

## **CA Strategic Plan Leadership Team Meeting Wednesday, November 17, 2010, 10:00am – 2:30pm**

CA Department of Education, Room 2408

11:00 - Noon

Discussion and Update on Promoting Special Education Supports Module (SESM) for CA School Climate Survey (CSCS), the Closing the Achievement Gap (CTAG) Workbook, and the Demonstration Site Study (Need for User-Friendly Data Displays)

### **Special Education Supports Module (SESM) Demonstration Site Activities: Focus Group Recommendations for the CA School Climate Survey (CSCS) and WORKBOOK**

#### **Background Notes: June 9, 2010**

Reviewed the history of connection between SESM and CSCS surveys. TAs a direct results of this groups prior work, 24 questions were developed and designed and are now part of the CSCS. Reviewed the checklist of strategies (six in total) to increase participation rate. Shared public relations packet and encouraged committee members to implement these strategies. SESM is research based and related to Ken Futernick's research. Copy ready article samples provided. Questions about getting data back from survey and use by organizations. The climate survey is not mandatory and group is to encourage educators to take survey. A list of districts and participation can be accessed through helpline and website. The group set a deadline of the next group meeting (November 17, 2010) and members will share completed activities.

Data- handout of powerpoint presentation provided. The focus of this group is recruitment, training and retention. Retention has been the primary focus and collecting data. Reviewed the 24 questions on SESM. Reviewed the Workbook for improving school climate and closing the achievement gap. There are 93 items on climate survey and the length is a deterrent for some and takes about 15 minutes to complete. Reviewed a hypothetical dissemination process. Group discussed strategies to use data to improve school climate. Reviewed data that was collected from a district and discussed how it could be used. Questions and suggestions posed to make data accessible and understandable.

#### **ACTIVITY UPDATE: November 17, 2010**

Since the June 9<sup>th</sup> Leadership Team Meeting efforts to gather feedback from selected fieldsites have resulted in some specific recommendations related to the overall California School Climate Survey. A number of meetings have been held with representatives from "MetroTown" and two target sites for further research were identified.

In early July, a preliminary meeting was held with selected representatives and the Associate Superintendent from MetroTown to discuss the goals for using local data to improve school climate and to assess potential pilot sites for ongoing activities. An overview of recent district reorganization strategies was discussed in depth and two sites (one elementary and one junior high) were targeted as possible pilot sites. Further discussion was held related to ongoing program improvement efforts and the need to combine activities into a comprehensive systems approach for selected schools. It was recommended that any attempt to directly work with a field site not be started until late September due to high work demands associated with the start of the school year.

In September efforts to identify the selected target schools were undertaken at the local level and a preliminary meeting with principals and several other key staff was scheduled mid-October. Principals from the targeted schools were in attendance and the primary goals of the pilot study were outlined. Discussions focused on an overall program improvement effort for the targeted sites and the issues related to data review using the Special Education Supports Module Workbook. A number of other issues related to demographic and site specific topics were also discussed. It was agreed that district representatives would review the 2008-2009 MetroTown Data using the SESM Workbook and plan a subsequent meeting where these data and the usefulness of the Workbook could be discussed in depth

On November 9, 2010 a focus group meeting of MetroTown representatives was held to provide specific feedback on the Workbook for Improving School Climate and Closing the Achievement Gap (CTAG) with specific attention to the Special Education Supports Module (SESM). Additionally the group was encouraged to address some of the perceived logistical issues for site level use of data from the overall California School Climate Survey (CSCS). The following section provides a synopsis of the feedback provided by the MetroTown Focus Group and a summary of the overall recommendations for consideration.

### **MetroTown Focus Group Recommendations for the CA School Climate Survey(CSCS) and WORKBOOK**

November 9, 2010

First, the group focused specifically on the Special Education Supports Module questions and the overall structure of the SESM section of the Workbook. Prior to the meeting several members had taken the time to transcribe MetroTown data into the selected data tables (i.e. **Barriers** Tables 9.6-7 & S1; **Integration and Collaboration** Tables 9.9-12 & S2; **Expectations & Supports** Tables 9.14 & 9.18 & S1; **Personnel Supports** Tables 9.19-22 & S1). It was noted that this activity was time-consuming and that the table layout in the Workbook did not match to actual layout from their data.

As the review continued, it was noted that while some focus group respondents liked the concept of summary tables, the information provided here only included responses of Strongly Agree (SA) rather than a combination of Strongly agree (SA) and Agree (A) to capture overall positive responses. Further, it was noted that when looking at data from the Total District (TD) column it would be useful to see data numbers which do not include special educator responses for comparison. This led to questions being raised as to how the selected tables were chosen for inclusion in the SESM Workbook section.

Additionally, questions were raised about information sought from selected questions. In some cases, questions were deemed as more appropriate for secondary versus elementary school staff (e.g. CSCS20 “encourages students to enroll in rigorous courses such as honors and AP”). In other cases it was noted that questions seemed to be more appropriate for district level versus site level response. For example, school sites do not have much control over training of paraprofessionals or district pay scales, so respondents wondered if there might be some way to differentiate questions designed primarily for administrators versus questions aimed more directly at site level issues.

Next, the focus group sought to address the incentives to complete the survey and the overall time required to complete it. It was emphasized that *passion not compliance* was a prime motivator. The group members suggested that if respondents felt that completing the survey might result in greater support from district personnel or more voice in decision-making that results would be more valid and participation rates would be higher. They also noted that the survey was TOO LONG and for many required more than one setting to complete.

Overall, the respondents saw value to the concepts provided by the data but unanimously voiced concerns that the information was overwhelming and TOO MUCH. They noted that many questions in the overall survey were redundant and questions aimed at similar ideas were grouped together. Their number one recommendation was to reduce the overall number of questions on the entire California School Climate Survey and combine all sections into ONE SURVEY.

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The next section provides an item by item summary of the Focus Group recommendations for items on the SESM section and the overall California School Climate Survey. NOTE; The Main survey includes 69 items, the Learning Supports Module includes 22 items and the Special Education Supports Module 24 items, for an overall total of 115 items.

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## Specific Recommendations for the CA School Climate Survey(CSCS) Offered by the MetroTown Focus Group, November 17, 2010

SORUCE: <http://cscs.wested.org/resources/cscs.pdf>

**RECOMMENDATION 1:** The demographics section from the main CSCS survey and the Special Education Supports Module (SESM) should be combined and offered at the beginning of a redesigned single survey instrument.

### CSCS Demographic Questions 1-5

**1. What is your role(s) at this school? (Mark all that apply.)**

- A) Teacher in grade 5 or above
- B) Teacher in grade 4 or below
- C) Special education teacher
- D) Administrator
- E) Prevention staff nurse, or health aide
- F) Counselor, psychologist
- G) Police, resource officer, or safety personnel
- H) Paraprofessional, teacher assistant, or instructional aide
- I) Other certificated staff (e.g., librarian)
- J) Other classified staff (e.g., janitor, secretarial or clerical, food service)

**KEEP: Add Option for Other Related Service Provider (e.g. Speech Therapist, Occupational Therapist, Physical Therapist, etc.)**

**2. Do you provide services to the following types of students? (Mark all that apply.)**

- A) Migrant education students
- B) Special education
- C) English language learners

**KEEP: Add Option for General education students**

**3. How many years have you worked, in any position, at this school?**

- A) Less than one year
- B) 1 to 2 years
- C) 3 to 5 years
- D) 6 to 10 years
- E) Over 10 years

**KEEP**

**4. How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?**

- A) Less than one year
- B) 1 to 2 years
- C) 3 to 5 years
- D) 6 to 10 years
- E) Over 10 years

**KEEP**

**5. What is your race or ethnicity?**

- A) African American (Not Hispanic)
- B) American Indian or Alaska Native
- C) Asian or Pacific Islander
- D) White (Not Hispanic)
- E) Hispanic or Latino/a
- F) Other or Multi-ethnic

**KEEP**

**SESM Demographic Questions 1-5, CSCS SECTION 3, p9**

*It is recommended that these questions be combined (with the following revisions) with the demographic questions at the beginning of the survey.*

**1. What is your highest degree level? *Keep***

- A) Associate
- B) Bachelors
- C) Masters
- D) Doctorate
- E) None

**2. What credential(s) do you currently hold? (Mark all that apply.) *Keep: Reword***

- A) Multiple Subjects
- B) Single Subjects
- C) Education Specialist Instruction
- D) Pupil Personnel Services
- E) Administrative Services
- F) Other Related Services
- G) Other (e.g., Adapted PE)
- H) None

*Replace C) Education Specialist with special education: Mild/moderate, Moderate/ severe*

*Note special education teachers did not identify with the formal CTC credential title*

**3. What is the highest level of the credential or permit for your current position? *Delete***

- A) Professional Clear (Level 2)
- B) Preliminary (Level 1)
- C) Provisional Internship Credential
- D) Provisional Internship Permit
- E) Short Term Staff Permit
- F) Other (e.g., waiver)
- G) High School Diploma/GED

**4. What best describes the PRIMARY service setting for students with IEPs that you serve? *Delete***

- A) General Education (GE) Classroom
- B) Resource Specialist Classroom
- C) Special Education (SE) Self-Contained/Special Day Class
- D) Pull-out Program for Specialized Service
- E) Learning Center
- F) Other

**Demographic Items for Deletion: 2**    SESM Items 3 & 4

**Total Demographic Section: 7**    CSCS Items 1-5 & SESM Items 1 & 2

**RECOMMENDATION 2:** The following items from the Special Education Supports Module (SESM) were reviewed and designated items should be combined into a redesigned single CSCS survey. Other items should be considered for a branched response section designed for district rather than school specific responses.

Please indicate how much you agree or disagree with the following statements about this school.

***This school ...***

Strongly Agree

Agree

Disagree

Strongly Disagree

Not Applicable

5. *integrates **includes** special education **students and staff** into its daily operations. **Keep: Rerword***
6. *works to reduce interruptions to instruction for students with Individualized Education Programs (IEPs). **Keep: Rerword – unclear- include in the main survey for all staff.***
7. *takes steps to minimize required paperwork. **Delete***
8. *encourages teaming between general and special education personnel. **Keep***
9. *provides sufficient time to collaborate with colleagues regarding services to students with IEPs. **Keep***
10. *effectively schedules legally mandated special education activities (e.g., assessments, behavior supports, mandated meetings with parents). **Keep***
11. *provides a positive working environment for staff who serve students with IEPs. **Keep***
12. *acknowledges the responsibilities for staff who serve students with IEPs. **Delete***
13. *provides relevant training for paraprofessionals.  
**Delete from Staff Survey but Keep for District Level Response Section***
14. *sets high expectations for students with IEPs. **Keep – Necessary? Perhaps move closer to same question for all students.***
15. *provides effective supports for teaching culturally and linguistically diverse students with IEPs. **Keep***
16. *provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer-based devices, picture exchange systems, Braille).  
**Delete from Staff Survey, Keep for District Level Response Section***
17. *has a climate that encourages me to continue in my role of service to students with IEPs. **Keep***
18. *provides complete state adopted instructional materials for students with IEPs. **Keep**  
**Need a Comparable Question for General Education***
19. *provides adequate access to technology for staff who serve students with IEPs. **Keep***
20. *has good communication with district personnel to support students with IEPs. **Keep***
21. *offers adequate benefits (e.g., salary, fringe and retirement options) to support my continued employment at this school. **Delete from Staff Survey, Keep for District Level Response Section***
22. *views service to students with IEPs as a shared responsibility among all staff. **Keep***
23. *has sufficient resources to support special education programs and services. **Keep***
24. *promotes personnel participation in decision-making that affects school practices and policies.  
**Keep***

**SESM Items for Deletion: 2**

Items #7 & 12

**SESM Items for Inclusion in a District Level Response Section: 3**

Items #13, 16 & 21

**Total SESM Items for Inclusion in CSCS: 15**

Items #5,6,8,9,10,11,14,15,17,18,19,20,22,23, & 24

**RECOMMENDATION 3:** The following items from the CSCS Main survey p.3-6 were reviewed with recommendations as noted.

6. is a supportive and inviting place for students to learn. **Keep**
7. sets high standards for academic performance for all students. **Keep**
8. promotes academic success for all students. **Delete – redundant with #7**
9. ~~emphasizes~~ **provides timely intervention and support services to** helping students academically when they need it. **Reword and Keep**
10. provides adequate counseling and support services for students. **Keep**
11. emphasizes teaching lessons in ways relevant to students. **Delete-unclear**
12. is a supportive and inviting place for staff to work. **Keep**
13. promotes trust and collegiality among staff. **Keep**
14. provides the materials, resources, and training (professional development) needed to do your job effectively. **Keep**
15. provides the materials, resources, and training (professional development) needed to work with special education (IEP) students. **Keep but not in sequence with Item 14**
16. encourages opportunities for students to decide things like class activities or rules. **Delete**
17. gives all students equal opportunity to participate in classroom discussions or activities. **Keep**
18. gives all students equal opportunity to participate in numerous extracurricular and enrichment activities. **Keep**
19. gives students opportunities to “make a difference” by helping other people, the school, or the community (e.g., service learning). **Keep**
20. encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, **disability, gender** or nationality. **Keep: Branch to be offered only for secondary or district level response**
21. ~~emphasizes~~ **provides** using instructional materials that reflect the culture or ethnicity of its students. **Keep: Branch to be offered only for secondary or district level response**
22. has staff examine their own cultural biases through professional development or other processes. **Keep**
23. considers closing the racial/ethnic achievement gap a high priority. **Keep**
24. fosters an appreciation of student diversity and respect for each other. **Keep**
25. emphasizes showing respect for all students’ ~~cultural~~ beliefs and practices. **Keep: Reword**
26. clearly communicates to students the consequences of breaking school rules. **Keep**
27. handles discipline problems fairly. **Delete: Combine with Item 28**
28. ~~effectively~~ **equitably** handles student discipline and behavioral problems. **Keep: Reword**
29. is a safe place for students. **Keep**
30. is a safe place for staff. **Keep**
31. is welcoming to and facilitates parent involvement. **Keep**
32. has clean and well-maintained facilities and property. **Keep**

**CSCS Items for Deletion: 4**

Items #8, 11,16 & 27

**CSCS Items for Inclusion in a District Level Response Section: 2**

Items #20 & 21

**Items for Inclusion in CSCS: 21**

Items #,6,7,9,10,12,13,14,15,17,18,19,22,23,24,25,26,28,29,30,31,32

**RECOMMENDATION 3 Continued:** The following items from the CSCS Main survey p.3-6 were reviewed with recommendations as noted.

***How many adults at this school ...***

Nearly All Adults      Most Adults      Some Adults      Few Adults      Almost None

- 33. really care about every student? **Delete: Validity Issue**
- 34. acknowledge and pay attention to students? **Keep**
- 35. want every student to do their best? **Keep**
- 36. listen to what students have to say? **Keep**
- 37. believe that every student can be a success? **Keep**
- 38. treat all students ~~fairly~~ **equitably?** **Reword: Keep**
- 39. treat every student with respect? **Delete: Validity Issue**
- 40. have close professional relationships with one another? **Delete**
- 41. support and treat each other with respect? **Keep**
- 42. feel a responsibility to improve this school? **Keep**

***Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas? If the indicated training is not needed for your job, mark "Not Applicable"***

Yes      No      Not Applicable

- 43. meeting academic standards **Keep: Reword**
- 44. ~~evidence-based~~ **research-based** methods of instruction **Keep: Reword**
- 45. positive behavioral support and classroom management. **Keep**
- 46. working with diverse racial, ethnic, or cultural groups **Keep**
- 47. culturally relevant pedagogy for the school's student population **Keep**
- 48. serving English language learners **Keep**
- 49. closing the achievement gap **Keep**
- 50. serving special education (IEP) students **Keep**
- 51. meeting the social, emotional, and developmental needs of youth  
(e.g., resilience promotion) **Keep**
- 52. creating a positive school climate **Delete**

***Based on your experience, how many students at this school ...***

- 53. are healthy and physically fit? **Keep**
- 54. arrive at school alert and rested? **Keep**
- 55. are motivated to learn? **Keep**
- 56. are well-behaved? **Keep**

**CSCS Items for Deletion: 4**

Items #33,39,40,52

**Items for Inclusion in CSCS: 21**

Items #34 ,35,36,37,38,40,41,42,43,44,45,46,47,48,49,50,51,53,54,55,56

**RECOMMENDATION 3 Continued:** The following items from the CSCS Main survey p.3-6 were reviewed with recommendations as noted.

**How much of a problem AT THIS SCHOOL is ...**

- |   | Insignificant Problem | Mild Problem | Moderate Problem | Severe Problem                 |
|---|-----------------------|--------------|------------------|--------------------------------|
| 57. student alcohol and drug use?                       |                       |              |                  | <b>Keep</b>                    |
| 58. student tobacco use?                                |                       |              |                  | <b>Keep</b>                    |
| 59. harassment or bullying among students?              |                       |              |                  | <b>Keep: Add CYBERBULLYING</b> |
| 60. physical fighting between students?                 |                       |              |                  | <b>Keep</b>                    |
| 61. disruptive student behavior?                        |                       |              |                  | <b>Keep</b>                    |
| 62. racial/ethnic conflict among students?              |                       |              |                  | <b>Keep</b>                    |
| 63. student depression or other mental health problems? |                       |              |                  | <b>Keep</b>                    |
| 64. lack of respect of staff by students                |                       |              |                  | <b>Keep</b>                    |
| 65. cutting classes or being truant?                    |                       |              |                  | <b>Keep</b>                    |
| 66. gang-related activity?                              |                       |              |                  | <b>Keep</b>                    |
| 67. weapons possession?                                 |                       |              |                  | <b>Keep</b>                    |
| 68. vandalism (including graffiti)?                     |                       |              |                  | <b>Keep:Reword</b>             |
| 69. theft?  |                       |              |                  | <b>Keep</b>                    |

**RECOMMENDATION 4:** Delete the Learning Supports Module, Section 2

The Focus Group noted that the directions are confusing, the scale for responding is not consistent and some of the questions are redundant. To reduce overall survey length it was suggested that other options for health related information be explored.

(SEE PAGE 10 for a listing of the 22 items suggested for deletion)

**CSCS Learning Supports Module Items for Deletion: 22**

Items #1-22

**Items for Inclusion in CSCS: 12**

Items #58-69

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## OVERALL MetroTown FOCUS GROUP RECOMMENDATIONS for a Reconfigured California School Climate Survey

**Demographic Section: 7** CSCS Items 1-5 & SESM Items 1 & 2

**SESM Items for Inclusion in CSCS: 15**

Items #5,6,8,9,10,11,14,15,17,18,19,20,22,23, & 24

**Items for Inclusion in CSCS: 54**

Items #,6,7,9,10,12,13,14,15,17,18,19,22,23,24,25,26,28,29,30,31,32

Items #34 ,35,36,37,38,40,41,42,43,44,45,46,47,48,49,50,51,53,54,55,56

Items #58-69

**TOTAL ITEMS 76**

For an Inclusive Survey Designed to Address Issues for Closing the Achievement Gap and Retaining Qualified Teachers for All Students

## SECTION 2

**The following questions are ONLY for staff at this school who have responsibilities for services or instruction related to health, prevention, discipline, counseling and/or safety. If you have such responsibilities, continue through this module.**

Strongly Agree    Agree    Neither Agree nor Disagree    Disagree    Strongly Disagree

***This school ...***

1. collaborates well with community organizations to help address substance use or other problems among youth.
2. collaborates well with law enforcement organizations.
3. has sufficient resources to create a safe campus.
4. has sufficient resources to address substance use prevention needs.
5. considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options.
6. punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension.
7. enforces zero tolerance policies.
8. seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.
9. provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program).
10. considers substance abuse prevention an important goal.
11. provides adequate health services for students.
12. provides students with healthy food choices.
13. emphasizes helping students with their social, emotional, and behavioral problems.

**The next questions ask about this school's health or prevention services and activities.**

***To what extent does this school ...***

A Lot    Some    Not Much    Not At All

14. foster youth development, resilience, or asset promotion?
15. provide nutritional instruction?
16. provide opportunities for physical education and activity?
17. provide alcohol or drug use prevention instruction?
18. provide tobacco use prevention instruction?
19. provide conflict resolution or behavior management instruction?
20. provide character education?
21. provide harassment or bullying prevention?
22. provide services for students with disabilities or other special needs?