



## **Principals Survey Summary Report**

April 8, 2019

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## Introduction

The Traverse Bay Area Intermediate School District conducted an online survey of its local district principals to help guide its strategic planning. Other surveys are being conducted with our students and their parents, as well as with local district superintendents and teachers.

A total **32** responses were received March 7 – 21, 2019.

Sixteen of the 32 respondents are elementary school principals, five are middle school principals, six are high school principals, three are middle/high school principals, and two are K-12 principals.

Ten different local public school districts are represented in this sample. Eleven principals represent the Traverse City district, four represent the Benzie district, with no more than two representing any other local district. Five principals represent a public school academy, parochial school or private school.

## Overall satisfaction with TBAISD

Half of the principals (500%) responding to this survey are “completely or very **satisfied**” **overall with the programs and services provided by the TBAISD**, but including only 3% who are “completely satisfied.”

Zero reply “not at all satisfied.”

Completely satisfied	3%
Very satisfied	47%
Somewhat satisfied	41%
Slightly satisfied	9%
Not at all satisfied	0%
(n)	(32)

## Purpose and Role of TBAISD

### Most important purpose and role of TBAISD

Here are the principals unaided verbatim responses (sorted alphabetically) when asked what they think is the most important purpose and role of the TBAISD:

**Summary: Provide support, resources and expertise not available or not affordable to the local districts because of scale.**

(n = 32)

- ❖ Assist with special ed services
- ❖ Collaborative, not directive
- ❖ Curriculum guidance, support services (sp. ed. and content areas), prof. dev.
- ❖ I don't know if this is most important but this is what I see as the current role Provide Special Education Services to Public School populations
- ❖ Itinerant services for Special Education
- ❖ My experience with my former ISD was focused around professional development. I believe the ISD should play a significant role in helping shape the instructional vision and aligning resources to provide professional development to teach the skills."
- ❖ Professional Development/Training, Material Resources, and Financial Support
- ❖ Providing "economy of scale" services to the region. (career tech, itinerants, technology, PD, etc)
- ❖ Providing resources and services to the local districts, based on district needs.
- ❖ Providing services and support in areas of curriculum, behavior, instruction, and special ed support.
- ❖ Serve Locals
- ❖ Special ed services
- ❖ Special Education Supports
- ❖ Special Services
- ❖ Support in IEPs and CTC center
- ❖ Support not direct
- ❖ Support the locals

- ❖ Support the non-instructional functions of the schools, streamline communication from MDE and other entities (proactively lead and keep schools in the loop), provide instructional support as needed.
- ❖ Supporting general with ed with curricular supports and providing sped related services
- ❖ Supporting schools and students
- ❖ Supporting schools with special services and professional development
- ❖ TBAISD is a support organization.
- ❖ The most important role of the ISD is providing support and service to the local districts based on the needs of that specific local district.
- ❖ The only connection that we have with TBAISD is the use of special education resources with Mike Hartman (who is GREAT) and housing a Basic Classroom program within our building.
- ❖ To assistance schools (especially smaller); providing Research, Professional Development, Curriculum Support, SE Support, Consultant or Coaching Support at all levels of school organizations.
- ❖ To build capacity in teachers to promote teaching and learning; to support student needs with expert advice.
- ❖ To consult, provide professional development, offer expertise, collaborate and provide guidance.
- ❖ To help support the students that we all serve through resources and professional development.
- ❖ To provide consistent, equitable support to LEAs and the vulnerable students served throughout our region.
- ❖ To provide service and expertise to the local districts
- ❖ To provide services and expertise to the locals that the locals cannot efficiently provide for themselves or may not have extensive training or expertise to effectively deliver.
- ❖ To provide size and scale to allow for services and support to all districts.
- ❖ To support resources that can be more efficiently provided by the ISD.

### Common understanding around the role and supports provided by the TBAISD

Only 8 of the 28 principals (29%) responding to this question agree that there is **common understanding around the role and supports provided by the TBAISD**, including zero percent who “strongly agree.”

Another 36% “slightly agree,” while more than one-third disagree (32%).

Strongly agree	0%
Agree	29%
Slight agree	36%
Disagree	32%
Strongly disagree	4%
(n)	(28)

## Suggestions to improve the TBAISD

Here are the principals unaided verbatim responses (sorted alphabetically) when asked for their most important suggestion to improve the TBAISD, including both existing programs and services or any new program or service that should be offered:

**Summary: Closer collaborative relationships with the local districts and reducing bus ride times are the more frequently cited suggestions for improvement.**

(n = 23)

- ❖ A complete reorganization from how things have "always been"
- ❖ A transition program for students with autism
- ❖ Access to resources and knowledge of resources available to us
- ❖ Communicating information about services to school leaders and increasing accessibility through new satellite regional locations for services
- ❖ Continue to communicate and listen to the individual needs of the ISD districts.
- ❖ Deploy point of contact people into locals to work with district leaders to identify needs and take those back to see if others in region have same need(s). Then, plan supports to match local needs. Stop pushing TBA priorities into locals when those won't help our kids.
- ❖ District Input
- ❖ Greater connection to the buildings and staff
- ❖ Improve the curriculum and instruction department to provide high quality programs and support.
- ❖ Increase the supports offered to students with mental health issues.
- ❖ It used to be how to bring quality system processes into our school? This is now happening through Blue Print (MiExcel). The question now, is how to bring this type of system thinking to all of the other districts within the ISD? Terry Morgan's process is the piece that moves it into the classroom.
- ❖ Less is more. Provide fewer services in greater depth in areas TBA can lead local districts. Don't duplicate services that the locals already provide.
- ❖ More communication about what your vision is, the professional development you are offering to support the vision, and bringing principals together to execute the work.
- ❖ More supports for students struggling with behavior concerns (social work supports so students can be serviced based on need not on the availability of itinerants.)

- ❖ My suggestion for improvement would be for the ISD to really talk to and listen to the local districts regarding their needs. Our ISD is huge and the needs vary greatly. It will be critical to seek out honest input about needs throughout the region so valuable supports can be provided. Simply communicating well could enhance all services - general and special education alike - to best support students!
- ❖ Offering a truancy intervention system would be an amazing asset to the students and families we serve.
- ❖ Provide regional options as much as possible.
- ❖ Reduce ride times of center-based programs or rethink start times
- ❖ Regionalization of programs
- ❖ Remember that the teachers know more about the issues, needs, and opportunities for educational improvement than the staff in Arnell. Beware the bubble.
- ❖ Takes too much control for decisions away from local district; often what's in the best interest of Traverse City is not what's in the best interest of another district.
- ❖ The biggest change that needs to happen is access to TBA center-based programs. Parents are choosing not to send their students to the best programs only because of the bus ride. Kids (some as young as 3 years old) should not have to ride a bus 4 hours every day in order to receive the best education possible. We have students picked up at 6:00 am and not returned home until nearly 5:00. It is unacceptable and needs to be addressed.
- ❖ We have had a lot of support offered through the ISD. Some of it has been very helpful. Some of it has gotten in the way of us moving forward because the message or the support has been inconsistent or not well received because of the tone in which it was delivered. Some ISD staff are exceptional at building relationships in the district and their work is seen as a positive collaboration with professionals that trust each other. Some ISD staff struggle to build the kinds of relationships that will lead to growth and any attempt at collaboration, while I trust that the intention is well meaning, has created resistance and distrust. My suggestion would be to make sure that the experts are also good communicators so that facilitating needed transformational change will happen. It is always a delicate balance. I have high confidence in the ISD staff as experts and value their expertise. Some are better at communicating than others.



## Relationships and Collaboration

### High appreciation for collaboration with local schools

Eighty percent of the principals responding to this survey agree that there is a **high appreciation for collaboration with local schools**, including 40% who “strongly agree.”

Fourteen percent disagree, while 7% are “not sure.”

Strongly agree	40%
Somewhat agree	40%
Not sure	7%
Somewhat disagree	7%
Strongly disagree	7%
(n)	(30)

### Developing relationships among school leaders and collaborating as a region to enhance the educational environment for all students in the TBAISD

Most principals (93%) responding to this survey agree that that **relationship development of school leaders and collaboration as a region would enhance the educational environment for all our regions students**, including a substantial 72% who “strongly agree.”

Strongly agree	72%
Somewhat agree	21%
Not sure	3%
Somewhat disagree	0%
Strongly disagree	3%
(n)	(29)

## Single greatest moments of collaboration or experience between the local districts and the TBAISD

Here are the principals unaided verbatim responses (sorted alphabetically) when asked to identify the single greatest moment of collaboration or experience between their local district and the TBAISD:

**Summary: Many different examples are cited, with 7 principals specifically identifying by name a TBAISD staff member.**

(n = 24)

- ❖ Business services have been spectacular the past few years.
- ❖ Common assessments
- ❖ CPI Training
- ❖ CTC center - we discuss specific needs, ideas to improve support to students, how and who can reach a student. They are responsive to us - they know us - they work closely with us and care for our students.
- ❖ Deficit elimination
- ❖ Having the administrative support with Mary Smith this year!
- ❖ I think the work with Karen Reister within the math program. Karen has always provided meaningful mathematical PD and always considered our district and our needs. We have faced an uphill struggle with our scores, but her collaboration has been especially helpful. Her recommendation that we adopt CPM as a curriculum will increase our outcomes as well as the vertical work that she keeps an eye on within our district. She has honored her word to continue to support my staff as they develop their skill implementing this new curriculum. Over time, I expect to see better results. She will deserve some of the credit for our success.
- ❖ Identifying and providing resources to meet specific needs for our school & district. Also, I believe the work Terry Morgan doing with our district may be the single most impactful process to improve education for all of our students in the last 20-25 years.
- ❖ In the area of behavior and behavior supports. I love the Behavior and Engagement Specialists! Dedicated ladies that go above and beyond!
- ❖ In the last 2 years specifically with the Service Area Director I have been provided. These were new people to these roles and they have been a fabulous support. This was not always the case.

- ❖ In-depth training modules provided by General Education Department and Benzie Leadership (Admin) team in training principals in iObservation as well as training our teachers in Student Learning Objectives (SLOs).
- ❖ MIBLSI
- ❖ Overcoming a lengthy, difficult, and expensive special education lawsuit.
- ❖ Support in emergency situations.
- ❖ The amount and quality of services from the business department.
- ❖ The Blueprint work with Rick Vandermolen. Great things are happening with this collaboration. Shannon McDowell has also collaborated with teachers to bring Zones of Regulation training to teachers in the district.
- ❖ The early childhood department responds quickly and appropriately to any question or request.
- ❖ There have been so many...beyond support and consultation, I would say that our special ed teams have been wonderful, collectively. There have been challenges at times, but the strength has certainly been in the behavior support from social workers and behavioral specialists.
- ❖ This is difficult to answer. The greatest collaboration is not a moment but is likely the special education support provided by our itinerants on a daily basis. When thinking of a bigger "moment," I might say that our experience with the Demonstration Classroom PD last year was a great collaboration. The teachers at my school were excited, which ignited enthusiasm throughout our district. The supports last year often felt last minute and not pre-planned but it worked out. This year that collaboration has been so diluted that it almost feels non-existent, which has been a tremendous disappointment.
- ❖ Trauma Conference, Richard Duford Conference, Adlai Steveson Visit, CPI Training. To many to mention.
- ❖ We have developed an intervention program at KMS with our TC and ELA Consultant, and Math Consultant.
- ❖ We have too many of these to isolate just one, but I will say that every time we see a student accomplish a goal or make a giant step in their growth and development, our district staff and teachers are celebrating hand-in-hand with our TBAISD staff. They bring a great deal of positivity and growth mindset to our school culture.
- ❖ Working with Mike Hartman. Seriously good dude!!
- ❖ Working with Paul Bauer

## TBAISD Bus Runs

### Existing longest bus run for local districts general education students

Eighty-four percent of the principals responding to this survey say **their own district's longest bus run is no more than 75 minutes**, including 24% who say it is less than 45 minutes.

Eight percent say their longest run is 75 to 90 minutes, another 8% reply 90 to 120 minutes, and zero replying more than 90 minutes.

Less than 45 minutes	24%
45 to 75 minutes	60%
75 to 90 minutes	8%
90 to 120 minutes	8%
More than 120 minutes	0%
(n)	(25)

### Acceptable maximum ride time one-way on TBAISD buses

Most of the principals (93%) responding to this survey say **their acceptable maximum ride time one-way on TBAISD buses is no more than 90 minutes**, including 24% who say it is less than 75 minutes.

Seven percent willing to accept a bus ride of 75 to 90 minutes, with zero replying more than 90 minutes.

Less than 45 minutes	24%
45 to 75 minutes	69%
75 to 90 minutes	7%
90 to 120 minutes	0%
More than 120 minutes	0%
(n)	(29)

**Solutions to reduce ride times and increase student engagement**

The solution most favored by the local district principals to reduce ride times and increase student engagement is to regionalize the TBAISD programs (63%), even if it would increase costs.

One-third of the principals suggest increasing the number of routes and buses in operations (34%), while 19% say to add wi-fi on the buses.

(n = 32)

Regionalization of programs (even if it would increase costs)	63%
Wi-Fi on buses	19%
Increase number of routes and buses in operations	34%
Other	6%

Other unaided suggestions and comments by the local district principals include:

- ❖ Provide services at school, maybe
- ❖ We have parents who aren't sending kids to the best programs due to the length of the bus ride. If our students are going to have the opportunity to access the best programs available we need to shorten the bus route so they are acceptable to parents.

## Familiarity with TBAISD services and programs

The local district principals evaluated seven services and five center programs provided by the TBAISD for their level of familiarity.

**Familiarity with the TBAISD services and programs needs to be improved**, with only 2 of these 7 services and only 2 of these 5 center programs receiving 50% or more “knows a lot about it” responses from the local district principals responding to this survey.

Special Education Services (91% “knows a lot about it”) is definitely the most familiar to the local district principals. The other three that are more familiar are the Career-Tech Center (63%), General Education Services (59%), and the New Campus School (50%).

The three services and programs with the least familiarity are Human Resources Services (0% “knows a lot about it” and 55% “not at all” familiar), Communication Services (6% “knows a lot about it” and 55% “not at all” familiar), and the Transition Campus (9% “knows a lot about it” and 44% “not at all” familiar).

### Familiarity (n = 32)

	<b>Know a lot</b>	<b>Know a little</b>	<b>Only know its name</b>	<b>Not at all</b>
Business Services	25%	28%	13%	34%
Communication Services	6%	32%	6%	55%
Early Childhood Services	19%	61%	3%	16%
Human Resources Services	0%	35%	10%	55%
Technology Services	23%	55%	6%	16%
General Education Services	59%	31%	6%	3%
Special Education Services	91%	9%	0%	0%
Career-Tech Center	63%	25%	3%	9%
New Campus School	50%	47%	0%	3%
Programs for Students with Autism	19%	50%	22%	9%
Programs for Students with Cognitive Impairments	16%	50%	16%	19%
Transition Campus	9%	41%	6%	44%

## Value of TBAISD services for real-time support

The local district principals evaluated the seven services provided by the TBAISD for their value for real-time support to their local district.

**The value of TBAISD services for real-time support to the local districts can be improved**, with only one of the seven services receiving the top-two “extremely or very valuable” responses from at least two-thirds of the principals.

Special Education Services is regarded as “extremely or very valuable” for real-time support by 84% of these principals, including 45% who reply “extremely valuable.”

Three other services receive the top-two “extremely or very valuable” responses from at least nearly half of the principals ... Early Childhood Services (58%), General Education Services (50%), and Technology Services (48%).

Many more principals say Human Resources Services is “not at all valuable” (53%) for real-time support than who reply “extremely or very valuable” (just 6%). Similarly, three times as many principals regard Communication Services as “not at all valuable” (47%) than who reply “extremely or very valuable” (16%). And approximately an equal number consider Business Services as “not at all valuable” (40%) than who reply “extremely or very valuable” (36%).

It should be noted that some principals confided in their verbatim comments that they marked “not at all valuable” if they weren’t familiar with the a TBAISD service.

### Value for real-time support (n = 32)

	<b>Extremely</b>	<b>Very</b>	<b>Somewhat</b>	<b>Slightly</b>	<b>Not at all</b>
Business Services	20%	16%	16%	8%	40%
Communication Services	5%	11%	21%	16%	47%
Early Childhood Services	12%	46%	23%	4%	15%
Human Resources Services	0%	6%	24%	18%	53%
Technology Services	28%	20%	32%	4%	16%
General Education Services	27%	23%	17%	27%	7%
Special Education Services	45%	39%	13%	3%	0%

## Value of TBAISD services for ongoing system support

The local district principals evaluated the seven services provided by the TBAISD for their value for ongoing system support to their local district.

**The value of TBAISD services for ongoing system support to the local districts is strong**, with only one of the seven services receiving the top-two “extremely or very valuable” responses from at least two-thirds of the principals.

Special Education Services is regarded as “extremely or very valuable” for ongoing system support by 68% of these principals, including 23% who reply “extremely valuable.”

Three other services receive the top-two “extremely or very valuable” responses from at least 40% of the principals ... Early Childhood Services (54%), General Education Services (49%), and Technology Services (44%).

Many more principals say Human Resources Services is “not at all valuable” (53%) for ongoing system support than who reply “extremely or very valuable” (just 6%). Similarly, three times as many principals regard Communication Services as “not at all valuable” (50%) than who reply “extremely or very valuable” (17%). And a few more principals consider Business Services as “not at all valuable” (43%) than who reply “extremely or very valuable” (35%).

It should be noted that some principals confided in their verbatim comments that they marked “not at all valuable” if they weren’t familiar with the a TBAISD service.

### Value for ongoing system support (n = 32)

	<b>Extremely</b>	<b>Very</b>	<b>Somewhat</b>	<b>Slightly</b>	<b>Not at all</b>
Business Services	22%	13%	17%	4%	43%
Communication Services	0%	17%	22%	11%	50%
Early Childhood Services	12%	42%	27%	4%	15%
Human Resources Services	0%	6%	24%	18%	53%
Technology Services	28%	16%	28%	12%	16%
General Education Services	28%	21%	21%	17%	14%
Special Education Services	23%	45%	29%	0%	3%



## Value of TBAISD center programs to local districts

The local district principals evaluated the five center programs provided by the TBAISD for their value to their local district.

**The value of the TBAISD center programs to the local districts is strong**, with all five of the center programs receiving the top-two “extremely or very valuable” responses from at least half of the principals.

The Career-Tech Center is regarded as “extremely or very valuable” to their local district by most of these principals (89%), including a substantial 59% who reply “extremely valuable.”

The New Campus School is considered as “extremely or very valuable” by almost three-fourths of the principals (73%), including 43% who reply “extremely valuable.

Almost two-thirds of the principals regard the Transition Center (63%) are “extremely or very valuable” to their local district, while 60% say this for the Programs for Students with Autism. And the Programs for Students with Cognitive Impairment is thought to be “extremely or very valuable” by half of the principals (50%).

Among these five center programs, Programs for Students with Cognitive Impairment received the most “not at all valuable” replies (23%).

It should be noted that some principals confided in their verbatim comments that they marked “not at all valuable” if they weren’t familiar with the a TBAISD program.

### Value to local districts (n = 32)

	<b>Extremely</b>	<b>Very</b>	<b>Somewhat</b>	<b>Slightly</b>	<b>Not at all</b>
Career-Tech Center	59%	30%	0%	0%	11%
New Campus School	43%	30%	10%	0%	17%
Programs for Students with Autism	36%	24%	16%	12%	12%
Programs for Students with Cognitive Impairments	19%	31%	23%	4%	23%
Transition Campus	16%	47%	16%	5%	16%

## Overall satisfaction with TBAISD services

The local district principals assessed their overall satisfaction with the seven services five center programs provided by the TBAISD.

**Overall satisfaction with the TBAISD services can be improved**, with only one of the seven services receiving the top-two “completely or very satisfied” responses from more than half of the principals.

Almost three-fourth of these principals are “completely or very satisfied” overall with Special Education Services (71%), including 26% who reply “completely satisfied.”

Four other services receive the top-two “completely or very satisfied” responses from at least 40% of the principals ... General Education Services (47%), Business Services, Technology Services (43%) and Early Childhood Services (43%).

Many more of these principals are “not at all satisfied” (38%) with Human Resources Services than who are “completely or very satisfied” (13%). Similarly, many more are “not at all satisfied” (41%) with Communication Services than who are “completely or very satisfied” (18%).

It should be noted that some principals confided in their verbatim comments that they marked “not at all satisfied” if they weren’t familiar with the a TBAISD service.

### Overall Satisfaction (n = 32)

	<b>Completely</b>	<b>Very</b>	<b>Somewhat</b>	<b>Slightly</b>	<b>Not at all</b>
Business Services	25%	20%	20%	5%	30%
Communication Services	6%	12%	35%	6%	41%
Early Childhood Services	8%	35%	46%	0%	12%
Human Resources Services	0%	13%	31%	19%	38%
Technology Services	13%	30%	30%	9%	17%
General Education Services	18%	29%	21%	18%	14%
Special Education Services	26%	45%	16%	10%	3%

## Satisfaction with PD offerings for TBAISD services

The local district principals assessed their satisfaction with the seven services for the professional development provided by the TBAISD.

**Satisfaction with the professional development offerings for the TBAISD services can definitely be improved**, with only one of the seven services receiving the top-two “completely or very satisfied” responses from half of the principals.

Half of these principals are “completely or very satisfied” with the professional development offerings for Special Education Services (51%), including 17% who reply “completely satisfied.”

Two other services receive the top-two “completely or very satisfied” responses for their professional development offerings from more than one-third of the principals ... General Education Services (43%) and Business Services (37%).

Early Childhood Services (23%) has a few more “completely or very satisfied” (23% than “not at all satisfied” responses (18%), while Technology Services has equal numbers of “completely or very satisfied” and “not at all satisfied” responses (20%).

None of these principals are “completely or very satisfied” with the professional development offerings for Human Resources Services, while 46% reply “not at all satisfied.” Many more are “not at all satisfied” (40%) with Communication Services than who are “completely or very satisfied” (10%).

It should be noted that some principals confided in their verbatim comments that they marked “not at all satisfied” if they weren’t familiar with the a TBAISD service.

## Satisfaction with Professional Development offerings (n = 32)

	<b>Completely</b>	<b>Very</b>	<b>Somewhat</b>	<b>Slightly</b>	<b>Not at all</b>
Business Services	5%	32%	32%	5%	27%
Communication Services	0%	10%	40%	10%	40%
Early Childhood Services	5%	18%	55%	5%	18%
Human Resources Services	0%	0%	31%	23%	46%
Technology Services	10%	10%	50%	10%	20%
General Education Services	11%	32%	29%	18%	11%
Special Education Services	17%	34%	28%	7%	14%

### Satisfaction with TBAISD for access to its center programs

The local district principals assessed their satisfaction with access to the TBAISD’s five center programs.

**Satisfaction with access to the TBAISD center programs can be improved**, with only one of the five center programs receiving the top-two “completely or very satisfied” responses from more than half of the principals.

Most of these principals are “completely or very satisfied” (92%) with access to the Career-Tech Center, including 44% who reply “completely satisfied.”

Half of the principals responding are “completely or very satisfied” with access to the Programs for Students with Autism (50%) and the Transition Center (50%).

More than one-third of the principals are “completely or very satisfied” with access to the New Campus School (35%).

A few more principals are “completely or very satisfied” with access to the Programs for Students with Cognitive Impairment (29%) than who are “not at all satisfied” (21%).

It should be noted that some principals confided in their verbatim comments that they marked “not at all satisfied” if they weren’t familiar with the a TBAISD program.

### Satisfaction with access to TBAISD center programs (n = 32)

	<b>Completely</b>	<b>Very</b>	<b>Somewhat</b>	<b>Slightly</b>	<b>Not at all</b>
Career-Tech Center	44%	48%	0%	0%	8%
New Campus School	14%	21%	39%	11%	14%
Programs for Students with Autism	17%	33%	21%	13%	17%
Programs for Students with Cognitive Impairments	8%	21%	46%	4%	21%
Transition Campus	11%	39%	28%	6%	17%

### Satisfaction with TBAISD for quality of its center programs

The local district principals assessed their satisfaction with the quality of the TBAISD’s five center programs.

**Satisfaction with the quality of the TBAISD center programs is strong**, with all five center programs receiving the top-two “completely or very satisfied” responses from at least half of the principals.

Almost all of these principals are “completely or very satisfied” (96%) with the quality of the Career-Tech Center, including a noteworthy 60% who reply “completely satisfied.”

Almost two-thirds of the principals responding are “completely or very satisfied” with the quality of the New Campus School (65%), including 29% who reply “completely satisfied.”

More than half of the principals are “completely or very satisfied” with the quality of the Programs for Students with Autism (56%), while half are “completely or very satisfied” with the quality of the Transition Center (50%) and the Programs for Students with Cognitive Impairment (49%).

Among these five center programs, the most “not at all satisfied” replies from the principals are for Programs for Students with Cognitive Impairments (22%).

It should be noted that some principals confided in their verbatim comments that they marked “not at all satisfied” if they weren’t familiar with the a TBAISD program.

### Satisfaction with quality of TBAISD center programs (n = 32)

	<b>Completely</b>	<b>Very</b>	<b>Somewhat</b>	<b>Slightly</b>	<b>Not at all</b>
Career-Tech Center	60%	36%	0%	0%	4%
New Campus School	29%	36%	25%	0%	11%
Programs for Students with Autism	13%	43%	17%	9%	17%
Programs for Students with Cognitive Impairments	9%	30%	30%	9%	22%
Transition Campus	11%	39%	28%	6%	17%

## TBAISD Business Services

### ➤ TBAISD needs to improve familiarity with its Business Services.

**Familiarity:** 25% “know a lot about it,” while 34% are “not at all” familiar.

**Value for real-time support:** 36% say “extremely or very valuable,” while 40% reply “not at all valuable.”

**Value for ongoing system support:** 35% say “extremely or very valuable,” while 43% reply “not at all valuable.”

**Overall satisfaction:** 45% are “completely or very satisfied,” while 30% are “not at all satisfied.”

**Satisfaction with professional development offerings:** 37% are “completely or very satisfied,” while 27% are “not at all satisfied.”

### Unaided verbatim responses (sorted alphabetically) about Business Services:

(n = 11)

- ❖ As I am not aware of all of the business services available, it is difficult to answer about value and satisfaction.
- ❖ Cindy is a rock star!
- ❖ Don't trust the data from questions 6-9 if there is a high "Not at All" response from question 5. Thanks for looking for ways to improve.
- ❖ I do not know what role they provide or how it effects or might effect me.
- ❖ I know they offer services to LEAs and have strong people. We have never utilized so cannot comment
- ❖ I responded not at all because my school does not use the business services and there was no other option such as NA.
- ❖ I wasn't sure how to respond to these because I don't know what Business Services does.
- ❖ I'm not familiar with the business services, so I don't have an opinion one way or another.

- ❖ Nicole Darby does an outstanding job of managing and overseeing our business affairs for the district.
- ❖ Not very familiar with this department/services
- ❖ The district has just contracted this year with the business services and so I am still becoming familiar.

## TBAISD Communication Services

### ➤ The TBAISD needs to improve familiarity with its Communication Services.

**Familiarity:** 6% “know a lot about it,” while 55% are “not at all” familiar.

**Value for real-time support:** 16% say “extremely or very valuable,” while 47% reply “not at all valuable.”

**Value for ongoing system support:** 17% say “extremely or very valuable,” while 50% reply “not at all valuable.”

**Overall satisfaction:** 18% are “completely or very satisfied,” while 41% are “not at all satisfied.”

**Satisfaction with professional development offerings:** 10% are “completely or very satisfied,” while 40% are “not at all satisfied.”

### Unaided verbatim responses (sorted alphabetically) about Communication Services:

(n = 12)

- ❖ Again, because I don't know all that is offered, this is difficult to answer.
- ❖ Don't trust data from questions 12-15 if there is a high response of "Not at All" for question 11.
- ❖ I am not really sure what Communication Services you are referring to?
- ❖ I do not know what role Communication Services provides or how it effects or might effect me.
- ❖ I have only heard of this service.
- ❖ I know very little about these services. I imagine this is the Communications team who is making districts aware about happenings at the ISD. I believe this is the group who puts out newsletters within the organization. However, I am unaware of information I receive at a local level from this department.
- ❖ I'm not familiar with TBAISD Communication Services.



- ❖ My school does not use the communication services. So NA would better reflect my satisfaction level.
- ❖ Not familiar with what services are covered by this department.
- ❖ Not sure I know what it is
- ❖ Please specifically share communication services.
- ❖ Unsure of the services offered/provided to local schools

## TBAISD Early Childhood Services

➤ **The TBAISD Early Childhood Services are familiar only to the elementary school principals, who have mixed degrees of satisfaction with EC Services.**

**Familiarity:** 19% “know a lot about it,” while 16% are “not at all” familiar.

**Value for real-time support:** 58% say “extremely or very valuable,” while 15% reply “not at all valuable.”

**Value for ongoing system support:** 54% say “extremely or very valuable,” while 15% reply “not at all valuable.”

**Overall satisfaction:** 41% are “completely or very satisfied,” while 12% are “not at all satisfied.”

**Satisfaction with professional development offerings:** 23% are “completely or very satisfied,” while 18% are “not at all satisfied.”

### Unaided verbatim responses (sorted alphabetically) about Early Childhood Services: (n = 9)

- ❖ As a high school, I do not work with EC currently, but have in the past. They were useful in child study and early diagnosis, helping students a great deal.
- ❖ As a secondary principal, this is not applicable but that choice wasn't available
- ❖ Don't trust data from questions 18-21 if there is a high response of "Not at All" for question 17.
- ❖ I am not familiar enough with Early Childhood Services, but I do know that we have a lot of children that may need or that would benefit from ECS.
- ❖ I feel like I am bothering them when I call to ask a question.
- ❖ My school does not use this service. Satisfaction level is NA
- ❖ Sometimes the special education evaluations come from this team to the local with almost no local input. It will be important to continue to explore how the MTSS process can and should impact decisions about the special education early childhood services.
- ❖ The EC services are great.
- ❖ Yvonne and Tracy do a great job.

## TBAISD Human Resources Services

### ➤ The TBAISD needs to improve familiarity with its Human Resources Services.

**Familiarity:** 0% “know a lot about it,” while 55% are “not at all” familiar.

**Value for real-time support:** 6% say “extremely or very valuable,” while 53% reply “not at all valuable.”

**Value for ongoing system support:** 6% say “extremely or very valuable,” while 53% reply “not at all valuable.”

**Overall satisfaction:** 13% are “completely or very satisfied,” while 2389% are “not at all satisfied.”

**Satisfaction with professional development offerings:** 0% are “completely or very satisfied,” while 46% are “not at all satisfied.”

### Unaided verbatim responses (sorted alphabetically) about Human Resources Services:

(n = 4)

- ❖ Don't trust data from questions 24-27 if there is a high response of "Not at All" for question 23.
- ❖ I am not sure what role Human Resources plays within my district or how it might effect or impact what I do in my building.
- ❖ Not positive if human resource services have been utilized much in this district.
- ❖ Satisfaction level is NA

## TBAISD Technology Services

➤ **TBAISD can improve familiarity with its Technology Services. It can also enhance perceptions of its value for both real-time and ongoing system support, as well as improve its professional development offerings.**

**Familiarity:** 23% “know a lot about it,” while 16% are “not at all” familiar.

**Value for real-time support:** 48% say “extremely or very valuable,” while 16% reply “not at all valuable.”

**Value for ongoing system support:** 44% say “extremely or very valuable,” while 16% reply “not at all valuable.”

**Overall satisfaction:** 43% are “completely or very satisfied,” while 17% are “not at all satisfied.”

**Satisfaction with professional development offerings:** 20% are “completely or very satisfied,” while 20% are “not at all satisfied.”

### Unaided verbatim responses (sorted alphabetically) about Technology Services:

(n = 7)

- ❖ Answers are based on the off-site services.
- ❖ I am hoping that our district begins to access these services more often.
- ❖ I am quite familiar from past experience. I believe they have good intentions in supporting local districts. We have not attempted to utilize their expertise. It seems it will be difficult to consolidate real time tech support from a central office. I believe they have tried to bring common systems to the region. School always have to weigh the economy of scale vs the loss of local autonomy when utilizing ISD services. That is always going to be the tug-o-war.
- ❖ Kevin and Doug have does a nice job at FA.
- ❖ We do not utilize Technology Services directly from the ISD. However, the additional supports with access to testing information, etc. is helpful.
- ❖ We have a competent IT person within the district and to my knowledge do not call upon TBAISD for any support with our technology.
- ❖ We have had support from a staff member who came to our school to provide training on 3-D printing and additional resources.

## TBAISD General Education Services

- **Familiarity, value and satisfaction with TBAISD General Education Services are strong with some local districts, with praiseworthy mentions of specific TBAISD staff members.**
- **However, the TBAISD can improve the perception of its General Education Services in accommodating the specific needs of the local district rather than the larger scopes of the entire region or even the State.**

**Familiarity:** 59% “know a lot about it,” while 3% are “not at all” familiar.

**Value for real-time support:** 50% say “extremely or very valuable,” while 7% reply “not at all valuable.”

**Value for ongoing system support:** 49% say “extremely or very valuable,” while 14% reply “not at all valuable.”

**Overall satisfaction:** 47% are “completely or very satisfied,” while 14% are “not at all satisfied.”

**Satisfaction with professional development offerings:** 43% are “completely or very satisfied,” while 11% are “not at all satisfied.”

### Unaided verbatim responses (sorted alphabetically) about General Education Services:

(n = 10)

- ❖ Have had intermittent questions but no real support
- ❖ I have Mary Smith in district supporting me and providing invaluable support in promoting increased instructional outcomes. Kate Arvo and Michelle Moegenberg provide excellent curricular supports in ELA and Math. We are part of the ongoing PD with Terry Morgan.
- ❖ I'd like to see more teacher consultations that focus on instructional planning, practices, and reflection.
- ❖ In the past, we have consulted with the literacy support for a review of tier 2 interventions. Carrie was an amazing resource for our students and teachers. Additionally, Ashley continues to support us with guidance on Illuminate.

- ❖ It is difficult to get a response from this department. This department has not provided support for multiple years.
- ❖ Needs to help locals with local needs, not predetermined regional initiatives.
- ❖ Support is most appreciated
- ❖ There are great people in this department, and we occasionally are intrigued with offerings. As a private school, we are more interested in instructional method and networking than issue of compliance and alignment. We are unique that way. There seems to be a lot of focus on rolling out the next packaged/kitted materials, i.e. the delivery of scripted curriculum, rather than in helping grow teachers into highly creative and responsive curriculum creators. Somehow, the teachers of the region should set the agenda for PD rather than internal discussion or state trends.
- ❖ This department seems to be WAY too small to support our entire region. Every teacher in every building in the region teaches reading and math. It seems like to do the kinds of things this team says they will do, they would need far more people to do the work. To make real change, ongoing support throughout the school day would be needed. The ELA and Math consultants are great people with lots of knowledge, but they cannot possibly do all that Paul promises they will do.
- ❖ Typically the General Education TBAISD personnel are not well received by the teaching staff in my building. This may be due to their perception of their own skill-set. Although I have found them to be a valuable resource and able to offer meaningful trainings, PD, classroom support, materials and curriculum recommendation, and follow up support. I would say without hesitation that Karen Reister has been an extremely valuable asset within my building and the district and well received by staff. Her skill and knowledge has been well received. Over my career, she has provided excellent recommendations for PDs, trainings, and recently curriculum-with follow up visits to ensure that the curriculum is being implemented with fidelity. Karen Reister has exceeded my expectations. Dave Johnson has also provided especially engaging professional development and trainings within the social studies department that the social studies staff speak very highly. Staff that have participated in RAISE and RAAD PD have been satisfied with those recommendations.

## TBAISD Special Education Services

- **Familiarity, value and satisfaction are all very strong for the TBAISD Special Education Services, with praiseworthy mentions of specific TBAISD staff members.**
- **These local district principals prefer TBAISD staffing assignments to be consistent from year to year to build relationships with their own teachers, students and parents.**
- **Fewer meetings and less required paperwork would be appreciated.**

**Familiarity:** 91% “know a lot about it,” while 0% are “not at all” familiar.

**Value for real-time support:** 84% say “extremely or very valuable,” while 0% reply “not at all valuable.”

**Value for ongoing system support:** 68% say “extremely or very valuable,” while 3% reply “not at all valuable.”

**Overall satisfaction:** 71% are “completely or very satisfied,” while 3% are “not at all satisfied.”

**Satisfaction with professional development offerings:** 51% are “completely or very satisfied,” while 14% are “not at all satisfied.”

### Unaided verbatim responses (sorted alphabetically) about Special Education Services:

(n = 12)

- ❖ All of the supports are amazing. Kim Urbanski and her team support SB immeasurably.
- ❖ Beckie Goodwin and our entire TBA team are incredible!
- ❖ Great team, pay them extra and don't change
- ❖ Julie G. has done a nice job as service area director
- ❖ Keeping personnel in place helps a great deal with consistency ... moving staff is essential at times, but can disrupt processes. Developing relationships are critical in an effective and efficient system.

- ❖ It really depends on the Team you have assigned to your building whether or not it will be a good year for support from this team.
- ❖ Need wider range of programs to serve more students.
- ❖ The itinerants and the service they provide has been excellent. I value the consistency of staff over time. In the recent past there was a lot of movement in and out by itinerants. I am glad that the current staff has been in place for multiple years. I think it is important to the relationships that they build with the building staff and more importantly the students with which they work.
- ❖ The itinerants working in my building are fabulous and our Service Area Supervisor is helpful. The area of weakness in this department is the restricted range of programs provided for our students. It is essential to consider the possibility of regionalized programs for students with mild to moderate cognitive impairments who are not getting their needs met in our small local schools. These programs could be housed within locals, supervised by the ISD, to ensure access to peers while ensuring quality programming from the ISD.
- ❖ The special ed. department is not consistent with services, including processes and procedures. Behavioral support does not help in the day to day functions of children with needs.
- ❖ Too many meetings
- ❖ While not utilizing the services much right now, I have in the past. I believe the team is understaffed, leading to a lot of rushed REEDs, IEPs, updates and services. The paperwork tail seem to wag the dog too much. Itinerants, teacher consultants, psychs, social workers ... all seem overloaded and unable to do the type of work they really want to be able to do.



## TBAISD Career-Tech Center

➤ **Familiarity, value and satisfaction are all very strong for the TBAISD Career-Tech Center, with some principals perceiving it as the greatest strength of the TBAISD.**

**Familiarity:** 63% “know a lot about it,” while 9% are “not at all” familiar.

**Value to the local districts:** 89% say “extremely or very valuable,” while 11% reply “not at all valuable.”

**Satisfaction with access:** 92% are “completely or very satisfied,” while 8% are “not at all satisfied.”

**Satisfaction with program quality:** 96% are “completely or very satisfied,” while 4% are “not at all satisfied.”

### Unaided verbatim responses (sorted alphabetically) about the Career-Tech Center:

(n = 11)

- ❖ CTC has proven to be a popular and valuable program and service to our students.
- ❖ CTC offers great programming for our kids.
- ❖ CTC provides exceptional and meaningful programs that continue to improve over time. Administration and staff is top notch and very professional. This is the best program that the ISD has going. Huge benefit to kids with relevant connections to the real world. I start talking about these programs early and often with both students and parents. Students that make the commitment to these programs are never disappointed. Neither are their parents.
- ❖ Great local resource for students
- ❖ Hitting it out of the park!
- ❖ It is a great opportunity for our students.
- ❖ Offer GREAT options for our students. Welcome area principals in to tour and connect. Listen and support all our students. Great programs. Thank you!!
- ❖ Our students that attend thrive there.

- ❖ This is a critical program for our region ... thanks for all that you do...
- ❖ The CTC is a tremendous asset to our region! Thanks for all of the opportunities you provide for our students.
- ❖ We don't send students to CTC, but I believe it is the best center in the state. Its programs are wonderful. I wish more students attended. Travel is an issue for many outlying districts. Not sure what can be done about that!

## TBAISD New Campus School

➤ **Familiarity, value and satisfaction are very strong for the TBAISD New Campus School, but too many of the local district principals remark about the difficulty (“too many hoops”) in gaining access to the program.**

**Familiarity:** 50% “know a lot about it,” while 3% are “not at all” familiar.

**Value to the local districts:** 73% say “extremely or very valuable,” while 17% reply “not at all valuable.”

**Satisfaction with access:** 35% are “completely or very satisfied,” while 14% are “not at all satisfied.”

**Satisfaction with program quality:** 65% are “completely or very satisfied,” while 11% are “not at all satisfied.”

### Unaided verbatim responses (sorted alphabetically) about the New Campus School:

(n = 15)

- ❖ Focus/Philosophy and Purpose could be communicated with more transparency as well as understanding the process for placement. Program itself is awesome.
- ❖ Good place with reasonable expectations for locals to follow. Would like to see quicker timelines.
- ❖ Hard to access the support
- ❖ I know the process has changed this year, but in the past, it has been challenging to access support/ enrollment for students.
- ❖ I wish there was a transition school before New Campus ... or support readily available to support schools
- ❖ It is very difficult to access the services at New Campus. I would like a written protocol that is available to Principals - I have had to learn over 5 years by experiencing it. I would also like to see transportation offered for the Out of School Suspension option, and I would like to see protocol for transitioning kids from residential treatment facilities (like Hawthorne) to New Campus prior to returning to their home district.

- ❖ My experience has been that the enrollment process is flawed, a complete mystery, and impossible to navigate. There is no clear vision for what type of student is best suited for New Campus. In the past when it was recommended by building itinerants that I had a student that should be there, their acceptance was denied by a person at New Campus with far too much power and very little consideration of the issues that the student was presenting. In my view, the ISD should support those students that the locals do not have the means to provide necessary services due to staffing constraints. The ISD takes on the few from each district and provides a meaningful center-based program for all of these students in an efficient way by trained staff. There simply is not enough of these trained individuals to fill all of the need throughout the ISD. When considering a student for New Campus, I never approached it as a way to get rid of a difficult student, but as a way to get the student what they needed because the local could not provide it.
- ❖ New Campus provides an opportunity for students to experience school success as a result of the intensity of supports students receive. In the past the process into New Campus was unbearable. The process has improved in the past 2-3 years. It is understood that there has to be a "gatekeeping" step, but the staffings are not helpful for schools doing lots of things to support students who are having severe, daily difficulties. It seems that it might be more beneficial to have the New Campus teachers and behavior specialists working locally (or regionally) so students continue to have access to peers while schools increase their capacity for supporting students with severe behavior challenges.
- ❖ Only feedback is when there is a change in the entry of the program share with districts. Usually occurs with new Principal or Behavior Specialist (Working well this year)
- ❖ Satisfaction is NA
- ❖ The region would be in a bind without New Campus. It does seem to be a secret however.
- ❖ There needs to be an ISD option one less restrictive than New Campus.
- ❖ Too many hoops to go through for a student to qualify
- ❖ Too many hoops to jump through to get a placement
- ❖ We need clear guidelines regarding how to access their programs.

## TBAISD Programs for Students with Autism

- **Familiarity and access could both be improved for the TBAISD Programs for Students with Autism.**
- **Several principals specifically comment on the need for additional services to bridge the programs at Oak Park and their elementary schools.**
- **A couple of principals specifically note they prefer more hands-on assistance from the TBAISD staff members.**

**Familiarity:** 19% “know a lot about it,” while 9% are “not at all” familiar.

**Value to the local districts:** 60% say “extremely or very valuable,” while 12% reply “not at all valuable.”

**Satisfaction with access:** 50% are “completely or very satisfied,” while 17% are “not at all satisfied.”

**Satisfaction with program quality:** 56% are “completely or very satisfied,” while 17% are “not at all satisfied.”

### Unaided verbatim responses (sorted alphabetically) about the Programs for Students with Autism

(n = 8)

- ❖ Not applicable would have been a better choice
- ❖ It would be great to have an intermediate program between Oak Park and general education buildings.
- ❖ Have had one experience and it was made to feel that the school/teacher was not doing enough to support the student.
- ❖ Suggestion, we need field reps to model and demonstrate how to provide supports. Don't be afraid to jump in and help. No more Consults telling how to do it.
- ❖ Thank you for providing these supports for students. I appreciate that some of these programs are being moved into local schools. Again, anything that can be done to regionalize these programs would be beneficial. If the need is high enough, it would be great to provide a program on the east and west side of the TBAISD.

- ❖ Need a program to bridge Oak Park and Elementary Schools
- ❖ I don't know a lot about the programming, but this is another example of the important work of the ISD. Whenever I talk to people about the importance of the idea of an ISD and the concept of "economy of scale", I point to this program.
- ❖ In my experience, qualifying a student as autistic is met by a very resistant bunch of folks. The process is drawn out to the point that time runs out, and the process never completes. Getting the experts into the building to do observations took a long time, to the point that I wondered if anything was ever going to happen. To everyone that had interactions with the student that had any experience with autism agreed that the child was definitely on the spectrum. When the lengthy process was concluded and the student was given a new label, nothing changed in regards to support from the ISD. To me, the whole process was a waste of time, because nothing changed for the student or my staff in terms of knowledge that could have been shared by the ISD and implemented into the student's learning environment.

## TBAISD Programs for Students with Cognitive Impairments

- **Familiarity, access and program quality can all be improved for the TBAISD Programs for Students with Cognitive Impairments.**
- **Several principals specifically comment on the need for additional services for students who need assistance but who do not quite qualify for the Cognitive Impairments programs.**

**Familiarity:** 16% “know a lot about it,” while 19% are “not at all” familiar.

**Value to the local districts:** 50% say “extremely or very valuable,” while 23% reply “not at all valuable.”

**Satisfaction with access:** 29% are “completely or very satisfied,” while 21% are “not at all satisfied.”

**Satisfaction with program quality:** 39% are “completely or very satisfied,” while 22% are “not at all satisfied.”

### Unaided verbatim responses (sorted alphabetically) about the Programs for Students with Cognitive Impairments

(n = 3)

- ❖ I had one experience with trying to qualify a student that was never going to be at grade level and was presenting with aggressive behaviors. The student was far below grade level and physically aggressive. It was recommended by ISD folks that they were not a New Campus candidate, and also that they were not old enough for the appropriate center-based program. Somehow they did not fit into anything that the ISD could provide, yet they were clearly not appropriate for an included local district classroom. Eventually the student was accepted once he reached the magic age. I think that there had to have been another placement that would have served this student, but there is so much resistance that time wins out due to the delay and then the school year ends, and the whole process seemingly has to start all over again.
- ❖ These programs are fantastic for the students who qualify. There are lots and lots of students, however, who do not qualify for this level of support but who need more than the local district can provide. Regionalization is a huge area of need so students are not being bussed for hours to get to school each day.
- ❖ We need more programs for a wide range of cognitive needs.

## TBAISD Transition Campus

- **Familiarity could definitely be improved for the TBAISD Transition Campus, but value and satisfaction are strong among those who are most familiar with it.**

**Familiarity:** 9% “know a lot about it,” while 44% are “not at all” familiar.

**Value to the local districts:** 63% say “extremely or very valuable,” while 16% reply “not at all valuable.”

**Satisfaction with access:** 50% are “completely or very satisfied,” while 17% are “not at all satisfied.”

**Satisfaction with program quality:** 50% are “completely or very satisfied,” while 17% are “not at all satisfied.”

### Unaided verbatim responses (sorted alphabetically) about the Transition Campus

(n = 3)

- ❖ No experience
- ❖ This is a valuable opportunity for our students. It will be important to continue to consider ways to get information out to families about these programs.
- ❖ Transition Campus has been an extremely valuable opportunity for students that will not be attending traditional college, but need to be prepared and are capable of adapting to an appropriate work environment.