



Results of the 2015-2016 Texas Parent Involvement Survey

Submitted by:

GIBSON
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Executive Summary

Brief Background and Purpose Statement

Under federal accountability requirements, states must report the extent to which schools facilitated parent involvement as a means of improving services and results for children with disabilities (Indicator 8 of the State Performance Plan under the Individuals with Disabilities Education Improvement Act (IDEA)). To meet this requirement, as well as to collect data to help inform improvements at the district and state levels, Texas annually surveys a stratified random sample of parents of students receiving special education services. In 2015-16, surveys were sent to parents of over 29,000 students in Cycle 3 districts. Over 5,800 parents returned responses. Key findings from this statewide survey effort are highlighted below.

Responding Sample

- Overall, 5,819 responses were returned. This represents a 20% response rate across the state, an improvement of two percentage points from the prior year.
- Across districts, response rates ranged from 0% (9 districts) to 93% (1 district), with most districts (53%) attaining a response rate between 5% and 20%.
- The survey had wide coverage across Texas, with surveys sent to 1,295 campuses in 208 districts. Responses were received from 1,140 campuses (88%) and from all but two districts (99%).
- Completed surveys were matched to existing state records using a unique identification number embedded in the survey. State records contained demographic information (e.g., race/ethnicity, primary disability, gender, etc.) on the responding parents' student(s). Ninety-one percent of completed surveys were able to be matched to state records. Among these responses, analyses examined the comparability of the responding sample to the target survey group of students receiving special education services in Cycle 3 districts to examine the representativeness of the survey sample. Overall, students who had parents respond to the survey were representative of the Cycle 3 target survey group of students receiving special education services. Similarities and differences included:
 - The responding sample was representative of the target survey group of students receiving special education services in Cycle 3 districts as described by gender, with approximately 67% of both groups composed of male students.
 - The sample of students with responding parents was mostly representative of the target survey group of students receiving special education services in Cycle 3 districts as defined by race/ethnicity. Fifty-one percent of the responding sample was Hispanic compared with 49% of the Cycle 3 population. However, Black or African American students were underrepresented, comprising 12% of the responding sample compared with 17% of the Cycle 3 special education student population. In contrast, white students were somewhat

overrepresented, comprising 32% of the responding sample compared with 30% of the Cycle 3 target survey group.

- The responding sample was somewhat over-representative of students whose primary exceptionality was identified as Autism (15% of the sample compared with 11% of Cycle 3 students receiving special education services), and under-representative of students whose primary exceptionality was identified as Learning Disability (31% of the sample, 37% of the Cycle 3 students). Aside from Learning Disability (-6 percentage points) and Autism (+3 percentage points), differences between the sample and the Cycle 3 population of students receiving special education services were two percentage points or fewer.

Key Findings

- On average, parents responded positively to approximately 78% of Indicator 8 questions, compared with 79% among Cycle 2 districts (2014-15) and 81% among Cycle 1 districts (2013-14). This overall total was comprised of 5,752 parents of students with Individualized Educational Plans (IEPs).
- Responses to survey items in the Admission, Review, Dismissal (ARD) and IEP Participation sections were the most consistently positive. More than 90% of parents answered that their child's evaluation report is written in terms they can understand and that they understand the procedural safeguards.
- Responses to survey items in the Communication category were less consistently positive than other sections. Sixty percent of parents responded that they are always provided with information on parent organizations, community agencies, and training while 65% reported that they always communicate with their child's teacher regarding IEP progress and that they are always provided with information to help them assist in their child's education.
- Across Texas districts, the average percent of Indicator 8 questions parents answered positively ranged from 48% to 100%, with an average district score of 77%.
- Across the 20 Texas Education Service Center Regions, the average percent of Indicator 8 questions parents answered positively ranged from 66% to 89%.

Background and Project Context

Indicator 8 Requirements

In 1993, the 103rd U.S. Congress passed the Government Performance and Results Act (GPRA) requiring federal agencies to develop annual performance plans and program performance reports to measure progress towards program goals. When the Individuals with Disabilities Education Improvement Act (IDEA) was reauthorized in 2004, similar performance plan requirements were included for State Education Agencies.¹ As such, the Office of Special Programs (OSEP) created 20 indicators to guide states in their implementation of IDEA and how they measure progress and performance. In 2014, OSEP modified the indicator system, removing some and creating one new indicator. Indicator 8 articulates that states measure the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

In response to these requirements and as part of the Texas Continuous Improvement Process (TCIP), Texas has been surveying parents of students receiving special education services to obtain a measure of the extent to which parents perceive that schools support their involvement in the educational life of their child (referred to often as the “Parent Involvement Survey”). Each state meets these requirements in different ways, with some surveying all parents, and others sampling parents to obtain a measure that reflects this performance goal. The instrument used also varies across states – some use nationally validated measures while others use locally developed questionnaires.

History of Texas Parent Survey

Since 2005, Education Service Center (ESC) Region 9 has been administering surveys to a rotating sample of parents of students receiving special education services in the state. All districts in Texas enrolling over 50,000 students (18 districts) are included in the survey effort every year. The remaining districts (approximately 1,000 – the precise number changes each year) are divided into six cycles, with one cycle included in the survey sample each year. Within the districts selected in a given year, a stratified random sample of students is targeted for the survey effort. Since 2006, Texas has surveyed parents of approximately 18,000 students each year, and obtained input from approximately 36,000 parents.

Each year, the state provides results of the overall survey effort to OSEP in its State Performance Plan, publishes a statewide report detailing overall results, and creates district and ESC region summary reports to provide feedback to school, district, regional, and state staff.

Beginning in 2009, ESC Region 9 began contracting out the survey process. One external vendor administered the Texas Parent Involvement survey from 2009 to 2015. In September 2015, ESC Region 9 selected Gibson Consulting Group Inc. to continue the project for the 2015-16 school year. This report

¹ <http://www.parentcenterhub.org/repository/partb-subpartf/#300.601>

details the survey administration process, data analysis, and state, region, and district results for the 2015-16 school year.

Survey and Analytic Methods

Parent Involvement Surveys

The research team continued the state's process of administering a survey instrument to measure the percentage of parents who felt that schools facilitated parent involvement as a means of improving services and results for their child with disabilities for the 2015-16 school year. According to prior reports documenting the development history of the instrument, in 2005, the Parent Coordination Network (PCN) reviewed questions from the National Center for Special Education Accountability Monitoring (NCSEAM) and the Survey of Parents of Students with Disabilities, which was distributed by TEA and ESC Region 9 in 2003.² A survey development committee was then established to develop an instrument for the State Performance Plan, which included members from TEA, ESC Region 9, Academic Information Management, and local districts and schools. After reviewing material and resources from several organizations (including the Federal Resource Center and the Joyce Epstein Parent Involvement Survey), the committee developed an instrument that was used from 2006 to 2008. A revised version was implemented in 2009 and was used until 2012 when it was revised again. The instrument was again revised in each subsequent year prior to administration (2013, 2014, and 2015). Revisions typically involved altering the phrasing of questions, though some questions were added and removed. For the 2015-16 school year, the Gibson team implemented the same survey that had been used in 2014-15, though open-ended questions were not included.³

The 2015-16 survey instrument consisted of 23 items to which parents responded on a variety of scales ("always", "sometimes", "never"; "agree", "neutral", "disagree"; and "yes", "no"). Seven of these questions were identified by ESC Region 9 as those used for the State Performance Plan Indicator 8 measure of parent involvement, including:

1. I am considered an equal partner with teachers and other professionals in planning my child's Individualized Education Program (IEPs).
2. Teachers understand my child's needs.
3. The school communicates regularly with me regarding my child's IEP progress and other important issues.
4. My concerns and recommendations are considered by the Admission, Review and Dismissal (ARD) committee in the development of my child's IEP.
5. The school provides planning for life after high school, including services to help my child reach his or her goals.*

² Prior years' Parent Involvement survey reports are published here:

http://www.esc9.net/vnews/display.v/ART/526a934cbb13a?in_archive=1

³ Education Service Center Region 9 and Texas Education Agency staff decided to drop the open-ended question and the principal survey for the 2015-16 administration, and for the research team and project staff to reconsider the form and function of these efforts for future years.

6. The school provides information on agencies that can assist my child in planning for life after high school.*
7. The school includes my child in ARD meetings.*

For questions 5 through 7 on this list (marked with an asterisk) instructions read that parents should only answer the questions if their student is age 14 or older.

This report provides statewide, region-level, and district-level results to all survey questions, including the seven that comprise the state's Indicator 8 measure.

Survey Administration

Selecting the Survey Target Group

One-sixth of the districts in Texas are surveyed each year, with the largest 18 districts (those enrolling over 50,000 students) included in every year's administration. Table 1 shows the timing of administration of the six cycles created by ESC Region 9 prior to Gibson's involvement in the project. For the 2015-16 school year, Gibson's starting place for the sampling design was Cycle 3 districts.

Table 1. Timeline of statewide survey administration

Administration Cycle	School Year
Cycle 1	2013-14 School Year
Cycle 2	2014-15 School Year
Cycle 3	2015-16 School Year
Cycle 4	2016-17 School Year
Cycle 5	2017-18 School Year
Cycle 6	2018-19 School Year

Details of the sampling procedure used prior to Gibson's involvement in the project were not available. Gibson examined the results of prior survey administrations to the greatest extent possible using published reports. These reports explain that approximately 18,000 surveys were distributed across the state, and no more than 20 surveys were distributed within a given campus, regardless of the number of special education students enrolled in the school. These decision rules were implemented to reduce the burden on campus staff for survey distribution.

While reviewing the prior sampling procedures, Gibson found several opportunities to make changes that would improve the representativeness and coverage of the sample. Therefore, Gibson requested permission to redesign the sampling framework. The goal of the sampling redesign was to improve representation of the full distribution of special education students across the current cycle while continuing to balance burden on each district and school. The redesign removed the limitation of 20 surveys per campus for larger campuses in order to produce better congruity between the sampled students and the actual population of students in terms of student characteristics and special education service categories. The redesign increased coverage since more campuses and districts were included in the sample; this increase in coverage, combined with the use of pure random sampling of students (not

capped at 20) in a district, helped improve the representativeness (and therefore generalizability) of the survey findings.

The sampling frame for selecting students within Cycle 3 schools proceeded in the following steps:

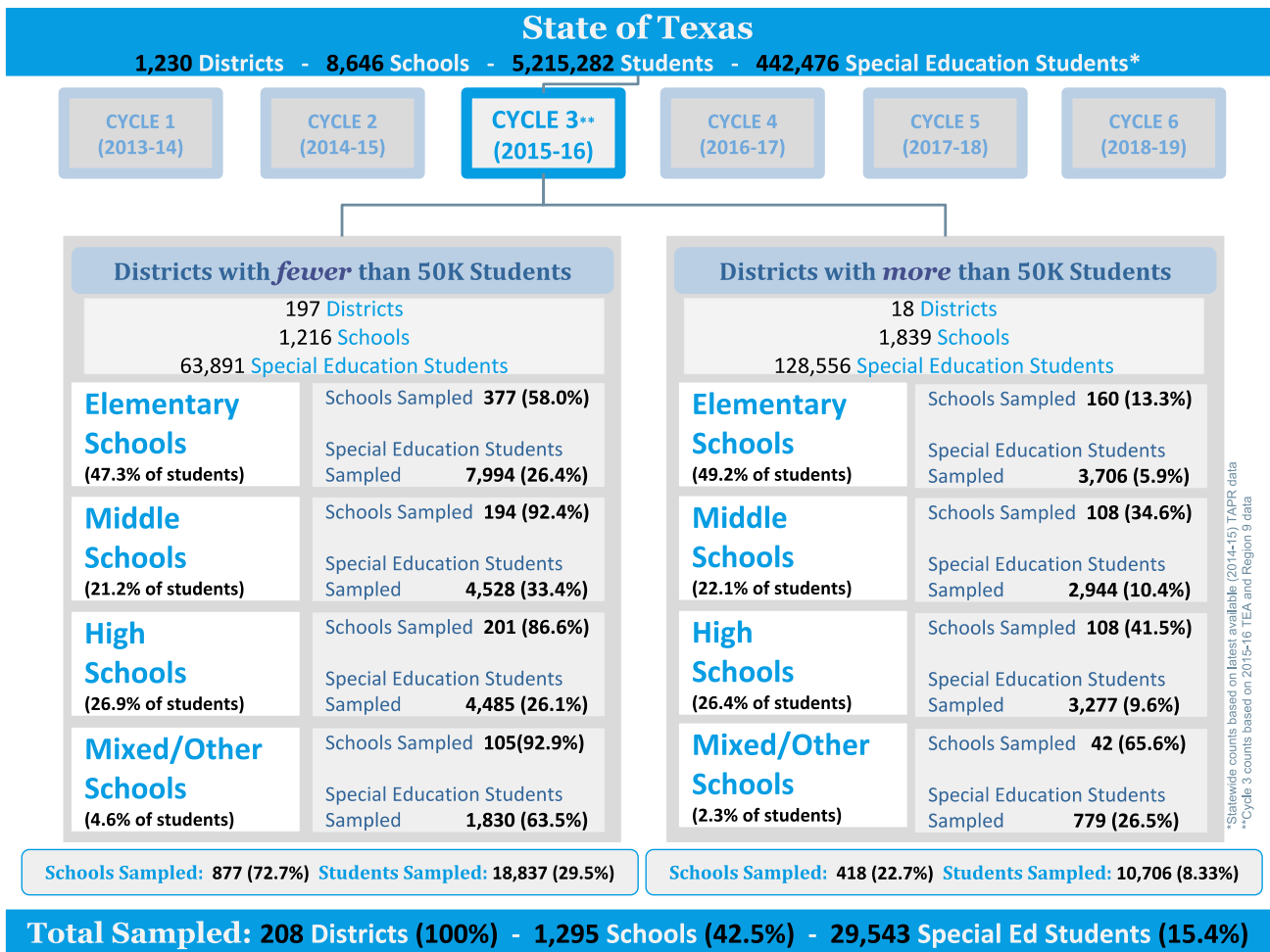
Selecting districts: Cycle 3 includes 215 districts. All of the 18 largest districts across the state (with 50,000 or more students enrolled) were included in the survey population, plus 197 districts with fewer than 50,000 students (this group was defined by the state).

Selecting campuses: Within included districts, campuses were first stratified by grade span (elementary, middle, high, other). Then, if there were fewer than six campuses in a grade span, all campuses were included. For districts with more than six campuses in a grade span, 12.5% of campuses above the minimum of six campuses were randomly selected for inclusion for that district for that grade span.

Selecting students: Within selected campuses, if fewer than 20 students received special education services, all students were included in the survey target group. If more than 20 students received special education services, the research team randomly selected 10% of the special education student population above the minimum of 20 students for inclusion. This approach resulted in no more than 50 students at any one school being included. Since random sampling was employed, the resulting distribution of student characteristics at the district level (and at higher levels of aggregation) in the survey target group matched closely with the overall population of special education students in Cycle 3 districts without adjusting, truncating, or over-sampling any student sub-populations by district to match the state population distribution (as done previously).

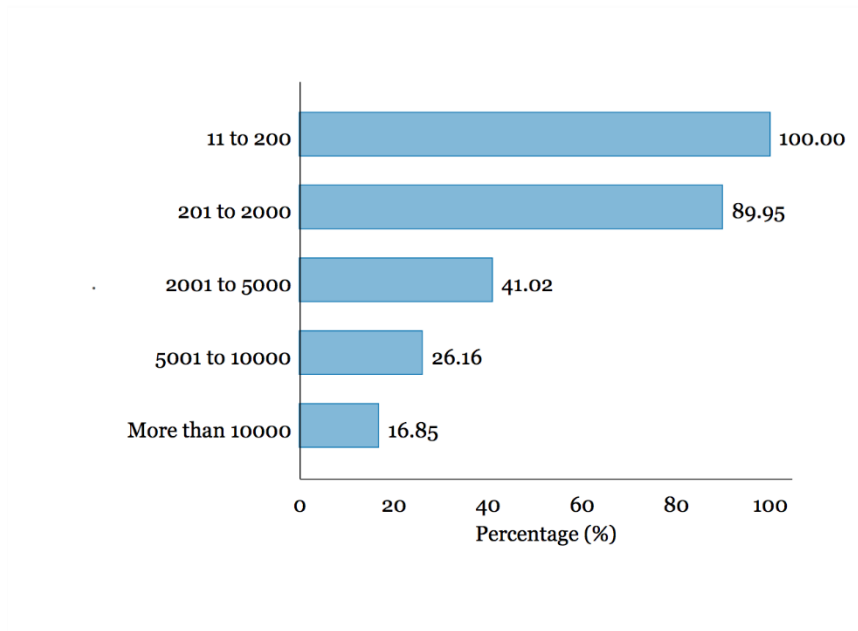
Figure 1 illustrates the results of this sampling framework. A total of 29,597 students from 1,305 schools were targeted for the Parent Involvement survey. After students were selected, 54 students in seven districts were not sent surveys because fewer than 10 students receive special education services in those districts. Figure 1 illustrates the composition of the schools from which the 29,543 students who were sent surveys were situated: 10,706 (36%) were from 18 of the state's largest districts (and from 418 schools), while 18,837 of the sampled students (64%) came from 197 of the state's smaller districts (and from 877 schools). The final targeted group of students consisted of 30% of the students receiving special education services in the state's smaller districts and 8% of the students receiving special education services in the state's 18 largest districts.

Figure 1. Final Targeted Survey Group.



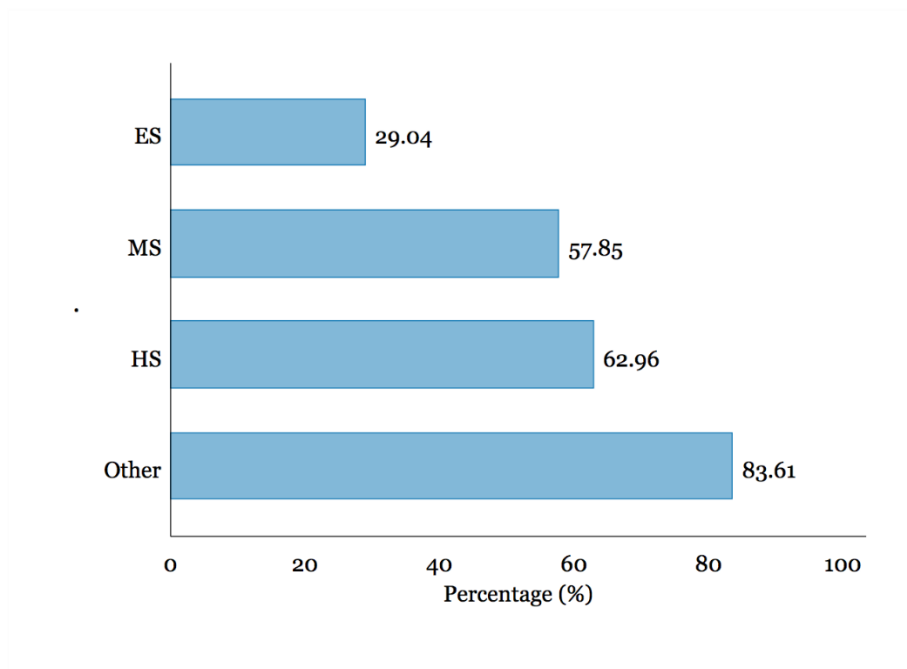
The benefits of this approach are numerous. First, this resulting sample enabled the inclusion of more schools within districts, thus increasing the representation of students (and schools) from within those districts. Figure 2 shows the percentage of campuses within districts in Cycle 3 included in the survey target group based on the number of special education students enrolled. For example, all campuses in districts serving fewer than 200 students were included, 90% of campuses in districts serving between 201 and 2,000 students were included, 41% of campuses in districts serving between 2,001 and 5,000 students were included, etc.

Figure 2. Percentage of campuses within a district with surveyed students, by number of students receiving special education services in the district.



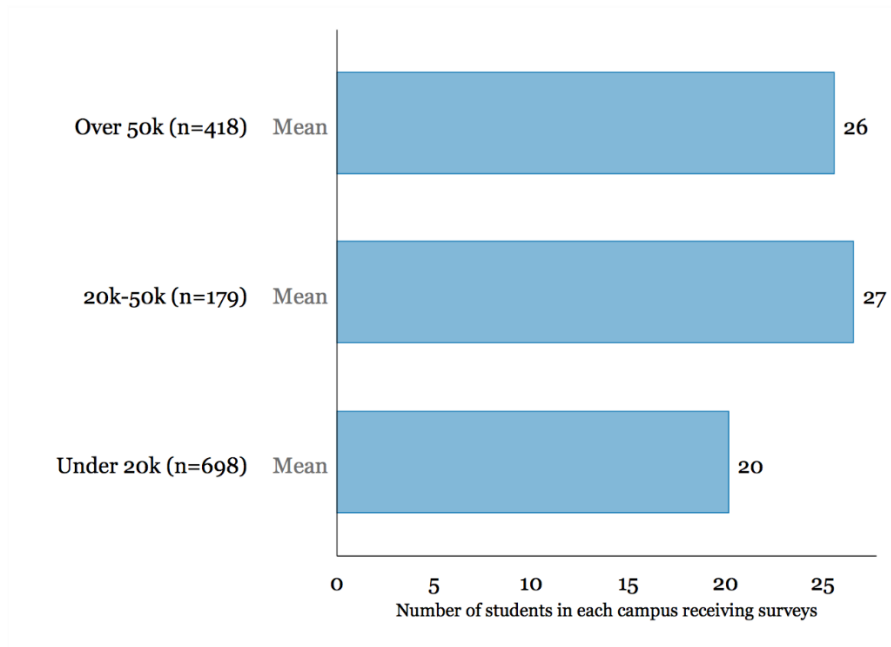
Second, this approach helped ensure that more campuses at each school level, or grade span, would be included in the sample. Figure 3 shows that 63% of high schools, 58% of middle schools, and 29% of elementary schools in Cycle 3 districts had students targeted for the Parent Involvement survey, along with 84% of “other” types of schools.

Figure 3. Percentage of campuses with surveyed students, by school level.



Furthermore, this approach did not substantially alter the number of surveys that each campus was asked to distribute. In fact, the average number of surveys distributed for 698 campuses in the survey target group (54% of targeted campuses) was 20. The average number of surveys distributed for the 179 campuses in mid-sized districts was 27, while the average number of surveys distributed for the 418 campuses in the state's largest districts was 26 (see Figure 4).

Figure 4. Average number of students surveyed in schools, by district size.

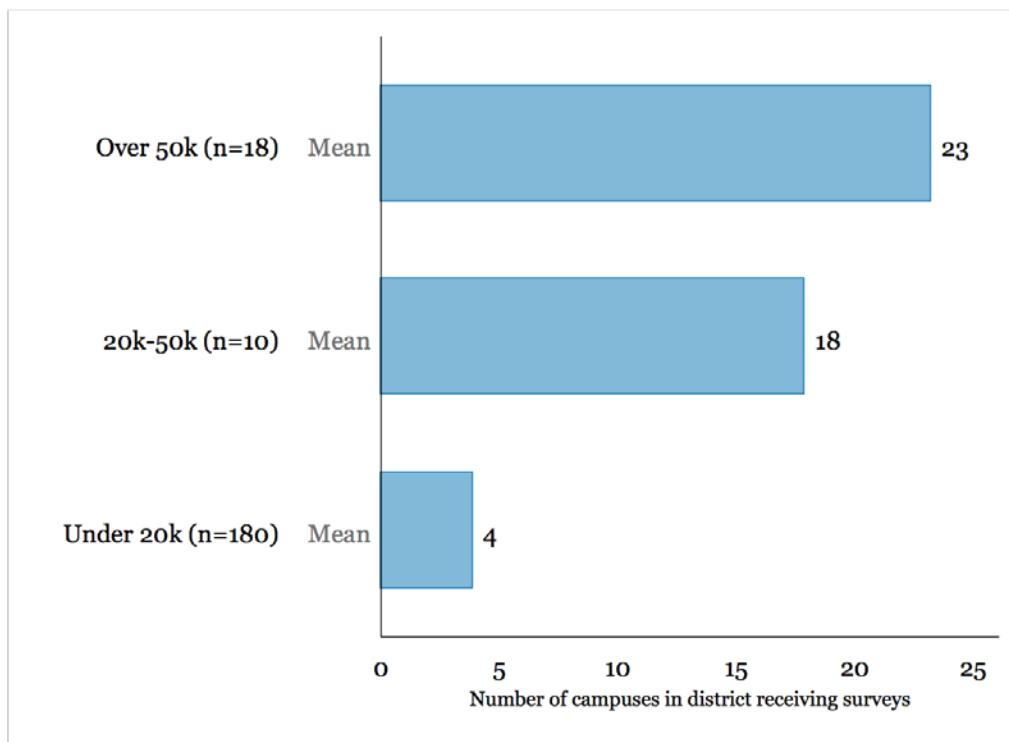


Survey Launch

In March 2014, the research team packaged and shipped survey materials for districts based on the number of students included in the cycle's sample. Materials were bundled at the campus level so that districts with multiple campuses included in the survey sample could choose to disseminate the packages to each school for distribution or to distribute them centrally.

Among the 87% of districts in Cycle 3 that enrolled fewer than 20,000 students, district staff were asked to distribute surveys to an average of four schools (this ranged from one campus to 19 campuses). Among the ten mid-sized districts (those enrolling 20,000 to 50,000 students), district staff were asked to distribute surveys to an average of 18 schools (this ranged from 15 to 20 schools). And within the 18 largest districts (enrolling more than 50,000 students), district staff were asked to distribute surveys to an average of 23 schools, ranging from 18 to 40 schools. Figure 5 illustrates these differences.

Figure 5. Number of campuses included in survey target group, by district size.



The district package included instructions for survey distribution. Each campus package contained additional instructions for a campus administrator, and sealed envelopes for each student included in the 2015-16 survey sample. The sampled student's name and grade was printed on the outside of each envelope. Envelopes were stuffed with a hard-copy of the survey instrument (in English on one side and Spanish on the other), a letter to the parent describing the project (in English on one side and Spanish on the other), and a self-addressed, postage-paid return envelope.

Districts were instructed to distribute envelopes to targeted students, but they were free to accomplish this distribution any way they chose. They could affix mailing address information and postage, and send through the mail, or they could hand-deliver envelopes to students in their classrooms. The sampling

framework was executed such that no school was asked to distribute more than 50 surveys. It is important to note that parents with multiple children receiving special education services could have received multiple surveys, and would have been asked to answer each one about their experiences with each unique child. Districts were asked to distribute all surveys no later than April 11, 2016.

The letter to parents and the survey instrument both included instructions for accessing an online version of the survey. Thus, respondents could choose to complete the survey online or mail back a hard copy survey. This flexibility enabled the research team to create additional marketing materials (described in more detail below) for follow-up efforts because the ability to respond was not contingent on a parent physically receiving a hard copy survey. For instance, if the hard copy was thrown away or never made it to the addressee, parents could still provide a response by visiting the survey URL. The online version of each survey instrument was available at www.ParentSurveyTX.com in English and Spanish.

Follow-Up Activities to Increase Response Rates

Included in the initial survey packages were postcard reminders and copies of flyers. Both flyers and postcard reminders included information about the online survey and a Quick Response (QR) code, which could be scanned by a cell phone to direct the cell phone user to the online survey. Staff were instructed to mail postcard reminders one to two weeks following the survey launch and to utilize the flyers in any way they saw fit.

In addition to the postcard reminder, the research team stayed in close contact with districts during the survey administration window. Each district received the following materials for use in advertising and supporting the survey effort:

- Email content (in English and Spanish) that could be sent to parents of sampled students for whom the district had email information on file.
- Email content that could be sent from district leadership to school principals to help communicate the importance of the survey effort.
- Email content that could be sent from school leadership to teachers to help communicate the importance of the survey effort.
- A script for districtwide phone messaging systems to call parents of students receiving special education services (in English and Spanish) and reminding them of the survey effort.
- Content for use on social media sites (in English and Spanish).

Other email communications with districts included reminders to send the postcards and to use the marketing materials for advertising the survey effort. Halfway through the survey administration window, each district received their prior year's response rate along with their response rate to date to try to motivate additional efforts on the part of the district to reach out to parents. As responses were submitted, the research team made calls to districts that were not on track to exceed their prior year's response rates. Research staff verified that reminder postcards had been sent and that district staff were able to access materials for use in parent follow-up.

A “final push” email was sent to all districts one week prior to closure of the survey administration window. The survey administration period closed in mid-June 2016.

Response Rates

Statewide Response Rate

Out of the almost 30,000 surveys distributed, 5,819 responses were received for an overall statewide response rate of 20%. This rate represented an increase of two percentage points from the prior year.

Surveys included a unique ID number to enable the research team to link the parents’ responses back to the characteristics of the students (for example, the school they attend, their gender, grade level, etc.). Over 91% of completed surveys were able to be matched back to student records. For the remainder of this report, all responses were included (5,819) when describing overall survey results; when describing survey results by respondent group (whether by district or demographic characteristic) only those with matched records were included (5,310).

District-Level Response Rates

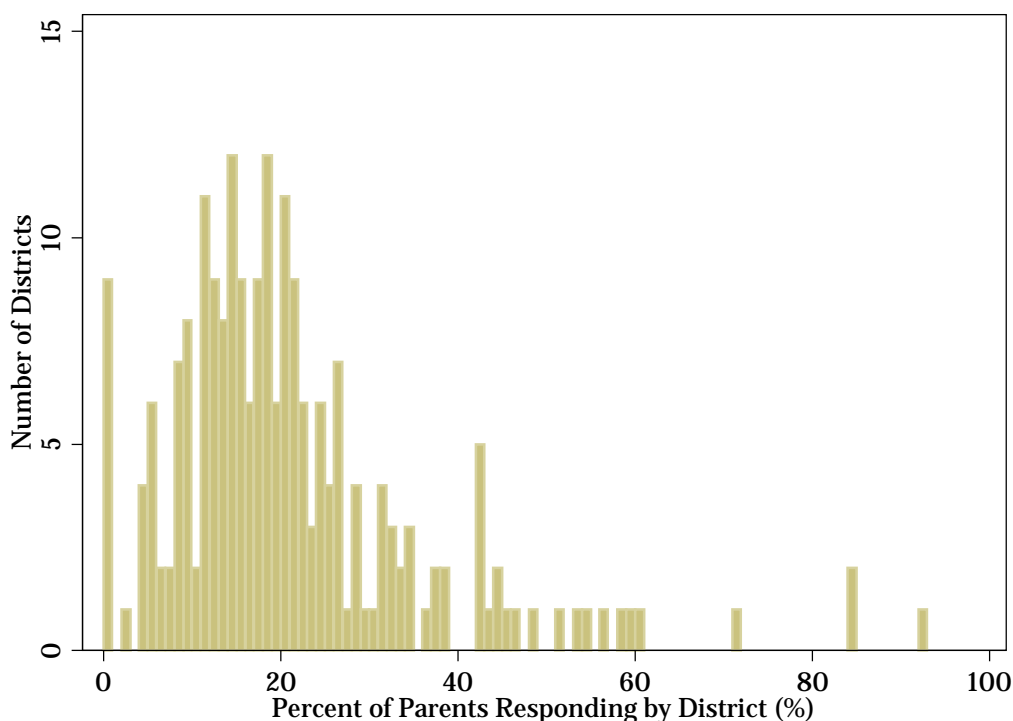
Table 2 shows the distribution of response rates across Texas school districts, while Figure 6 shows the full histogram of response rates for all districts included in the 2015-16 administration.⁴ Nine districts did not have any surveys returned, but none of these districts had more than 15 students targeted for the survey effort. The most common response rate across the state was between 11% and 20%, with 42% of districts achieving a response rate in that range. There were no school districts in which 100% of parents of targeted students completed and returned surveys. The highest response rate in any district was 93%, and this was obtained by only one district. Three of four districts with response rates over 70% had fewer than 25 students targeted for the survey effort.

Table 2. Frequency of different ranges of district-level response rates.

	Number	Percent
No responses received	9	4%
Between 1% and 10%	31	14%
Between 11% and 20%	91	42%
Between 21% and 30%	45	21%
Between 31% and 40%	17	8%
Greater than 40%	22	10%

⁴ A small number of surveys (33) across six campuses in different districts were excluded from the denominator for response rate calculations for various, idiosyncratic reasons.

Figure 6. Percent of parents responding across all school districts in Cycle 3.



Data Analysis

Data Cleaning and Data Diagnostics

Upon closure of the survey window, the research team scanned all paper survey responses and exported all online survey responses from the online survey platform. Analysts then merged all responses into one analytic dataset.

For the three survey items specific to students 14 or older, parents were instructed to skip questions if the student was younger than 14. However, often times these instructions were missed, and parents answered these questions despite their students' age. To improve the validity of these responses, the research team attempted to clean responses if students were obviously younger than 14. Since the research team had access only to student grade level, but not to student age or birthdate, as a conservative approach to data cleaning, the research team re-coded answers to these questions to 'missing' if the student was in grade 5 or lower. This resulted in recoded responses on 322 surveys (approximately six percent of all submissions).

Prior to beginning data analysis, the research team explored missing data and outlier response patterns. Of the 5,819 surveys completed, 39 cases were dropped due to missing data on all survey items. Among the remaining 5,780 cases, the evaluation team examined the "completeness" of survey responses; that is, cases with either complete or partially complete submissions. Sixty-six percent of surveys were

completed in full and 91% had fewer than four missing responses. Thus, all remaining 5,780 surveys were included in the final analytic dataset.

The research team also examined extreme responses (answering “disagree”, “never” and “no” or “agree”, “always” and “yes” to all survey items). Extreme disagreement was rare (less than 0.1%) while extreme agreement (31%) was common. No submissions were dropped from the analytic dataset for patterns of extreme response.

Additional validation processes were possible using data collected online. First, time to survey completion was examined, with start and end times demonstrating that, on average, online surveys were completed in about five minutes (with a median completion time of a little less than four minutes). Responses of two minutes or less comprised about 10% of total online submissions. Again, no submissions were dropped from the analytic dataset due to unreasonable completion times.

Thus, the final analytic data set was comprised of a total of 5,780 responses included when presenting statewide results, and 5,278 responses that were used for presenting regional and district results and results disaggregated by student characteristics.

Indicator 8

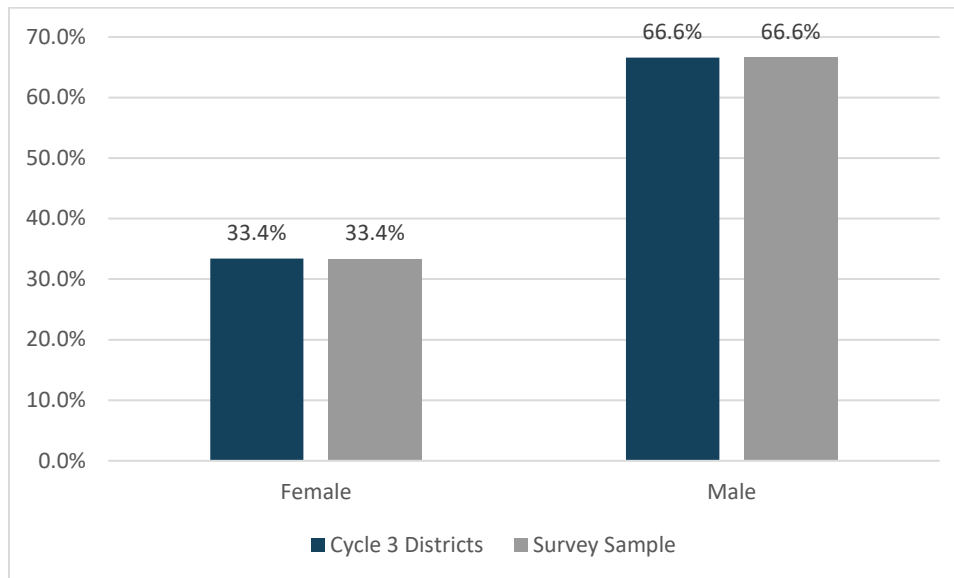
The state indicator 8 was computed based on responses to seven of the survey questions, described earlier. The indicator was created by calculating the percentage of the seven questions on which parents responded “always”, “agree”, or “yes”. For those with students younger than 14, four of the seven questions factored into the indicator score for that parent. When parents skipped any of the seven (or four) items, the item was dropped from the calculation. In other words, a parent’s percentage was determined based only on the number of questions they answered. The indicator was calculated by taking the average of the parents’ percentages statewide, by Texas Education Service Center region, and by district.

Representativeness of Responding Sample

Surveys were linked to state administrative records containing student demographic information, including ethnicity, gender, and primary exceptionality/disability. Analysis of these responses sheds light on the extent to which the sample of students for whom parents answered questions was similar to the survey target group of students receiving special education services in Cycle 3 districts. The more comparable the characteristics of the responding sample to the survey target group in Cycle 3 districts, the more generalizable the results are to all students in Cycle 3 districts who received special education services.

The gender composition of the sample of students whose parents responded to the survey exactly matched the gender composition of the survey target group of students in Cycle 3 who received special education services (Figure 7). Approximately, 67% of both groups of students were male, 33% female.

Figure 7. Comparison of gender of students receiving special education services in responding sample and Cycle 3 target survey group.



The responding sample was closely aligned to the Cycle 3 target survey group of students receiving special education services as defined by race/ethnicity. Hispanic students were well-represented: Approximately 49% of the Cycle 3 district's special education student population was Hispanic and 51% of survey respondents were parents of Hispanic students. However, there was some under-representation of Black or African American students in the responding sample compared with Cycle 3 target survey group students receiving special education services, with parents of Black or African American students making up 12% of the survey respondent sample compared with 17% of the target survey group. In contrast, white students were somewhat over-represented, making up 30% of the Cycle 3 target survey group of students receiving special education services but 32% percent of the responding sample. All other race/ethnicity groups were represented in the survey sample within one percentage point of their size in the target survey group.

Table 3. Comparison of race/ethnicity of students receiving special education services in responding sample and Cycle 3 target survey group.

Race/Ethnicity	Cycle 3 Target Survey Group	Responding Sample	Over(+)/Under (-) Representation
American Indian or Alaska Native	0.4%	0.4%	0.0%
Asian	1.7%	2.3%	0.6%
Black or African American	16.9%	12.4%	-4.5%
Hispanic/Latino	49.3%	51.1%	1.8%
Native Hawaiian/Other Pacific	0.1%	0.1%	0.0%
Two or More Races	2.0%	1.7%	-0.3%

Race/Ethnicity	Cycle 3 Target Survey Group	Responding Sample	Over(+)/Under (-) Representation
White	29.6%	32.0%	2.4%

Students with responding parents were similar to the target survey group of students receiving special education services in Cycle 3 as described by primary exceptionality/disability (Table 4). A larger percentage of parents responding had a child with Autism (15% of the responding sample compared with 11% of the student special education target survey group in Cycle 3). Alternatively, the responding sample was comprised of slightly fewer parents of students with a Learning Disability as their primary exceptionality (31% in the responding sample compared with 37% in the target survey group). All other differences between the special education students in the Cycle 3 target survey group and the responding sample were two percentage points or fewer.

Table 4. Comparison of primary exceptionality/disability of students receiving special education services in responding sample and Cycle 3 target survey group.

Primary Exceptionality/ Disability	Cycle 3 Target Survey Group		Responding Sample		Over(+)/ Under (-) Representation
	Total N	Percent of Total	Total N	Percent of Total	Percent Difference
Auditory Impairment	410	1.4%	96	1.8%	0.4%
Autism	3,319	11.2%	776	14.6%	3.4%
Deaf/Blind	11	0.0%	2	0.0%	0.0%
Emotional Disturbance	1,937	6.6%	282	5.3%	-1.2%
Intellectual Disability	3,071	10.4%	548	10.3%	-0.1%
Learning Disability	10,787	36.5%	1,643	30.9%	-5.5%
Non-categorical Early Childhood	269	0.9%	59	1.1%	0.2%
Orthopedic Impairment	262	0.9%	66	1.2%	0.4%
Other Health Impairment	4,051	13.7%	750	14.1%	0.4%
Speech Impairment	5,113	17.3%	1,025	19.3%	2.0%
Traumatic Brain Injury	91	0.3%	18	0.3%	0.0%
Visual Impairment	243	0.8%	45	0.9%	0.0%
Total	29,564		5,310		

About 17% of the surveys were completed in Spanish and the remaining 83% were completed in English. Approximately 20% of all responses were submitted via the online version of the survey, while the remaining 80% were completed on paper. Nineteen percent of paper surveys were taken in Spanish compared with less than seven percent of the online version.

Results

The survey included 23 questions under four topic areas: 1) Environment, 2) Communication, 3) Admission, Review, and Dismissal Meetings (ARD)/Individualized Educational Plan (IEP) Participation, and 4) Results. From these, seven questions were used to determine the Indicator 8 score.

Statewide Results

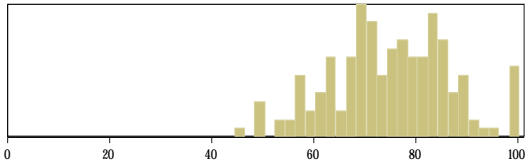
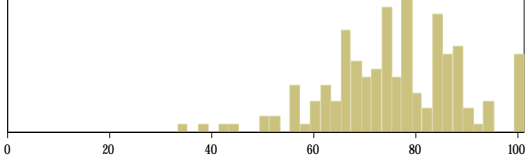
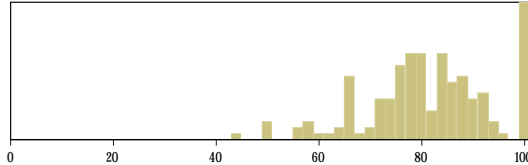
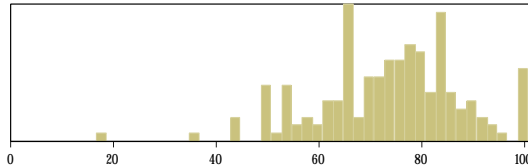
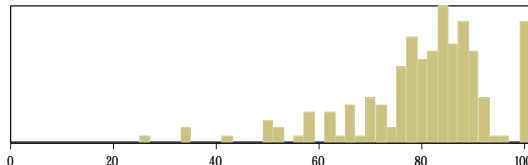
Overall Item-Level Results

Tables 5 through 8 contain statewide results for each survey item. Across all items, the majority of responding parents provided the most positive response (“always”, “yes” or “agree”). The percentage of parents providing the most positive response ranged across items from a low of 60% (Provided with information on parent organizations, community agencies, and training) to a high of 95% (My child's evaluation report is written in terms I understand).

Environment

Across the five items reflecting upon the school environment, a high percentage of parents provided the most positive response to each item. Teachers’ willingness to discuss students’ needs and the school being a positive and welcoming place were endorsed positively by the most parents (81% and 82%, respectively). Three-quarters of responding parents reported that school officials always encouraged parents to be involved in their child’s education and agreed that teachers understand their child’s needs, and 76% felt they were always considered an equal partner. Across districts, there was some variation, though the majority of parents in almost all districts provided the most positive responses. This is clearly observed in the district-level histograms in Table 5, shown for each item, with the distribution heavily shifted to the right – most districts had between 70-80% of parents providing the most positive response on most items. The tall bar on the far right of each of those histograms shows that there were many districts in which 100% of responding parents answered the most positive response for each of the Environment items.

Table 5. Item-level results – Environment.

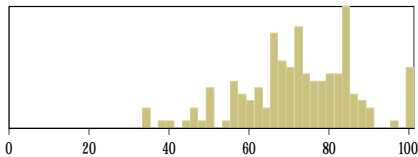
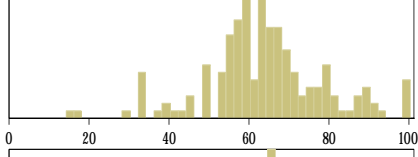
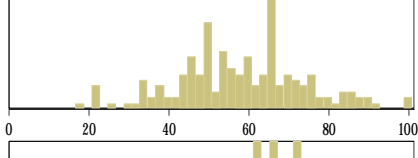
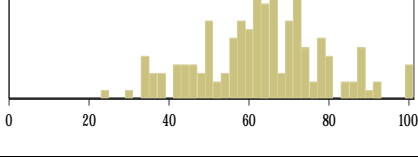
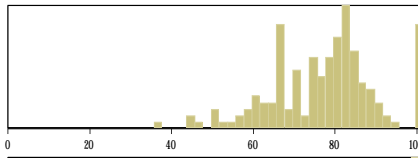
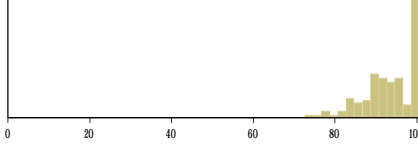
Environment	Always	Some-times	Never	N	District Percent Always
School personnel encourage me to be involved in my child's education	74.8%	20.7%	4.6%	5,645	
Considered an equal partner with teachers and others in planning IEP	75.7%	19.5%	4.7%	5,575	
	Agree	Neutral	Disagree	N	District Percent Agree
My child's school is a positive and welcoming place	81.7%	14.3%	4.0%	5,616	
Teachers understand my child's needs	74.6%	18.5%	6.9%	5,605	
Teachers are willing to discuss my child's needs	81.1%	14.4%	4.5%	5,595	

Communication

Survey items within the Communication domain showed less positive responses compared with the other domains, but positivity remained high. Across all survey questions, the item with the lowest degree of positive response was the 60% of parents answering that schools always provide them with information on parent organizations and community agencies. Sixty-five percent of parents answered that they always communicate with their child's teacher regarding the IEP process, and that they were provided with information to help them assist their child's education. Approximately three-quarters of parents responded that the school always communicated with them regularly regarding the IEP process and that schools provided information on their child's disability. Almost all parents (93%) reported information was provided to them in their primary language. Table 6 shows the variation in responses to each survey item across districts. Compared with the Environment items, district-level variation is more evenly distributed

with the majority of districts achieving the most positive response among 60-80% of parents. Almost all parents in almost all districts reported that information is provided to them in their primary language.

Table 6. Item-level results – Communication.

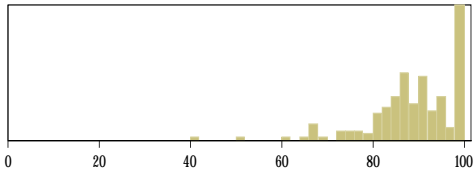
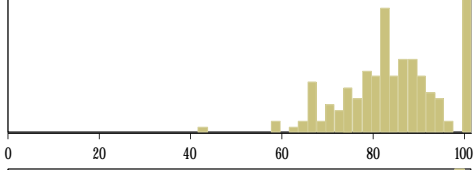
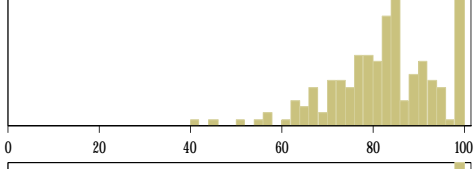
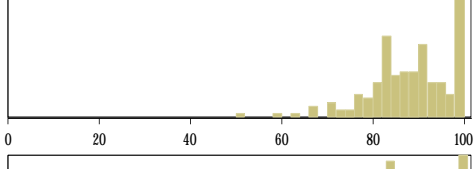
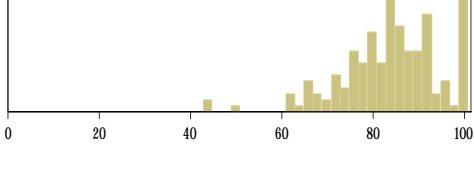
Communication	Always	Some-times	Never	N	District Percent Always
The school communicates with me regarding IEP progress	73.6%	22.4%	4.0%	5,659	
I communicate with my child's teacher(s) regarding IEP progress	64.6%	31.4%	3.9%	5,623	
Provided with information on parent organizations, community agencies and training	59.9%	25.6%	14.6%	5,583	
Provided with information to help me assist in my child's education	64.5%	25.4%	10.1%	5,576	
	Yes	No		N	District Percent Yes
Provided with information on my child's disability	78.4%	21.6%		5,569	
Information is provided to me in my primary language	93.2%	6.8%		5,484	

ARD/IEP Participation

Parent responses for ARD/IEP Participation were on average the most positive and most consistent across districts. Almost all parents (95%) responded that their child's evaluation report was written in terms they could understand and that teachers and administrators ensure that they understand the procedural safeguards (94%). Between 83% and 89% of parents responded "always" to the five ARD/IEP participation questions shown in Table 7. In the ARD/IEP section of the survey, the item with the least amount of positive responses was still endorsed by about three-quarters of the sample, with 74% of parents indicating that schools provided information about agencies that can assist in planning for life after high

school. Likewise, across districts, the average percent of parents providing the most positive response on all these items was high, as is clearly illustrated in the histograms for each survey item in Table 7.

Table 7. Item-level results – ARD/IEP Participation.

ARD/IEP Participation	Always	Some-times	Never	N	District Percent Always
Participate in Admission, Review, and Dismissal (ARD) meetings	88.2%	10.0%	1.8%	5,640	
My concerns are considered by the ARD committee when developing the IEP	83.7%	13.9%	2.4%	5,628	
We discuss how my child will participate in state assessments at ARD meetings	82.6%	9.5%	7.9%	5,592	
We select accommodations that my child needs at ARD meetings	88.8%	8.8%	2.5%	5,581	
The school provides my child with all the services documented on my child's IEP	84.0%	14.4%	1.6%	5,574	

ARD/IEP Participation (cont.)	Yes	No	N	District Percent Yes
Teachers and administrators ensure that I understand the Procedural Safeguards	93.6%	6.4%	4,544	
My child's evaluation report is written in terms I understand	95.2%	4.8%	4,716	
Provides planning for life after HS, including services to help meet goals	80.4%	19.6%	1,710	
Provides information on agencies that can assist in planning for life after HS	73.6%	26.4%	1,672	
The school includes my child in the ARD meeting	87.4%	12.6%	1,702	

Under the Results domain, two items showed more variability than the other items on the survey. Approximately three-quarters of all responding parents agreed with both items, that their child is making progress because of the services he/she receives (77%) and that the parent is satisfied with the progress their child is making (72%). Unlike many of the other survey items, both of these items had more variation across districts, with some districts having very high percentages of parents agreeing (many had 100% of parents agreeing) while others had fewer than 50% or 60% of parents agreeing. Despite this variability, responses were consistently high and few parents disagreed with these statements.

Table 8. Item-level results – Results.

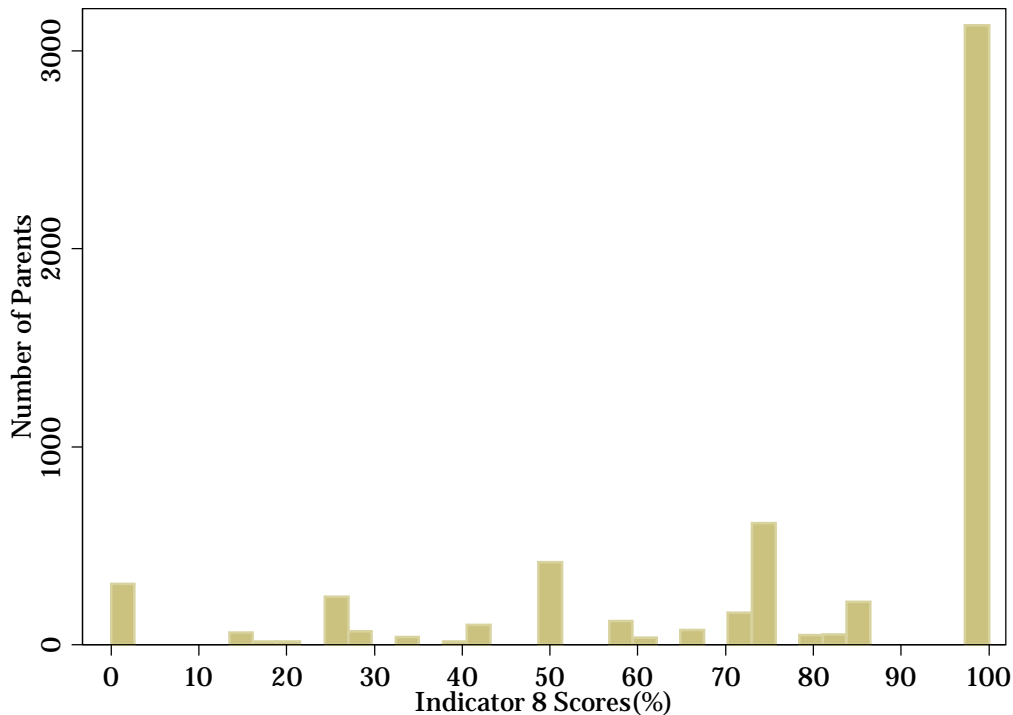
Results	Agree	Neutral	Disagree	N	District Percent Agree
Child is making progress because of the services he/she is receiving	76.7%	17.2%	6.1%	5,637	
Satisfied with the progress child is making	72.4%	18.7%	8.9%	5,604	

Overall Indicator 8 Results

The overall Indicator 8 score for the state was 78%. This means that on average, parents responded positively (i.e., selected “yes”, “always”, or “agree”) to 78% of the Indicator 8 survey items that they answered (four items if their child was under aged 14, seven items if their child was 14 or older).⁵ This was a bit below the state’s 80% target stated in the State Performance Plan for school year 2015-16. Figure 8 shows the distribution of parents’ Indicator 8 scores at the individual level. The majority of parents responded positively to all of the questions that they answered.

⁵ Not including items that the parent skipped. That is, if a parent answered six of the seven indicator items for a student aged 14 or over, their percent was calculated based on the six that they answered.

Figure 8. Distribution of Indicator 8 scores.



Across the seven items used to calculate Indicator 8, those with the fewest parents responding positively were that schools provide information on agencies which can assist in planning for after high school (74% of parents responded “yes”) and that schools communicate with parents about IEP progress (74% of parents answered that this was always done). Seventy-five percent of parents agreed that teachers understand their student’s needs and 76% reported that they are always considered an equal partner with teachers and others in planning their child’s IEP. Items with the highest percentage of parents responding positively included that the school includes the child in the ARD meeting (87%) and the school provides planning for life after high school (80%).

Item-Level Results, by Student Characteristics

The research team further examined differences in response to individual survey items (outside of those that are used in Indicator 8). Full item-level results by gender, race, economic status, and grade level are provided in Appendix A. As described earlier, high percentages of parents provided positive responses on all items, and in most cases, differences by subgroup did not vary by more than two to three percentage points. Some notable results include:

- Though there were few parents of students in the “other” race category compared with most other race categories, none of these 112 parents responded that they “always” participated in ARD meetings, an item endorsed by 95% of white parents and between 84% and 86% of all other ethnic subgroups.

- A smaller percentage of parents of Black or African American students and students identified as an “other” race agreed that their school is a positive and welcoming place (77% and 74% respectively) compared with parents of Asian, Hispanic, and White students (88%, 83%, and 82%, respectively).
- Fewer parents of African American or Black and other races (68% and 71% respectively) agreed that their child is making progress because of services he/she is receiving compared with parents of Asian, Hispanic, and White students (82%, 80%, and 76% respectively).
- Fewer parents of students in the “other” race category responded that they are always provided information on parent organizations, community agencies, and training (43% compared with between 55% and 66% for other races).
- Parents of economically disadvantaged students answered most questions within three percentage points of parents of students who are not economically disadvantaged (and often more positively). One exception was that parents of economically disadvantaged students responded that they always attend ARD meetings 84% of the time compared with 95% for parents of students who are not economically disadvantaged.
- Parents of elementary students reported the highest rate of always communicating with their child’s teacher about their child’s IEP progress (72% compared with 59% and 57% for parents of middle school and high school parents, respectively).

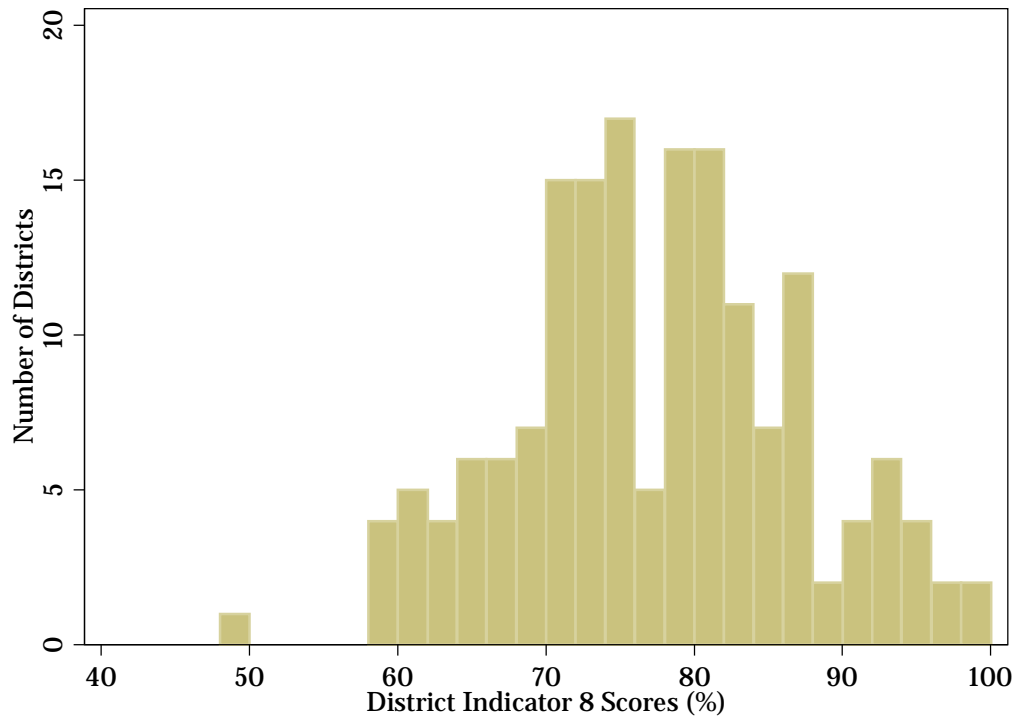
District-Level Results

Overall Indicator 8 Results

The average district-level Indicator 8 score was 77% and ranged from 48% (in one district) to 100% (in two districts), meaning that all parents in those districts answered each of the four (or seven) Indicator 8 questions positively. Of the 167 districts with more than five surveys returned, 67 districts (40%) had an average Indicator 8 score above or equal to 80% while the other 100 (60%) were lower than the state target.⁶ Seventy percent had Indicator 8 scores between 65% and 86% (Figure 9).

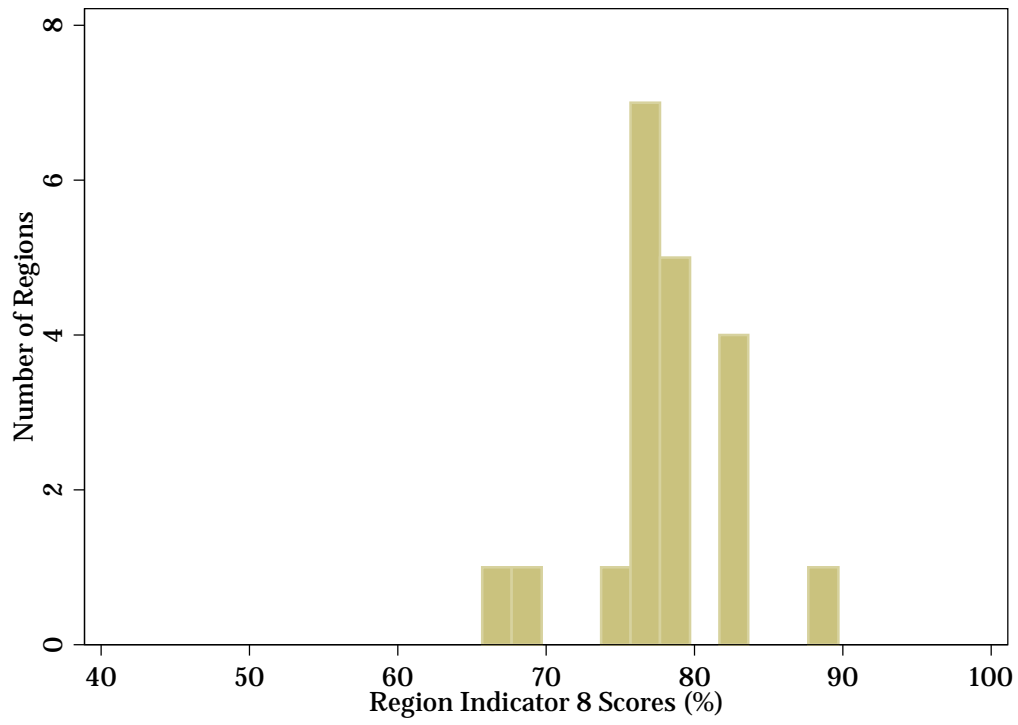
⁶ Results for districts with five or fewer responses are not reliable, as one additional response can considerably change the results. While five is a somewhat arbitrary cut off, it represents a reasonable compromise between reliability and retaining results for as many districts as possible.

Figure 9. Distribution of district-level Indicator 8 scores.



School districts in Texas are nested within 20 Education Service Centers (ESCs). Districts from each of the 20 ESCs are included in each Cycle's survey target group so that results can be aggregated and described at the ESC level to provide feedback to every ESC in every survey year, even though the participating districts from within the region will change from year to year. Figure 10 shows that aggregating results to the ESC level, Indicator 8 scores ranged from 66% to 89%, with five ESCs exceeding the 80% target.

Figure 10. Distribution of region-level Indicator 8 scores.



Discussion and Suggestions

Results from the 2015-16 administration of the Parent Involvement Survey in Texas showed that parents of students receiving special education services in Cycle 3 districts, on the whole, responded positively to Parent Involvement questions. The lowest percentage of parents responded positively to survey items in the Communication domain, suggesting this is an area worthy of further district attention. In particular, providing parents with information on parent organizations, community agencies, and training, communicating with parents about IEP progress, and providing parents with information to help them assist in their child's education are three areas that were least often endorsed by parents (though two-thirds of parents did indeed endorse these items). In addition, some attention should be given to findings showing disparities by student race/ethnicity categories, illustrating that parents of some student groups endorse particular items at substantively lower rates. Looking at these results within districts, or within ESC regions can help identify areas where targeted efforts to make improvements might benefit students.

Appendix A: Full Item-Level Responses by Student Characteristics

Table A1. Full item-level responses, by gender.

Environment	Female				Male			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
School personnel encourage me to be involved in my child's education	74.2%	21.2%	4.6%	1,714	75.6%	20.0%	4.4%	3,443
Considered an equal partner with teachers and others in planning IEP	75.5%	19.8%	4.6%	1,701	76.3%	19.0%	4.8%	3,386
	Agree	Neutral	Disagree	N	Agree	Neutral	Disagree	N
My child's school is a positive and welcoming place	81.3%	14.6%	4.1%	1,712	82.2%	13.9%	3.9%	3,414
Teachers understand my child's needs	75.8%	18.0%	6.2%	1,708	74.5%	18.8%	6.6%	3,406
Teachers are willing to discuss my child's needs	82.6%	13.2%	4.2%	1,701	80.8%	14.8%	4.3%	3,404
Communication	Always	Sometimes	Never	N	Always	Sometimes	Never	N
The school communicates with me regarding IEP progress	73.5%	22.8%	3.7%	1,726	74.1%	21.9%	4.0%	3,441
I communicate with my child's teacher(s) regarding IEP progress	63.7%	32.2%	4.1%	1,712	65.1%	31.1%	3.7%	3,418
Provided with information on parent organizations, community agencies, and training	60.6%	24.9%	14.5%	1,697	59.9%	25.9%	14.2%	3,395
Provided with information to help me assist in my child's education	65.4%	24.6%	10.0%	1,696	65.0%	25.3%	9.7%	3,390
	Yes	No		N	Yes	No		N
Provided with information on my child's disability	78.2%	21.8%		1,696	79.1%	20.9%		3,379
Information is provided to me in my primary language	92.9%	7.1%		1,664	93.4%	6.6%		3,333

Environment	Female				Male			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
ARD/IEP Participation	Female				Male			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
Participate in Admission, Review, and Dismissal (ARD) meetings	87.6%	10.6%	1.8%	1,713	88.0%	10.1%	1.9%	3,430
My concerns are considered by the ARD committee when developing the IEP	83.9%	13.9%	2.2%	1,702	83.7%	14.0%	2.3%	3,431
We discuss how my child will participate in state assessments at ARD meetings	83.0%	8.8%	8.2%	1,698	83.0%	9.5%	7.5%	3,402
We select accommodations that my child needs at ARD meetings	89.1%	8.7%	2.2%	1,686	88.5%	8.8%	2.7%	3,403
The school provides my child with all the services documented on my child's IEP	83.9%	14.7%	1.4%	1,694	84.6%	13.8%	1.7%	3,386
	Yes	No		N	Yes	No		N
Teachers and administrators ensure that I understand the Procedural Safeguards	93.4%	6.6%		1,343	93.8%	6.3%		2,736
My child's evaluation report is written in terms I understand	95.4%	4.6%		1,404	95.1%	4.9%		2,832
Provides planning for life after HS, including services to help meet goals	81.7%	18.3%		536	79.6%	20.4%		1,007
Provides information on agencies that can assist in planning for life after HS	75.4%	24.6%		529	73.0%	27.0%		9,82
The school includes my child in the ARD meeting	88.3%	11.7%		547	87.1%	12.9%		9,90
Results	Agree	Neutral	Disagree	N	Agree	Neutral	Disagree	N
Child is making progress because of the services he/she is receiving	77.8%	16.1%	6.1%	1,707	76.7%	17.4%	6.0%	3,428
Satisfied with the progress child is making	73.7%	17.5%	8.8%	1,698	72.2%	19.2%	8.6%	3,404

Table A2. Full item-level responses, by race.

Environment	Asian				Black or African American			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
School personnel encourage me to be involved in my child's education	78.8%	19.5%	1.7%	118	75.0%	17.5%	7.4%	633
Considered an equal partner with teachers and others in planning IEP	76.3%	20.3%	3.4%	118	77.2%	16.5%	6.3%	635
	Agree	Neutral	Disagree	N	Agree	Neutral	Disagree	N
My child's school is a positive and welcoming place	88.2%	10.9%	0.8%	119	77.0%	17.1%	6.0%	638
Teachers understand my child's needs	80.7%	17.6%	1.7%	119	71.4%	19.8%	8.8%	625
Teachers are willing to discuss my child's needs	87.1%	10.3%	2.6%	116	78.1%	15.8%	6.0%	631
Communication	Always	Sometimes	Never	N	Always	Sometimes	Never	N
The school communicates with me regarding IEP progress	75.7%	22.6%	1.7%	115	75.3%	19.5%	5.2%	635
I communicate with my child's teacher(s) regarding IEP progress	69.7%	27.7%	2.5%	119	64.5%	30.0%	5.5%	637
Provided with information on parent organizations, community agencies, and training	66.4%	27.7%	5.9%	119	59.0%	25.6%	15.4%	630
Provided with information to help me assist in my child's education	66.7%	28.2%	5.1%	117	64.6%	24.5%	10.8%	628
	Yes	No		N	Yes	No		N
Provided with information on my child's disability	91.3%	8.7%		115	77.2%	22.8%		632
Information is provided to me in my primary language	82.1%	17.9%		117	90.9%	9.1%		624

Environment	Asian				Black or African American			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
ARD/IEP Participation	Asian				Black or African American			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
Participate in Admission, Review, and Dismissal (ARD) meetings	83.8%	15.4%	0.9%	117	85.8%	12.7%	1.6%	639
My concerns are considered by the ARD committee when developing the IEP	82.1%	16.2%	1.7%	117	83.9%	13.3%	2.8%	633
We discuss how my child will participate in state assessments at ARD meetings	76.9%	17.9%	5.1%	117	84.2%	7.6%	8.2%	632
We select accommodations that my child needs at ARD meetings	83.8%	14.5%	1.7%	117	90.1%	6.4%	3.5%	626
The school provides my child with all the services documented on my child's IEP	83.5%	15.7%	0.9%	115	81.6%	16.0%	2.4%	632
	Yes	No		N	Yes	No		N
Teachers and administrators ensure that I understand the Procedural Safeguards	92.8%	7.2%		97	92.0%	8.0%		501
My child's evaluation report is written in terms I understand	92.3%	7.7%		91	95.8%	4.2%		520
Provides planning for life after HS, including services to help meet goals	84.4%	15.6%		32	78.8%	21.2%		241
Provides information on agencies that can assist in planning for life after HS	72.7%	27.3%		33	72.2%	27.8%		230
The school includes my child in the ARD meeting	93.8%	6.3%		32	88.8%	11.2%		233
Results	Agree	Neutral	Disagree	N	Agree	Neutral	Disagree	N
Child is making progress because of the services he/she is receiving	81.5%	12.6%	5.9%	119	71.4%	18.5%	10.0%	637
Satisfied with the progress child is making	74.1%	19.8%	6.0%	116	68.8%	19.1%	12.1%	629

Table A2. Full item-level responses, by race (continued).

	Hispanic/Latino				White			
Environment	Always	Sometimes	Never	N	Always	Sometimes	Never	N
School personnel encourage me to be involved in my child's education	75.6%	20.2%	4.2%	2,622	74.5%	21.8%	3.7%	1,671
Considered an equal partner with teachers and others in planning IEP	75.9%	19.6%	4.5%	2,557	76.3%	19.4%	4.3%	1,666
	Agree	Neutral	Disagree	N	Agree	Neutral	Disagree	N
My child's school is a positive and welcoming place	83.4%	13.5%	3.2%	2,591	81.7%	14.0%	4.3%	1,668
Teachers understand my child's needs	78.5%	17.0%	4.4%	2,586	71.1%	20.2%	8.7%	1,673
Teachers are willing to discuss my child's needs	83.3%	13.7%	3.0%	2,583	79.9%	14.6%	5.5%	1,666
Communication	Always	Sometimes	Never	N	Always	Sometimes	Never	N
The school communicates with me regarding IEP progress	76.4%	20.4%	3.1%	2,628	70.0%	25.5%	4.5%	1,676
I communicate with my child's teacher(s) regarding IEP progress	64.1%	32.4%	3.5%	2,595	65.8%	30.6%	3.6%	1,669
Provided with information on parent organizations, community agencies, and training	64.2%	23.6%	12.2%	2,564	55.1%	27.9%	17.0%	1,669
Provided with information to help me assist in my child's education	68.9%	23.0%	8.1%	2,565	60.4%	27.9%	11.8%	1,665
	Yes	No		N	Yes	No		N
Provided with information on my child's disability	83.5%	16.5%		2,575	72.1%	27.9%		1,645
Information is provided to me in my primary language	94.1%	5.9%		2,553	93.7%	6.3%		1,596

	Hispanic/Latino				White			
Environment	Always	Sometimes	Never	N	Always	Sometimes	Never	N
ARD/IEP Participation	Hispanic/Latino				White			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
Participate in Admission, Review, and Dismissal (ARD) meetings	84.1%	12.9%	3.0%	2,600	94.5%	5.1%	0.4%	1,675
My concerns are considered by the ARD committee when developing the IEP	84.4%	13.4%	2.3%	2,597	83.6%	14.3%	2.1%	1,674
We discuss how my child will participate in state assessments at ARD meetings	85.0%	8.3%	6.7%	2,580	80.7%	10.1%	9.3%	1,660
We select accommodations that my child needs at ARD meetings	88.4%	9.3%	2.3%	2,566	89.6%	7.9%	2.5%	1,667
The school provides my child with all the services documented on my child's IEP	86.9%	11.7%	1.4%	2,557	82.0%	16.5%	1.5%	1,667
	Yes	No		N	Yes	No		N
Teachers and administrators ensure that I understand the Procedural Safeguards	94.4%	5.6%		2,064	93.6%	6.4%		1,332
My child's evaluation report is written in terms I understand	95.2%	4.8%		2,135	95.4%	4.6%		1,399
Provides planning for life after HS, including services to help meet goals	84.1%	15.9%		750	75.8%	24.2%		492
Provides information on agencies that can assist in planning for life after HS	79.2%	20.8%		731	67.8%	32.2%		490
The school includes my child in the ARD meeting	86.7%	13.3%		738	88.9%	11.1%		504
Results	Agree	Neutral	Disagree	N	Agree	Neutral	Disagree	N
Child is making progress because of the services he/she is receiving	79.6%	15.7%	4.7%	2,589	75.6%	18.2%	6.2%	1,676

Environment	Hispanic/Latino				White			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
Satisfied with the progress child is making	76.9%	16.3%	6.8%	2,570	68.1%	21.7%	10.1%	1,675

Table A2. Full item-level responses, by race (continued).

Environment	Other			
	Always	Sometimes	Never	N
School personnel encourage me to be involved in my child's education	69.9%	23.0%	7.1%	113
Considered an equal partner with teachers and others in planning IEP	68.5%	24.3%	7.2%	111
	Agree	Neutral	Disagree	N
My child's school is a positive and welcoming place	73.6%	16.4%	10.0%	110
Teachers understand my child's needs	64.0%	23.4%	12.6%	111
Teachers are willing to discuss my child's needs	74.3%	17.4%	8.3%	109
Communication	Always	Sometimes	Never	N
The school communicates with me regarding IEP progress	62.8%	28.3%	8.8%	113
I communicate with my child's teacher(s) regarding IEP progress	54.5%	36.4%	9.1%	110
Provided with information on parent organizations, community agencies, and training	42.7%	31.8%	25.5%	110
Provided with information to help me assist in my child's education	50.5%	31.5%	18.0%	111

Environment	Other			
	Always	Sometimes	Never	N
	Yes	No		N
Provided with information on my child's disability	66.7%	33.3%		108
Information is provided to me in my primary language	91.6%	8.4%		107

ARD/IEP Participation	Other			
	Always	Sometimes	Never	N
Participate in Admission, Review, and Dismissal (ARD) meetings	0.0%	92.9%	7.1%	112
My concerns are considered by the ARD committee when developing the IEP	73.2%	23.2%	3.6%	112
We discuss how my child will participate in state assessments at ARD meetings	71.2%	18.9%	9.9%	111
We select accommodations that my child needs at ARD meetings	80.5%	14.2%	5.3%	113
The school provides my child with all the services documented on my child's IEP	77.1%	20.2%	2.8%	109
	Yes	No		N
Teachers and administrators ensure that I understand the Procedural Safeguards	85.9%	14.1%		85
My child's evaluation report is written in terms I understand	92.3%	7.7%		91
Provides planning for life after HS, including services to help meet goals	67.9%	32.1%		28
Provides information on agencies that can assist in planning for life after HS	55.6%	44.4%		27
The school includes my child in the ARD meeting	66.7%	33.3%		30

Environment	Other			
	Always	Sometimes	Never	N
Results	Agree	Neutral	Disagree	N
Child is making progress because of the services he/she is receiving	68.4%	21.9%	9.6%	114
Satisfied with the progress child is making	64.3%	21.4%	14.3%	112

Table A3. Full item-level responses, by economic disadvantage.

Environment	Not Disadvantaged				Disadvantaged			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
School personnel encourage me to be involved in my child's education	76.9%	19.5%	3.6%	1,937	74.0%	21.0%	5.0%	3,220
Considered an equal partner with teachers and others in planning IEP	77.8%	18.4%	3.8%	1,929	74.9%	19.8%	5.3%	3,158
	Agree	Neutral	Disagree	N	Agree	Neutral	Disagree	N
My child's school is a positive and welcoming place	83.5%	12.6%	4.0%	1,935	81.0%	15.0%	4.0%	3,191
Teachers understand my child's needs	74.2%	19.0%	6.8%	1,937	75.4%	18.3%	6.3%	3,177
Teachers are willing to discuss my child's needs	82.2%	13.7%	4.2%	1,926	81.0%	14.7%	4.4%	3,179
Communication	Always	Sometimes	Never	N	Always	Sometimes	Never	N
The school communicates with me regarding IEP progress	72.0%	23.6%	4.4%	1,943	75.0%	21.4%	3.6%	3,224
I communicate with my child's teacher(s) regarding IEP progress	66.3%	30.5%	3.1%	1,939	63.6%	32.1%	4.3%	3,191
Provided with information on parent organizations, community agencies, and training	57.5%	27.7%	14.8%	1,931	61.8%	24.2%	14.0%	3,161

Provided with information to help me assist in my child's education	63.3%	27.0%	9.7%	1,934	66.2%	23.9%	9.9%	3,152
	Yes	No		N	Yes	No		N
Provided with information on my child's disability	75.5%	24.5%		1,905	80.8%	19.2%		3,170
Information is provided to me in my primary language	93.5%	6.5%		1,860	93.1%	6.9%		3,137

ARD/IEP Participation	Not Disadvantaged				Disadvantaged			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
Participate in Admission, Review, and Dismissal (ARD) meetings	95.1%	4.5%	0.4%	1,948	83.5%	13.8%	2.8%	3,195
My concerns are considered by the ARD committee when developing the IEP	85.8%	12.7%	1.5%	1,945	82.6%	14.7%	2.8%	3,188
We discuss how my child will participate in state assessments at ARD meetings	82.4%	8.9%	8.7%	1,923	83.4%	9.4%	7.2%	3,177
We select accommodations that my child needs at ARD meetings	90.0%	7.8%	2.2%	1,931	87.9%	9.3%	2.8%	3,158
The school provides my child with all the services documented on my child's IEP	83.0%	16.0%	1.0%	1,929	85.2%	12.9%	1.9%	3,151
	Yes	No		N	Yes	No		N
Teachers and administrators ensure that I understand the Procedural Safeguards	93.4%	6.6%		1,552	93.8%	6.2%		2,527
My child's evaluation report is written in terms I understand	96.1%	3.9%		1,610	94.6%	5.4%		2,626
Provides planning for life after HS, including services to help meet goals	76.6%	23.4%		565	82.5%	17.5%		978
Provides information on agencies that can assist in planning for life after HS	71.8%	28.2%		554	75.0%	25.0%		957
The school includes my child in the ARD meeting	88.7%	11.3%		565	86.8%	13.2%		972

Results	Agree	Neutral	Disagree	N	Agree	Neutral	Disagree	N
Child is making progress because of the services he/she is receiving	78.3%	15.8%	5.9%	1,944	76.3%	17.6%	6.0%	3,191
Satisfied with the progress child is making	71.9%	19.2%	8.9%	1,935	73.2%	18.3%	8.6%	3,167

Table A4. Full item-level responses, by grade level.

Environment	Elementary School				Middle School			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
School personnel encourage me to be involved in my child's education	78.6%	17.6%	3.8%	2,504	71.2%	23.5%	5.3%	1,424
Considered an equal partner with teachers and others in planning IEP	78.4%	17.2%	4.4%	2,477	73.3%	21.7%	5.0%	1,391
	Agree	Neutral	Disagree	N	Agree	Neutral	Disagree	N
My child's school is a positive and welcoming place	85.5%	11.0%	3.5%	2,484	79.4%	16.8%	3.8%	1,417
Teachers understand my child's needs	80.0%	15.4%	4.7%	2,484	69.8%	22.8%	7.4%	1,404
Teachers are willing to discuss my child's needs	85.2%	11.2%	3.6%	2,481	78.8%	16.8%	4.3%	1,408
Communication	Always	Sometimes	Never	N	Always	Sometimes	Never	N
The school communicates with me regarding IEP progress	76.9%	19.9%	3.2%	2,505	72.0%	23.9%	4.1%	1,436
I communicate with my child's teacher(s) regarding IEP progress	71.7%	25.6%	2.7%	2,488	58.8%	36.6%	4.7%	1,414

Environment	Elementary School				Middle School			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
Provided with information on parent organizations, community agencies, and training	62.7%	24.1%	13.1%	2,464	56.9%	26.3%	16.7%	1,409
Provided with information to help me assist in my child's education	68.8%	22.9%	8.3%	2,465	60.5%	27.6%	11.9%	1,402
	Yes	No		N	Yes	No		N
Provided with information on my child's disability	80.8%	19.2%		2,473	77.6%	22.4%		1,395
Information is provided to me in my primary language	93.2%	6.8%		2,441	93.6%	6.4%		1,370

ARD/IEP Participation	Elementary School				Middle School			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
Participate in Admission, Review, and Dismissal (ARD) meetings	88.7%	9.2%	2.1%	2,494	85.9%	12.3%	1.8%	1,426
My concerns are considered by the ARD committee when developing the IEP	85.2%	12.1%	2.7%	2,490	81.6%	16.2%	2.2%	1,419
We discuss how my child will participate in state assessments at ARD meetings	77.7%	9.2%	13.1%	2,458	88.7%	8.2%	3.2%	1,420
We select accommodations that my child needs at ARD meetings	87.6%	9.5%	3.0%	2,458	89.9%	8.1%	2.1%	1,411
The school provides my child with all the services documented on my child's IEP	86.8%	11.5%	1.7%	2,462	81.3%	17.0%	1.7%	1,404
	Yes	No		N	Yes	No		N
Teachers and administrators ensure that I understand the Procedural Safeguards	94.7%	5.3%		1,972	92.5%	7.5%		1,114
My child's evaluation report is written in terms I understand	95.2%	4.8%		2,069	95.8%	4.2%		1,156

Environment	Elementary School				Middle School			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
Provides planning for life after HS, including services to help meet goals	N/A	N/A		0	77.4%	22.6%		563
Provides information on agencies that can assist in planning for life after HS	N/A	N/A		0	68.3%	31.7%		556
The school includes my child in the ARD meeting	N/A	N/A		0	77.7%	22.3%		584
Results	Agree	Neutral	Disagree	N	Agree	Neutral	Disagree	N
Child is making progress because of the services he/she is receiving	81.1%	14.2%	4.6%	2,482	73.2%	19.5%	7.3%	1,422
Satisfied with the progress child is making	75.4%	17.5%	7.2%	2,463	69.9%	19.2%	11.0%	1,414

Table A4. Full item-level responses, by grade level (continued).

Environment	High School			
	Always	Sometimes	Never	N
School personnel encourage me to be involved in my child's education	72.5%	22.5%	5.0%	1,229
Considered an equal partner with teachers and others in planning IEP	74.4%	20.6%	5.0%	1,219
	Agree	Neutral	Disagree	N
My child's school is a positive and welcoming place	77.6%	17.2%	5.1%	1,225
Teachers understand my child's needs	70.8%	20.1%	9.1%	1,226
Teachers are willing to discuss my child's needs	76.7%	17.6%	5.7%	1,216

Environment	High School			
	Always	Sometimes	Never	N
Communication	Always	Sometimes	Never	N
The school communicates with me regarding IEP progress	69.9%	24.9%	5.2%	1,226
I communicate with my child's teacher(s) regarding IEP progress	57.1%	37.5%	5.5%	1,228
Provided with information on parent organizations, community agencies, and training	58.7%	27.5%	13.8%	1,219
Provided with information to help me assist in my child's education	62.9%	26.6%	10.5%	1,219
	Yes	No		N
Provided with information on my child's disability	76.1%	23.9%		1,207
Information is provided to me in my primary language	93.0%	7.0%		1,186

ARD/IEP Participation	High School			
	Always	Sometimes	Never	N
Participate in Admission, Review, and Dismissal (ARD) meetings	88.6%	10.0%	1.5%	1,223
My concerns are considered by the ARD committee when developing the IEP	83.3%	15.0%	1.6%	1,224
We discuss how my child will participate in state assessments at ARD meetings	87.2%	10.6%	2.3%	1,222
We select accommodations that my child needs at ARD meetings	89.8%	8.0%	2.3%	1,220
The school provides my child with all the services documented on my child's IEP	82.9%	15.9%	1.2%	1,214

Environment	High School			
	Always	Sometimes	Never	N
	Yes	No		N
Teachers and administrators ensure that I understand the Procedural Safeguards	93.0%	7.0%		993
My child's evaluation report is written in terms I understand	94.4%	5.6%		1,011
Provides planning for life after HS, including services to help meet goals	82.0%	18.0%		980
Provides information on agencies that can assist in planning for life after HS	77.1%	22.9%		955
The school includes my child in the ARD meeting	93.5%	6.5%		953
Results	Agree	Neutral	Disagree	N
Child is making progress because of the services he/she is receiving	73.3%	19.5%	7.2%	1,231
Satisfied with the progress child is making	70.5%	20.4%	9.1%	1,225

Appendix B: Survey Instrument

Texas Survey of Parents of Students Receiving Special Education Services		PIN#:		
COMPLETED SURVEYS ARE DUE BY MAY 20, 2016.				
INSTRUCTIONS				
Please use black or blue pen, or pencil.		Correct Mark	Incorrect Marks	
Environment	1. Please indicate how you feel regarding the following statements. (Mark the best response)	Never	Sometimes	Always
	a. School personnel encourage me to be involved in my child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. I am considered an equal partner with teachers and other professionals in planning my child's Individualized Education Program (IEP).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. Please indicate if you agree or disagree with the following statements. (Mark the best response)	Disagree	Neutral	Agree
	a. My child's school is a positive and welcoming place for my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. Teachers understand my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	c. Teachers show a willingness to discuss my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. Please indicate how you feel regarding the following statements. (Mark the best response)	Never	Sometimes	Always
	a. The school communicates regularly with me regarding my child's IEP progress and other important issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. I communicate with my child's teacher(s) regularly regarding my child's IEP progress and other important issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	c. School personnel provide information on parent organizations, community agencies, or trainings related to the needs of my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	d. School personnel provide me information to help me assist in my child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ARD/IEP Participation	4. Please mark your response, YES or NO, to the following questions.	No	Yes	
	a. The school provides me information on my child's disability.	<input type="radio"/>	<input type="radio"/>	
	b. The information is provided to me in my primary language.	<input type="radio"/>	<input type="radio"/>	
	5. Please indicate how you feel regarding the following statements. (Mark the best response)	Never	Sometimes	Always
	a. I participate in my child's Admission, Review, and Dismissal (ARD) meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. My concerns and recommendations are considered by the ARD committee in the development of my child's IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Results	c. At the ARD meeting, we discuss how my child will participate in state assessments (like the STAAR).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	d. At the ARD meeting, we select accommodations and/or modifications that my child needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	e. The school provides my child with all the services documented on my child's IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6. Please mark your response, YES or NO, to the following questions.	No	Yes	N/A
	a. Teachers and administrators ensure that I fully understand the Procedural Safeguards (also known as the Rights Booklet).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. My child's evaluation report is written in terms I understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	c. For students age 14 and up - The school provides planning for life after high school, including services to help my child reach his or her goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	d. For students age 14 and up - The school provides information on agencies that can assist my child in planning for life after high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	e. For students age 14 and up - The school includes my child in the ARD meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7. Please indicate if you agree or disagree with the following statements. (Mark the best response)	Disagree	Neutral	Agree
	a. My child is making progress because of the services he/she is receiving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. I am satisfied with the progress my child is making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank You for Taking This Survey.



Encuesta de Tejas de los Padres de Estudiantes que Reciben Servicios de Educación Especial

LAS ENCUESTAS DEBEN COMPLETARSE ANTES DEL 20 DE MAYO 2016.

INSTRUCCIONES

Utilice bolígrafo negro o azul, o lápiz.

Marca Correcta 

Marcas Incorrectas    

	Nunca	Algunas Veces	Siempre
Ambiente	1. Por favor indique lo que siente sobre las declaraciones siguientes. (Marque la mejor respuesta)		
	a. El personal de la escuela me anima a estar más involucrado en la educación de mi hijo/hija.		
	b. Soy considerado un socio igual con los maestros y otros profesionales en la planificación del Programa Educativo Individualizado (IEP) de mi hijo/hija.		
Ambiente	2. Por favor si está de acuerdo o en desacuerdo con las declaraciones siguientes. (Marque la mejor respuesta)		
	a. La escuela de mi hijo/hija es un lugar positivo y acogedor para mi familia.		
	b. Los maestros entienden las necesidades de mi hijo/hija.		
Comunicación	3. Por favor indique lo que siente sobre las declaraciones siguientes. (Marque la mejor respuesta)		
	a. La escuela se comunica regularmente conmigo con respecto al progreso del IEP de mi hijo/hija y otros temas importantes.		
	b. Yo me comunico regularmente con el/los maestro/maestros de mi hijo/hija con respecto al progreso del IEP de mi hijo/hija y otros asuntos importantes.		
Comunicación	c. El personal de la escuela proporciona información sobre organizaciones de padres, agencias de la comunidad, o entrenamientos relacionados con las necesidades de mi hijo/hija.		
	d. El personal de la escuela me proporciona información para ayudarme a participar en la educación de mi hijo/hija.		
	4. Por favor marque su respuesta, SÍ o NO, para las preguntas siguientes.		
Comunicación	a. La escuela me proporciona información sobre la discapacidad de mi hijo/hija.		
	b. Se me proporciona información en mi idioma principal.		
	5. Por favor indique lo que siente sobre las declaraciones siguientes. (Marque la mejor respuesta)		
Participación en ARD/IEP	a. Yo participo en las juntas de Ingreso, Resumen y Despido (ARD) de mi hijo/hija.		
	b. El comité de ARD toma en cuenta mis inquietudes y sugerencias en el desarrollo del IEP de mi hijo/hija.		
	c. En la junta de ARD, hablamos sobre cómo participará mi hijo/hija en las evaluaciones del estado (tal como el STAAR).		
Participación en ARD/IEP	d. En la junta de ARD, seleccionamos adaptaciones o modificaciones que necesita mi hijo/hija.		
	e. La escuela le proporciona a mi hijo/hija todos los servicios documentados en el IEP de mi hijo/hija.		
	6. Por favor marque su respuesta, SÍ o NO, para las preguntas siguientes.		
Participación en ARD/IEP	a. Los maestros y administradores aseguran que yo entienda completamente los Procedimientos de Protección (también conocido como el folleto de Derechos).		
	b. El reporte de evaluación de mi hijo/hija está escrito en términos que yo entiendo.		
	c. Para Estudiantes que tienen 14 años o más - La escuela ofrece planificación para la vida después de la secundaria, incluyendo servicios para ayudar a mi hijo/hija a alcanzar sus metas.		
Participación en ARD/IEP	d. Para Estudiantes que tienen 14 años o más - La escuela proporciona información sobre las agencias que pueden ayudar a mi hijo/hija en la planificación para la vida después de la secundaria.		
	e. Para Estudiantes que tienen 14 años o más - La escuela incluye a mi hijo/hija en la reunión de ARD.		
	7. Por favor indique si está de acuerdo o en desacuerdo con las declaraciones siguientes. (Marque la mejor respuesta)		
Resultados	a. Mi hijo/hija está progresando a causa de los servicios que él/ella está recibiendo.		
	b. Estoy satisfecho/a con el progreso de mi hijo/hija.		

Gracias por Completar Esta Encuesta.