

Indiana Department of Education

Survey Services – Parents of Children with Disabilities 2013-2014 Parent Survey Report

Summary Report

Submitted to:

Indiana Department of Education
151 West Ohio Street
Indianapolis, IN 46204

Submitted by:

Sharon A. Herpin
Valentin Pedroza
Evaluation Research Program
4665 Lampson Avenue
Los Alamitos, CA 90720

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Overview of the Project

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Whereas once it was sufficient for states to simply conduct a survey to gauge parent satisfaction, this is no longer the case. State Performance Plan (SPP) Indicator 8 requires that states initiate a process that utilizes contemporary survey methodology to systematically collect, analyze, and report data selected from a representative sample. The primary aim of this process is to assess the extent to which “schools” (e.g., special and general educators and administrators) have facilitated the involvement of parents in their child’s educational program (e.g., parent conferences, IEP meetings).

WestEd conducted the 2009-10, 2010-11, 2011-12, 2012-13, and 2013-14 Parent Survey for the Indiana Department of Education (IDOE) to help the State of Indiana generate improvement activities that can be incorporated into the Annual Performance Report (APR) to ensure that parents are involved in the planning and implementation of their child’s special education program.

Overall, the project involved three general phases of activity. The first phase of the project revolved around the initial project planning and design activities. The second phase involved the administration of the Parent Survey to parents throughout the state, and the third phase of the project centered on the data analysis and report generation activities.

ORGANIZATION OF THE RESEARCH SAMPLE

The original 2009 scope of work called for WestEd to implement the Office of Special Education Program (OSEP)-approved sampling plan for the Indicator 8 Parent Survey as described in the SPP to obtain a representative sample of the parents or caregivers of children receiving special education services in Indiana. The original sampling plan used a two-fold stratified sampling technique: stratification by LEA category (i.e., school corporations, charter schools, and state run schools) and LEA enrollment. By use of the two-fold stratification method, Indiana’s sampling process would have allowed the State to select a sample that was representative of the age, gender, race/ethnicity, disability category, and community of its students with individual education plans (IEPs). According to the SPP, in 2009 there was a total of 337 LEAs in Indiana: 293 school corporations, 40 charter schools and 4 state-operated schools. One-fourth of these (n = 85) were to have been sampled according to the original 2009-10 Parent Survey research design.

After the selection of the 85 LEAs for 2009-10 data collection, a second stage of sampling would have selected the eligible parents of students with disabilities. WestEd would have been provided with the decision rules regarding the process for selecting a student or students whose parents were to be asked to complete the survey. The resultant sample would have included 383 parents, based on a desired confidence interval of 95% and a confidence level of $\pm 5\%$.

For a number of reasons, the sampling plan for the 2009-10 Parent Survey was modified during the planning and design phase to include all parents of students with disabilities throughout the state for

a total of approximately 171,500 parents. The subsequent Parent Surveys, including for the 2013-14 school year, were similarly administered to all parents of students with disabilities throughout the State.

DEVELOPMENT OF THE SURVEY QUESTIONNAIRE

Most states have elected to meet the Federal reporting requirements related to Indicator 8 by using the series of parent involvement surveys developed by the National Center for Special Education Accountability Monitoring (NCSEAM). The NCSEAM Family Survey protocol for special education was constructed around four broad domains: school efforts to partner with parents, quality of services, parent participation, and impact of special education services on the family. The first domain – school efforts to partner with parents – addresses the Part B Indicator 8 reporting requirement. Available in multiple languages and formats, the NCSEAM parent involvement questionnaire items were developed using scientifically based metric strategies that could be adapted to meet the specific needs of states.

Prior to the start of the 2009-10 Parent Survey, IDOE developed a questionnaire using the NCSEAM questions; this questionnaire was used again for the subsequent Indicator 8 Parent Surveys as a means of maintaining continuity with previous data collection efforts, with slight modifications as needed. The original questionnaire asked parents to rate the extent to which they agreed/disagreed (using a scale of 1= Strongly Disagree / 2=Disagree / 3=Neutral / 4=Agree / 5=Strongly Agree) with a series of 31 statements pertaining to their experience and their child's experience with special education services throughout the academic year. Parents were also asked to respond to a number of demographic questions: child's primary exceptionality/disability, child's race/ethnicity, child's school, child's age in years, and child's grade level. The questionnaire contained one open-ended question to which parents could add any additional comments they wished to express.

For the 2010-11 Parent Survey, the questionnaire was modified slightly to better meet the informational and data needs of IDOE. More specifically, the response options for 11 of the 30 statements were changed to a "yes/no" format, and the five-point rating scale for the remaining statements was changed to a four-point scale (1= Strongly Disagree / 2=Disagree / 3=Agree / 4=Strongly Agree). This questionnaire was used again for the 2011-12, 2012-13, and 2013-14 Parent Surveys. However, the 2013-14 survey was slightly modified again with one question being removed, minor wording changes to several questions, and the addition of a "Not Applicable" response option for each of the 30 statements. A copy of the 2013-14 questionnaire (English and Spanish) is available in Appendix A.

SURVEY ADMINISTRATION

The population of parents of students with disabilities has traditionally been difficult to reach and gain their participation in such surveys (FFY 2007 SY 07-08 APR)¹, which limits the potential of parent feedback mechanisms. In order to obtain an acceptable response rate and a representative sample of respondents, WestEd enlisted support from the Center for Exceptional Learners (CEL), Parent Information Resource Centers (PIRCs), Parent Resource Centers (PRCs), Indiana Resource Center for Families with Special Needs (IN*SOURCE), About Special Kids (ASK), and any other identified advocacy organizations that were willing to support the Indicator 8 Parent Survey administration.

The purpose of the outreach activities with these organizations was primarily to garner their support with their members and the larger population of parents whose children receive special education services, stressing the importance of responding to the Parent Survey and to help provide parents with access to the survey. WestEd provided informational materials about the survey to these organizations and also provided on-site presentations regarding the survey to groups as deemed necessary. To further support an improved response rate, WestEd provided multiple response mechanisms for respondents (Dillman, et al, 2009)². Parents were able to respond to a web-based survey or via a paper survey.

Survey packets containing the questionnaire and a cover letter were prepared and shipped in bulk to the special education planning districts throughout the state for distribution to school corporations. The school corporations were then asked to distribute the survey packets to parents. The cover letter identified IDOE as the sponsor of the Indicator 8 Parent Survey, informed parents why they were being asked to participate in the study, reviewed their options for responding to the survey, and stressed the importance of responding to the survey in a timely manner.

In the cover letter, parents were provided two options for responding to the survey: complete a web-based version of the survey or complete the paper questionnaire included with the letter and return it by mail. Respondents were also provided with contact information at IDOE and at WestEd for any follow-up questions or additional support in completing the survey. A copy of the 2013-14 cover letter, in both English and Spanish, is available in Appendix A.

¹ Indiana Department of Education. (2009). *Indiana part B state performance plan*. Retrieved from http://www.doe.in.gov/exceptional/speced/docs/Indiana_Part_B_SPP.pdf.

Indiana Department of Education. (2007). *Indiana part B annual performance report*. Retrieved from http://www.doe.in.gov/exceptional/speced/docs/Part_B_School_Year_07_08_APR.pdf

² Dillman, D. A., Smyth, J. D., & Christian, L. M. (2009). *Internet, mail, and mixed-mode surveys: The tailored design method* (3rd ed.). Hoboken, NJ: Wiley.

SURVEY RESPONSE RATES

Overall, a total of 172,217 survey packets were distributed to parents whose children received special education services during the 2013-14 academic year. A total of 10,762 parents returned a usable questionnaire for an overall response rate of 6.25%.

More specifically, 3,728 surveys were completed via the web-based survey, and 7,034 paper surveys were returned. A detailed breakdown of the 2013-14 survey response rates by special education district and school corporation is available in Appendix B.

Major Findings

DEMOGRAPHICS OF THE SURVEY RESPONDENTS

The demographics of survey respondents are provided in the following tables. A complete set of the frequency distributions for all questions on the 2013-14 Parent Survey is available in Appendix C.

Child's Primary Exceptionality / Disability		
	Frequency	Valid Percent
Autism Spectrum Disorder	1,426	14.1%
Blind or Low Vision	86	0.9%
Cognitive Disability	532	5.3%
Deaf or Hard of Hearing	191	1.9%
Deaf-Blind	11	0.1%
Developmental Delay	760	7.5%
Emotional Disability	474	4.7%
Language or Speech Impairment	2,154	21.3%
Other Health Impairment	671	6.6%
Orthopedic Impairment	74	0.7%
Specific Learning Disability	2,023	20.0%
Traumatic Brain Injury	75	0.7%
Multiple Disabilities	1,634	16.2%
Total	10,111	100%
Missing Data	651	
Total	10,762	

Child's Race / Ethnicity		
	Frequency	Valid Percent
Asian	134	1.3%
American Indian or Alaskan Native	39	0.4%
Black or African American	842	8.1%
Hispanic or Latino	565	5.4%
Native Hawaiian or other Pacific Islander	11	0.1%
White	8184	78.3%
Two or more races	682	6.5%
Total	10,457	100%
Missing Data	305	
Total	10,762	

Child's School Level		
	Frequency	Valid Percent
Pre-K	1,089	10.4%
Elementary School	5,124	48.9%
Middle School	1,962	18.7%
High School	2,309	22.0%
Total	10,484	100%
Missing Data	278	
Total	10,762	

Child's Grade Level		
	Frequency	Valid Percent
Pre-Kindergarten	1,089	10.4%
Kindergarten	749	7.1%
Grade 1	746	7.1%
Grade 2	828	7.9%
Grade 3	972	9.3%
Grade 4	977	9.3%
Grade 5	852	8.1%
Grade 6	715	6.8%
Grade 7	643	6.1%
Grade 8	604	5.8%
Grade 9	574	5.5%
Grade 10	624	6.0%
Grade 11	549	5.2%
Grade 12	562	5.4%
Total	10,484	100%
Missing Data	278	
Total	10,762	

Child's Age		
	Frequency	Valid Percent
1	2	<0.1%
2	1	<0.0%
3	347	3.3%
4	415	3.9%
5	504	4.8%
6	625	5.9%
7	703	6.6%
8	824	7.8%
9	932	8.8%
10	904	8.5%
11	864	8.2%
12	700	6.6%
13	652	6.2%
14	603	5.7%
15	578	5.5%
16	586	5.5%
17	550	5.2%
18	467	4.4%
19	181	1.7%
20	59	0.6%
21	47	0.4%
22+	27	0.3%
23	0	0.0%
24	3	<0.1%
25+	1	<0.1%
Total	10,575	100%
Missing Data	187	
Total	10,762	

Special Education Planning District		
	Frequency	Valid Percent
21st Century Charter School Gary	5	<0.1%
Adams-Wells Sp. Ser. Coop	98	0.9%
Anderson Community Special Ed. Coop.	121	1.1%
Ball State University	200	1.9%
Bartholomew Special Services Coop.	199	1.9%
Beacon Academy	3	<0.1%
Bloomington Project School	9	0.1%
Boone-Clinton-Northwest Hendricks Joint	155	1.5%
BURRIS	0	0.0%
Calumet College	0	0.0%
Canaan Community Academy	9	<0.1%
Carmel Clay Schools	193	1.8%
Centerville-Fayette- Rush Special Service	77	0.7%
Challenge Foundation Academy	8	0.1%
Christel House Academy	0	0.0%
Clay Community Schools	68	0.6%
Community Montessori (BSU)	30	0.3%
Community Schools of Frankfort	33	0.3%
Cooperative School Services	124	1.2%
Covered Bridge Special Ed. Dist.	179	1.7%
Crown Point Community School Corp	62	0.6%
CSUSA	17	0.2%
Daleville Community School	1	<0.1%
Damar Charter Academy	12	0.1%
Daviess-Martin Special Ed. Coop	36	0.3%
Delaware-Blackford County Sp. Ed. Coop.	138	1.3%
Discovery Charter School	9	0.1%
Dr. Robert H. Faulkner Academy	0	0.0%
East Allen County Schools	74	0.7%
East Central Indiana Special Services District	44	0.4%
East Chicago Special Education District	36	0.3%
Edison Learning	0	0.0%
EdPower/Indianapolis Mayor's office	47	0.4%
Elkhart Community Schools	113	1.1%
Elkhart County Special Ed. Coop.	201	1.9%
Evansville-Vanderburgh School Corporation	277	2.6%
Exceptional Children's Coop.	152	1.4%
Forest Hills Special Ed. Coop.	73	0.7%
Fort Wayne Community Schools	228	2.1%
Gary Community School Corp	40	0.4%
Gibson County Special Services	132	1.2%
Goodwill Education Initiatives / Special	123	1.2%
Grace College	0	0.0%
Grant County Special Ed. Coop.	112	1.0%
Greater Clark County Special Ed. Coop.	153	1.4%
Greater Lafayette Area Special Services	212	2.0%
Greater Randolph Interlocal Coop.	68	0.6%
Greencastle Community School Corp	18	0.2%
Greene-Sullivan Special Ed. Coop	72	0.7%
Hamilton Southeastern Schools	360	3.4%

Special Education Planning District		
	Frequency	Valid Percent
Hamilton-Boone-Madison Sp. Ser. Coop.	298	2.8%
Hammond Public Schools	48	0.4%
Hancock-Madison-Shelby Education Service	129	1.2%
Harrison County Special Ed.	115	1.1%
Hope Academy	2	<0.1%
Huntington Co Com School Corp	71	0.7%
IN Department of Correction	14	0.1%
Indiana Charter School Board	2	<0.1%
Indiana Connections Academy	55	0.5%
Indiana Math and Science Academy West	2	<0.1%
Indiana School for the Blind and Visually Impaired	17	0.2%
Indiana School for the Deaf	42	0.4%
Indianapolis Lighthouse Charter School	25	0.2%
Indianapolis Mayor's Office	93	0.9%
Indianapolis Public Schools	122	1.1%
Institute for School Excellence	4	0.0%
Jay School Corp.	82	0.8%
Jennings County Schools	48	0.4%
Joint Educational Services in Sp. Ed.	145	1.4%
Joshua Academy Charter School	5	0.0%
Kenneth A Christmon STEMM Academy	0	0.0%
Knox County Special Ed. Coop.	44	0.4%
Kokomo Area Special Ed. Coop	114	1.1%
Kokomo School Corp	74	0.7%
Logansport Area Joint Special Services	207	1.9%
Madison Area Education Special Ser. Unit	75	0.7%
Madison Consolidated Schools	20	0.2%
Michigan City Area School	74	0.7%
Mishawaka-Penn-Harris-Madison Joint Services	172	1.6%
Monroe County Special Education Coop.	131	1.2%
MSD Lawrence Township	67	0.6%
MSD Martinsville	17	0.2%
MSD Pike Township	83	0.8%
MSD Warren Township	101	0.9%
MSD Washington Township	85	0.8%
New Albany-Floyd County Cons. Sch. Corp.	114	1.1%
New Castle Area Program for Exceptional	85	0.8%
New Community School	6	0.1%
North Central Indiana Special Ed. Coop.	316	3.0%
Northeast Indiana Special Ed. Coop.	303	2.8%
Northwest Indiana Special Ed. Coop.	109	1.0%
Old National Trail Special Services	66	0.6%
Orange-Lawrence-Jackson-Martin-Greene Joint	175	1.6%
Phalen Leadership Academies - Indiana, I	2	0.0%
Porter County Education Services	229	2.1%
Posey County Special Services	72	0.7%
Renaissance Academy	4	<0.1%
Richmond Community Schools	75	0.7%
Ripley-Ohio-Dearborn Special Ed. Coop.	129	1.2%
Seymour Community Schools	40	0.4%

Special Education Planning District		
	Frequency	Valid Percent
Shelby Eastern Schools	22	0.2%
Shelbyville Central Schools	47	0.4%
SNS Joint Services	74	0.7%
SNS Joint Services/Smith-Green	15	0.1%
South Bend Career Academy	3	<0.1%
South Bend Community School Corporation	72	0.7%
South Central Area Special Ed. Coop.	73	0.7%
South LaPorte County Special Ed. Coop.	133	1.2%
Southside Special Services of Marion Co.	157	1.5%
Southwest Allen County Schools	72	0.7%
Special Services, Johnson County	211	2.0%
Thurgood Marshall Leadership Academy	0	0.0%
Trine University	6	0.1%
University Heights Preparatory Academy	20	0.2%
Veritas Academy	0	0.0%
Wabash-Miami Area Programs for Exception	70	0.7%
Warrick County School Corporation	91	0.9%
West Central Indiana Special Ed. Coop.	233	2.2%
West Central Joint Services	594	5.6%
West Lake County Special Ed.	133	1.2%
Whitley Co Cons Schools	69	0.6%
Missing Data	38	
Total	10,762	100%

OVERALL STATEMENT RATINGS

The 2013-14 Parent Survey asked parents to respond to 11 “yes/no” questions, and to rate the extent to which they agreed/disagreed (using a scale of 1= Strongly Disagree / 2=Disagree / 3=Agree / 4=Strongly Agree) with a series of 19 statements pertaining to their experience and their child’s experience with special education services throughout the 2013-14 academic year.

On average, 75% of parents responded favorably to the 11 “yes/no” questions. Overall, parents were the most likely to indicate they had discussed and planned for accommodations and modifications their child would need (94.2%), discussed options concerning services in the Least Restrictive Environment (93.8%), and received reports about their child’s progress toward goals as outlined in his or her Individualized Education Program (92.9%).

In contrast, parents were least likely to report they had attended training sessions relating to the needs of children with disabilities and their families (30.7%), discussed extended school year options (54.5%), or been given information about organizations that offer support for parents of students with disabilities (56.8%).

Statement to Parents	Yes %	No %
Overall Percentage	75.2%	24.8%
1. At the Case Conference Committee meeting, we discussed options concerning services in the Least Restrictive Environment.	93.8%	6.2%
2. At the Case Conference Committee meeting, we discussed how my child would participate in statewide assessments (ISTEP, IMAST, ISTAR).	89.4%	10.6%
3. At the Case Conference Committee meeting, we discussed and planned for accommodations and modifications that my child would need (i.e., tests read aloud, preferential seating, scribe, strategies to deal with behavior).	94.2%	5.8%
4. Written justification was given for the extent that my child would not receive services in the general classroom.	76.4%	23.6%
5. At the Case Conference Committee meeting, we discussed extended school year options.	54.5%	45.5%
6. I receive reports about my child’s progress toward goals as outlined in his or her Individualized Education Program (IEP).	92.9%	7.1%
7. The school explains what options I have if an issue cannot be resolved in a Case Conference Committee meeting.	81.5%	18.5%
8. The school provides information on agencies that can assist my child in transitions.	71.3%	28.7%
9. I was given information about organizations that offer support for parents of students with disabilities.	56.8%	43.2%
10. I participate in school sponsored activities.	71.2%	28.8%
11. I attend training sessions relating to the needs of children with disabilities and their families.	30.7%	69.3%

Over 92% of parents, on average, were in agreement with the 19 rating statements. At least 90% of parents *agreed* or *strongly agreed* on 16 of the 19 statements. In fact, over 95% of parents *agreed* or *strongly agreed* with the following six statements: (1) *teachers and administrators respect my cultural heritage;*

(2) written information I receive is understandable; (3) teachers are available to communicate with me in a variety of ways; (4) when scheduling the Case Conference Committee meeting, consideration was given to my availability; (5) my child's IEP tells how progress toward goals will be measured; and (6) special education personnel make accommodations and modifications as indicated on my child's IEP.

Statement to Parents	Item Mean	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
Overall Mean/Percentage	3.5	1.8%	5.4%	38.1%	54.6%
12. I am treated like an equal partner with teachers and other professionals in planning my child's special education goals.	3.5	1.9%	3.7%	37.8%	56.5%
13. When scheduling the Case Conference Committee meeting, consideration was given to my availability.	3.6	1.4%	2.6%	31.6%	64.5%
14. Teachers and administrators ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	3.5	1.5%	5.7%	36.9%	55.9%
15. General education personnel make accommodations and modifications as indicated on my child's IEP.	3.4	2.0%	5.0%	39.9%	53.1%
16. Special education personnel make accommodations and modifications as indicated on my child's IEP.	3.5	1.3%	3.0%	38.3%	57.4%
17. All staff understand my child's needs and their role in implementing his/her IEP.	3.3	3.2%	9.0%	37.9%	49.9%
18. My child receives all the supports and services documented in his/her IEP.	3.4	1.8%	5.8%	40.1%	52.2%
19. My child's IEP tells how progress towards goals will be measured.	3.5	0.7%	3.4%	41.6%	54.3%
20. My child was evaluated this year and the evaluation report was written in terms and language I understand.	3.5	1.3%	4.1%	38.0%	56.6%
21. Teachers are available to communicate with me in a variety of ways (i.e., phone, email, notes, etc.).	3.6	1.2%	2.4%	33.6%	62.8%
22. The school shows sensitivity to the needs of my child and other students with disabilities and their families.	3.4	2.5%	5.2%	38.1%	54.2%
23. Written information I receive is understandable.	3.5	0.6%	2.6%	39.8%	57.0%
24. Teachers and administrators respect my cultural heritage.	3.6	0.6%	1.3%	39.4%	58.7%
25. I know who to contact if a special education issue arises.	3.5	1.4%	4.3%	36.8%	57.5%
26. Teachers are knowledgeable about my child's disability.	3.4	2.6%	7.3%	38.9%	51.2%
27. The principal supports appropriate special education services in the school.	3.5	2.0%	3.6%	39.0%	55.4%
28. General education and special education personnel work together to assure that my child's IEP is being implemented.	3.4	2.1%	5.8%	39.2%	53.0%
29. The school encourages student involvement in Case Conference Committee meetings.	3.3	3.8%	13.1%	35.5%	47.7%
30. I am knowledgeable about federal and state laws that affect special education.	3.2	3.2%	15.6%	42.6%	38.6%

STATEMENT RATINGS BY CHILD'S SCHOOL LEVEL

Parent responses were also compared across school level. As shown in the following table, parent response to the 11 “yes/no” questions was fairly consistent across school levels. The average percent of agreement with the statements was slightly higher for parents with a child at the high school level compared to parents with a child at the Pre-K or middle school level. A complete set of the frequency distributions for these statements is available in Appendix D.

Statement to Parents		Child's School Level				
		Total	Pre-K	Elementary School	Middle School	High School
		N =10,484	N =1,089	N =5,124	N =1,962	N =2,309
		%	%	%	%	%
Overall Percentage	Yes	75.3%	73.0%	75.6%	74.2%	76.4%
	No	24.7%	27.0%	24.4%	25.8%	23.6%
	Total	100%	100%	100%	100%	100%
1. At the Case Conference Committee meeting, we discussed options concerning services in the Least Restrictive Environment.	Yes	93.9%	93.3%	94.2%	93.5%	93.8%
	No	6.1%	6.7%	5.8%	6.5%	6.2%
	Total	100%	100%	100%	100%	100%
2. At the Case Conference Committee meeting, we discussed how my child would participate in statewide assessments (ISTEP, IMAST, ISTAR).	Yes	89.5%	73.4%	89.4%	94.6%	89.1%
	No	10.5%	26.6%	10.6%	5.4%	10.9%
	Total	100%	100%	100%	100%	100%
3. At the Case Conference Committee meeting, we discussed and planned for accommodations and modifications that my child would need	Yes	94.4%	88.4%	94.2%	96.1%	95.0%
	No	5.6%	11.6%	5.8%	3.9%	5.0%
	Total	100%	100%	100%	100%	100%
4. Written justification was given for the extent that my child would not receive services in the general classroom.	Yes	76.4%	68.9%	78.2%	76.1%	75.1%
	No	23.6%	31.1%	21.8%	23.9%	24.9%
	Total	100%	100%	100%	100%	100%
5. At the Case Conference Committee meeting, we discussed extended school year options.	Yes	54.5%	56.7%	54.0%	50.9%	57.9%
	No	45.5%	43.3%	46.0%	49.1%	42.1%
	Total	100%	100%	100%	100%	100%
6. I receive reports about my child's progress toward goals as outlined in his or her Individualized Education Program.	Yes	93.1%	94.8%	94.7%	91.4%	90.3%
	No	6.9%	5.2%	5.3%	8.6%	9.7%
	Total	100%	100%	100%	100%	100%
7. The school explains what options I have if an issue cannot be resolved in a Case Conference Committee meeting.	Yes	81.7%	82.7%	82.0%	79.5%	82.2%
	No	18.3%	17.3%	18.0%	20.5%	17.8%
	Total	100%	100%	100%	100%	100%
8. The school provides information on agencies that can assist my child in transitions.	Yes	71.4%	73.5%	67.6%	65.9%	81.7%
	No	28.6%	26.5%	32.4%	34.1%	18.3%
	Total	100%	100%	100%	100%	100%
9. I was given information about organizations that offer support for parents of students with disabilities.	Yes	56.9%	57.5%	53.0%	54.2%	66.3%
	No	43.1%	42.5%	47.0%	45.8%	33.7%
	Total	100%	100%	100%	100%	100%
10. I participate in school sponsored activities.	Yes	71.2%	69.6%	76.7%	65.9%	64.0%
	No	28.8%	30.4%	23.3%	34.1%	36.0%
	Total	100%	100%	100%	100%	100%
11. I attend training sessions relating to the needs of children with disabilities and their families.	Yes	30.5%	28.8%	30.2%	30.1%	32.0%
	No	69.5%	71.2%	69.8%	69.9%	68.0%
	Total	100%	100%	100%	100%	100%

Statement to Parents		Child's School Level				
		Total	Pre-K	Elementary School	Middle School	High School
		N =10,484	N =1,089	N =5,124	N =1,962	N =2,309
		%	%	%	%	%
Overall Percentage	Strongly Disagree	1.8%	0.9%	1.6%	2.4%	2.2%
	Disagree	5.4%	3.6%	5.1%	6.6%	5.9%
	Agree	38.1%	31.2%	36.2%	41.5%	42.5%
	Strongly Agree	54.6%	64.3%	57.1%	49.4%	49.4%
	Total	100%	100%	100%	100%	100%
12. I am treated like an equal partner with teachers and other professionals in planning my child's special education goals.	Strongly Disagree	1.9%	1.6%	1.7%	2.3%	2.2%
	Disagree	3.7%	2.6%	3.3%	4.5%	4.3%
	Agree	37.8%	31.9%	36.6%	41.0%	40.4%
	Strongly Agree	56.7%	63.9%	58.5%	52.2%	53.1%
	Total	100%	100%	100%	100%	100%
13. When scheduling the Case Conference Committee meeting, consideration was given to my availability.	Strongly Disagree	1.3%	0.5%	1.3%	1.3%	1.8%
	Disagree	2.6%	2.1%	2.5%	3.2%	2.5%
	Agree	31.5%	27.7%	29.8%	34.8%	34.5%
	Strongly Agree	64.5%	69.8%	66.4%	60.7%	61.2%
	Total	100%	100%	100%	100%	100%
14. Teachers and administrators ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	Strongly Disagree	1.5%	1.0%	1.2%	1.9%	1.9%
	Disagree	5.7%	5.2%	5.6%	6.4%	5.4%
	Agree	36.9%	32.1%	35.6%	39.6%	39.7%
	Strongly Agree	56.0%	61.7%	57.6%	52.1%	53.0%
	Total	100%	100%	100%	100%	100%
15. General education personnel make accommodations and modifications as indicated on my child's IEP.	Strongly Disagree	2.0%	0.5%	1.3%	3.0%	3.1%
	Disagree	5.0%	2.0%	4.0%	6.6%	6.9%
	Agree	39.8%	36.0%	37.6%	43.2%	43.2%
	Strongly Agree	53.2%	61.5%	57.1%	47.2%	46.8%
	Total	100%	100%	100%	100%	100%
16. Special education personnel make accommodations and modifications as indicated on my child's IEP.	Strongly Disagree	1.3%	0.3%	1.0%	1.8%	1.9%
	Disagree	3.0%	1.6%	2.5%	4.1%	3.6%
	Agree	38.2%	33.9%	36.6%	41.3%	40.7%
	Strongly Agree	57.6%	64.1%	59.9%	52.8%	53.8%
	Total	100%	100%	100%	100%	100%
17. All staff understand my child's needs and their role in implementing his/her IEP.	Strongly Disagree	3.2%	0.5%	2.4%	4.6%	4.8%
	Disagree	9.0%	3.6%	7.1%	12.2%	12.9%
	Agree	37.8%	31.5%	36.6%	41.4%	40.3%
	Strongly Agree	50.0%	64.3%	53.8%	41.8%	42.0%
	Total	100%	100%	100%	100%	100%
18. My child receives all the supports and services documented in his/her IEP.	Strongly Disagree	1.8%	0.5%	1.4%	3.0%	2.4%
	Disagree	5.9%	2.7%	4.2%	8.7%	8.7%
	Agree	40.1%	31.6%	38.9%	43.3%	44.1%
	Strongly Agree	52.2%	65.3%	55.6%	45.1%	44.8%
	Total	100%	100%	100%	100%	100%
19. My child's IEP tells how progress towards goals will be measured.	Strongly Disagree	0.7%	0.2%	0.5%	1.1%	1.0%
	Disagree	3.4%	2.9%	2.9%	3.8%	4.2%
	Agree	41.6%	31.1%	39.6%	45.6%	47.3%
	Strongly Agree	54.4%	65.7%	56.9%	49.5%	47.5%
	Total	100%	100%	100%	100%	100%

Statement to Parents		Child's School Level				
		Total	Pre-K	Elementary School	Middle School	High School
		N =10,484	N =1,089	N =5,124	N =1,962	N =2,309
		%	%	%	%	%
20. My child was evaluated this year and the evaluation report was written in terms and language I understand.	Strongly Disagree	1.3%	0.7%	1.1%	1.4%	1.9%
	Disagree	4.2%	2.8%	3.7%	5.5%	4.9%
	Agree	37.9%	30.4%	36.3%	42.0%	42.1%
	Strongly Agree	56.6%	66.2%	58.9%	51.1%	51.1%
	Total	100%	100%	100%	100%	100%
21. Teachers are available to communicate with me in a variety of ways (i.e., phone, email, notes, etc.).	Strongly Disagree	1.2%	0.5%	0.9%	1.8%	1.6%
	Disagree	2.4%	2.3%	1.9%	2.9%	3.1%
	Agree	33.5%	25.9%	30.6%	38.1%	39.5%
	Strongly Agree	63.0%	71.4%	66.6%	57.2%	55.8%
	Total	100%	100%	100%	100%	100%
22. The school shows sensitivity to the needs of my child and other students with disabilities and their families.	Strongly Disagree	2.4%	1.2%	1.9%	3.5%	3.3%
	Disagree	5.3%	2.0%	4.4%	7.3%	7.0%
	Agree	38.0%	29.0%	35.9%	41.3%	43.9%
	Strongly Agree	54.3%	67.8%	57.8%	47.9%	45.8%
	Total	100%	100%	100%	100%	100%
23. Written information I receive is understandable.	Strongly Disagree	0.6%	0.5%	0.6%	0.9%	0.5%
	Disagree	2.6%	1.4%	2.6%	3.0%	2.7%
	Agree	39.7%	30.2%	37.4%	44.0%	45.9%
	Strongly Agree	57.1%	68.0%	59.5%	52.0%	50.9%
	Total	100%	100%	100%	100%	100%
24. Teachers and administrators respect my cultural heritage.	Strongly Disagree	0.6%	0.1%	0.3%	0.6%	1.4%
	Disagree	1.3%	0.6%	0.8%	2.6%	1.6%
	Agree	39.4%	29.6%	37.5%	44.9%	43.9%
	Strongly Agree	58.7%	69.6%	61.4%	51.8%	53.1%
	Total	100%	100%	100%	100%	100%
25. I know who to contact if a special education issue arises.	Strongly Disagree	1.4%	1.1%	1.4%	1.5%	1.4%
	Disagree	4.4%	4.9%	4.5%	4.4%	3.7%
	Agree	36.7%	31.3%	35.1%	39.4%	40.4%
	Strongly Agree	57.6%	62.7%	59.0%	54.6%	54.5%
	Total	100%	100%	100%	100%	100%
26. Teachers are knowledgeable about my child's disability.	Strongly Disagree	2.6%	0.9%	2.1%	3.6%	3.6%
	Disagree	7.3%	2.7%	5.4%	10.1%	11.1%
	Agree	38.9%	31.1%	37.2%	41.7%	43.8%
	Strongly Agree	51.2%	65.3%	55.3%	44.6%	41.5%
	Total	100%	100%	100%	100%	100%
27. The principal supports appropriate special education services in the school.	Strongly Disagree	2.0%	1.2%	1.4%	3.1%	2.6%
	Disagree	3.5%	1.5%	2.9%	4.3%	5.0%
	Agree	39.0%	31.3%	36.2%	42.6%	45.7%
	Strongly Agree	55.5%	66.1%	59.4%	50.0%	46.7%
	Total	100%	100%	100%	100%	100%
28. General education and special education personnel work together to assure that my child's IEP is being implemented.	Strongly Disagree	2.0%	0.8%	1.4%	3.0%	3.1%
	Disagree	5.8%	2.5%	4.4%	8.1%	8.1%
	Agree	39.2%	30.5%	37.0%	42.6%	44.7%
	Strongly Agree	53.0%	66.3%	57.2%	46.3%	44.1%
	Total	100%	100%	100%	100%	100%

Statement to Parents		Child's School Level				
		Total	Pre-K	Elementary School	Middle School	High School
		N =10,484	N =1,089	N =5,124	N =1,962	N =2,309
		%	%	%	%	%
29. The school encourages student involvement in Case Conference Committee meetings.	Strongly Disagree	3.7%	1.7%	5.6%	3.7%	1.0%
	Disagree	13.1%	10.7%	19.4%	12.3%	3.1%
	Agree	35.4%	28.8%	31.7%	39.8%	40.6%
	Strongly Agree	47.8%	58.9%	43.2%	44.2%	55.3%
	Total	100%	100%	100%	100%	100%
30. I am knowledgeable about federal and state laws that affect special education.	Strongly Disagree	3.2%	4.4%	3.5%	3.5%	1.9%
	Disagree	15.6%	15.6%	16.9%	15.3%	12.9%
	Agree	42.6%	38.8%	41.0%	43.3%	47.3%
	Strongly Agree	38.6%	41.2%	38.6%	37.8%	37.9%
	Total	100%	100%	100%	100%	100%

STATEMENT RATINGS BY CHILD'S PRIMARY EXCEPTIONALITY/DISABILITY

Parent responses were also compared across the child's primary exceptionalty/disability category. As displayed in the following table, about 71% of parents, on average responded favorably to the 11 "yes/no" questions – there were no discernible differences across the primary disability categories. The average across the 19 ratings statements also showed roughly 92% of parents agreed with the statements, and there was little variance in the responses across the primary disability categories, with the exception of the deaf-blind disability. Parents of children whose primary exceptionalty/disability category was deaf-blind had the lowest ratings on the 19 rating statements (about 84% agreed or strongly agreed with the statements). A complete set of the frequency distributions for these statements is available in Appendix E.

		Child's Primary Exceptionality/Disability													
		Total	Autism Spectrum Disorder	Blind or Low Vision	Cognitive Disability	Deaf or Hard of Hearing	Deaf-Blind	Developmental Delay	Emotional Disability	Language or Speech Impairment	Other Health Impairment	Orthopedic Impairment	Specific Learning Disability	Traumatic Brain Injury	Multiple Disabilities
		N = 10,111	N = 1,426	N = 86	N = 532	N = 191	N = 11	N = 760	N = 474	N = 2,154	N = 671	N = 74	N = 2,023	N = 75	N = 1,634
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
Overall Percentage	Yes	71.1%	70.3%	75.9%	73.0%	72.7%	73.3%	70.5%	68.5%	69.6%	71.0%	72.4%	72.5%	77.5%	71.1%
	No	28.9%	29.7%	24.1%	27.0%	27.3%	26.7%	29.5%	31.5%	30.4%	29.0%	27.6%	27.5%	22.5%	28.9%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1. At the Case Conference Committee meeting, we discussed options concerning services in the Least Restrictive Environment.	Yes	93.9%	93.1%	89.2%	93.1%	92.1%	81.8%	94.2%	92.0%	95.0%	93.8%	95.5%	95.0%	97.0%	93.3%
	No	6.1%	6.9%	10.8%	6.9%	7.9%	18.2%	5.8%	8.0%	5.0%	6.2%	4.5%	5.0%	3.0%	6.7%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2. At the Case Conference Committee meeting, we discussed how my child would participate in statewide assessments (ISTEP, IMAST, ISTAR).	Yes	89.4%	88.0%	89.6%	90.9%	89.4%	50.0%	89.1%	90.3%	83.7%	91.1%	87.3%	94.7%	94.1%	87.5%
	No	10.6%	12.0%	10.4%	9.1%	10.6%	50.0%	10.9%	9.7%	16.3%	8.9%	12.7%	5.3%	5.9%	12.5%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
3. At the Case Conference Committee meeting, we discussed and planned for accommodations and modifications that my child would need	Yes	94.4%	93.5%	96.5%	95.2%	95.0%	81.8%	94.6%	94.8%	90.5%	96.4%	91.2%	97.4%	98.6%	93.3%
	No	5.6%	6.5%	3.5%	4.8%	5.0%	18.2%	5.4%	5.2%	9.5%	3.6%	8.8%	2.6%	1.4%	6.7%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
4. Written justification was given for the extent that my child would not receive services in the general classroom.	Yes	76.3%	75.2%	63.5%	81.4%	76.5%	55.6%	76.5%	76.4%	79.7%	77.9%	61.0%	74.9%	85.7%	73.9%
	No	23.7%	24.8%	36.5%	18.6%	23.5%	44.4%	23.5%	23.6%	20.3%	22.1%	39.0%	25.1%	14.3%	26.1%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
5. At the Case Conference Committee meeting, we discussed extended school year options.	Yes	53.7%	48.8%	57.4%	53.1%	54.4%	27.3%	58.3%	45.2%	55.4%	44.1%	38.6%	56.8%	64.3%	56.4%
	No	46.3%	51.2%	42.6%	46.9%	45.6%	72.7%	41.7%	54.8%	44.6%	55.9%	61.4%	43.2%	35.7%	43.6%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
6. I receive reports about my child's progress toward goals as outlined in his or her Individualized Education Program.	Yes	93.0%	93.0%	91.6%	91.6%	93.1%	81.8%	95.2%	89.8%	95.6%	90.5%	94.2%	92.5%	97.3%	91.4%
	No	7.0%	7.0%	8.4%	8.4%	6.9%	18.2%	4.8%	10.2%	4.4%	9.5%	5.8%	7.5%	2.7%	8.6%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
7. The school explains what options I have if an issue cannot be resolved in a Case Conference Committee meeting.	Yes	81.5%	77.6%	82.2%	84.2%	83.2%	70.0%	83.2%	76.0%	87.2%	75.7%	75.4%	82.6%	89.9%	78.7%
	No	18.5%	22.4%	17.8%	15.8%	16.8%	30.0%	16.8%	24.0%	12.8%	24.3%	24.6%	17.4%	10.1%	21.3%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
8. The school provides information on agencies that can assist my child in transitions.	Yes	70.9%	64.8%	76.3%	74.9%	73.3%	80.0%	74.4%	66.8%	74.1%	66.6%	62.1%	73.4%	78.5%	69.7%
	No	29.1%	35.2%	23.7%	25.1%	26.7%	20.0%	25.6%	33.2%	25.9%	33.4%	37.9%	26.6%	21.5%	30.3%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
9. I was given information about organizations that offer support for parents of students with disabilities.	Yes	56.4%	54.5%	56.4%	58.4%	64.0%	70.0%	59.7%	52.9%	58.6%	50.3%	41.8%	56.8%	59.7%	56.3%
	No	43.6%	45.5%	43.6%	41.6%	36.0%	30.0%	40.3%	47.1%	41.4%	49.7%	58.2%	43.2%	40.3%	43.7%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
10. I participate in school sponsored activities.	Yes	71.8%	72.0%	70.0%	74.6%	78.6%	72.7%	65.7%	62.6%	79.8%	82.3%	82.6%	69.5%	65.7%	63.4%
	No	28.2%	28.0%	30.0%	25.4%	21.4%	27.3%	34.3%	37.4%	20.2%	17.7%	17.4%	30.5%	34.3%	36.6%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
11. I attend training sessions relating to the needs of children with disabilities and their families.	Yes	30.5%	40.0%	26.5%	36.3%	34.3%	81.8%	26.5%	30.2%	24.6%	33.4%	38.3%	23.5%	39.0%	32.1%
	No	69.5%	60.0%	73.5%	63.7%	65.7%	18.2%	73.5%	69.8%	75.4%	66.6%	61.7%	76.5%	61.0%	67.9%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

		Child's Primary Exceptionality/Disability													
		Total	Autism Spectrum Disorder	Blind or Low Vision	Cognitive Disability	Deaf or Hard of Hearing	Deaf-Blind	Developmental Delay	Emotional Disability	Language or Speech Impairment	Other Health Impairment	Orthopedic Impairment	Specific Learning Disability	Traumatic Brain Injury	Multiple Disabilities
		N = 10,111	N = 1,426	N = 86	N = 532	N = 191	N = 11	N = 760	N = 474	N = 2,154	N = 671	N = 74	N = 2,023	N = 75	N = 1,634
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
Overall Percentage	Strongly Disagree	1.9%	2.2%	2.1%	1.6%	1.4%	10.9%	1.2%	2.7%	1.2%	2.9%	1.2%	1.5%	0.8%	2.5%
	Disagree	5.5%	6.7%	6.3%	4.9%	5.4%	5.0%	4.4%	7.1%	3.6%	7.3%	7.8%	5.1%	3.0%	6.9%
	Agree	37.8%	36.3%	43.0%	39.8%	36.9%	44.1%	36.8%	39.9%	34.9%	37.0%	42.4%	40.6%	40.9%	38.1%
	Strongly Agree	54.9%	54.9%	48.6%	53.7%	56.2%	40.1%	57.6%	50.2%	60.3%	52.7%	48.6%	52.8%	55.3%	52.6%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
12. I am treated like an equal partner with teachers and other professionals in planning my child's special education goals.	Strongly Disagree	1.9%	2.6%	3.5%	1.5%	.5%	9.1%	1.6%	2.8%	1.2%	2.9%	1.4%	1.5%	0.0%	2.5%
	Disagree	3.7%	5.5%	8.2%	2.7%	2.1%	0.0%	2.7%	3.5%	2.3%	5.4%	2.7%	2.9%	4.1%	5.2%
	Agree	37.5%	33.9%	36.5%	38.1%	38.4%	36.4%	37.0%	43.3%	35.8%	34.2%	48.6%	38.6%	33.8%	40.6%
	Strongly Agree	56.9%	58.0%	51.8%	57.8%	58.9%	54.5%	58.8%	50.4%	60.7%	57.5%	47.3%	56.9%	62.2%	51.8%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
13. When scheduling the Case Conference Committee meeting, consideration was given to my availability.	Strongly Disagree	1.3%	.9%	0.0%	1.9%	.5%	9.1%	.9%	2.6%	1.1%	1.4%	0.0%	1.5%	0.0%	1.7%
	Disagree	2.6%	2.8%	2.4%	2.5%	1.6%	0.0%	3.5%	3.2%	1.7%	3.6%	2.7%	2.2%	1.4%	3.2%
	Agree	31.0%	29.2%	37.6%	29.5%	30.9%	27.3%	28.6%	33.6%	28.3%	31.4%	37.8%	33.7%	32.4%	33.0%
	Strongly Agree	65.1%	67.2%	60.0%	66.2%	67.0%	63.6%	67.0%	60.6%	68.9%	63.7%	59.5%	62.6%	66.2%	62.1%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
14. Teachers and administrators ensure that I have fully understood the Procedural Safeguards	Strongly Disagree	1.5%	1.5%	2.4%	1.5%	.5%	9.1%	1.1%	3.0%	.8%	1.7%	1.4%	1.4%	0.0%	2.4%
	Disagree	5.7%	7.0%	8.4%	5.4%	6.5%	0.0%	4.0%	6.9%	3.4%	8.5%	9.6%	5.0%	1.4%	7.8%
	Agree	36.5%	36.5%	41.0%	36.3%	34.4%	45.5%	35.2%	38.1%	34.8%	37.3%	39.7%	37.8%	36.5%	37.0%
	Strongly Agree	56.2%	55.0%	48.2%	56.8%	58.6%	45.5%	59.7%	51.9%	61.0%	52.5%	49.3%	55.8%	62.2%	52.8%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
15. General education personnel make accommodations and modifications as indicated on my child's IEP.	Strongly Disagree	2.0%	2.2%	1.2%	2.2%	1.7%	20.0%	.9%	2.4%	.7%	4.2%	0.0%	1.9%	1.4%	2.6%
	Disagree	5.0%	7.5%	3.6%	3.6%	5.0%	0.0%	3.2%	6.2%	2.1%	8.9%	7.2%	4.5%	1.4%	6.4%
	Agree	39.5%	37.9%	48.8%	41.8%	41.4%	50.0%	38.1%	40.8%	37.5%	38.8%	39.1%	41.2%	41.7%	39.9%
	Strongly Agree	53.5%	52.4%	46.4%	52.4%	51.9%	30.0%	57.9%	50.6%	59.6%	48.0%	53.6%	52.4%	55.6%	51.1%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
16. Special education personnel make accommodations and modifications as indicated on my child's IEP.	Strongly Disagree	1.3%	1.2%	1.2%	1.2%	1.2%	9.1%	.4%	2.0%	.9%	2.7%	0.0%	1.2%	0.0%	1.7%
	Disagree	2.9%	3.6%	4.9%	2.3%	3.6%	9.1%	1.1%	4.8%	1.5%	4.9%	10.3%	2.3%	1.4%	4.0%
	Agree	37.8%	35.5%	44.4%	37.9%	36.1%	45.5%	37.7%	37.0%	36.1%	35.2%	30.9%	40.7%	38.4%	39.8%
	Strongly Agree	57.9%	59.7%	49.4%	58.6%	59.2%	36.4%	60.8%	56.2%	61.6%	57.3%	58.8%	55.8%	60.3%	54.5%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

		Child's Primary Exceptionality/Disability													
		Total	Autism Spectrum Disorder	Blind or Low Vision	Cognitive Disability	Deaf or Hard of Hearing	Deaf-Blind	Developmental Delay	Emotional Disability	Language or Speech Impairment	Other Health Impairment	Orthopedic Impairment	Specific Learning Disability	Traumatic Brain Injury	Multiple Disabilities
		N = 10,111	N = 1,426	N = 86	N = 532	N = 191	N = 11	N = 760	N = 474	N = 2,154	N = 671	N = 74	N = 2,023	N = 75	N = 1,634
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
17. All staff understand my child's needs and their role in implementing his/her IEP.	Strongly Disagree	3.2%	4.9%	3.5%	2.3%	2.2%	18.2%	1.7%	5.0%	1.1%	6.7%	4.2%	2.5%	1.4%	4.3%
	Disagree	9.1%	11.6%	8.2%	9.6%	14.1%	9.1%	7.3%	11.2%	4.3%	12.7%	18.1%	9.2%	2.7%	11.0%
	Agree	37.6%	35.8%	42.4%	40.3%	35.7%	36.4%	36.3%	37.6%	36.6%	36.1%	38.9%	41.2%	47.9%	36.1%
	Strongly Agree	50.0%	47.7%	45.9%	47.8%	48.1%	36.4%	54.7%	46.2%	58.0%	44.5%	38.9%	47.2%	47.9%	48.7%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
18. My child receives all the supports and services documented in his/her IEP.	Strongly Disagree	1.8%	2.5%	3.6%	1.7%	.5%	9.1%	.4%	2.6%	.8%	3.6%	0.0%	1.8%	0.0%	2.5%
	Disagree	6.0%	7.3%	4.8%	4.8%	7.4%	18.2%	5.5%	8.0%	2.4%	10.3%	11.0%	5.8%	5.4%	7.8%
	Agree	39.8%	39.5%	47.6%	43.2%	36.2%	45.5%	37.9%	41.0%	36.2%	39.2%	50.7%	43.1%	45.9%	39.3%
	Strongly Agree	52.4%	50.6%	44.0%	50.4%	55.9%	27.3%	56.3%	48.4%	60.7%	46.9%	38.4%	49.4%	48.6%	50.4%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
19. My child's IEP tells how progress towards goals will be measured.	Strongly Disagree	.7%	.6%	0.0%	.6%	.5%	9.1%	.3%	1.3%	.4%	1.2%	1.4%	.6%	0.0%	1.1%
	Disagree	3.4%	4.2%	6.0%	3.4%	5.3%	0.0%	1.7%	4.5%	2.6%	4.8%	2.7%	3.0%	2.8%	4.0%
	Agree	41.3%	41.4%	43.4%	43.3%	40.1%	54.5%	40.2%	45.5%	35.9%	41.3%	54.1%	44.7%	44.4%	41.7%
	Strongly Agree	54.6%	53.8%	50.6%	52.7%	54.0%	36.4%	57.8%	48.7%	61.0%	52.6%	41.9%	51.7%	52.8%	53.2%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
20. My child was evaluated this year and the evaluation report was written in terms and language I understand.	Strongly Disagree	1.3%	1.5%	0.0%	.9%	0.0%	18.2%	.8%	1.9%	1.1%	1.2%	3.3%	1.0%	1.4%	2.2%
	Disagree	4.2%	4.6%	4.9%	4.4%	4.2%	0.0%	3.0%	4.2%	2.3%	5.5%	8.3%	4.3%	4.2%	6.1%
	Agree	37.7%	36.8%	39.5%	40.3%	36.1%	36.4%	37.6%	42.5%	34.4%	36.0%	45.0%	40.5%	40.8%	37.5%
	Strongly Agree	56.8%	57.2%	55.6%	54.5%	59.6%	45.5%	58.5%	51.5%	62.1%	57.2%	43.3%	54.2%	53.5%	54.2%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
21. Teachers are available to communicate with me in a variety of ways (i.e., phone, email, notes, etc.).	Strongly Disagree	1.2%	1.2%	1.2%	.8%	2.1%	9.1%	.9%	1.9%	.9%	1.2%	0.0%	1.0%	1.4%	1.8%
	Disagree	2.4%	2.5%	5.8%	2.3%	1.6%	0.0%	2.1%	4.3%	1.4%	3.3%	2.7%	2.2%	0.0%	2.9%
	Agree	33.1%	30.5%	34.9%	33.4%	30.2%	36.4%	31.6%	34.8%	30.5%	32.1%	43.8%	36.5%	34.2%	34.5%
	Strongly Agree	63.4%	65.8%	58.1%	63.6%	66.1%	54.5%	65.4%	59.1%	67.2%	63.4%	53.4%	60.2%	64.4%	60.7%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
22. The school shows sensitivity to the needs of my child and other students with disabilities and their families.	Strongly Disagree	2.5%	3.8%	3.5%	1.9%	1.1%	9.1%	2.0%	3.2%	1.0%	4.2%	1.4%	2.0%	0.0%	3.5%
	Disagree	5.3%	6.7%	7.1%	5.3%	3.2%	9.1%	4.7%	6.7%	2.7%	6.4%	8.2%	4.8%	1.4%	7.7%
	Agree	37.6%	34.5%	43.5%	41.0%	40.3%	45.5%	35.3%	39.1%	34.7%	37.3%	41.1%	42.7%	45.2%	36.0%
	Strongly Agree	54.6%	55.1%	45.9%	51.8%	55.4%	36.4%	57.9%	51.1%	61.6%	52.0%	49.3%	50.5%	53.4%	52.8%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

		Child's Primary Exceptionality/Disability													
		Total	Autism Spectrum Disorder	Blind or Low Vision	Cognitive Disability	Deaf or Hard of Hearing	Deaf-Blind	Developmental Delay	Emotional Disability	Language or Speech Impairment	Other Health Impairment	Orthopedic Impairment	Specific Learning Disability	Traumatic Brain Injury	Multiple Disabilities
		N = 10,111	N = 1,426	N = 86	N = 532	N = 191	N = 11	N = 760	N = 474	N = 2,154	N = 671	N = 74	N = 2,023	N = 75	N = 1,634
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
23. Written information I receive is understandable.	Strongly Disagree	.6%	.5%	0.0%	.6%	0.0%	9.1%	0.5%	0.2%	0.6%	0.5%	1.4%	.6%	0.0%	.9%
	Disagree	2.6%	3.0%	0.0%	1.7%	0.5%	0.0%	2.3%	2.6%	1.7%	3.2%	4.1%	2.8%	2.8%	3.7%
	Agree	39.4%	38.4%	51.8%	43.1%	38.6%	45.5%	36.7%	42.2%	34.6%	39.2%	41.1%	43.0%	37.5%	40.8%
	Strongly Agree	57.4%	58.2%	48.2%	54.6%	60.8%	45.5%	60.5%	55.0%	63.0%	57.2%	53.4%	53.7%	59.7%	54.6%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
24. Teachers and administrators respect my cultural heritage.	Strongly Disagree	0.6%	0.2%	0.0%	0.3%	0.0%	10.0%	0.7%	1.5%	.3%	.7%	0.0%	0.5%	1.5%	1.0%
	Disagree	1.3%	1.3%	1.6%	.5%	0.7%	0.0%	0.9%	3.3%	.8%	1.2%	3.6%	1.1%	0.0%	1.8%
	Agree	39.2%	36.4%	45.3%	40.8%	42.4%	50.0%	37.7%	41.3%	34.8%	40.1%	49.1%	42.5%	35.4%	41.1%
	Strongly Agree	59.0%	62.1%	53.1%	58.4%	56.9%	40.0%	60.7%	53.9%	64.1%	58.0%	47.3%	55.9%	63.1%	56.0%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
25. I know who to contact if a special education issue arises.	Strongly Disagree	1.4%	1.1%	4.9%	1.0%	1.6%	9.1%	1.2%	1.9%	1.2%	1.7%	0.0%	0.9%	0.0%	2.3%
	Disagree	4.4%	3.7%	4.9%	3.2%	3.2%	0.0%	4.5%	5.1%	4.3%	4.2%	5.5%	3.9%	0.0%	5.9%
	Agree	36.4%	34.4%	46.9%	36.6%	34.6%	45.5%	36.9%	40.7%	33.9%	33.8%	31.5%	38.9%	37.5%	37.4%
	Strongly Agree	57.9%	60.7%	43.2%	59.2%	60.6%	45.5%	57.3%	52.2%	60.6%	60.3%	63.0%	56.4%	62.5%	54.4%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
26. Teachers are knowledgeable about my child's disability.	Strongly Disagree	2.6%	3.5%	2.4%	1.2%	4.2%	18.2%	1.5%	3.5%	1.1%	5.5%	5.6%	1.9%	1.4%	3.7%
	Disagree	7.4%	9.7%	8.3%	6.9%	9.5%	18.2%	5.9%	11.5%	3.1%	11.0%	13.9%	7.1%	2.8%	8.8%
	Agree	38.6%	36.6%	45.2%	42.5%	34.9%	27.3%	36.9%	40.0%	37.6%	38.3%	36.1%	42.2%	51.4%	36.4%
	Strongly Agree	51.3%	50.2%	44.0%	49.4%	51.3%	36.4%	55.7%	45.0%	58.2%	45.2%	44.4%	48.7%	44.4%	51.1%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
27. The principal supports appropriate special education services in the school.	Strongly Disagree	2.0%	2.6%	2.4%	2.4%	2.2%	10.0%	1.2%	4.0%	1.1%	2.7%	1.4%	1.5%	1.4%	2.4%
	Disagree	3.6%	4.8%	2.4%	3.0%	2.2%	10.0%	2.9%	4.4%	1.6%	3.6%	2.8%	3.5%	2.7%	5.5%
	Agree	38.7%	37.8%	41.7%	41.4%	36.5%	40.0%	38.5%	40.7%	35.3%	40.5%	46.5%	41.2%	38.4%	38.5%
	Strongly Agree	55.7%	54.7%	53.6%	53.3%	59.1%	40.0%	57.3%	50.9%	61.9%	53.2%	49.3%	53.8%	57.5%	53.5%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
28. General education and special education personnel work together to assure that my child's IEP is being implemented.	Strongly Disagree	2.0%	3.2%	3.6%	2.4%	2.8%	9.1%	0.8%	2.8%	1.0%	3.3%	0.0%	1.7%	1.4%	2.4%
	Disagree	5.9%	7.7%	9.5%	5.7%	5.1%	9.1%	3.8%	7.2%	2.2%	10.7%	7.0%	5.5%	2.8%	7.9%
	Agree	38.9%	37.4%	41.7%	42.0%	36.4%	54.5%	38.3%	42.0%	36.4%	37.0%	47.9%	42.0%	41.7%	37.8%
	Strongly Agree	53.2%	51.7%	45.2%	49.9%	55.7%	27.3%	57.1%	48.0%	60.3%	49.1%	45.1%	50.8%	54.2%	52.0%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

		Child's Primary Exceptionality/Disability													
		Total	Autism Spectrum Disorder	Blind or Low Vision	Cognitive Disability	Deaf or Hard of Hearing	Deaf-Blind	Developmental Delay	Emotional Disability	Language or Speech Impairment	Other Health Impairment	Orthopedic Impairment	Specific Learning Disability	Traumatic Brain Injury	Multiple Disabilities
		N = 10,111	N = 1,426	N = 86	N = 532	N = 191	N = 11	N = 760	N = 474	N = 2,154	N = 671	N = 74	N = 2,023	N = 75	N = 1,634
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
29. The school encourages student involvement in Case Conference Committee meetings.	Strongly Disagree	3.9%	4.3%	2.6%	4.6%	1.8%	12.5%	2.8%	5.4%	4.0%	6.2%	1.8%	2.6%	2.9%	4.4%
	Disagree	13.3%	16.7%	15.4%	10.6%	14.5%	12.5%	11.8%	16.5%	12.9%	14.6%	14.0%	10.9%	7.4%	14.5%
	Agree	35.0%	33.0%	42.3%	36.3%	29.7%	50.0%	35.2%	36.0%	32.2%	35.7%	40.4%	37.3%	39.7%	35.3%
	Strongly Agree	47.8%	46.0%	39.7%	48.5%	53.9%	25.0%	50.2%	42.1%	51.0%	43.5%	43.9%	49.1%	50.0%	45.8%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
30. I am knowledgeable about federal and state laws that affect special education.	Strongly Disagree	3.3%	2.8%	3.7%	2.1%	2.1%	0.0%	3.8%	3.7%	3.6%	3.8%	0.0%	2.5%	1.4%	4.2%
	Disagree	15.7%	16.3%	13.4%	14.8%	12.8%	0.0%	13.7%	20.1%	16.0%	15.2%	15.1%	15.5%	12.5%	15.9%
	Agree	42.5%	43.8%	42.7%	49.1%	49.5%	70.0%	43.4%	43.3%	38.3%	40.5%	43.8%	43.9%	54.2%	41.3%
	Strongly Agree	38.6%	37.0%	40.2%	33.9%	35.6%	30.0%	39.1%	32.8%	42.1%	40.5%	41.1%	38.1%	31.9%	38.6%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

ADDITIONAL FINDINGS AND NOTES

Given the characteristics of the survey results discussed thus far, additional value or insights can be gleaned from the Indicator 8 Parent Survey data by comparing the parent ratings across the various special education districts and individual school corporations. For example, comparing the overall parent ratings for School Corporation X at 75% Agree / 25% Disagree is meaningful when compared against the overall parent ratings for School Corporation Y at 0% Agree / 100% Disagree. Individual school corporation ratings can also be compared against the overall means for the state.

The following appendices provide various detailed breakdowns of the Parent Survey data. Due to the length of these materials, they have been provided under separate cover.

- Appendix F – Breakdown by Grade Level
- Appendix G – Breakdown by Special Education District
- Appendix H – Breakdown by School Corporation Name

Appendices