

AUGUST 2019

# Region 9 ESC Texas Parent Survey

*Results of the 2018-19 Texas Parent Involvement Survey*

REPORT PROVIDED BY:

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# 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 2018-19 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 since the 2017-18 school year.
3. **Parent Involvement Scale Score items:** A set of 20 items developed by the National Center for Special Education Accountability and Monitoring (NCSEAM) for the purpose of measuring Indicator 8. Seventeen items were included in the 2017-18 survey. Three additional items were added in 2018-19.

2018-19 was the final year of Texas's current six-year plan for surveying all districts in the state. We sent surveys to parents of over 27,000 students across more than 200 districts.

## 1.2 Response Rate and Sample Characteristics

- A total of 4,962 surveys were completed and returned for a Cycle 6 response rate of 18.4% across the state—an increase of 2.2 percentage points from Cycle 5 (2017-18).
- This response rate ranged from 3.6% (1 district) to 100.0% (2 districts). Most response rates at the district level were between 11% and 20% (78 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:
  - 66.4% of completed surveys were from parents of a male student, and male students made up 66.9% of the population of students receiving special education services during the 2018-19 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 2018-19 school year was 77%. This reflects the average percentage of Indicator 8 items to which parents responded positively. This compares to 76% among Cycle 5 (2017-18) districts, 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 35.7% to 98.0%. The largest proportion of districts had an Indicator 8 percentage between 70% and 79% (35.7%).
- Across the 20 Education Service Centers (ESC), the average Indicator 8 percentage ranged from 67.0% to 87.0%.

### 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 (88.1%) and that they believe their child is receiving the special education services they need (87.2%).

### 1.3.3 *Parent Involvement Scale Score*

- The research team used parent responses to 20 survey items to calculate the Parent Involvement Scale Score, and then grouped parents into one of five levels based on their resulting score. Of the five levels, the largest proportion of parents scored at the highest level (42.0%); 5.7% of parents scored in the lowest level of agreement. Table 1 includes the percent categorized at each of the five levels.

**Table 1:** Parent Involvement Survey Score Levels of Agreement

<b>Level</b>	<b>Definition of Level</b>	<b>% of Parent Respondents</b>
Level 0	Parents disagreed that their child's school facilitated parent involvement as expressed in any of the survey items.	5.4%
Level 1	Parents expressed some agreement that their child's school facilitated parent involvement as expressed by Level 1 items.	5.7%
Level 2	Parents expressed some agreement that their child's school facilitated parent involvement as expressed by Level 2 items.	27.5%
Level 3	Parents expressed some agreement that their child's school facilitated parent involvement as expressed by Level 3 items.	19.3%
Level 4	Parents agreed that their child's school facilitated parent involvement as expressed in all of the survey items.	42.0%

## 2 Background and Project Context

### 2.1 Indicator 8 Requirements

In 1993, the 103<sup>rd</sup> 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.<sup>1</sup> The Office of Special Education 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

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<sup>1</sup><https://sites.ed.gov/idea/spp-apr/>

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 region<sup>2</sup> summary reports to provide feedback to school, district, regional, and state staff. This report details the survey administration process, analysis, and results for the 2018-19 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.<sup>3</sup> 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. 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 to discuss potential survey improvements. Based on feedback from the stakeholder group and ESC Region 9, Gibson developed a revised survey instrument that incorporated questions from

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<sup>2</sup>All Texas school districts are nested in one of 20 ESC regions.

<sup>3</sup>All information about development of the survey instrument is based on prior Parent Involvement Survey reports, published here: <https://www.texasparent.org/projects>.



the National Center for Special Education Accountability and Monitoring (NCSEAM) instrument in addition to the questions used for Texas' Indicator 8 calculation.<sup>4</sup> TEA approved the revised instrument and Gibson administered it for the first time in 2017-18. In advance of the 2018-19 survey administration, three additional items were added to the survey.

The survey instrument is made up of 29 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 20 items on the survey were developed 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 20 items asked 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

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<sup>4</sup>According to data reported in 2018 by the National and Regional Parent Technical Assistance Centers for Federal Fiscal Year 2016, 42% of 60 state entities (50 states, nine territories and the District of Columbia) used the NCSEAM or modified NCSEAM survey instrument to measure and report on Indicator 8. (<https://osep.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=33061>).

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 20 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 2018-19 school year, Gibson's starting place for drawing the student sample was Cycle 6 districts plus the 18 largest school districts. The sampling frame for selecting students within Cycle 6 districts proceeded in the same manner as selecting students within Cycle 5 districts.<sup>5</sup> Details are included in Appendix A.

The research team selected 27,193 students from 1,171 campuses for the Parent Involvement Survey.<sup>6</sup> Figure 1 illustrates the composition of the campuses from which the 27,193 students were situated: 9,235 (34%) were from 18 of the state's largest districts (and from 353 campuses), while 17,958 of the sampled students (66%) came from 194 of the state's smaller districts (and from 818 campuses). The final targeted group of students consisted of 29.8% of the students receiving special education services in the state's smaller districts and 6.5% of the students receiving special education services in the state's 18 largest districts.

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<sup>5</sup>Starting in 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.

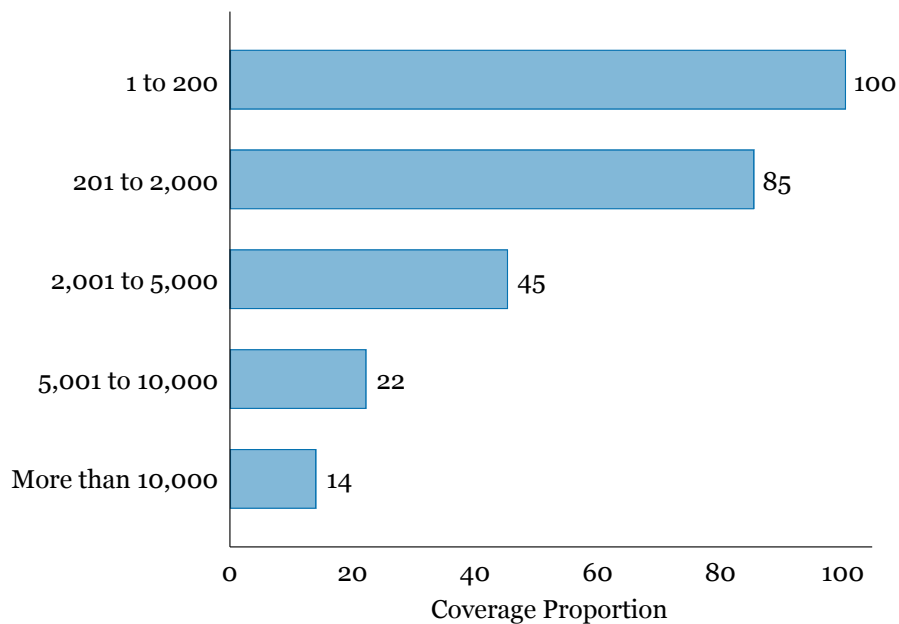
<sup>6</sup>The research team used an adjusted denominator of 27,023 students for calculating response rates. This figure accounts for a small number of campuses where all hard-copy surveys were returned as undeliverable mail and no surveys were completed online.

Figure 1: Final targeted sample



The final sample included 100% of campuses in Cycle 6 districts serving 0 to 200 special education students, 85% of campuses in districts serving between 201 and 2,000 special education students, and 45% 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 60.2% of high schools, 52.5% of middle schools, and 26.7% of elementary schools in Cycle 6 districts, along with 67.2% of “other” types of schools (e.g., those serving grades K-8 or K-12).<sup>7</sup>

Logistically, 740 campuses (in districts with fewer than 20,000 students) were asked to distribute surveys to 7 students, on average. A much smaller group of campuses (78 in mid-sized districts with 20,000 to 50,000 students) was asked to distribute surveys to 16 students, on average, while 353 campuses in the state’s largest districts were asked to distribute surveys to 21 students, on average.

### 3.2.2 Survey Launch

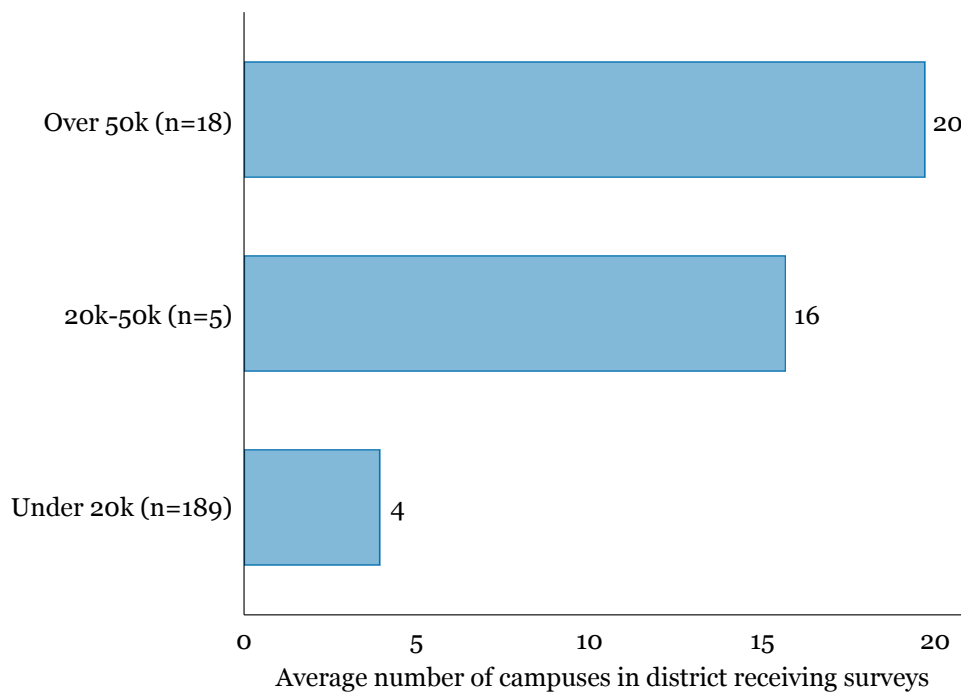
In April 2019, we packaged and shipped survey materials for districts. Materials were bundled at the campus level so that districts with multiple campuses included in the survey

<sup>7</sup>Campuses 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.

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

Among the 189 districts in Cycle 6 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 5 mid-sized districts (those enrolling 20,000 to 50,000 students), Gibson asked district staff to distribute surveys to an average of 16 campuses (this ranged from 14 to 18 campuses). Within the 18 largest districts (enrolling more than 50,000 students), Gibson asked district staff to distribute surveys to an average of 20 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 package sent to districts 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 2018-19 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 us 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, we 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, we created an online portal designed to foster communication with district liaisons and provide timely updates to survey materials and schedules. The online portal included a registration page to verify contact and shipping information, a form to request an advanced electronic copy of students whose parents were selected to receive the survey, information about the purpose of the survey, 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.

From the beginning of the survey administration window, we provided district liaisons with access to live response rates by district, campus, region via their unique online survey portal page to aid their survey efforts. Response rates were updated daily with all online survey counts. Response rates were updated to incorporate paper survey responses at three separate times over the course of the survey administration process, given the longer processing time for paper surveys. District liaisons could use this information to help identify campuses that had comparatively low response rates. As completed surveys continued to be submit-

ted, we 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 2019.

### 3.3 Response Rates

#### 3.3.1 *Statewide Response Rate*

Out of more than 27,000 surveys distributed, parents submitted 4,962 completed surveys for an overall statewide response rate of 18.4%. This was an increase of 2.2 percentage points from the prior year's Cycle 5 response rate.

#### 3.3.2 *District-Level Response Rates*

Parents completed and submitted surveys in every Cycle 6 district. Each of the 212 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 78 of all Cycle 6 districts achieving a response rate in that range. Among the thirteen districts with response rates over 70%, seven had fewer than 22 parents targeted for the survey effort. Two districts with more than 175 parents targeted for the survey effort had response rates over 70%.

Figure 4: Percent of parents responding across all school districts in Cycle 6

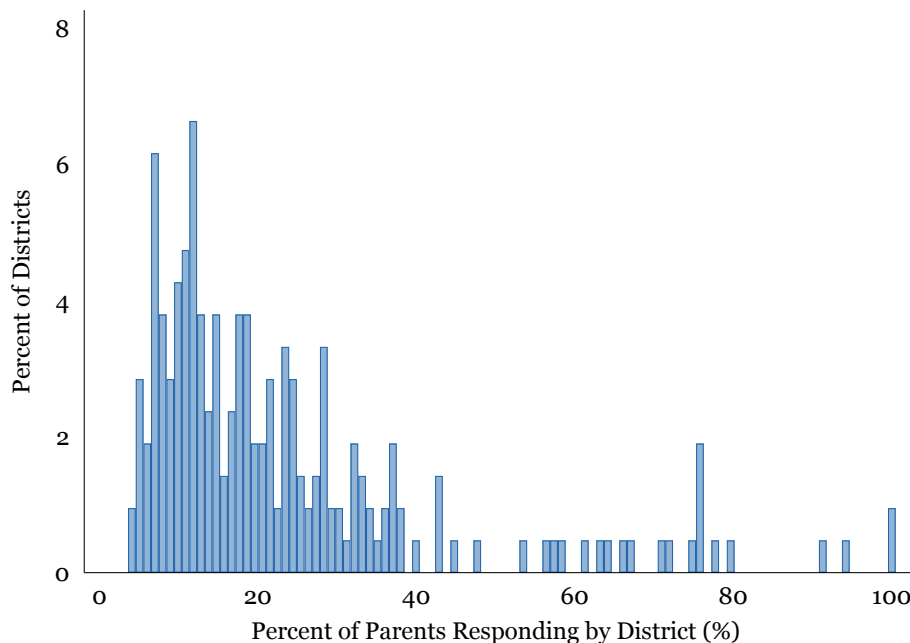


Table 2: Frequency of different ranges of district-level response rates

Response Rate Ranges	N	%
Districts with no completed surveys	0	0%
Between 1% and 10%	45	21.2%
Between 11% and 20%	78	36.8%
Between 21% and 30%	40	18.9%
Between 31% and 40%	22	10.4%
Greater than 40%	27	12.7%

## 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, we recoded these responses to "missing" using administrative records on students' age as of September first.<sup>8</sup> This affected 862 surveys (approximately 17.4% of all submissions).

Prior to beginning data analysis, we explored missing data and outlier response patterns. There were 79 students for whom multiple surveys were completed (identifiable by the embedded unique ID) for a total of 158 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, we retained the online survey and dropped the other. Thus, we deleted 79 duplicates for the 79 students with more than one completed survey. Among the remaining 4,962 cases, the evaluation team examined the "completeness" of survey responses; that is, cases with either complete or partially complete submissions. Of the 4,962 returned surveys, 86.8% had missing responses to fewer than two questions. All 4,962 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 1% disagreed with all statements. Extreme agreement was more common, with

<sup>8</sup>Responses from parents of students who were 13 at the time of the fall snapshot data were not recoded since those students may have since turned 14.



approximately 13% 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 to survey completion - the amount of time between the moment when a survey was first opened until the survey was submitted. While this measure may include some error due to some respondents opening the survey and coming back to it later, it can provide helpful context about the survey. Using time stamps from the start and end time of the survey, the median completion time on the survey was 6.1 minutes.<sup>9</sup> Responses of two minutes or less comprised 2.7% 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 calculated the state's Indicator 8 percentage based on the proportion of parents who responded "always", "agree", or "yes" to seven of the survey items. 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. We 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. We 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, we used the Andrich Rating Scale model (Elbaum, personal communication, June 2018). Results were calculated both with and without anchor values. Anchor values for some items, where available, were taken from those used

<sup>9</sup>The 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.

in Florida, which represented the most recently re-scaled values. We 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 20 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 125 and 882, with a mean of 657 and a median of 661.

The research team then grouped the resulting scaled scores into five levels. Level 1 included parents with a scaled score lower than 400. Level 2 included parents with scaled scores between 400 and 499. Level 3 included parents with scaled scores between 500 and 599, and Level 4 included parents with scaled scores higher than 600. We 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.<sup>10</sup> Approximately, 66.4% of parents of male students receiving special education services statewide completed the survey compared with 66.9% of the statewide population. About 33.6% of parents of female students receiving special education services completed the survey, compared with 33.1% 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 15.3% of the state population of students receiving special education services was Black or African American while 10.7% of the responding sample was Black or African American. In contrast, parents of White students were somewhat over-represented, making up 28.5% of the state population of students receiving special education services, but 32.0% of the responding sample

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<sup>10</sup>Statewide demographics for the population of students receiving special education services were based on 2017-18 figures. 2018-19 figures were not yet available at the time of writing. Texas Education Agency. (2018). Enrollment in Texas public schools, 2017-18. (Document No. GE18 601 06). Austin TX: Author.

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	2.3%	2.2%	-0.1%
Black	15.3%	10.7%	-4.6%
Hispanic	51.1%	52.8%	+1.7%
Native Hawaiian/Pacific Islander	0.1%	0.0%	-0.1%
Multiple Races	2.3%	2.1%	-0.2%
White	28.5%	32.0%	+3.5%

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).<sup>11</sup> A slightly larger percentage of parents responding to the survey had a child with Autism (16.5% of the responding sample compared with 13.5% of the state special education population). Alternatively, the responding sample was made up of slightly fewer parents of students with a Learning Disability as their primary exceptionality (28.1% in the responding sample compared with 30.8% 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.

<sup>11</sup>Texas 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 25 students in the entire state have Developmental Delay as their primary exceptionality, and none of these students were in Cycle 6 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	7,028	1.3%	58	1.2%	-0.1%
Autism	71,951	13.5%	817	16.5%	+3.0%
Deaf/Blind	310	0.1%	2	0.0%	-0.1%
Developmental Delay	25	0.1%	0	0.0%	-0.1%
Emotional Disturbance	31,789	6.0%	263	5.3%	-0.7%
Intellectual Disability	56,886	10.7%	561	11.3%	+0.6%
Learning Disability	163,688	30.8%	1,395	28.1%	-2.7%
Noncategorical Early Childhood	7,553	1.4%	86	1.7%	+0.3%
Orthopedic Impairment	3,593	0.7%	41	0.8%	+0.1%
Other Health Impair- ment	76,291	14.3%	685	13.8%	-0.5%
Speech Impairment	107,668	20.2%	988	19.9%	-0.3%
Traumatic Brain Injury	1,325	0.2%	18	0.4%	+0.2%
Visual Impairment	3,884	0.7%	48	1.0%	+0.3%
<b>Total</b>	<b>531,991</b>		<b>4,962</b>		

Of the surveys submitted, 40.3% were completed online, while the remaining 59.7% were completed on paper—roughly an eight percentage point increase in online survey completion compared with 2017-18. Across all surveys, 16.7% were completed in Spanish and the remaining 83.3% were completed in English, comparable to the proportion of Spanish surveys in the last three years. Approximately 20% of paper surveys were completed in Spanish compared with 11.7% of online submissions.

## 5 Results

Survey results are presented in the following order:

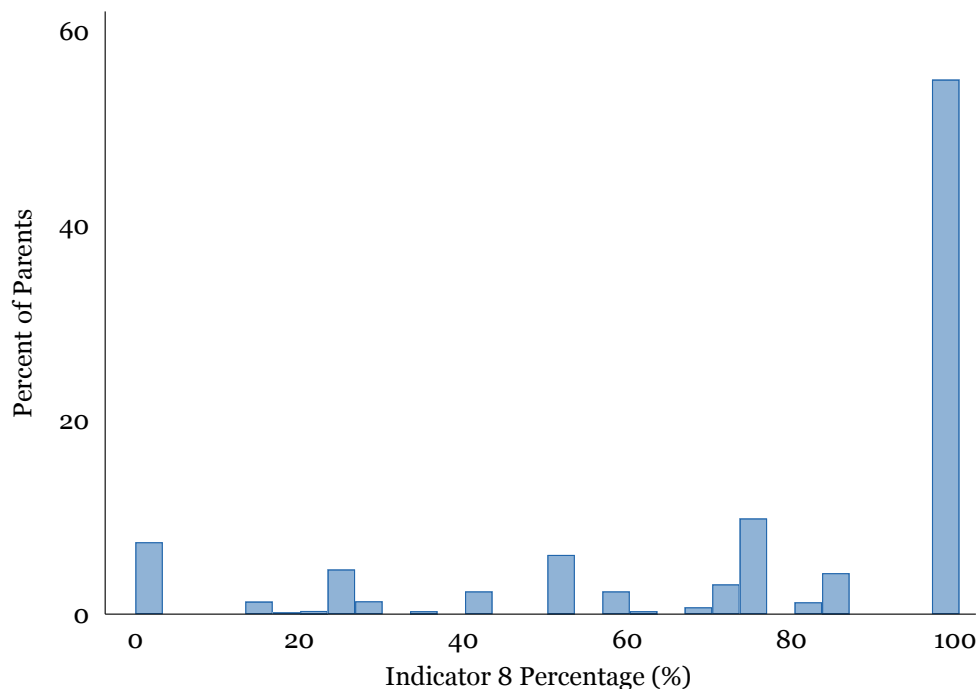
- Indicator 8 results for the state as a whole and disaggregated by student subgroups
- Services and Student Progress
- Parent Involvement Scale Score

### 5.1 Indicator 8 Results

The Indicator 8 percentage for the state was 76.7%, meaning that, on average, parents responded positively (i.e., selected yes, always, or agree) to 76.7% 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).<sup>12</sup> This was below the state's 81% target stated in the State Performance Plan for the 2018-19 school year. Figure 5 shows the distribution of parents' Indicator 8 percentages. Although the average Indicator 8 percentage was 76.7%, more than half of parents (54.7%) 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

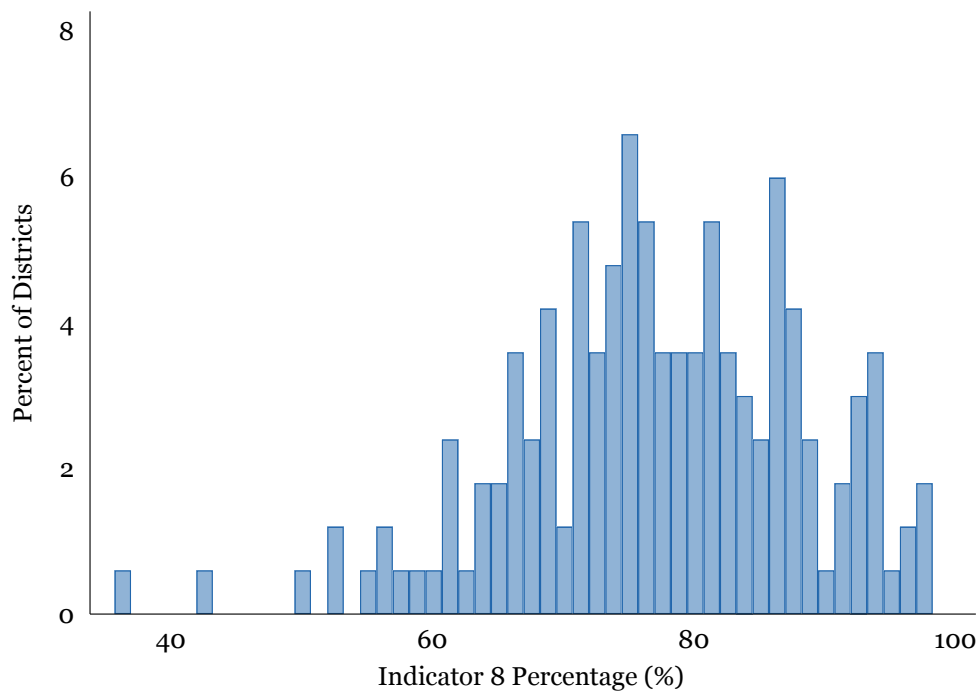


The average district-level Indicator 8 percentage was 76.9% and ranged from 35.7% (in 1 district) to 98.0% (in 2 districts), meaning that nearly all parents in those districts answered each of the four (or seven) Indicator 8 items positively. Of the 168 districts with five or more surveys returned, 60 districts (35.7%) had an average Indicator 8 percentage above or equal to 81% while the other 108 districts were lower than the state target.<sup>13</sup> Roughly 70% of districts (69.6%) had Indicator 8 percentages between 66% and 88% (Figure 6).

Aggregating results to the ESC level, Indicator 8 percentages ranged from 67.0% to 87.0%. No ESCs met the 81% state target.

<sup>12</sup>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.

<sup>13</sup>Results 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

### 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, we provide 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  $\pm$  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.

Across race/ethnicity, Indicator 8 percentages ranged from 72% to 79% as Table 5 illustrates. Parents of Hispanic students were most satisfied that their child's school was facilitating parent involvement (78.5%), while parents of Asian students were least satisfied

(71.7%) though satisfaction was generally quite high across all race/ethnicity categories. As Table 6 shows, Indicator 8 percentages were the same by economic disadvantage status. Indicator 8 percentages varied across race/ethnicity and grade level. As shown in Table 7, across grade levels, parent satisfaction with school efforts at facilitating parent involvement ranged from 71.1% among parents of middle school students to 80.1% among parents of students at other types of schools. 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	104	71.7%	65.3%-78.1%
Black	508	71.9%	68.9%-75.0%
Hispanic	2,567	78.5%	77.3%-79.6%
Multiple Races	104	76.1%	69.8%-82.5%
White	1,565	75.7%	74.0%-77.4%

Table 6: Indicator 8 results, by economic disadvantaged status

Economic Disadvantage	N	Indicator 8 Percentage	Confidence Intervals (CIs)
Not Disadvantaged	1,645	76.7%	75.1%-78.2%
Disadvantaged	3,218	76.7%	75.6%-77.8%

Table 7: Indicator 8 results, by grade level

Grade Level	N	Indicator 8 Percentage	Confidence Intervals (CIs)
Elementary	2,178	78.2%	76.8%-79.6%
Middle	948	71.1%	68.9%-73.3%
High	1,044	76.3%	74.6%-78.1%
Other	693	80.1%	77.8%-82.3%

## 5.2 Student Services and Progress Results

When asked about their overall satisfaction, 88.1% 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	107	89.7%	83.9%-95.6%
Black	519	83.4%	80.2%-86.6%
Hispanic	2,583	90.3%	89.2%-91.5%
Multiple Races	103	85.4%	78.5%-92.4%
White	1,579	86.1%	84.4%-87.8%

Table 9: Student services results, by race\ethnicity

Race/Ethnicity	N	Student Services Percentage	Confidence Intervals (CIs)
Asian	105	88.6%	82.4%-94.8%
Black	513	82.1%	78.7%-85.4%
Hispanic	2,583	89.7%	88.5%-90.8%
Multiple Races	102	83.3%	76.0%-90.7%
White	1,571	85.0%	83.2%-86.7%

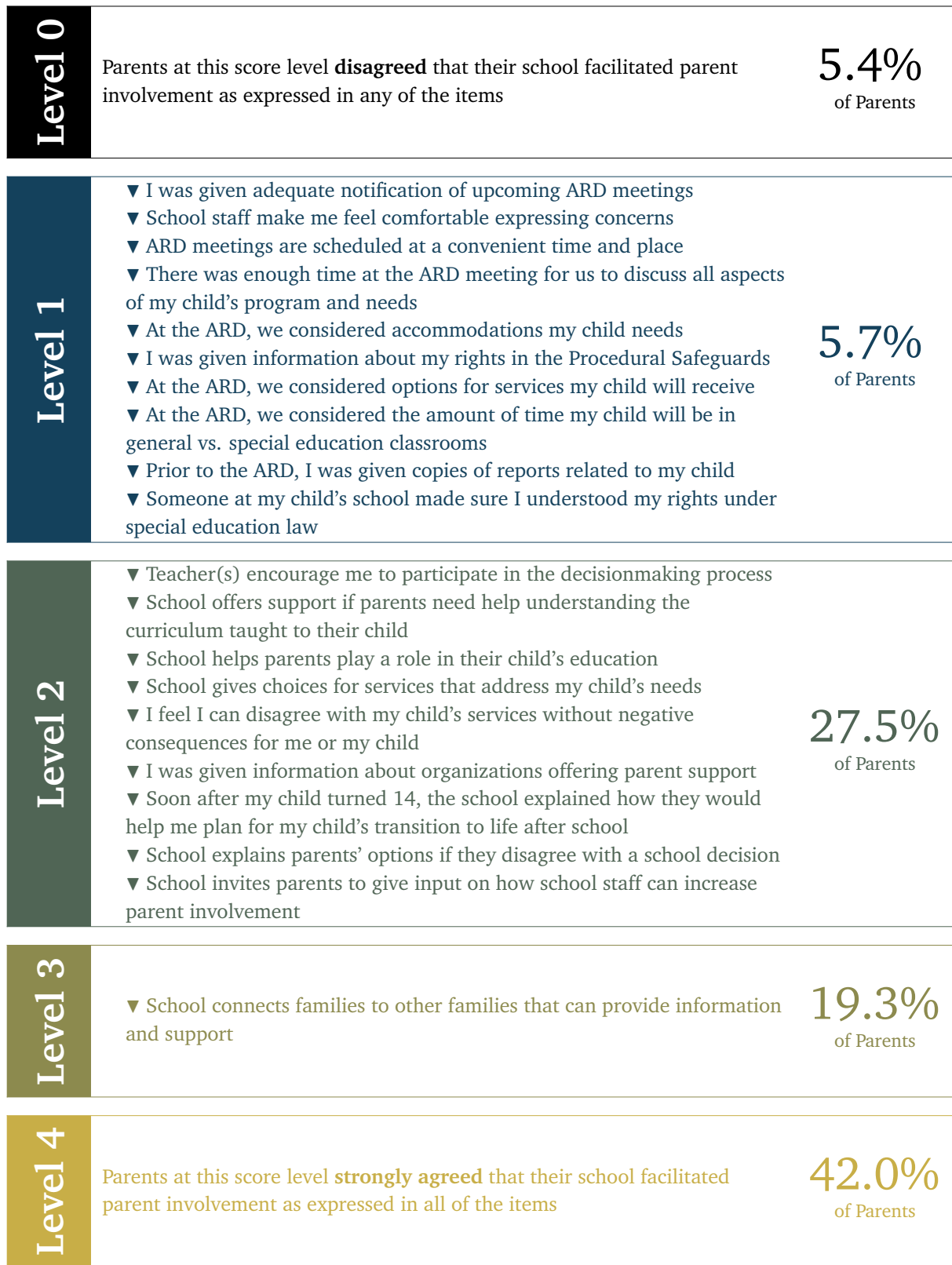
## 5.3 Parent Involvement Scale Score Results

### 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 survey items, as described earlier. Of the parents responding to the survey, 42% strongly agreed that their child's school facilitated parent involvement as expressed through all of the survey items (Level 4). About 19% of parents were categorized at 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 28% 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 6% 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 5% of parents strongly disagreed that their child's school facilitated parent involvement, meaning that they typically disagreed with all of the survey items.



Figure 7: Statewide parent agreement levels



## 6 Discussion and Suggestions

Results from the 2018-19 administration of the Parent Involvement Survey in Texas showed that, on the whole, parents of students receiving special education services in Cycle 6 districts responded positively to survey items related to parent involvement. The majority of responding parents agreed that their child's school facilitates parent involvement as measured by the Indicator 8 survey items, though parents of middle school students agreed at lower levels than parents of students at other grade levels.

Additionally, most responding parents were satisfied with their child's progress toward IEP goals and believed that their child received the services they need. There was little variation across districts in the survey results on Indicator 8 and services and progress items.

Results of the 20-item Parent Involvement Scale may better assist schools and districts to identify areas where improvements can be made. Statewide, approximately 28% of parents scored in Level 2, meaning that they expressed relatively strong agreement with Level 1 items but less strong agreement with Level 2 items. Consequently, strengthening the positive response to Level 2 items could be a reasonable priority. A group of stakeholders representing teachers, administrators, and parents could identify one or more Level 2 items on which to focus efforts. For example, a possible target for improvement might be the item "Soon after my child turned 14, the school explained how they would help me plan for my child's transition to life after school." Evaluating how schools typically accomplish the task of beginning to talk with parents about transition might lay the groundwork for whether schools have in place a specific and systematic plan for conveying transition-related information to parents. Is transition discussed in settings other than each individual student's ARD meeting? Do schools hold a transition information session for parents of students who are turning 14? Is there a "back-to-school" event at which recent graduates who went through transition share their experiences with current students and parents? These or other specific activities conducted by schools could make the difference between a survey respondent's simple agreement and very strong agreement with the item.

To assist schools and districts in their improvement efforts, 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 6 district in the state. Each school district can use their own results to share successes—by applauding the percentage of parents at Levels 3 and 4, and the associated items to which those parents consistently agreed—and to inform improvement efforts by noting the percentage of parents at Levels 0, 1 and 2 and the associated items that could be targeted for more intensive analysis and action planning.

## A

# Appendix: Selecting the Survey Sample

**Selecting districts:** A total of 194 districts in Cycle 6 and the 18 largest districts across the state were included in the survey population for a total of 212 districts. All open Cycle 6 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 6 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#: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 20px; vertical-align: middle;"></span>	
COMPLETED SURVEYS ARE DUE BY MAY 17, 2019 Complete this survey online at: <a href="http://www.ParentSurveyTX.com" style="color: white;">www.ParentSurveyTX.com</a>						
INSTRUCTIONS						
Please use black or blue pen, or pencil.      Correct Mark ●      Incorrect Marks ✓ ✗ ☹ ☺						
<b>Please indicate the extent to which you agree or disagree with the following statements.</b>	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. I was given information about organizations that offer support for parents of students receiving special education services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 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"/>
4. 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"/>
5. <b>My child's school:</b>						
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"/>
e. gives parents the help they may need to play an active role in their child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. gives me choices with regard to services that address my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. 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"/>
7. 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"/>
8. 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"/>
9. 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"/>
10. 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"/>
11. <b>At the ARD meeting, we considered:</b>						
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"/>
12. 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"/>
13. 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"/>
14. 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"/>
15. <b>For students age 14 and up:</b>						
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"/>
<b>Please indicate how you feel regarding the following statements. (Mark the best response)</b>	Never	Sometimes	Always			
16. 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"/>			
17. 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"/>			
18. 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>Please indicate if you agree or disagree with the following statements. (Mark the best response)</b>	Disagree	Neutral	Agree			
19. Teachers understand my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
<b>Please mark your response, YES or NO, to the following questions.</b>	No	Yes	N/A			
20. <b>For students age 14 and up:</b> 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"/>			
21. <b>For students age 14 and up:</b> 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"/>			
22. <b>For students age 14 and up:</b> The school includes my child in the ARD meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
23. 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 confidential.	<div style="border: 1px solid black; display: inline-block; width: 60px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 60px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 60px; height: 20px;"></div>					

*Thank You for Taking This Survey.*

Encuesta de Texas a los Padres de los estudiantes que reciben Servicios de Educación especial							PIN#:	
Las encuestas completas deben enviarse antes del 17 de mayo de 2019 Complete esta encuesta en línea en: <a href="http://www.ParentSurveyTX.com">www.ParentSurveyTX.com</a>								
INSTRUCCIONES								
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. Me dieron información sobre las organizaciones que brindan apoyo a los padres de estudiantes que reciben servicios de educación especial.			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 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"/>
4. 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"/>
5. <b>La escuela de mi hijo/a:</b>								
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"/>
e. le da a los padres la ayuda que pueden necesitar para tener un rol activo en la educación de sus hijos.			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. me da elecciones relacionadas con los servicios que satisfacen las necesidades de mi hijo.			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. 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"/>
7. 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"/>
8. 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"/>
9. 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"/>
10. 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"/>
11. <b>En la reunión ARD, tomamos en cuenta:</b>								
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"/>
12. 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"/>
13. 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"/>
14. 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"/>
15. <b>Para los estudiantes de 14 años y más:</b>								
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"/>
<b>Por favor indique lo que siente sobre las declaraciones siguientes. (Marque la mejor respuesta)</b>							Nunca	Algunas veces
16. 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"/>
17. 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"/>
18. 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"/>
<b>Por favor indique si está de acuerdo o en desacuerdo con las declaraciones siguientes. (Marque la mejor respuesta)</b>							En desacuerdo	Neutral
19. Los maestros entienden las necesidades de mi hijo/a.							<input type="radio"/>	<input type="radio"/>
<b>Por favor marque su respuesta, SI o NO, para las preguntas siguientes.</b>							No	Si
20. <b>Para estudiantes de 14 años y más:</b> 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"/>
21. <b>Para estudiantes de 14 años y más:</b> La escuela proporciona información sobre las agencias que pueden ayudar a mi hijo/a en la planificación para la vida después de la secundaria.							<input type="radio"/>	<input type="radio"/>
22. <b>Para estudiantes de 14 años y más:</b> La escuela incluye a mi hijo/a en la reunión de ARD.							<input type="radio"/>	<input type="radio"/>
23. 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 confidencial.							<input type="text"/> <input type="text"/> <input type="text"/>	



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Gracias por Completar Esta Encuesta.

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