A Report on the Texas Parent Survey for Students Receiving Special Education Services

DataSource: 2018 Statewide Survey of Parents of Students Receiving Special Education Services

2017-2018

Kimberly Baumgardner
(210) 370-5431
kimberly.baumgardner@esc20.net
Region 9 ESC Texas Parent Survey

Results of the 2017-18 Texas Parent Involvement Survey

REPORT PROVIDED BY:

GIBSON
AN EDUCATION CONSULTING & RESEARCH GROUP
1801 S Mopac Expwy, Austin, TX 78746
+512.328.0884
www.gibsonconsult.com
Texas Survey of Parents Receiving Special Education Services

This report covers cycle 5 (out of a 6 cycle term).

Districts with 50,000+ students receive the survey annually.

A Closer Look
State Performance Plan
Indicator 8

• Under federal accountability requirements, all states must report the extent to which schools facilitated parent involvement as a means of improving services and results for children with disabilities.

• The state of Texas annually surveys a sampling of parents of students receiving special education services to meet this requirement, as well as to collect data to help inform improvements at the district and state levels.
What does it mean to “facilitate parent involvement?”

• Take active steps to ensure that parents…
  – Know their rights;
  – Participate meaningfully in their child’s IEP meeting;
  – Feel welcomed at their child’s school;
  – Feel that their views are respected;
  – Feel that they have a voice in decisions about their child;
  – Feel that they can express dissent without negative consequences; and
  – Feel that they are partners in planning their child’s program and evaluating whether it is effective.
Texas Survey of Parents of Students Receiving Special Education Services

INSTRUCTIONS

Please use black or blue pen, or pencil. Correct Mark ☐ Incorrect Marks ☑

Please indicate the extent to which you agree or disagree with the following statements:

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

Please indicate how you feel regarding the following statements. (Mark the best response)

15. I am considered an equal partner with teachers and other professionals in planning my child's Individualized Education Program (IEP).
16. My concerns and recommendations are considered by the ARD committee in the development of my child's IEP.
17. The school communicates regularly with me regarding my child's IEP progress and other important issues.

Please indicate if you agree or disagree with the following statements. (Mark the best response)

18. Teachers understand my child's needs.

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

19. For students age 14 and up:
   a. The school provides planning for life after high school, including services to help my child reach her/his goals.
20. For students age 14 and up:
   a. The school provides information to agencies that can assist my child in planning for life after high school.
21. For students age 14 and up:
   a. The school includes my child in the ARD meeting.
Texas Parent Survey

• 21 questions
• Seven questions were used for the SPP Indicator 8 measure of parent involvement.

• I am considered an equal partner with teachers and other professionals in planning my child’s individualized Education Program (IEPs).

• Teachers understand my child’s needs.

• The school communicates regularly with me regarding my child’s IEP progress and other important issues.

• My concerns and recommendations are considered by the ARD committee in the development of my child’s IEP.

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

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

• The school includes my child in ARD meetings.
Services & Student Progress Items

• Two items were designed to capture parent satisfaction with student services and student progress.

• These questions ask parents to reflect on their satisfaction with their child’s progress toward IEP goals and the services their child receives.

  – I am satisfied with my child’s progress towards his/her IEP goals.
  – I believe that my child is receiving the services that she/he needs.
Parent Involvement Scale Score Items

• A set of 17 items, developed by the National Center for Special Education Accountability and Monitoring (NCSEAM) were included for the first time for the purpose of measuring Indicator 8.

• Results from these 17 items are not reported to OSEP, but are included to provide additional, actionable feedback which can be used to inform improvements.
Annual Performance Report

- The state measurable target for 2017-2018 was 80%. The statewide score was 76%.

- Region 20’s score was 75%.
Region 20 Report

2017-18 Survey for Parents of Students Receiving Special Education Services

Region 20

Indicator 8 Results

The remaining analyses are presented in graphic form. The following charts show results for the indicator:

- Indicator 8: Percent of Districts

<table>
<thead>
<tr>
<th>Region 20</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 0</td>
<td>0%</td>
</tr>
<tr>
<td>Level 1</td>
<td>10%</td>
</tr>
<tr>
<td>Level 2</td>
<td>20%</td>
</tr>
<tr>
<td>Level 3</td>
<td>30%</td>
</tr>
<tr>
<td>Level 4</td>
<td>40%</td>
</tr>
<tr>
<td>Level 5</td>
<td>50%</td>
</tr>
<tr>
<td>Level 6</td>
<td>60%</td>
</tr>
<tr>
<td>Level 7</td>
<td>70%</td>
</tr>
<tr>
<td>Level 8</td>
<td>80%</td>
</tr>
<tr>
<td>Level 9</td>
<td>90%</td>
</tr>
<tr>
<td>Level 10</td>
<td>100%</td>
</tr>
</tbody>
</table>

For more information about this survey and for resources, go to the Texas Parent Coordination Network website at www.texasparent.org.
Page 1 of the report is what is reported for **Indicator 8**.

**Reflection Questions:**
- Is the response rate favorable or in need of improvement?
- What methods were utilized to encourage completion of the parent survey?
- What are some different methods that could be utilized in the future to increase response rates?
- Are the response rates in English vs. Spanish comparable to these populations in your district?

This section contains the 7 items that are used to calculate the overall Indicator 8 score. The comparison dot graph displays the percentage of the seven items on which parents responded “always”, “agree”, or “yes”.

This comparison provides a visual to know how close your district’s positive responses compare to the State.

**Reflection Questions:**
- Look at the highest percentage category. Why do you think this category has such a high response? What is occurring on the campus/district level to support this?
- Look at the lowest percentage category. Why do you think this category has such a low response? What are some action items to address to improve in this category?

This section indicates your district’s Indicator 8 percentage. The indicator for a district is the average of all parents’ Indicator 8 scores within that district. **Statewide goal is 76%**.

The indicator for the state is the average of all parents’ Indicator 8 scores statewide. **Did your district meet the goal? Why or why not?**
This section displays a line graph to show comparison of statewide vs. district percentage. It also adds the element of a histogram (which looks like a mountain) that shows the distribution of Indicator 8 across the State. Every district has an Indicator 8 score so it is showing the density of how many districts have scored at the various percentage levels.

If you look at the mustard line (76%), you can see a large proportion of districts around the state are at 15-20% at every level around 76%. Fewer districts have lower percentages between 40 and 50%.

Example: 5% of districts in Texas had an Indicator 8 percentage of 60.
Two new questions were added this year to focus on parent satisfaction. The results indicate the percent that parents agree with the statement compared to the state result.
A new set of items were selected from an item bank developed by a federal Technical Assistance Center that was charged with creating an instrument for states to use to address Indicator 8. These items were piloted on thousands of parents of students with disabilities. The items all fit on a scale all related to facilitating parental involvement and are categorized by levels.
**Level 0**- parents at this level generally disagree with *ALL* items, far away from agreeing with items

**Level 1**- on the cusps between expressing *some disagreement* and *some agreement* with these items, not yet expressing a lot of agreement with level 2, 3 or 4

**Level 2**- these families are expressing *some agreement* with level 2 items

**Level 3**- only one item at this level of difficulty is given

**Level 4**- parents agree with *almost* every single item
1. Utilize the Turning Parent Survey Data into Action template as a guide to assist you in analyzing your Parent Survey data and developing action steps to target areas of improvement.

2. Hold these discussions with members of your team district-wide to gain a variety of input.

3. Reach out to Kimberly Baumgardner, ESC-20 Family Engagement Consultant for technical assistance support and training! (210) 370-5431 or Kimberly.Baumgardner@esc20.net
Positives (80%+):

- My concerns and recommendations are considered by ARD in development of the IEP.

- 14 and up: The school provides planning for life after high school.

- The school includes my child in the ARD meeting (for students age 14 and up).
Growth Areas (lowest 80%):

• I am considered an equal partner in planning my child’s IEP.

• The school communicates regularly with me regarding IEP progress and issues.

• Teachers understand my child’s needs.

• 14 and up: The school provides information on agencies.
What are parents expressing the most?

Communication

Important Information
What about the 2018-2019 parent survey?
How Can ESC-20 Help?
Parent Resources

www.esc20.net/parentresources

Share Parent Perusals Newsletter!
Sign up at www.esc20.net/parentresources

Webinar

STAFF Trainings
Effective Communication: Partnering with Parents

Date: January 17, 2019
Time: 8:30 a.m.—3:30 p.m.
Session #: 50811
Cost: $50

For more information contact:
Kimberly Baumgardner
Kimberly.Baumgardner@esc20.net
(210) 370-5431
TAPPestry is an annual conference that brings together Parents/Caregivers, Teachers, Administrators, and other Professionals that have or work with children with special needs.

ESC-20 TAPPestry Conference
Family • School • Community

REGISTER NOW!

KEYNOTE SPEAKER:
Jonathan Mooney

Education Service Center, Region 20 • 1314 Hines Avenue; San Antonio, TX 78208 • More information can be found at: www.esc20.net/tappestry
39 Breakout Sessions planned with most sessions repeating!

Jonathan Mooney, Keynote Speaker

Saturday February 16th
Registration is OPEN!

www.esc20.net/tappestry

- Register via PO#
- Register via Credit Card

$30 per individual
$40 per couple (must be connected to same child)

Newsletter with embedded links and flyer to download that you can share electronically!
I Need Your Help

Thank You!

Kimberly Baumgardner, M.Ed.
Family Engagement Specialist, ESC-20
National Board Certified Teacher
kimberly.baumgardner@esc20.net
(210) 370-5431