October 2025

Results of the 2024-25 Texas Parent Involvement Survey

Statewide Performance Plan Indicator 8
For the Texas Education Agency

Report provided by:

GIBSON

AN EDUCATION CONSULTING & RESEARCH GROUP

P.O. Box 300816, Austin, Texas 78703
+512.328.0884
www.gibsonconsult.com

Contents

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 students with disabilities (Indicator 8 of the State Performance Plan under the Individuals with Disabilities Education Improvement Act [IDEA]). 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 whose students receive special education services.

The Indicator 8 Survey is composed of three sets of items: 1) 10 items developed by the National Center for Special Education Accountability and Monitoring (NCSEAM), 2) two items designed to capture parent satisfaction with student services and student progress, and 3) items intended to measure use of the Parent-Directed Special Education Services (PDSES) program. The research team at Gibson Consulting Group (Gibson) sent survey invitations to parents of approximately 112,000 students across 397 districts. All surveys were completed online or over the phone. Results from the 2024-25 school year are directly comparable to results back through the 2020-21 school year, but not to results from prior years.

Response Rate and Sample Characteristics

- Parents submitted a total of 24,032 surveys for a response rate of 21.5% across the state — a decrease of 0.1 percentage points from 2023-24.
- Of the 397 districts, 20.7% achieved a response rate between 10-20%, while another 39.5% of districts achieved a response rate between 20-30%. As such, a majority of districts (about 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:
  - Of completed surveys, 63.8% were from parents of a male student, and male students made up 63.2% of the population of students receiving special education services.
  - All racial/ethnic subgroups were proportionally represented within one percentage point 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 specific learning disabilities (-2.3 percentage points). All other differences by subgroup were less than one percentage point.

Key Findings

Indicator 8 Percentage

- The Texas Indicator 8 result for the 2024-25 school year was 71.9%. This reflects the percentage of parents whose mean across the 10 Indicator 8 items was at or above 4.0 (on a scale of 1.0 to 6.0). This compares to 70.0% from the 2023-24 school year and represents an increase of 1.9 percentage points.

- Across local educational agencies (LEAs), Indicator 8 results ranged from 22.2% to 100.0%.[1] About half of the districts had an Indicator 8 result between 66.0% and 81.8%.
- Across the 20 Education Service Centers (ESCs), Indicator 8 results ranged from 65.2% to 84.5%.

Services and Student Progress

- Over 80% of parents surveyed reported that they were satisfied with their child's progress toward Individualized Education Plan (IEP) goals (84.5% - up from 83.6% in 2024 and 83.1% in 2023) and that they believe their child is receiving the special education services they need (82.9% - up from 81.8% in 2024 and 80.9% in 2023).

[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 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 results 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 Involvement 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 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 857,000 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. Texas' approved approach includes surveying a sample of families from one third of the state's districts each year (such that each district would be included in the survey every three years). Districts with student enrollments larger than 50,000 are included every year.

For the 2024-25 school year, we invited over 112,000 families in one third of the state's districts to participate (more details about the sampling method is provided in the Survey Design and Administration section). Parents of over 24,000 students responded. In addition to this statewide report, we provide state-, district-, and ESC-level reports to summarize results at the local level and provide feedback to educators and special education administrators. This report details the survey administration process, analyses conducted, and results for the 2024-25 school year.

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

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 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 Indicator 8, 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. Batya Elbaum,[6] a 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. At the time of this report, Texas is in its fifth year using the new measure. We provide more details about the Indicator 8 calculation in the Data Analysis section. The full 2024-25 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 in 2026-27 – one year after results from this survey become available – and those that were reviewed in 2023-24. We next added any district serving over 50,000 students that was not already in the list of included districts, for a total of 397 participating districts.

From those districts, we selected a stratified random sample of students receiving special education

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

[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.

[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, which 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.

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 111,728 students from 3,123 campuses for the 2024-25 school year. Of selected students, 41.4% were enrolled in 16 of the state's largest districts (and from 1,097 campuses), while 58.6% were enrolled in 381 of the state's smaller districts (and from 2,026 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, 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 and increase family participation. We also sent districts a secure link to obtain the list of selected students along with each student's 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 90,000 families in 302 districts, while school districts themselves distributed invitations to approximately 22,000 families in 95 districts. All invitations (whether distributed as emails, texts, or flyers) 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 2025 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 397 included districts 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 397

[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.

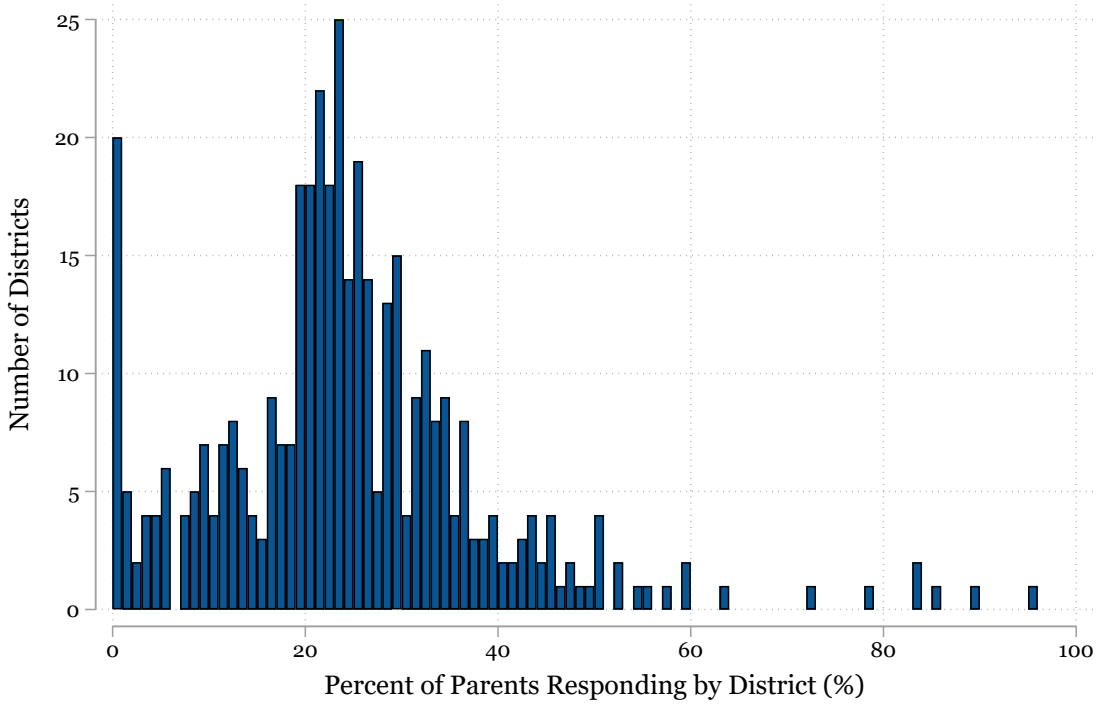
districts through both phone and email, offering support, highlighting their real-time response rate (in the event that they were not using the dashboard), inquiring about how to help, and continuing to offer to send the invitations directly. We asked ESC School, Family, and Community Engagement representatives 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 time frame for survey fielding was from April 21st to May 30th, 2025.

Response Rates

Parents of 24,032 students receiving special education services submitted a survey response, for a response rate of 21.5%. This was a decrease of 0.1 percentage points from the prior year's response rate.

At least one parent submitted a survey from 379 of 397 included school districts (Figure 1 and Table 1).[9] Most districts in the state achieved a response rate between 10.0% and 30.0%, with 59.9% of all participating districts in this range. Another 25.4% achieved response rates higher than 30.0%.

Figure 1: Percentage of Parents Responding Across All School Districts



[9] At least five responses were received from 346 districts which is the threshold to receive a district report.

Table 1: Frequency of Different Ranges of District-level Response Rates

Response Rate Ranges	N	%
Districts with no completed surveys	18	4.5%
Between 1% and 10%	40	10.1%
Between 10% and 20%	81	20.4%
Between 20% and 30%	157	39.5%
Between 30% and 40%	61	15.4%
Greater than 40%	40	10.1%

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, 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 1,017 students, accounting for 2,069 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 1,052 duplicates for the 1,017 students with more than one completed survey.

Among the remaining 24,032 completed surveys, we examined the completeness of survey responses. Almost all were complete — 97.4% 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: 3% very strongly disagreed with all statements. Extreme agreement (answering "very strongly agree" to all survey items) was more common, with approximately 14.4% 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 durations, in combination with patterns of response, can suggest nonsense submissions. The median completion time was 4.0 minutes.[11] Responses of two minutes or less comprised 8.1% 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 systems, time stamps) 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 100 (0.4%) surveys consistent with a single individual completing surveys in place of parents (i.e., same IP address, multiple consecutive time stamps, extremely short durations).[12]

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

[10] Once a survey was submitted, it was not possible to start another for the same student.
[11] The median value is reported because the mean is skewed upward by very long (i.e., many hours) durations.
[12] These surveys were excluded from all analysis this year.

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 the gender of the sample (100% female) to the gender of the population (50% female) immediately exposes a problem. The average height resulting from measuring only females 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 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 (63.8% male in the survey respondent sample and 63.2% male in the population).

Looking at the race/ethnicity of the survey sample, none of the differences were larger than one percentage point and all races were proportionally representative of the population.

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	0.3 %	0.3%	-0.0
Asian	2.6 %	3.0%	0.5
Black/African American	14.9 %	14.4%	-0.5
Hispanic/Latino	52.8 %	53.6%	0.8
Native Hawaiian/Other Pacific Islander	0.1 %	0.1%	-0.0
Two/More Races	3.4 %	3.3%	-0.1
White	25.9 %	25.2%	-0.6

Exploring the composition of the survey sample as characterized by primary disability, families of students with Specific Learning Disability (by 2.3 percentage points) were somewhat under-represented in the responding sample, and families of children with Autism (by 3.5 percentage points) were somewhat over-represented. 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	State (%)	Responding Sample (%)	Over/Under Representation
Orthopedic Impairment	0.4%	0.4%	-0.0
Visual Impairment	0.4%	0.5%	0.0
Deaf or Hard of Hearing	0.9%	0.9%	-0.0
Deaf-Blindness	0.1%	0.1%	0.0
Intellectual Disability	8.5%	8.3%	-0.3
Emotional Disability	5.0%	4.5%	-0.6
Specific Learning Disability	39.0%	36.7%	-2.3
Speech Impairment	16.0%	15.2%	-0.8
Autism	16.7%	20.2%	3.5
Traumatic Brain Injury	0.1%	0.1%	-0.0
Other Health Impairment	11.1%	11.5%	0.4
Noncategorical Early Childhood	1.6%	1.8%	0.1

Across all surveys, 14.1% were completed in Spanish and 85.7% were completed in English.[13] This represents an increase in the proportion of surveys completed in Spanish compared to 2023-24, indicating a reversal of the long-term trend of fewer responses in Spanish (16.5% in 2017, 16.1% in 2018, 16.7% in 2019, 13.1% in 2020, 12.5% in 2021, 12.2% in 2022, 11.8% in 2023, and 12.9% in 2024).[14] The research team will seek to continue this reversal, given the state's steadily increasing numbers of emergent bilingual students.[15] Though the reason for this decreasing rate of Spanish-language completions is unknown, it may be partially due to the state migrating to an exclusively online survey in 2020. Future years of survey fielding will continue to 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 percentage 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 of 4.0 (agree) or higher across all 10 items and has continued to use this threshold for 2024-25. 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 percentage of parents within a district or ESC with an average score at or above 4.0).

[13] A small number of surveys, 41, were completed in Chinese (0.09%), French (0.01%), or Vietnamese (0.07%).

[14] Spanish completion rates varied slightly by grade (from 13% to 17%) with lower grades having somewhat higher rates of completions in Spanish. As this is a parent survey, large difference by student grade level would not be expected.

[15] National Center for Education Statistics, 2021 (https://nces.ed.gov/programs/digest/d21/tables/dt21 204.20.asp).

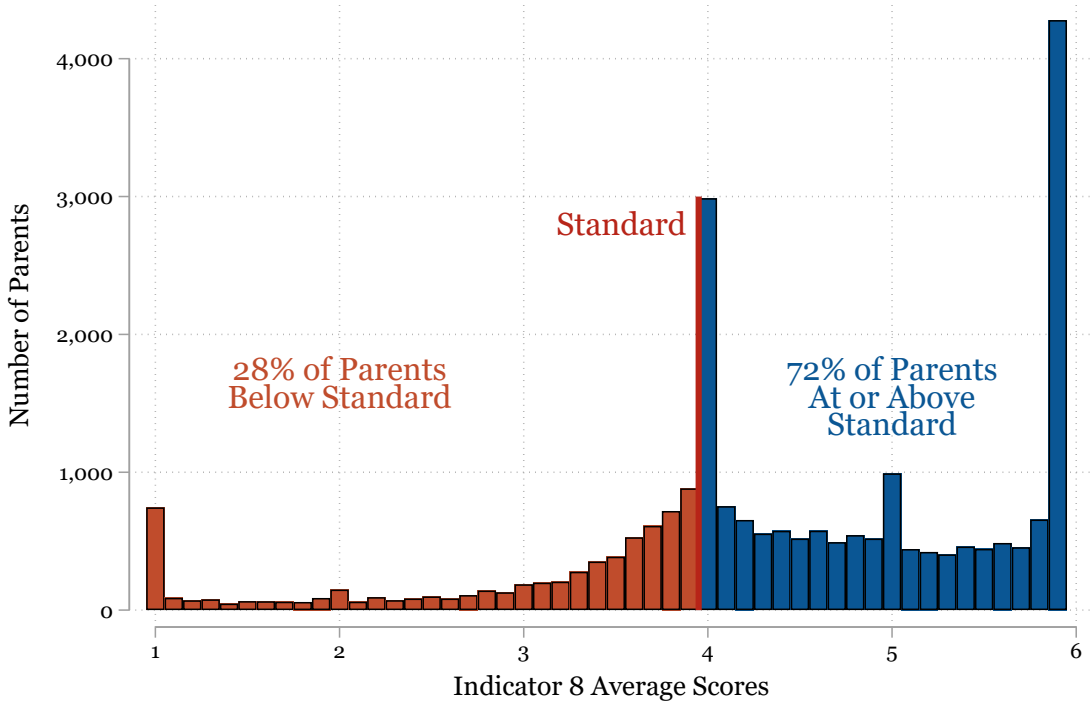
Results

We first present Indicator 8 results, followed by results from the two questions not included in Indicator 8 about services and student progress and the questions addressing the PDSES program.

Indicator 8 Results

Using the state standard of 4.0 or higher, the Indicator 8 result for Texas for the 2024-25 school year was 71.9%, meaning that 71.9% 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 2023-24 of 70.0%, an increase of 1.9 percentage points. Figure 2 shows the distribution of parents' mean scores across the 10 items, which ranged from 1 (3.1% of parents) to 6 (14.9% of parents).

Figure 2: Distribution of Indicator 8 Percentage

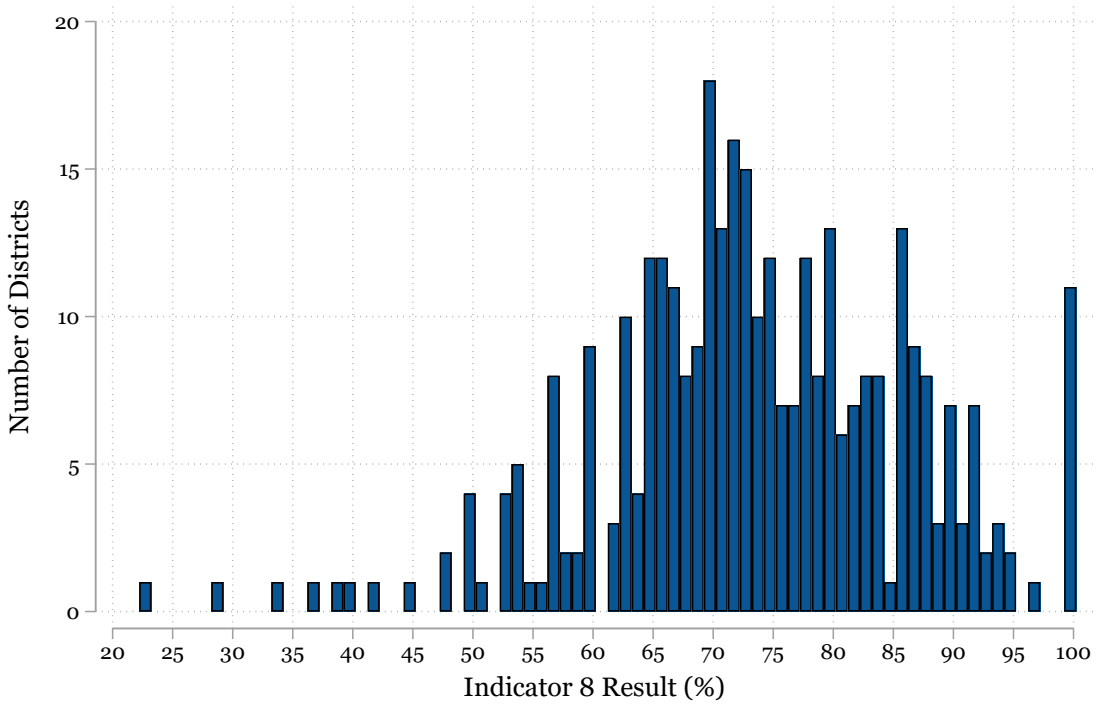


When calculating Indicator 8 at the district level, only districts with five or more parent responses are included.[16] Among the 346 districts with five or more responses, district-level results ranged from 22.2% (in one district) to 100.0% (in 11 districts), with a district-level average of 73.5%. Half of districts (50.0%) had Indicator 8 percentages between 66.0% and 81.8% (Figure 3).

The statewide results suggest that more parents agree that schools facilitated their involvement in

[16]Results for districts with fewer than five responses are particularly unstable, as one additional response can considerably change the results. Using a cutoff of five or more 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



their children's education than the previous two years (70.0% in 2024 and 69.0% in 2023). One factor to consider is that, except for LEAs with an average daily membership greater than 50,000 students, different districts participate each year, which may contribute to discrepancies when comparing results from one year to the next (despite the survey sample being comparable in demographic and program membership characteristics). To assess this, we calculated the Indicator 8 results for the large districts included each year for 2023-24 and 2024-25. The Indicator 8 percentage for this group was 67.8% for the 2023-24 school year and 70.6% for the 2024-25 school year. The stable group of LEAs also experienced an increase in the Indicator 8 value: 2.8 percentage points, compared to 1.9 percentage points higher overall. District variation is therefore unlikely to be the primary source of the increase in Indicator 8 percentages.

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 interval 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, so the range of plausible values for a given subgroup will be wider for small groups and narrower for large groups. For example, while Indicator 8 for this group of responding parents of Asian students (a small group) was 72.5%, if we pulled 100 different samples and repeated the survey, the result would likely be between 69.3% and 75.8% almost every time — a range of about 6.5 percentage points. For fami-

lies of Hispanic students (a large group), likely Indicator 8 values across many samples range from 73.2% to 74.7%, a range of only about 1.5 percentage points.

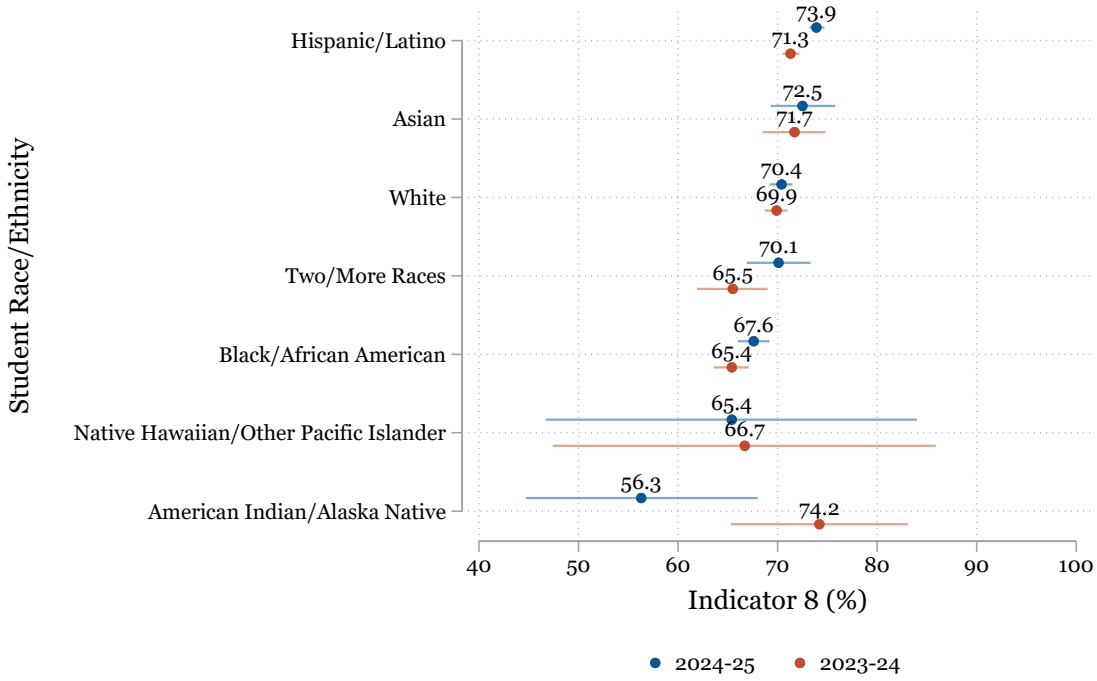
Table 4 illustrates that, across race/ethnicity, Indicator 8 percentages ranged from 56.3% to 73.9%. Compared to parents of White students, more parents of Hispanic and Asian students were satisfied that their child's school facilitated parent involvement (73.9% and 72.5% respectively, compared to 70.4%). In contrast, fewer parents of American Indian/Alaska Native students and Native Hawaiian/Other Pacific Islander students were satisfied (56.3% and 65.4%, respectively) when compared to parents of White students. Confidence intervals for parents of White students overlap with confidence intervals for parents of Asian students, and Native Hawaiian/Other Pacific Islander students, so for these groups, these differences are not statistically significant and could be due to chance fluctuations. The estimates for parents of Hispanic students do not have overlapping confidence intervals with estimates for parents of White, Black/African American, and American Indian/Alaska Native students. This means that there is a statistically significant difference in the percentage of parents of Hispanic students who, on average, report higher agreement with Indicator 8 items than parents of students with those other three races/ethnicities.

Table 4: Indicator 8 Results, by Race/Ethnicity

Race/Ethnicity	N	Indicator 8 Percentage	Confidence Intervals (CIs)
Hispanic/Latino	12,831	73.9%	73.2%-74.7%
Asian	728	72.5%	69.3%-75.8%
White	6,055	70.4%	69.2%-71.5%
Two/More Races	796	70.1%	66.9%-73.3%
Black/African American	3,456	67.6%	66.0%-69.2%
Native Hawaiian/Other Pacific Islander	26	65.4%	46.7%-84.0%
American Indian/Alaska Native	71	56.3%	44.7%-68.0%

Figure 4 illustrates that the Indicator 8 results in 2024-25 were mostly similar for each race/ethnic group, compared to the 2023-24 school year (dots represent the calculated Indicator 8 value while the bars around the average value represent the confidence interval). For parents of Hispanic students, agreement was 71.3% in 2024 and 73.9% in 2025, which was a statistically significant difference. Differences for other race/ethnicity groups were not statistically significant. Parent agreement for White students was 69.9% in 2024 and 70.4% in 2025. For parents of Black/African American students, agreement was 65.4% in 2024 and 67.6% in 2025. Differences appear larger for Two/More Races and American Indian/Alaska Native students (-4.6% and -17.9%, respectively), but the 95% confidence interval indicates that these differences may be due to chance.

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. The 2025 average increased somewhat from the 2024 average for students experiencing economic disadvantage (+1.8 percentage points) and increased for students who were not economically disadvantaged (+2.0 percentage points). The confidence intervals do not overlap, so these differences are statistically significant.

Table 5: Indicator 8 Results, by Economic Disadvantaged Status

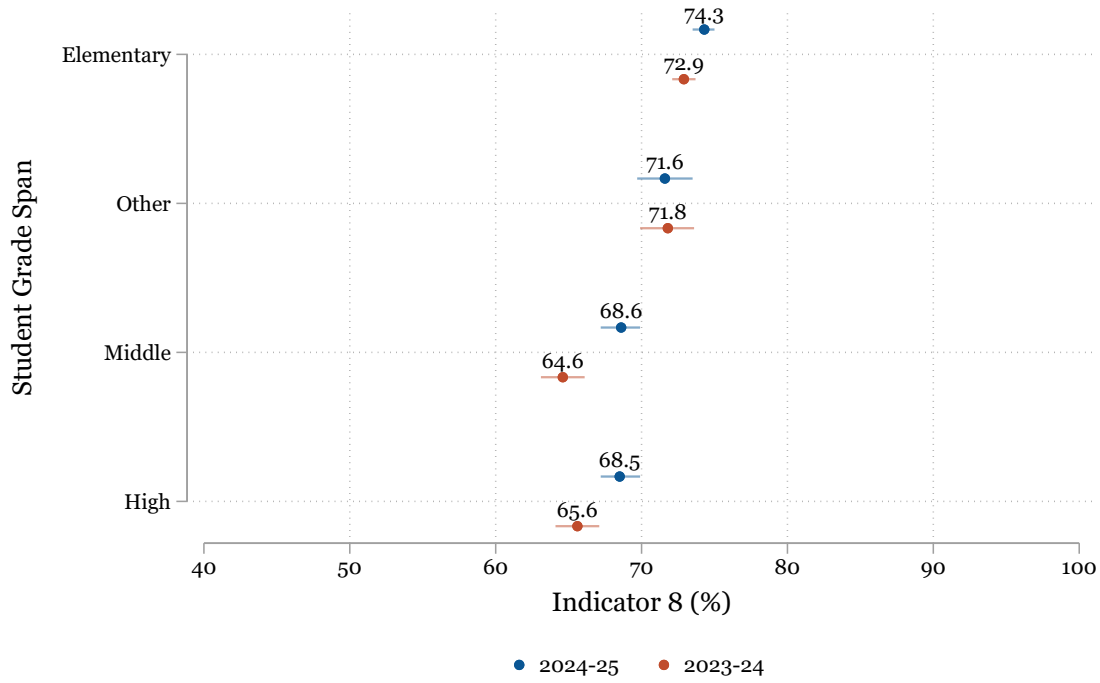
Economic Disadvantage	2025 Indicator 8 Percentage (Confidence Interval)	2024 Indicator 8 Percentage (Confidence Interval)
Economically Disadvantaged	72.2% (71.5%-72.9%)	70.4% (69.6%-71.2%)
Not Economically Disadvantaged	71.2% (70.3%-72.2%)	69.2% (68.2%-70.2%)

As shown in Table 6, Indicator 8 results were higher among elementary families (74.3%) compared to middle and high school families (68.6% and 68.5%, respectively). This pattern is consistent with previous years' results (Figure 5).

Table 6: Indicator 8 Results, by Grade Level

Grade Level	N	Indicator 8 Percentage	Confidence Intervals (CIs)
Elementary	12,763	74.3%	73.5%-75.0%
Other	2,250	71.6%	69.7%-73.5%
Middle	4,376	68.6%	67.2%-69.9%
High	4,574	68.5%	67.2%-69.9%

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, 84.5% of responding parents were satisfied with their child's progress toward IEP goals (that is, they responded with 4 ["agree"] or higher). Approximately 83.0% of parents believe their child is receiving the special education services that s/he needs. These agreement rates are somewhat higher than the results for the 2023-24 school year (83.6% and 81.8%, respectively). 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 American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander 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)
Hispanic/Latino	12,521	86.5%	85.9%-87.1%
White	6,017	83.2%	82.3%-84.2%
Two/More Races	793	83.1%	80.5%-85.7%
Asian	714	81.5%	78.7%-84.4%
Black/African American	3,412	80.7%	79.4%-82.0%
American Indian/Alaska Native	70	74.3%	64.0%-84.6%
Native Hawaiian/Other Pacific Islander	25	72.0%	54.0%-90.0%

Table 8: Student Services Results, by Race/Ethnicity

Race/Ethnicity	N	Student Services Percentage	Confidence Intervals (CIs)
Hispanic/Latino	12,531	85.2%	84.5%-85.8%
Asian	716	81.3%	78.4%-84.1%
White	6,022	81.0%	80.0%-82.0%
Two/More Races	792	80.7%	77.9%-83.4%
Black/African American	3,407	79.0%	77.7%-80.4%
American Indian/Alaska Native	68	73.5%	63.0%-84.1%
Native Hawaiian/Other Pacific Islander	25	68.0%	49.3%-86.7%

Parent-Directed Special Education Services Program

The Parent-Directed Special Education Services (PDSES), previously known as Supplemental Special Education Services (SSES), program was established in Texas in January 2021 in response to the COVID-19 pandemic to support students who receive special education services. One-time PDSES grants of $1,500 are available for eligible parents/guardians of students who receive special education services. Parents/guardians of eligible students can use the online accounts to obtain educational materials and resources such as textbooks, curriculum, or technology devices and/or services such as additional speech therapy, tutoring, or other specific services. To understand parents' knowledge and perceptions of the program, the research team asked whether parents had participated. If parents had yet to receive the grant, the research team included questions about the reasons for not participating. For those who had participated in the program, the research team included questions about the perceptions of the program and its impact on students.

Most parents who completed the survey had yet to receive the grant or were unsure if they had (66.1% and 19.5%, respectively). The most common reasons parents had yet to receive the grant were because they were unaware of the program (59.9%) or unsure how to apply (26.5%). This represents a decrease in the percentage of parents unaware of the grant (from 67.8% in 2024) and unsure how to apply (from 27.2% in 2024). Fewer parents selected the other options for not receiving the grant: that they had applied but had yet to receive an account (12.0%), did not have time to apply (2.8%), or that applying for the grant was too difficult (1.6%).

Participating parents were positive about the program, with 89.9% agreeing that it helped their students' progress in their learning goals and IEP. Parents also agreed that it allowed their students to receive additional services (71.4%) and made them feel more connected to their student's school (80.0%). Participating parents also answered questions about whether their student's school told their family about the program (80.8%) or helped them apply for the grant (56.4%). These results suggest that, while the program is not widely known and used, parents value it. Because most parents were unaware of the program, and most participating parents' schools informed parents of the program, schools should expand efforts to notify and assist parents with the grant program.

Summary

Results from the 2024-25 administration of the Texas Parent Involvement Survey 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 Hispanic families and lower among families of middle and high school students and American Indian/Alaska Native 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 2024-25 school year was approximately 1.9 percentage point higher 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.	○	○	○	○	○	○

TEA is also curious if your child is receiving the Parent-Directed Special Education Services (PDSES).

PDSES Q1: Has your child received the Parent-Directed Special Education Services (PDSES) Program one-time grant of $1,500 or an PDSES+ Medically Fragile Account?
◯ Yes
◯ No
◯ Not Sure

If PDSES Q1 is Yes:

The PDSES Program:

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
Helped my child progress toward their learning goals/objectives in their IEP.	◯	◯	◯	◯	◯	◯
Made my family feel more connected to my child's school.	◯	◯	◯	◯	◯	◯

The PDSES Program allowed my child to receive additional services, such as tutoring or therapies.
◯ Yes
◯ No

My child's school:

	Yes	No
Told our family about the PDSES Program.	◯	◯
Helped my family apply for an PDSES Grant.	◯	◯

Have you started purchasing items using your PDSES Account?
◯ Yes
◯ No

If PDSES Q1 is No:

Which of the following are the reasons that your child has not received the PDSES Program grant? (Select all that apply):
◯ I do not know about the PDSES Program.
◯ I do not know how to apply.
◯ I do not have the time to apply.
◯ The application process is too difficult.
◯ I have applied for the PDSES Program but have not received an account.
◯ None of the above.

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 was to provide useful results to districts and ESCs. 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. Texas chose to prioritize the importance of providing feedback to as many districts as possible and therefore sampled more students in small districts than otherwise necessary. 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 2024-25 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% 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% 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; and
    - 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.

4. 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 5% of students receiving services in districts serving between 2,001 and 5,000 students.
    - We sampled an additional 10% of students receiving services in districts serving between 5,001 and 10,000 students.
    - We sampled an additional 15% of students receiving services in districts serving more than 10,000 students.

Authors

Gibson Consulting Group

Danial Hoepfner,
Director of Research and Evaluation,
dhoepfner@gibsonconsult.com

Hira Siddiqui, Quantitative Research Scientist,
hsiddiqui@gibsonconsult.com

AnnaCarolina Garza, Research Associate
agarza@gibsonconsult.com

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.

For more information, please visit:

www.gibsonconsult.com