

Indicator 8
Parent Survey
Resource Guide
2016

DRAFT

Bureau of Exceptional Education and Student Services
Florida Department of Education

This publication is produced through the Bureau of Exceptional Education and Student Services (BEES) Resource and Information Center, Division of K-12 Public Schools, Florida Department of Education (FDOE), and is available online at <http://fldoe.org/academics/exceptional-student-edu/beess-resources/presentations-pubs>. For information on available resources, contact the BEES Resource and Information Center (BRIC).

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The purpose of this document is to provide a resource that will assist schools and districts in increasing the percentage of parents that report schools partnered with them. Please feel free to contact the bureau with feedback or suggested additions to this guide at BEESComments@fldoe.org.

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Understanding the Exceptional Student Education (ESE) Parent Survey

Purpose

The Florida ESE Parent Survey is administered every year as a way for the Florida Department of Education (FDOE) to get statewide input from parents of students receiving ESE services. Data from the survey are also used for federal reporting purposes. Under the state performance plan, states must submit an annual performance report (APR) in which they report on a set of performance indicators, one of which is the “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.”

Development

The items that make up the Florida ESE Parent Survey describe different ways that schools help parents participate in their child’s education and help students to succeed. These items, which are now used by many states to collect input from parents, were originally developed and validated through a project funded by the U.S. Department of Education, Office of Special Education Programs. Two versions of the items were developed, one for parents of students in kindergarten through Grade 12 (K-12) and one for parents of students in prekindergarten (PreK).

Results

Analyses of parents’ responses to the survey items reveal several important factors, such as parents are more likely to agree with some items than with others. For example, parents show much higher levels of agreement with the item, “Teachers are available to speak with me,” than they do with the item, “The school offers parents training about special education issues.” Differences in the agreeability of the items have been found to be consistent both over time and across different groups of parents, suggesting that some parent engagement strategies, e.g., providing parents access to teachers, are easier for schools to implement than others, e.g., offering training opportunities for parents. The following tables display the K-12 and PreK survey items in order of their overall agreeability from most agreeable to least agreeable. Next to each item is the percent of parents completing the survey in 2015 who agreed with that item.

Florida ESE K-12 Parent Survey Items by
Percent of Families that Agreed with Each Item

Florida ESE Parent Survey Items (K-12)	Percent Agree
Written information I receive is written in an understandable way.	91.07%
My child's IEP [individual educational plan] tells how progress toward goals will be measured.	89.19%
Teachers are available to speak with me.	89.18%
ESE teachers make accommodations and modifications as indicated on my child's IEP.	87.02%
The principal sets a positive and welcoming tone in the school.	86.66%
Teachers set appropriate goals for my child.	86.63%
The school has a person on staff who is available to answer parents' questions.	86.62%
I am considered an equal partner with teachers and other professionals in planning my child's program.	86.35%
My child's IEP covers all appropriate aspects of my child's development.	84.57%
The school provides my child with all the services documented on my child's IEP.	84.08%
School personnel show sensitivity to the needs of students with disabilities and their families.	84.04%
The school offers parents a variety of ways to communicate with teachers.	83.36%
General education teachers make accommodations and modifications as indicated on my child's IEP.	82.73%
School personnel encourage me to participate in the decision-making process.	82.50%

Florida ESE Parent Survey Items (K-12)	Percent Agree
The principal does everything possible to support appropriate ESE services in the school.	82.10%
Overall, I am satisfied with the school's efforts to facilitate my involvement in my child's education.	81.03%
The school gives parents the help they may need to play an active role in their child's education.	78.50%
Teachers seek out parent input.	78.37%
The school communicates regularly with me regarding my child's progress on IEP goals.	75.70%
The school gives me choices with regard to services that address my child's needs.	74.42%
The school explains what options parents have if they disagree with a decision of the school.	72.37%
Administrators seek out parent input.	72.02%
I was given information about organizations that offer support for parents of students with disabilities.	70.74%
The school provides information on agencies that can assist my child in the transition from school.	67.73%
I was offered special assistance (such as child care) so that I could participate in the IEP meeting.	60.27%
The school offers parents training about ESE.	59.32%

Florida ESE PreK Parent Survey Items by
Percent of Families that Agreed with Each Item

Florida ESE Parent Survey Items (PreK)	Percent Agree
People from preschool special education program respect my culture.	95.9%
My child's evaluation report was written using words I understand.	94.5%
People from preschool special ed. ... are available to speak with me.	93.5%
I am part of the IEP/IFSP [individual family support plan] decision-making process.	93.2%
People from preschool special ed. ... ensure that I have fully understood my rights related to preschool special education.	92.5%
People from preschool special ed. ... value my ideas.	92.5%
People from preschool special ed. ... treat me as an equal team member.	91.9%
My recommendations are included on the IEP/IFSP.	91.7%
Overall, I am satisfied with the preschool special education services provided to my child.	91.6%
My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	90.8%
People from preschool special ed. ... encourage me to participate in the decision-making process.	90.1%
Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	89.4%
People from preschool special ed. ... give me enough information to know if my child is making progress.	88.2%
The preschool special education program involves parents in evaluations of whether preschool special education is effective.	88.1%
People from preschool special ed. ... communicate regularly with me regarding my child's progress on IEP/IFSP goals.	87.7%

Florida ESE Parent Survey Items (PreK)	Percent Agree
People from preschool special ed. ... offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	87.0%
People from preschool special ed. ... give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	86.2%
People from preschool special ed. ... give me information about the approaches they use to help my child learn.	85.8%
People from preschool special ed. ... provide me with strategies to deal with my child's behavior.	84.0%
People from preschool special ed. ... give me options concerning my child's services and supports.	84.0%
People from preschool special ed. ... explain what options parents have if they disagree with a decision made by the preschool special education program.	81.8%
I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	80.7%
People from preschool special ed. ... give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	74.4%
People from preschool special ed. ... provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	73.5%
People from preschool special ed. ... offer supports for parents to participate in training workshops.	71.7%
People from preschool special ed. ... offer parents training about preschool special education.	69.5%
People from preschool special ed. ... connect families with one another for mutual support.	64.8%

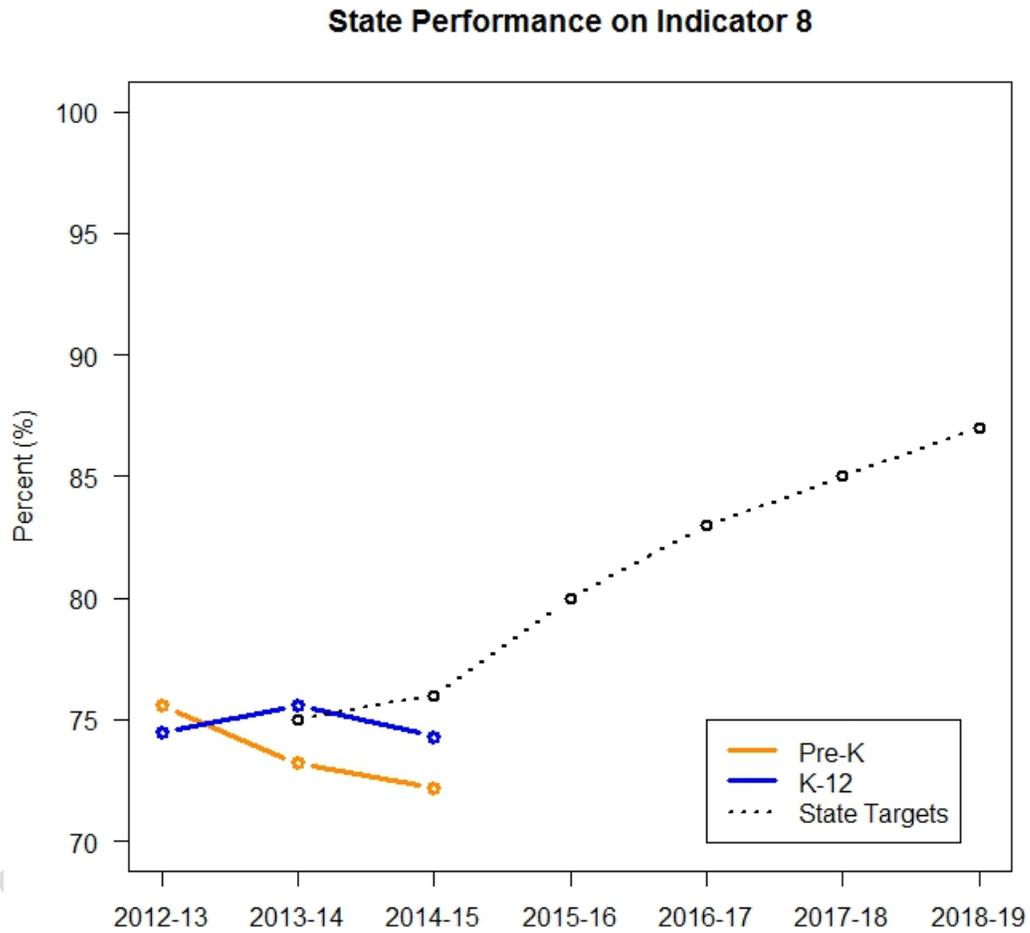
Percent of Parents who Report that Schools Facilitated Parent Involvement

For purposes of accountability reporting, the FDOE applies a predetermined standard to assess whether a given respondent’s level of agreement with the survey items is sufficiently high to conclude that the school is facilitating parent involvement “as a means of improving services and results for children with disabilities.” The following table shows the percent of responding parents, each year, whose overall level of agreement was at or above the state-established standard. This is the percent that is reported for Indicator 8, Parent Involvement, in the state’s APR.

Percent of Responding Parents Whose Overall Level of Agreement was At or Above the State-Established Standard

Year	K-12	PreK
2012-13	74.5%	75.6%
2013-14	75.6%	73.2%
2014-15	74.3%	72.2%

The following chart provides a visual depiction of the above-mentioned Indicator 8 percentages, as well as the state's established targets for 2013-14 through 2018-19.



Resources for Increasing Parent Involvement and Engagement by Item

K-12 Parent Survey

School's Effort to Participate with Parents

1. I am considered and equal partner with teachers and other professionals in planning my child's program.
 - a. [Engaging Parents in Productive Partnerships](#)
 - b. [Is Your School Parent-Friendly?](#)
 - c. [Working Together: Building Improved Communication](#)
2. Written information I receive is written in an understandable way.
 - a. [Writing Individualized Education Programs \(IEPs\) for Success](#)
3. I was given information about organizations that offer support for parents of students with disabilities.
 - a. [Parent and Community Resources](#)
 - b. [Florida's Parent Training and Information Center](#)
 - c. [The Agency for Persons with Disabilities Resource Directory](#)
4. My child's IEP covers all appropriate aspects of my child's development.
 - a. [Tested Tips for IEP Meetings](#)
5. My child's IEP tells how progress toward goals will be measured.
 - a. [Progress Monitoring](#)
 - b. [Progress Monitoring Toolbox](#)
6. ESE teachers make accommodations and modifications as indicated on my child's IEP.
 - a. [Flexible Scheduling for In-Class Supports: A Blueprint for Change](#)

7. General education teachers make accommodations and modifications as indicated on my child's IEP.
 - a. [Regular Education Teachers as IEP Team Members -- Topic Brief](#)
 - b. [Collaboration Between General and Special Education: Making it Work](#)

8. Teachers are available to speak to me.
 - a. [Meeting with the Parents -- Making the Most of Parent-Teacher Conferences](#)
 - b. [What Can Be Done to Improve Parent-Teacher Communication?](#)

9. Teachers set appropriate goals for my child.
 - a. [Writing IEP Goals](#)
 - b. [Annual Goals](#)

10. Teachers seek out parent input.
 - a. [Parent Input to IEP Form](#)
 - b. [Encouraging Active Parent Participation in IEP Team Meetings](#)

11. Administrators seek out parent input.
 - a. [Engaging Parents in Productive Partnerships](#)

12. The principal sets a positive welcoming tone in the school.
 - a. [PTO's \[Parent Teacher Organization\] Parent Involvement Toolkit](#)
 - b. [Georgia's Family-Friendly Partnership School Initiative](#)
 - c. [CADRE \[The Center for Appropriate Dispute Resolution in Special Education\] Creating a Family-Friendly School Environment](#)

13. The principal does everything possible to support appropriate ESE services in the school.
 - a. [The Principal's Role with IEP Teams](#)
 - b. [The Principal's Role in Successful Schools: Creating a Positive School Culture](#)
 - c. [School Climate: Missing Link in Principal Training?](#)

14. School personnel show sensitivity to the needs of students with disabilities and their families.
 - a. [A Resource and Promising Practices Guide for School Administrators & Faculty](#)
 - b. [Teaching Diverse Students](#)
15. School personnel encourage me to participate in the decision-making process.
 - a. [Encouraging Active Parent Participation in the IEP meeting](#)
16. I was offered special assistance (such as childcare) so that I could participate in the IEP meeting
 - a. [Reaching Out to Diverse Populations: What Can Schools Do to Foster Family-School Connections?](#)

The school—

17. ... has a person on staff who is available to answer parents' questions.
 - a. [Parent Friendly Schools—Starting the Conversation](#)
18. ... communicates regularly with me regarding my child's progress on IEP goals.
 - a. [How to Know if Your Child's Making Progress Toward IEP Goals](#)
19. ... gives me choices with regard to services that address my child's needs.
 - a. [Developing Quality IEPs](#)
 - b. [Related Services](#)
 - c. [Related Services, in Detail](#)
20. ... offers parents training about ESE.
 - a. [Center for Parent Information and Resources](#)

21. ... offers parents a variety of ways to communicate with teachers.
 - a. [Building Parent-Teacher Relationships](#)
 - b. [Effective Communication Between Parents and Teachers](#)

22. ... gives parents the help they may need to play an active role in their child's education.
 - a. [Supporting Parent, Family, and Community Involvement in Your School](#)

23. ... provides information on agencies that can assist my child in the transition from school.
 - a. [Parent and Community Resources](#)
 - b. [Florida's Parent Training and Information Center](#)
 - c. [The Agency for Persons with Disabilities Resource Directory](#)

24. ... explains what options parents have if they disagree with a decision of the school.
 - a. [Bureau of Exceptional Education and Student Services Dispute Resolution Systems](#)
 - b. [Five Options, 1-2-3](#)

25. ... provides my child with all the services documented on my child's IEP.
 - a. [When IEP Services Are Not Delivered](#)
 - b. [Resolving Special Education Issues](#)

26. Overall, I am satisfied with the school's efforts to facilitate my involvement in my child's education.
 - a. [Family Involvement in Children's Education](#)

PreK Parent Survey (Ages 3-5)

Preschool Special Education Partnership Efforts and Quality of Services

1. I am part of the IEP/IFSP decision-making process.
 - a. [What is the Difference between an IFSP and an IEP?](#)
 - b. [Preschool Services Under IDEA](#)
 - c. [Is Your School Parent-Friendly?](#)
2. My recommendations are included on the IEP/IFSP.
 - a. [The School Won't Let Me to Add Input to my Child's IEP](#)
 - b. [Florida's Transition Project](#)
3. My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.
 - a. [Birth Through Two Years](#)
 - b. [Ages Three Through Five](#)
4. My child's evaluation report was written using words I understand.
 - a. [Getting an IEP for Your Very Young Child](#)
5. The preschool special education program involves parents in evaluations of whether preschool special education is effective.
 - a. [Family Engagement: Conducting a Family Survey](#)
6. I have been asked for my opinion about how well preschool special education services are meeting my child's needs.
 - a. [Reaching Out to Diverse Populations: What Can Schools Do to Foster Family-School Connections?](#)

People from preschool special education, including teachers and other service providers—

7. ... provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC and food stamps).
 - a. [Parent and Community Resources](#)
 - b. [Florida's Parent Training and Information Center](#)
 - c. [The Agency for Persons with Disabilities Resource Directory](#)
8. ... are available to speak with me.
 - a. [Meeting with the Parents -- Making the Most of Parent-Teacher Conferences](#)
 - b. [What Can be Done to Improve Parent-Teacher Communication?](#)
9. ... treat me as an equal team member.
 - a. [Involving Parents](#)
10. ... encourage me to participate in the decision-making process.
 - a. [Teaching Diverse Students](#)
11. ... respect my culture.
 - a. [Facilitating the Meaningful Participation of Culturally and Linguistically Diverse Families in the IFSP and IEP Process](#)
12. ... value my ideas.
 - a. [Parent Friendly Schools—Starting the Conversation](#)
13. ... ensure that I have fully understood my rights related to preschool special education.
 - a. [National Center on Student Progress Monitoring—IEPs](#)

14. ... communicate regularly with me regarding my child's progress on IEP/IFSP goals.
 - a. [Developing Quality Individual Education Plans](#)
 - b. [Related Services](#)
 - c. [Related Services, in Detail](#)

15. ... give me options concerning my child's services and supports.
 - a. [Questions Often Asked by Parents About Special Education Services](#)

16. ... provide me with strategies to deal with my child's behavior.
 - a. [Functional Behavior Assessment and Behavioral Intervention Plans](#)

17. ... give me enough information to know if my child is making progress.
 - a. [How Can Parents Tell if Their Children are Making Progress?](#)

18. ... give me information about the approaches they use to help my child learn.
 - a. [Advice on the Best Practices for Teaching Special Education](#)

19. ... give me information about organizations that offer support for parents (e.g., parent training and information centers, family resource centers, and disability groups)
 - a. [Center for Parent Information and Resources](#)
 - b. [Enhancing Parent Involvement](#)

20. ... offer parents training about preschool special education.
 - a. [Effective Communication Between Parents and Teachers](#)
 - b. [Building Parent-Teacher Relationships](#)

21. ... offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls and e-mails).
 - a. [Meeting with the Parents -- Making the Most of Parent-Teacher Conferences](#)
 - b. [What Can be Done to Improve Parent-Teacher Communication?](#)
22. ... explain what options parents have if they disagree with a decision made by the preschool special education program.
 - a. [Supporting Parent, Family, and Community Involvement in Your School](#)
23. ... give parents the help they may need, such as transportation, to play an active role in their child's learning and development.
 - a. [Involving Parents in the Education of Their Children](#)
24. ... offer supports for parents to participate in training workshops.
 - a. [Providing Information and Training to Parents and School Staff](#)
25. ... connect families with one another for mutual support.
 - a. [Effective Communication Between Parents and Teachers](#)
 - b. [Building Parent-Teacher Relationships](#)
26. Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.
 - a. [Tips for Happier, More Productive IEP Meetings](#)
27. Overall, I am satisfied with the preschool special education services provided to my child.
 - a. [Parent Engagement from Preschool Through Grade 3](#)

ESE Parent Survey Best Practices 2015

The following list of recommendations is a compilation of the practices utilized by the highest-responding schools for the ESE Parent Survey.

District Action

- Encourage the superintendent and ESE director to release a memo to school administrators that stresses the importance of the ESE Parent Survey

Paper Survey Dissemination

- Create a dissemination plan for paper surveys
- Dissemination may be spaced out over several weeks

ESE Parent Survey Flyer

- Post at schools and district offices
- Distribute to parents via email
- Send home with students
- Distribute to community partners including regional parent centers
- Disseminate to parents at individual educational plan (IEP) meetings
- Send home with report cards and progress reports
- Email to ESE parents on the school or district listserv

School Newsletter and Monthly Notes

- Announce the survey and include the survey web link
- Include monthly survey reminders for the duration of the survey period (February 1-May 31)

Parent Meetings – (IEP or Parent-Teacher Conferences)

- Provide a readily available computer for parents to complete the survey prior to or immediately following the meeting
- Provide parents with the survey web link for later use

Automated Phone Calls

- Announce survey dates, e.g., paper surveys will be sent home during the month of February
- Be sure to include the survey web link should parents prefer the online survey
- Announce that the survey is accessible from a smart phone and state that a computer is available at the school should a parent not have Internet access
- Provide a point of contact

Personal Communications

- Have district staff or teachers personally call parents
- Include a handwritten note accompanying the flyer
- Email reminders to parents

Websites

- Announce the ESE Parent Survey on the Florida Diagnostic & Learning Resources System, district and school websites
- Include that paper surveys will be sent home with the student
- Provide the survey web link should the parent opt for the online survey

Special Events

- Set up a laptop station at parent events, such as parent nights, book fairs, and open houses.

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