

State Performance Plan Indicator 8-Parent Involvement Survey

Special Education Director's Update
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State Performance Plan Indicator 8-Parent Involvement Survey

The percentage 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.***

Indicator 8-Parent Involvement Survey Results

January 19 through May 31st, 2021

91.8%

% of parents who reported that schools facilitated involvement . . .



Every Answer Counts



Exceptional Student Services

14.3%

Parent participation rate

up **30%**

Congratulations, Directors!

73% of
participating agencies
had participation rates
higher than SY20

Collaboration

- Administrators and teachers, IT and data management teams, parents

Communication

- Training staff and parents
- Status updates
- Parent reminders

Competition & Recognition

- Between classes and school sites
- Administrative & School Board Reports

Individualized Survey Summaries

Strengthen & Maintain Family Engagement

Number of Completed Surveys

October 1 SPED Count

Participation Rate

Indicator 8 Measurement

Question-by-Question Summary

- Districts and school sites with 6 or more completed surveys
- SY18 through SY21

Parent Comments

- 10,953 comments from 20,685 surveys!

**Arizona Department of Education
Exceptional Student Services (ESS) Parent Involvement Survey**

Report Date: 06/03/2021

Fiscal Year: 2021
Agency: Arizona Department of Education

Completed Surveys: 20,685
Oct 1 SPED Count: 144,563
Participation Rate: 14.3%
Satisfied with Level of Engagement: 91.8%

Parent Involvement :

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.

Explanation:

Each school year public education agencies (PEAs) administer the survey. Every parent who has a child receiving special education and related services is given the opportunity to complete the survey. Analysis of parent responses with a measurement software program gives the number of parents who report the school facilitated parent involvement as a means of improving services and results for children with disabilities.

PEA: Statewide CTDS: N/A Entity ID:

Agreement Level	Stongly Agree		Agree		Disagree		Stongly Disagree		Not Applicable		Total
Question #1 I work together with the IEP team as an equal partner to develop my or my child's IEP.	11715	56.7%	8010	38.8%	531	2.6%	217	1.1%	189	0.9%	20662
Question #2 I feel comfortable telling my ideas about how well special education services meet my or	12003	58.3%	7549	36.7%	628	3%	233	1.1%	184	0.9%	20597
Question #3 The teacher(s) keep(s) in touch with me regularly about my or my child's progress.	10008	48.6%	7884	38.3%	1869	9.1%	669	3.2%	171	0.8%	20601
Question #4 My relationship with the school staff has a positive effect on my or my child's education.	11398	55.3%	7885	38.2%	643	3.1%	253	1.2%	439	2.1%	20618
Question #5 Administrators are available to discuss my questions or concerns.	10398	50.4%	8485	41.2%	837	4.1%	290	1.4%	606	2.9%	20616
Question #6 My school helps me play an active role in my or my child's education.	10271	49.8%	8649	41.9%	1045	5.1%	291	1.4%	365	1.8%	20621
Question #7 The school explains what choices I have if we disagree.	8409	40.8%	8558	41.5%	1228	6%	358	1.7%	2057	10%	20610
Question #8 Overall, I am satisfied with how my or my child's school makes it easy for me to be	10831	52.5%	8089	39.2%	1022	5%	380	1.8%	289	1.4%	20611

Question #9

Partnerships

Make sure that I'm a part of the IEP process.

I'm a big part of my child's team, there is a lot of encouragement to give my ideas on goals or they listen to my advice. Makes me feel like I'm a big part of the decision making process . . .
(school closure concerns) I have seen academic regression and behavior regression as well.

The school allows me to have a voice in what I believe is best for my child. They also support that choice and we brainstorm together what would work best in his environment.

Communication

By keeping me updated about my child's progress

la escuela me llama
frecuentemente

Only a few of my child's teachers keep me updated on my child's progress. I have reached out to all of my child's teachers and only a few have responded.

Family Support

By helping me on everything I don't understand.

Helping my child at home so he can succeed at school and be better.

Interesandose en el progreso educativo de mi hija y como poder ayudarla.

School Climate

This pandemic year was really hard on everyone. Next year should prove to be a better year all around. The teachers were hit with so many unexpected challenges with software, hardware and logistics. It's truly remarkable that they have done such a wonderful job!

The principal on down know my child and I by name. They communicate well with me and make sure to convey any important information.

They don't, really, at least not with my special needs student. The activities they offer are all geared towards the general education population of students.



SURVEY WEBSITE



www.azed.gov/specialeducation/parent-involvement-survey-admin

Survey Application
FAQ



Family
Engagement
Strategies



RESOURCES