Indiana Department of Education

Survey Services – Parents of Children with Disabilities
2012-2013 Parent Survey Report

Summary Report

Submitted to:

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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, and 2012-13 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 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, 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 +/– 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 2010-11, 2011-12, and 2012-13 Parent Surveys were similarly administered to all parents 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 can be adapted to meet the specific needs of states.

Prior to the start of the 2009-10 survey project, 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. In general, the questionnaire asked parents to rate the extent to which they agree/disagree (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.

The questionnaire used for the 2010-11 Parent Survey was modified slightly to better meet the informational and data needs of IDOE. More specifically, the response options for 11 of the 31 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). The 2010-11 questionnaire was used again for the 2011-12 and 2012-13 Parent Surveys. A copy of the 2012-13 questionnaire (English and Spanish) is available in Appendix A.

SURVEY ADMINISTRATION

The parent of students with disabilities population has been traditionally difficult to reach and gain their participation in such surveys (FFY 2007 SY 07-08 APR)[1] thus limiting the potential of parent feedback mechanisms. In order to obtain an acceptable response rate and a representative sample of

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[1] Indiana Department of Education. (2009). *Indiana part B state performance plan.* Retrieved November 9, 2009 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 November 9, 2009 from http://www.doe.in.gov/exceptional/speced/docs/Part_B_School_Year_07_08_APR.pdf

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 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 had been selected 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 in 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 2012-13 cover letter (English and Spanish) is available in Appendix A.

SURVEY RESPONSE RATES

Overall, a total of 154,229 survey packets were distributed to parents whose children received special education services throughout the state during the 2012-13 academic year. A total of 10,743 parents returned a usable questionnaire for an overall response rate of 6.95%.

More specifically, 3,114 surveys were completed via the web-based survey, and 7,629 paper surveys were returned. A detailed breakdown of the 2012-13 survey response rates by both special education district and school corporation is available in Appendix B.

[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.

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 2012-13 Parent Survey is available in Appendix C.

Child's Primary Exceptionality / Disability		
	Frequency	Valid Percent
Autism Spectrum Disorder	1,403	14.2%
Blind or Low Vision	109	1.1%
Cognitive Disability	522	5.3%
Deaf or Hard of Hearing	161	1.6%
Deaf-Blind	11	0.1%
Developmental Delay	748	7.5%
Emotional Disability	456	4.6%
Language or Speech Impairment	1,910	19.3%
Other Health Impairment	683	6.9%
Orthopedic Impairment	111	1.1%
Specific Learning Disability	1,875	18.9%
Traumatic Brain Injury	108	1.1%
Multiple Disabilities	1,815	18.3%
Total	**9,912**	**100.0%**
Missing Data	852	
Total	**10,764**	

Child's Race / Ethnicity		
	Frequency	Valid Percent
Asian	173	1.7%
American Indian or Alaskan Native	44	0.4%
Black or African American	579	5.6%
Hispanic or Latino	500	4.9%
Native Hawaiian or Pacific Islander	20	0.2%
White	8,140	79.1%
Multi-racial	831	8.1%
Total	**10,287**	**100.0%**
Missing Data	477	
Total	**10,764**	

Child's School Level		
	Frequency	Valid Percent
Pre-K	982	9.5%
Elementary School	5,151	49.8%
Middle School	2,109	20.4%
High School	2,091	20.2%
Total	**10,333**	**100.0%**
Missing Data	431	
Total	**10,764**	

Child's Grade Level		
	Frequency	Valid Percent
Pre-Kindergarten	982	9.5%
Kindergarten	729	7.1%
Grade 1	752	7.3%
Grade 2	888	8.6%
Grade 3	1,038	10.0%
Grade 4	873	8.4%
Grade 5	871	8.4%
Grade 6	751	7.3%
Grade 7	678	6.6%
Grade 8	680	6.6%
Grade 9	616	6.0%
Grade 10	543	5.3%
Grade 11	445	4.3%
Grade 12	487	4.7%
Total	**10,333**	**100.0%**
Missing Data	431	
Total	**10,764**	

Child's Age		
	Frequency	Valid Percent
1	3	0.0%
2	0	0.0%
3	310	3.0%
4	370	3.5%
5	423	4.0%
6	676	6.5%
7	714	6.8%
8	854	8.2%
9	947	9.0%
10	874	8.3%
11	865	8.3%
12	714	6.8%
13	741	7.1%
14	656	6.3%
15	634	6.1%
16	534	5.1%
17	478	4.6%
18	419	4.0%
19	146	1.4%
20	57	0.5%
21	36	0.3%
22+	17	0.2%
Total	**10,468**	**100.0%**
Missing Data	296	
Total	**10,764**	

Special Education Planning District		
	Frequency	Valid Percent
Adams-Wells Sp. Ser. Coop	89	0.8%
Anderson Community Special Ed. Coop.	131	1.2%
Ball State University	128	1.2%
Bartholomew Special Services Coop.	175	1.6%
Beacon Academy	1	0.0%
Boone-Clinton-Northwest Hendricks Joint Services	115	1.1%
BURRIS	7	0.1%
Centerville-Fayette- Rush Special Services	69	0.6%
Clay Community Schools	44	0.4%
Community Montessori	14	0.1%
Community Schools of Frankfort	44	0.4%
%Cooperative School Services	98	0.9%
Covered Bridge Special Ed. Dist.	213	2.0%
Crown Point Community Sch Corp	46	0.4%
Daviess-Martin Special Ed. Coop	31	0.3%
Daviess-Martin Special Ed. Coop	9	0.1%
Delaware-Blackford County Sp. Ed. Coop.	173	1.6%
Dubois-Spencer-Perry Exceptional Child. Coop.	175	1.6%
East Allen County Schools	88	0.8%
East Central Special Services District	66	0.6%
Elkhart Community Schools	145	1.3%
Elkhart County Special Ed. Coop.	220	2.0%
Evansville-Vanderburgh Coop	211	2.0%
Forest Hills Special Ed. Coop.	52	0.5%
Fort Wayne Community Schools	235	2.2%
Gary Community School Corp	11	0.1%
Gibson County Special Services	65	0.6%
Gibson-Pike-Warrick Sp. Ed. Coop.	151	1.4%
Grant County Special Ed. Coop.	110	1.0%
Greater Clark County Special Ed. Coop.	208	1.9%
Greater Lafayette Area Special Services (GLASS)	244	2.3%
Greater Randolph Interlocal Coop.	77	0.7%
Greencastle Community School Corporation	18	0.2%
Greene-Sullivan Special Ed. Coop	78	0.7%
Hamilton Southeastern Schools	108	1.0%
Hamilton-Boone-Madison Sp. Ser. Coop.	489	4.6%
Hammond Public Schools	51	0.5%
Hancock Madison Shelby Educational Services	140	1.3%
Harrison County Special Ed.	76	0.7%
Huntington-Whitley Special Services	81	0.8%
IN Department of Correction	2	0.0%
Indiana School for the Deaf	2	0.0%
Indianapolis Mayor's Office	97	0.9%
Indianapolis Public Schools	169	1.6%
Institute for School Excellence	12	0.1%
Jay School Corp.	63	0.6%
Jennings County Schools	81	0.8%
Johnson County Special Services	284	2.6%
Joint Educational Services in Sp. Ed. (JESSE)	150	1.4%
KIPP Indianapolis College Preparatory	1	0.0%

Special Education Planning District		
	Frequency	Valid Percent
Knox County Special Ed. Coop.	44	0.4%
Kokomo Area Special Ed. Coop	251	2.3%
Logansport Area Joint Special Services	219	2.0%
Madison Area Education Special Ser. Unit.	85	0.8%
Michigan City Area Schools	35	0.3%
Mishawaka-Penn-Harris-Madison Joint Services	167	1.6%
Monroe County Special Education Coop.	73	0.7%
MSD Lawrence Township	91	0.8%
MSD Martinsville	39	0.4%
MSD Pike Township	73	0.7%
MSD Warren Township	85	0.8%
MSD Washington Township	80	0.7%
New Albany-Floyd County Cons. Sch. Corp.	135	1.3%
New Castle Area Special Services	83	0.8%
North Central Indiana Special Ed. Coop.	216	2.0%
Northeast Indiana Special Ed. Coop.	320	3.0%
Northwest Allen County Schools	49	0.5%
Northwest Indiana Special Ed. Coop.	127	1.2%
Northwest Indiana Special Education Coop	6	0.1%
Old National Trail Special Services	70	0.7%
Orange-Lawrence-Jackson-Martin-Greene Joint Services	168	1.6%
Pike County School Corporation	39	0.4%
Porter County Education Services	201	1.9%
Posey County Special Services	64	0.6%
R.I.S.E. Special Services	32	0.3%
Richmond Community Schools	65	0.6%
Ripley-Ohio-Dearborn Special Ed. Coop.	196	1.8%
Rock Creek Community Academy	14	0.1%
Rural Community Schools Inc	6	0.1%
School City of East Chicago	19	0.2%
Seymour Community Schools	39	0.4%
Shelby Eastern Schools	27	0.3%
Shelbyville Central Schools	45	0.4%
Smith-Green-West Allen Special Ed. Coop.	92	0.9%
South Bend Community School Corporation	142	1.3%
South Central Area Special Ed. Coop.	89	0.8%
South LaPorte County Special Ed. Coop.	487	4.5%
Southside Special Services	60	0.6%
Southside Special Services of Marion County (SSSMC)	76	0.7%
Wabash-Miami Area Programs for Exceptional Children	140	1.3%
West Central Indiana Special Ed. Coop	300	2.8%
West Central Joint Services	82	0.8%
West Central Joint Services	450	4.2%
West Lake County Special Ed.	207	1.9%
Whitley County Consolidated Schools	64	0.6%
Yorktown Community Schools	44	0.4%
Missing Data	21	
Total	**10,764**	**100.0**

OVERALL STATEMENT RATINGS

The 2012-13 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 20 statements pertaining to their experience and their child's experience with special education services throughout the 2012-13 academic year.

As displayed in the following two tables, about 70% of parents on average responded favorably to the 11 "yes/no" questions. Overall, parents were the most likely to report that they had discussed options concerning services in the Least Restrictive Environment (93%), received reports about their child's progress toward goals as outlined in his or her Individualized Education Program (92%) and discussed and planned for accommodations and modifications that their child would need (91%).

On the other hand, parents were the least likely to report that they had attended training sessions relating to the needs of children with disabilities and their families (30%), discussed extended school year options (53%), or been given information about organizations that offer support for parents of students with disabilities (55%).

Statement to Parents	Yes %	No %
Overall Percentage	**71.1%**	**28.9%**
1. At the Case Conference Committee meeting, we discussed options concerning services in the Least Restrictive Environment.	92.6%	7.4%
2. At the Case Conference Committee meeting, we discussed how my child would participate in statewide assessments (ISTEP, ISTAR).	83.4%	16.6%
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).	91.4%	8.6%
4. Written justification was given for the extent that my child would not receive services in the general classroom.	70.7%	29.3%
5. At the Case Conference Committee meeting, we discussed extended school year options.	52.9%	47.1%
6. I receive reports about my child's progress toward goals as outlined in his or her Individualized Education Program.	91.5%	8.5%
7. The school explains what options I have if an issue cannot be resolved in a Case Conference Committee meeting.	78.2%	21.8%
8. The school provides information on agencies that can assist my child in transitions.	67.0%	33.0%
9. I was given information about organizations that offer support for parents of students with disabilities.	55.1%	44.9%
10. I participate in school-sponsored activities.	68.2%	31.8%
11. I attend training sessions relating to the needs of children with disabilities and their families.	30.3%	69.7%

Over 91% of parents on average were in agreement with the 20 ratings statements. At least 90% of parents *agreed* or *strongly agreed* on 16 of the 24 statements. In fact, over 95% of parents *agreed* or

strongly agreed with the following statements: *teachers and administrators respect my cultural heritage; written information I receive is understandable; teachers are available to communicate with me in a variety of ways;* and *when scheduling Case Conference Committee meeting, consideration was given to my availability.*

Statement to Parents	Item Mean	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
Overall Mean/Percentage	**3.4**	**2.1%**	**6.5%**	**38.4%**	**52.9%**
12. I am treated like an equal partner with teachers and other professionals in planning my child's special education needs and goals.	3.5	2.0%	4.5%	37.5%	56.0%
13. When scheduling Case Conference Committee meeting, consideration was given to my availability.	3.6	1.4%	3.2%	31.2%	64.2%
14. Teachers and administrators ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	3.4	1.8%	6.3%	36.9%	54.9%
15. General education personnel make accommodations and modifications as indicated on my child's Individualized Education Program.	3.4	2.4%	5.8%	39.6%	52.2%
16. Special education personnel make accommodations and modifications as indicated on my child's Individualized Education Program.	3.5	1.5%	3.9%	38.1%	56.5%
17. All staff understands my child's needs and their role in implementing my child's Individualized Education Program.	3.3	3.8%	9.8%	38.0%	48.4%
18. My child receives all the supports and services documented in his or her Individualized Education Program.	3.4	2.2%	6.5%	39.5%	51.8%
19. My child's Individualized Education Program tells how progress towards goals will be measured.	3.5	1.1%	4.1%	41.3%	53.5%
20. My child's evaluation report is written in terms and language I understand.	3.5	1.2%	4.0%	39.5%	55.4%
21. Teachers are available to communicate with me in a variety of ways (i.e., phone, email, notes, etc.).	3.6	1.2%	2.8%	33.5%	62.5%
22. The school shows sensitivity to the needs of my child and other students with disabilities and their families.	3.4	2.7%	6.1%	37.2%	54.0%
23. Written information I receive is understandable.	3.5	0.9%	2.7%	40.4%	56.0%
24. Teachers and administrators respect my cultural heritage.	3.5	0.7%	1.3%	41.7%	56.2%
25. I know who to contact if a special education issue arises.	3.5	1.5%	4.9%	36.3%	57.3%
26. Teachers are knowledgeable about my child's disability.	3.4	2.9%	7.7%	38.2%	51.3%
27. The principal supports appropriate special education services in the school.	3.5	2.3%	4.3%	38.8%	54.7%
28. General education and special education personnel work together to assure that my child's Individualized Education Program is being implemented.	3.4	2.3%	6.4%	39.0%	52.3%
29. The school encourages student involvement in Case Conference Committee meetings.	3.2	3.7%	16.3%	36.5%	43.5%
30. I am knowledgeable about federal and state laws that affect special education.	3.2	2.7%	16.2%	42.2%	38.9%
31. Over the past year, special education services have helped me and/or my family understands how the special education system works.	3.2	3.7%	14.3%	42.4%	39.5%

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 elementary of Pre-K 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 = 10,333	N = 982	N = 5,151	N = 2,109	N = 2,091
		%	%	%	%	%
Overall Percentage	**Yes**	**71.2%**	**67.2%**	**71.4%**	**71.1%**	**72.5%**
	No	**28.8%**	**32.8%**	**28.6%**	**28.9%**	**27.5%**
	Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
1. At the Case Conference Committee meeting, we discussed options concerning services in the Least Restrictive Environment.	Yes	92.7%	89.7%	93.1%	92.7%	93.4%
	No	7.3%	10.3%	6.9%	7.3%	6.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
2. At the Case Conference Committee meeting, we discussed how my child would participate in statewide assessments (ISTEP, ISTAR).	Yes	83.6%	58.7%	83.3%	92.3%	86.9%
	No	16.4%	41.3%	16.7%	7.7%	13.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
3. At the Case Conference Committee meeting, we discussed and planned for accommodations and modifications that my child would need.	Yes	91.5%	81.9%	91.0%	94.6%	94.2%
	No	8.5%	18.1%	9.0%	5.4%	5.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
4. Written justification was given for the extent that my child would not receive services in the general classroom.	Yes	70.7%	61.0%	72.0%	73.4%	69.5%
	No	29.3%	39.0%	28.0%	26.6%	30.5%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
5. At the Case Conference Committee meeting, we discussed extended school year options.	Yes	52.7%	53.5%	53.2%	51.1%	53.0%
	No	47.3%	46.5%	46.8%	48.9%	47.0%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
6. I receive reports about my child's progress toward goals as outlined in his or her Individualized Education Program.	Yes	91.6%	94.3%	93.1%	89.5%	88.6%
	No	8.4%	5.7%	6.9%	10.5%	11.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
7. The school explains what options I have if an issue cannot be resolved in a Case Conference Committee meeting.	Yes	78.4%	80.1%	78.9%	75.6%	79.1%
	No	21.6%	19.9%	21.1%	24.4%	20.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
8. The school provides information on agencies that can assist my child in transitions.	Yes	67.1%	70.8%	63.4%	64.8%	76.9%
	No	32.9%	29.2%	36.6%	35.2%	23.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
9. I was given information about organizations that offer support for parents of students with disabilities.	Yes	55.1%	57.0%	52.1%	53.4%	63.4%
	No	44.9%	43.0%	47.9%	46.6%	36.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
10. I participate in school-sponsored activities.	Yes	68.3%	61.6%	73.9%	64.0%	62.1%
	No	31.7%	38.4%	26.1%	36.0%	37.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
11. I attend training sessions relating to the needs of children with disabilities and their families.	Yes	30.1%	30.0%	30.6%	29.4%	29.8%
	No	69.9%	70.0%	69.4%	70.6%	70.2%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%

Statement to Parents		Child's School Level				
		Total	Pre-K	Elementary School	Middle School	High School
		N = 10,333	N = 982	N = 5,151	N = 2,109	N = 2,091
		%	%	%	%	%
Overall Percentage	**Strongly Disagree**	**2.1%**	**1.1%**	**1.8%**	**2.9%**	**2.4%**
	Disagree	**6.5%**	**4.8%**	**6.1%**	**7.7%**	**7.3%**
	Agree	**38.4%**	**32.8%**	**36.6%**	**41.7%**	**42.3%**
	Strongly Agree	**53.0%**	**61.3%**	**55.5%**	**47.7%**	**48.1%**
	Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
12. I am treated like an equal partner with teachers and other professionals in planning my child's special education needs and goals.	Strongly Disagree	1.9%	1.2%	1.7%	2.6%	2.3%
	Disagree	4.5%	3.2%	4.0%	5.5%	5.2%
	Agree	37.6%	30.4%	36.6%	40.5%	40.4%
	Strongly Agree	56.0%	65.2%	57.7%	51.4%	52.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
13. When scheduling Case Conference Committee meeting, consideration was given to my availability.	Strongly Disagree	1.4%	1.1%	1.0%	2.2%	1.5%
	Disagree	3.2%	3.6%	2.8%	3.6%	3.5%
	Agree	31.2%	26.0%	29.9%	33.8%	34.1%
	Strongly Agree	64.3%	69.3%	66.3%	60.4%	60.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
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	1.8%	1.4%	1.5%	2.8%	1.8%
	Disagree	6.3%	5.2%	5.9%	7.9%	6.2%
	Agree	37.0%	30.8%	36.0%	39.0%	40.2%
	Strongly Agree	54.9%	62.6%	56.7%	50.2%	51.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
15. General education personnel make accommodations and modifications as indicated on my child's Individualized Education Program.	Strongly Disagree	2.4%	1.4%	1.8%	3.2%	3.2%
	Disagree	5.7%	3.2%	4.6%	7.8%	7.7%
	Agree	39.7%	35.1%	37.3%	42.8%	44.4%
	Strongly Agree	52.2%	60.3%	56.3%	46.2%	44.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
16. Special education personnel make accommodations and modifications as indicated on my child's Individualized Education Program.	Strongly Disagree	1.5%	.5%	1.2%	2.3%	1.7%
	Disagree	3.9%	1.7%	3.3%	5.1%	5.1%
	Agree	38.2%	35.3%	36.3%	41.4%	40.8%
	Strongly Agree	56.5%	62.5%	59.2%	51.1%	52.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
17. All staff understands my child's needs and their role in implementing my child's Individualized Education Program.	Strongly Disagree	3.8%	.8%	2.9%	5.6%	5.4%
	Disagree	9.8%	4.4%	7.9%	12.4%	14.4%
	Agree	38.1%	33.1%	37.1%	40.5%	40.5%
	Strongly Agree	48.3%	61.8%	52.1%	41.5%	39.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
18. My child receives all the supports and services documented in his or her Individualized Education Program.	Strongly Disagree	2.2%	.7%	1.6%	3.6%	2.9%
	Disagree	6.4%	2.3%	5.1%	9.5%	8.7%
	Agree	39.5%	32.6%	37.6%	42.8%	44.4%
	Strongly Agree	51.8%	64.4%	55.7%	44.2%	44.0%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
19. My child's Individualized Education Program tells how progress towards goals will be measured.	Strongly Disagree	1.1%	.6%	.9%	1.6%	1.2%
	Disagree	4.1%	3.0%	3.4%	4.9%	5.3%
	Agree	41.3%	34.0%	39.1%	45.7%	45.7%
	Strongly Agree	53.6%	62.4%	56.6%	47.7%	47.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%

Statement to Parents		Child's School Level				
		Total	Pre-K	Elementary School	Middle School	High School
		N = 10,333	N = 982	N = 5,151	N = 2,109	N = 2,091
		%	%	%	%	%
20. My child's evaluation report is written in terms and language I understand.	Strongly Disagree	1.1%	.9%	1.0%	1.5%	1.1%
	Disagree	3.9%	3.1%	3.5%	4.7%	4.5%
	Agree	39.5%	32.5%	38.3%	42.3%	43.0%
	Strongly Agree	55.4%	63.5%	57.2%	51.5%	51.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
21. Teachers are available to communicate with me in a variety of ways (i.e., phone, email, notes, etc.).	Strongly Disagree	1.2%	.4%	.9%	1.6%	1.9%
	Disagree	2.8%	1.8%	2.0%	3.7%	4.2%
	Agree	33.4%	26.3%	30.6%	37.9%	39.1%
	Strongly Agree	62.6%	71.5%	66.5%	56.8%	54.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
22. The school shows sensitivity to the needs of my child and other students with disabilities and their families.	Strongly Disagree	2.7%	.7%	2.2%	4.0%	3.6%
	Disagree	6.1%	2.4%	4.7%	8.3%	8.9%
	Agree	37.3%	31.2%	34.9%	40.6%	42.8%
	Strongly Agree	54.0%	65.7%	58.3%	47.1%	44.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
23. Written information I receive is understandable.	Strongly Disagree	.8%	.7%	.7%	1.1%	1.0%
	Disagree	2.7%	1.5%	2.4%	3.3%	3.2%
	Agree	40.4%	30.8%	38.8%	44.5%	44.5%
	Strongly Agree	56.1%	66.9%	58.0%	51.1%	51.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
24. Teachers and administrators respect my cultural heritage.	Strongly Disagree	.7%	.2%	.6%	.9%	1.0%
	Disagree	1.2%	.4%	1.0%	1.9%	1.7%
	Agree	41.8%	34.1%	39.4%	46.7%	46.6%
	Strongly Agree	56.2%	65.3%	59.0%	50.6%	50.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
25. I know who to contact if a special education issue arises.	Strongly Disagree	1.4%	.8%	1.4%	1.9%	1.4%
	Disagree	4.9%	5.7%	4.4%	5.8%	5.0%
	Agree	36.3%	30.3%	34.8%	40.3%	38.7%
	Strongly Agree	57.3%	63.2%	59.4%	52.0%	54.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
26. Teachers are knowledgeable about my child's disability.	Strongly Disagree	2.9%	1.2%	2.2%	4.1%	3.9%
	Disagree	7.6%	3.5%	5.6%	10.1%	12.2%
	Agree	38.3%	30.5%	36.8%	42.5%	41.3%
	Strongly Agree	51.2%	64.7%	55.4%	43.3%	42.5%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
27. The principal supports appropriate special education services in the school.	Strongly Disagree	2.3%	.5%	2.0%	3.0%	3.0%
	Disagree	4.3%	2.6%	3.2%	5.8%	6.2%
	Agree	38.8%	36.4%	35.1%	42.8%	45.0%
	Strongly Agree	54.7%	60.4%	59.8%	48.3%	45.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
28. General education and special education personnel work together to assure that my child's Individualized Education Program is being implemented.	Strongly Disagree	2.3%	1.0%	1.8%	3.6%	3.1%
	Disagree	6.3%	3.5%	4.7%	9.0%	9.2%
	Agree	39.1%	35.3%	35.8%	42.6%	45.4%
	Strongly Agree	52.2%	60.2%	57.8%	44.8%	42.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%

Statement to Parents		Child's School Level				
		Total	Pre-K	Elementary School	Middle School	High School
		N = 10,333	N = 982	N = 5,151	N = 2,109	N = 2,091
		%	%	%	%	%
29. The school encourages student involvement in Case Conference Committee meetings.	Strongly Disagree	3.7%	2.7%	4.9%	4.0%	1.0%
	Disagree	16.3%	15.4%	23.1%	12.7%	4.1%
	Agree	36.5%	35.4%	34.0%	40.0%	39.6%
	Strongly Agree	43.5%	46.5%	38.0%	43.3%	55.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
30. I am knowledgeable about federal and state laws that affect special education.	Strongly Disagree	2.7%	2.8%	2.9%	2.9%	2.1%
	Disagree	16.3%	19.1%	16.5%	15.8%	14.8%
	Agree	42.3%	36.7%	41.4%	44.4%	45.1%
	Strongly Agree	38.7%	41.4%	39.2%	37.0%	38.0%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
31. Over the past year, special education services have helped me and/or my family understands how the special education system works.	Strongly Disagree	3.7%	2.1%	3.4%	4.8%	4.2%
	Disagree	14.3%	11.0%	13.7%	16.4%	15.3%
	Agree	42.6%	39.6%	42.1%	43.3%	44.4%
	Strongly Agree	39.4%	47.3%	40.9%	35.4%	36.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%

STATEMENT RATINGS BY CHILD'S PRIMARY EXCEPTIONALITY/DISABILITY

Parent responses were also compared across the child's primary exceptionality/disability category. As is evident in the following table, about 70% 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 20 ratings statements also showed roughly 90% of parents agreed with the statements, and there was little variance in the responses across the primary disability categories. 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 = 9,912	N = 1,403	N = 109	N = 522	N = 161	N = 11	N = 748	N = 456	N = 1,910	N = 683	N = 111	N = 1,875	N = 108	N = 1,815
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
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	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
1. At the Case Conference Committee meeting, we discussed options concerning services in the Least Restrictive Environment.	Yes	92.9%	93.4%	95.4%	93.2%	94.4%	90.0%	90.5%	92.0%	91.0%	94.7%	94.6%	94.8%	98.1%	92.3%
	No	7.1%	6.6%	4.6%	6.8%	5.6%	10.0%	9.5%	8.0%	9.0%	5.3%	5.4%	5.2%	1.9%	7.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2. At the Case Conference Committee meeting, we discussed how my child would participate in statewide assessments (ISTEP, ISTAR).	Yes	83.2%	82.1%	89.0%	86.4%	80.6%	81.8%	82.1%	81.7%	73.4%	86.7%	80.2%	92.9%	92.5%	82.4%
	No	16.8%	17.9%	11.0%	13.6%	19.4%	18.2%	17.9%	18.3%	26.6%	13.3%	19.8%	7.1%	7.5%	17.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
3. At the Case Conference Committee meeting, we discussed and planned for accommodations and modifications that my child would need	Yes	91.5%	92.8%	96.3%	93.6%	97.5%	90.9%	91.0%	93.6%	81.8%	94.8%	94.6%	96.3%	98.1%	91.9%
	No	8.5%	7.2%	3.7%	6.4%	2.5%	9.1%	9.0%	6.4%	18.2%	5.2%	5.4%	3.7%	1.9%	8.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
4. Written justification was given for the extent that my child would not receive services in the general classroom.	Yes	70.7%	65.9%	69.8%	74.8%	67.3%	72.7%	70.0%	72.0%	70.2%	73.9%	71.7%	73.0%	76.2%	69.9%
	No	29.3%	34.1%	30.2%	25.2%	32.7%	27.3%	30.0%	28.0%	29.8%	26.1%	28.3%	27.0%	23.8%	30.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
5. At the Case Conference Committee meeting, we discussed extended school year options.	Yes	52.0%	47.2%	50.9%	51.7%	53.8%	72.7%	54.3%	47.3%	53.5%	45.7%	48.2%	52.9%	55.7%	55.9%
	No	48.0%	52.8%	49.1%	48.3%	46.3%	27.3%	45.7%	52.7%	46.5%	54.3%	51.8%	47.1%	44.3%	44.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
6. I receive reports about my child's progress toward goals as outlined in his or her Individualized Education Program.	Yes	91.7%	90.1%	94.4%	92.1%	87.6%	81.8%	94.0%	85.4%	94.6%	88.6%	90.0%	91.8%	95.3%	91.6%
	No	8.3%	9.9%	5.6%	7.9%	12.4%	18.2%	6.0%	14.6%	5.4%	11.4%	10.0%	8.2%	4.7%	8.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
7. The school explains what options I have if an issue cannot be resolved in a Case Conference Committee meeting.	Yes	78.2%	73.0%	85.2%	80.5%	77.2%	72.7%	80.6%	72.0%	81.7%	72.8%	79.3%	80.4%	82.9%	77.7%
	No	21.8%	27.0%	14.8%	19.5%	22.8%	27.3%	19.4%	28.0%	18.3%	27.2%	20.7%	19.6%	17.1%	22.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
8. The school provides information on agencies that can assist my child in transitions.	Yes	66.7%	61.4%	76.1%	66.2%	68.1%	72.7%	69.3%	63.9%	68.7%	60.2%	71.8%	68.9%	75.7%	67.1%
	No	33.3%	38.6%	23.9%	33.8%	31.9%	27.3%	30.7%	36.1%	31.3%	39.8%	28.2%	31.1%	24.3%	32.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
9. I was given information about organizations that offer support for parents of students with disabilities.	Yes	54.8%	54.5%	59.4%	56.6%	56.9%	45.5%	55.0%	53.9%	52.8%	50.9%	57.3%	56.6%	69.5%	54.7%
	No	45.2%	45.5%	40.6%	43.4%	43.1%	54.5%	45.0%	46.1%	47.2%	49.1%	42.7%	43.4%	30.5%	45.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
10. I participate in school-sponsored activities.	Yes	68.8%	70.7%	77.8%	74.5%	71.3%	90.9%	61.5%	62.1%	73.9%	76.4%	71.3%	67.1%	72.9%	62.7%
	No	31.2%	29.3%	22.2%	25.5%	28.8%	9.1%	38.5%	37.9%	26.1%	23.6%	28.7%	32.9%	27.1%	37.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
11. I attend training sessions relating to the needs of children with disabilities and their families.	Yes	30.3%	41.1%	39.3%	32.1%	45.0%	36.4%	26.9%	28.8%	22.5%	35.7%	36.4%	22.0%	35.5%	35.3%
	No	69.7%	58.9%	60.7%	67.9%	55.0%	63.6%	73.1%	71.2%	77.5%	64.3%	63.6%	78.0%	64.5%	64.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Child's Primary Exceptionality/Disability													
		Total	Autism Spectrum Disorder	Blind or Low Vision	Cognitive Disability	Deaf or Hard of Hearing	Deaf-Blind	Develop-mental Delay	Emotional Disability	Language or Speech Impairment	Other Health Impairment	Orthopedic Impairment	Specific Learning Disability	Traumatic Brain Injury	Multiple Disabilities
		N = 9,912	N = 1,403	N = 109	N = 522	N = 161	N = 11	N = 748	N = 456	N = 1,910	N = 683	N = 111	N = 1,875	N = 108	N = 1,815
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
Overall Percentage	**Strongly Disagree**	**2.1%**	**2.7%**	**1.9%**	**1.8%**	**1.8%**	**7.1%**	**1.7%**	**2.8%**	**1.2%**	**2.2%**	**0.9%**	**1.9%**	**1.5%**	**2.8%**
	Disagree	**6.5%**	**8.0%**	**4.1%**	**7.0%**	**6.1%**	**5.7%**	**6.4%**	**8.0%**	**4.3%**	**7.5%**	**7.0%**	**6.0%**	**4.4%**	**7.8%**
	Agree	**37.7%**	**37.7%**	**31.2%**	**40.9%**	**37.5%**	**17.0%**	**40.4%**	**37.8%**	**35.0%**	**36.7%**	**29.5%**	**40.5%**	**22.9%**	**38.1%**
	Strongly Agree	**53.7%**	**51.6%**	**62.8%**	**50.4%**	**54.7%**	**70.3%**	**51.5%**	**51.3%**	**59.6%**	**53.6%**	**62.7%**	**51.6%**	**71.2%**	**51.3%**
	Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
12. I am treated like an equal partner with teachers and other professionals in planning my child's special education needs and goals.	Strongly Disagree	1.9%	2.8%	1.8%	2.1%	1.3%	10.0%	2.1%	2.0%	1.2%	1.3%	0.0%	1.7%	1.9%	2.6%
	Disagree	4.6%	5.6%	.9%	4.6%	5.0%	0.0%	4.2%	6.2%	2.3%	4.6%	3.6%	3.7%	2.8%	7.0%
	Agree	36.7%	34.6%	30.3%	38.5%	33.1%	30.0%	38.9%	38.8%	34.4%	36.7%	32.4%	39.7%	24.5%	37.6%
	Strongly Agree	56.8%	57.0%	67.0%	54.8%	60.6%	60.0%	54.8%	53.0%	62.1%	57.4%	64.0%	55.0%	70.8%	52.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
13. When scheduling Case Conference Committee meeting, consideration was given to my availability.	Strongly Disagree	1.3%	1.4%	.9%	1.2%	1.3%	10.0%	1.5%	1.8%	.6%	1.5%	0.0%	1.6%	.9%	1.9%
	Disagree	3.1%	3.1%	2.8%	2.9%	5.0%	0.0%	3.2%	4.9%	2.8%	3.1%	.9%	2.5%	0.0%	3.8%
	Agree	30.4%	28.6%	24.1%	30.6%	25.6%	10.0%	34.6%	34.1%	27.1%	29.1%	31.5%	32.0%	21.7%	32.7%
	Strongly Agree	65.2%	66.9%	72.2%	65.4%	68.1%	80.0%	60.7%	59.3%	69.5%	66.4%	67.6%	64.0%	77.4%	61.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
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	1.8%	2.4%	.9%	1.7%	2.5%	10.0%	1.8%	3.5%	1.1%	.7%	0.0%	1.6%	1.9%	2.4%
	Disagree	6.3%	8.2%	2.8%	8.8%	5.6%	0.0%	5.4%	9.7%	4.1%	7.6%	6.3%	5.2%	6.7%	6.8%
	Agree	36.3%	37.6%	32.1%	37.5%	32.5%	20.0%	38.8%	36.5%	33.5%	37.6%	30.6%	37.9%	22.9%	36.6%
	Strongly Agree	55.6%	51.9%	64.2%	51.9%	59.4%	70.0%	54.0%	50.2%	61.3%	54.0%	63.1%	55.4%	68.6%	54.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
15. General education personnel make accommodations and modifications as indicated on my child's Individualized Education Program.	Strongly Disagree	2.4%	3.7%	2.8%	2.1%	1.3%	10.0%	1.9%	2.9%	1.4%	2.1%	1.8%	2.4%	.9%	2.8%
	Disagree	5.8%	7.5%	4.6%	6.6%	3.2%	0.0%	5.4%	6.9%	2.9%	8.2%	8.2%	4.8%	3.8%	7.6%
	Agree	38.9%	39.0%	29.4%	41.6%	39.2%	20.0%	41.0%	38.9%	37.0%	39.6%	27.3%	41.0%	25.5%	39.1%
	Strongly Agree	52.9%	49.9%	63.3%	49.6%	56.3%	70.0%	51.7%	51.3%	58.7%	50.1%	62.7%	51.9%	69.8%	50.5%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
16. Special education personnel make accommodations and modifications as indicated on my child's Individualized Education Program.	Strongly Disagree	1.4%	1.7%	1.9%	.8%	.6%	10.0%	.9%	1.8%	.8%	1.0%	.9%	1.4%	1.9%	2.2%
	Disagree	3.9%	5.0%	2.8%	2.3%	3.1%	0.0%	3.6%	4.4%	2.0%	4.6%	4.5%	3.4%	2.8%	5.5%
	Agree	37.5%	34.9%	28.3%	40.4%	42.1%	0.0%	40.7%	40.4%	37.2%	35.2%	30.6%	39.1%	20.8%	37.9%
	Strongly Agree	57.2%	58.3%	67.0%	56.4%	54.1%	90.0%	54.7%	53.4%	59.9%	59.2%	64.0%	56.1%	74.5%	54.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
17. All staff understands my child's needs and their role in implementing my child's Individualized Education Program.	Strongly Disagree	3.8%	5.3%	1.8%	2.7%	4.4%	11.1%	2.7%	6.0%	1.4%	5.0%	1.8%	3.3%	1.9%	5.6%
	Disagree	9.8%	13.3%	7.3%	10.8%	6.3%	0.0%	7.6%	12.2%	4.9%	14.9%	14.4%	9.6%	9.4%	10.9%
	Agree	37.6%	36.8%	33.0%	42.7%	41.5%	33.3%	39.1%	35.1%	36.7%	35.1%	26.1%	41.4%	22.6%	36.0%
	Strongly Agree	48.8%	44.6%	57.8%	43.8%	47.8%	55.6%	50.6%	46.7%	57.0%	45.0%	57.7%	45.7%	66.0%	47.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Child's Primary Exceptionality/Disability													
		Total	Autism Spectrum Disorder	Blind or Low Vision	Cognitive Disability	Deaf or Hard of Hearing	Deaf-Blind	Develop-mental Delay	Emotional Disability	Language or Speech Impairment	Other Health Impairment	Orthopedic Impairment	Specific Learning Disability	Traumatic Brain Injury	Multiple Disabilities
		N = 9,912	N = 1,403	N = 109	N = 522	N = 161	N = 11	N = 748	N = 456	N = 1,910	N = 683	N = 111	N = 1,875	N = 108	N = 1,815
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
18. My child receives all the supports and services documented in his or her Individualized Education Program.	Strongly Disagree	2.1%	3.4%	2.8%	1.8%	1.2%	9.1%	1.5%	2.0%	1.1%	2.4%	0.0%	2.0%	.9%	2.9%
	Disagree	6.4%	8.1%	5.5%	5.9%	7.5%	0.0%	5.4%	8.8%	2.8%	8.8%	8.1%	6.4%	4.7%	8.2%
	Agree	38.9%	40.8%	29.4%	44.6%	35.4%	9.1%	42.1%	40.9%	34.8%	37.5%	25.2%	40.7%	25.2%	39.5%
	Strongly Agree	52.6%	47.7%	62.4%	47.7%	55.9%	81.8%	51.0%	48.2%	61.3%	51.3%	66.7%	50.9%	69.2%	49.5%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
19. My child's Individualized Education Program tells how progress towards goals will be measured.	Strongly Disagree	1.0%	1.4%	1.9%	.4%	.6%	9.1%	.7%	1.5%	.7%	.6%	0.0%	1.0%	.9%	1.3%
	Disagree	4.0%	5.2%	2.8%	4.5%	5.0%	9.1%	3.0%	7.3%	2.3%	4.7%	6.3%	3.7%	2.8%	4.4%
	Agree	40.7%	40.7%	33.3%	45.5%	40.0%	0.0%	44.6%	40.3%	35.7%	40.5%	28.8%	43.4%	30.6%	42.7%
	Strongly Agree	54.2%	52.7%	62.0%	49.6%	54.4%	81.8%	51.8%	50.9%	61.4%	54.2%	64.9%	51.9%	65.7%	51.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
20. My child's evaluation report is written in terms and language I understand.	Strongly Disagree	1.1%	1.1%	0.0%	1.6%	2.5%	0.0%	.8%	1.1%	.9%	1.2%	0.0%	1.0%	0.0%	1.5%
	Disagree	3.9%	4.3%	2.8%	5.6%	3.2%	9.1%	4.0%	5.5%	2.2%	3.4%	1.8%	4.2%	2.8%	4.6%
	Agree	38.9%	40.5%	33.0%	41.5%	36.7%	27.3%	42.5%	37.8%	33.8%	37.5%	32.4%	41.3%	26.2%	40.8%
	Strongly Agree	56.1%	54.1%	64.2%	51.4%	57.6%	63.6%	52.6%	55.6%	63.1%	57.9%	65.8%	53.5%	71.0%	53.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
21. Teachers are available to communicate with me in a variety of ways (i.e., phone, email, notes, etc.).	Strongly Disagree	1.2%	1.7%	0.0%	1.4%	.6%	9.1%	1.3%	.9%	.7%	1.2%	1.8%	1.1%	1.9%	1.3%
	Disagree	2.7%	3.0%	2.8%	2.3%	1.9%	9.1%	2.4%	5.1%	1.5%	3.4%	5.4%	2.4%	.9%	3.2%
	Agree	32.7%	31.3%	25.7%	36.5%	32.3%	9.1%	36.4%	33.5%	28.6%	30.0%	23.4%	36.4%	15.7%	34.7%
	Strongly Agree	63.4%	64.0%	71.6%	59.8%	65.2%	72.7%	59.8%	60.6%	69.1%	65.5%	69.4%	60.2%	81.5%	60.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
22. The school shows sensitivity to the needs of my child and other students with disabilities and their families.	Strongly Disagree	2.7%	4.3%	2.8%	2.1%	1.9%	9.1%	2.2%	3.3%	1.2%	2.7%	0.0%	2.0%	1.9%	4.2%
	Disagree	6.0%	6.3%	1.8%	6.6%	1.9%	0.0%	6.5%	8.4%	2.5%	8.6%	8.1%	6.3%	3.8%	8.0%
	Agree	36.5%	35.8%	29.4%	40.9%	38.1%	18.2%	37.8%	35.8%	35.1%	35.5%	25.2%	40.8%	19.8%	35.0%
	Strongly Agree	54.8%	53.6%	66.1%	50.4%	58.1%	72.7%	53.5%	52.4%	61.1%	53.3%	66.7%	50.9%	74.5%	52.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
23. Written information I receive is understandable.	Strongly Disagree	.8%	.6%	1.8%	0.0%	1.3%	0.0%	1.1%	.7%	.7%	1.0%	0.0%	1.0%	.9%	1.1%
	Disagree	2.6%	2.5%	2.8%	2.9%	1.3%	9.1%	3.2%	3.1%	1.5%	2.2%	1.8%	2.6%	1.9%	3.5%
	Agree	39.7%	40.4%	31.2%	43.6%	42.5%	18.2%	43.1%	39.0%	34.4%	36.9%	28.8%	43.7%	20.6%	41.5%
	Strongly Agree	56.9%	56.4%	64.2%	53.5%	55.0%	72.7%	52.6%	57.3%	63.3%	59.9%	69.4%	52.7%	76.6%	53.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
24. Teachers and administrators respect my cultural heritage.	Strongly Disagree	.7%	.7%	0.0%	.4%	.6%	0.0%	.5%	1.8%	.5%	1.2%	1.8%	.4%	.9%	.8%
	Disagree	1.2%	1.2%	.9%	1.2%	1.3%	0.0%	1.2%	2.0%	.8%	1.4%	0.0%	1.3%	.9%	1.4%
	Agree	41.2%	42.3%	33.0%	44.7%	40.4%	18.2%	44.4%	42.5%	36.9%	39.7%	31.8%	43.9%	25.9%	42.2%
	Strongly Agree	56.9%	55.8%	66.1%	53.7%	57.7%	81.8%	53.9%	53.6%	61.9%	57.8%	66.4%	54.4%	72.2%	55.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Child's Primary Exceptionality/Disability													
		Total	Autism Spectrum Disorder	Blind or Low Vision	Cognitive Disability	Deaf or Hard of Hearing	Deaf-Blind	Develop-mental Delay	Emotional Disability	Language or Speech Impairment	Other Health Impairment	Orthopedic Impairment	Specific Learning Disability	Traumatic Brain Injury	Multiple Disabilities
		N = 9,912	N = 1,403	N = 109	N = 522	N = 161	N = 11	N = 748	N = 456	N = 1,910	N = 683	N = 111	N = 1,875	N = 108	N = 1,815
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
25. I know who to contact if a special education issue arises.	Strongly Disagree	1.4%	1.3%	.9%	1.2%	1.3%	9.1%	1.5%	1.8%	1.1%	1.2%	.9%	1.5%	0.0%	1.9%
	Disagree	4.8%	6.2%	.9%	4.1%	3.8%	9.1%	5.7%	5.5%	3.8%	3.7%	3.6%	4.0%	.9%	6.3%
	Agree	35.4%	33.5%	30.3%	38.3%	34.4%	9.1%	38.8%	34.1%	33.3%	33.3%	27.3%	39.1%	20.6%	35.9%
	Strongly Agree	58.4%	58.9%	67.9%	56.5%	60.6%	72.7%	54.1%	58.5%	61.9%	61.8%	68.2%	55.5%	78.5%	55.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
26. Teachers are knowledgeable about my child's disability.	Strongly Disagree	2.9%	4.0%	2.8%	3.1%	2.5%	9.1%	1.7%	4.2%	1.0%	4.2%	1.8%	2.5%	1.9%	4.0%
	Disagree	7.7%	10.4%	10.1%	8.5%	7.5%	0.0%	6.9%	10.0%	3.5%	11.8%	9.1%	7.3%	6.6%	8.5%
	Agree	37.6%	37.2%	29.4%	40.7%	39.8%	18.2%	39.7%	36.2%	34.9%	35.9%	27.3%	42.7%	19.8%	36.6%
	Strongly Agree	51.8%	48.4%	57.8%	47.7%	50.3%	72.7%	51.7%	49.6%	60.6%	48.1%	61.8%	47.5%	71.7%	51.0%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
27. The principal supports appropriate special education services in the school.	Strongly Disagree	2.3%	3.6%	1.9%	1.8%	1.3%	9.1%	1.4%	2.9%	1.1%	3.0%	.9%	1.8%	2.8%	3.1%
	Disagree	4.3%	5.5%	0.0%	4.5%	3.1%	0.0%	4.2%	5.4%	2.1%	5.0%	.9%	4.0%	4.7%	6.2%
	Agree	38.0%	38.5%	30.6%	41.1%	36.9%	18.2%	39.7%	34.9%	34.7%	37.9%	32.4%	42.2%	19.6%	38.1%
	Strongly Agree	55.4%	52.3%	67.6%	52.7%	58.8%	72.7%	54.7%	56.7%	62.0%	54.1%	65.7%	52.0%	72.9%	52.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
28. General education and special education personnel work together to assure that my child's Individualized Education Program is being implemented.	Strongly Disagree	2.3%	3.0%	3.7%	1.7%	2.5%	10.0%	1.4%	2.5%	1.1%	2.7%	0.0%	2.3%	.9%	3.3%
	Disagree	6.4%	8.8%	1.8%	7.7%	3.8%	10.0%	6.2%	8.3%	2.5%	7.5%	7.3%	6.5%	4.7%	7.9%
	Agree	38.4%	39.1%	33.9%	40.9%	41.3%	20.0%	40.3%	37.7%	35.5%	40.5%	30.3%	40.4%	21.5%	38.4%
	Strongly Agree	52.9%	49.1%	60.6%	49.6%	52.5%	60.0%	52.1%	51.6%	60.9%	49.3%	62.4%	50.8%	72.9%	50.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
29. The school encourages student involvement in Case Conference Committee meetings.	Strongly Disagree	3.8%	5.0%	2.8%	3.2%	3.1%	0.0%	2.8%	6.1%	2.1%	4.8%	2.8%	3.5%	2.9%	4.5%
	Disagree	16.5%	20.4%	11.2%	17.4%	19.5%	18.2%	16.4%	15.1%	15.4%	18.0%	17.4%	13.7%	9.5%	17.7%
	Agree	35.7%	36.4%	33.6%	37.5%	34.0%	18.2%	39.6%	36.2%	35.1%	33.4%	28.4%	35.6%	20.0%	36.6%
	Strongly Agree	44.0%	38.2%	52.3%	41.9%	43.4%	63.6%	41.2%	42.7%	47.5%	43.8%	51.4%	47.2%	67.6%	41.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
30. I am knowledgeable about federal and state laws that affect special education.	Strongly Disagree	2.7%	2.2%	3.7%	2.9%	1.9%	0.0%	3.1%	3.5%	2.2%	1.9%	1.8%	2.6%	2.8%	3.5%
	Disagree	16.3%	17.0%	11.0%	15.9%	15.6%	18.2%	18.9%	16.2%	15.3%	12.5%	12.7%	16.0%	7.5%	18.9%
	Agree	41.7%	42.8%	36.7%	46.2%	41.9%	27.3%	42.5%	44.6%	39.5%	42.6%	33.6%	44.2%	31.1%	39.5%
	Strongly Agree	39.3%	38.0%	48.6%	35.1%	40.6%	54.5%	35.5%	35.7%	42.9%	42.9%	51.8%	37.2%	58.5%	38.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
31. Over the past year, special education services have helped me and/or my family understands how the special education system works.	Strongly Disagree	3.7%	5.3%	2.8%	3.5%	3.2%	9.1%	3.1%	5.8%	2.1%	4.5%	.9%	3.2%	2.8%	4.7%
	Disagree	14.4%	18.4%	6.5%	15.9%	17.7%	18.2%	14.9%	15.8%	11.4%	15.9%	20.0%	12.5%	11.2%	14.9%
	Agree	42.0%	42.8%	38.3%	44.5%	41.8%	18.2%	43.3%	39.6%	41.6%	39.6%	35.5%	44.4%	22.4%	41.5%
	Strongly Agree	39.9%	33.6%	52.3%	36.1%	37.3%	54.5%	38.7%	38.9%	44.9%	40.0%	43.6%	39.9%	63.6%	38.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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

Appendices