and working with the individual schools to implement SPED programs. They need more support from district leadership, GEN ED and the school admin teams to include SPED, make the school environment inclusive, and provide training to ALL teachers and staff, specials, electives, sports coaches, PE, to include everyone in campus activities. Inclusion starts at the top. Principals and teachers must be incentivized and evaluated on inclusive practices.

17. Our child's teachers are well qualified, but they are often balancing a class with diverse student needs and are stretched to provide the individualized education that is outlined in the IEP. They are also overloaded with paperwork, IEP management. They need strong support from a more qualified team of paraprofessionals to implement instruction on a daily basis.

18. Aside from the new Best Buddies program, my child does not know about any extra curricular opportunities. The school and the case manager are not providing any information.

19. Not sure what training and parent education is going on.

20. We need more transition planning services, more that 1x per year in a quick meeting to prepare for the ARD.

- Communication could be more streamlined, a bit more "robust"
- communication is great but more is always appreciated
- Consider supplemental resources for at home or even summer instruction/practice for students that are in resource classes. More education for general education parents about disabilities and services.
- Consider working parents schedule when coordinating information/training sessions
- Continuing having extra support in the General Education Classrooms. Maybe hiring more special education teachers to help and be present in the classrooms. My child would have benefited from one to one with a teacher or another student to mentor him and include him in lunchtime. Basically spending 6th, 7th, and 8th grade on his own not guided or knowing what to do during lunch time has been a struggle for him.

[REDACTED] IEP included guidance and practice which is done during advisory but has not helped at all with regard to lunchtime leaving my son feeling lonely and anxious. It also makes him seem anti social and he is not. He would love to have a friend or someone to connect with but has been left to fend for himself.

[REDACTED] He tried but I think if there were other opportunities available, we would find something that he could fit into. If my child had more opportunities to practice social skills with extra curricular activities that would have benefited his social skills learning progress. Communication with what is going on with our child. We were told what was going on in terms of working on social skills at first but eventually were not informed at all until our annual ARD meeting. Daily or Weekly updates on our child's progress would be nice.

- Curriculum modification is not understandable and not in structured enough way to monitor progress. More facilitated social interactions for kids who feel do not belong in a bigger group.
- Data collection is important for measuring progress, but it shouldn't be prioritized over providing the instruction/modifications students need to make progress. Please focus more on helping and less on data collection.
- Do not dismiss parents and their input. Act when you promise to do so. The saying in Eanes is that everyone is so lovely at the ARD but when it comes time to act or do something it does not happen. Provide meaningful progress monitoring - it is nonexistent for many students who have significant challenges. Provide more meaningful inclusive programming options.
- Don't allow any coach to teach students with disabilities, coaches are absent very often, students with disabilities need structure and teachers that give them stability. Teachers that studied how to communicate and work with students with disabilities. Have teachers with expertise in the subject. All Special Ed or collab teachers must be college educated in working with students with disability/special needs.

- [REDACTED]

- Dyslexia therapy in schools should be provided by a CALT not by a teacher trained in dyslexia therapy. Eanes should make this change in order provide students with the best chance for reading success.
- Each Campus should provide ongoing training in ABA therapy and theories for its special ed and general ed staff as it is the only evidence based therapy to show improvement in behaviors and learning for any type if kid, from the lowest functioning to highest...  
Putting behaviorally challenged kids in isolation throughout the school day had never improved child outcomes and as a district you need to address provided better, evidence based strategies for our kids.
- Everything is good
- Everything is great
- Extremely happy with the services provided to my child
- Facilitate better communication with parents, and auxiliary staff members regarding concerns about child.
- Faster turnaround time for testing and assessments. Also, more updates on sped work in addition to progress reports
- Gen Ed (dyslexia) and Sped teachers (and admin) should have more collaboration. There hasn't been much communication between the SPED case manager and Gen Ed dyslexia teacher until recently about expectations, goals or about what my child is doing in the gen ed dyslexia class. [REDACTED]

[REDACTED] long way to go still to improve and make sure all dyslexic kids are getting what they need. I am concerned with how few students are getting dyslexia services at the middle school and that in order to receive the services, an elective must be given up. Students need to be tested and identified early (kindergarten or first grade) so that intervention can begin immediately. Parents of dyslexic children need more information ASAP about Child Find because the majority of people with dyslexia also have other cooccurring disabilities. Parents need all of the information so that they can help the 504 committee or ARD team plan accordingly to avoid their child missing the end of the dyslexia program in order to take an elective in middle school. We also need to do a better job on teaching phonics and coding to ALL children in kindergarten

and first grade. I would like to see the district use the student's strengths to build IEP goals rather than focus on negative impact statements.

- Generally, a great experience. Good work. Sometimes I see work that comes home with tiny spaces for writing and its hard for our son to write. We use another piece of paper which is fine but that causes a little confusion and is harder to track for him. Not bad though. Maybe enlarge his copy?
- GT teachers need to be educated about twice exceptional students, trained to follow best practices and they must be required to follow 504 and IEPs. Currently they do not follow any of this, because in their words, they think they do not need to do so. In addition, the GT program offers little to no help with what these children actually need. This is a lawsuit waiting to happen as children with learning differences and high intelligence are being routinely ignored and discriminated against and all the way up to the top level of GT admin has been told of this issue and they have done nothing to remedy the situation. It is appalling. Fortunately our campus Sped has stepped in where GT fails these kids, but again this is a lawsuit waiting to happen since notice was given a few years ago and there has been zero progress or effort at the district level to provide GT teachers who truly understand GT and all of its asynchrony and lagging skills, not just high performing compliant kids.
- Have more opportunities to discuss child's progress in program.
- Have the general education teachers have some or more training so they can teach our kids and include them in the classroom and throughout school in a meaningful way. The general education teachers also should communicate what the students are learning. I've never had a teacher tell me how he does in the classroom let alone what he is learning (although one teacher did say she had no idea what he did in class).
- I am happy
- I am more informed than most parents and have done this before, so I am completely satisfied with our experience. I do feel there is a lot of room for growth to engage and inform parents and to identify students earlier. The process of identification is confusing (in all districts). The path to finding out what is going on with a child should be clearer. Teachers should be empowered to tell parents they suspect something. We can do better.
- I am unsure if the Principal or Central Administration Staff know my student in a big High School campus, but I do appreciate the Assistant Principal participating and being well informed with the Special Education process.
- I believe the school is doing what it needs to to help students.
- I can't think of anything.
- I feel that we may not get all documents in Thursday folders that other students get because student's backpack is not in the classroom when the folders are filled. This is just a suspicion, but I often feel I missed out on information.
- I have no suggestions at this time.
- I have no suggestions at this time. I think this a direct correlation with working with [REDACTED]. She is fantastic and makes it easy for me as a parent!
- I have no suggestions for improvement
- I have none.
- I think in this questionnaire it would help to divide out special education staff, support staff such as OT, speech, etc. and then a separate question for general education teachers. Throughout my child's 7 years in Eanes ISD the general education teachers don't teach my child, have little insight how to make the education accessible to my child, etc.
- I think it's spot on! Doing great...

- I think more information on how students are being graded (in comparison to their on-level peers) and how the accommodations come into play. I also feel like more consistency in staffing, best practices, software, and systems from year to year so the student doesn't lose gains when a tool is removed or changed from year to year.
- I think reading instruction could be within the classroom. All children K-2 could benefit from a multi-sensory approach to reading. No need for students to be pulled out for reading instruction. I would love to see a more collaborative approach to the collab class and more inclusion time.
- I think that the staff that assist students need provide excellent service and are very knowledgeable and provide help where needed.
- I think the services provided are great and that this service continues being great in providing students with all the help they need to succeed in life regardless of their disabilities.
- I think we are pretty satisfied.
- I would like for our child to connect with children with a similar disability with him, with parent approval, of course. For example, use of FIT time for children on the autism spectrum to relate shared experiences and challenges. I also do not feel very connected to my child's specials teachers and based on remarks on report cards, I'm not entirely sure that they are aware of the extent or any particular aspects of our child's autism.
- I would love to get my child more involved in after school activities. I'm not sure if that is possible though without someone to help him. I'd be grateful if there were more outside of school meetups for kiddos like mine.
- I would suggest more options for special education students have access to more activities/interactions with the "normal" student body
- I'd like to have more details about the intervention or plans that are put in place. During the IEP meeting, there were a few ideas being discussed (e.g.: [REDACTED]), and I do not know which one got implemented and how. For example, I know that [REDACTED] It would be great if I know [REDACTED] so that I can ask about his experience on the day that he had the session. If there were some learning materials or strategies (e.g.: villain figures from action movies to represent or bad behaviors), it would be useful if I learned the materials as well so that I can reinforce at home.
- Improve communication re: student needs across transition years. (example 5-6th grade and 8-9th grade). Ensure all teachers follow IEP at Middle School level. More proactive steps prior to start of school year especially for new teachers and teachers teaching general education classes.
- In my experience, parents are the quality control on the service delivery for their kids. Unfortunately it often takes hyper-vigilant parents to get better services or more progressive thinking incorporated in their kids' plans. This is not an equitable way to educate all kids.
  - 1) I believe we need an Inclusion Facilitator on each campus. A dedicated staff person who works with gen ed/ special services/sped staff/paraprofessionals and helps work to have a variety of UDL options for modifying gen ed content, creating adapted text resources, being a go-to expert for best practice in the school. Additionally, helping students with relationship facilitation, accessing school related extracurriculars. Although intentions are good, I don't believe my child's team has the needed time for reflective thinking and proactive planning of lessons with my child's IEP modifications and accommodations in mind.
  - 2) Adjusting the master schedule to allow for more common planning time (between Sped/special service staff and Gen Ed) for kids with intensive support needs. Ideally weekly planning with the entire team for kids with the most intensive needs. (Inclusion Education

Consultant, Cheryl Jorgensen advocates for this)

My child can read, [REDACTED] I am concerned that his specialized reading instruction isn't being frequently monitored enough to ensure it is effectively teaching decoding and comprehension. 3) Multi-Tiered Systems of Support that help all students achieve high levels of learning. Data based benchmarking to identify students who need to be served. And universal dyslexia screening early on. To ensure equitable identification. And then frequent (as often as every 2-3 weeks) monitoring of students receiving intervention to ensure interventions are effective. Likely following a tight scope and sequence of direct instruction in things like phonics and word meaning. 4) Reading specialists (or providing advanced training to SPED teachers in reading instruction) when teaching students with the most complex reading needs. 5) Leveraging assistive technology. How to educate our staff on the best AT options for teachers - both low and high tech. The AT we have worked with seems like she is underutilized, and I wish she got to work with my son's team more. I think there is a data base of modified materials for district staff to access - 6) create more adaptive texts that can be reused or remodified with students in gen ed ELA subjects. More access to the academic classes like English, Math, language, and electives. I don't know how we can have more inclusive classes in middle and high school without accessible materials. I wish the district embraced more of an "all means all" mentality. I am concerned that the labels of "life-skills" "collaborative" and "inclusion" classes as well as the way the district uses the term "modified curriculum". I think it misses the heart of IDEA and its intent for kids to access gen ed content with all the supplementary aids and services, including modifications and accommodations. More language along the lines of, "all students get what they need to achieve high levels of learning" would be better.

- In the ARD meetings we've had difficulties in having teachers that we specifically said we wanted to be present to attend to those meetings.
- In the beginning, from what I understood, [REDACTED] but now it seems to be a question as to whether or not we should add more modified classes. She has a different teacher this year, but it would be nice if in that transition from one year to the next that the goal remains the same. MYne I misinterpreted something, but it feels like that goal has been forgotten.
- Increase staffing of trained teachers. Teaching assistants are often utilized, and they do not have the training or education to be successful with special education students. How can a student in special education participate in extracurricular activities or school sponsored clubs if support is not provided. I was told in my ARD that support is not provided in these activities.
- It would be helpful to know what new concepts they are studying each week.
- Keep on improving! Wonderful services.
- Keep the same support staff around the child when possible. Too difficult for everyone to start over every year.
- Keep up the good work!
- Keep up the good work!
- Keeping the same support staff year over year when possible. Find it takes a while for our student to get use to a new set of faces at the beginning of every year. If to mention once we the parents feel we have a rapport with the support teachers we have start over again.
- Make sure case managers have experience and knowledge of their students and their accommodations and ability to understand their students
- Make the GT curriculum accessible to them. Their disability often impedes their ability to demonstrate the qualities GT is looking for. They have the capacity and ability to participate - they just aren't recognized for it.



- Making it more seamless for special ed and general ed teachers to communicate and make sure everyone is on the same page as student evolves and progresses.
- Maybe a student mentor program?
- Maybe suggestions for what parents can do to help on our end.
- Minimizing so many scheduling and campus transitions.
- Monitor IEP implementation and provide meaningful feedback to the parent community about the results; create a communication link for sped parents directly to the board ; require timely communication from sped teachers , related services providers and case managers to parents; create a mechanism for administrators up to Asst Superintendents to be informed of occasions when case managers miss critical deadlines ; allow all students access to extracurricular and social activities at school; utilize sped curriculum that has been better and approved using the same quality standards as gen ed.
- More communication between teachers
- more consistent, weekly feedback from teachers - I have been begging for work completed to be sent home - just like I get with my other children - I do not have any idea what they are working on in my child's modified classes at school. I am pushing to get him out of modified - I think it will be a positive step for him - he has done worse academically since we put him in modified math & la classes 3 years ago - you would think it would be the opposite, but it is not the case. I know my child is much more capable than he is given credit for or expected to learn. Also, I do not like the mix of kids in the modified settings. I think it's hard for a 6th grader to be in classes with 8th graders
- More education on how standardized testing and grades works once he gets in higher grades.
- More inclusion both inside/outside of the classroom. More training of general education teachers on IEPs and monitoring. Have staff set higher expectations based on goals of students.
- More inclusion opportunities. For example [REDACTED]  
[REDACTED] I'm curious to find out how we're included with graduation or not. I'd like to see our kids involved with the Clifton School even though currently it's only for AISD.
- More information on after school sports and activities from the district where the kids can learn to be part of a REAL team and we are reassured our kids are safe and are treated with respect. More vocational education; where the interest of a child is explore and encourage; while intergrading general education with the child personal interest.
- More support for students that do not have severe disabilities but still qualify for an IEP.
- More updates for methods/lessons/tools used at school, so they can be reinforced at home.
- My child is not Sped. So, I don't really care for that label. He doesn't have any disabilities that have been medically identified. So many of these questions are irrelevant. Also, I am a huge advocate for the teaching staff and some of these questions lump them in with last year's results or even admin faculty. That said, there have been some disappointments with leadership.
- My child is very high functioning, and, in the past, it has been impossible for her to take pre-AP or AP classes because there wasn't a collaborative teacher available for those classes. While I understand the high cost, this would bring with it, it would be better if it was available as my daughter felt impaired by it. If anything could be improved it is more the culture in general. Having AP classes only available for the highly intelligent and motivated youngsters while general classes are the norm and being average is okay (youngsters don't feel it is okay to be average, while guess what, most are). I know EISD is working hard on this, but the stress and the toll is high. learning how to play, this day and age (with all the available technology) needs to be

stressed. The common factors about (school) shooters is that they didn't learn how to play, how to win and how to lose and how to make a friend a keep a friend. Drug problems are soaring while one with good emotional support system don't need those outlets. We need more recess time in all our schools. More time for unstructured play is vital for everyone. We need expert oversight in the cafeteria and on the playground to assess kids on their emotional intelligence and help kids with play therapy when needed.

- My child was placed with a teacher with a proven record with her that she was entirely ineffective. This should never have occurred. The principal had an opportunity to remedy at an early stage and did nothing. Final outcome is now acceptable with a great deal of central admin intervention and an extremely capable teacher taking over. This should have never occurred. I was also never advised that there would be switching of classes for this grade and the Skyward schedule never reflected that, so it was a complete blindside. This should have been advised in the ARD, I also submitted a 'type' of class (structured, organized) where my child should be placed as part of the counselor placement process for the following year. It was completely ignored. Placement for success for our Special Ed kids was not a priority/relevant.
- My only complaint was the length of time between requesting an assessment and that assessment being completed (8 months!!).
- My only suggestion would be for maintaining the same case manager during all 3 years of middle school. [REDACTED] He, specifically, has trouble developing relationships with new people.
- My suggestion is having more awareness around food chooses and how nutrition can help with learning challenges and disabilities.  
Thank you.
- Not to suggest daily updates if unable to provide them consistently or if unable to do that explain something like "no news is good news"
- Now that my child is in high school the meetings held seem to be rushed and questions pertaining to my child seem to be rushed along too. My daughter attends these meetings and it seems like the teachers and/or attendees seem to skim over details I really feel like each of the 20 questions above need to be presented to the teachers and counselors every week or biweekly on each student whether they are actively participating in each child that is involved in the program. [REDACTED]  
[REDACTED] Not good. Is my daughter truly getting undivided attention as I'm told?  
Probably not.
- Offer parent events after 4:30 or 5:00 to allow working parents to attend. Provide more information on how students with disabilities can attend general school extracurricular activities and clubs. Provide more information on ATS services to WHS families (what services are offered? what would a daily schedule look like at ATS?) Principals at WHS seem unaware of special education students. This may not be true, but it seems like that, especially since genet administrators have nothing to do with the ARD process or interactions with families. Can at least one principal have training in SpEd needs and services and be the contact for students with disabilities?
- Only one Counselor offered how to apply for this in middle school, thus making school a difficult journey until the IEP program (and how to apply) was understood.
- Our behavior support teacher works really hard to implement the IEP/BIP, and we have full support from the Assistant Principals at our school. However, the TA's who work with our child regularly do not have proper training necessary to handle behavior situations, and do not have specifics about our child's IEP to implement it properly. More training is needed for support

staff. The general education teachers are very skilled in their abilities, but often pass off our child's needs to the case manager. Therefore, the general education teachers need more access and training to address their Special Education students.

- Perhaps a bit more communication about what's being taught in classroom and how to reinforce at home.
- Please include health education for sped kids as part of the school requirement like you do for gen ed.  
Also, get these kids set up with summer activities or help create an after school social program with gen ed.
- Please teach TeKS to special education self-contained classroom students. Modified curriculum does not exist in self-contained classroom (more problematic in elementary) There is no inclusion support for after school activities and extracurricular activities
- Possibly a monthly check in or meeting with the child's current teacher and special ed teacher to go over what is working and areas of improvement. That way we as parents can stay on top of things if our children need more help in certain areas and supplement more at home to stay on track. We started a small social group (2 kids during WIN time once a week) which has been going well. I hope we can continue that going forward and would great to include a few more peers. Possibly a group of 4-5 kids would be ideal. A weekly meet up with these peers throughout the entire school year would be very positive.
- Provide a support group within each school that is facilitated but a professional. Provide in 8th grade a program about colleges who are stellar t supporting these students.
- Provide trained and qualified educators.
- providing more information for after school or extracurricular activities, promoting social interactions with peers like having lunch bunch.  
parent education of curriculum and how to help or promote learning with educating parents on accommodations.  
discussing what is going to be addressed every semester for different subjects like math, writing, reading etc.
- Separate behavioral disabilities from learning disabilities. provide INDIVIDUALIZED instruction rather than herding those with disabilities into a smaller group with the same instruction. Have quality teachers as SPED not just GT.
- Setting up more peer groups
- Share what you are working on with the parents weekly so we can reinforce it at home.
- Social inclusion (not just academic) is a challenge for us. Our daughter only friends are other special ed students. In elementary and middle school, she had some typical friends.
- Some progress monitoring and communications on spec ed goals could be improved by more frequent feedback and more consistent scheduling. Some goal reporting seems superficial and could improve by more depth of reporting. A note about the survey, specifically item #7, my response does not apply to classroom but only to spec ed monitoring. Classroom monitoring and reporting is timely and outstanding.
- Some training program for parents will be great!
- Special education teachers should help all students needing a bit more help, so that students in special education don't feel singled out in the classroom.
- Sped staff, primarily speech teacher, says they are overworked so they cannot provide regular interaction with our child. She cannot even ask general ed teacher how our child is doing in class. However, that is not what we see. She does not appear to have students in her room

very often, nor does it seem too much to ask that she email my child's general ed teachers to get feedback occasionally.

- Students with disabilities should be in classrooms with their peers. Not just for specials but in ALL classrooms. This is how we truly become an inclusive community.
- Suggestions for improving services for students with disabilities:
- Teachers should meet with the parents more often. The process of ARD and IEP goals preplanning should be longer; with clear communication.
- Technology suggestions that could help with a child's disability.
- Testing of any kid which shows the first sign of distress and inability to perform in any areas at school
- Thank you
- The classrooms are under staffed and over worked. I strongly believe if the schools would allow the special needs students therapists (with an appropriate back ground check) to shadow them it would greatly empty the classroom, the teachers, and the staff. I know my daughter would be at school more if this was the case! The music therapist is under qualified to be working with our students.
- The following may pertain to only my child; however, I can see how it could help other children and teachers as well. My suggestion is that If at the beginning of the school year, when teachers meet students, it might be helpful if the student could meet their teacher in a "special way." One might be meeting on a different day, or have the teacher send a professional-personal email, or face time meeting, or some kind of recording to the new student. This would serve as a meet and greet for the special needs student so that they both understands the students challenges and limitations.

The reason I am suggesting this type of early introduction is that I have found on "meet the teacher day", many teachers are not available in their classrooms, or they are already being busy for the new year. If the child with the disabilities could make a simple connection with the teacher either before school began or shortly after, even by email and teacher photo attached if possible, this could make being in the general classroom much more comfortable. For instance, my child is quiet, reserved and does not raise hand much. When the child feels more secure in the environment and with teacher encouragement, the child will be more willing to participate with raising the hand and speaking in class. Most of all...this would help if the teacher could take a few minutes to relay any accomplishments to the student several times a year. I know this would take time from teachers' day, but if the teacher could at least send an email as to what was good about the quarter and what was maybe not so good, so that the student could work on any of these areas. This would be an added value besides just the report card grades. Any comments from the teacher would serve of a personal and educational benefit allowing the student to recognize and grow. In elementary the teachers would comment with the report cards and this added something special for the student even if it was not a positive thing but gave a way to bring about a change for the better. What I have experienced is that the student comes on the "meet the teacher day" and so do all the other student to walk their schedule and due to this being a day for "all students to meet the teacher", it does not permit the little extra time and privacy a special needs child may require to have that needed introduction with the new teacher and classroom. This is especially important during the transition year from one school to the next higher level school. How this might be achieved more easily is if the teacher at the beginning of the year either before school starts, or shortly after, the teacher send an email or facetime or some kind of connection to reach out so that the student is not intimidated by the teacher, but feels welcome. I know that when the case manager called for me, to tell my

child, prior to school starting, what her name was, what she looked like, where to find her to stop by, and that she was looking forward to meeting my child.....this little touch meant all the world to my student who has anxiety etc.

The case managers do an EXCELLENT JOB, however this idea is simply an added benefit for the student from each teacher to send a small introduction in order to reap the classroom rewards. Not all special education students or parents may want this kind of meet and greet the teacher. An idea might be if the case manager were to ask the parents before the end of school year if this sort of additional thing would be helpful in starting the next school year. Thank you!!

- The idea of an IEP is fantastic but I feel it is a very misleading term because it is not truly an individualized education plan. An IEP in the public-school setting is an IEP that fits in the box and context of the school and district not truly to the individualized needs of the specific student.

[REDACTED]

However, the school districts allow for private coaches for music, choir and athletics.

- The in-class TAs could use some attention from administration, and some kind of synchronicity with the general ed teachers would help.
- the only suggestion I could possibly think of would be for me to better educated on my Sons training and that is on me not the facility or teachers
- The school needs to provide ABA training to aides and teachers working with children with autism.
- [REDACTED] She is very inflexible, and difficult to communicate with.
- The weekly reports sent to me are almost impossible to make sense of because it uses acronyms without explanation. What is the world does PR7, PR8, RC4, and SM2 mean? It would be a very simple fix to add an explanation of these acronyms. Currently I don't even read the reports - they are a waste of time without knowing what these things mean.
- This survey was very hard to fill out and I personally don't think you will be able to use it to make changes. For example, how can I answer this question that has multiple data points?  
1.Our child's school provides adequate and quality personnel and services for students with disabilities. Personnel and Services are two very different things. I do not know how to answer this question with one click because my child has great teachers, but the school does not offer the correct services/curriculum for my student. Please offer more dyslexic reading services and support. Please offer more screening in younger grades (K-2) to identify dyslexia more quickly. Please offer a better way to determine if a student with dyslexia should be serviced thru sped or 504 from the beginning. Please offer regular re-assessment for dyslexic students once they finish the WRS curriculum, not to re-evaluate them for services, but to see how they have progressed. How is a child in sped serviced with gen.ed. dyslexia curriculum???? The progress reports for IEP goals sometimes do not match what is actually happening in the classroom. I almost feel like the teachers that fill them out just put blanket statements about progression. They don't match what is actually happening.
- Train the teachers on how to work with the special education teachers better, especially for helping students with unusual behaviors. Some teachers are not understanding of how my child's disability affects his behavior and his learning.
- We appreciate everything that EISD has done to help [REDACTED] learn and grow.

- We are new to the program; I have no suggestions.
- We are so new to the school. Just got here is Jan. And our son just has a speech IEP so kind of hard to answer some questions
- We are so new...no comments yet!
- We have been incredibly pleased with the school.
- We have been very happy
- We just started in the program, so I don't have any suggestions at this time
- We love our case manager this year, but just want to stress that overcommunication is key. We hadn't felt that until this year.
- We would like to have consistent TA support, not substitute TA's nearly daily. We would like to have more opportunities to be included in school sponsored after school activities and clubs. We would also like to understand how our child is making progress in the general education curriculum and how the modified curriculum is related to the general ed curriculum. We feel like we don't have a good idea about where our child is at when compared to typical peers and how he is progressing.
- When a parent is faced with their first IEP meeting, it would be helpful if the staff could explain all of the acronyms that are used and try not to use them as if we had already heard them before. As parents who are faced with trying to make the best decision for our child with regards to being put into SPED, it would help if the staff could recognize and slowly walk us through the process and acknowledge that it can all be quite overwhelming. This is my feedback from my experience a few years ago. After I figured it all out and spoke with a few parents who were familiar with the process, all seemed to flow a little easier for us.
- When transitioning from elementary to middle school, better communication early in the semester to help my child with schoolwork. As a preteen not all children communicate daily schoolwork like they should to their parents. It was a harder transition than years past in helping my child to stay on task with homework. It did get worked out by November, but I wish it happened sooner.
- Would like a better understanding of options that exist that we could utilize to better support our child academically. Could he be in a class that challenges him more? What are the summer options outside of ESY? What are all of the assessments? It feels like he is taking more assessments than we get results for at home.
- Would love to see more frequent "buddy" type of activities for students with social deficiencies, ie, autism... during lunch, recess, library time, etc. Actually, any student would benefit from this. Programs that encourage inclusion and students looking out for one another.
- You all have been an amazing support for my Children  
Keep up the great work
- You are doing a excellent job
- You need more [REDACTED] She is an amazing asset to my child's educational experience at Forest Trail!

**Positive aspects of services for students with disabilities:**

- Work is done to provide least restrictive environment, and this helps our child to feel more inclusive; great resources to help our child acclimate to various real life situations.
- Most individual teachers and therapists seem really nice when talking to a parent on a one-on-one basis. It seems many of them have good intentions and would like to see an individual child have an appropriate education. However, most become overwhelmed with the workload. Not enough time, energy, and resources. Not enough teamwork and "buy-in" across the board to maintain consistency and progress throughout all classes & environments. The current culture at Eanes ISD does not facilitate a truly inclusive gen ed classroom. So much more progress can be made here. Of course, most of the attention ends up going to the child with the big behavioral problems during class -- because this can be distracting to so many other kids. I understand this, but sad that these well-meaning teachers are only human -- they don't have endless time & energy to support & promote each and every child to gain an individualized appropriate education fully gained in his or her least restrictive environment.
- -Meetings to inform any change in the program and in the student's progress.  
-Communication between staff involved in the program and the parents.
- Teachers all ( I have not personally seen anyone who does not belong in this ALL ) care and love our kids with their hearts
  - \* Resources available in terms having a 1:1 TA if needed and access to latest apps and other software that is useful for our kids
  - \* The administrators go extra mile to help parents understand the nuances in SPED whenever we go and ask for help.
  - \*SomeGenED teachers have embraced my kids in a way that I have never seen before.
- Students with disabilities will learn useful and important skills to be an independent person and they will be able to give contribution to the society.  
2. Students with disabilities will be able to study in higher education so they can provide added value to their community/country.
- The students get to see a familiar face other than the ones that they are used to at home.  
2. The services do try but they can do better.
- Access to Gened Classroom has been easier to get to.  
Our children are considered valued members by the teachers and administrators
- Access to volunteer, employment, exercise, and extracurricular activities.
- All of [REDACTED]'s therapists and [REDACTED] have gone above and beyond. So impressed what they have done with [REDACTED]. Thanks for everything.
- All staff is nice and knowledgeable. The treat my child with respect.
- At our campus, most paraprofessionals have been interested in education, many pursuing teaching, OT, or related fields. Their desire to help kids learn is important and to hone their craft. Our principal seems to have the right heart and leadership for inclusion. I think that is very important. Our current sped teacher utilizes many inclusive practices. However, our first year with another staff person included lots of explanation why my child could only receive modified materials in a more restrictive setting.
- At this time none that come to mind. Generally, they are nice.
- Availability of TA for the students
- BP is a great school. The environment is very positive. My child is happy and looks forward to going to school every day. The teachers are positive. They make learning fun. They are good about including my child in every way possible.

- [REDACTED] is a rock star. She has been very understanding and helpful. The teachers have all been welcoming of [REDACTED] and inclusive. I feel like all the teachers love [REDACTED] and want him to succeed. I feel like they are true partners and are looking for ways to support him. Thank you all!! OT, PT and all staff are very engaged, give thoughtful suggestions and are willing to help!
  - Caring and invested staff who communicate with me throughout the school year and not just during end of semester meeting are invaluable.
  - Caring personnel
  - Caring teachers and school personnel. I wish there was less bullying and more parent involvement in their children's education and core values.
  - Case manager and teachers this year have taken considerable effort in understanding needs of the child and implementing accommodations as needed. This has resulted in a much-improved school experience for the child!
  - [REDACTED] has the ability to learn at a pace that is comfortable for him while dealing with his physical issues.
  - Class room with typical kids...
  - Collaboration of ideas from all involved (case manager, sped teachers, gen ed teachers, parents and even outside agencies that family is working with)
  - Coming from California, the positive attitude of the professionals in the Special Education Department has been refreshing. I have found everyone to be motivated to find solutions, rather than excuses, and willing to try anything to help my child succeed.
  - Communication between different departments/teachers; All staff genuinely want students to thrive to the best of their ability
  - Communication between teacher and therapies is great
  - Communication from [REDACTED], she is great.
  - Currently, we are working with a wonderful team. We have pushed to keep the continuity of this team and that has been absolutely KEY. Many SPED kids are complex, and it is not appropriate or productive to constantly switch up the teams year to year (or even midyear, which has happened to us and it detrimental to the student), especially case managers. It takes time for the teachers/support staff/ therapists to really learn the needs of the student and how to best support them. We understand that it's not always possible and there are many variables...but we are hoping that this is becoming a district goal. We believe it to be a great benefit to the student, but also to the staff as they experience more success with experience and pushing far beyond the learning curve to real results. SPED seems to be slowly evolving in the district and in the individual schools. Eanes seems to be bringing in educators who are more inclusive at heart and we appreciate that. Many of them seem to have a greater understanding of their role in the students' access to an education. Overall, the staff looks to have a calmer and more optimistic outlook and approach-we have wondered if this is due in part to positive changes in leadership. Culture is everything! ALL of the students will benefit from this. [REDACTED]
- [REDACTED] a case manager who is dedicated and passionate about our child's access and education. We have a district PT who is incredible and is the model of what a school therapist and SPED support should look like. An APE teacher who works very hard to actually adapt PE for her students rather than separate them! A VI teacher who is bringing another level of understanding to the rest of his team about his vision and helps to ensure that his materials are appropriate for him. These are just a few-he has caring TA's and technology support, music and more. The point here is that when matched with dedicated, passionate



professionals, who feel supported and successful. Our kids are much more likely to have access to reach their potential. We have many years left and hope that Eanes will continue to be dedicated to recruiting and nurturing this kind of staff.

- [REDACTED] and the entire team have been incredibly helpful, thorough and patient in helping us work through our issues with our son. We are very, very grateful!
- Detailed evaluations of progress, easy communication with speech therapist.
- Eanes is a great district, our son feels included!
- EISD is doing incredible good work for children with disabilities and high needs. The TLC program is terrific, the IEP program is fantastic, the help one gets with ADHD, dyslexia or anxiety disorder/depression is all very good. I have met teachers, counselors and staff in every area, and I have been deeply impressed by the quality of their work and the high levels of their emotional involvement.
- Eleanor Thompson has been amazing this year, as well as the whole team supporting my son. Couldn't wish for anything more.
- Everybody is trying very hard. The system is so over burdened with paperwork and documentation that teachers are far less effective than they could be.
- Everyone has always treated with respect and support.
- Every time I've talked with my child's teachers/aides - they have been more than accommodating. I know that everyone is doing the best given their circumstances. We're looking forward to ATS.
- Excellent job at this school from the top down
- Fabulous teachers and staff.
- Feels cohesive and supportive. Thank you for your service for my son
- Forest Trail has a remarkable and caring team of admin and teachers. [REDACTED] is an incredible leader and is both accessible and in charge. We are so very blessed to have every one of the teachers and support members on our daughter's team. It takes a village!
- Forest Trails teachers and staff are always inclusive of all students with disabilities. It is nice to know that everyone is getting a great education regardless of their disabilities. Keep up the great work!
- give them social and educational tools to perform better at school and feel part of the student body
- Good intentions
- Good program
- Great case manager
- Great collaborative teacher once all the communication kinks were resolved. I feel my child is getting a great education and has always felt very inclusive with her peers.
- great inclusive environment
- Great program both of my kids have benefited from the services. For example, the individual help and the one on one time helped both of my children. Thank you.
- Having the 2nd teacher in the classroom has been great. Also, the collaborative classroom is so important, so they feel like everyone else and are not singled out as special needs.
- HCMS Special Ed has been fantastic. Thank you!
- He gets regular dyslexia tutoring. He's allowed extra time and smaller test environments for STAAR. Occasionally, he gets an extension on projects, but I don't feel that is a modified curriculum.
- Helping a child learn at their own pace while considering where they should be at grade level. Being part of a regular classroom environment. Specific help in the areas the child needs it.

- High quality, caring staff.
- I am happy
- I am very pleased with the communication from all aspects of my child's services. I appreciate the staff knowing and supporting my student. Thank you and job well done.
- I cannot say enough good things about Eanes, but specifically VVE. We moved our family for Eanes SPED program. I heard too many wonderful things about [REDACTED] and how her school operates that we decided it was worth trying one more school before we homeschooled or tried a private school. [REDACTED] school is like a breath of fresh air from the moment you walk in. Teachers are kind, very inclusive and loving and do what's best for the child. For the first time, my child says he loves school. This was a big change from the everyday tears and negative self-talk that we were used to before. Somehow our child went from being treated like a misfit to a valuable member of the community. [REDACTED] must not only have a gift for being able to connect with children like mine, but also for hiring the right people. [REDACTED] is like an angel for my son and has managed to build a connection with him in seven months that comes close to that of our family. At VVE, it always seems to come down to what is best for the children, no matter how much extra work it imposes on staff. I could go on for hours...But for the sake of getting some rest tonight I'll end with this...Eanes model for Special Education services is nothing short of excellent, and our experience at Valley View has been life changing for our family!
- I do feel that sometimes the annual meetings are done to "check the box" but i understand that they do need to do that. I was concerned that going into high school the services / support would be lost, but that has not been the case.
- I do think that each person in the sped department cares for each child equally and respects them as individuals.
- I feel as though the team has been supportive, informative, and caring through this process.
- I feel like my student is getting a wonderful education and is truly getting supported within the classroom and outside the classroom. He enjoys coming to school and enjoys all his teachers and I see that will many of the students with disabilities. Wonderful supportive environment.!
- I feel like our children have been very well-supported and treated as individuals.
- I have always had very positive experiences with the faculty
- I have been completely overwhelmed by the staff and the support group that has been extended to my Son.
- I like how the advisory teacher looked at my child's planner and encouraged the student to write in it and use it daily. This use of a planner or electronic planner needed to be put in place back in elementary school where it would best have been established. I really feel strongly about this simply because later in life we need to learn organization, as well as completion of things. Using a planner makes navigation of homework and activities much more manageable. I cannot stress how positively this would impact the daily life of a student during their educational years and beyond.
- I like that my child is always included and that teachers expect him to achieve good grades just like everyone else. Also, his case manager really understands his needs.
- I love that my daughter can get the help she needs without feeling very different than her peers.
- I love the staff currently working with our child and it has been consistent the past two years which is good for us.
- I love the Wilson Reading Program when it is done with fidelity and that we have so many well-trained teachers. I appreciate the teachers and administrators that work so hard to do what is best for all students. I appreciate that the district has been willing to add goals specific to the

skills being learned in the dyslexia program to IEPs. I appreciate that parent collaboration is valued. The collaborative class setup is fantastic!

- I see that a lot of students are being helped in areas that they need. The program encourages students to reach out for help plus shows them how to interact with other students well it be in regular groups or small groups. The services teach a student to get out of that comfort zone but at the same time provide that service that every student needs with their disabilities.
- I think Hill Country has done an amazing job at offering everything my son needs. His case managers have been fabulous, kind and are great communicators. We couldn't be happier with his experience in Eanes.
- I think the staff, specialists and program are a true blessing. They all work very hard as a team to deliver the most help; with clear explanation. We are very fortunate to have the team, services and expertise.
- I think there are deeply committed people who want to do the right thing but feel they are constrained in doing so
- I truly appreciate all VVE is doing with my son. The staff and faculty are amazing.
- I was very happy with the job the team did with [REDACTED]
- I've been in education for years and always blown away by the staff and services offered. The thoughtful implementations and tools provided are by student needs and not standard. Much appreciated and display high level of expertise
- Inclusion in the classroom normalizes students with disabilities starting at a young age and helps foster acceptance and support of the kids' differences - love that.
- Inclusion into GenEd population activities during school hours.
- Inclusion, building self-esteem, sense of belonging and more.
- inclusive atmosphere and allowance to participate fully to their ability
- Interaction with case managers has always been positive and satisfactory.
- Involving the kids on understanding and making decisions about the learning process in middle school is very positive. It gives them a beginning knowledge on how to become good advocates for themselves.
- It is great that they are included in the regular classroom.
- Lots of support for my students at BCE.
- Love the teaming with peers!
- Loving environment and feel staff really know my child
- Many of the teachers aides are exceptional human beings. We have really enjoyed them. A few teachers are wonderful too.
- More one on one teaching
- Most everyone with whom we have interacted seems genuinely interested and concerned with our child's special needs.
- [REDACTED] is incredible! He is a fantastic principal who makes sure that kids are getting what they need. [REDACTED] is one of the best intervention teachers ever. She should be consulted on best practices and good ELAR (especially phonics) curriculum for all students. FTE is a special place but I know that many other schools aren't doing as good of a job. We need to make sure that all children across the district have the same, excellent experience and that they get the quality education they need.
- [REDACTED] is AMAZING!
- [REDACTED] is truly AMAZING!!!!
- [REDACTED] is amazing. Truly dedicated. I am so impressed with how hard she works to ensure student success and parent communication. She is a rock star!

- [REDACTED] and [REDACTED] have done a wonderful job working with [REDACTED] this year in [REDACTED]. They have been wonderful communicators with us and have cared for him and his progress. We are so happy that [REDACTED] is in this program and benefits from teachers of this caliber.
- My child does benefit from having extra teacher help in the general education classroom. The Special Education Department have helped improve my child's learning habits and communication skills with teachers.
- My child is most comfortable at school when he is able to have the option of choosing to participate in, or opt out of various activities, and especially when he has empathetic support. We appreciate that special services have provided him/us that support. We also appreciate the weekly updates my child's case manager provides and his enthusiastic support of us.
- My daughter has received so much professional education, encouragement and advice that helps her a lot. The interaction between her and her classmates is very positive for her growth. Thanks to all the teachers and specialists on leading the communication flow between kids.
- My son is very pleased with the help that he has received at this moment!!!!!!
- [REDACTED] The services provide tools for him to deal with his behavioral issues.
- My son is genuinely loved and cared for at his school! Thank you!
- My son is happy and we appreciate all that the teachers do to keep him in the loop at school.
- My son loves his speech teacher says it's much better then his old school in LA. There is also a student with a full time TA. The class loves her and the student she is with. Nice to see it's not a disruption.
- My student was giving the opportunity to switched from a Collab. Class to a Regular Ed Class when he felt he was ready. It's been a wonderful experience for my son. Thank you; Must of the Collab. teachers are very helpful and well trained.
- Not sure - challenged but likely too challenged
- One on One and small group sessions has help her alot.
- Ongoing communication and work samples.
- Our case manager is very attentive and good at helping.
- Our case manager is very responsive.
- Our child has made tremendous progress due to the SE services he receives. His teachers/case managers have been supportive and extremely helpful.
- our child relates well with adults; we appreciate the teachers that take the time to understand her needs and challenges and make her feel listened to and cared for.
- Our daughter is absolutely thriving! We love the collaborative classroom and the highly trained teacher working with her...couldn't be more pleased!
- Our daughter seems to be improving, we are new to the program.
- Our Sped department is tireless in their efforts to try new approaches and think creatively. They work so very hard for these kids to learn to advocate for themselves and move toward greater independence. We work collaboratively to craft IEPs to address the individual needs of our two children in Sped. Our principal is unwavering in her dedication to helping create a more inclusive environment for our children. Most of all the hearts of these men and women could not be bigger and more generous. We are so grateful. We just wish they had more staff to cover the needs and not overwhelm these most dedicated staff members.
- Our SpEd teacher this year is phenomenal. We can only hope to have a teacher and case manager like this every year. She has been very open to communication and engaging us and outside therapies. Her collaboration has been exactly what we need.

- Overall atmosphere is positive, and we feel our child is in the right place making great improvements!
- Pals program has been amazing for my daughter!
- Positive aspects are primarily driven by parents who create opportunities for inclusion and social activities for students with disabilities.
- Positive aspects of services for students with disabilities:
- Provides the time and space needed for success.
- Quality attention paid to his needs. Easy access to teachers and central staff with questions. Very positive overall experience.
- Quality teachers, helpful to have pre-k program to ready kids for kindergarten.
- Really great special education teachers and staff! They help to make some extracurricular activities happen (although this doesn't happen at all schools in the district which is unfortunate) as well as support and teach in the general education setting.
- Really lucky to have these services and teachers.
- Service providers (speech, OT, etc) are excellent and appear to work well with teachers. The pre-ARD process is excellent. Special education teachers provide lots of time to pre-ARD. Special Ed administrators at the high school level are very good.
- Solid effort and dedication from many case managers and collaborative teachers.
- Special Ed teachers are wonderful!
- Specific attention to needs
- Student have a great relationship with Case Manager. Great communication with case manager, not the teachers. Accommodations are well thought and gear towards student independence.
- Students are not made to feel different and have a good understanding of pull out supports and modifications.
- Teachers are very nice and patient.
- Teachers care
- Teachers listen to parent's input
- Happy to help kids in any way they can
- Teachers loop parents in when needed.
- Teaching staff are epic.
- Thank you
- Thank you
- Thank you for your help!
- The availability of study skills as an elective - he likes this period to cool down, catch up, etc - and it is very apparent his study skills teacher cares a lot about him and his success.
- the collaborative teachers! [REDACTED] acknowledging that there is significant room for improvement for our special need kids and taking steps to include parent participation and increasing awareness.
- The Collaborative teachers do an amazing job of not making the kids feel targeted in class. My child hates when other students know that the collaborative teacher is there for them.
- The growth we've experienced especially this year is unmatched and I don't believe we would have had the same or greater success somewhere else.
- The kids helping kids at middle school is fabulous and there should be more of this at earlier levels and ultimately in all aspects of campus and student life. It is wonderful that west ridge had the school carnival during the school day so my child could participate and have support of his aide and kids helping kids, vs. the Sat. carnival in elementary which was not accessible to him with loud music, etc. I already suggested sensory friendly hours years ago and no one seemed to

think kids with special needs warranted accommodations to allow participation in it or movie night, or bingo, etc.

- The new teacher where my child was moved is amazing. The teacher has taught Sped Ed kids before and knows how to multi-task to meet the needs of everyone in her class.
- The services provided for our child have made a huge impact on her, helping to know herself, her limits, and reinforce how great she can do when she puts in the effort. Services have helped her learn to regulate her emotions, not only at school, but at home as well. Services have helped create a positive school experience for our child, now she is happy and excited to go to school.
- The special education teachers do an excellent job at looking at each child as an individual and providing goals that support success.
- The staff is amazing. We are enjoying work with [REDACTED] this year. She and [REDACTED] communicate very well
- The staff is wonderful and very caring. My son loves school.
- the support of WHS is tremendous.  
the TLC program is also excellent.
- The support our child has received has made all the difference in her educational success and outlook on her future. I cannot imagine how we would have navigated middle school without SPED.
- The teachers and aides have a positive attitude and seem to genuinely care about my son.
- The teachers brought the issues to our attention and helped us to start mapping out a course of action. I also appreciate that [REDACTED] does not appear feel excluded in the way he is sometimes pulled out of class for special assistance. I think the school handles this extremely well.
- The teachers, aides, bus are excellent. Thank you!
- The teaching, administration, support staff has been amazing with my daughter
- There are qualified, dedicated, caring staff members to support each child on campus.
- There are really too many to list. The school, the district are generally excellent. As with anything, there's always some to improve, but it's not hugely deficient in our experience.
- There are some fabulous teachers that get inclusion and work very hard in the classroom to make this work for their students.
- There is a true sense of inclusion which I special.
- They are integrated with the rest of the gen ed population.
- They really care!
- This has been such a positive move to this district. the ancillary services as well as his in-classroom support couldn't be better, and our child is really thriving.
- Very inclusive
- Very strengths based and affirming positive behaviors, I feel like they genuinely care about my son and his needs. He is treated as an individual.
- Very supportive programs and people.
- We appreciate all of the communication.
- We appreciate the efforts this year to make our schools more inclusive. It's needed. Hopefully real action to work towards inclusivity at all levels is coming.
- We are excited about the Best Buddies program at the HS.
- We are having a great experience thus far.
- We are new to Special Education. Our experience has been positive and seems to be working well for our child.
- We are thankful for the services through CCE!
- We are very pleased with the small group setting that our son has access to.

- We chose this district because of its opportunities, its teachers, and its Special Education program. Largely, we are happy with the district and everyone we have encountered we feel truly cares about and tries to support our child in the best ways possible.
- We feel blessed with most wonderful teachers that have an interest and impact on our daughter's education. They are so accommodating, when I've needed any help or questions answered. They all have her interest in the highest regard.
- We feel lucky to have [REDACTED] helping and guiding us. She is incredibly knowledgeable and has taken on a lot of responsibility to make sure my we are staying on track.
- We feel the special ed staff go above and beyond to help our child succeed. They always do what is best for him. He enjoys school because of his teachers!
- We feel very comforted by the thought of child going to school and being in the care of his many wonderful teachers. We feel that his team is very accommodating, communicative and understanding about our child's special needs.
- We have definitely seen progress made by our student, we are very thankful for all the support and work they do with our student.
- We have one of the best special ed teacher in [REDACTED]. We are very fortunate to have him.
- We have seen the improvement because of the extra involvement with the educators.
- We love our speech therapist, [REDACTED]. There is lots of valuable communication from Hollie and a willingness to help our child's individual needs.
- When a student has a "relationship" with their case mgr., it allows a student to have someone to turn to for help.