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Region 9 ESC Texas Parent Survey

Results of the 2017-18 Texas Parent Involvement Survey

REPORT PROVIDED BY:

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Contents

| | Pg. |
|---|-----------|
| 1 Executive Summary | 4 |
| 1.1 Brief Background and Purpose Statement | 4 |
| 1.2 Response Rate and Sample Characteristics | 4 |
| 1.3 Key Findings | 5 |
| 1.3.1 Indicator 8 Percentage | 5 |
| 1.3.2 Services and Student Progress | 5 |
| 1.3.3 Parent Involvement Scale Score | 5 |
| 2 Background and Project Context | 7 |
| 2.1 Indicator 8 Requirements | 7 |
| 2.2 History of the Texas Parent Survey | 7 |
| 3 Survey Design and Administration | 8 |
| 3.1 Parent Involvement Surveys | 8 |
| 3.2 Survey Administration | 10 |
| 3.2.1 Selecting the Survey Target Group | 10 |
| 3.2.2 Survey Launch | 12 |
| 3.2.3 Follow-Up Activities to Increase Response Rates | 14 |
| 3.3 Response Rates | 15 |
| 3.3.1 Statewide Response Rate | 15 |
| 3.3.2 District-Level Response Rates | 15 |
| 4 Data Analysis and Preparation | 16 |
| 4.1 Data Cleaning and Data Diagnostics | 16 |
| 4.2 Indicator 8 Questions | 17 |
| 4.3 Services and Student Progress | 17 |
| 4.4 Parent Involvement Scale | 17 |
| 4.5 Representativeness of Responding Sample | 18 |
| 5 Results | 20 |
| 5.1 Indicator 8 Results | 20 |
| 5.1.1 Indicator 8 Results, by Student Characteristics | 22 |
| 5.2 Student Services and Progress Results | 23 |
| 5.3 Parent Involvement Scale Score Results | 24 |
| 5.3.1 Overall Parent Involvement Scale Score Results | 24 |
| 6 Discussion and Suggestions | 26 |
| Appendix | 27 |

| | | |
|----------|--|-----------|
| A | Appendix: Selecting the Survey Sample | 27 |
| B | Appendix: Survey Instrument | 28 |

1 Executive Summary

1.1 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). 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.

The survey instrument used during the 2017-18 school year was composed of three parts:

1. **Indicator 8 items:** Seven items developed by Texas stakeholders and used for calculating the statewide Indicator 8 percentage since the 2013-14 school year.
2. **Services and Student Progress items:** Two items designed to capture parent satisfaction with student services and student progress, included in the Texas survey for the first time this year.
3. **Parent Involvement Scale Score items:** A set of 17 items, included in the Texas survey for the first time this year, developed by the National Center for Special Education Accountability and Monitoring (NCSEAM) for the purpose of measuring Indicator 8.

2017-18 was the fifth year of Texas's current six-year plan for surveying all districts in the state. The research team sent surveys to parents of over 27,000 students across more than 200 districts.

1.2 Response Rate and Sample Characteristics

- A total of 4,441 surveys were completed and returned for a Cycle 5 response rate of 16.2% across the state—a decrease of 1.5 percentage points from Cycle 4 (2016-17).
- This response rate ranged from 0.0% (7 districts) to 90.9% (1 district). Most response rates at the district level were between 11% and 20% (95 districts).
- Overall, students whose parents responded to the survey were representative of the state's special education population on measurable characteristics such as gender, race/ethnicity, and primary disability/exceptionality. Specifically:
 - 65.6% of completed surveys were from parents of a male student, and male students made up 67.0% of the population of students receiving special education services during the 2017-18 school year.

- Though a somewhat greater proportion of White students’ parents responded and a somewhat smaller proportion of Black students’ parents responded to the survey, no student race/ethnicity subgroup was over/under-represented in the survey sample by more than five percentage points (compared to the population of students receiving services).
- All disability types were represented in the survey sample at similar levels to their rate of occurrence in the population—all differences by subgroup were within three percentage points.

1.3 Key Findings

1.3.1 *Indicator 8 Percentage*

- The Texas Indicator 8 percentage for the 2017-18 school year was 76%. This reflects the average percentage of Indicator 8 items to which parents responded positively. This compares to 78% among Cycle 4 (2016-17) and Cycle 3 districts (2015-16), 79% among Cycle 2 districts (2014-15), and 81% among Cycle 1 districts (2013-14).
- Across districts, the average Indicator 8 percentage ranged from 46.9% to 98.0%. Across the 20 Education Service Centers (ESC), the average Indicator 8 percentage ranged from 60.9% to 79.3%.

1.3.2 *Services and Student Progress*

- Almost 90% of parents surveyed reported that they were satisfied with their child’s progress toward IEP goals (88.0%) and that they believe their child is receiving the special education services they need (86.6%).

1.3.3 *Parent Involvement Scale Score*

- The research team used parent responses to the 17 NCSEAM items to calculate the Parent Involvement Scale Score, and then grouped parents into one of five levels based on their resulting score. Results for the state as a whole are summarized in Table 1 below:

Table 1: Parent Involvement Survey Score Levels of Agreement

| Level | Definition of Level | % of Parent Respondents |
|--------------|---|--------------------------------|
| Level 0 | Parents typically disagreed that their child's school facilitated parent involvement. | 5.8% |
| Level 1 | Parents typically expressed some agreement that their child's school facilitated parent involvement as expressed by Level 1 items. They typically disagreed with Level 2 and Level 3 items. ¹ | 5.1% |
| Level 2 | Parents typically agreed that their child's school facilitated parent involvement as expressed by Level 1 items. They expressed some agreement with Level 2 items and typically disagreed with Level 3 items. | 24.9% |
| Level 3 | Parents typically strongly agreed that their child's school facilitated parent involvement as expressed by Level 1 items, agreed with Level 2 items and expressed some agreement with Level 3 items. | 17.9% |
| Level 4 | Parents showed strong agreement that their child's school facilitated parent involvement as expressed through all of the survey items. | 46.3% |

¹Items associated with each level can be found in Figure 7.

2 Background and Project Context

2.1 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.² 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, combining some existing indicators 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 facilitate 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. 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.

2.2 History of the Texas Parent Survey

Since 2005, Education Service Center (ESC) Region 9 has been administering a survey, referred to as the “Parent Involvement Survey,” to a rotating sample of parents of students receiving special education services in the state. Based on the most recent six-year plan Texas submitted in 2014, all districts in Texas enrolling over 50,000 students as of 2014 (18 districts) are included in the survey effort every year. The remaining districts (approximately 1,000) were assigned to one of six cycles at the start of the six-year plan. One cycle is surveyed each year. Within the districts selected in a given year (a given cycle plus the 18 large districts), a stratified random sample of students is targeted for the survey effort.

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. (Gibson) to continue the project. From 2006 through the 2014-15 school year, Texas surveyed parents of approximately 18,000 students each year. The Gibson team increased the survey sample to include

²<http://www.parentcenterhub.org/repository/partb-subpartf/#300.601>

between 25,000 and 30,000 parents to improve the representativeness of results. Each year, Gibson calculates survey results which the state submits to OSEP in its Annual Performance Report. Gibson also provides a statewide report detailing overall results, as well as district and ESC region³ summary reports to provide feedback to school, district, regional, and state staff. This report details the survey administration process, analysis, and results for the 2017-18 school year.

3 Survey Design and Administration

3.1 Parent Involvement Surveys

In 2005, the Parent Coordination Network (PCN) reviewed items 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 2003.⁴ A survey development committee, which included members from the Texas Education Agency, ESC Region 9, Academic Information Management, and local districts and schools, then developed an instrument for the State Performance Plan. After reviewing materials 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. The instrument was revised in 2009 and 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 items, though some items were added and others removed. For reporting years 2016 and 2017, Gibson Consulting Group (Gibson) administered Texas' established Parent Involvement Survey to Cycles 3 and 4 of the state's six-cycles-over-six-years sampling plan approved by OSEP.

In an effort to improve how schools and districts can use Parent Involvement Survey data to inform their partnerships with parents, the Gibson team proposed redesigning the existing Parent Involvement Survey prior to the 2017-18 administration. Including additional survey items beyond the Indicator 8 measure was proposed as an avenue for further helping schools and districts improve their services to students and families. In May 2017, ESC Region 9 tasked Gibson with making recommendations to the state for improving the survey instrument. Led by Batya Elbaum, Ph.D., a professor of Education and Psychology at the University of Miami with extensive knowledge and expertise in the specific requirements of accountability indicators under IDEA, the research team facilitated a stakeholder group discussion in July 2017 about potential survey improvements. The stakeholder group discussion centered on the validated survey instrument developed by the National Center for

³All Texas school districts are nested in one of 20 ESC regions.

⁴All information about development of the survey instrument is based on prior Parent Involvement Survey reports, published here: <https://www.texasparent.org/projects>.

Special Education Accountability and Monitoring (NCSEAM) for the purpose of measuring Indicator 8.⁵ Based on feedback from the stakeholder group and ESC Region 9, Gibson developed a revised survey instrument that incorporated questions from the NCSEAM instrument in addition to the questions used for Texas' Indicator 8 calculation. TEA approved this revised instrument in February 2018, and Gibson administered it for the 2017-18 survey.

The revised survey instrument is made up of 26 items to which parents respond on a variety of scales: (1) always, sometimes, never; (2) agree, neutral, disagree; (3) yes, no; and (4) very strongly agree, strongly agree, agree, disagree, strongly disagree, and very strongly disagree. The seven items used for the State Performance Plan Indicator 8 measure of parent involvement are the same as in previous years to maintain continuity of reporting. For items 5 through 7 (marked with an asterisk) instructions state that parents should only respond to the items if their student is age 14 or older.

The items in Indicator 8 include:

1. I am considered an equal partner with teachers and other professionals in planning my child's Individualized Education Program (IEP).
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.*
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.*

In addition to the seven items used to calculate Indicator 8, the survey includes two questions about services and student progress. These questions ask parents to reflect on their satisfaction with their child's progress toward IEP goals and the services their child receives.

The remaining 17 items on the survey were developed by NCSEAM specifically for states to use to measure the extent to which schools facilitate parent involvement as a means of improving services and results for students with disabilities. One of the 17 items asked

⁵According to data reported in 2011 by the National and Regional Parent Technical Assistance Centers for Federal Fiscal Year 2009, 68% of 60 state entities (50 states, nine territories and the District of Columbia) used the NCSEAM survey instrument to measure and report on Indicator 8. (http://ectacenter.org/~pdfs/sec619/part-b_sppapr_11.pdf).

only parents of students 14 and older to reply for a total of four survey items asked only of parents with a child 14 or older. These items reflect some of the different ways in which campuses facilitate parent involvement. Including this measure on the survey instrument, in addition to the items used historically for Indicator 8 reporting, allowed for the collection of additional information which can be used by districts to inform improvements. Results from these 17 items are not reported to OSEP as a part of Indicator 8, but are included in this report to provide the state with additional, actionable feedback.

3.2 Survey Administration

3.2.1 *Selecting the Survey Target Group*

For the 2017-18 school year, Gibson's starting place for drawing the student sample was Cycle 5 districts plus the 18 largest school districts.

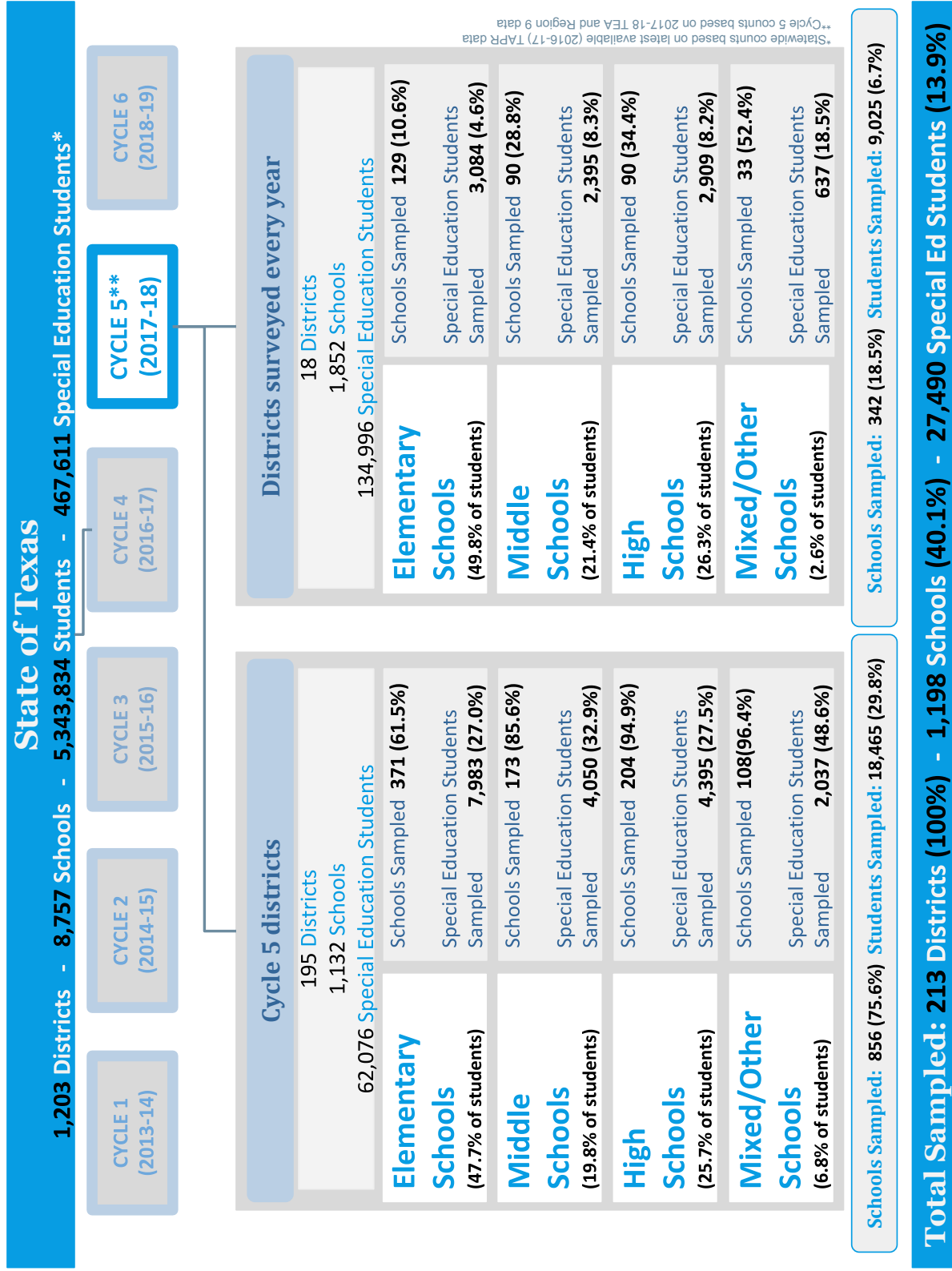
The sampling frame for selecting students within Cycle 5 districts proceeded in the same manner as selecting students within Cycle 4 districts.⁶ Details are included in Appendix A.

The research team selected 27,490 students from 1,198 campuses for the Parent Involvement Survey.⁷ Figure 1 illustrates the composition of the campuses from which the 27,490 students were situated: 9,025 (32.8%) were from 18 of the state's largest districts (and from 342 campuses), while 18,465 of the sampled students (67.2%) came from 195 of the state's smaller districts (and from 856 campuses). The final targeted group of students consisted of 29.7% of the students receiving special education services in the state's smaller districts and 6.7% of the students receiving special education services in the state's 18 largest districts.

⁶In Cycle 5 a slightly smaller proportion of campuses within each district was selected to participate in the survey to lessen the administration burden on districts with a large number of campuses.

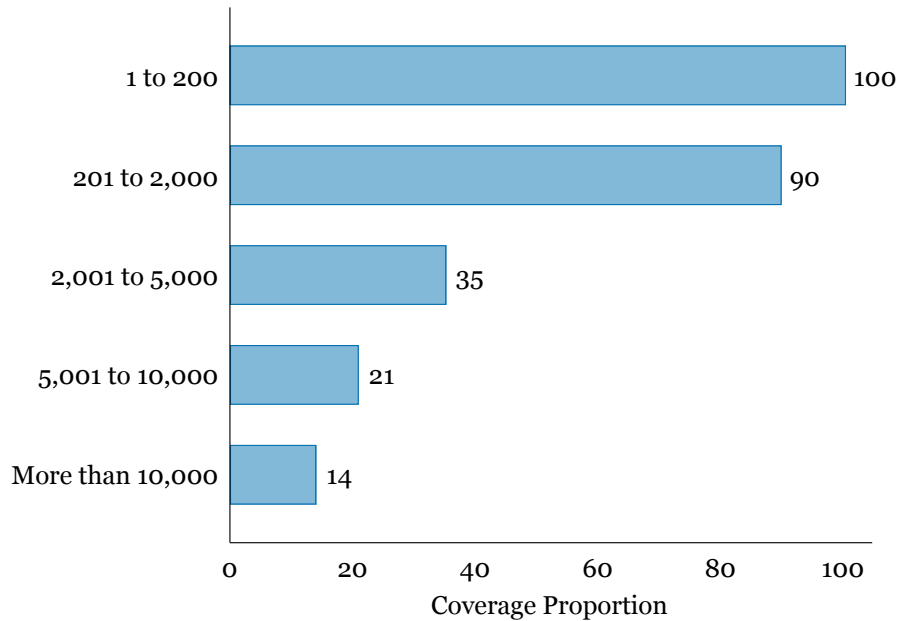
⁷The research team used an adjusted denominator of 27,384 students for calculating response rates. This figure accounts for a small number of campuses where all hard-copy surveys were returned as undeliverable mail and no surveys were completed online.

Figure 1: Final targeted sample



The final sample included 100% of campuses in districts serving 0 to 200 special education students, 90% of campuses in districts serving between 201 and 2,000 special education students, and 35% of campuses in districts serving between 2,001 and 5,000 special education students (Figure 2).

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



The sample included students in 85% of high schools, 86% of middle schools, and 85% of elementary schools in Cycle 5 districts, along with 97% of “other” types of schools (e.g., those serving grades K-8 or K-12).⁸

Logistically, 739 campuses (all having fewer than 20,000 students) were asked to distribute surveys to 6 students, on average. A much smaller group of campuses (117 in mid-sized districts with 20,000 to 50,000 students) was asked to distribute surveys to 17 students, on average, while 342 campuses in the state’s largest districts were asked to distribute surveys to 20 students, on average.

3.2.2 Survey Launch

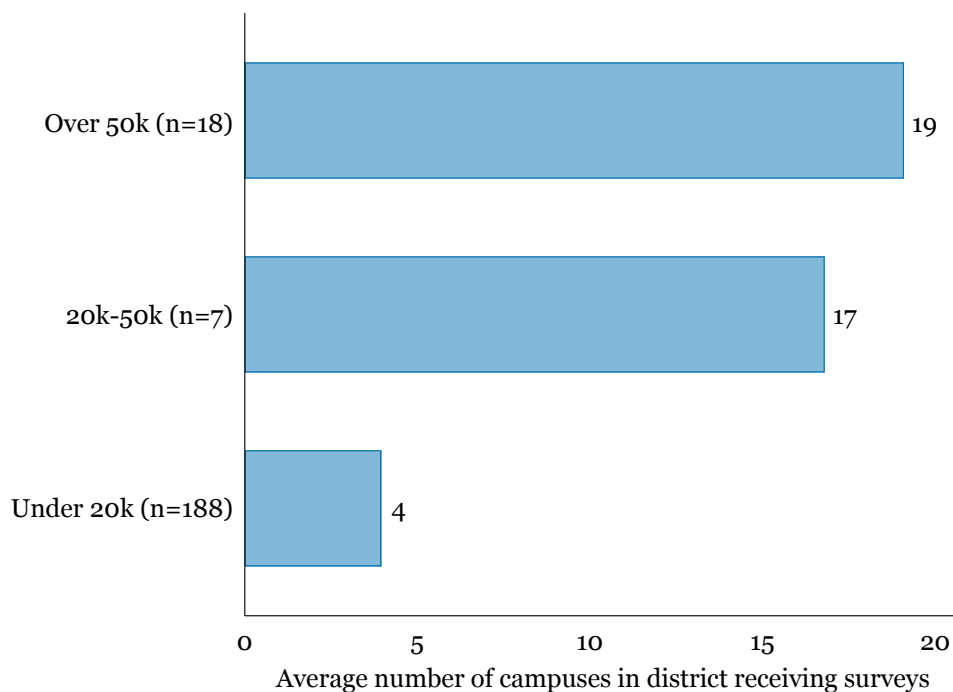
In March 2018, the research team packaged and shipped survey materials for districts. Materials were bundled at the campus level so that districts with multiple campuses included

⁸Campuses designated as “Other” tended to be more common in smaller districts where a larger proportion of campuses were included in the sample due to district size and sampling parameters.

in the survey sample could choose to disseminate the packages to each campus for distribution or to distribute them centrally.

Among the 188 districts in Cycle 5 that enrolled fewer than 20,000 students, Gibson asked district staff to distribute surveys to an average of 4 campuses (this ranged from 1 to 16 campuses). In the 7 mid-sized districts (those enrolling 20,000 to 50,000 students), Gibson asked district staff to distribute surveys to an average of 17 campuses (this ranged from 14 to 20 campuses). Within the 18 largest districts (enrolling more than 50,000 students), Gibson asked district staff to distribute surveys to an average of 19 campuses, ranging from 15 to 33 campuses. Figure 3 illustrates these differences.

Figure 3: Average 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, a list of students who should be given surveys, and sealed envelopes for each student included in the 2017-18 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.

The Gibson team instructed districts to distribute envelopes to targeted students, but district staff 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. No campus was asked to distribute more than 50 surveys. Parents with multiple children receiving special education services could have received multiple surveys, and they would have been asked to answer each one about their experiences with each child. Gibson asked districts to distribute all surveys as soon as possible upon receipt.

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 completed 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 survey 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 the survey instrument was available in English and Spanish.

3.2.3 *Follow-Up Activities to Increase Response Rates*

In order to help engage districts and facilitate survey administration, the research team worked with district special education directors to identify district liaisons for the survey administration process. To help engage district liaisons throughout the process and to ultimately boost response rates, the research team held a live webinar prior to the survey administration window to provide district liaisons with all of the information needed to administer the survey in their district(s). The live webinar also gave liaisons the opportunity to ask questions about the survey process and request any additional documents that would be helpful in distributing the survey. Also to boost response rates, the Gibson team included postcard reminders and a reminder flyer in the initial shipment to districts, and asked districts to disseminate them. Additionally, the research team created an online portal (www.ParentSurveyTXInfo.com) designed to foster communication with district liaisons and provide timely updates to survey materials and schedules. The online portal included information about the purpose of the survey, references, and materials for advertising the survey at the district and campus level. A recording of the live webinar was also posted to the online portal.

Starting midway through the survey administration window, the research team provided district liaisons with access to live response rates by district, campus, region to aid their survey efforts. Response rates were updated three separate times with all online and paper surveys counted. District liaisons could use this information to help identify campuses that had comparatively low response rates. As completed surveys continued to be submitted, the research team made calls to districts with low response rates. Research staff verified that reminder postcards had been sent and that district staff were able to access provided materials. The survey administration period closed in mid-June 2018.

3.3 Response Rates

3.3.1 *Statewide Response Rate*

Out of more than 27,000 surveys distributed, parents submitted 4,441 completed surveys for an overall statewide response rate of 16.2%. This was a decrease of 1.5 percentage points from the prior year's Cycle 4 response rate.

3.3.2 *District-Level Response Rates*

Parents completed and submitted surveys in almost every Cycle 5 district. In fact, 206 of the 213 districts surveyed had at least one survey returned (Figure 4 and Table 2). The most common district-level response rate across the state was between 11% and 20%, with 104 of all Cycle 5 districts achieving a response rate in that range. Among the five districts with response rates over 70%, four had fewer than 22 parents targeted for the survey effort.

Figure 4: Percent of parents responding across all school districts in Cycle 5

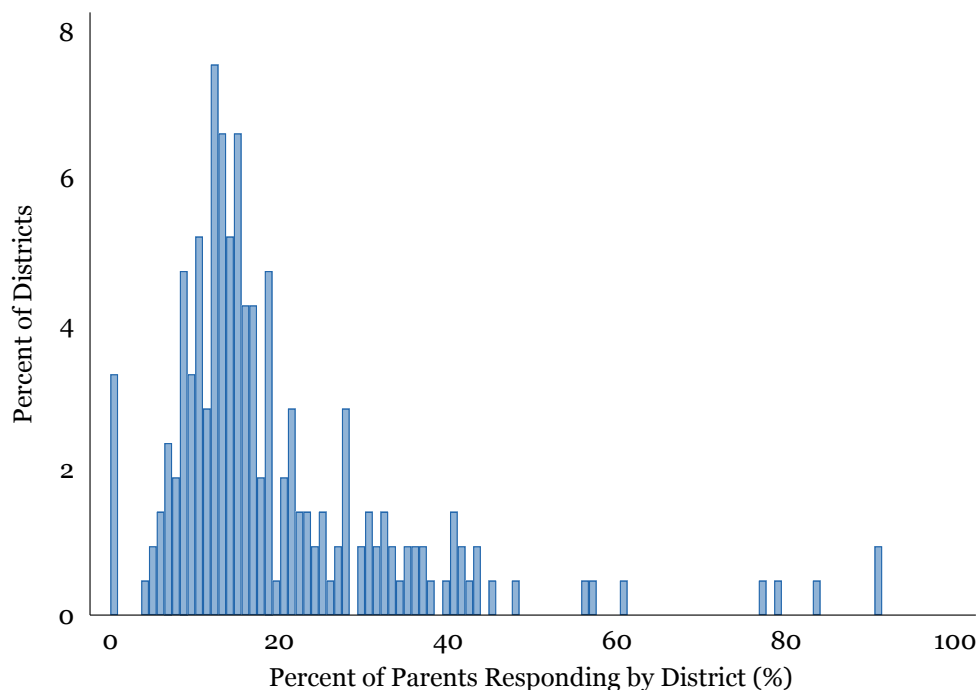


Table 2: Frequency of different ranges of district-level response rates

| Response Rate Ranges | N | % |
|-------------------------------------|-----|-------|
| Districts with no completed surveys | 7 | 3.4% |
| Between 1% and 10% | 35 | 17% |
| Between 11% and 20% | 104 | 50.5% |
| Between 21% and 30% | 30 | 14.6% |
| Between 31% and 40% | 20 | 9.7% |
| Greater than 40% | 17 | 8.3% |

4 Data Analysis and Preparation

4.1 Data Cleaning and Data Diagnostics

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

For the four survey items specific to students 14 or older, parents were instructed to skip items if the student was younger than 14. However, often parents responded to these items regardless of their student's age. In these cases, the research team recoded these responses to “missing” using administrative records on students' age as of September first.⁹ This affected 655 surveys (approximately 14.7% of all submissions).

Prior to beginning data analysis, the research team explored missing data and outlier response patterns. There were 93 students for whom multiple surveys were completed (identifiable by the embedded unique ID) for a total of 194 surveys for those students. Some of the duplicates were a matter of a survey being completed both on paper and online. Some duplicates came about because multiple online surveys were submitted for a single student. In both cases, analysts retained the survey with the most completed items for a given student and dropped the others. If the two versions for the one student were similarly complete, the research team retained the online survey and dropped the other. Thus, the research team deleted 101 duplicates for the 93 students with more than one completed survey. Among the remaining 4,441 cases, the evaluation team examined the “completeness” of survey responses; that is, cases with either complete or partially complete submissions. Of the 4,441 returned surveys, 84.3% had missing responses to fewer than two questions. All 4,441 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:

⁹Responses from parents of students who were 13 were not recoded since those students may have since turned 14.

.05% disagreed with all statements. Extreme agreement was more common, with approximately 14% agreeing with all statements. No submissions were dropped from the analytic dataset for patterns of extreme response.

Additional validation processes were possible using data collected online. Analysts examined time for survey completion, with start and end times demonstrating a median completion time of 5.3 minutes.¹⁰ Responses of two minutes or less comprised 6.6% of total online submissions. No submissions were dropped from the analytic dataset due to unreasonable completion times.

4.2 Indicator 8 Questions

The research team computed the state's Indicator 8 percentage based on responses to seven of the survey items, as described earlier. The research team calculated the Indicator by calculating the percentage of the seven items on which parents responded "always", "agree", or "yes". For those parents with students younger than 14, four of the seven items factored into the Indicator percentage 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 items they answered. The research team calculated the Indicator for the state by taking the average of the parents' Indicator 8 percentages statewide. The average of the parents' Indicator percentages was calculated for each ESC and for each district.

4.3 Services and Student Progress

Descriptive statistics are provided for the two questions about student services and progress. The research team calculated the percentage of parents who responded positively to each of the items.

4.4 Parent Involvement Scale

The research team applied the Rasch scaling model as prescribed by the NCSEAM technical manual. As a part of this polytomous Rasch model, the rating scale was collapsed into three categories: Very Strongly Disagree and Strongly Disagree comprise Category 1, Disagree and Agree represent Category 2, and Strongly Agree and Very Strongly Agree are in Category 3. To match the method used for the initial validation and calibration of the original NCSEAM Parent Involvement measure, the research team used the Andrich Rating Scale model (Elbaum, personal communication, June 2018). Results were calculated both with

¹⁰The median value is reported since many had very long times which skewed the mean value. This was most likely due to parents walking away from the open webpage and not returning for some time.

and without anchor values. Anchor values for some items, where available, were taken from those used in Florida, which represented the most recently re-scaled values. The research team ultimately did not use anchor values given the differences in question wording and length of time since the initial anchor values were calculated.

The scaling method placed each individual, conditional on their responses to the 17 items comprising the rating scale for the respective instrument, on a continuous scale, or ruler, ranging from 0 to 1,000. The observed Rasch scaled score range was between 130 and 885, with a mean of 667 and a median of 675.

The research team then grouped the resulting scale scores into five levels. Parents with a scaled-score lower than 400 were grouped into Level 1. Parents with scaled-scores between 400 and 499 were assigned to Level 2. Parents with scaled scores between 500 and 599 were assigned to Level 3, and parents with scaled-scores higher than 600 were assigned Level 4. The research team then calculated the percentage of parents across the state assigned to each level. This report presents this information along with the corresponding items to which those parents strongly and consistently agreed.

4.5 Representativeness of Responding Sample

The research team compared the characteristics of the sample of students whose parents completed a survey to the state population of students receiving special education services to examine the degree to which survey responses were representative of the state's population of students receiving special education services. The more comparable the characteristics of the responding sample to the state population, the more generalizable the results are to all students in the state of Texas who received special education services.

The gender composition of the sample of students whose parents responded to the survey was very similar to the gender composition of the population in the state of Texas.¹¹ Approximately, 65.6% of parents of male students receiving Special Education Services statewide completed the survey compared with 67.0% of the statewide population. About 34.4% of parents of female students receiving Special Education services completed the survey, compared with 33.0% female students statewide.

The responding sample was relatively closely aligned to the state population of students receiving special education services as defined by race/ethnicity, though somewhat under-representative of Black or African American students. Approximately 15.5% of the state population of students receiving special education services was Black or African American while 11.0% of the responding sample was Black or African American. In contrast, parents of White students were somewhat over-represented, making up 28.8% of the state popula-

¹¹Statewide demographics for the population of students receiving Special Education services were based on 2016-17 figures. 2017-18 figures were not yet available at the time of writing. Texas Education Agency. (2017). Enrollment in Texas public schools, 2016-17. (Document No. GE17 601 12). Austin TX: Author.

tion of students receiving special education services, but 33.9% of the responding sample of parents. All other race/ethnicity groups were represented in the survey sample within half of a percentage point of their proportion in the state population (Table 3).

Table 3: Comparison of race/ethnicity of students receiving special education services in responding sample and statewide

| Race /Ethnicity | State (%) | Responding Sample (%) | Over/Under Representation |
|----------------------------------|-----------|-----------------------|---------------------------|
| American Indian/Alaska Native | 0.4% | 0.3% | -0.1% |
| Asian | 2.1% | 2.4% | +0.3% |
| Black | 15.5% | 11.0% | -4.5% |
| Hispanic | 50.8% | 50.4% | -0.4% |
| Native Hawaiian/Pacific Islander | 0.1% | 0.0% | -0.1% |
| Multiple Races | 2.2% | 2.0% | -0.2% |
| White | 28.8% | 33.9% | +5.1% |

Students represented by the survey sample were mostly similar to the state population of students receiving special education services as described by primary exceptionality/disability (Table 4).¹² A slightly larger percentage of parents responding to the survey had a child with Autism (14.4% of the responding sample compared with 12.4% of the state special education population) or an Other Health Impairment (15.0% of the responding sample compared with 13.9% statewide). Alternatively, the responding sample was made up of slightly fewer parents of students with a Learning Disability as their primary exceptionality (29.8% in the responding sample compared with 32.9% in the state population). All other differences between the special education students in the state and the responding sample were less than one percentage point.

¹²Texas Project First (a project of the Texas Education Agency) explains that Texas uses the Noncategorical Early Childhood disability designation for students aged 3-5 with developmental delay. Only 41 students in the entire state have Developmental Delay as their primary exceptionality, and none of these students were in Cycle 5 districts. As such, no students in the survey sample were identified with Developmental Delay as the primary exceptionality.

Table 4: Comparison of primary disability/exceptionality of students receiving special education services in responding sample and statewide

| Primary Exceptionality/ Disability | State (N) | State (%) | Responding Sample (N) | Responding Sample (%) | Over/Under Representation |
|---------------------------------------|----------------|--------------|--------------------------|--------------------------|------------------------------|
| Auditory Impairment | 6,961 | 1.5% | 62 | 1.4% | -0.1% |
| Autism | 58,945 | 12.4% | 640 | 14.4% | +2.0% |
| Deaf/Blind | 245 | 0.1% | 2 | 0.1% | -0.05% |
| Developmental Delay | 41 | 0.1% | 0 | 0.0% | 0.1% |
| Emotional Disturbance | 27,401 | 5.7% | 225 | 5.1% | -0.6% |
| Intellectual Disability | 49,887 | 10.5% | 453 | 10.2% | -0.3% |
| Learning Disability | 157,229 | 32.9% | 1,323 | 29.8% | -3.1% |
| Noncategorical Early Childhood | 6,026 | 1.3% | 70 | 1.6% | +0.3% |
| Orthopedic Impairment | 3,699 | 0.8% | 38 | 0.9% | +0.1% |
| Other Health Impair- ment | 66,125 | 13.9% | 665 | 15.0% | +1.1% |
| Speech Impairment | 95,498 | 20.0% | 910 | 20.5% | +0.5% |
| Traumatic Brain Injury | 1,297 | 0.4% | 20 | 0.5% | +0.1% |
| Visual Impairment | 3,927 | 0.8% | 33 | 0.7% | -0.1% |
| Total | 477,281 | | 4,441 | | |

Of the surveys submitted, 32.7% were completed online, while the remaining 67.3% were completed on paper—roughly a four percentage point increase in online survey completion compared with 2016-17. Across all surveys, 16.1% were completed in Spanish and the remaining 83.9% were completed in English, comparable to the proportion of Spanish surveys in 2016-17. Approximately 20% of paper surveys were completed in Spanish compared with 8.8% of online submissions.

5 Results

Survey results are presented in the following order:

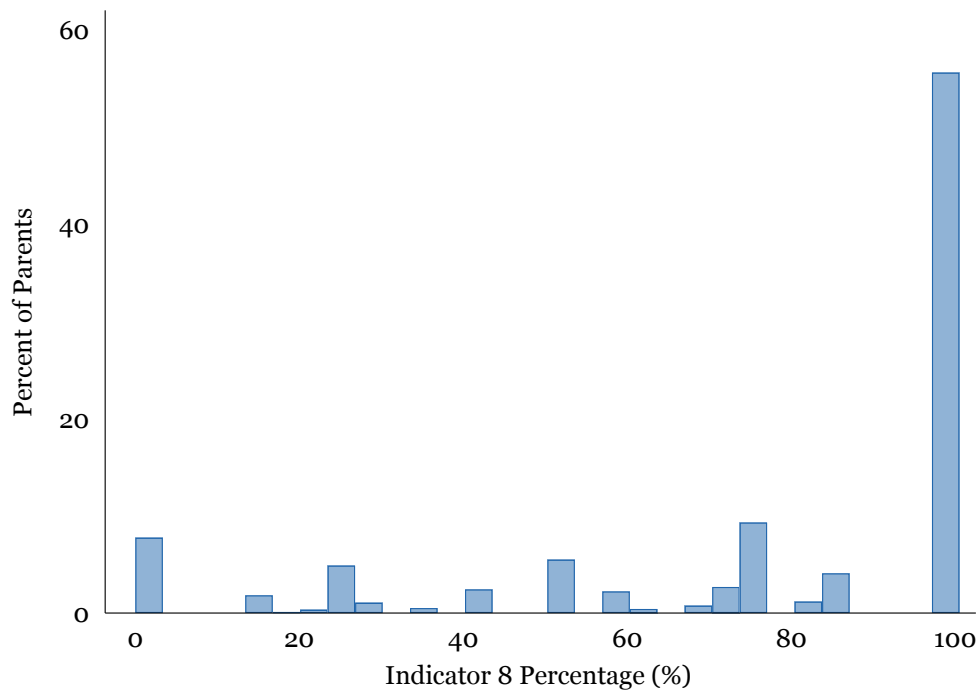
- Indicator 8 results for the state as a whole and disaggregated by student subgroups
- Services and Student Progress
- Parent Involvement Scale Score

5.1 Indicator 8 Results

The Indicator 8 percentage for the state was 76.4%, meaning that, on average, parents responded positively (i.e., selected yes, always, or agree) to 76.4% of the Indicator 8 items that they answered (four items if their child was under aged 14, seven items if their child

was 14 or older).¹³ This was below the state's 81% target stated in the State Performance Plan for the 2017-18 school year. Figure 5 shows the distribution of parents' Indicator 8 percentages. Although the average Indicator 8 percentage was 76.4%, more than half of parents (55.3%) responded positively to all of the items that they answered, which resulted in an Indicator 8 percentage of 100%.

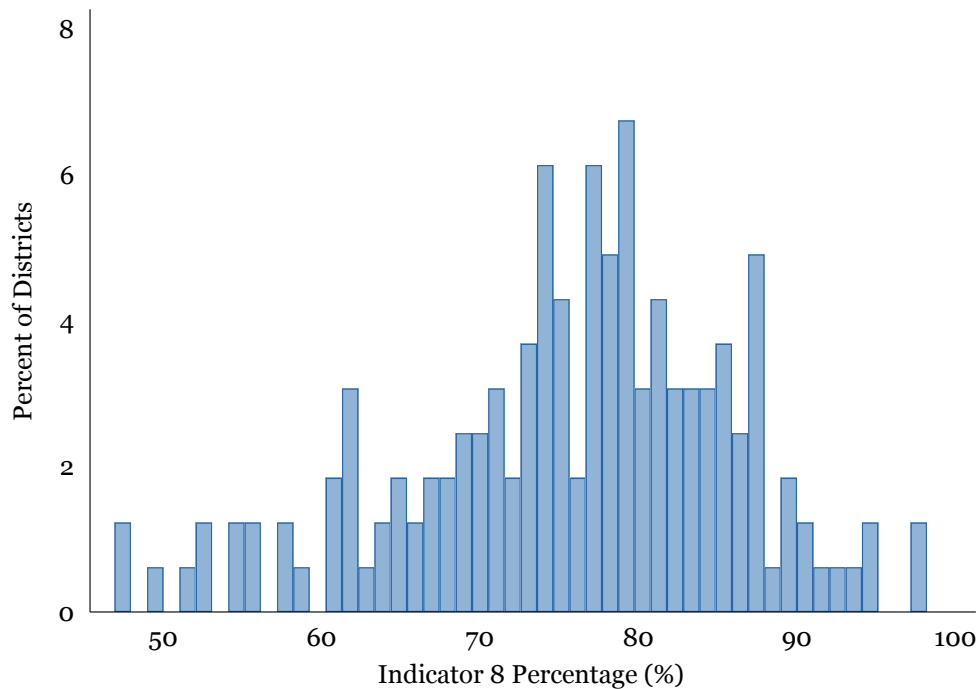
Figure 5: Distribution of Indicator 8 percentage



The average district-level Indicator 8 percentage was 75.6% and ranged from 46.9% (in 2 districts) to 98.0% (in 2 districts), meaning that nearly all parents in those districts answered each of the four (or seven) Indicator 8 items positively. Of the 164 districts with five or more surveys returned, 50 districts (30.5%) had an average Indicator 8 percentage above or equal to 81% while the other 114 districts were lower than the state target.¹⁴ Roughly three-quarters of districts (75.6%) had Indicator 8 percentages between 66% and 88% (Figure 6).

¹³Not 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.

¹⁴Results for districts with five or fewer responses are particularly unstable, as one additional response can considerably change the results. While six or more is a somewhat arbitrary cut off, it represents a reasonable compromise between stability of the estimate and retaining results for as many districts as possible.

Figure 6: Distribution of district-level Indicator 8 percentages

Aggregating results to the ESC level, Indicator 8 percentages ranged from 60.9% to 79.3%. No ESCs met the 81% state target.

5.1.1 *Indicator 8 Results, by Student Characteristics*

The Gibson team further examined whether Indicator 8 percentages were comparable across parents of subgroups of students with different characteristics.

Though analysts did not test differences for statistical significance, the research team has provided confidence intervals (CIs) around the estimated percentages. Since resulting sample statistics (percentages or means) are estimates of a population's true value (i.e., estimating the true percentage among all parents in the state with a child receiving special education services) the resulting sample statistic has a margin of error. The margin of error communicates the level of uncertainty about the difference between the sample estimate of a particular statistic and its true population value (this is commonly denoted in polling data using +/- notation). Smaller samples have larger margins of errors, while larger samples have less sampling error. The confidence interval is used to demonstrate the range of values in which we can be confident (we are using a confidence level of 95% which is a common standard in survey research) the "true" population value lies (i.e., the true percentage of Indicator 8 items to which parents of special education students in Texas respond positively). This additional information can be used to help interpret subgroup values.

As Tables 6 and 7 show, Indicator 8 percentages ranged from approximately 75 to 77 percent by economic disadvantage status and by grade level (elementary, middle, high). The most variation by subgroup was by race/ethnicity (Table 5), where Indicator 8 percentages ranged from 75 to 81 percent. The confidence intervals included in the tables provide additional information about the range of possible true values for each subgroup.

Table 5: Indicator 8 results, by race\ethnicity

| Race/Ethnicity | N | Indicator 8 Percentage | Confidence Intervals (CIs) |
|----------------|-------|------------------------|----------------------------|
| Asian | 103 | 81.1% | 75.3%-86.1% |
| Black | 470 | 74.7% | 71.6%-77.7% |
| Hispanic | 2,173 | 77.0% | 75.7%-78.4% |
| Multiple Races | 86 | 81.6% | 75.2%-88.1% |
| White | 1,463 | 75.3% | 73.6%-77.1% |

Table 6: Indicator 8 results, by economic disadvantaged status

| Economic Disadvantage | N | Indicator 8 Percentage | Confidence Intervals (CIs) |
|-----------------------|-------|------------------------|----------------------------|
| Not Disadvantaged | 1,684 | 75.4% | 73.8%-77.0% |
| Disadvantaged | 2,627 | 76.9% | 75.7%-78.2% |

Table 7: Indicator 8 results, by grade level

| Grade Level | N | Indicator 8 Percentage | Confidence Intervals (CIs) |
|-------------|-------|------------------------|----------------------------|
| Elementary | 1,860 | 77.5% | 76.0%-79.1% |
| Middle | 947 | 75.0% | 72.9%-77.2% |
| High | 974 | 75.2% | 73.3%-77.1% |
| Other | 530 | 76.7% | 74.0%-79.5% |

5.2 Student Services and Progress Results

When asked about their overall satisfaction, 88.0% of responding parents agreed that they were satisfied with their child's progress toward their IEP goals. Approximately 87% of parents agreed that they believe their child is receiving the special education services that s/he needs. Tables 8 and 9 show parent responses by race/ethnicity, the subgroup with the most variation on the questions. The confidence intervals included in the tables provide additional information about the range of possible true values for each subgroup.

Table 8: Student progress results, by race\ethnicity

| Race/Ethnicity | N | Student Progress Percentage | Confidence Intervals (CIs) |
|----------------|-------|-----------------------------|----------------------------|
| Asian | 99 | 94.3% | 89.8%-98.8% |
| Black | 409 | 86.5% | 83.4%-89.6% |
| Hispanic | 1,940 | 89.0% | 87.7%-90.3% |
| Multiple Races | 78 | 90.7% | 84.4%-97.0% |
| White | 1,272 | 86.5% | 84.7%-88.2% |

Table 9: Student services results, by race\ethnicity

| Race/Ethnicity | N | Student Services Percentage | Confidence Intervals (CIs) |
|----------------|-------|-----------------------------|----------------------------|
| Asian | 95 | 91.3% | 85.9%-96.8% |
| Black | 401 | 85.3% | 82.1%-88.5% |
| Hispanic | 1,911 | 87.7% | 86.4%-89.1% |
| Multiple Races | 75 | 89.3% | 82.5%-96.0% |
| White | 1,208 | 82.6% | 83.0%-86.7% |

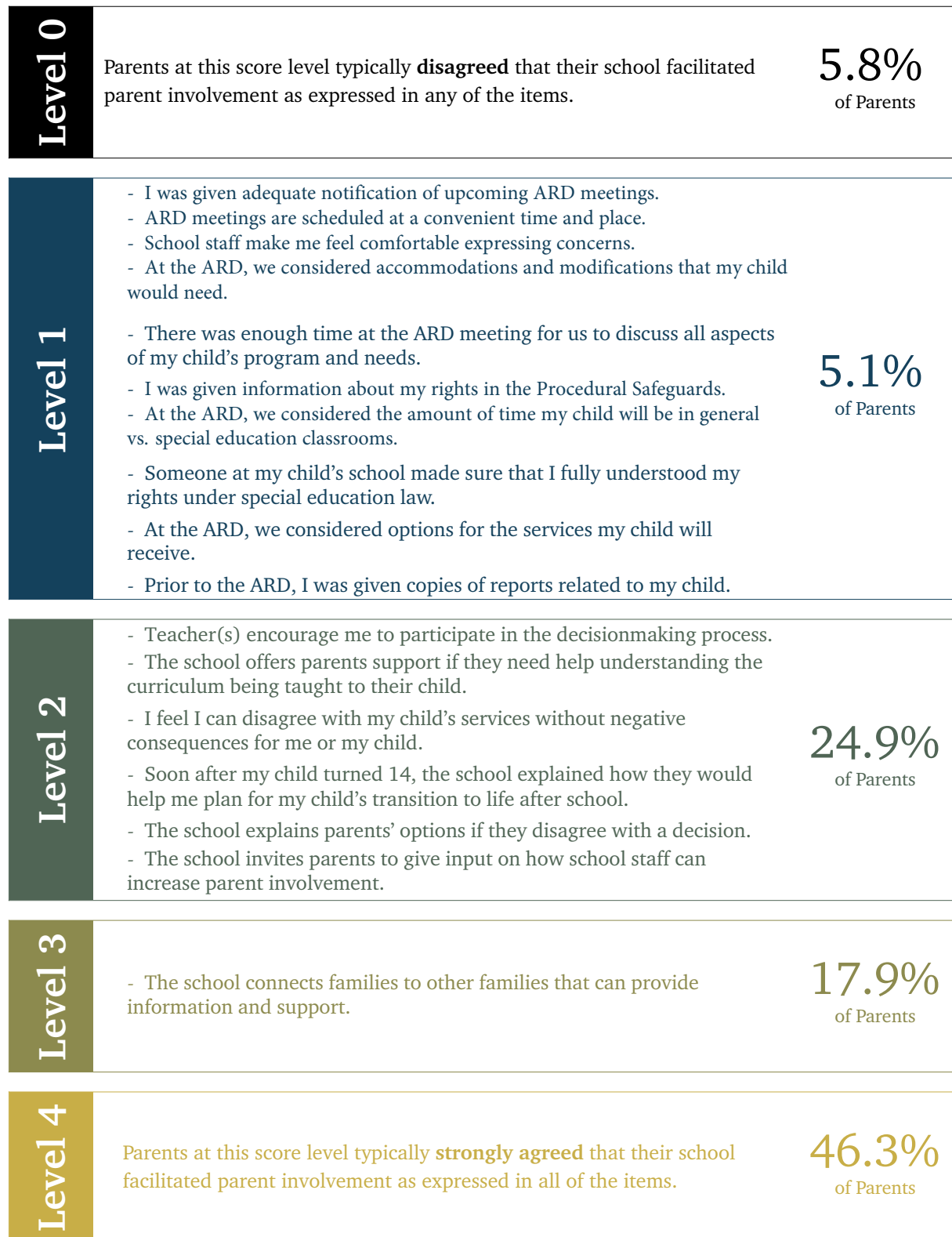
5.3 Parent Involvement Scale Score Results

5.3.1 Overall Parent Involvement Scale Score Results

Figure 7 displays the distribution of parents' Parent Involvement Scale Scores on the scaling of the NCSEAM items, as described earlier. Of the parents responding to the survey, 46.3% strongly agreed that their child's school facilitated parent involvement as expressed through all of the survey items. About 18% of parents fell into Level 3, meaning that they strongly agreed with items at Levels 0, 1 and 2, and expressed some agreement with items at Level 3. Roughly 25% of parents were in Level 2, generally agreeing with items at Level 1, agreeing with some items at Level 2, but not agreeing with items at Level 3. About 5% of parents fell into Level 1, meaning they agreed somewhat with Level 1 survey items, but not with survey items at Levels 2 and 3. Roughly 6% of parents strongly disagreed that their child's school facilitated parent involvement, meaning that they typically disagreed with all of the survey items.

Statewide

Figure 7: Statewide parent agreement levels



6 Discussion and Suggestions

Results from the 2017-18 administration of the Parent Involvement Survey in Texas showed that parents of students receiving special education services in Cycle 5 districts, on the whole, responded positively to Parent Involvement items. However, when looking at district-level variation, there are districts with a much lower degree of parent positivity where fewer than half of responding parents provided the most positive response.

While parents reflected mostly positively on their child's schools' efforts to partner with families, it is important to note that roughly 36% of parents' scale scores placed them at Levels 0, 1 or 2. These parents did not regularly agree with any of the items associated with Level 3, and did not strongly endorse items in the lower level tiers either. School districts can use this information to identify areas in which they may wish to strengthen school or district efforts, such as connecting families to provide information and support, inviting parents to give input on how school staff can increase parent involvement, giving parents options if they disagree with a school decision, etc.

The Gibson research team has developed reports of Indicator 8 percentages, results for Services and Student Progress questions, and Parent Involvement Scale Score results for each Cycle 5 district in the state. Individualized results for each district are particularly informative and actionable at the local level. Each school district can use their own results to share successes (by examining the percentage of parents at Levels 3 and 4 and the associated items to which those parents were consistently agreeing) and to inform improvement efforts (by examining the percentage of parents at Levels 0, 1 and 2 and the items associated with each of the levels for which they have lower rates of parent agreement).

A

Appendix: Selecting the Survey Sample

Selecting districts: A total of 195 districts in Cycle 5 and the 18 largest districts across the state were included in the survey population for a total of 213 districts. All open Cycle 5 districts were included in the sampling frame, including those with fewer than 10 students receiving special education services.

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 in the target survey group. For districts with more than six campuses in a grade span, 10% 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 target survey 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 in the sample. Since random sampling was employed, the resulting distribution of student characteristics at the district level (and at higher levels of aggregation) in the target survey group matched closely with the overall population of special education students in Cycle 5 districts without adjusting, truncating, or over-sampling any student sub-populations by district to match the state population distribution.

B

Appendix: Survey Instrument

| Texas Survey of Parents of Students Receiving Special Education Services | | PIN#: |
|---|----------------|------------------------|
| COMPLETED SURVEYS ARE DUE BY MAY 18, 2018 Complete this survey online at: www.ParentSurveyTX.com | | |
| INSTRUCTIONS | | |
| Please use black or blue pen, or pencil. | Correct Mark ● | Incorrect Marks ✓ ✗ ☹️ |

| Please indicate the extent to which you agree or disagree with the following statements. | Very Strongly Disagree | Strongly Disagree | Disagree | Agree | Strongly Agree | Very Strongly Agree |
|--|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I was given information about my rights as addressed in the Procedural Safeguards. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Someone at my child's school made sure that I fully understood my rights under special education law (the Individuals with Disabilities Education Act). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. School staff make me feel comfortable asking questions and expressing concerns. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. My child's school: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| a. offers parents support or information if they need help understanding the curriculum being taught to their child. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. connects families to other families that can provide information and support. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. invites parents to give input on how school staff can increase parent involvement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. explains what options parents have if they disagree with a decision of the school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. My child's teacher(s) encourages me to participate in the decision-making process. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I feel I can disagree with my child's special education program or services without negative consequences for me or my child. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Prior to the ARD meeting, I was given copies of all current reports related to my child. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I was given adequate notification of upcoming ARD meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. ARD meetings are scheduled at a time and place that are convenient for me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. At the ARD meeting, we considered: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| a. the amount of time my child will spend in general education vs. special education classrooms. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. accommodations and modifications that my child would need. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. options for the services my child will receive. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. There was enough time at the ARD meeting for us to discuss all aspects of my child's program and needs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Overall, I am satisfied with my child's progress toward his/her IEP goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Overall, I believe that my child is receiving the special education services that s/he needs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. For students age 14 and up: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Soon after my child turned 14, the school explained how they would work with me to plan for my child's transition from high school to life after school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Please indicate how you feel regarding the following statements. (Mark the best response) | Never | Sometimes | Always |
|---|-----------------------|-----------------------|-----------------------|
| 15. 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"/> |
| 16. 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"/> |
| 17. 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"/> |

| Please indicate if you agree or disagree with the following statements. (Mark the best response) | Disagree | Neutral | Agree |
|--|-----------------------|-----------------------|-----------------------|
| 18. Teachers understand my child's needs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Please mark your response, YES or NO, to the following questions. | No | Yes | N/A |
|---|-----------------------|-----------------------|-----------------------|
| 19. 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"/> |
| 20. 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"/> |
| 21. For students age 14 and up: The school includes my child in the ARD meeting. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | |
|---|---|
| 22. Please enter the first three letters of your child's LAST name (the LAST name on file with your child's school). This is for reporting purposes only. Your answers will still be anonymous. | <div style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; margin: 2px;"></div> <div style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; margin: 2px;"></div> <div style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; margin: 2px;"></div> |
|---|---|

Thank You for Taking This Survey.



7 7 9 6 1 0 0 1

| Encuesta de Texas a los Padres de los estudiantes que reciben Servicios de Educación especial | | | | | | PIN#: | | | | | |
|---|--|--|--|--|--|---|-----------------------------------|-----------------------|-----------------------|--------------------------------|------------------------------|
| Las encuestas completas deben enviarse antes del 18 de mayo de 2018 Complete esta encuesta en línea en: www.ParentSurveyTX.com | | | | | | | | | | | |
| INSTRUCTIONS | | | | | | | | | | | |
| Utilice bolígrafo negro o azul, o lápiz. Marca Correcta Marcas Incorrectas | | | | | | | | | | | |
| Por favor indique en qué grado está de acuerdo o en desacuerdo con las afirmaciones siguientes. | | | | | | Totalmente en desacuerdo | Fuerte-mente en desacuerdo | En desacuerdo | De acuerdo | Fuerte-mente de acuerdo | Totalmente de acuerdo |
| 1. Me dieron información sobre mis derechos como se aborda en las Procedimientos de Protección. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Alguien en la escuela de mi hijo/a se aseguro de que yo entendiera completamente mis derechos bajo la ley de educación especial (la Ley de Educación de Individuos con Discapacidades). | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. El personal de la escuela me hace sentir cómodo al hacer preguntas y expresar inquietudes. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. La escuela de mi hijo/a: | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| a. ofrece apoyo o información a los padres, si necesitan ayuda para comprender el currículo enseñado a su hijo/a. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. conecta a las familias con otras familias que pueden proporcionar información y apoyo. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. invita a los padres a dar su opinión sobre cómo el personal de la escuela puede aumentar la participación de los padres. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. explica las opciones que tienen los padres si están en desacuerdo con una decisión de la escuela. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Los docentes de mi hijo/a me animan a participar en el proceso de toma de decisiones. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Siento que puedo discrepar con el programa de educación especial del niño/a o los servicios, sin consecuencias negativas para mí o para mi hijo/a. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Antes de la reunión ARD, me dieron copias de todos los informes relacionados con mi hijo/a. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Me proporcionaron una notificación adecuada de las próximas reuniones de ARD. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Las reuniones ARD están programadas en un tiempo y lugar que son convenientes para mí. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. En la reunión ARD, tomamos en cuenta: | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| a. la cantidad de tiempo que mi hijo/a pasará en las clases de educación general vs. clases de educación especial. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. adaptaciones y modificaciones que mi hijo/a iba a necesitar. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. opciones para los servicios que mi niño/a va a recibir. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Hubo suficiente tiempo en la reunión ARD para que nosotros pudiéramos discutir todos los aspectos del programa y las necesidades de mi niño/a. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. En general, estoy satisfecho/a con el progreso de mi niño/a hacia sus metas del IEP. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. En general, creo que mi hijo/a está recibiendo los servicios de educación especial que él o ella necesita. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Para los estudiantes de 14 años y más: | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Poco después de mi hijo/a cumplió 14 años, la escuela ha explicado cómo iban a trabajar conmigo para planear la transición de mi hijo/a de la secundaria a la vida después de la escuela. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Por favor indique lo que siente sobre las declaraciones siguientes. (Marque la mejor respuesta) | | | | | | Nunca | Algunas veces | Siempre | | | |
| 15. Soy considerado un socio igual con los maestros y otros profesionales en la planificación del Programa de Educativo Individualizado (IEP) de mi hijo/a. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | |
| 16. El comité de ARD toma en cuenta mis inquietudes y sugerencias en el desarrollo del IEP de mi hijo/a. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | |
| 17. La escuela se comunica regularmente conmigo con respecto al progreso del IEP de mi hijo/a y otras temas importantes. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | |
| Por favor indique si está de acuerdo o en desacuerdo con las declaraciones siguientes. (Marque la mejor respuesta) | | | | | | En desacuerdo | Neutral | De acuerdo | | | |
| 18. Los maestros entienden las necesidades de mi hijo/a. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | |
| Por favor marque su respuesta, SI o NO, para las preguntas siguientes. | | | | | | No | Si | No Aplica | | | |
| 19. Para estudiantes de 14 años y más: La escuela ofrece planificación para la vida después de la secundaria, incluyendo servicios para ayudar a mi hijo/a a alcanzar sus metas. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | |
| 20. Para estudiantes de 14 años y más: La escuela proporciona información sobre las agencias que pueden ayudar a mi hijo/a en la planación para la vida después de la secundaria. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | |
| 21. Para estudiantes de 14 años y más: La escuela incluye a mi hijo/a en la reunión de ARD. | | | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | |
| 22. Por favor ingrese las tres primeras letras del APELLIDO de su hijo (el APELLIDO en el archivo de la escuela de su hijo). Esto es solo para reportar propósitos. Sus respuestas seguirán siendo anónimas. | | | | | | <div style="border: 1px solid black; display: inline-block; width: 60px; height: 20px; margin: 0 5px;"></div> <div style="border: 1px solid black; display: inline-block; width: 60px; height: 20px; margin: 0 5px;"></div> <div style="border: 1px solid black; display: inline-block; width: 60px; height: 20px; margin: 0 5px;"></div> | | | | | |

Gracias por Completar Esta Encuesta.



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