October 2022

Results of the 2021-22 Texas Parent Involvement Survey

For Region 10 Education Service Center

Report provided by:

GIBSON

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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, the 2020-21 school year brought implementation of a new sampling approach and a shorter survey, which necessitated a new Indicator 8 calculation. The 2021-22 school year, which forms the basis for this report, represents the second year of survey fielding, analysis, and results calculation based upon the revised sampling approach and survey instrument.

The Indicator 8 survey is 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. The research team at Gibson sent survey invitations to parents of approximately 90,000 students across 411 districts. All surveys were completed online or over the phone. Results from the 2021-22 school year are directly comparable to results from the 2020-21 school year, but not to results from prior years.

Response Rate and Sample Characteristics

- Parents submitted a total of 18,592 surveys for a response rate of 20.6% across the state — an increase of 2.1 percentage points from 2020-21.
- 29.5% of districts achieved a response rate between 10-20%; while another 29.7% of districts achieved a response rate between 20-30%. As such, a majority of districts (almost 60%) had a response rate between 10% and 30%.
- Comparing the characteristics of the responding sample to the characteristics of the state's population of students receiving special education services:
  - 66.7% of completed surveys were from parents of a male student, and male students made up 65.6% of the population of students receiving special education services.
  - The responding sample was somewhat over-representative of White students (+2.8 percentage points) and under-representative of Hispanic students (-3.0 percentage points). All other racial/ethnic subgroups were represented within two percentage points of their size in the population.
  - The sample was somewhat over-representative of students with Autism (+3.5 percentage points) and under-representative of students with Learning Disabilities (-3.2 percentage points) — all other differences by subgroup were within two percentage points.

Key Findings

Indicator 8 Percentage

- The Texas Indicator 8 result for the 2021-22 school year was 69.5%. 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). This compares to 73.0% from the 2020-21 school year and represents a decrease of 3.5 percentage points.
- Across local education agencies (LEAs), Indicator 8 results ranged from 28.6% to 100.0%.[1] About half of districts had an Indicator 8 result between 62.5% and 81.0%.
- Across the 20 Education Service Centers, Indicator 8 results ranged from 63.8% to 79.5%.

Services and Student Progress

- Over 80% of parents surveyed reported that they were satisfied with their child's progress toward Individualized Education Plan goals (82.8%) and that they believe their child is receiving the special education services they need (80.9%).

[1] This 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.[2] 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 collectively as '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 the Region 9 Education Service Center (ESC). In 2019, TEA assigned this responsibility to the 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 to field the survey, analyze the data, and support the state's reporting needs. We (Gibson) have 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.[3] 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 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.)

For the 2021-22 school year, we invited over 90,000 families in one-third of the state's districts to participate (we provide more details about the sampling method in the Survey Design and Admin-

[2] https://sites.ed.gov/idea/spp-apr/.
[3] All Texas school districts are nested in one of 20 ESC regions.

istration section). Parents of over 18,000 students responded. In addition to this statewide report, we provide 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 2021-22 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.[4] 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 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.[5] 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,[6] subject matter expert, we 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 new Indicator 8 result calculated using the abbreviated 10-item NCSEAM scale was first reported in 2020-21. This year is the second year with the new measure and presents the first opportunity to track change in the measure under the same conditions. We provide more details about the Indicator 8 calculation in the Data Analysis section. The full 2021-22 survey instrument is included in Appendix A.

Selecting the Survey Target Group

Districts included in this year's survey were those that were scheduled for Continuous Monitoring and Support site visits in 2019-20 – one year after results from this survey become available – and those that were reviewed in 2020-21. We next added any district serving over 50,000 students, and not already in the list of included districts, for a total of 411 participating districts.

[4] https://www.spedtex.org/index.cfm/parent-involvement-survey-results/.

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

[6] Dr. 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.

From those districts, we selected a stratified random sample of students receiving special education services, with the aim of sending their parents 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.[7] 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.

Using this sampling strategy, we selected 90,119 students from 3,209 campuses for the 2021-22 school year. 46.3% of these students were enrolled in 20 of the state's largest districts (and from 1,232 campuses), while 53.7% were enrolled in 391 of the state's smaller districts (and from 1,977 campuses).

Survey Fielding

To accommodate an online-only survey administration, we offered school districts two options: 1) they could distribute invitations to selected families themselves (via email or text message); or 2) they could send us a list of email addresses and/or phone numbers for selected families and we would send the invitations directly. Through an online portal created specifically for this process, we 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. We also sent districts a secure link to obtain the list of selected students along with each students' PIN,[8] We 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 we provided included both English and Spanish instructions for families.

We distributed survey invitations to approximately 61,000 families in 275 districts, while school districts themselves distributed invitations to approximately 29,000 families in 136 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. We asked districts to send all invitations by late April 2022 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 411 included districts

[7] Results are only reported back to a district if at least five responses are submitted.

[8] 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.

throughout the survey fielding window, encouraging them to use the response rate dashboard to inform continued outreach. Throughout the survey window we reached out directly to all 411 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 asked 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 2022.

Response Rates

Parents of 18,592 students receiving special education services submitted a survey response, for a response rate of 20.6%. This was an increase of 2.1 percentage points from the prior year's response rate.

At least one parent submitted a survey from 397 of 411 included school districts (Figure 1 and Table 1). Most districts in the state achieved a response rate between 10% and 30%, with 59.2% of all participating districts in this range. Another 25.9% achieved response rates higher than 30%.

Figure 1: Percent of parents responding across all school districts

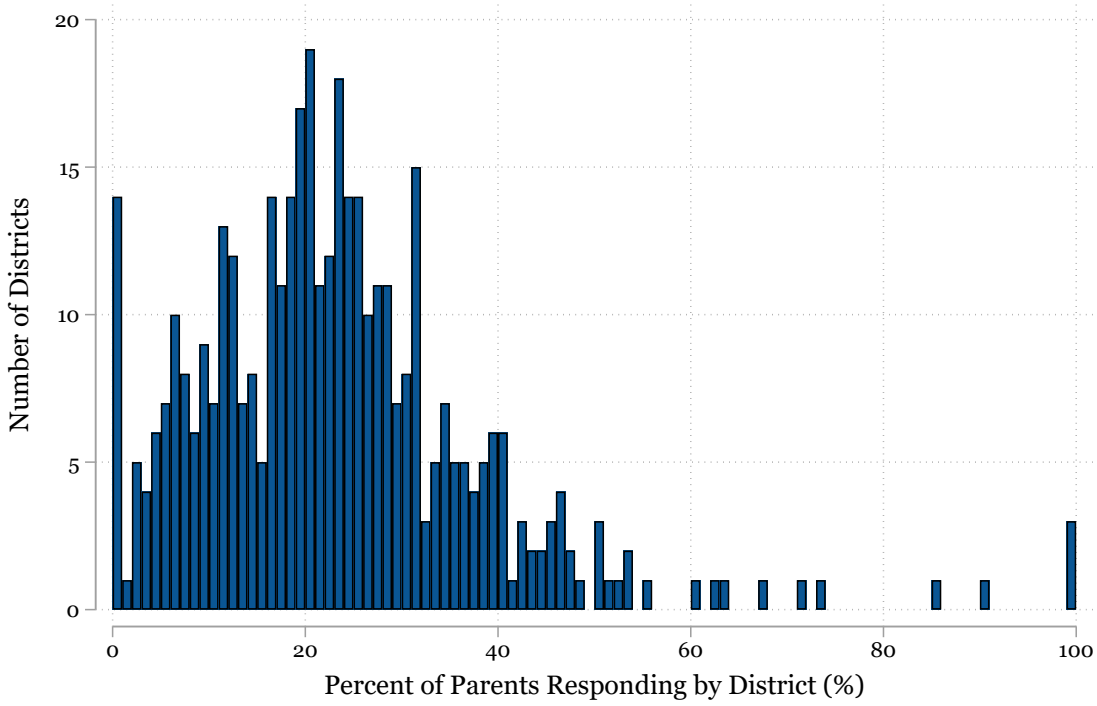


Table 1: Frequency of different ranges of district-level response rates

Response Rate Ranges	N	%
Districts with no completed surveys	14	3.5%
Between 1% and 10%	59	14.9%
Between 10% and 20%	117	29.5%
Between 20% and 30%	118	29.7%
Between 30% and 40%	66	16.6%
Greater than 40%	37	9.3%

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.[9] This occurred for 194 students accounting for 389 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 195 duplicates for the 194 students with more than one completed survey.

Among the remaining 18,592 completed surveys, we examined the completeness of survey responses. Almost all were complete — 97.9% 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 12% 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 3.0 minutes[10] — responses of two minutes or less comprised 22.9% 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, staff may have completed surveys on behalf of parents, albeit with good intentions. This could have artificially inflated 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 consecutive time stamps, along with other unusual characteristics (such as extreme response patterns or extremely short durations). For the most part, these types of patterns were rare. We flagged 652 (3%) consistent with a single individual completing surveys in place of parents (i.e., same IP address, multiple consecutive time stamps, extremely short duration). In some school districts, the number of surveys with this suspicious pattern represented a considerable proportion of returned surveys. (In seven districts the percentage of completed surveys exceeded 40% and was as high as 97% in one district.) We forwarded these cases to TEA for review. TEA determined that 592 of these survey responses from 13 school districts should be excluded from the statewide indicator and from district-level reports. These responses were not used in any of the calculations found in this report. We are exploring ways to mitigate this issue for future survey efforts.

[9] Once a survey was submitted, it was not possible to start another for the same student.
[10] The median value is reported because the mean is skewed upward by very long (i.e., many hours) durations.

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 compared to the characteristics of all students in Texas receiving special education services using those 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 (66.7% male in the survey respondent sample and 65.6% male in the population).

Looking at the race/ethnicity of the survey sample, White and Asian students' families were somewhat over-represented (27.4% and 2.4% of the state's students receiving special education services compared to 30.2% and 3.6% in the survey sample, respectively) while Black/African American and Hispanic students were somewhat under-represented (15.1% and 51.7% in the state, compared to 14.1% and 48.8% 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 %	3.6%	1.2
Black/African American	15.1 %	14.1%	-1.0
Hispanic/Latino	51.7 %	48.8%	-3.0
Native Hawaiian/Other Pacific	0.1 %	0.1%	0.0
Two/More Races	2.9 %	2.9%	-0.0
White	27.4 %	30.2%	2.8

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 more than three percentage points) and families of children with Autism were somewhat over-represented (by three percentage points). All other disability types were represented within two percentage points 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[11]	State (%)	Responding Sample (%)	Over/Under Representation
Orthopedic Impairment	0.5%	0.5%	0.0
Auditory Impairment	1.1%	1.2%	0.0
Visual Impairment	0.5%	0.7%	0.1
Deaf and Blind	0.0%	0.1%	0.0
Intellectual Disability (ID)	10.5%	9.0%	-1.5
Emotional Disturbance	6.0%	5.4%	-0.6
Learning Disability	32.2%	29.0%	-3.2
Speech Impairment	19.3%	19.7%	0.4
Autism	15.1%	18.7%	3.5
Traumatic Brain Injury	0.2%	0.1%	-0.0
Other Health Impairment	13.6%	14.0%	0.5

Across all surveys, 12.2% were completed in Spanish and the remaining 87.7% were completed in English. This represents a continued decline in the proportion of surveys completed in Spanish over time (16.5% in 2017, 16.1% in 2018, 16.7% in 2019, 13.1% in 2020, and 12.5% in 2021). This continued decrease is concerning, given the state's steadily increasing numbers of English learner students.[12] Though the reason for this decreasing rate of Spanish-language completions is unknown, it may be due in part to migrating to an exclusively online survey in 2020. Future years of survey fielding must attempt to improve representation among families who prefer to complete the survey in Spanish.

Calculating Indicator 8 Result

To calculate Indicator 8, 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 and continued using this threshold for 2021-22. 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).

[11] Statewide 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 1.41% and 0.98%.

[12] National Center for Education Statistics, 2021 (https://nces.ed.gov/programs/digest/d21/tables/dt21_204.20.asp).

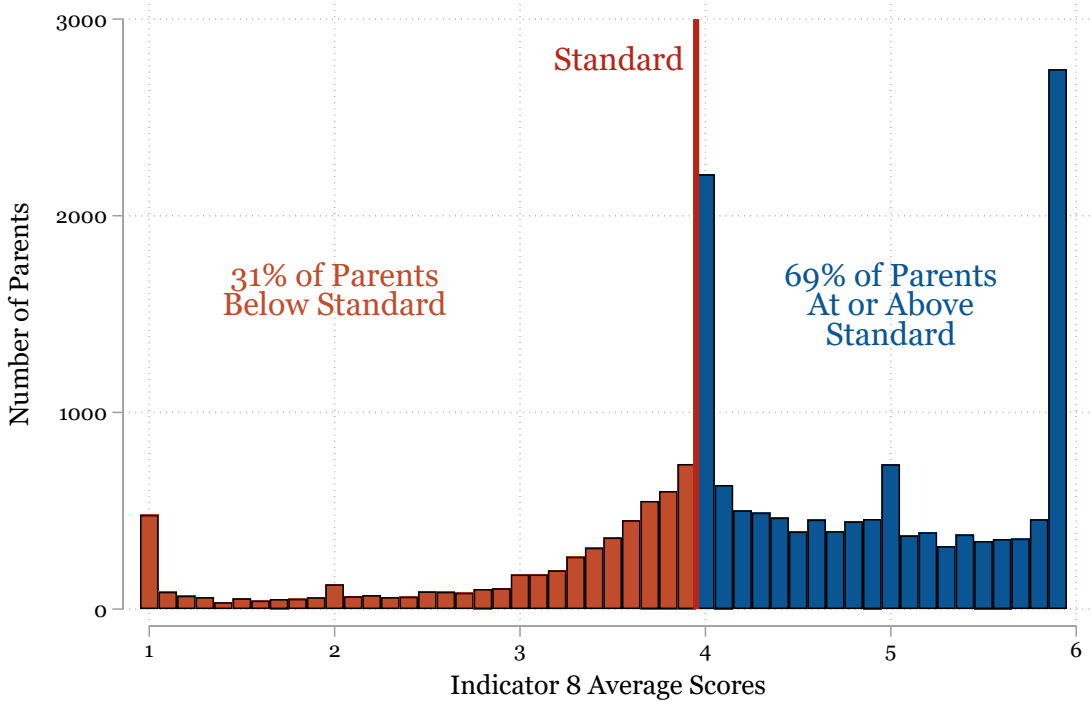
Results

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 2021-22 school year was 69.5%, meaning that 69.5% 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. This compares to an Indicator 8 result from 2020-21 of 73.0%, a decrease of 3.5%. Figure 2 shows the distribution of parents' mean scores across the 10 items, which ranged from 1 (2.6% of parents) to 6 (12.6% of parents).

Figure 2: Distribution of Indicator 8 percentage

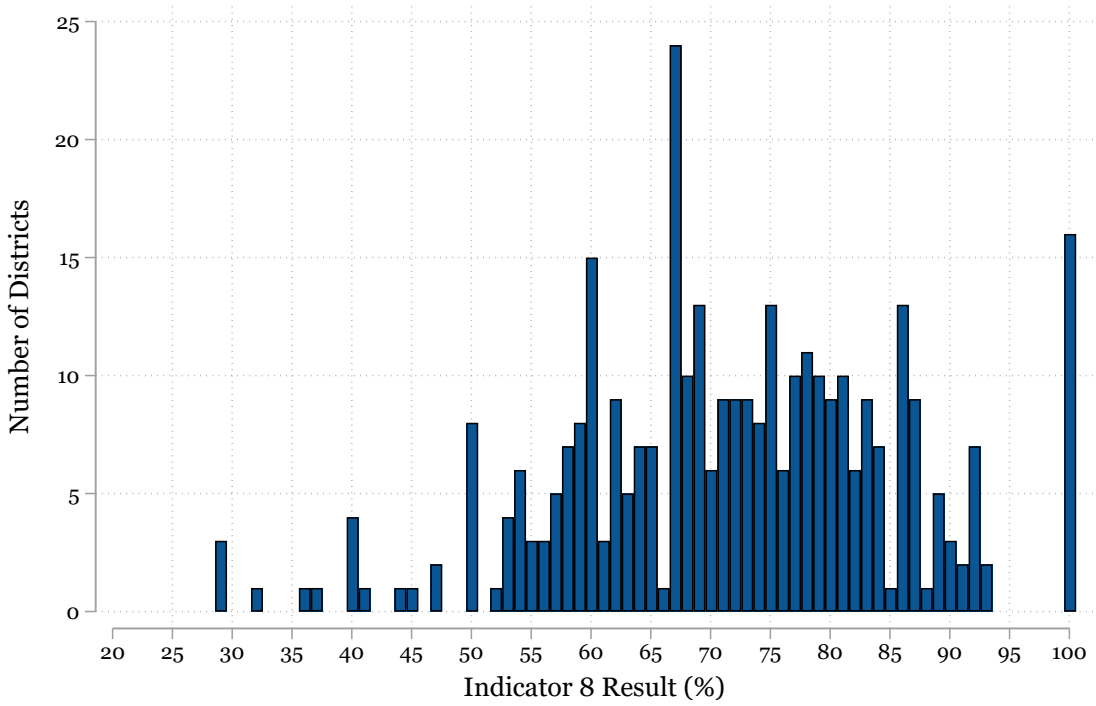


When calculating Indicator 8 at the district level, only districts with five or more parent responses are included.[13] Among the 345 districts with five or more responses, district-level results ranged from 28.6% (in 3 districts) to 100.0% (in 16 districts), with a district-level average of 71.7%. Roughly half of districts (52%) had Indicator 8 percentages between 63% and 81% (Figure 3).

The statewide results suggest that fewer parents agree that schools facilitated their involvement

[13] Results 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.

Figure 3: Distribution of district-level Indicator 8 results



in their children's education. One possible confounding factor is that different districts participate each year, which may contribute to the decrease (despite the surveyed sample being comparable in demographic and program membership characteristics). To assess this, we calculated the Indicator 8 results for the 20 large districts included each year for 2020-21 and 2021-22. The Indicator 8 percentage for this group was 70.3% for the 2020-21 school year and 67.9% for the 2021-22 school year. The stable group of LEAs also experienced a decline in the Indicator 8 value; 2.5 percentage points compared to 3.6 percentage points lower overall. It is then unlikely to be the primary source of a difference. The report's final section includes a discussion of potential sources for the change in the Indicator 8 estimate.

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 expect to 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 76.5%, if we pulled 100 different samples and repeated the survey, the result would likely be between 73.3% and 79.7% every time — a range of about 6 percentage points. For families of Hispanic students (a large group), likely Indicator 8 values across many samples ranges from 71.4% to

73.2%, a range of only about 2 percentage points.

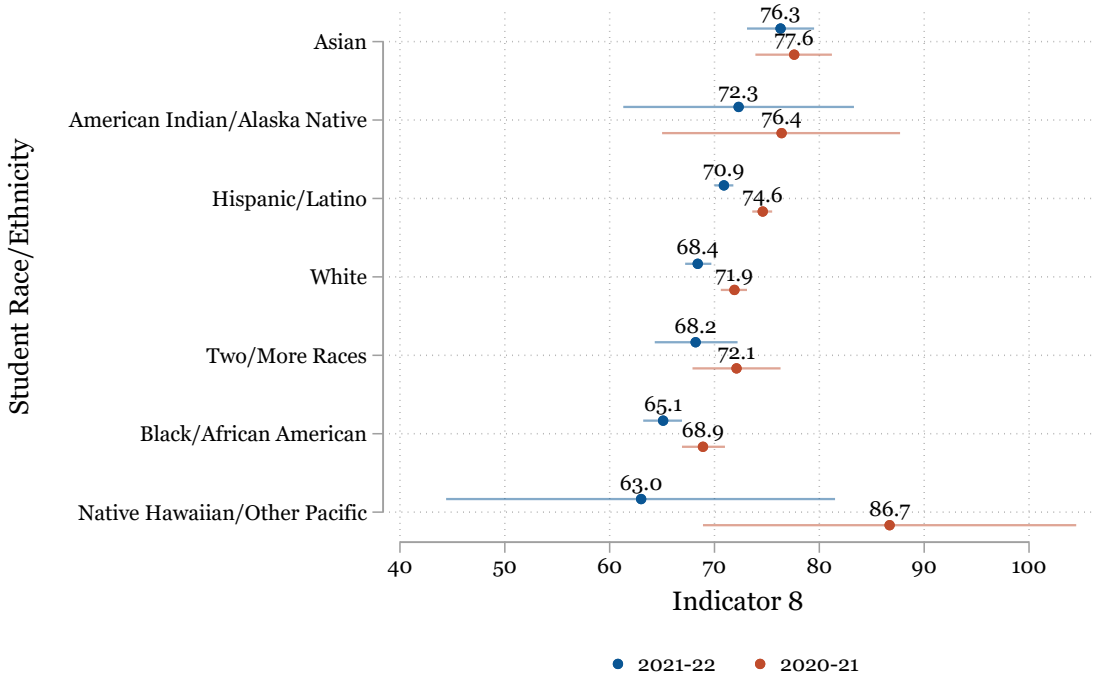
Table 4 illustrates that across race/ethnicity, Indicator 8 percentages ranged from 63% to 85%. Compared to parents of White students, more parents of Asian and Hispanic students were satisfied that their child's school facilitated parent involvement (76.3% and 70.9% compared to 68.4%). In contrast, fewer Black students' parents were satisfied (65.1%) when compared to parents of White students. As exhibited by the non-overlapping confidence intervals for these groups, these differences are statistically significant and unlikely due to chance fluctuations. In other words, parents of Black students on average report lower agreement with Indicator 8 items while Hispanic and Asian parents report higher agreement.

Table 4: Indicator 8 results, by race/ethnicity

Race/Ethnicity	N	Indicator 8 Percentage	Confidence Intervals (CIs)
Asian	671	76.3%	73.1%-79.5%
American Indian/Alaska Native	65	72.3%	61.3%-83.3%
Hispanic/Latino	9,060	70.9%	70.0%-71.8%
White	5,618	68.4%	67.2%-69.7%
Two/More Races	532	68.2%	64.3%-72.2%
Black/African American	2,614	65.1%	63.2%-66.9%
Native Hawaiian/Other Pacific	27	63.0%	44.4%-81.5%

Figure 4 illustrates that the Indicator 8 results in 2021-22 are lower for each race/ethnic groups compared to the 2020-21 school year (dots represent the calculated Indicator 8 value while the bars around the average value represent the confidence interval). Parent agreement with the Indicator 8 items declined from 74.6% to 70.9% for Hispanic students, from 71.9% to 68.4% for White students, and from 68.9% to 65.1% for Black students.

Figure 4: Indicator 8 results over time, by race/ethnicity



Note: Points are the mean percentage of parents with a positive response. Lines represent 95% confidence intervals.

Indicator 8 percentages for parents of students identified as economically disadvantaged were similar to those who are not economically disadvantaged, as shown in Table 5. This average decreased for both groups: by 4.0 percentage points for economically disadvantaged families and by 2.9 percentage points for those that are not economically disadvantaged.

Table 5: Indicator 8 results, by economic disadvantaged status

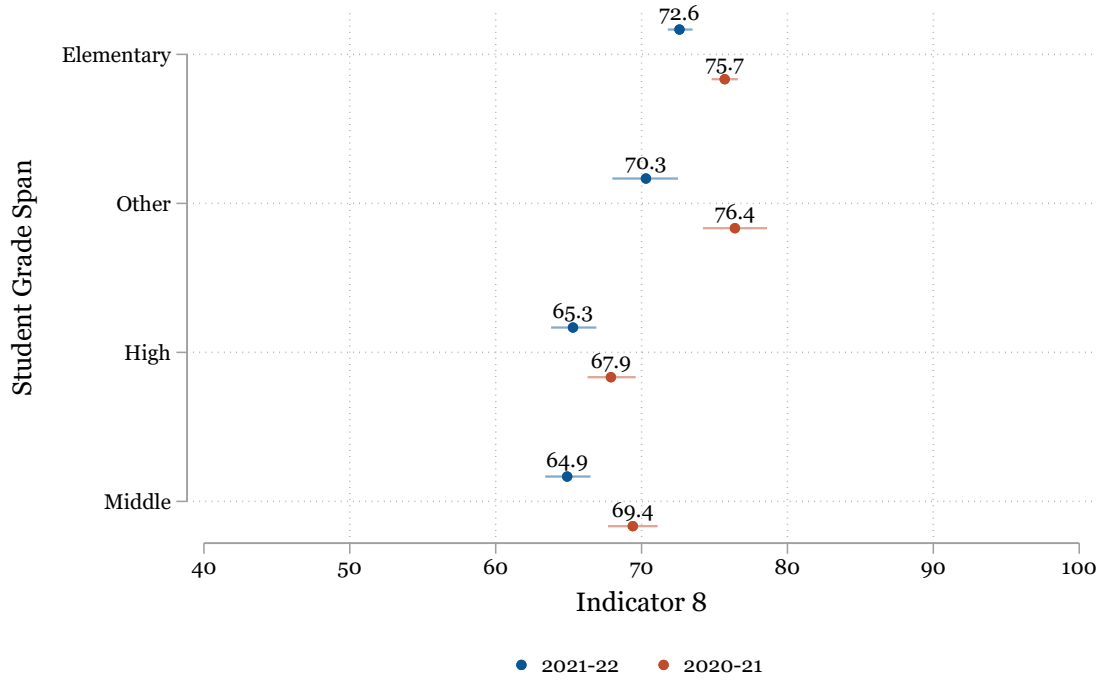
Economic Disadvantage	2022 Indicator 8 Percentage (Confidence Interval)	2021 Indicator 8 Percentage (Confidence Interval)
Economically Disadvantaged	69.6% (68.8%-70.5%)	73.7% (72.8%-74.5%)
Not Economically Disadvantaged	69.1% (68.1%-70.2%)	72.1% (71.0%-73.2%)

As shown in Table 6, Indicator 8 results were higher among elementary families (72.6%) compared to middle and high school families (64.9% and 65.3%). This pattern is consistent with previous years' pattern, though average Indicator 8 results for all groups were lower in 2021-22 than in 2020-21 (Figure 5).

Table 6: Indicator 8 results, by grade level

Grade Level	N	Indicator 8 Percentage	Confidence Intervals (CIs)
Elementary	9,592	72.6%	71.8%-73.5%
Other	1,597	70.3%	68.0%-72.5%
High	3,699	65.3%	63.8%-66.9%
Middle	3,699	64.9%	63.4%-66.5%

Figure 5: Indicator 8 results, by school level



Note: Points are the mean percentage of parents with a positive response. Lines represent 95% confidence intervals.

Student Services and Progress Results

When asked about their overall satisfaction, 82.8% of responding parents were satisfied with their child's progress toward IEP goals (that is, they responded "agree" or higher). Approximately 81% of parents believe their child is receiving the special education services that s/he needs. These agreement rates are between one and two percentage points lower than results for the 2020-21 school year. 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 of Black/African American parents agreed to both compared to other student subgroups.

Table 7: Student progress results, by race/ethnicity

Race/Ethnicity	N	Student Progress Percentage	Confidence Intervals (CIs)
Native Hawaiian/Other Pacific	27	85.2%	71.5%-98.8%
Hispanic/Latino	8,897	84.5%	83.8%-85.3%
Asian	662	84.0%	81.2%-86.8%
White	5,586	81.9%	80.9%-82.9%
American Indian/Alaska Native	63	81.0%	71.2%-90.7%
Two/More Races	528	79.4%	75.9%-82.8%
Black/African American	2,570	79.3%	77.7%-80.8%

Table 8: Student services results, by race/ethnicity

Race/Ethnicity	N	Student Services Percentage	Confidence Intervals (CIs)
Native Hawaiian/Other Pacific	27	85.2%	71.5%-98.8%
Asian	663	83.6%	80.7%-86.4%
Hispanic/Latino	8,905	82.6%	81.8%-83.4%
American Indian/Alaska Native	61	80.3%	70.3%-90.4%
White	5,588	79.2%	78.1%-80.3%
Black/African American	2,578	78.5%	76.9%-80.1%
Two/More Races	529	76.9%	73.3%-80.5%

Summary

Results from the 2021-22 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 higher among elementary families and Asian families and lower among families of middle and 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. The statewide Indicator 8 result from the 2021-22 school year was approximately 4 percentage points lower than the previous year. To assist schools and districts in their improvement efforts, we 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 2021-22 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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