

**2007 DelaSIG
Point in Time Inclusion Survey**

AUGUST 2007

BARBARA A. SHEPPERSON, M.ED., EDUCATIONAL RESEARCHER

DARIEL JANERETTE, J.D., GRADUATE RESEARCH ASSISTANT



Delaware Education Research & Development Center
University of Delaware
Newark, DE 19716

PUBLICATION T2007.22.01

2007 DelaSIG Point in Time Inclusion Survey

One objective of the DelaSIG is that special education students' access to the general curriculum in the general education classroom will improve. The 2007 Inclusion survey results were compiled to help identify and track access of students with an IEP in the general education classroom. All teachers in the eight Inclusive schools were asked six questions in this component of the DelaSIG regarding the placement of students with special needs. See Appendix A for the complete survey.

A total of 222 completed surveys from eight schools in five districts were returned from which 221 were aggregable. Figure 1 illustrates where students with disabilities in these schools typically receive instruction.

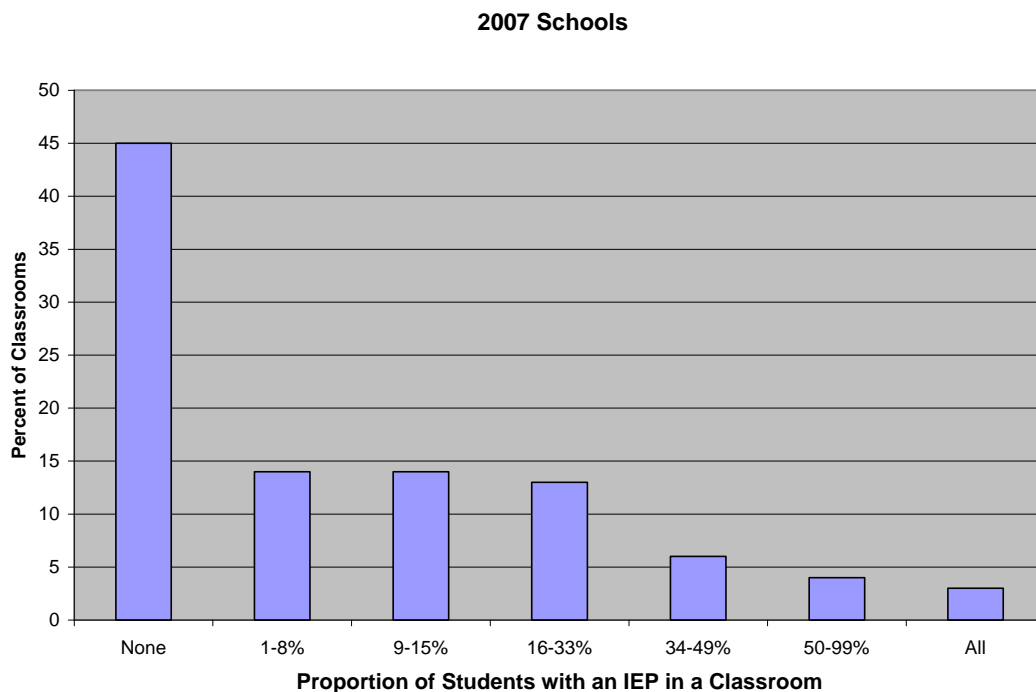


Figure 1. Percent of classrooms comprised of various proportions of students with an IEP in 2007.

In 2007, just under half of the classrooms were structured such that students with disabilities and students without disabilities were in the same classrooms (i.e. 45% of the classrooms had no students with an IEP while 3% contained all students with an IEP). In addition, few (14%) classrooms included students with disabilities in proportions that

naturally occur in other public settings (9-15% of the population). Figures 2 and 3 illustrate two demographic variables of the classrooms in these schools, class size and grade level. The amount of heterogeneity in reading performance was not determined due to an insufficient amount of data provided.

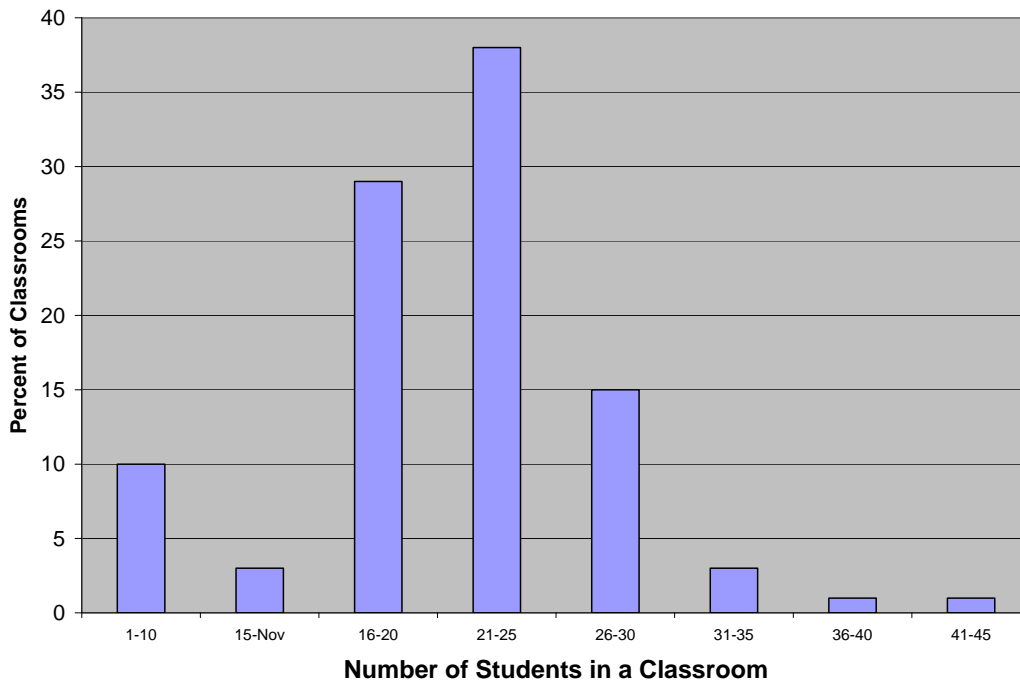


Figure 2. Number of students per classroom in the inclusion schools, 2006-07

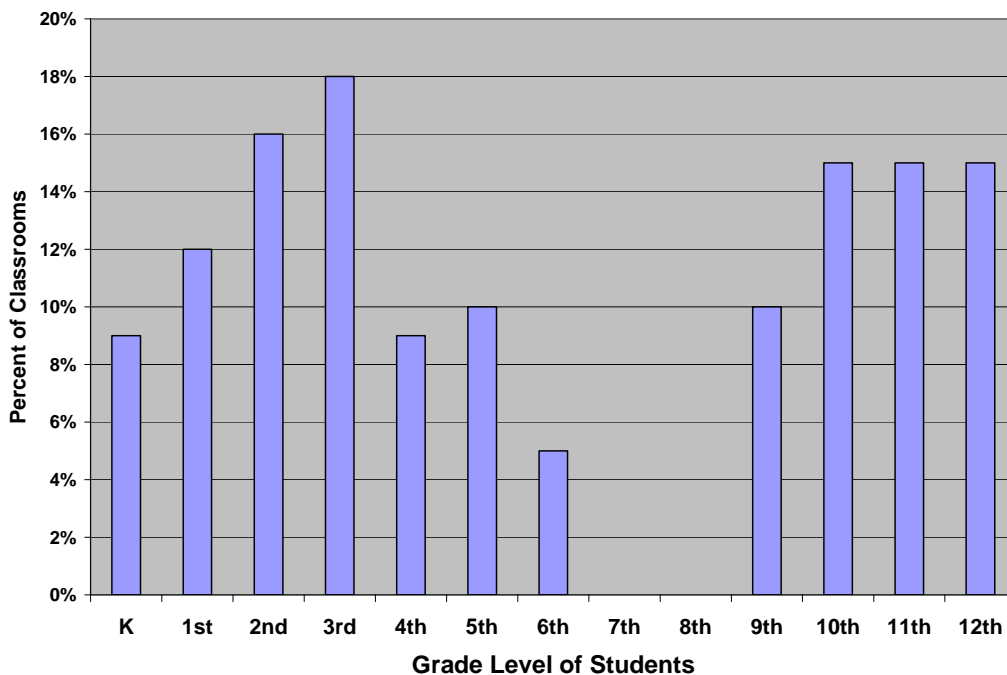


Figure 3. Grade level of the students per classroom in the inclusion schools, 2006-07

While there is great variability in the proportion of students with disabilities in classrooms across the eight schools, some patterns emerged. Several schools (school C, D, F, and G) reported no classrooms with all students with an IEP in 2007. In contrast, school A, B, and E had classrooms where more than 50% of the classrooms had no students with an IEP. Figure 4 depicts the percent of classrooms comprised of various proportions of students with an IEP in 2007 by school.

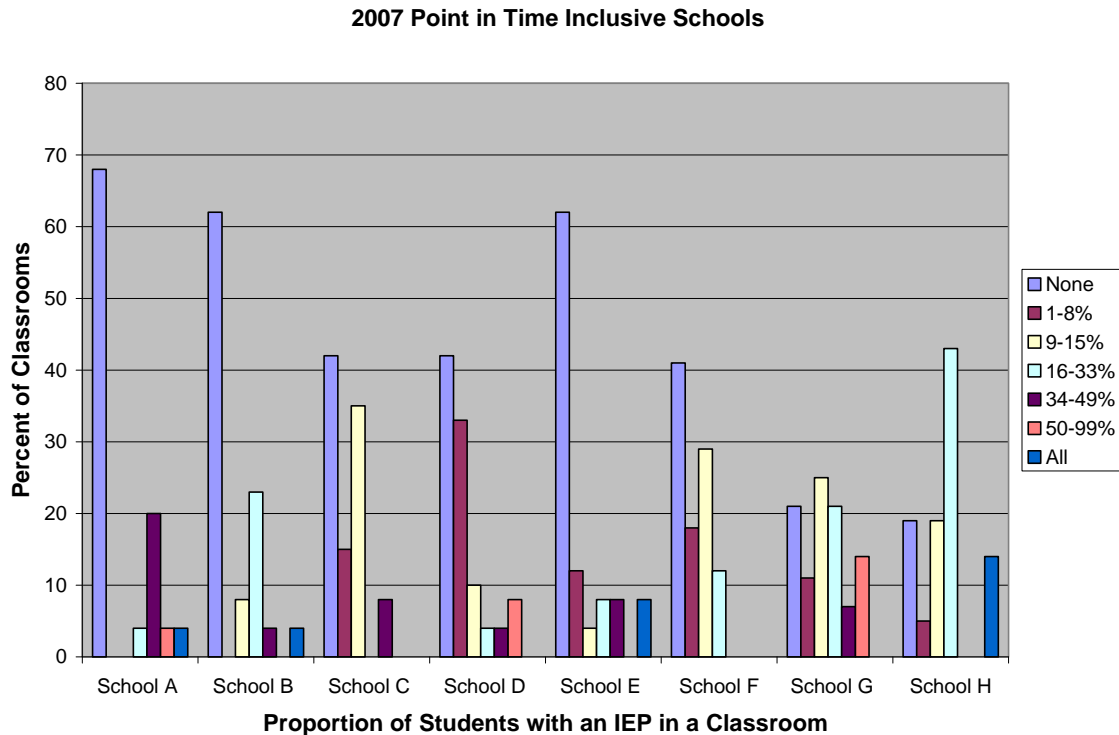


Figure 4. Percent of classrooms comprised of various proportions of students with an IEP in 2007 by school.

Because there were only two schools that provided data in 2004 that also provided data in 2007, here, the inclusive data from those schools are highlighted.

School A

In 2004, 49% of the instructional staff returned completed surveys. In 2007, 60% of the instructional staff returned completed surveys. These percentages were calculated from the number of returned survey divided by the total number of instructional staff as reported by the DDOE’s school website¹. Figure 5 illustrates the change between 2004 and 2007

¹ <http://profiles.doe.k12.de.us/>

where students with an IEP in School A typically receive instruction based on respondents' survey results.

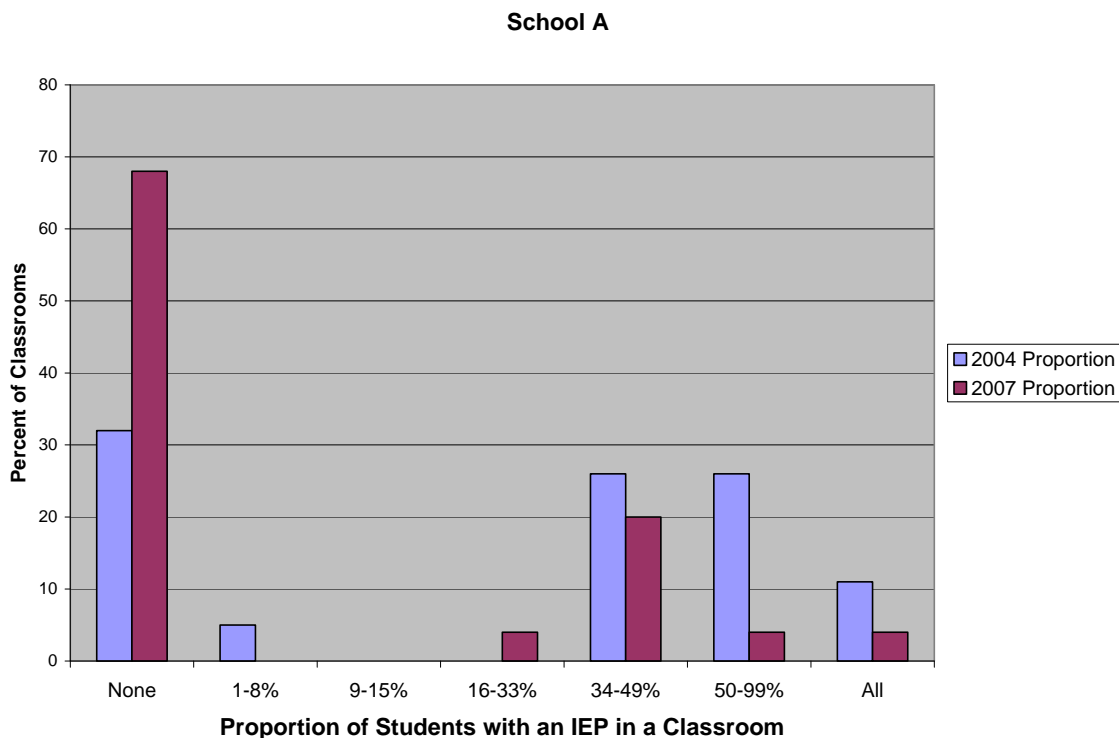


Figure 5. Percent of classrooms in 2004 and 2007 comprised of various proportions of students with an IEP in School A.

In School A, the percentage of classrooms with no students who have an IEP increased to 68% in 2007 from 32% in 2004. However, during the same period, the number of classrooms with all students with an IEP dropped from 11% in 2004 to 4% in 2007. In addition, in 2004 and 2007 no classrooms included students with disabilities in proportions that naturally occur in other public settings (9-15% of the population).

School B

In School B, 67% of the instructional staff returned completed surveys in 2004. In 2007, about the same percentage (68%) returned completed surveys. Figure 6 illustrates the comparison of where students with an IEP in School B typically received instruction in 2004 and 2007 based on respondents' survey results.

School B

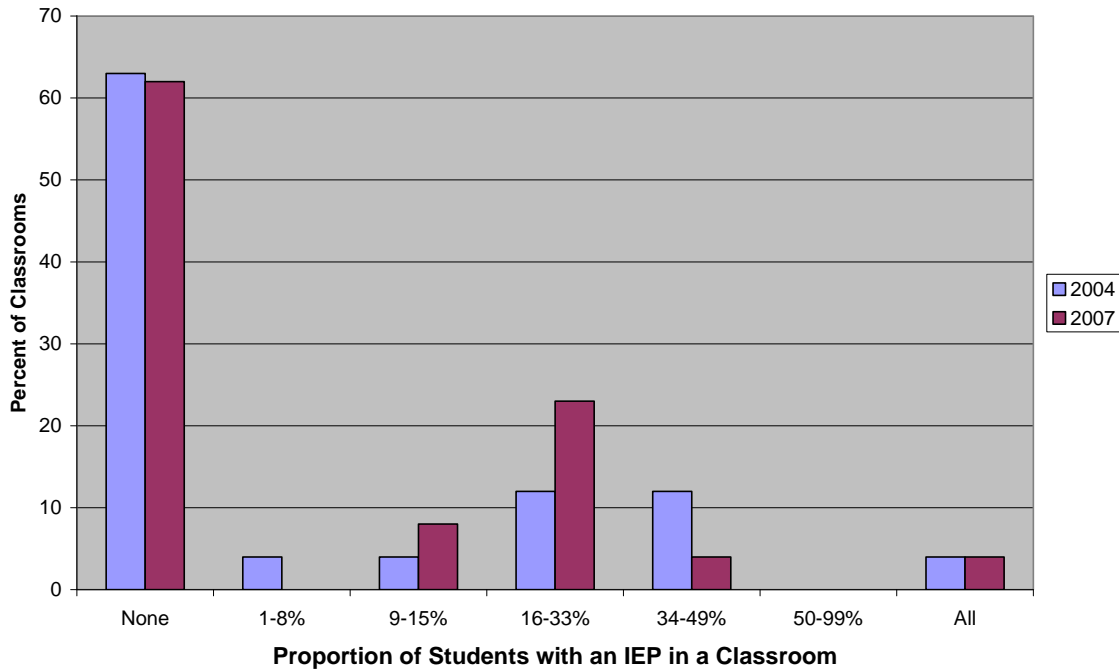


Figure 6. Percent of classrooms in 2004 and 2007 comprised of various proportions of students with an IEP in School B.

More than half (62%) of the classrooms in School B had no students with an IEP in attendance at the point in time that the survey results were recorded. However, less than 5% had classrooms with all students with an IEP. These two percentages stayed consistent from 2004 as compared to 2007. In addition, in 2004, only 4% of the classrooms included students with disabilities in proportions that naturally occur in other public settings (9-15% of the population). While in 2007, 8 % of the classrooms met this natural proportion.

Conclusions

The results of this study indicate special education students may not be gaining greater access to the general curriculum through placements in general education classrooms. Several schools reported no classrooms with all students with an IEP in 2007. However, only two schools (School A and School B) reported data for 2004 and 2007; the results for these schools are informative.

In School A, the percentage of classrooms that had no students with an IEP increased from 32% in 2004 to 68% in 2007. Yet, the number of classrooms with all students with an IEP dropped from 11% in 2004 to 4% in 2007.

Similarly, School B reported 62% of its classrooms had no students with an IEP in attendance at the point in time that the survey results were recorded. However, less than 5% had classrooms with all students with an IEP. These two percentages stayed consistent from 2004 as compared to 2007.

To achieve the DelaSIG goal of improving special education students' access to general curriculum through placements in general education classrooms, teachers and administrators must take deliberate steps to ensure special education students are placed in general education classrooms.

**STATE IMPROVEMENT GRANT
INCLUSION SURVEY**

Instructions: When completing this form, please **consider only the students that were assigned to be under your supervision on Tuesday, January 3, 2007 at 9:30 a.m.** To avoid missing any students, include students that were absent or in non-instructional locations (e.g., bathroom, recess, nurse’s office, guidance counselor’s office). To avoid double counting any students, do not count children that were assigned to be under the supervision of another instructional staff member at 9:30 a.m. on Tuesday, January 3, 2007. In cases where there is more than one instructional staff member responsible for the students, please collaborate and complete only one copy of this form.

Total number of students in your class: _____

Total number of *teachers* (not volunteers, instructional aides, or paraprofessionals) including you in your class: _____

How many of these students earned the following performance level on the reading portion of last year’s DSTP (spring 2006 administration):

	Met the standard ²	Did not meet the standard ³	Took the DAPA, not the DSTP	Did not take either the DSTP nor the DAPA
Number of Students				

What grade level(s) are represented by these students? (check all that apply)

- | | | |
|--|--|---|
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 5 th grade | <input type="checkbox"/> 9 th grade |
| <input type="checkbox"/> 1 st grade | <input type="checkbox"/> 6 th grade | <input type="checkbox"/> 10 th grade |
| <input type="checkbox"/> 2 nd grade | <input type="checkbox"/> 7 th grade | <input type="checkbox"/> 11 th grade |
| <input type="checkbox"/> 3 rd grade | <input type="checkbox"/> 8 th grade | <input type="checkbox"/> 12 th grade |
| <input type="checkbox"/> 4 th grade | | |

Total number of students in your class with an IEP: _____

How many teachers (not volunteers, instructional aides, or paraprofessionals) including you were assigned to be in the room with these students at 9:30 a.m. on Tuesday, January 3, 2007?

²the number of students who earned a “3” or better.
³the number of students who earned a “1” or “2”.