

OCTOBER 2021

Results of the 2020-21 Texas Parent Involvement Survey

For Region 10 Education Service Center

REPORT PROVIDED BY:

GIBSON

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Executive Summary

Brief Background and Purpose Statement

Under federal accountability requirements, states must annually report the percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means to improve services and results for children with disabilities (Indicator 8 of the State Performance Plan under the Individuals with Disabilities Education Improvement Act). To meet this requirement, and collect data to inform improvements at the district and state levels, Texas annually surveys a stratified random sample of parents of students receiving special education services.

In Texas, 2020-21 brought implementation of a new sampling approach and a shorter survey, which necessitated a new Indicator 8 calculation. Therefore, results from this school year are not comparable to prior school years and instead set a new baseline for the state.

The new survey was composed of two sets of items: 1) ten items developed by the National Center for Special Education Accountability and Monitoring; and 2) two items designed to capture parent satisfaction with student services and student progress. In 2020-21 Texas transitioned from an approach that includes a given district every six years to one that includes a given district every three years. This was an opportunity for the state to align the Indicator 8 survey with its Differentiated Monitoring and Support cyclical review schedule in an effort to increase the utility of data collected through surveys to inform local improvement efforts.¹ Following the successful online-only administration in 2019-20 due to the COVID-19 pandemic, all surveys were administered online or over the phone in 2021. We sent surveys to parents of approximately 85,000 students across 417 districts.

Response Rate and Sample Characteristics

- Parents submitted a total of 15,759 surveys for a response rate of 18.5% across the state — an increase of 1.2 percentage points from 2019-20.
- Response rates ranged by district from 0.0% (26 districts) to 96.7% (1 district). Most response rates at the district level were between 21% and 30% (118 districts).
- Comparing the characteristics of the responding sample to the characteristics of the state's population of students receiving special education services:
 - 66.6% of completed surveys were from parents of a male student, and male students made up 66.0% of the population of students receiving special education services.
 - The responding sample was somewhat over-representative of White students (+4.5 percentage points) and under-representative of Black/African American

¹Districts with more than 50,000 students are included every year.

students (-2.4 percentage points) and Hispanic students (-2.9 percentage points). All other race/ethnic subgroups were represented within one percentage point of their size in the population.

- The sample was somewhat over-representative of students with Autism (+3.1 percentage points) and under-representative of students with Learning Disabilities (-3.8 percentage points) — all other differences by subgroup were within two percentage points.

Key Findings

Indicator 8 Percentage

- The Texas Indicator 8 result for the 2020-21 school year was 73%. This reflects the percentage of parents whose mean across the ten Indicator 8 items was at or above 4.0 (on a scale of 1.0 to 6.0). Since the items used and the Indicator 8 calculation both changed this year, it is not comparable to prior Indicator 8 results.
- Across districts, Indicator 8 results ranged from 33.3% to 100%.² About half of districts had an Indicator 8 result between 67% and 82%.
- Across the 20 Education Service Centers, Indicator 8 results ranged from 66.5% to 83.1%.

Services and Student Progress

- Over 80% of parents surveyed reported that they were satisfied with their child's progress toward Individualized Education Plan goals (84.5%) and that they believe their child is receiving the special education services they need (82.7%).

²This calculation excludes districts with fewer than five responses.

Background and Project Context

Indicator 8 Requirements

In 1993, the 103rd U.S. Congress passed the Government Performance and Results Act (GPRA) requiring federal agencies to develop annual performance plans and program performance reports to measure progress towards program goals. When the Individuals with Disabilities Education Improvement Act (IDEA) was reauthorized in 2004, similar performance plan requirements were included for State Education Agencies.³ The Office of Special Education Programs (OSEP) created 20 Part B indicators to guide states in their implementation of IDEA and how they measure progress and performance. In 2014, OSEP modified the indicator system, combining some indicators and creating one new indicator. Indicator 8 requires that states measure the percentage of parents with a child receiving special education services who report that schools facilitate parent involvement as a means to improve services and results for children with disabilities.

In response to these requirements and as part of the Texas Continuous Improvement Process (TCIP), Texas has been surveying parents/guardians (hereafter referred to as only ‘parents’) of students receiving special education services to measure the extent to which parents perceive that schools support their involvement in their child’s education. Each state meets these requirements in different ways, with some surveying all parents, and others sampling parents to obtain a measure that reflects this performance target. States’ approaches to obtaining their Indicator 8 result vary in terms of the method used, the calculation of the Indicator, and whether they collect data from a sample or from the population. Among those using a survey approach, states vary in the type of questions asked and whether they use a nationally validated survey measure or a locally developed questionnaire.

History of the Texas Parent Survey

From 2005 to 2019, the Texas Education Agency (TEA) assigned responsibility for collecting and reporting Indicator 8 to Region 9 Education Service Center (ESC). In 2019, TEA assigned this responsibility to Region 10 ESC, which continues to be responsible for Indicator 8 data collection, analysis, and reporting. Both Regions 9 and 10 selected Gibson Consulting Group (Gibson) to field the survey, analyze the data, and support the state’s reporting needs. Gibson has been supporting this work since 2016.

With over 1,200 school districts and more than 600,000 students receiving special education services across the state, Texas does not survey every family every year.⁴ Instead, Texas uses a sample to obtain representative data from a rotating subset of districts and schools each year. Historically, Texas’ approved approach included surveying a sample of families

³<https://sites.ed.gov/idea/spp-apr/>.

⁴All Texas school districts are nested in one of 20 ESC regions.

from one-sixth of the state's districts each year (such that each district would be included in the survey every six years). Starting with the 2020-21 school year, Texas transitioned to a three-year cycle such that each district would be included in the survey every three years. (Under both the old and new approaches, districts with student enrollments larger than 50,000 are included every year.)

Under the new sampling approach, in the 2020-21 school year, Gibson invited over 85,000 families in one-third of the state's districts to participate (we provide more details about the sampling method in the Survey Design and Administration section). Parents of over 15,000 students responded. In addition to this statewide report, Gibson provides state-, district-, and ESC-level reports summarizing results at the local level, providing feedback to educators and special education administration. This report details the survey administration process, analyses conducted, and results for the 2020-21 school year.

Survey Design and Administration

History of Texas' Parent Involvement Survey and Indicator 8 Reporting

Texas' Parent Involvement survey has been through several iterations over the past two decades, though the Indicator 8 measure has been mostly constant during this period. In 2020-21, we implemented a new Indicator 8 calculation. Below, we describe the instrument's evolution, and the subsequent change to the calculation of Indicator 8.

Texas' Parent Involvement Survey was revised several times from 2003 to 2017, summarized in previously published reports.⁵ Beginning with the 2017-18 school year, Texas redesigned the survey, with the goals of improving the data that schools and districts receive and increasing the likelihood that results can inform improvements to family-school partnerships. For continuity purposes, the revised survey retained the seven items that Texas had historically used to calculate Indicator 8, and included new items from the National Center for Special Education Accountability and Monitoring (NCSEAM) (See Appendix A). The NCSEAM scale is a validated survey designed explicitly to measure Indicator 8 and includes items that reflect some of the specific ways in which schools can facilitate parent involvement.⁶ Including both the prior seven items and the NCSEAM items allowed our research team to calculate Indicator 8 in two ways: 1) the same way it had previously been calculated; and 2) using the new items. The survey remained in this format for three years (2017-18 through 2019-20).

In 2020-21, Texas removed the seven items historically used to calculate the Indicator, continuing with only the NCSEAM items. Further, TEA requested to shorten the length of the survey in an effort to reduce burden on parents and increase completion rates. In consultation with Dr. Elbaum,⁷ subject matter expert, Gibson abbreviated the NCSEAM scale into a 10-item version, and retained two other items from the prior instrument that were of interest to districts. The Indicator 8 result in 2020-21 is new, calculated using the abbreviated 10-item NCSEAM scale. We provide more details about the Indicator 8 calculation in the Data Analysis section. The full 2020-21 survey instrument is included in Appendix A.

⁵<https://www.spedtex.org/index.cfm/parent-involvement-survey-results/>.

⁶According to data reported in 2018 by the National and Regional Parent Technical Assistance Centers for Federal Fiscal Year 2016, 42% of 60 state entities (50 states, nine territories and the District of Columbia) used the NCSEAM or modified NCSEAM survey instrument to measure and report on Indicator 8. (<https://osep.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=33061>).

⁷Dr. Elbaum is a professor in the Department of Teaching and Learning at the University of Miami with extensive knowledge and expertise in the specific requirements of accountability indicators under IDEA. Following the reauthorization of IDEA in 2004, she served as a consultant to the OSEP-funded national technical assistance center that was tasked with developing a technically sound and user-friendly survey for states' use in collecting data to address Indicator 8 of the State Performance Plan.

Selecting the Survey Target Group

For the 2020-21 school year, Texas transitioned from a six-year sampling plan (where districts would survey a sample of its special education families once every six years) to a three-year sampling plan. This transition had two advantages. First, resetting the cycles allowed TEA to align the Parent Involvement survey to its existing Special Education Differentiated Monitoring and Support cyclical reviews. By design, districts will now participate in the Indicator 8 survey two years before a cyclical review (receiving results one year prior to that review), and one year following. Second, being on a three-year cycle allows school districts to receive parent input and feedback on a more regular schedule.

To align the Parent Involvement survey cycles to the Continuous Monitoring and Support cycles, Gibson first selected the sets of districts scheduled for monitoring site visits in 2022-23 — one year after results from this year’s survey would become available — and those that were reviewed in the prior school year (2019-20). Second, we added any district serving over 50,000 students, and not already in the list of included districts. Together, these 417 districts formed the 2020-21 Parent Involvement survey target group.

From those districts, Gibson selected a stratified random sample of students receiving special education services whose parents would receive an invitation to complete a survey. In crafting the student sample, we had two objectives: 1) obtain a representative Indicator 8 result statewide; and 2) collect five or more surveys from each included district to maximize the likelihood that districts would receive results reports.⁸ These two objectives can compete with each other, as increasing the sample in Texas’ many small districts can shift the demographics of the statewide sample to be non-representative of statewide population parameters. To offset that disproportionality, we included a higher proportion of students in larger districts. A complete description of the sampling rules are presented in Appendix B.

Executing this sample design resulted in the selection of 85,254 students from 3,172 campuses for the 2020-21 school year. 47.2% of these students were enrolled in 20 of the state’s largest districts (and from 1,233 campuses), while 52.8% were enrolled in 397 of the state’s smaller districts (and from 1,939 campuses).

Survey Fielding

Given the relative success of the online-only survey administration in the wake of school closures resulting from the COVID-19 pandemic in 2020, TEA decided to continue with an online-only survey administration for the 2020-21 school year. This ensured that schools holding remote-only instruction could participate equally with those that were offering in-person instruction as the pandemic persisted into the 2020-21 school year.

To accommodate an online-only survey administration, Gibson offered school districts two

⁸Results are only reported back to a district if at least five responses are submitted.

options: 1) they could distribute invitations to selected families themselves (via email or text message); or 2) they could send Gibson a list of email addresses and/or phone numbers for selected families and Gibson would send the invitations directly. Through an online portal created specifically for this process, Gibson provided a host of materials to districts, including templates that districts could use to disseminate email or text invitations, a Frequently Asked Questions document, flyers to advertise the survey opportunity, posts appropriate for various social media outlets, etc. The portal also hosted a live response rate dashboard so that districts could monitor responses in their district in real-time to help inform follow-up efforts to increase family participation. Gibson also sent districts a secure link to obtain the list of selected students along with each students' PIN,⁹ Gibson offered extensive support to districts in the dissemination of materials and also created a support line that families could use to answer survey questions over the phone. All materials Gibson provided included both English and Spanish instructions for families.

Ultimately, Gibson distributed survey invitations to 44,949 families in 201 districts, while school districts themselves distributed invitations to 40,305 families in 216 districts. All invitations (whether distributed as email, text, or through a flyer) directed families to an online survey hosted on Qualtrics which was available in English, Spanish, Vietnamese, French, and Chinese. Gibson asked districts to send all invitations by late April 2021 and to send several reminders during the following weeks.

Follow-Up to Increase Response Rates

To help engage districts and facilitate survey administration, we worked closely with a "district liaison" throughout the survey fielding process. We offered an instructional webinar in advance of the survey launch, which was recorded and hosted by SPEDTex, the Special Education Information Center for Texas. We engaged in extensive follow-up activities with liaisons at the 417 included districts throughout the survey fielding window, encouraging them to use the response rate dashboard to inform continued outreach. Throughout the survey window the Gibson team reached out directly to all 417 districts, through both phone and email, offering support, highlighting their real-time response rate (in the event that they were not using the dashboard) inquiring about how to help, and continuing to offer to send the invitations directly. We leaned on ESC Special Education Directors to help encourage and support the included districts in their regions. We also made phone calls directly to families for districts asking for survey fielding support. The timeframe for survey fielding was from mid-April to the end of May 2021.

⁹ Respondents were required to enter a PIN to complete each survey — this enabled us to link a respondent to their child and helped protect against multiple submissions for the same student. Parents with multiple children receiving special education services could have received more than one survey invitation, each with its own PIN, and could answer each one about their experiences with that child.

Response Rates

Parents of 15,759 students receiving special education services submitted a survey response, for a response rate of 18.5%. This was an increase of 1.2 percentage points from the prior year’s response rate.

At least one parent submitted a survey from 391 of 417 included school districts (Figure 1 and Table 1). The most common district-level response rate across the state was between 21% and 30%, with 118 of 417 districts achieving a response rate in that range.

Figure 1: Percent of parents responding across all school districts

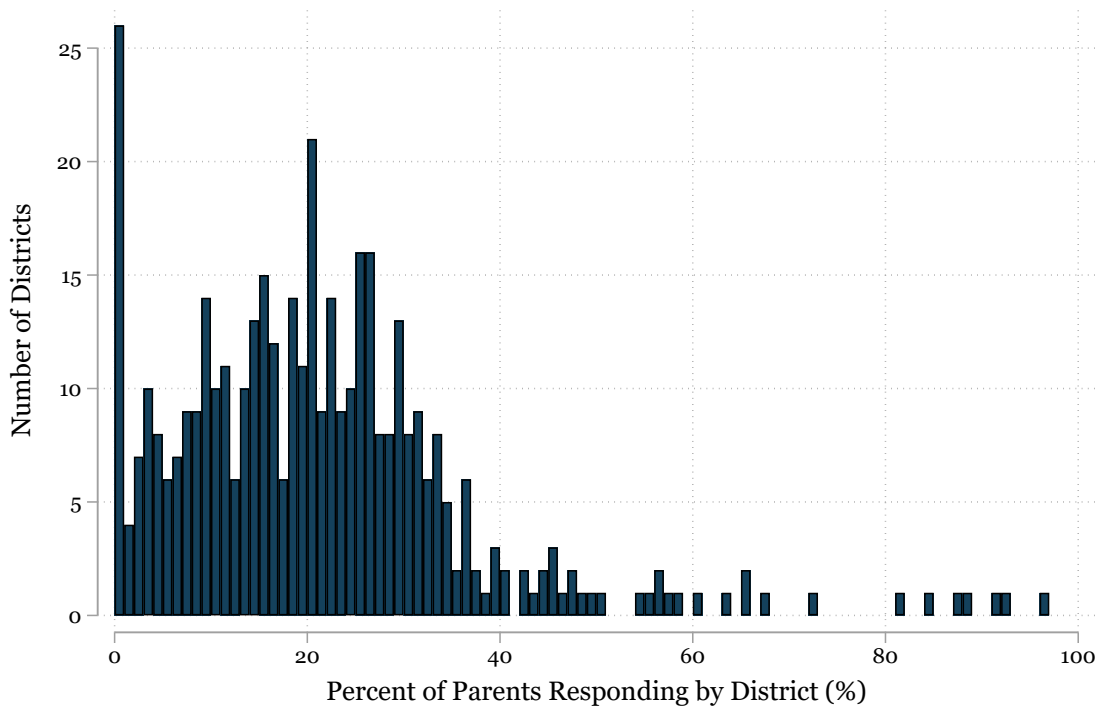


Table 1: Frequency of different ranges of district-level response rates

Response Rate Ranges	N	%
Districts with no completed surveys	26	6.6%
Between 1% and 10%	75	19.2%
Between 10% and 20%	117	29.9%
Between 20% and 30%	118	30.2%
Between 30% and 40%	47	12.0%
Greater than 40%	34	8.7%

Data Analysis and Preparation

Data Cleaning and Data Diagnostics

Once the data collection window closed, we exported all responses from the online survey platform to begin analyses. As a first step in the data cleaning process, the research team explored the potential incidence of duplicate survey submissions for the same student. Given the need for a PIN code, duplicates were rare, and could only occur if a survey was initiated on multiple devices (but not submitted) for the same child.¹⁰ This occurred for 136 students accounting for 275 surveys. In these instances, analysts retained the survey with the most completed items for a given student and dropped any others. If the multiple submissions were similarly complete, the analyst kept the survey with the most recent completion date. Following these rules, we deleted 139 duplicates for the 136 students with more than one completed survey.

Among the remaining 15,759 completed surveys, we examined the completeness of survey responses. Of the 15,759 returned surveys, almost all were complete — 97.3% were missing answers to fewer than two questions.

Next, we explored outlier and extreme response patterns. Extreme disagreement (answering “very strongly disagree” to all survey items) was rare: 2% very strongly disagreed with all statements. Extreme agreement (answering “very strongly agree” to all survey items) was more common, with approximately 14% very strongly agreeing with all statements. These patterns were consistent with previous years’ response patterns.

Analysts also examined survey duration — the amount of time between beginning and submitting a response. While this measure includes error due to some respondents beginning a survey and then leaving it open on their device and returning later, extremely short duration, in combination with patterns of response, can suggest nonsense submissions. The median completion time was 3.3 minutes¹¹ — responses of two minutes or less comprised 16.7% of total submissions.

We conducted additional diagnostics to explore the possibility of biased or otherwise invalid completions. For example, in an effort to be compliant with the state’s instructions to obtain more responses, some districts may have directly called parents and recorded their responses over the phone. Under these conditions parents may have provided more favorable responses than they might have otherwise. Or, district personnel may have completed surveys on behalf of parents to increase response rates. These responses could artificially inflate statewide results. We used metadata (e.g., IP addresses, operating system, time stamp) to look for specific patterns — such as multiple surveys completed on the same device with

¹⁰Once a survey was submitted, it was not possible to start another for the same student.

¹¹The median value is reported because the mean is skewed upward by very long (i.e., many hours) durations.

consecutive time stamps, along with other unusual characteristics (such as extreme patterns of response or extremely short durations). For the most part, these types of patterns were rare. We flagged less than 2% of submitted surveys as consistent with being completed over the phone by a district representative (i.e., multiple surveys completed from the same IP address, with consecutive time stamps and sufficient duration to have been asking questions and recording responses). We flagged another 310 (2%) consistent with a single individual completing surveys in place of parents (i.e., same IP address, four or more consecutive time stamps, extremely short duration). We retained all submitted responses in our final analysis in part because these diagnostics cannot confirm that any of these submissions were actually invalid or overly positive, and because of the rare occurrence of such patterns. Ultimately, this diagnostic lends some assurance that the vast majority of submitted surveys are indeed from parents or families as intended.

Representativeness of Responding Sample

A sampling approach allows estimation of a measure from a smaller group of individuals than would be required by collecting the same information from the population (e.g., we can obtain a reliable estimate of the average height of a human by measuring a few thousand humans rather than the population of a few billion humans). However, if the sample is not representative of the population in one way or another (e.g., if we only measure female humans), our resulting estimate may be inaccurate.

Comparing known characteristics of the responding sample to its population is an important step in understanding the reliability of the estimate. In the above example, comparing gender of the sample (100% female) to gender of the population (50% female) immediately exposes a problem. The average height resulting from measuring only women will certainly misrepresent the average height of all humans. The more comparable the sample is to the population, the more confident we can be in the representativeness of the resulting sample estimate.

For Indicator 8 we examine the characteristics of the sample of survey respondents to the characteristics of all students in Texas receiving special education services using characteristics for which we have data from the population (Table 2). The gender composition of the sample mirrored the gender composition of the state's population (66.6% male in the survey respondent sample and 66.0% male in the population).

Looking at the race/ethnicity of the survey sample, White students' families were somewhat over-represented (27.4% of the state's students receiving special education services compared to 31.9% in the survey sample) while Black/African American and Hispanic students were somewhat under-represented (15.1% and 51.9% in the state, compared to 12.7% and 49.0% in the survey sample, respectively) (Table 2).

Table 2: Comparison of race/ethnicity of students receiving special education services in responding sample and statewide

Race/Ethnicity	State (%)	Responding Sample (%)	Over/Under Representation
American Indian/Alaska Native	0.4 %	0.3%	-0.0
Asian	2.4 %	3.2%	0.8
Black/African American	15.1 %	12.7%	-2.4
Hispanic/Latino	51.9 %	49.0%	-2.9
Native Hawaiian/Other Pacific	0.1 %	0.1%	-0.0
Two/More Races	2.7 %	2.8%	0.1
White	27.4 %	31.9%	4.5

Exploring the composition of the survey sample as characterized by primary disability, families of students with Learning Disabilities were somewhat under-represented in the responding sample (by almost four percentage points) and families of children with Autism were somewhat over-represented (by three percentage points). All other disability types were represented within one percentage point of their prevalence in the population.

Table 3: Comparison of primary disability/exceptionality of students receiving special education services in responding sample and statewide

Primary Exceptionality/ Disability ¹²	State (%)	Responding Sample (%)	Over/Under Representation
Orthopedic Impairment	0.5%	0.7%	0.2
Auditory Impairment	1.1%	1.1%	-0.0
Visual Impairment	0.6%	0.7%	0.1
Deaf and Blind	0.0%	0.0%	-0.0
Intellectual Disability	10.6%	9.2%	-1.4
Emotional Disturbance	6.2%	5.5%	-0.7
Learning Disability	31.5%	27.7%	-3.8
Speech Impairment	19.8%	20.9%	1.1
Autism	14.4%	17.5%	3.1
Traumatic Brain Injury	0.2%	0.2%	0.1
Other Health Impairment	13.9%	14.7%	0.8

Across all surveys, 12.5% were completed in Spanish and the remaining 87.4% were completed in English. This represents a decrease in the proportion of surveys completed in Spanish from prior years (16.5% in 2017, 16.1% in 2018, 16.7% in 2019, and 13.1% in 2020). Among other variables, this decrease may be partially attributable to the shift to an exclusively online survey administration.

¹²Statewide percentages did not include one category included in the student-level data, Noncategorical Early Childhood, and did include a multiple disabilities category which is not included as a separate exceptionality in the student-level data. Both are excluded from this table since a comparison was not possible, and therefore percentages do not sum to 100%. The respective percentages were 1.23% and 1.41%.

Calculating Indicator 8 Result

To calculate Indicator 8 using the new NCSEAM questions, we first calculated each respondent's mean score across each of the 10 NCSEAM items using 1=Very Strongly Disagree, 2=Strongly Disagree, 3=Disagree, 4=Agree, 5=Strongly Agree, and 6=Very Strongly Agree. Higher average scores represent higher agreement or more positivity across the survey items. Average scores can range from 1.0 (very strongly disagree across all items) to 6.0 (very strongly agree across all items).

Second, to convert average parent scores to an Indicator 8 result (the percent of parents who agree that schools facilitated parent involvement) the state must set a cutoff for what is considered a satisfactory level of agreement. Texas set this threshold for the 2020-21 school year at an average response score across all 10 items of 4.0 (agree) or higher. The percentage of parents with an average score at or above 4.0 is the Indicator 8 result. We can then apply that threshold across the state for the statewide Indicator, and for each district or ESC (the percent of parents within a district or ESC with an average score at or above 4.0).

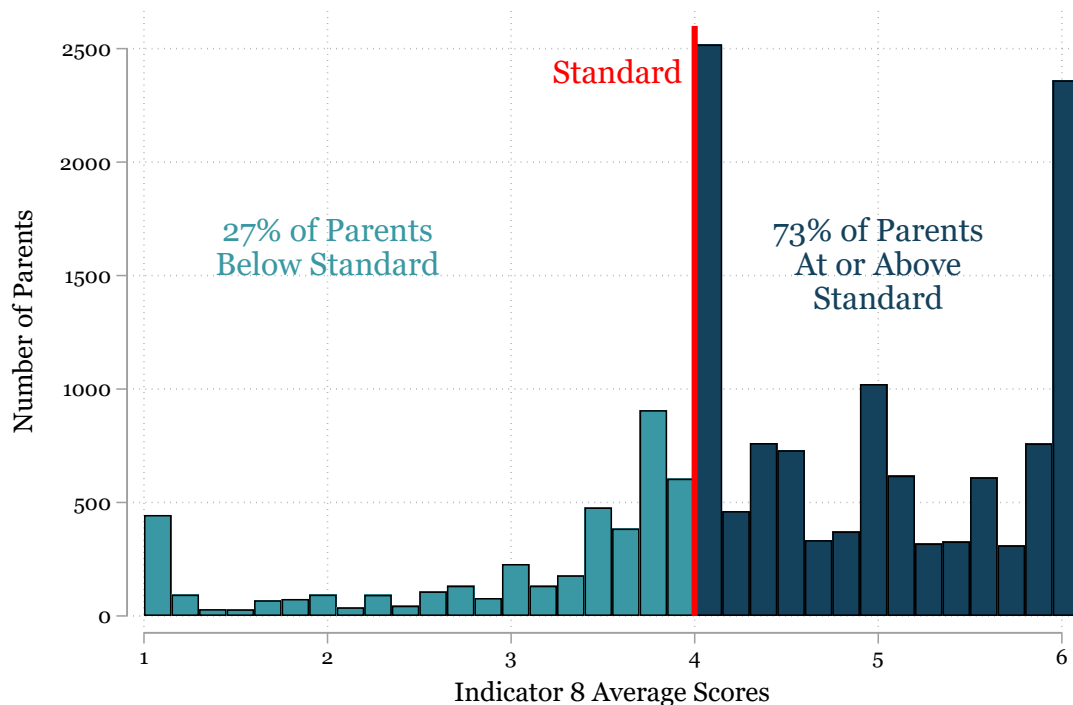
Results

First we present Indicator 8 results which are followed by results from the two questions about services and student progress not included in Indicator 8.

Indicator 8 Results

Using the state standard of 4.0 or higher, the Indicator 8 result for Texas for the 2020-21 school year was 73%, meaning that 73% percent of parents had a mean score at or above 4.0, and therefore count as having agreed that their child’s school facilitated parent involvement as a means to improve services for their child.¹³ Figure 2 shows the distribution of parents’ mean scores across the 10 items, which ranged from 1.0 (2.4% of parents) to 6.0 (15.0% of parents).

Figure 2: Distribution of Indicator 8 percentage



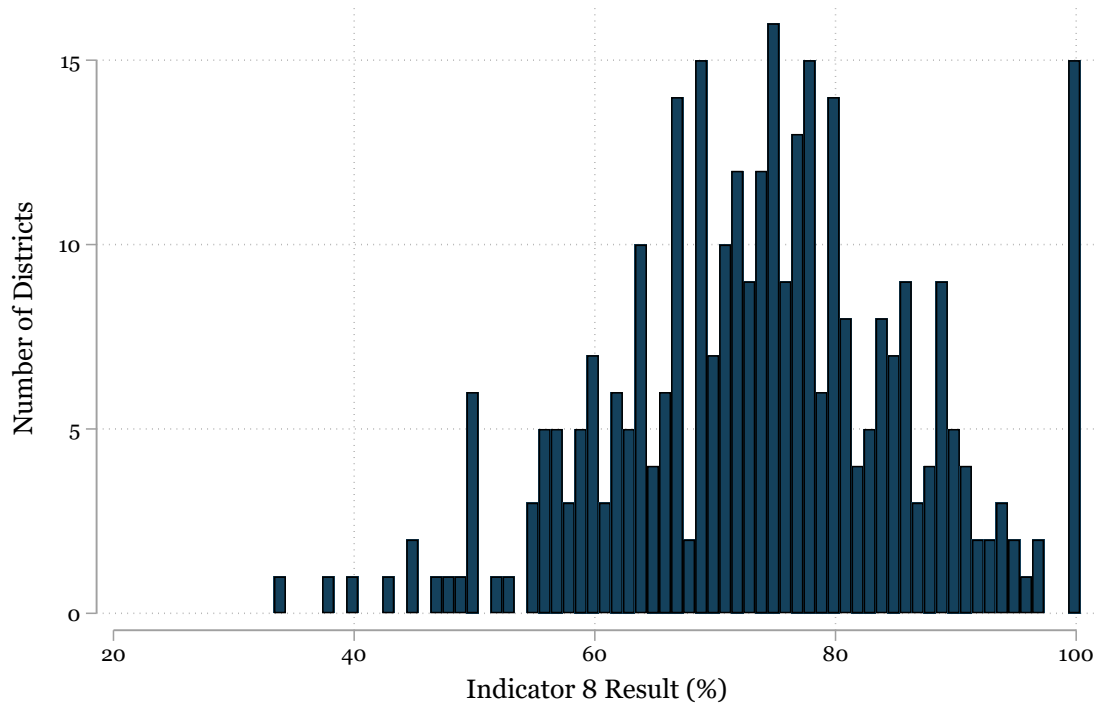
When calculating Indicator 8 at the district level, only districts with five or more parent responses are included.¹⁴ Among the 326 districts with five or more responses, district-level

¹³If we used a more stringent inclusion criteria and dropped responses flagged as potentially suspicious, the statewide result would be 72%, one percentage point lower. Because we could not determine with certainty whether these entries were or were not valid, we include all responses in official statewide results.

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

results ranged from 33.3% (in one district) to 100.0% (in 15 districts), with a district-level average of 74.2%

Figure 3: Distribution of district-level Indicator 8 results



Roughly half of districts (51%) had Indicator 8 percentages between 67% and 82% (Figure 3).

Indicator 8 Results, by Student Characteristics

We further examined Indicator 8 results by student subgroup to explore whether parent perceptions were similar or different across subgroups of students with different characteristics. We provide 95% confidence intervals (CIs) around the estimated percentages to help convey the level of certainty around the subgroup estimate. This range is the range of values we would obtain if we pulled many different samples and conducted the survey over and over again. Estimates from smaller groups tend to have more uncertainty than estimates from larger groups, and so the range of plausible values for a given subgroup will be wider for small groups and narrower for larger groups. For example, while Indicator 8 for this group of responding parents of Asian students (a small group) was 77.6%, if we pulled 100 different samples and repeated the survey, the result would likely be between 73.9% and 81.2% every time - a range of about 7 percentage points. For families of Hispanic students (a large group), likely Indicator 8 values across many samples ranges from 73.6% to 75.5%, a range of only about 2 percentage points.

Table 4 illustrates that across race/ethnicity, Indicator 8 percentages ranged from 69% to 78%. More parents of Asian and Hispanic students were satisfied that their child's school facilitated parent involvement (77.6% and 74.6%, respectively). In contrast, fewer Black students' parents were satisfied (68.9%).

Table 4: Indicator 8 results, by race/ethnicity

Race/Ethnicity ¹⁵	N	Indicator 8 Percentage	Confidence Intervals (CIs)
American Indian/Alaska Native	55	76.4%	65.0%-87.7%
Asian	499	77.6%	73.9%-81.2%
Black/African American	1,999	68.9%	66.9%-71.0%
Hispanic/Latino	7,725	74.6%	73.6%-75.5%
Two/More Races	438	72.1%	67.9%-76.3%
White	5,024	71.9%	70.6%-73.1%

Indicator 8 percentages for parents of students with and without economic disadvantage were similar, as shown in Table 5.

Table 5: Indicator 8 results, by economic disadvantaged status

Economic Disadvantage	N	Indicator 8 Percentage	Confidence Intervals (CIs)
Not Economically Disadvantaged	6,198	72.1%	71.0%-73.2%
Disadvantaged	9,557	73.7%	72.8%-74.5%

As shown in Table 6, across grade levels Indicator 8 results were higher among elementary families and those whose students attend schools with grade bands that cross over these categories (approximately 76% for both groups). Indicator 8 results were lower among high school families (68%).

Table 6: Indicator 8 results, by grade level

Grade Level	N	Indicator 8 Percentage	Confidence Intervals (CIs)
Elementary	8,213	75.7%	74.8%-76.6%
Middle	2,903	69.4%	67.7%-71.1%
High	3,169	67.9%	66.3%-69.6%
Other	1,470	76.4%	74.2%-78.6%

Student Services and Progress Results

When asked about their overall satisfaction, 84.5% of responding parents were satisfied with their child's progress toward IEP goals (that is, they responded "agree" or higher). Approximately 83% of parents believe their child is receiving the special education services that s/he needs. Tables 7 and 8 show parent responses by race/ethnicity, the characteristic with the most variation in results across subgroups. Across the board responses to these two questions were positive with most parents agreeing to both items, though lower percentages

¹⁵ Hawaiian/Pacific Islander and American Indian/Alaskan Native categories were excluded as there were too few responses for a reliable measure.

of Black/African American parents agreed for both compared to other student subgroups.

Table 7: Student progress results, by race/ethnicity

Race/Ethnicity ¹⁶	N	Student Progress Percentage	Confidence Intervals (CIs)
American Indian/Alaska Native	54	79.6%	68.8%-90.5%
Asian	495	86.9%	83.9%-89.8%
Black/African American	1,970	81.9%	80.2%-83.6%
Hispanic/Latino	7,545	85.7%	84.9%-86.5%
Two/More Races	435	83.4%	80.0%-86.9%
White	4,985	83.7%	82.6%-84.7%

Table 8: Student services results, by race/ethnicity

Race/Ethnicity ¹⁷	N	Student Services Percentage	Confidence Intervals (CIs)
American Indian/Alaska Native	53	81.1%	70.5%-91.8%
Asian	492	86.6%	83.6%-89.6%
Black/African American	1,972	79.9%	78.2%-81.7%
Hispanic/Latino	7,545	84.1%	83.3%-85.0%
Two/More Races	437	80.8%	77.1%-84.5%
White	4,988	81.5%	80.4%-82.6%

¹⁶ The Hawaiian/Pacific Islander category was excluded as there were too few responses for a reliable measure.

¹⁷ The Hawaiian/Pacific Islander category was excluded as there were too few responses for a reliable measure.

Discussion and Suggestions

Results from the 2020-21 administration of the Parent Involvement Survey in Texas showed that, on the whole, parents of students receiving special education services responded positively to survey items. The majority of responding parents agreed that their child's school facilitates parent involvement as measured by the Indicator 8 survey items. Indicator 8 results were highest among elementary families (and those whose school included mixed grade bands) and Asian families and lowest among families of high school students and Black/African American students. Most responding parents were satisfied with their child's progress toward IEP goals and believed that their child received the services they need.

With 2020-21 marking the first implementation of a new sampling approach, a shorter survey, and necessitating a new Indicator 8 calculation, results from this school year are not comparable to prior school years and instead set a new baseline for the state.

To assist schools and districts in their improvement efforts, the Gibson research team has developed Indicator 8 results reports for each district that participated and for every ESC in the state. Each school district can use their results to recognize and share successes and to inform improvement efforts in areas where needed.

Appendix A: Survey Instrument

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

	Very Strongly Disagree (1)	Strongly Disagree (2)	Disagree (3)	Agree (4)	Strongly Agree (5)	Very Strongly Agree (6)
I was given information about organizations that offer support for parents of students receiving special education services.						
Someone at my child's school made sure that I fully understood my rights under special education law (the Individuals with Disabilities Education Act).						
School staff make me feel comfortable asking questions and expressing concerns.						
My child's school:						
-Offers parents support or information if they need help understanding the curriculum being taught to their child.						
-Invites parents to give input on how school staff can increase parent involvement.						
-Explains what options parents have if they disagree with a decision of the school.						
I feel I can disagree with my child's special education program or services without negative consequences for me or my child.						
At the ARD meeting, we considered: - accommodations and modifications that my child would need.						
- options for the services my child will receive.						
There was enough time at the ARD meeting for us to discuss all aspects of my child's program and needs.						
Overall, I am satisfied with my child's progress toward his/her IEP goals.						
Overall, I believe that my child is receiving the special education services that s/he needs.						

Appendix B: Selecting the Survey Sample

We designed the student-level sampling plan to meet two objectives. The first objective was to obtain a reliable and valid Indicator 8 estimate from the survey sample that is representative of the state's population of students receiving special education services. The second objective is to provide useful results back to districts. These two objectives can compete with each other. To maximize the likelihood that small districts get feedback (five or more parents must respond) we must include more parents in small districts than would otherwise be needed for the statewide sample. If many parents respond in all of Texas' numerous small districts, the statewide sample will demographically become unrepresentative at the statewide level since the demographics of small, often rural, districts are quite different from the demographics of large, often urban, districts in Texas. Our research team chose to prioritize the importance of providing feedback to as many districts as possible and therefore sampled more students than otherwise necessary in small districts. To offset the resulting disproportionality, we sampled higher proportions of students in larger districts. Below we outline the complete set of sampling rules used to create the 2020-21 student sample:

1. Campus inclusion rules: Campuses from included districts were sampled by grade span category (e.g., Elementary, Middle, High, or Other grade span groups). We included 60 percent of campuses, over a one campus minimum, for each grade span category in a district.
2. Student inclusion rules: Students within the campuses sampled were randomly selected. We selected a minimum of 25 percent of students from each included campus.
3. To ensure that each district had at least 100 students selected (to maximize the potential for at least five responses), we used the following rules.
 - If a district had 100 or fewer students receiving special education services, we included all students.
 - If a district had more than 100 students receiving special education services but 100 or fewer students sampled, we sampled additional campuses, one at a time, until 100 students were included or all campuses were included.
 - If a district had more than 100 students receiving special education services and all campuses were included but 100 or fewer students were included, we sampled additional students from the included campuses until 100 students were included.

To adjust the minimum number of students selected from small districts (again to increase the likelihood that small districts would have a sufficient number of responses to generate a results report), we sampled a higher proportion of students at each campus depending on the total number of students receiving services in each district.

- We sampled an additional five percent of students receiving services in districts serving between 2,001 and 5,000 students.

- We sampled an additional 10 percent of students receiving services in districts serving between 5,001 and 10,000 students.
- We sampled an additional 15 percent of students receiving services in districts serving more than 10,000 students.

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About Gibson

Gibson's mission is to better the lives of students by providing exemplary educational consulting and research services that make educational systems more efficient and effective.

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