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Acknowledgements

NuStats and Education Service Center Region 9 (ESC Region 9) gratefully acknowledge the many organizations and individuals who assisted with the development, distribution, completion and return of the parent and principal surveys, all of whom share an interest in making special education services more effective and efficient.

Parents: Over the past eight years (2006–2014), approximately 29,875 parents have participated in this survey. Of these, just over 18,658 provided written comments about the special education services their children have received. This past spring alone (2014), 3,475 parents completed the survey. Our deepest gratitude goes to these parents. From this response group, 2,370 of these parents provided comments, suggestions, and observations in the open-ended section of the survey. We hope the information will be instrumental in the continued efforts of this project to provide insightful information to special education administrators, policymakers, and teachers. We are also grateful to parents who helped develop the survey by participating in the pilot efforts to improve and finalize the survey.

Students: While this was a survey distributed to parents, the intent of this study is to improve special education services in Texas. In addition to the indirect support for this study by being the focus of their parents’ concern, many students also served as couriers in delivering the surveys home.

District and Campus Staff: We are grateful to district and campus staff for supporting the distribution of the survey to parents. District and campus staffs’ efforts to locate students took time and energy. This support is one of the key factors in the success of this study.

Principals: We are grateful to the school principals who took the time to respond to the principal survey associated with this study; 927 principals returned the survey in spring 2014, which was an increase of 227 surveys more than the 2013 response.

Development Committees: We appreciate the efforts and hard work of all members of the development committee.

Staff from the Education Service Center Region 9 and the Texas Education Agency: Staff in these two organizations provided overall guidance and support during the administration of this survey. We hope you will have the opportunity to use the insight provided by parents to improve special education services provided to students in Texas schools.

Disclaimer: The descriptions and interpretations provided in this report are those of NuStats and do not necessarily reflect positions of the Texas Education Agency, Region 9, or other organizations and entities associated with or participating in this survey.
1. Executive Summary

Background and Purpose of Study

The Individuals with Disabilities Education Act (IDEA) of 2004 requires that each state develop a six-year performance plan. This State Performance Plan (SPP) evaluates the State’s efforts to implement the requirements and purposes of IDEA and illustrates how the State will continuously improve upon this implementation. The Texas SPP was submitted to the Office of Special Education Programs (OSEP) at the U.S. Department of Education (USDE) for approval on January 30, 2006. OSEP approved the Texas SPP on May 22, 2006. The Texas SPP was most recently updated February, 2014.

OSEP identified five monitoring priorities and twenty indicators to be included in the SPP. For each of the indicators, the State must report progress on measurable and rigorous targets and improvement activities over a six-year period of time. The findings presented in this report summarize survey findings related to Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving service and results for children with disabilities. This report covers the ninth administration of the survey (spring 2014), with previous surveys conducted in fall 2006, spring 2007, spring 2008, spring 2009, spring 2010, spring 2011, spring 2012, and spring 2013.

Research Goals

Each year, one-sixth of the Texas school districts are selected to participate in the study, ensuring each district of 50,000 students or less is included once in the six year cycle. Districts with 50,000 or greater students are included in the study each year. The survey is offered in English and Spanish, and as a web or online survey, in order to encourage as many parents as possible to complete the survey. Eligible participants are selected based on specific demographic characteristics of their child, such as ethnicity, eligible disability category, and grade level. The research is focused on: communication between schools, teachers and parents; school climate; teacher’s involvement with parents of their students; and parent’s involvement with their child’s education.

Specific Objectives

The survey is intended to produce anonymous and unbiased data that will inform TEA of the successful areas of the special education programs, and the areas where improvements are necessary. Each question falls into one of the following categories:

- Environment
- Communication
- ARD/IEP Participation
- Results

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Each of the eight closed-ended survey questions are abstract questions with sub-dimensions designed to inspire parents to respond candidly and with little burden.

**Survey Approach and Development**

**Parent Survey**

*Survey development and production.* In September 2005, the Parent Coordination Network reviewed questions from the National Center for Special Education Accountability Monitoring (NCSEAM) Parent Survey and the Statewide Survey of Parents of Students with Disabilities that had been distributed by the Texas Education Agency (TEA) and Regional Education Service Center 9 (Region 9) in 2003. A separate survey development committee was created to develop the SPP survey in fall 2008. The survey’s questions focus on the following issues: parent satisfaction, communication between parents and school, parents’ understanding of information, services and information provided, school climate, the teacher’s role, and parent participation in training. English and Spanish versions were developed.

*Sampling.* In 2014, 18,663 parents were selected to be included in the survey from 144 districts across the state. One-sixth of all Texas districts are sampled each year, with every district included at some point during a six-year cycle. However, each district with at least 50,000 students is included each year. Once districts and campuses were randomly selected for 2014, which is the first year of a new six-year cycle, parents were randomly selected based on demographic characteristics of their child including ethnicity, grade level, and eligibility category (i.e., learning disability). One campus (a total of 5 surveys, bringing the total surveys in this report to 18,658) was removed from the database after mailing, on approval from TEA, due to student withdrawals resulting in that campus dropping below the required number for participation.

*Survey Distribution.* Beginning in April 2014, each parent or guardian received an envelope with the selected child’s name, a letter of instruction, the survey, and a return (postage-paid) envelope. A web component was provided for parents to complete the survey via web, if they chose. For questions, phone numbers were provided for Region 9, TEA, and NuStats. Technical support was provided in both English and Spanish. Districts were given leeway in their method of distributing the surveys to the parents; however, parents were asked to return the surveys by May 23, 2014. This deadline was extended until June 16, 2014.

**Principal Survey**

In addition to the parent survey, 2,453 surveys were mailed to principals of campuses included in the sample. These surveys were shipped to each campus with the parent survey packets, and principals were asked to return the survey by May 23, 2014. The principal’s survey questions focused on items that parallel the parent survey. This deadline was extended until June 16, 2014.

**Findings**

**Parent Survey Overall Findings - Quantitative**

A total of 3,475 completed parent surveys were returned with 2,903 returned via mail, and 572 through web (a return rate of 19 percent). Of these, 2,922 English and 553 Spanish-language surveys were
completed in time to be included in the quantitative analyses. Roughly 2,400 parents also provided responses to the open-ended questions.

A total of 23 questions from the parent survey were divided into four topic-specific categories and examined. Previous years’ results were shown as grouped into five topic-specific categories; however the four current categories more closely reflect the grouping of the questions on the parent questionnaire. An additional column has been added in order to make comparisons to prior years’ results more clear. Grouping the three types of responses (Always-Never, Yes-No, and Agree-Disagree), Table 1 presents a summary of responses within these categories. For each category, responses were overall positive. The percentages of responses in the least positive category were higher this year with only School Environment Issues falling under 5 percent. The response patterns for this year’s survey were very similar to findings from the previous years. This consistency argues for both the reliability and validity of findings.

### Table 1: Summary by Category

<table>
<thead>
<tr>
<th>Prior Category</th>
<th>2014 Category</th>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
</tr>
<tr>
<td>General School Issues</td>
<td>School Environment Issues</td>
<td>77.5%</td>
<td>18.4%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Communication Issues Information and Understanding</td>
<td>Communication Issues</td>
<td>73.9%</td>
<td>26.1%</td>
<td>8.7%</td>
</tr>
<tr>
<td>IEP and ARD Teacher Issues</td>
<td>ARD/IEP Participation</td>
<td>85.8%</td>
<td>12.3%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Included in General School Issues</td>
<td>Results/Progress</td>
<td>77.5%</td>
<td>17.0%</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

* Note that percentages may not total 100 due to rounding.

### Parent Survey Overall Findings - Qualitative

Although the respondents generally responded positively to questions regarding their interactions with the school (as seen in the summary ratings in Table 1), there were items for which the ratings were less positive (parental actions are not included for this consideration). Below are selected areas for which at least 15 percent of the ratings fell into the Negative category, along with the survey category in which it is found:

*The school provides me information on my child’s disability*; Communication Category. (This issue was also identified in spring 2008, 2009, 2010, 2011, 2012 and 2013.) Of note, the highest negative rating was received from parents of students with Other Health Impairments, with a negative rating of 35.2% (see Table 20).

*The school provides planning for life after high school, including services to help my child reach his or her goals*; ARD/IEP Participation Category. (This issue was also identified in spring 2008, 2009, 2010 2011, 2012 and 2013.) Of note, this question was to have been answered by parents of students age 14 and up. The negative response rate for parents of elementary and middle school students was significantly higher (22.1 and 22.7 percent, respectively) than for parents of high school students (16.7 percent).
The school provides information on agencies that can assist my child in planning for life after high school; ARD/IEP Participation Category. (This issue was also identified in spring 2007, 2008, 2009, 2010, 2011, 2012 and 2013.) Of note, this question was to have been answered by parents of students age 14 and up. The negative response rate for parents of elementary and middle school students was significantly higher (22.1 and 22.7 percent, respectively) than for parents of high school students (16.7 percent).

Two of these items center on transition issues and on the information and coordination provided regarding outside agencies and support. The other item regarding information about a child’s disability likely reflects providing understandable and useful information.

Given the revision of the categories, it is slightly more challenging to make a comparison, however, generally within each of the categories in Table 1, findings from respondents in the spring 2014 survey were similar to the spring 2013. This year, Communication Issues was the lowest-rated area. These low ratings were driven primarily by negative responses to the ‘school provides me information on my child’s disability’ question noted above.

Overall, parent open-ended responses parallel the responses received in the structured survey. Parents who responded to the survey were overall satisfied with the services received by their child’s school. The following is a list of the overall findings from parent open-ended responses.

- **Overall satisfaction** – The majority of respondents expressed being satisfied with the special education services provided by schools.
- **More information and training** – Parents noted that they need help understanding their child’s disability. They asked for the school to provide more specific and relevant information.
- **Communication improvements** – While overall satisfied, parents noted concern with communication between parents and the special education staff (or communication between the special education setting and the general education setting). Parents want to be kept informed and want to know how to contribute to the academic progress of their children.

**Principal Survey Overall Findings - Quantitative**

Of the 2,453 principal surveys that were distributed, 660 completed surveys were returned via mail, and 267 through web, representing a 38 percent return rate. Overall, results from 2014 were similar to previous years’ results, however, in general, principals report slight improvements in a number of specific areas: School has a written campus-level parent involvement plan (5 percent increase); Services provided for parents to encourage parental involvement – increases in all categories except ‘Opportunities to be involved in site-based management’; School provided training workshops (10 percent); School holds annual meeting to inform parents of special education students (6 percent). This indicates positive changes are being implemented.

**Principal Survey Overall Findings - Qualitative**

Overall, the qualitative findings of the principal survey for 2014 are very similar to those of previous years. The most important issues identified by principals center mainly on communication, be it via telephone, email, written notes or face-to-face meetings. The majority of principals reported their campuses have made efforts to offer parent conference meeting times in the evening, as well as offering assistance to aid parents in the ability to attend school functions. Examples of this are babysitting services and transportation services. As in previous years, the majority of principals report that parents attendance of PTO/PTA and other parent organizations as issues of importance.
2. Background

The Individuals with Disabilities Education Act (IDEA) of 2004 requires each state to develop a six-year performance plan. This State Performance Plan (SPP) evaluates the State’s efforts to implement the requirements and purposes of IDEA and illustrates how the State will continuously improve upon this implementation. The Texas SPP was submitted to the Office of Special Education Programs (OSEP) at the U.S. Department of Education (USDE) for approval on January 30, 2006. OSEP approved the Texas SPP on May 22, 2006, and was last updated February, 2014.

OSEP identified five monitoring priorities and twenty indicators to be included in the SPP. For each of the indicators, the State must report progress on measurable and rigorous targets and improvement activities over a six-year period of time. The findings presented in this report summarize survey findings related to Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving service and results for children with disabilities.

Since 2000, Texas has been following the OSEP Continuous Improvement Monitoring Process (CIMP), which is designed to assess, on an ongoing basis, the impact and effectiveness of state and local efforts in providing early intervention services to infants and toddlers with disabilities and to their families. In addition, state and local agencies must ensure a free, appropriate, public education (FAPE) to children and youths with disabilities.

During the spring of 2002, OSEP monitored the State of Texas; in 2003, the Texas Education Agency (TEA) received the OSEP Monitoring Report, which specified areas of noncompliance, highlighted strengths, and suggested areas of improvement for Texas IDEA-B (ages 3–21) and IDEA-C (ages 0–3) programs. The ongoing improvement and planning activities that have occurred in response to the federal monitoring process are referred to as the Texas Continuous Improvement Process (TCIP). Using the TCIP, the State submitted an Improvement Plan in response to the OSEP Monitoring Report. It addresses areas of improvement identified during three phases of the process: the self-assessment, validation planning (public meeting), and validation data collection (on-site visit).

Regional Education Service Center 9 (Region 9) is the statewide lead for Parent Coordination. The Parent Coordination Network is made up of representatives from each of the 20 regional education service centers. This Network is committed to ensuring that parents of students with disabilities receive accurate and timely information that will help them support their children in their education. The Network meets to review the State’s current status regarding parent involvement and related issues and to determine the extent to which Texas agencies had achieved the results outlined in the TCIP. An overview describing the CIMP, TCIP, the self-assessment, the Texas Monitoring Report, and the Improvement Plan may be found by accessing the following website: http://goo.gl/GRWbwW.

In response to the Improvement Plan, the TEA and the Parent Coordination Network, through the leadership of Region 9, conducted a survey in 2003 of parent understanding of special education issues. The surveys were distributed to 32,000 parents. Since 2006, the parent survey has been conducted on an annual basis. The results from the 2008 through 2013 surveys are posted on the Parent Coordination Network website at www.texasparent.org, under the Projects tab.

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Based on SPP’s Indicator 8, the Texas Education Agency (TEA) is required to collect parent involvement information for students receiving special education services. To assist in this task, Region 9 contracted NuStats to help develop, distribute, and analyze the spring 2014 survey. This report summarizes information collected from the spring 2014 surveys of principals and parents.
3. Survey Approach and Development

Parent Survey

Survey purpose

This survey was developed to obtain information regarding parent involvement with their child’s school. The survey was directed to parents of students receiving special education services. Information derived from this survey will be included in the six-year Texas State Performance Plan (SPP). Following the Individuals with Disability Education Act (IDEA) of 2004, each state developed a plan to address 20 indicators, one of which is Indicator 8: Parent Involvement (percent of parents with a child receiving special education services that report that schools facilitated parent involvement as a means of improving services and results for children with disabilities). Although not required by the SPP, a parallel survey of principals of schools included in the survey was undertaken to obtain strategies used by schools to enhance parent involvement.

Survey development and production

In September 2005, the Parent Coordination Network reviewed questions from the National Center for Special Education Accountability Monitoring (NCSEAM) Parent Survey and the Statewide Survey of Parents of Students with Disabilities distributed by TEA and Region 9 in 2003. A separate survey development committee was created to develop the SPP survey. Committee members included representatives from TEA, Region 9, Academic Information Management, and from local schools and districts. In addition to the surveys reviewed, committee members also reviewed SPP resources from the Federal Resource Center website (www.dssc.org) and information included in Joyce Epstein’s Parent Involvement Survey. Lastly, committee members reviewed findings from the Statewide Survey of Parents of Students with Disabilities Receiving Special Education Services. The survey, distributed in fall 2006, spring 2007, and spring 2008, was revised for use in spring 2009, spring 2010, spring 2011 and spring 2012. In spring 2013, the survey instrument was again revised and a web component was added as an option. Minor revisions for the spring 2014 survey instrument were performed.

A one-page, scannable questionnaire was then developed. The committee selected questions from prior surveys with a focus on parent involvement, in addition to creating new items. The survey’s questions focus on the following issues: parent satisfaction, communication between parents and school, parents’ understanding of information, services and information provided, school climate, the teacher’s role, and parent participation in training. The survey was distributed on scannable forms, printed with English on one side, and Spanish-on the other. A sample of the parent survey is included in Appendix A.

Sampling

The spring 2014 parent survey included 18,658 parents, from which NuStats received 2,903 returned surveys via mail, and 572 completed surveys via web, for a total of 3,475. One-sixth of all Texas districts are sampled each year with every district included at some point during the six-year cycle. However, each district that enrolls 50,000 students or more is included each year.

To select districts and campuses, a sampling matrix that considered geographic area, district size, and student demographics was developed. The sample for the spring 2014 (and samples for annual surveys for future distribution) was derived from this matrix. In large districts (those enrolling more than
50,000 students), a further sample of campuses was selected. Selecting campuses within the larger districts facilitated the distribution of surveys so that campuses would not receive only one or two parent surveys. A list of all districts and campuses sampled each year will be maintained to ensure that all districts (and campuses within the larger districts) will be included in the survey during the six-year cycle. For the spring 2014 survey, 2,452 campuses within 144 districts were included in the final sample of eligible schools. Note that districts with fewer than 10 listed students receiving special education services were not included in the final sample due to privacy concerns. To reduce the burden on school staff members, every participating campus received a maximum of 20 surveys.

Once the districts and campuses were selected, a sample of students was drawn based on data provided by the Texas Education Agency (TEA) from the Public Education Information Management System (PEIMS) database. Students were selected from the 2013–2014 school year to ensure the most recent data for identifying students’ campuses. NuStats entered into a confidentiality agreement with TEA to protect the identity of students. Following all analyses, data sets containing personally identifiable data were destroyed and/or overwritten. The final database includes information regarding student grade level, gender, ethnicity, and eligibility (formerly disability) category. Students were then selected according to a sampling framework that considered these variables proportionately from the various campuses/districts. From this process, 18,658 students were selected to be included in the spring sample. To increase the return rates for smaller incidence eligibility categories, over- and under-sampling were used. For example, while students with a learning disability constitute about 36 percent of the state population, they were included at about 31 percent in the sampling framework.

**Survey Distribution**

Letters, included in Appendix B, were sent to district superintendents and special education directors informing them of the purpose of the survey. Approximately one month after the letters were distributed, surveys were sent bundled by campus to the districts included in the survey. Each package included the surveys and instructions to the campus contact person outlining methods for distributing the surveys. These surveys were to be completed by the parent or guardian of the students listed on the return envelopes. Each campus was asked to distribute the surveys to parents. Campuses were allowed to select their own method—sent home with the student, hand-delivered, or mailed to the student's home. To ease the burden on campuses of distribution of surveys, parents of all students received packets where both English and Spanish versions were included. Additional surveys in English and Spanish were made available by request; however, none were requested for 2014.

Each parent received an envelope with the child's name, a letter of instruction, the survey, and a return (postage-paid) envelope. For questions, phone numbers were provided for Region 9, TEA, and NuStats. Survey assistance was available in both English and Spanish. Parents were asked to return the surveys by late May 2014. Surveys received through mid-June 2014 were included in the analyses.

**Principal Survey**

In addition to the parent survey, 2,453 surveys were mailed separately to principals of campuses included in the final spring survey sample. These surveys were distributed in late April, and principals were asked to return the survey by late May 2014. Postage-paid, self-addressed envelopes were also provided. The principal survey used for the spring 2014 effort was the same survey used in 2013 and differed from the 2012 survey only by the addition of a disclaimer that the county-district-campus number will be used for analysis purposes only.

The principal’s survey, consisting of 15 questions, focused on items regarding parent involvement that parallel the parent survey. A copy of the principal’s survey is included in Appendix C. As part of this survey, principals were asked to identify successful parent involvement strategies and to list the most
important contributions that parents make to their schools. In addition, principals were asked to identify strategies and practices that are targeted specifically to parents of students who receive special education services. Other issues included in the survey were: successful parent involvement strategies implemented by schools and teachers, parent participation in school activities, methods used by schools to communicate with parents, input from parents, services provided in school that help increase parent involvement, successful parent contributions made to schools, parent training/annual meeting opportunities, and factors that impede parent involvement.

Database Construction and Analysis

All surveys returned in a postage-paid, self-addressed envelope, were examined—surveys that were not scannable (torn, smudged) were separated and recoded onto new sheets. Web surveys were merged with the mail surveys into one database. All primary data analysis was conducted using SPSS, with some supplemental analysis using Microsoft Excel.

Open-ended comments received by parents and principals were coded. Responses were analyzed by question and clustered into various themes.

Limitations

The information presented in this report is appropriate at the state level and for many Education Service Centers. In addition, only some of the very largest districts had information from a sufficient number of parents to be representative. Surveys might have been distributed to parents of students not in the sample list; however, this is not likely given that the student’s name was on the cover letter, and letters are included in the survey packets instructing each campus to only distribute surveys to the correct students.
4. Survey Return Rates and Demographics

Survey Return Rates

A total of 3,475 parent surveys were completed in time to be included in the analyses. There were 2,922 English and 553 Spanish-language surveys that were usable (that is, non-blank). The total number is within the desired bounds of +/- 1.6 at the 95% confidence level. Otherwise stated, we can be (at least) 95 percent sure that the findings to individual questions are within +/- 1.6 percentage points of the actual population distributions. The overall return rate for parent surveys was 19 percent. Of the 3,475 completed surveys, 2,370 parents also answered the open-ended questions. Of the 2,453 principal surveys that were distributed, 927 were returned, which represents a 38 percent return rate.

Parent and Student Demographics

Parents were asked to provide personal information on the highest level of education they had completed. For 2014, the option of “Less Than High School” was added. This option was added as a result of a significant number of parents asking how to answer the question if they never attended high school at all. Table 2 contains this information for both the Spanish and English-language surveys, as well as the combined result. Note that these are self-reported data not subject to verification. Overall, 44.9 percent of the parents reported having not gone to college, 23.6 percent had attended some college, and 31.5 percent had a college degree. The Spanish results show that a large majority (87.3 percent) of parents did not attend college. These findings are slightly higher than what was reported for this question in the 2013 survey. In past surveys, this question on parents’ education level had one of the highest refusal rates (7.7 percent) of all the survey questions. The refusal rate dropped to 5.9 percent in 2014, which may be attributed to the addition of the option of “Less than High School”, offering parents a broader choice of responses.

Table 2: Parent Reported Level of Education

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>English n=2,792</th>
<th>Spanish n=479</th>
<th>Overall n=3,271</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some high school</td>
<td>10.2%</td>
<td>30.7%</td>
<td>13.2%</td>
</tr>
<tr>
<td>GED</td>
<td>5.0%</td>
<td>4.4%</td>
<td>4.9%</td>
</tr>
<tr>
<td>High school graduate</td>
<td>19.2%</td>
<td>29.2%</td>
<td>20.7%</td>
</tr>
<tr>
<td>Some college</td>
<td>26.5%</td>
<td>6.9%</td>
<td>23.6%</td>
</tr>
<tr>
<td>College graduate</td>
<td>35.9%</td>
<td>5.8%</td>
<td>31.5%</td>
</tr>
<tr>
<td>Less than High School</td>
<td>3.2%</td>
<td>23.0%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 3 presents demographic information of students whose parents completed surveys. The state data was obtained from an earlier Education Service Center 11 Supplemental Special Education
In general, the percentages returned mirror the sample distributions. As noted earlier, deliberate over- and under-sampling were utilized to try and match return percentages to state distributions based on previous surveys. Of the 144 districts included in the original mailing, 131 were included in the analyses. Surveys from the remaining districts may have been received after the survey return due date, preventing them from being processed in time to be included in the analysis. In some cases, students may have left the district after the PEIMS data collection in fall 2013.

Table 3 gives an indication of the relative success of the over-/under-sampling approach. The number of surveys completed is relatively close to the overall state special education population.

**Table 3: Student Demographics***

<table>
<thead>
<tr>
<th>Categories</th>
<th>Surveys Analyzed n=3,475</th>
<th>Initial Sample n=18,658</th>
<th>State Special Education**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>21.0%</td>
<td>23.0%</td>
<td>17.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>47.7%</td>
<td>51.1%</td>
<td>54.1%</td>
</tr>
<tr>
<td>White</td>
<td>26.3%</td>
<td>21.6%</td>
<td>23.6%</td>
</tr>
<tr>
<td>Other</td>
<td>5.0%</td>
<td>4.3%</td>
<td>4.5%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>32.7%</td>
<td>31.5%</td>
<td>32.6%</td>
</tr>
<tr>
<td>Female</td>
<td>67.3%</td>
<td>68.5%</td>
<td>67.4%</td>
</tr>
<tr>
<td><strong>Disability</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Disability</td>
<td>25.9%</td>
<td>31.4%</td>
<td>36.0%</td>
</tr>
<tr>
<td>Speech</td>
<td>25.4%</td>
<td>23.9%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Other health impaired</td>
<td>13.4%</td>
<td>13.4%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Other</td>
<td>35.3%</td>
<td>31.3%</td>
<td>31.1%</td>
</tr>
<tr>
<td><strong>Grade Span</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary (including PK/Kindergarten/EE)</td>
<td>52.1%</td>
<td>48.8%</td>
<td>39.8%</td>
</tr>
<tr>
<td>Middle (5-8)</td>
<td>29.7%</td>
<td>31.1%</td>
<td>32.4%</td>
</tr>
<tr>
<td>High (9-12)</td>
<td>18.2%</td>
<td>20.1%</td>
<td>27.8%</td>
</tr>
<tr>
<td><strong>Economic Disadvantage</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>64.7%</td>
<td>70.9%</td>
<td>69.0%</td>
</tr>
<tr>
<td>No</td>
<td>35.3%</td>
<td>29.1%</td>
<td>31.0%</td>
</tr>
</tbody>
</table>

*Note that percentages in this, and other tables, may not total 100 due to rounding.

**The data presented for the state special education population is based on the most recent special education student list provided by the Texas Education Agency.

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3 This state-level report is available through the Education Service Center 11, 2004.
Factors Affecting Whether Parents Receive Survey Packets

- **Leaving school.** For a variety of reasons—graduation, dropout, or withdrawal to home school, among others—some students leave the school system altogether. However, this effect is likely small given the minimal time interval between PEIMS collection and survey distribution.

- **Not distributed by school.** It is possible that some districts or campuses opted not to distribute the survey materials to parents.

- **Not taken home.** As previously noted, although several methods for delivering survey materials to students’ parents were suggested, it was likely that many schools sent the surveys home with students. It is quite possible that some survey packets did not make it home or that occasionally the survey was completed by the student instead of the parent.

- **Mobility.** Mobility is defined as student movement from one district to another during a school year. According to previous TEA Academic Excellence Indicator System (2007 AEIS) reports, roughly 22 percent of Texas students are considered mobile. Mobility data are not available separately for students receiving special education services, but there is no reason to suspect that they would differ dramatically from students in general. The return percentage was slightly lower in 2014 (19 percent) compared to 22 percent in 2013.

In summary, NuStats estimates that about 20–25 percent of survey packets were never received by the parents for one or more of the reasons listed above.

Important Factors after Parents Receive Survey Packets

- **Doubt that completing a survey will help their child.** Another reason for non-return of the survey might be parents’ skepticism that this survey would have any positive impact for their child.

- **Suspicion.** Other parents may have been suspicious of the intent of the survey. Although reassurances were given that the unique code number would not identify the child or the school for any reason other than for analysis, the unique number may have influenced some parents not to complete the survey.

- **Lack of time.** While many parents would like to complete the survey, many may feel that they do not have enough time and, given other pressing responsibilities, choose not to complete the survey.

- **Apathy.** Some parents simply may not care to fill out the survey. It is likely that this is a relatively small percentage.

- **Loss, other.** It is likely that a certain percentage of parents lost the questionnaire, forgot about it, or did not complete the survey for some reason other than those listed above.
5. Parent Survey Findings

This section describes the attitudes and perceptions of the parents of students receiving special education services on school environment, communication with school and teachers, ARD/IEP Participation and parent’s opinion of the progress their child is making. For ease of analysis, the questions asked in the parent study were grouped into four categories to better understand the patterns amongst these factors. These categories were defined in the 2009 survey, and revised for the 2014 survey findings. Table 4 describes the sets of questions that fall into each of these categories.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Environment Issues</td>
<td>Centered on school actions and behaviors and perceptions of school climate</td>
</tr>
<tr>
<td>Communication Issues</td>
<td>Communication between the school, teachers, and parents</td>
</tr>
<tr>
<td>ARD/IEP Participation Issues</td>
<td>Issues specific to Individual Education Plan and Admission, Review, Dismissal</td>
</tr>
<tr>
<td>Results/Progress</td>
<td>Perception of results/progress as a result of special education programs</td>
</tr>
</tbody>
</table>

Note that three types of scales were used to obtain information on the questions, including “Always, Sometimes, and Never” (for ease of use, we define this as a Type 1 scale for subsequent analysis); “Agree, Neutral, and Disagree” (Type 2); and “Yes or No” (Type 3) scales.

School Environment Issues

The first category of questions, School Environment Issues, includes questions pertaining to the school, the principal and other personnel, or the school’s special education services in general. Table 5 lists the five questions that fall under this category.

<table>
<thead>
<tr>
<th>Question</th>
<th>Scale</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>School personnel encourage me to be involved in my child’s education.</td>
<td>Always, Sometimes, Never</td>
<td>1</td>
</tr>
<tr>
<td>I am considered an equal partner with teachers and other professionals in planning my child’s program.</td>
<td>Always, Sometimes, Never</td>
<td>1</td>
</tr>
<tr>
<td>My child’s school is a positive and welcoming place for my family.</td>
<td>Agree, Neutral, Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Teachers understand my child’s needs</td>
<td>Agree, Neutral, Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Teachers show a willingness to discuss my child’s needs</td>
<td>Agree, Neutral, Disagree</td>
<td>2</td>
</tr>
</tbody>
</table>

Responses to the questions in this category are averaged and presented in Table 6. Within the always to never range, there were two questions, with the always response ranging from a high of 74 percent to a low of 73 percent. The three items in the agree to disagree range from a high agree response of 84 percent to a low agree response of 75 percent.
Table 6: Average Ratings across Questions in School Environment Category

<table>
<thead>
<tr>
<th>Type 1 Scale</th>
<th>Type 2 Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>Always</td>
</tr>
<tr>
<td>Sometimes</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Never</td>
<td>Never</td>
</tr>
<tr>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>Neutral</td>
<td>Neutral</td>
</tr>
<tr>
<td>Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>73.3</td>
<td>80.2</td>
</tr>
<tr>
<td>22.4</td>
<td>15.7</td>
</tr>
<tr>
<td>4.2</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Table 7 presents the distribution of responses to whether parents felt encouraged by school personnel to be involved in their child’s education. About three-quarters (74 percent) of all parents indicated that school personnel always encouraged them to be involved in their child’s education, while nearly 4 percent said school personnel never encouraged. Responses in the Spanish-language survey were slightly less positive than in the English-language survey. Overall, these results differed slightly with a minimal decrease in *Always* and a .8 percent increase in *Never* responses, and no change in *Sometimes* responses from the 2013 survey.

Table 7: Distribution of Responses to Q 2.a.: ‘School personnel encourage me to be involved in my child’s education’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,877</th>
<th>Spanish n=541</th>
<th>Overall n=3,418</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>74.9%</td>
<td>69.1%</td>
<td>74.0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>21.1%</td>
<td>27.4%</td>
<td>22.1%</td>
</tr>
<tr>
<td>Never</td>
<td>4.0%</td>
<td>3.5%</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

Central to issues surrounding parent involvement, is the relationship between the school staff and parents, as shown in Table 8. Overall, nearly three-quarters (73 percent) of parents believed that they were an equal partner with teachers and other professionals in planning their child’s program, which is slightly higher than the proportion from the 2013 report. The Spanish-language survey takers were less likely to agree that they were an equal partner. The percentage of the Spanish-language survey takers who disagreed that they were an equal partner remained close to the same percentage from 2013.

Table 8: Distribution of Responses to Q 2.b.: ‘I am considered an equal partner with teachers and other professionals in planning my child’s program’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,864</th>
<th>Spanish n=504</th>
<th>Overall n=3,368</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>73.4%</td>
<td>68.5%</td>
<td>72.7%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>22.4%</td>
<td>25.0%</td>
<td>22.8%</td>
</tr>
<tr>
<td>Never</td>
<td>4.2%</td>
<td>6.5%</td>
<td>4.5%</td>
</tr>
</tbody>
</table>

“Progress reports from teachers: I need to know what and how my child is being taught at school so I can reinforce this at home.”

—Parent
To explore this further, Table 9 compares the frequency of *Always* responses to this question for parents who took Spanish-language surveys among the different grade levels and disability categories. Of those surveys where the student’s grade level was known, parents of elementary school students with a Speech Disability, parents of a middle school child with a Learning Disability, and parents of high school students with All Other disabilities generally agreed more that they were considered an equal partner. On the other hand, parents of high school students and middle school students with a Speech Disability, and parents of elementary school students with Other Health Impairments provided the least positive response to this question. Parents of high school students with All Other Disabilities and parents of elementary school students with a Speech Disability provided the two most positive responses to this question.

<table>
<thead>
<tr>
<th>Eligibility Category</th>
<th>Grade Level</th>
<th>All Spanish Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elementary</td>
<td>Middle</td>
</tr>
<tr>
<td></td>
<td>(Grades 1-4)</td>
<td>(Grades 5-8)</td>
</tr>
<tr>
<td></td>
<td>n=1,350</td>
<td>n=704</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>12.7%</td>
<td>39.2%</td>
</tr>
<tr>
<td>Speech</td>
<td>42.4%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Other Health Impairment</td>
<td>10.3%</td>
<td>18.0%</td>
</tr>
<tr>
<td>All Other4</td>
<td>34.5%</td>
<td>34.4%</td>
</tr>
</tbody>
</table>

A key element to the school environment is addressed in the question that asks if the school is a positive and welcoming place for the student. Table 10 presents the distribution of responses to the school environment question and shows that 74 percent of the parents felt that their child’s school was *always* a positive and welcoming place. Less than 4 percent of parents felt that the school was *never* a positive and welcoming place for their child, while about one-fifth of parents (22 percent) said school was *sometimes* a positive and welcoming place. These findings differ to those reported in the 2013 survey by a significant (8 percent) decrease in the *always* a positive and welcoming place and with an increase (8 percent) in the *sometimes* a positive and welcoming place.

A comparison of the results between parents using the two different language versions of the survey shows lower positive responses to this question from parents who responded using the Spanish-language survey. Given that over 84 percent of the surveys were taken in English, the combined rating (adding Spanish to English) will strongly resemble the English version alone. This will be seen in the majority of items within the survey and is similar to prior surveys.

---

4 The disability category titled “All Other” covers a wide range of disability categories with relatively small numbers of parents within each specific category.
Table 10: Distribution of Responses to Q 3.a.: ‘My child’s school is a positive and welcoming place for my family’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,890</th>
<th>Spanish n=524</th>
<th>Overall n=3,414</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>74.9%</td>
<td>69.1%</td>
<td>74.0%</td>
</tr>
<tr>
<td>Neutral</td>
<td>21.1%</td>
<td>27.4%</td>
<td>22.1%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4.0%</td>
<td>3.5%</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

Table 11 presents the demographic distribution of agree responses to this question by eligibility category and ethnicity of the students. Parents of students receiving services for Speech Disabilities, regardless of ethnicity, responded more positively than parents of students from the rest of the categories. Of the remaining eligibility categories, parents of students with All Other Disabilities, whose ethnicity is reported as Other, responded most favorably in this category, with an 85 percent positive rating. Parents of White students with Learning Disabilities and Other Health Impairments responded most positively in these categories with 81 percent and 85 percent positive responses, respectively.

Of the four categories, parents of students with Learning Disabilities showed the least positive overall responses. The table suggests that parents of students with Learning Disabilities, whose ethnicity is reported as Other, were least pleased (62 percent), followed by parents of African American students with a Learning Disability (72 percent) and parents of Hispanic students with Other Health Impairments (73 percent).

<table>
<thead>
<tr>
<th>Eligibility Category</th>
<th>Ethnicity</th>
<th>Overall n=2,794</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African American n=569</td>
<td>Hispanic n=1,314</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>72.2%</td>
<td>76.0%</td>
</tr>
<tr>
<td>Speech</td>
<td>82.3%</td>
<td>82.9%</td>
</tr>
<tr>
<td>Other Health Impairment</td>
<td>79.4%</td>
<td>73.2%</td>
</tr>
<tr>
<td>All Other5</td>
<td>78.8%</td>
<td>81.6%</td>
</tr>
</tbody>
</table>

5 The disability category titled “All Other” covers a wide range of disability categories with relatively small numbers of parents within each specific category.
Tables 12 and 13 present the distribution of responses for the two questions, both of which pertain to a teacher’s attitude and caring for a child and not necessarily to the teacher’s skills in instruction. Similar to the 2013 survey, overall, parents were more positive about the teacher’s willingness to discuss their child’s needs than the teacher’s understanding of those needs. In reference to the results in the 2014 survey, three-quarters (75 percent) of the parents reported that the teachers always understood their child’s needs. This is a minimal decrease of 1.5 percent over the 2013 results. Nearly 84 percent reported that the teachers always showed willingness to discuss the child’s needs, which was a 1 percent increase over the 2013 results.

“The teacher (redacted) and the rest of the aides have done a terrific job with the class these past two years. I have seen improvement in my son’s behavior in school and how happy he feels in that setting.”

—Parent

Table 12: Distribution of Responses to Q 3.b.: ‘Teachers understand my child’s needs’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,886</th>
<th>Spanish n=532</th>
<th>Overall n=3,418</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>73.6%</td>
<td>84.0%</td>
<td>75.2%</td>
</tr>
<tr>
<td>Neutral</td>
<td>20.8%</td>
<td>13.7%</td>
<td>19.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5.6%</td>
<td>2.3%</td>
<td>5.1%</td>
</tr>
</tbody>
</table>

Table 13: Distribution of Responses to Q 3.c.: ‘Teachers show a willingness to discuss my child’s needs’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,881</th>
<th>Spanish n=541</th>
<th>Overall n=3,422</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>82.5%</td>
<td>89.6%</td>
<td>83.6%</td>
</tr>
<tr>
<td>Neutral</td>
<td>13.2%</td>
<td>8.9%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4.3%</td>
<td>1.5%</td>
<td>3.8%</td>
</tr>
</tbody>
</table>
Communication Issues

Communication between parents and schools builds trust and is a critical component of parent involvement. If such a relationship is absent or lacking, those responsible for a student’s education are unlikely to find themselves in a position to offer the best education to the student. It is important to factor in the effectiveness of school communication, not just the frequency at which schools distribute documents, send emails, and schedule meetings. A school may provide numerous methods to communicate, but if parents are not involved, it is likely that the communication efforts have not been successful. Alternatively, a school may distribute documents that are not conducive to understanding or not provided in the native language of some parents. Ultimately, it is imperative to provide information in a manner that parents can receive and understand, giving them the belief that their feelings and opinions are important to the district. Communication is clearly a major concern of parents of students receiving special education services, as evident in the open-ended responses (see Chapter 6). In addition, the principal survey findings summarize the strategies used by schools and the principals’ perceptions regarding the effectiveness of them (see Chapter 7).

The communication issues category included two questions involving how the school and teachers keep in contact with parents about their student’s IEP progress, and four questions about how teachers communicate with parents. Table 14 lists the six questions that fell under the communication category. Four questions were Type 1, meaning they had an always, sometimes, never choice set, and two questions were Type 3, meaning the parents had a yes or no choice set.

Table 14: Questions Pertaining to Communication Issues Category

<table>
<thead>
<tr>
<th>Question</th>
<th>Scale</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school communicates regularly with me regarding my child’s IEP progress and other important issues.</td>
<td>Always, Sometimes, Never</td>
<td>1</td>
</tr>
<tr>
<td>I communicate with my child’s teacher(s) regularly regarding my child’s IEP progress and other important issues.</td>
<td>Always, Sometimes, Never</td>
<td>1</td>
</tr>
<tr>
<td>School personnel provide information on parent organizations, community agencies, or trainings related to the needs of my child.</td>
<td>Always, Sometimes, Never</td>
<td>1</td>
</tr>
<tr>
<td>School personnel provide me information to help me assist in my child’s education.</td>
<td>Always, Sometimes, Never</td>
<td>1</td>
</tr>
<tr>
<td>The school provides me information on my child’s disability.</td>
<td>Yes, No</td>
<td>3</td>
</tr>
<tr>
<td>Information is provided to me in my primary language.</td>
<td>Yes, No</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 15 presents the average ratings for the questions in this category and shows an overall positive response to communication issues. These results are slightly less positive than in last year’s survey, which had an average of 70.5 percent for an always response to these questions. Responses to the Type 3 questions showed the same level of positive responses as in 2013.

“The special ed staff, as well as the ARD committee, are awesome at (redacted). They always take the time to explain everything and are willing to discuss my concerns and any suggestions I have.”

—Parent
As observed in surveys from 2007–2013, the open-ended parent responses indicated that communication issues and regular reports to parents are important. Parents want to stay informed and suggested increasing the frequency of reports about the progress of their children, and many mentioned the need for more regular meetings to discuss the needs of their children.

Table 16 presents the distribution of responses on the extent to which the school communicated regularly with the parent regarding their child’s IEP progress and other important issues. As shown in the table, the responses to this question were fairly positive, with over three-quarters of parents (78 percent) reporting always. As seen in most of the other questions, the responses from the Spanish-language surveys were more positive, with 85 percent responding always. Overall, less than one-fifth of parents reported that the communication from the school occurred sometimes, while 3 percent reported never. As with the surveys conducted in the previous years, more than one-fifth of the parents surveyed noted that the school communicated sometimes or never, suggesting that communication is an area that continually needs improvement.

The following question in the survey addresses the teacher’s communication about the child’s progress. As shown in Table 17 below, nearly 64% of the parents reported that teachers always communicated regularly with them about IEP progress and other important issues. This is almost the same as the proportion of parents who reported that the school communicated regularly with them about IEP progress and other important issues in last year’s survey. In comparing the 2013 survey results with the 2014 survey results, the Spanish-language survey and English-language survey had a very small amount of change of always responses. In addition, the English-language survey showed a slightly higher percentage of always responses than last year, while the Spanish-language survey showed a slightly lower percentage of always responses than last year. It indicates that communication with parents is an important area that continues to require more attention, particularly between teachers and parents who primarily speak Spanish.
Table 17: Distribution of Responses to Q 4.b.: ‘I communicate with my child’s teacher(s) regularly regarding my child’s IEP progress and other important issues’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,887</th>
<th>Spanish n=534</th>
<th>Overall n=3,421</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>64.5%</td>
<td>58.1%</td>
<td>63.5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>31.6%</td>
<td>39.3%</td>
<td>32.8%</td>
</tr>
<tr>
<td>Never</td>
<td>3.9%</td>
<td>2.6%</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

This question inquires about the extent to which school personnel provided information to the parents on agencies or trainings geared towards their children’s needs. Table 18 shows that over 61 percent reported that the school personnel *always* provided this information, while approximately 12 percent reported that this information was *never* provided to them. Following the common trend in the findings of this survey, Spanish respondents were much more positive, with 67 percent reporting that the school personnel *always* provided this information; only 9.5 percent reported the information was *never* provided.

Table 18: Distribution of Responses to Q 4.c.: ‘School personnel provide information on parent organizations, community agencies, or trainings related to the needs of my child’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,875</th>
<th>Spanish n=526</th>
<th>Overall n=3,401</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>60.4%</td>
<td>67.3%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>26.7%</td>
<td>23.2%</td>
<td>26.1%</td>
</tr>
<tr>
<td>Never</td>
<td>12.9%</td>
<td>9.5%</td>
<td>12.4%</td>
</tr>
</tbody>
</table>

The next question in this category with a Type 1 rating asked about the extent to which school personnel provided information to parents to help them assist in their child’s education. Table 19 presents the distribution of the responses and shows that, overall, 65 percent of parents reported that they *always* receive this type of information, while 27 percent only *sometimes* received it, and 8 percent *never* do. These responses are very similar to the results from the 2013 survey. The response to these questions indicates that parents feel they receive more information on what they can do to help their child than information on outside agencies or trainings. Also, the parents answering the Spanish-language survey gave a more positive response than the parents answering the English-language survey.
Table 19: Distribution of Responses to Q 4.d.:
‘School personnel provide me information to help me assist in my child’s education’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,882</th>
<th>Spanish n=534</th>
<th>Overall n=3,416</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>64.2%</td>
<td>70.8%</td>
<td>65.2%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>27.3%</td>
<td>21.7%</td>
<td>26.5%</td>
</tr>
<tr>
<td>Never</td>
<td>8.5%</td>
<td>7.5%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Table 20 presents the distribution of responses to whether parents reported being provided with information on their child’s disability. Overall, nearly 80 percent reported yes, which is a slight increase over the 2013 survey. The difference between the English and Spanish-language survey results is even more pronounced than in most other responses. Over 90 percent of parents who took the Spanish-language survey reported yes, compared to only 78 percent of parents who took the English-language survey.

Table 20: Distribution of Responses to Q 5.a.:
‘The school provides me information on my child’s disability’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,834</th>
<th>Spanish n=521</th>
<th>Overall n=3,355</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>78.0%</td>
<td>88.9%</td>
<td>79.7%</td>
</tr>
<tr>
<td>No</td>
<td>22.0%</td>
<td>11.1%</td>
<td>20.3%</td>
</tr>
</tbody>
</table>

To further analyze the outcome of this question, Table 21 presents the response of parents by their child’s eligibility type. Parents of children with learning and speech impairments responded very positively, with 84 percent and 86 percent reporting yes, respectively. Fewer parents of children with other health impairments reported receiving information on their children’s disability, suggesting there may be a difference in the information received by these parents. These results are quite similar to those from the 2013 survey.

Table 21: Distribution of Responses by Disability Type to Q 5.a.:
‘The school provides me information on my child’s disability’

<table>
<thead>
<tr>
<th>Response</th>
<th>Disability Type</th>
<th>Overall n=3,355</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning n=869</td>
<td>Speech n=855</td>
</tr>
<tr>
<td>Yes</td>
<td>84.1%</td>
<td>85.5%</td>
</tr>
<tr>
<td>No</td>
<td>15.9%</td>
<td>14.5%</td>
</tr>
</tbody>
</table>
Table 22 presents the distribution of responses to whether the information was provided to the parents in their primary language. Nearly all parents (96 percent) reported that information was provided to them in their native language. In addition, there was no difference between the proportion of parents who reported yes on the English and Spanish-language surveys. Overall, the results are slightly more positive than the 2013 survey results.

**Table 22: Distribution of Responses to Q 5.b.: ‘Information is provided to me in my primary language’**

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,816</th>
<th>Spanish n=529</th>
<th>Overall n=3,345</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>95.7%</td>
<td>95.7%</td>
<td>95.7%</td>
</tr>
<tr>
<td>No</td>
<td>4.3%</td>
<td>4.3%</td>
<td>4.3%</td>
</tr>
</tbody>
</table>
Admission Review, and Dismissal Issues/Individual Education Plan Participation

The questions included in the category ARD/IEP Participation are presented in Table 23. There are six Type 1 (always, sometimes, never) questions and four type 3 (yes, no) questions. These questions are designed to inform TEA of the level of parent’s participation with their child’s ARD/IEP. This section focuses on ten different issues directly related to the Individual Education Plan (IEP) and the Admission, Review, and Dismissal (ARD) committee.

Table 23: Questions Pertaining to IEP and ARD Issues Category

<table>
<thead>
<tr>
<th>Question</th>
<th>Scale</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>I participate in my child’s Admission, Review, and Dismissal (ARD) meetings.</td>
<td>Always, Sometimes, Never</td>
<td>1</td>
</tr>
<tr>
<td>My concerns and recommendations are considered by the ARD committee in the development of my child’s IEP.</td>
<td>Always, Sometimes, Never</td>
<td>1</td>
</tr>
<tr>
<td>My recommendations are included in my child’s IEP.</td>
<td>Always, Sometimes, Never</td>
<td>1</td>
</tr>
<tr>
<td>At the ARD meeting, we discuss how my child will participate in state assessments (like the TAKS and STAAR).</td>
<td>Always, Sometimes, Never</td>
<td>1</td>
</tr>
<tr>
<td>At the ARD meeting, we select accommodations that my child needs.</td>
<td>Always, Sometimes, Never</td>
<td>1</td>
</tr>
<tr>
<td>The school provides my child with all the services documented on my child’s IEP.</td>
<td>Always, Sometimes, Never</td>
<td>1</td>
</tr>
<tr>
<td>Teachers and administrators ensure that I fully understand the Procedural Safeguards.</td>
<td>Yes, No</td>
<td>3</td>
</tr>
<tr>
<td>My child’s evaluation reports is written in terms I understand.</td>
<td>Yes, No</td>
<td>3</td>
</tr>
<tr>
<td>The school provides planning for life after high school, including services to help my child reach his or her goals.</td>
<td>Yes, No</td>
<td>3</td>
</tr>
<tr>
<td>The school provides information on agencies that can assist my child in planning for life after high school.</td>
<td>Yes, No</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 24 presents the average ratings for the questions in this category and shows that the Individual Education Plan, Admission Review, and Dismissal Issues category shares the highest average Type 1 rating of 84 percent in the always category. This indicates that parents are relatively satisfied with their participation in the ARD process in the above areas, and is a 1% increase from the 2013 survey.

Table 24: Average Ratings across Questions in IEP and ARD Issues Category

<table>
<thead>
<tr>
<th>Type 1 Scale</th>
<th>Type 3 Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>Sometimes</td>
</tr>
<tr>
<td>84.3%</td>
<td>12.3%</td>
</tr>
</tbody>
</table>

The first question in this group pertains to the extent to which parents participated in their child’s ARD meetings. As shown in Table 25, an overwhelming majority (98 percent) of parents reported that they either sometimes or always participated. In contrast to most of the other findings in this study, the parents who filled out the English-language survey responded much more positively than those who filled out the Spanish-language survey for this question. Eighty-seven percent of the English-language survey respondents said always, while 72 percent of the Spanish-language survey respondents said always. This outcome is consistent with the 2013 survey.
Table 25: Distribution of Responses to Q 6.a.:
‘I participate in my child’s Admission, Review, and Dismissal (ARD) meetings’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,897</th>
<th>Spanish n=534</th>
<th>Overall n=3,431</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>87.4%</td>
<td>71.9%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>11.3%</td>
<td>23.8%</td>
<td>13.2%</td>
</tr>
<tr>
<td>Never</td>
<td>1.4%</td>
<td>4.3%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

Table 26 presents the distribution of responses on the extent to which the concerns and recommendations of parents were considered by the ARD committee in the development of their child’s IEP. Overall, nearly 86 percent of parents reported that their concerns and recommendations were always considered by the ARD committee, and only two percent reported they were never considered. As with the previous question, the parents who completed the English-language survey were more positive than those who completed the survey in Spanish, although the difference was much smaller for this question.

Table 26: Distribution of Responses to Q 6.b.:
‘My concerns and recommendations are considered by the ARD committee in the development of my child’s IEP’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,888</th>
<th>Spanish n=533</th>
<th>Overall n=3,421</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>86.4%</td>
<td>80.5%</td>
<td>85.5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>11.7%</td>
<td>17.1%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Never</td>
<td>1.8%</td>
<td>2.4%</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

Following the previous question, parents were then asked if their recommendations were actually included in their child’s IEP. Combining the always and sometimes responses, results for this question shows the vast majority of all parents feel their recommendations are included in their child’s IEP. These results were slightly more positive than last year’s results, indicating a positive step by the ARD committee toward including parent’s recommendations in their child’s IEP. While 86 percent of the parents reported that the ARD committee always considered their concerns with their child’s IEP development (see Table 26), 81 percent of the parents indicated that their recommendations were always included (see Table 27), suggesting that the ARD committee is considering the concerns and recommendations of parents, but not always including them in their child’s IEP. Similar to the previous question, responses to the English-language surveys were more positive than the Spanish responses.

“More support from the school. The IEP needs to be followed to the letter and not up to the student’s "choice" as reported to us by the principal. Disciplines should be assigned after verification that the IEP/BIP was implemented correctly.”

—Parent
Table 27: Distribution of Responses to Q 6.c.:
‘My recommendations are included in my child’s IEP’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,875</th>
<th>Spanish n=521</th>
<th>Overall n=3,396</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>81.7%</td>
<td>73.5%</td>
<td>80.5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>15.5%</td>
<td>23.2%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Never</td>
<td>2.7%</td>
<td>3.3%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

Table 28 shows the results of the next question, which specifically asks about statewide assessments, such as the State of Texas Assessments of Academic Readiness (STAAR) test, and how often they are discussed during ARD meetings. Given the importance of performance on statewide assessments for both the student and the school, this question relates to parents of students of all grade levels. Overall, four out of five parents (81 percent) reported that they always discussed the participation of their child in state assessments at the ARD meeting, which is consistent with the 2008, 2009, 2010, 2011, 2012 and 2013 surveys. Less than 3 percent of the parents reported that they never discussed their child’s participation in state assessments at the ARD meeting, a decrease in the percentage of never responses by about 6 percent from what was reported in 2013.

Table 28: Distribution of Responses to Q 6.d.:
‘At the ARD meeting, we discuss how my child will participate in state assessments (like the STAAR)’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,875</th>
<th>Spanish n=521</th>
<th>Overall n=3,396</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>81.7%</td>
<td>73.5%</td>
<td>80.5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>15.5%</td>
<td>23.2%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Never</td>
<td>2.7%</td>
<td>3.3%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

This question addresses a more general opinion about the ARD meetings, and whether the selected accommodations were needed by their child. Table 29 shows that 88 percent of parents responded that they always selected accommodations needed by their children at the ARD meetings, while 10 percent responded they only did sometimes. The results from this question are consistent with previous surveys, including the slightly more positive response from the English-language survey compared to the Spanish-language survey.
Table 29: Distribution of Responses to Q 6.e.: ‘At the ARD meeting, we select accommodations that my child needs’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,875</th>
<th>Spanish n=523</th>
<th>Overall n=3,398</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>88.5%</td>
<td>84.1%</td>
<td>87.8%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>8.9%</td>
<td>12.6%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Never</td>
<td>2.6%</td>
<td>3.3%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

Table 30 presents the distribution of responses of parents to the provision of services documented on their child’s IEP. About 87 percent of the parents reported that the school *always* provided their child with all the services documented on their child’s IEP, while 12 percent reported that the school *sometimes* provided these services. As with many of the survey items, parents using the Spanish-language survey were more positive, with 89 percent responding *always*. These results closely mirror the results from the 2013 survey.

Table 30: Distribution of Responses to Q 6.f.: ‘The school provides my child with all the services documented on my child’s IEP’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,874</th>
<th>Spanish n=516</th>
<th>Overall n=3,390</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>86.1%</td>
<td>89.1%</td>
<td>86.6%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>12.6%</td>
<td>9.3%</td>
<td>12.1%</td>
</tr>
<tr>
<td>Never</td>
<td>1.3%</td>
<td>1.6%</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

Table 31 presents the distribution of responses to whether the teachers and administrators ensured that the parents fully understood the Procedural Safeguards (also known as the Rights Booklet). The table indicates that the majority of parents (93 percent) agreed that teachers and administrators ensured that parents understood the Procedural Safeguards. This large percentage is consistent with the 2008, 2009, 2010, 2011, 2012 and 2013 surveys; it is also not surprising given the vast amount of information that is available from the schools directly, from resources such as TEA and ESC websites, and from several advocacy groups dedicated to special education issues.

Table 31: Distribution of Responses to Q 7.a.: ‘Teachers and administrators ensure that I fully understand the Procedural Safeguards (also known as the Rights Booklet)’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,871</th>
<th>Spanish n=534</th>
<th>Overall n=3,405</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>93.0%</td>
<td>95.5%</td>
<td>93.4%</td>
</tr>
<tr>
<td>No</td>
<td>7.0%</td>
<td>4.5%</td>
<td>6.6%</td>
</tr>
</tbody>
</table>
The distribution of responses to whether the parents understood their child’s evaluation report is shown in Table 32. The table shows that 94 percent of the parents understood their child’s evaluation report and only 6 percent of parents disagreed that the evaluation report was understandable. There was very little difference in responses between parents who completed the English-language survey and those who took the Spanish-language survey. These results are almost identical to the 2013 survey results.

Table 32: Distribution of Responses to Q. 7.b.: ‘My child’s evaluation report is written in terms I understand’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,875</th>
<th>Spanish n=537</th>
<th>Overall n=3,412</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>94.7%</td>
<td>91.2%</td>
<td>94.1%</td>
</tr>
<tr>
<td>No</td>
<td>5.3%</td>
<td>8.8%</td>
<td>5.9%</td>
</tr>
</tbody>
</table>

The next question in this category relates to the provision of transition services. The wording in this question was revised from 2013 in an effort to clarify it: ‘The school provides transition services to help my child reach his or her goals after high school’, and a note in bold was added stating: ‘For students age 14 and up’. As shown in Table 33, only 16 percent of parents reported that the school did not provide transition services to help their child reach his/her goals after high school, a significant improvement from 2013 results. As expected, responses from the Spanish-language survey were more positive, with 85 percent reporting yes.

Table 33: Distribution of Responses from Parents of High School Students to Q 7.c.: ‘The school provides planning for life after high school, including services to help my child reach his or her goals’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=816</th>
<th>Spanish n=243</th>
<th>Overall n=1,059*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>84.2%</td>
<td>84.8%</td>
<td>84.3%</td>
</tr>
<tr>
<td>No</td>
<td>15.8%</td>
<td>15.2%</td>
<td>15.7%</td>
</tr>
</tbody>
</table>

The distribution of responses to the question about whether the school provided information on agencies that can assist their child in planning for life after high school is shown in Table 34. Slightly more than four-fifths (80 percent) of all parents agreed that the school provided this information, while less than one-fifth have not been provided information from school. The results from this question are much more positive than those from the 2013 survey. The wording in the question was also preceded by: ‘For students age 14 and up’ and was revised in 2014: ‘The school provides information on agencies that can assist my child in the transition from high school’. The significant increase in more positive results for both Question 7.c. and Question 7.d. suggests that the revisions in wording may have clarified the questions for more parents.
Table 34: Distribution of Responses to Q 7.d.:
‘The school provides information on agencies that can assist my child in planning for life after high school’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=794</th>
<th>Spanish n=241</th>
<th>Overall n=1,035*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>79.5%</td>
<td>82.6%</td>
<td>80.2%</td>
</tr>
<tr>
<td>No</td>
<td>20.5%</td>
<td>17.4%</td>
<td>19.8%</td>
</tr>
</tbody>
</table>

Of the parents who answered this question, 1,035 parents provided the grade level of their children. 478 parents (46 percent) had a child in high school. Removing the parents of elementary and middle school students in the survey did not change the distribution of the response to the question considerably, as seen in Table 35. Looking only at parents of high school students, 83 percent of parents agreed with the statement.

Table 35: Distribution of Responses by Grade Level to Q 7.d.:
‘The school provides information on agencies that can assist my child in planning for life after high school’

<table>
<thead>
<tr>
<th>Response</th>
<th>Grade Level***</th>
<th>Overall n=1,035</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elementary n=204</td>
<td>Middle n=353</td>
</tr>
<tr>
<td>Yes</td>
<td>77.9%</td>
<td>77.3%</td>
</tr>
<tr>
<td>No</td>
<td>22.1%</td>
<td>22.7%</td>
</tr>
</tbody>
</table>

***This question is specified to be answered only by parents of students age 14 and up.
Results/Progress

Previously, these questions were included within the General School Issues category. To more closely compare with the parent questionnaire, these questions have been sectored into their own category. Table 36 provides the two Type 2 questions in this category.

Table 36: Questions Pertaining to Results/ Progress Issues Category

<table>
<thead>
<tr>
<th>Question</th>
<th>Scale</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child is making progress because of the services he/she is receiving.</td>
<td>Agree, Neutral, Disagree</td>
<td>2</td>
</tr>
<tr>
<td>I am satisfied with the progress my child is making.</td>
<td>Agree, Neutral, Disagree</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 37 focuses on the extent to which parents believed the services received by their children were enabling their progress and their level of satisfaction with their child’s progress. Overall, responses to the questions were very positive, where three out of four parents agreed with both statements, while only 6 percent disagreed.

Table 37: Average Ratings across Questions in Results/ Progress Issues Category

<table>
<thead>
<tr>
<th>Type 2 Scale</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>77.5%</td>
<td>17.0%</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

Similar to most questions, respondents of Spanish-language surveys were more positive about the progress their child is making as a result of the services provided, than respondents of English-language surveys. Eighty-two percent of respondents of Spanish-language surveys agreed with this statement. Table 38 presents the distribution of the responses to this statement.

Table 38: Distribution of Responses to Q 8.a.: ‘My child is making progress because of the services he/she is receiving’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,894</th>
<th>Spanish n=540</th>
<th>Overall n=3,434</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>79.2%</td>
<td>82.2%</td>
<td>79.7%</td>
</tr>
<tr>
<td>Neutral</td>
<td>16.2%</td>
<td>14.8%</td>
<td>16.0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4.5%</td>
<td>3.0%</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

The final question is a more general question about parents’ satisfaction with regard to their child’s progress, the results of which are presented in Table 39. More than 75 percent of parents agreed that the special education services have helped with their child’s progress. This question had the most negative response of all Type 2 questions in this group, signaling the continuing need for improvement in this area. With limited resources within the school, outside support is critical to both the school and the continued well-being of students. Also apparent in Table 39 is difference in responses between the English and Spanish-language surveys, with the Spanish respondents agreeing almost 4 percent more than English respondents.
Table 39: Distribution of Responses to Q 8.b.: ‘I am satisfied with the progress my child is making’

<table>
<thead>
<tr>
<th>Response</th>
<th>English n=2,887</th>
<th>Spanish n=534</th>
<th>Overall n=3,421</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>74.7%</td>
<td>78.5%</td>
<td>75.3%</td>
</tr>
<tr>
<td>Neutral</td>
<td>17.9%</td>
<td>17.6%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7.3%</td>
<td>3.9%</td>
<td>6.8%</td>
</tr>
</tbody>
</table>

“My son’s classes are amazing. Love his teacher and feel he does an amazing job with our son. We are very pleased with the entire Special Education Department at my son’s school! We have been very pleased every year with his services since PPCD many years ago.”

—Parent
6. Findings from Parental Open-End Responses

In addition to the structured survey, parents responded to an open-ended questionnaire as well. A total of 2,370 parents responded to these questions, of which 390 were Spanish-language surveys. Specifically, parents of students who receive special education services were asked to share their experience on the following two issues:

1) Identify what is needed to assist in child’s education.
2) Any additional comments on the special education services received.

Following is (1) a discussion of the prevalent themes across both questions and (2) a summary of responses by each of the two questions. Both similarities and differences between English and Spanish will be noted, as they varied widely, especially in Question 1. The most common theme between the two groups came from Question 2, where the majority of English and Spanish respondents stated gratitude/happiness with the services they are receiving or that their children were excelling/improving in communication skills.

Prevalent Themes: Question 1

Satisfaction. English and Spanish speakers shared notable concern with all response categories (see Tables 40 and 41 below). However, only six of the top-coded responses were present in both of the tables, which suggest different priorities/concerns within the two groups. In general, English speakers expressed far more satisfaction in this question, while Spanish speakers emphasized parental support and motivating children.

<table>
<thead>
<tr>
<th>Table 40: English-Speaking Top-Ten Coded Responses, Question 1: ‘As a parent, what do you need to help assist your child in his/her education?’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response</strong></td>
</tr>
<tr>
<td>Working/communicating with teachers, become more involved, participate more</td>
</tr>
<tr>
<td>Nothing, school provides all that is needed, everything is good</td>
</tr>
<tr>
<td>Did not answer - no comment</td>
</tr>
<tr>
<td>Parents help/support children, help with homework, motivate child</td>
</tr>
<tr>
<td>Child needs to learn to read, write, and/or talk</td>
</tr>
<tr>
<td>Additional services, specialists or psychiatrists, transportation, tape recorder, tutoring</td>
</tr>
<tr>
<td>Knowledgeable and helpful teachers</td>
</tr>
</tbody>
</table>
Areas of concern. English-speaking respondents were most concerned with more frequent communication with their child’s teacher(s) and becoming more involved with their child’s education, and ways to supplement their child’s education at home. Conversely, Spanish-speaking respondents expressed a higher frequency of concern with parental involvement with homework and motivation of their child, concerns their child needs to learn to read, write, and/or talk, and more time to dedicate to listening to their child.

Need for more communication, involvement, and setting expectations: The concern most closely matched for both groups was that their child needs to learn to read, write, and/or talk. This was the fifth most prevalent response for English-language responses, and the third most prevalent response for Spanish-language surveys. Parents want to have more contact with teachers, and would like to participate in and understand their child’s education and needs, be understood themselves, and be listened to. Parents asked for training and workshops to understand and help with homework, including what to expect in the future when their child moves on to the next grade or school.
Summary of What Is Needed to Assist in Child’s Education

Parents were first asked about what they needed in order to better assist their child with his or her education. Roughly one-sixth of respondents stated that they needed to work with teachers more or obtain additional information in order to become more involved in their child’s education. Parents who filled out the survey in Spanish stated, more frequently than English-speaking respondents, that they needed more information on how to best motivate their child and help with their homework. Some typical responses include:

“I expect a team approach when working with teachers to ensure my child’s success in receiving his education.”

“Constant, good communication with the people that will be working with my child, so that we can BOTH work together to help my student.”

“I need more help during the summer months. Summer school is only offered if you fail. My daughter needs it to catch up. So I end up hiring a tutor and looking for enrichment programs. But they don’t know my daughter’s needs like the school does.”

"I would like to effectively help my child with his homework. Most of the time I am not aware of the strategies they teach the children so I do not feel like I can effectively help him.”

“Strategies to assist with learning or practicing academic components. Assistance with gross & fine motor development. Assistance with language & math skill development.”

“Clear communication of needs and goals from the school staff”.

“Detailed information from teachers/specialists based on the interactions and observations they make during their contact with my child.”

“As a parent I need for my child’s Special Ed teachers and aides to ask my child on a daily basis what help does he need from them that day.”

“In order to help my son with his education, I would need more communication from his teacher(s) on a weekly basis about his progress. I don’t want to wait to get his report card and see how he is doing. If there is a problem, I would like to know immediately.”

Many parents also reported that they needed to supplement their child’s education at home with more homework, educational materials (including Internet access), use of special education services provided by different agencies in the community, or the use of services provided by specialists or psychiatrists:

“ Websites to see homework and tests, better communication with teachers.”

“Focus. Sometimes his focus tends to wander off as he gets bored and sometimes he displays an “I don’t care” attitude. Especially when it comes to bully’s who tend to make him lose his focus in school.”

“Any kind of feedback or updates on how she is doing so I can know what I can do at home to help her practice outside of school time.”
“MTA - dyslexia intervention. Small group precision teaching of reading, spelling and writing skills. Previously speech therapy was required.”

Additional Comments on Special Education Services: Question 2

Compared to the first open-ended question, there are far more similarities in responses between the two groups in Question 2. In terms of their gratitude and expressing that their child has improved, Spanish-language respondents were considerably more positive than English-language respondents; however this was the top response for both groups. In examining the remaining responses scrutinized across both groups, there is indeed a greater general dissatisfaction/partial satisfaction for the English-speaking parents, and requests for more specialist help/attention devoted to their child for Spanish-speaking parents. Tables 42 and 43 present the top ten coded responses to Question 2 from English-speaking parents and Spanish-speaking parents, respectively.

<table>
<thead>
<tr>
<th>Table 42: English-Speaking Top-Ten Coded Responses, Question 2: ‘Is there anything you would like to share with us about the special education services your child receives?’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>14%</td>
</tr>
<tr>
<td>10%</td>
</tr>
<tr>
<td>10%</td>
</tr>
<tr>
<td>9%</td>
</tr>
<tr>
<td>7%</td>
</tr>
<tr>
<td>5%</td>
</tr>
<tr>
<td>5%</td>
</tr>
<tr>
<td>5%</td>
</tr>
<tr>
<td>4%</td>
</tr>
<tr>
<td>4%</td>
</tr>
</tbody>
</table>
Table 43: Spanish-Speaking Top-Ten Coded Responses, Question 2: ‘Is there anything you would like to share with us about the special education services your child receives?’

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>48%</td>
<td>14%</td>
<td>Grateful, thank you, appreciative, services were helpful, happy with service</td>
</tr>
<tr>
<td>20%</td>
<td>2%</td>
<td>No response</td>
</tr>
<tr>
<td>6%</td>
<td>7%</td>
<td>Child has improved/excelled, is now reading/writing/talking</td>
</tr>
<tr>
<td>3%</td>
<td>4%</td>
<td>Need more time/attention to work with my child</td>
</tr>
<tr>
<td>3%</td>
<td>3%</td>
<td>Continuation of services, help</td>
</tr>
<tr>
<td>2%</td>
<td>2%</td>
<td>Not happy with service, don't agree with teachers, child has not improved</td>
</tr>
<tr>
<td>2%</td>
<td>5%</td>
<td>More therapy hours, additional services, specialist, transportation</td>
</tr>
<tr>
<td>2%</td>
<td>2%</td>
<td>Need more information in order to help my child</td>
</tr>
<tr>
<td>2%</td>
<td>1%</td>
<td>Be sensitive to student’s needs; customize teaching</td>
</tr>
<tr>
<td>2%</td>
<td>0%</td>
<td>Patience from the teachers, know how to treat the students</td>
</tr>
</tbody>
</table>

More than half of all responses expressed gratitude toward the school’s teachers and staff, appreciation for the services their child receives, or they specifically stated that their child was improving and succeeding because of the services the schools provided. Some typical responses were:

“My child has made wonderful progress. She has experienced and continues to experience success and it's due to the wonderful support provided by her teachers and staff. I will forever be grateful for the investment made in my child who truly has blossomed.”

“She has significantly progressed in her speech with her speech therapy and has been able to start to comprehend what is being said.”

“Great communication from his speech teacher, always wanting to know what my concerns are and what I am seeing at home.”

“The special ed services my son has received this year has been above outstanding. Thank you to EVERYONE who has helped my son! I truly mean it, Thank you!”

“The services have been very beneficial. I have seen tremendous growth since he has started the services.”

After positive feedback and gratitude, English-speaking parents (at more than double the rate of Spanish-speaking parents) expressed dissatisfaction with the teachers or staff, either that they needed
to spend more time and attention with their child or that they were not qualified. The following quotes are a few examples:

“Teachers are great, I do think is a lack of services, compare with Minnesota were we come from, she used to have occupational and physical therapists here in Texas don’t have enough resources to do that... sad.”

“TEA should go to each campus unannounced because there is so much mistreatment to these children and it breaks my heart to see.”

“I have nothing to share as the school does not share the information. I think the teachers are lacking in knowledge and training to do this job.”

“The class size is too large (9 students) with 1 teacher and 1 aide. For an autism classroom this is overstimulating and learning is difficult. Class size should be determined by diagnosis/level of need. Autism classrooms should be smaller (6 maximum).”
7. Principal Survey Findings

As in the previous six years, a principal survey was distributed to schools that received a parent survey. In the spring 2009 survey, 1,453 principal surveys were distributed; of these, 484 surveys were returned, yielding a 33 percent return rate. In 2010, 1,334 principal surveys were mailed, of which 567 were returned, yielding a return rate of 43 percent. In 2011, 1,751 principal surveys were mailed of which 699 were returned, yielding a return rate of 43 percent. In 2012, 1,012 principal surveys which were mailed, 410 were completed and returned, yielding a 41 percent return rate. In 2013, the 1,655 principal surveys which were mailed 700 completed and returned, yielded a 42.2 percent return rate. This year, there were 2,453 principal surveys mailed, which yielded 927 completed surveys at a return rate of 38 percent. An image of the principal survey can be found in Appendix C.

The content of the 2014 principal survey did not differ from the 2009, 2010, 2011, 2012 and 2013 surveys. The addition of a QR code for smart phone completion and the option for web completion were included for 2014. Prior to 2009, the principal surveys contained two additional follow-up questions about when and how often parents of students receiving special education services attended annual meetings. The principal survey provided supplemental information regarding approaches that schools use to communicate with parents. In particular, principals were asked what measures were taken to specifically reach out to parents of students served by the special education program. Principals were asked to respond to 15 questions regarding overall parental involvement. In addition, principals were asked to identify strategies and practices that are targeted specifically to encourage parents of students who receive special education services. The following general topics were addressed in the survey:

- Successful parent involvement strategies implemented by schools
- Successful parent involvement strategies implemented by teachers
- Information about written campus-level parent involvement plans
- Overall parent involvement in parent-teacher organizations (PTO/PTA)
- Methods used by schools to communicate with parents and receive parent input
- Services that are provided in school that help increase parent involvement
- Successful parent contributions made to schools
- Parent training/annual meeting opportunities
- Factors that impede parent involvement

While the 2014 survey had over 227 more surveys returned than in 2013, the responses were overall very similar to the previous year’s findings. Principals’ opinions regarding parent involvement strategies, communication, and other issues have not changed significantly from previous surveys.
Successful Parent Involvement Strategies Implemented by Schools

Principals were asked to list the two most successful efforts or approaches used in their schools to encourage parents to become actively involved in school activities. As in previous surveys, the most common responses included promoting participation in parent-teacher organizations (PTA/PTO) and using a variety of communication strategies to keep parents aware of school activities. However, some principals listed strategies that were not found in previous studies, such as establishing all-parent collaborations (‘Parents in Power,’ ‘Parent Pride Council,’ and ‘Watchdog’ groups). While principals listed a variety of approaches, overall, they continue to believe that their schools must take aggressive measures to keep parents involved in their child’s education.

Effective Communication Strategies. Similar to previous studies, the most frequent response from principals was that an important component in encouraging parent involvement is for parents to have open communication with teachers and administrators, whether by phone, email, written letters, or in-person meetings. Some principals noted the importance of bilingual communication, with one responding that their school provides online English lessons for Spanish-speaking parents. In general, the themes of responses mirrored those from the previous five year’s surveys. Below is a sample of some of the strategies reported by principals:

- Open house events
- Family nights/events, academic nights
- Promoting participation in parent-teacher organizations (PTA/PTO)
- Volunteer programs, Extracurricular Activities
- Open communication with teachers and administrators
- Using multiple modes of communication (email, phone, letters, websites)
- Phone messenger system, text message system, email blasts
- Letters or notes sent home with students; newsletters paper and email
- Making personal calls to the home

Successful Parent Involvement Strategies Implemented by Schools for Parents of Special Education Students

Principals were then asked if there were any additional efforts or activities made by their school to encourage parents of students who received special education services to be active in their child’s education. As in previous years, the majority of principals responded that the same methods were used for parents in general as for those with children served by special education. Some, however, stated that they sent personal invitations to parents of students receiving special education services to meet with teachers or to attend special workshops geared towards their student’s disability. In addition, many stressed the importance of having ARD meetings to encourage parents to stay involved in their child’s education.

Regarding events held specifically for students receiving special education services, responses were very similar to those listed above. However, similar to past surveys, there were a few activities that differed from those held for all students:

- Teachers/case managers communicating directly with parents
Send personal invitations to parents of students receiving special education services to meet with teachers/attend school events
Send personal invitations to parents of students receiving special education services to attend special workshops geared towards their student’s disability
Establishment of “Parent Pride Council,” “Parents in Power,” Site-Based Decision Making and other collaborations to boost involvement
Special Olympics

Successful Parent Involvement Strategies Implemented by Teachers

In addition to overall school parent involvement strategies, the principals were asked to list successful practices that took place in the classroom and were used by teachers. The large majority of responses focused on an increased level of communication between teachers and parents, either by telephone calls, emails, newsletters, or meetings. Similar to previous surveys, the most common strategies noted by principals are listed below:

- Parent volunteering, speakers and general involvement
- Open house, family and meet the teacher nights, volunteer meetings, field day, student performances
- Personal contact with parents through calls, email, home visits, and conferences
- Required teacher-parent meetings, required parental contact logs
- Increased level of communication between teachers and parents (including bilingual accommodations and teacher trainings on communication)
- Class newsletters and websites, email blasts, text message system, invitations
- Incentives for successful teachers, students, classes
- Teacher-created blogs, webpages, social media
- Class parties at local restaurants and at school for holidays, birthdays, etc.
- Science and technology events, (iPad initiatives, 21st century grant)

Parent Involvement Plans

Principals were asked if their schools had a written parent involvement plan that was separate from an overall district-level plan. Figure 1 shows that the majority of principals, 76 percent, reported that their campus did have a parent involvement plan, which is about a 5 percent increase from the 71 percent reported in 2013.
Parent Input and Opinions

An important component of a successful program is to ensure that parents are allowed to provide input and opinions about the overall school, its staff, or other school-related issues, and to feel that their opinions count. Principals were asked to identify what their schools had in place to ensure that parents’ opinions were regularly incorporated into their child’s school’s activities or planning process. Similar to 2012, the most common strategy was conducting parent surveys for input. Principals referred to a number of different surveys, including “Title 1 Surveys,” “Annual Parent Surveys,” “On-line Surveys,” and even “Suggestion Boxes.” Prior to 2010, not many principals mentioned this strategy for parent involvement. Other common responses included personal meetings and participation in school committees. Below are some of the most common responses from the 2013 principal surveys:

- Parent surveys
- Site-based decision-making committee, Campus Improvement Planning
- Participation in school committees, meetings and parent events
- Parent meetings over the phone or in-person
- Parent Involvement Committee, Title I meetings, ARD meetings
- Open-door policy
- PTA/PTO participation
- Open communication (including use of social media, emails, letters and bilingual accommodations
- Focus groups, campus hotlines, complaint process, methods of gathering feedback
- Involvement in the campus base leadership team meeting
- Volunteering opportunities

Parent-Teacher Organizations and Volunteer Opportunities

All principals agreed that increasing the involvement of parents is beneficial to students and schools. The majority of principals said that an effective way to increase parent involvement is to support the school’s parent-teacher association or organization (PTA/PTO). Principals were asked to list the approximate percentage of parents that actively participated in the PTA or PTO at their school.
Compared to the 2013 survey, there was little change in the percentages reported this year by principals. As seen in Figure 2, 41 percent of principals reported that one-tenth of all parents or less participated in the PTA/PTO, which is slightly higher than in 2013. Twelve percent of principals reported that over half of their students’ parents actively participate in parent organizations, which is nearly identical to what was reported in 2013.

Figure 2: Percentage of Parents Who Actively Participate in Your School’s PTA/PTO

Figure 3 presents the percentage of parents of students receiving special education services who actively participated in the PTA/PTO. Similar to previous surveys, principals reported a lower percentage of parents of special education students participating than parents of all students. In comparison to last year’s results, the same percentage (6 percent) of principals reported that half of the parents of special education students participated actively. Along with the results from Figure 2, the data suggests that continued efforts need to be made by schools to increase involvement of all parents, specifically those of students receiving special education services, in parent organizations.

Figure 3: Percentage of Parents of Students Receiving Special Education Services Who Actively Participate in Your School’s PTA/PTO
Communication Methods

Principals were asked to list the single most commonly used method their school employed to communicate with parents. Table 44 shows the trend that principals reported how the primary communication strategies have changed since 2010. The most common method, accounting for just under one-quarter of the responses, was email, which accounted for only 9 percent of responses in the 2010 survey. The next most common methods were telephone calls (18 percent), notes given to students (17 percent), and newsletters (17 percent). The most drastic increase in primary method of communication for 2014 was the other category (webpage, folders, monthly calendars). These results are drastically different from the 2010 survey, when written letters were the most common method used. Communicating via letters has decreased in frequency by 50% just since the 2013 survey.


<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>24.8%</td>
<td>25.9%</td>
<td>25.7%</td>
<td>25.9%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Notes given to students</td>
<td>16.9%</td>
<td>14.9%</td>
<td>14.7%</td>
<td>23.0%</td>
<td>21.5%</td>
</tr>
<tr>
<td>Telephone</td>
<td>18.3%</td>
<td>16.2%</td>
<td>18.1%</td>
<td>19.0%</td>
<td>21.9%</td>
</tr>
<tr>
<td>Letter</td>
<td>9.9%</td>
<td>19.8%</td>
<td>17.8%</td>
<td>12.7%</td>
<td>26.3%</td>
</tr>
<tr>
<td>Newsletter</td>
<td>16.7%</td>
<td>15.8%</td>
<td>18.5%</td>
<td>10.6%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Other (webpage, folders, monthly calendars)</td>
<td>13.4%</td>
<td>7.5%</td>
<td>5.1%</td>
<td>8.7%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Services Provided to Encourage Parental Involvement

Principals were also asked to list services that were provided for parents to encourage parent involvement, and, as in previous surveys, they could select as many that applied. Table 45 shows that holding meetings in the evenings was the most common service provided by schools, similar to all surveys since 2008. The next most common responses were providing opportunities for parents to be involved in site-based decision management and interpreters or translators. Additionally, an increased percentage (from 50 percent in 2013 to 62% in 2014) reported offering parent education courses. More principals reported having baby-sitting services, books and videos, or transportation services than ever before. Figure 3 shows a graphic distribution of services provided by schools.
Table 45: Services Provided by Schools to Encourage Parental Involvement

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Responses</td>
<td>Percent*</td>
<td>Responses</td>
<td>Percent*</td>
<td>Responses</td>
<td>Percent*</td>
<td>Responses</td>
<td>Percent*</td>
<td>Responses</td>
</tr>
<tr>
<td>Meetings held in evenings</td>
<td>498</td>
<td>88.8%</td>
<td>639</td>
<td>92.5%</td>
<td>371</td>
<td>91.6%</td>
<td>625</td>
<td>90.4%</td>
<td>856</td>
</tr>
<tr>
<td>Opportunities to be involved in site-based management</td>
<td>487</td>
<td>86.8%</td>
<td>544</td>
<td>78.7%</td>
<td>334</td>
<td>82.5%</td>
<td>567</td>
<td>82.1%</td>
<td>733</td>
</tr>
<tr>
<td>Interpreters/ Translators</td>
<td>447</td>
<td>79.7%</td>
<td>519</td>
<td>75.1%</td>
<td>314</td>
<td>77.5%</td>
<td>495</td>
<td>71.6%</td>
<td>706</td>
</tr>
<tr>
<td>Parent education courses</td>
<td>288</td>
<td>51.3%</td>
<td>345</td>
<td>49.9%</td>
<td>197</td>
<td>48.6%</td>
<td>347</td>
<td>50.2%</td>
<td>558</td>
</tr>
<tr>
<td>Baby-sitting services</td>
<td>199</td>
<td>35.5%</td>
<td>200</td>
<td>28.9%</td>
<td>115</td>
<td>28.4%</td>
<td>200</td>
<td>28.9%</td>
<td>304</td>
</tr>
<tr>
<td>Books, videos</td>
<td>190</td>
<td>33.9%</td>
<td>218</td>
<td>31.5%</td>
<td>121</td>
<td>29.9%</td>
<td>190</td>
<td>27.5%</td>
<td>315</td>
</tr>
<tr>
<td>Transportation</td>
<td>78</td>
<td>13.9%</td>
<td>68</td>
<td>9.8%</td>
<td>45</td>
<td>11.1%</td>
<td>53</td>
<td>7.7%</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,187</td>
<td></td>
<td>2,533</td>
<td></td>
<td>1,497</td>
<td></td>
<td>2,477</td>
<td></td>
<td>3,552</td>
</tr>
</tbody>
</table>

*Percentages do not add up to 100.0 percent because of duplicate counts (multiple-response question).

Other services that were provided to encourage parent involvement as noted by principals include: PTA, ESL classes, Parent Liaison, Transition meetings, volunteer programs, “coffee with the principal” events, community walks, food and refreshments during meetings, and technology training courses.

**Figure 4: Services Provided by Schools to Encourage Parent Involvement**

*Percentages do not add up to 100 percent because of duplicate counts (multiple-response question).

**Parent Contributions**

Principals were asked to list the two most important contributions made by parents in their school. Two responses were overwhelming favorites: volunteering their time in school activities or fundraising
opportunities; and creating a positive environment for students to learn (via teacher communication, feedback, resources, etc). These two contributions were also common in previous surveys.

Principals listed several examples of volunteering activities that were similar to those noted in 2013, including fundraising, mentoring, making copies, chaperoning field trips, being involved in class planning and activities, helping in the classroom, organizing school activities, and assisting teachers. Most principals stated that simply supporting the school, class, or teacher was the most important contribution parents can make. Examples of common contributions mentioned by principals are listed below:

✔ Volunteering their time/resources in school activities or fundraising opportunities
✔ Creating a positive environment for students to learn (via teacher communication, feedback, resources, etc)
✔ Monetary donations, resource donations
✔ Attending PTA/PTO meetings
✔ Supporting their students either at home or by participation in parent organizations
✔ Encouraging their children to learn and helping with schoolwork
✔ Attending campus events, ARD meetings
✔ Participating in the campus improvement team, site-based decision making committee
✔ Mentoring programs, tutoring programs
✔ Watchdog programs
✔ Helping with book fairs and reading events

**School-provided Parent Training Workshops**

Principals were asked to indicate if the school provided parent training workshops to encourage parent involvement. Nearly Two-thirds of principals responded to this question (594 out of 927), and a full two-thirds (66 percent) said that training was provided (see Figure 5). These results increased from those from the 2009, 2010, 2011, 2012, and 2013 surveys, where 54 percent, 56 percent, 55 percent, 52 percent, and 56 percent reported that training was provided, respectively.
The principals who reported that training was provided were then asked how often and when it occurred for parents of students receiving special education services. Similar to past surveys, responses ranged from bi-weekly to once per year. Typically, principals noted that parent training opportunities were provided either once per semester or on a monthly basis for parents of students receiving special education services. Figure 6 provides the results of how often the parent trainings were held. There was also a wide range of reported times that these trainings were held. The majority said that meetings were held in the evenings, though other time periods were also listed (e.g., during school, after school, at the beginning of the school year). Figure 7 presents a display of when the parent trainings occurred.
Principals were also asked if their school held an annual meeting to inform parents of children receiving special education services about the school’s special education program. In comparison to the 2013 survey, no responses in 2014 decreased from 56 percent to 50 percent (see Figure 8). Principals who said that annual information sessions were held were then asked what percentage of parents of students receiving special education services attended those meetings. The responses ranged from 1 to 100 percent with a mean response of 48 percent. This is a slight increase from the 2013 survey, which had a mean of 44 percent of parents attending those meetings. This year’s responses did vary quite a bit, having a standard deviation of 35 percent (same as last year’s). Figure 9 shows the percentage range of parents attended the meetings. The participation rate varied greatly among schools in the state.
Primary Factors Preventing Parental Involvement

While principals acknowledged the important contribution that parents made to their schools, they were also aware that many parents faced difficult obstacles in becoming actively involved in their child’s education. The survey asked principals to indicate the most important factor that kept parents of students who receive special education services from getting more involved in the school. This year, and every year since the 2006 survey, the most frequently cited factor was parents’ work schedules and overall lack of free time. Principals noted that many parents have work obligations that do not allow them to participate in their child’s education as much as they would like. Many principals cited that most large families need both parents to work in order to maintain financial stability. Other factors that kept parents from participating in school activities included lack of transportation to the school or a lack of communication, either because they do not speak English or they do not make the attempt to talk with teachers or administrators. The most common responses, consistent with the 2013 survey, included:

- Parents’ work schedules and overall lack of free time
- Lack of transportation, childcare, financial resources
- Feeling intimidated or disconnected from the school
- Overwhelmed with other problems or commitments
- Poor communication between parents and schools
- Lack of knowledge of the school system
- Scheduling conflicts
- Apathy, prioritize other things over education
- No problem, parents are very active
- Unsure about how to help their child
- Language barrier between parents and teachers or staff
8. Summary

With 3,475 surveys completed in English or Spanish, parents of students receiving special education services voiced their opinion regarding their involvement with their child’s school and to a variety of other topics central to a successful education program. Parents were selected based on a sampling matrix that considered the district’s size, demographics, and inclusion within a six-year cycle. Respondents to the survey were quite similar to the statewide percentages seen by student group, gender, and eligibility category. This distribution reflects those found in the fall 2006, spring 2007, 2008, 2009, 2010, 2011, 2012, and 2013 surveys. The overall rate of return was approximately 19 percent. A revised survey that more closely addresses SPP issues was used for spring 2009, spring 2010, spring 2011 and spring 2012. For the 2013 Parent Survey, the questions were rearranged to improve the flow. For the 2014 Parent Survey, the phrase “For students age 14 and up” was added to two questions in the ARD/IED Participation category about services provided for life after high school. Additionally, the option of “Less than high school” was added for Question 1: “Indicate the highest level of education you have completed”.

A total of 23 questions from the parent survey were divided into five topic-specific categories and examined. Grouping the three types of responses (Always-Never, Yes-No, and Agree-Disagree), Table 46 presents a summary of responses within these categories. For each category, responses were overall positive. The percentages of responses in the least positive category were under 9 percent. The response patterns for this year’s survey were very similar to the findings from the previous years. This stability of responses argues for the reliability and validity of findings from the surveys.

<table>
<thead>
<tr>
<th>Category</th>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Environment Issues</td>
<td>77.5%</td>
<td>18.4%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Communication Issues</td>
<td>73.9%</td>
<td>26.1%</td>
<td>8.7%</td>
</tr>
<tr>
<td>ARD/IEP Participation Issues</td>
<td>85.8%</td>
<td>12.3%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Results/Progress Issues</td>
<td>77.5%</td>
<td>17.0%</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

* Note that percentages may not total 100 percent due to rounding.

In this survey, generally the respondents responded more positively to questions regarding their interactions with the school (as seen in the summary ratings in Table 1). When compared to the 2013 results, there were items for which the ratings were less positive. The items evaluated included only those which do not pertain to parental actions. Below are selected areas for which the ratings fell into the Negative category (greater than 12%), as identified in Table 1.

The school provides planning for life after high school, including services to help my child reach his or her goals. (This issue was also identified in spring 2008, 2009, 2010, 2012 and 2013.)

The school provides information on agencies that assist my child in planning for life after high school. (This issue was also identified in spring 2007, 2008, 2009, 2010, 2012 and 2013.)
School personnel provide information on parent organizations, community agencies, or trainings related to the needs of my child. (This issue was also identified in spring 2007, 2008, 2009, 2010, 2012 and 2013.)

The school provides me with information about my child’s disability. (This issue was also identified in spring 2008, 2009, 2010, 2012 and 2013.)

The first three of these items center on transition issues and on the information and coordination provided regarding outside agencies and support. The item regarding information about a child’s disability likely reflects providing understandable and useful information.

The categories rated by respondents in the spring 2010, spring 2011, spring 2012 and spring 2013 survey were similar to 2014; however, there was a slight decrease in Negative responses. This year, Communication Issues was the lowest-rated area, similar to last year’s survey.

Overall, parent open-ended responses paralleled the responses received in the structured survey. Parents who responded to the survey were overall satisfied with the services received by their child’s school. The following is a list of the overall findings from parent responses.

- **Overall satisfaction** – The majority of respondents expressed being satisfied with the special education services provided by schools.

- **Communication improvements** – While overall satisfied, parents noted concern with communication between parents and the special education staff (or communication between the special education setting and the general education setting). Parents want to be kept informed and want to know how to contribute to the academic progress of their child.

- **More information and training** – Parents noted that they need help understanding their child’s disability. They asked for the school to provide more specific and relevant information.

The principals who responded to the survey offered multiple examples of successful parent involvement strategies, but most responded similarly that improving communication between parents and schools, having “open door policies,” and providing opportunities to volunteer in school activities were most important. Principals also noted how significant parent involvement is to a school. They listed a variety of important parent participation activities, including attending PTA/PTO and Admission, Review, and Dismissal (ARD) meetings, assisting directly in the classroom, chaperoning field trips, and helping in many other special projects.

Overall, principals noted that parent contributions and involvement is a critical component for schools and children. Principals noted parents’ significance in the role of their child’s education, but also recognized how difficult it is for many parents to commit time and effort in helping their child succeed. Among many reasons, principals listed lack of time, transportation, and work schedules as the largest barriers to their involvement in their child’s education.
Appendix A: Parent Survey and Letter (print and web)

Parent Letter – English

Texas Education Agency
1701 North Congress Ave. • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • www.tea.state.tx.us
Michael L. Williams
Commissioner

April 4, 2014

Dear Parent or Guardian:

The Texas Education Agency and Region 9 Education Service Center are conducting a survey regarding the special education services your child receives. Texas educators are interested in your level of satisfaction with the amount of involvement you have with your child’s education. The information you provide will assist educators and policy makers in improving the quality of special education for all children in Texas schools. Your responses to this survey and your child’s identity will remain confidential.

Choose how you want to participate:

ONLINE
1) Gather your survey materials and go to: www.surveys.nustats.com/esc9
2) Click “Start Here” and follow the instructions.
3) Please complete survey online before ***May 23, 2014***.

OR

BY MAIL
1) Answer the questions on the back side of this letter.
2) Complete the enclosed survey.
3) Put the survey and this letter into the self-addressed, postage-paid envelope and mail it before ***May 23, 2014***. If you do not have the postage-paid envelope, please mail the survey to:

   NuStats
   4115 Freidrich Lane, Suite 200
   Austin, TX 78744-9907

If you need help or have questions regarding this survey, please contact:

Vivian Daigler, NuStats, (512) 279-4143 or, vdaigler@nustats.com
Espanol: George Unbe, NuStats, (512) 279-4173, gunbe@nustats.com
Sarah Coons, Education Service Center Region 9, (940) 322-6928, sarah.coons@esc9.net
Michelle Rosales, Texas Education Agency, (512) 463-9414, michelle.rosales@tea.state.tx.us

The postage-paid return envelope is for the return of the survey only. Please do not include any material in addition to the survey in the envelope. Any material received will be destroyed. If you need instructions on how to file a written complaint to the Texas Education Agency, please see the website:
http://www.tea.state.tx.us/index2.aspx?id=2147467590 or contact the parent information line at 800-252-9668.

Sincerely,

[Signature]

Gene Lenz
Director
Division of Federal and State Education Policy

nustats
1. As a parent, what do you need to help assist your child in his/her education?

2. Is there anything you would like to share with us about the special education services your child receives?
# Texas Survey of Parents of Students Receiving Special Education Services

## INSTRUCTIONS
- Use blue or black ink only. DO NOT USE PENCIL.
- Fill in oval completely. If you make a mistake, cross out the incorrect oval and fill in the correct oval.

## 1. Indicate the highest level of education that you completed.
- Some High School
- GED
- High School Graduate
- Some College
- Less than High School
- College Graduate

## 2. Please indicate if you agree or disagree with the following statements. (Mark the best response)
- School personnel encourage me to be involved in my child's education.
- I am considered an equal partner with teachers and other professionals in planning my child's program.

## 3. Please indicate how you feel regarding the following statements. (Mark the best response)
- My child's school is a positive and welcoming place for my family.
- Teachers understand my child's needs.
- Teachers show a willingness to discuss my child's needs.

## 4. Please indicate how you feel regarding the following statements. (Mark the best response)
- The school communicates regularly with me regarding my child's IEP progress and other important issues.
- I communicate with my child's teacher(s) regularly regarding my child's IEP progress and other important issues.
- School personnel provide information on parent organizations, community agencies, or trainings related to the needs of my child.
- School personnel provide me information to help me assist in my child's education.

## 5. Please mark your response, YES or NO, to the following questions.
- The school provides me information on my child's disability.
- Information is provided to me in my primary language.

## 6. Please indicate how you feel regarding the following statements. (Mark the best response)
- I participate in my child's Admission, Review, and Dismissal (ARD) meetings.
- My concerns and recommendations are considered by the ARD committee in the development of my child's IEP.
- My recommendations are included in my child's IEP.
- At the ARD meeting, we discuss how my child will participate in state assessments (like the TAKS or STAAR).
- At the ARD meeting, we select accommodations that my child needs.
- The school provides my child with all the services documented on my child's IEP.

## 7. Please mark your response, YES or NO, to the following questions.
- Teachers and administrators ensure that I fully understand the Procedural Safeguards (also known as the Rights Booklet).
- My child's evaluation report is written in terms I understand.
- 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.
- For students age 14 and up - The school provides information on agencies that can assist my child in planning for life after high school.

## 8. Please indicate if you agree or disagree with the following statements. (Mark the best response)
- My child is making progress because of the services he/she is receiving.
- I am satisfied with the progress my child is making.

---

**Thank You for Taking This Survey.**

---

_Eng-31001_
Welcome to the online version of Texas Surveys of Parents of Students Receiving Special Education Services, a Texas Education Agency's Internet Coordinating Function (ICF) for Region 9 Education Service Center. The Texas Education Agency and Region 9 Education Service Center are conducting a survey regarding the special education services your child receives. Texas education is informed in part by feedback from the parents of children with special needs, such as your child. By completing the survey, you will be helping Texas education agencies plan and improve the quality of services for children with disabilities across the state. Your participation is voluntary. Your responses will remain confidential.

Please select the language you would like to take the survey in:

- English
- Spanish

As a parent, what do you need to help assist your child in his/her education?

- Please specify in space provided:

Is there anything you would like to share with us about the special education services your child receives?

- Please specify in space provided:

Indicate the highest level of education that you completed:

- Some High School
- GED
- High School Graduate
- Some College
- College Graduate
- Less than high School

Call toll free at 1-800-467-1326 if you have problems logging in or with completing this survey.
Please indicate if you agree or disagree with the following statements. (Mark the best response)

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. School personnel encourage me to be involved in my child's education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. I am considered an equal partner with teachers and other professionals in planning my child's program.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please indicate how you feel regarding the following statements.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. My child's school is a positive and welcoming place for my family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Teachers understand my child's needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Teachers show a willingness to discuss my child's needs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please indicate how you feel regarding the following statements.

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The school communicates regularly with me regarding my child's IEP progress and other important issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. I communicate with my child's teacher(s) regularly regarding my child's IEP progress and other important issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. School personnel provide information on parent organizations, community agencies, or trainings related to the needs of my child.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. School personnel provide me information to help me assist in my child's education.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please mark your response, YES or NO, to the following questions.

a. The school provides me information on my child's disability.
   - Yes
   - No

b. Information is provided to me in my primary language.
   - Yes
   - No

Please indicate how you feel regarding the following statements.

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I participate in my child's Admission, Review, and Dismissal (ARD) meetings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. My concerns and recommendations are considered by the ARD committee in the development of my child's IEP.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. My recommendations are included in my child's IEP</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please indicate how you feel regarding the following statements.

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. At the ARD meeting, we discuss how my child will participate in state assessments like the TAKS or STAAR.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. At the ARD meeting, we select accommodations that my child needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. The school provides my child with all the services documented on my child's IEP</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please mark your response, YES or NO, to the following questions.

a. Teachers and administrators ensure that I fully understand the Procedural Safeguards (also known as the Rights Bucket).
   - Yes
   - No

b. My child's evaluation report is written in terms I understand.
   - Yes
   - No
The following questions are about students age 14 and up. Please leave blank if your child is younger than 14 years of age.

c. The school provides planning for life after high school, including services to help my child reach his or her goals.

☐ Yes  
☐ No

d. The school provides information on agencies that can assist my child in planning for life after high school.

☐ Yes  
☐ No

Please indicate if you agree or disagree with the following statements.

e. My child is making progress because of the services he/she is receiving

☐ Agree  
☐ Neutral  
☐ Disagree

f. I am satisfied with the progress my child is making

☐ Agree  
☐ Neutral  
☐ Disagree

Please hit the NEXT button to submit your survey.

Save Changes and Complete later.
1 de abril de 2014

Estimado Padre de Familia:

La Agencia de Educación del Estado de Texas y el Centro No. 9 de Servicios Educativos (Texas Education Agency and Education Service Center 9) están llevando a cabo una encuesta sobre los servicios del programa de educación especial que su hijo recibe. Los maestros y líderes dedicados a la educación pública de Texas quieren saber el grado de satisfacción en cuanto a su participación en la educación de su hijo(a). La información que usted nos dé ayudará a aquellos dedicados a estos servicios educativos a mejorar la calidad de la educación especial para todos los niños en las escuelas de Texas. Sus respuestas a esta encuesta y la identidad de su hijo(a) permanecerán confidenciales.

Seleccione una de las siguientes maneras para participar:

POR INTERNET

1) Vaya al sitio de Internet de la encuesta: www.surveys.nustats.com/esc9
2) Presione “Empiece Aquí” y siga las instrucciones.
3) Por favor complete la encuesta por Internet antes del 23 de mayo de 2014.

ó

POR CORREO

1) Conteste las preguntas que se encuentran al otro lado de esta carta.
2) Complete la encuesta que viene incluida.
3) Ponga la encuesta y esta carta adentro del sobre con franqueo prepagado y envíelo antes del 23 de mayo de 2014.

NuStats
4115 Friedrich Lane, Suite 200
Austin, TX 78744-9907

Si necesita ayuda o tiene cualquier pregunta sobre esta encuesta, por favor comuníquese con:

Vivian Daigler, NuStats, (512) 279-4153, vdaigler@nustats.com

Español: George Urbe, NuStats, (512) 279-4173, guribe@nustats.com
Sarah Coons, Education Service Center Region 9, (940) 322-6928, sarah.coons@esc9.net
Michelle Rosales, Texas Education Agency, (512) 463-9414, michelle.rosales@tea.state.tx.us

El sobre de retorno con franqueo prepagado se debe de usar solamente para regresar la encuesta. Por favor no incluya ningún otro material en el sobre. Cualquier material que se reciba será destruido. Si necesita instrucciones sobre cómo presentar una queja por escrito a la Agencia de Educación de Texas, por favor visite el sitio de Internet: http://www.tea.state.tx.us/index2.aspx?id=2147497560 o llame a la línea de información para los padres al 800-252-9668.

Atentamente,

Gene Lenz
Director
División de Políticas Educativas Federales y Estatales

GLMR
1. Como padre, ¿qué necesita para ayudar a su hijo/hija con su educación?

2. ¿Hay algo que usted quisiera compartir con nosotros sobre los servicios de educación especial que recibe su hijo/hija?
### INSTRUCCIONES
Sólo use tinta azul o negra.
NO USE LAPIZ.
Rellene el óvalo completamente:
Si se equivoca, marque el óvalo incorrecto con una cruz y rellene el óvalo correcto.

1. Indique el nivel más alto de educación que usted completo.
   - [ ] Menos de la secundaria
   - [ ] Parte de la secundaria
   - [ ] GED
   - [ ] Graduado de secundaria (Bachillerato)
   - [ ] Parte de la universidad
   - [ ] Graduado de la universidad

2. Por favor indique si está de acuerdo o en desacuerdo con las declaraciones siguientes.
   **(Marque la mejor respuesta)**
   - a. El personal de la escuela me anima a estar más involucrado en la educación de mi hijo/hija.
   - b. Me considera un socio igual con los maestros y otros profesionales en la planificación del programa de mi hijo/hija.
   - [ ] Siempre
   - [ ] Algunas veces
   - [ ] Nunca

3. Por favor indique lo que siente sobre las declaraciones siguientes. **(Marque la mejor respuesta)**
   a. La escuela de mi hijo/hija es un lugar positivo y acogedor para mi familia.
   b. Los maestros entienden las necesidades de mi hijo/hija.
   c. Los maestros demuestran buena voluntad para discutir las necesidades de mi hijo/hija.
   - [ ] De Acuerdo
   - [ ] Neutral
   - [ ] En Desacuerdo

4. Por favor indique lo que siente sobre las declaraciones siguientes. **(Marque la mejor respuesta)**
   a. La escuela comunica regularmente conmigo respecto al progreso de IEP de mi hijo/hija y otros asuntos importantes.
   b. Yo me comunico regularmente con el/los maestro/maestros de mi hijo/hija respecto al progreso de IEP de mi hijo/hija y otros asuntos importantes.
   c. El personal de la escuela proporciona información sobre organizaciones de padres, agencias de la comunidad, o entrenamientos relacionados con las necesidades de mi hijo/hija.
   d. El personal de la escuela me proporciona información para ayudarme a participar en la educación de mi hijo/hija.
   - [ ] Siempre
   - [ ] Algunas veces
   - [ ] Nunca

5. Por favor marque su respuesta, SI o NO, para las preguntas siguientes.
   a. La escuela me proporciona información sobre la discapacidad de mi hijo/hija.
   - [ ] SI
   - [ ] NO
   b. Se me proporciona información en mi idioma principal.
   - [ ] SI
   - [ ] NO

6. Por favor indique lo que siente sobre las declaraciones siguientes. **(Marque la mejor respuesta)**
   a. Yo participo en las Juntas de Ingreso, Nuevos y Desaparecidos (AND) de mi hijo/hija.
   b. El comité de ARD toma en cuenta mis inquietudes y sugerencias en el desarrollo del IEP de mi hijo/hija.
   c. Mis sugerencias son incluidas en el IEP de mi hijo/hija.
   d. En la Junta de ARD, hablamos sobre cómo participaré en el hijo/hija en las evaluaciones del estado (tal como el TAKS o STAAR).
   e. En la Junta de ARD, seleccionamos adaptaciones que necesita mi hijo/hija.
   f. La escuela me proporciona a mi hijo/hija todos los servicios documentados en el IEP de mi hijo/hija.
   - [ ] Siempre
   - [ ] Algunas veces
   - [ ] Nunca

7. Por favor marque su respuesta, SI o NO, para las preguntas siguientes.
   a. Los maestros y administradores aseguran que yo entiendo completamente los Procedimientos de Protección (también conocidos como el folleto de Derechos).
   - [ ] SI
   - [ ] NO
   - [ ] No Aplica
   b. El reporte de evaluación de mi hijo/hija está escrito en términos que yo entiendo.
   c. Para estudiantes que tienen 14 años o más - La escuela ofrece planificación para la vida después de la secundaria, incluyendo servicios para ayudar a mi hijo o hija a alcanzar sus metas.
   - [ ] SI
   - [ ] NO
   - [ ] No Aplica
   d. Para estudiantes que tienen 14 años o más - La escuela proporciona información sobre las agencias que pueden ayudar a mi hijo/hija en la planificación para la vida después de la secundaria.
   - [ ] SI
   - [ ] NO
   - [ ] No Aplica

8. Por favor indique si está de acuerdo o en desacuerdo con las declaraciones siguientes. **(Marque la mejor respuesta)**
   a. Mi hijo/hija está progresando a causa de los servicios que él/ella está recibiendo.
   - [ ] SI
   - [ ] NO
   - [ ] En Desacuerdo
   b. Estoy satisfecho/a con el progreso de mi hijo/hija.
   - [ ] SI
   - [ ] NO
   - [ ] En Desacuerdo

Gracias por Completar Esta Encuesta.
Nuestros registros indican que ya completó parte de la encuesta la última vez que ingresó al sitio. Para seguir desde la última pregunta que contestó, por favor presione 'Next' (Siguiente). Para comenzar desde el principio, seleccione 'Continuar desde el principio' y presione 'Next' (Siguiente).
Como padre, ¿qué necesita para ayudar a su hijo/hija con su educación?

- Por favor especifique:

¿Hay algo que usted quisiera compartir con nosotros sobre los servicios de educación especial que recibe su hijo/hija?

- Por favor especifique:

Guardar los cambios y completar más tarde.

Indique el nivel más alto de educación que usted completó.

- Parte de la secundaria
- GED
- Graduado de secundaria (Bachillerato)
- Parte de la universidad
- Graduado de la universidad
- Menos de la secundaria

Guardar los cambios y completar más tarde.

Por favor indique si está de acuerdo o en desacuerdo con las declaraciones siguientes. (Marque la mejor respuesta)

<table>
<thead>
<tr>
<th></th>
<th>Siempre</th>
<th>Algunas veces</th>
<th>Nunca</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. El personal de la escuela me anima a estar más involucrado en la educación de mi hijo/hija.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Se me considera un socio igual con los maestros y otros profesionales en la planificación del programa de mi hijo/hija.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Guardar los cambios y completar más tarde.
Por favor indique lo que siente sobre las declaraciones siguientes. (Marque la mejor respuesta)

<table>
<thead>
<tr>
<th></th>
<th>De Acuerdo</th>
<th>Neutro</th>
<th>En desacuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. La escuela de mi hija es un lugar positivo y acogedor para mi familia.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Los maestros entienden las necesidades de mi hija.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Los maestros demuestran buena voluntad para discutir las necesidades de mi hija.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Guardar los cambios y completar más tarde

---

Por favor indique lo que siente sobre las declaraciones siguientes. (Marque la mejor respuesta)

1. La escuela comunica regularmente conmigo con respecto al progreso de IEP de mi hija y otros asuntos importantes.
   - Siempre
   - Algumas veces
   - Nunca

2. Yo me comunico regularmente con el/los maestro/maestra de mi hija con respecto al progreso de IEP de mi hija y otros asuntos importantes.
   - Siempre
   - Algumas veces
   - Nunca

3. El personal de la escuela proporciona información sobre organizaciones de padres, agencias de la comunidad, o entornos relacionados con las necesidades de mi hija.
   - Siempre
   - Algumas veces
   - Nunca

4. El personal de la escuela me proporciona información para ayudarme a participar en la educación de mi hija.
   - Siempre
   - Algumas veces
   - Nunca

Guardar los cambios y completar más tarde

---

Por favor marque su respuesta. SÍ o NO, para las preguntas siguientes.

1. La escuela me proporciona información sobre la discapacidad de mi hija.
   - SÍ
   - NO

2. Se me proporciona información en mi idioma principal.
   - SÍ
   - NO

Guardar los cambios y completar más tarde

---
Por favor indique lo que siente sobre las declaraciones siguientes. (Marque la mejor respuesta)

<table>
<thead>
<tr>
<th></th>
<th>Siempre</th>
<th>Algunas veces</th>
<th>Nunca</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yo participo en las juntas de Ingreso, Resumen y Despido (ARD) de mi hija/hijo.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. El comité de IEP toma en cuenta mis inquietudes y sugerencias en el desarrollo del IEP de mi hija/hijo.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Mis sugerencias son incluidas en el IEP de mi hija/hijo.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Guardar los cambios y completar más tarde.

Por favor indique lo que siente sobre las declaraciones siguientes. (Marque la mejor respuesta)

<table>
<thead>
<tr>
<th></th>
<th>Siempre</th>
<th>Algunas veces</th>
<th>Nunca</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. En la junta de ARD, hablamos sobre cómo participaré con mi hija/hijo en las evaluaciones del estado (tal como el TAASS o STAAR).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. En la junta de ARD, se seleccionaron adaptaciones que necesita mi hija/hijo.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. La escuela proporciona a mi hija/hijo todos los servicios documentados en el IEP de mi hija/hijo.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Guardar los cambios y completar más tarde.

Por favor marque su respuesta. Sí o NO, para las preguntas siguientes.

a. Los maestros y administradores aseguran que yo entiendo completamente los Procedimientos de Protección (también conocido como el folleto de Derechos).

   - Sí
   - No

b. El reporte de evaluación de mi hija/hijo está escrito en términos que yo entiendo.

   - Sí
   - No

Guardar los cambios y completar más tarde.
Las siguientes preguntas serán para estudiantes que tienen 14 años o más. Por favor, déjame en blanco si el estudiante tiene menos de 14 años de edad.

d. La escuela ofrece planificación para la vida después de la secundaria, incluyendo servicios para ayudar a mi hijo/a a alcanzar sus metas.

☐ Sí  
☐ No

Por favor indique si está de acuerdo o en desacuerdo con las declaraciones siguientes. (Marque la mejor respuesta)

a. Mi hijo/a está progresando a causa de los servicios que él/ella está recibiendo.

☐ De Acuerdo  
☐ Neutral  
☐ En Des-acuerdo

b. Estoy satisfecho/a con el progreso de mi hijo/a.

☐ De Acuerdo  
☐ Neutral  
☐ En Des-acuerdo

Por favor presione "Next" (Siguiente) para completar la encuesta.

Thank you for your time and help with this important survey!
March 14, 2014

To the District Superintendent Addressed:

Subject: Parent Involvement Survey

The Individuals with Disabilities Education Act of 2004 (IDEA 2004), Section 616(b)(2)(B), requires states to collect data from districts and charter schools in order to respond to many of the State Performance Plan (SPP) indicators on an annual basis. SPP Indicator 8 requires the Texas Education Agency (TEA) to collect parent involvement information for students receiving special education services. Since Fall 2006, the TEA and Region 9 Education Service Center have distributed parent involvement surveys to a sample of districts and charter schools based on student demographics reflected in the PEIMS fall snapshot data submission.

Most districts will only be included in the sample once within the six-year SPP timeframe. However, large districts with average daily membership of over 50,000 students must be included each year, though not all campuses in those districts will participate in the survey. A list of campuses will be included in the materials sent in April. Please note that under federal requirements, the results from the survey will be posted on the TEA website. For more information about the SPP visit the TEA website at: http://www.tea.state.tx.us/index2.aspx?id=2147497591.

A complete set of survey materials will be mailed to your district at the beginning of April. Please ensure that a district or charter school coordinator is selected to facilitate the survey administration. Your assistance in ensuring that the surveys are distributed to the appropriate campus is very much appreciated.

The surveys should be completed by the parent or guardian of the students listed on the return envelopes. Each parent will receive an envelope with the child’s name, a letter of instruction, the survey, and a return envelope. The survey is formatted with English on one side and Spanish on the other side. This year, parents will also have the option of completing the survey online.

Surveys should be sent to parents by the second week in April. The parents need to return the survey by May 23, 2014, in order to meet state reporting deadlines. Questions regarding the survey may be directed to:

Vivian Daigler, NuStats, (512) 279-4153 or, vdaigler@nustats.com
Sarah Coons, Region 9 ESC, (940) 322-6928, sarah.coons@esc9.net
Michelle Rosales, Texas Education Agency, (512) 463-9414, michelle.rosales@tea.state.tx.us

In addition, you may contact your regional education service center for technical assistance and training concerning parent involvement in the special education process.

Thank you for your time and continued support of students with disabilities.

Sincerely,

Gene Lenz
Director
Division of Federal and State Education Policy

GL:MR
March 14, 2014

To the District Special Education Director Addressed:

Subject: Parent Involvement Survey

The Individuals with Disabilities Education Act of 2004 (IDEA 2004), Section 616(b)(2)(B), requires states to collect data from districts and charter schools in order to respond to many of the State Performance Plan (SPP) indicators on an annual basis. SPP Indicator 8 requires the Texas Education Agency (TEA) to collect parent involvement information for students receiving special education services. Since Fall 2006, the TEA and Region 9 Education Service Center have distributed parent involvement surveys to a sample of districts and charter schools based on student demographics reflected in the PEIMS fall snapshot data submission.

Most districts will only be included in the sample once within the six-year SPP timeframe. However, larger districts with average daily membership of over 50,000 students must be included each year, though not all campuses in those districts will participate. A list of campuses will be included in the materials sent in April. Please note that under federal requirements, the results from the survey will be posted on the TEA website. For more information about the SPP, visit the TEA website at: http://www.tea.state.tx.us/index2.aspx?id=2147497581.

Each parent will receive an envelope with the child’s name, a letter of instruction, the survey, and a return envelope. The survey is formatted with English on one side and Spanish on the other side. This year, parents will also have the option of completing the survey online. A complete set of survey materials will be mailed to your district the first week in April. Please ensure that an appropriate district or charter school coordinator is selected to facilitate the survey administration.

Please identify a campus contact person to receive and distribute the surveys. This person will be asked to distribute the survey packets to the parents of each of the students identified to participate in this study. The most efficient way will vary by campus, but please ensure that the surveys are distributed to parents as soon as possible. The TEA encourages promotion of the survey and its importance to the state’s continuous improvement efforts.

Surveys should be sent to parents by the second week in April. The parents need to return the survey by May 23, 2014, in order to meet state reporting deadlines. Questions regarding the survey may be directed to:

Vivian Daigler, NuStats, (512) 279-4136 or, vdaigler@nustats.com
Sarah Coons, Region 9 ESC, (940) 322-6928, sarah.coons@esc9.net
Michelle Rosales, Texas Education Agency, (512) 463-9414, michelle.rosales@tea.state.tx.us

In addition, you may contact your regional education service center for technical assistance and training concerning parent involvement in the special education process.

Thank you for your time and continued support of students with disabilities.

Sincerely,

Gene Lenz
Director
Division of Federal and State Education Policy

GL:MR
April 4, 2014

To the District Special Education Director Addressed:

Subject: Parent Involvement Survey

The Texas Education Agency (TEA) recently sent you a letter regarding a survey for parents of students receiving special education services indicating that a complete set of materials will be mailed the first week in April. As that letter stated, the Individuals with Disabilities Education Act of 2004 (IDEA 2004), Section 616(b)(2)(B), requires states to collect data from districts and charter schools in order to respond to many of the State Performance Plan (SPP) indicators on an annual basis. SPP Indicator 8 requires the Texas Education Agency (TEA) to collect parent involvement information for students receiving special education services. The Spring 2014 survey will be part of the SPP. For the Spring 2014 survey, parents were selected based on student characteristics included in the Fall 2013 Public Education Information Management System (PEIMS) data submission. NuStats is assisting Region 9 Education Service Center and the TEA to conduct this survey.

Enclosed with this letter is an envelope(s) with campus name and parent surveys. Please identify a campus contact person to receive and distribute the surveys. This person is asked to distribute the survey packets to the parents of each of the students identified to participate in this study. The most efficient way will vary by campus, but please ensure that the surveys are distributed to parents as soon as possible.

Your assistance in forwarding surveys to the appropriate campus is very much appreciated. Each parent will receive an envelope with the child’s name, a letter of instruction, the survey, and a return envelope. The survey is formatted with English on one side and Spanish on the other side. This year, parents will also have the option of completing the survey online (www.surveys.nustats.com/esc9).

Surveys should be sent to parents as soon as possible and be returned by May 23, 2014, to meet publication deadlines. Questions regarding the survey may be directed to:

Vivian Daigler, NuStats, (512) 279-4153, or vdaigler@nustats.com
Sarah Coons, Region 9 ESC, (940) 322-6928, sarah.coons@esc9.net
Michelle Rosales, Texas Education Agency, (512) 463-9414, michelle.rosales@tea.state.tx.us

You may also contact NuStats at: NuStats
4115 Friedich Lane, Suite 200
Austin, TX 78744-9907
(512) 306-9065 or (800) 447-8287

Thank you for your time and continued support.

Sincerely,

Gene Lenz
Director
Division of Federal and State Education Policy

For more information about the SPP/APR, visit http://www.tea.state.tx.us/index2.aspx?id=2147497591.
April 4, 2014

To the Campus Special Education Parent Survey Contact Addressed:

Subject: Parent Involvement Survey

The Texas Education Agency (TEA) and Education Service Center Region 9 are conducting a survey regarding parent opinions of school’s facilitation of parent involvement to improve services and results for children with disabilities. This information is required to fulfill federal requirements under the State Performance Plan (SPP). Most districts will only be included in the sample once within the six-year SPP timeframe. However, larger districts with average daily membership of over 50,000 students must be included each year, though not all campuses in those districts will participate. Please note that under federal requirements, the results from the survey will be posted on the TEA website. For more information about the SPP/APR visit the TEA website at: http://www.tea.state.tx.us/index2.aspx?id=2147497591.

Parents of students on your campus were identified to participate in this study based on the child’s information in the TEA Public Education Information Management System (PEIMS) database. Students were randomly selected using a sampling framework that considers disability, geographical region, and other student demographics.

The surveys should be completed by the parent or guardian of each of the students listed on the “peel - and strip” label on the back side of each return envelope. Each envelope includes a parent letter and a survey. The survey is formatted with English on one side and Spanish on the other side. This year, parents will also have the option of completing the survey online.

Your help with the following is greatly appreciated and adds to the quality of the information:

1. Please ensure that the survey information is distributed appropriately.
2. Please send back any surveys that cannot be delivered to the parent or guardian of the student identified on the envelopes with a note letting us know the reason.
3. Do not distribute the surveys to parents of students not included in the sample.
4. If the student is not enrolled on your campus, but still enrolled in the district, please forward to the appropriate campus, if at all possible.
5. Please ensure that the surveys are distributed to parents as soon as possible. The parents need to mail back the survey or complete it online by May 23, 2014.
6. The most efficient way to distribute these surveys will vary by campus; some suggested approaches include:
   - Sending home with students
   - Distribution (and notification) at PTA/PTO meetings
   - Notification mailed to parents for pickup at the school
   - Direct mailing (TEA does not have parent home addresses)

Promotion of the survey and its importance would be highly appreciated. In addition, any follow-up activities to ensure that the surveys are mailed will be very helpful.
If you have any questions regarding the survey, please contact any of the contacts listed below:

Vivian Daigler, NuStats, (512) 279-4153, or vdaigler@nustats.com
Sarah Coons, Region 9 ESC, (940) 322-6928, sarah.coons@esc9.net
Michelle Rosales, Texas Education Agency, (512) 463-9414, michelle_rosales@tea.state.tx.us

You may also contact NuStats at:

NuStats
4115 Friedrich Lane, Suite 200
Austin, TX 78744-9907
(512) 306-9065 or (800) 447-8287

Thank you for your time and continued support.

Sincerely,

Gene Lenz
Director
Division of Federal and State Education Policy

GL:MR

For more information about the SPP/APR, go to http://www.tea.state.tx.us/index2.aspx?id=2147497591
Appendix C: Principal Survey

Principal Cover Memo

April 1, 2014

MEMORANDUM

TO: Principal Addressed
FROM: Jill Landrum, Director of Individualized Instruction
SUBJECT: Principal Survey of Parent Involvement Practices

The United States Department of Education Office of Special Education Programs requires the Texas Education Agency (TEA) to collect information from parents of students receiving special education services. With the assistance from a contractor, NuStats, TEA and Education Service Center Region 9 are distributing parent involvement surveys to your campus in May. The spring survey data will be included in the next federal Office of Special Education Programs (OSEP) Annual Performance Report (APR). Thank you for your support in disseminating the survey to your parents.

In addition to the parent involvement survey, Region 9 is conducting a principal survey to collect information regarding your perspectives on how your campus facilitates parental involvement. Information gathered through this survey will assist the state in identifying best practices in facilitating parent involvement for students receiving special education services. Completion of this survey is voluntary.

We ask that you please complete one of the following options by May 23, 2014.
- Complete the attached survey and return it to NuStats in the postage-paid envelope provided, or;
- Complete the web version of this survey at http://surveys.nustats.com/principal using your PIN found on the upper right hand corner of the survey.
- To complete with your smartphone, scan the QR code to begin

Thank you for your support. Questions regarding the survey can be directed to:
Vivian Daigler, NuStats, (512) 279-4153, or vdaigler@nustats.com
Sarah Coons, Region 9 ESC, (940) 322-6928, sarah.coons@esc9.net
PRINCIPAL SURVEY
Special Education Programs/Parent Involvement

Region 9 is conducting a principal survey to collect information about the special education program in your school. Information gathered through the survey will assist the state in identifying best practices in facilitating parent involvement for students receiving special education services. Completion of this survey is voluntary.

Provide county-district-campus number: _______ - _______ - _______
(will be used for analysis purposes only)

1. List the two most successful efforts/approaches used in your school to encourage parents to become actively involved in school activities.
   
   Successful Effort/Approach 1: ____________________________
   Successful Effort/Approach 2: ____________________________

2. List the two most successful efforts/activities made in your school to encourage parents of students who receive special education services to become actively involved in school activities. (If different from Question #1)
   
   Successful Effort/Activity 1: ____________________________
   Successful Effort/Activity 2: ____________________________

3. List two specific efforts/activities that encourage teachers to increase parent involvement in their classrooms.
   
   Specific Effort/Activity 1: ____________________________
   Specific Effort/Activity 2: ____________________________

4. Does your school have a written campus-level (not just district-level) parent involvement plan?
   
   ☐ Yes  ☐ No

5. List two strategies in your school that have worked best to ensure that parent input and opinions are regularly incorporated into your activities.
   
   Strategy 1: ____________________________
   Strategy 2: ____________________________

6. Approximately what percentage of parents actively participates in your school’s PTA/PTO? (fill in one bubble only)
   
   ☐ 10% or less  ☐ 11% to 25%  ☐ 26% to 50%  ☐ Over 50%

7. Approximately what percentage of parents of students receiving special education services actively participates in your school’s PTA/PTO? (fill in one bubble only)
   
   ☐ 10% or less  ☐ 11% to 25%  ☐ 26% to 50%  ☐ Over 50%
Principal Special Education Services Survey

8. What is the most commonly used method that your school uses to communicate with parents?  
   (Fill in one bubble only)
   - Letter
   - Email
   - Newsletter
   - Telephone
   - Notes given to student
   - Other (specify): _______________

9. Are any of the following services provided for parents to encourage parental involvement?  
   (Mark all that apply)
   - Transportation provided for parents
   - Meetings held in evenings
   - Interpreters/Translators
   - Opportunities to be involved in site-based management
   - Baby-sitting services
   - Parent education courses (parenting, literary, etc.)
   - Books, videos
   - Other (specify): ______________________

10. List the two most important contributions made by parents in this school.
   
   Contribution 1: ____________________
   Contribution 2: ____________________

11. Does the school provide parent training workshops to encourage parent involvement?
   - Yes
   - No

12. If YES to Question #11, approximately how many parent trainings were held last school year specifically for parents of students receiving special education services?
   ______ #
   a. How often are those meetings held? ____________________
   b. When are they most likely to occur? ____________________

13. Does your school hold an annual meeting to inform parents of children receiving special education services about the special education program and services in your school?
   - Yes
   - No

14. If YES to Question #13, approximately what percentage of parents with students receiving special education services attend the annual meeting?
   ______ %

15. What do you think is the most important factor that keeps parents of students who receive special education services from getting more involved in the school?

Thank You for Completing This Survey!

Please Return Survey in the Postage-Paid Envelope by May 23, 2014
Or Mail to: NuStats, 4115 Freichrich Lane, Ste 200, Austin, TX 78744-9907
What is the most commonly used method that your school uses to communicate with parents?
(choose one bubble only)
- Letter
- Telephone
- Email
- Notes given to student
- Newsletter
- Other (Please Specify)

Are any of the following services provided for parents to encourage parental involvement?
(choose all that apply)
- Transportation provided for parents
- Interpreters/Translators
- Baby-sitting services
- Books, videos
- Meetings held in evenings
- Opportunities to be involved in site-based management
- Parent education courses (parenting, literacy, etc.)
- Other (Please Specify)

List the two most important contributions made by parents in this school:

- Contribution 1
- Contribution 2

Does the school provide parent training workshops to encourage parent involvement?
- Yes
- No
Approximately how many parent trainings were held last school year specifically for parents of students receiving special education services?

How often are those meetings held?

When are they most likely to occur?

Does your school hold an annual meeting to inform parents of children receiving special education services about the special education program and services in your school?

Yes
No

Approximately what percentage of parents with students receiving special education services attended the annual meeting?

What do you think is the most important factor that keeps parents of students who receive special education services from getting more involved in the school?

Please Specify

Please hit the NEXT button to submit your survey.

COMPLETE