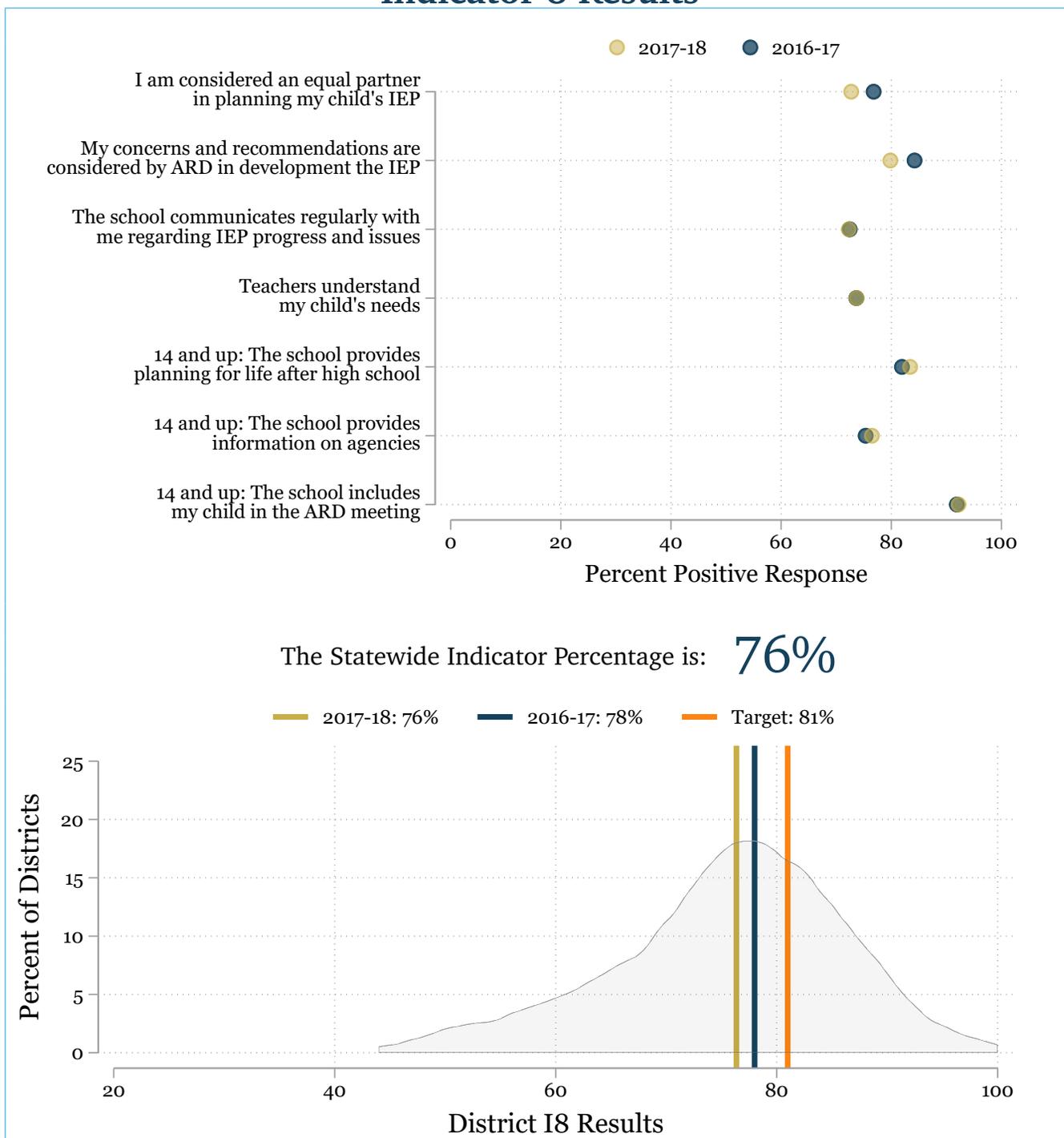


# Statewide

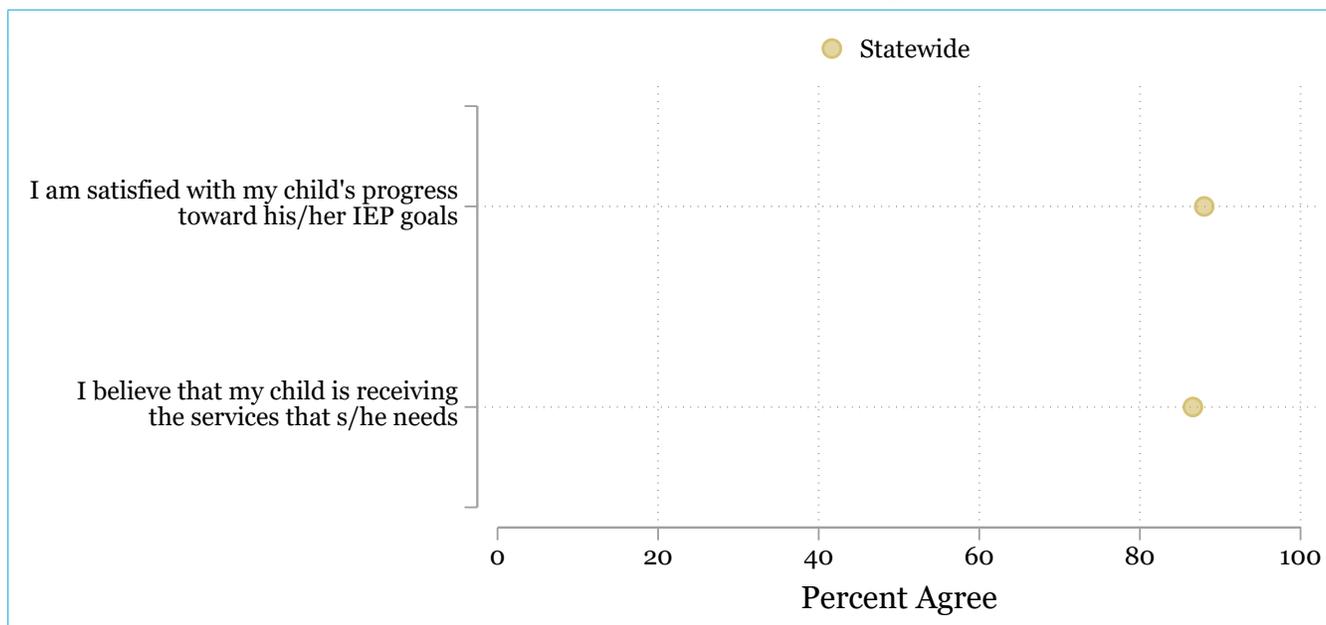
	2017-18	2016-17
Surveys Sent	27,384	29,137
Surveys Received	4,441	5,176
Response Rate	16%	18%
Percent of Surveys Received in English	84%	83%
Percent of Surveys Received in Spanish	16%	17%
Number of Campuses with One or More Responses	1,060	1,134

## Indicator 8 Results



# Statewide

## Services and Student Progress



## Parent Involvement Scale Score Results

The remaining items on the Parent Involvement survey form a scale that reflects some of the different ways in which schools facilitate parent involvement. Since some aspects of facilitating parent involvement are easier for schools to achieve than others, parents consistently agree more strongly with some items than they do with others. The next page lists the items in this empirically established “difficulty” order: the items at the top are those that parents tend to agree with most, while the items at the bottom are those that parents tend to agree with least. Parents also differ in the extent to which they perceive that their school facilitated involvement, and this is reflected in parents’ individual scale scores. The higher the score, the greater the parent’s agreement that their school facilitated their involvement, and parents are grouped into five levels based on these scale scores. The legend below describes how parents in each score level responded to the survey items. The table on the next page shows both the items and the percent of parents at each score level.

<b>Level 0</b>	Parents at this score level typically <b>disagreed</b> that their school facilitated parent involvement as expressed in any of the items.
<b>Level 1</b>	Parents at this score level typically expressed <b>some agreement</b> that their school facilitated parent involvement as expressed in the <b>Level 1</b> items. They typically <b>disagreed</b> with the <b>Level 2</b> and <b>Level 3</b> items.
<b>Level 2</b>	Parents at this score level typically <b>agreed</b> that their school facilitated parent involvement as expressed in the <b>Level 1</b> items. They expressed <b>some agreement</b> with the <b>Level 2</b> items and typically <b>disagreed</b> with the <b>Level 3</b> items.
<b>Level 3</b>	Parents at this score level typically <b>strongly agreed</b> that their school facilitated parent involvement as expressed in the <b>Level 1</b> items. They typically <b>agreed</b> with the <b>Level 2</b> items and expressed <b>some agreement</b> with the <b>Level 3</b> items.
<b>Level 4</b>	Parents at this score level typically <b>strongly agreed</b> that their school facilitated parent involvement as expressed in all of the items.

# Statewide

## Level 0

Parents at this score level typically **disagreed** that their school facilitated parent involvement as expressed in any of the items.

**5.8%**  
of Parents

## Level 1

- ▼ I was given adequate notification of upcoming ARD meetings.
- ▼ ARD meetings are scheduled at a convenient time and place.
- ▼ School staff make me feel comfortable expressing concerns.
- ▼ At the ARD, we considered accommodations and modifications that my child would need.
- ▼ There was enough time at the ARD meeting for us to discuss all aspects of my child's program and needs.
- ▼ I was given information about my rights in the Procedural Safeguards.
- ▼ At the ARD, we considered the amount of time my child will be in general vs. special education classrooms.
- ▼ Someone at my child's school made sure that I fully understood my rights under special education law.
- ▼ At the ARD, we considered options for the services my child will receive.
- ▼ Prior to the ARD, I was given copies of reports related to my child.

**5.1%**  
of Parents

## Level 2

- ▼ Teacher(s) encourage me to participate in the decisionmaking process.
- ▼ The school offers parents support if they need help understanding the curriculum being taught to their child.
- ▼ I feel I can disagree with my child's services without negative consequences for me or my child.
- ▼ Soon after my child turned 14, the school explained how they would help me plan for my child's transition to life after school.
- ▼ The school explains parents' options if they disagree with a decision.
- ▼ The school invites parents to give input on how school staff can increase parent involvement.

**24.9%**  
of Parents

## Level 3

- ▼ The school connects families to other families that can provide information and support.

**17.9%**  
of Parents

## Level 4

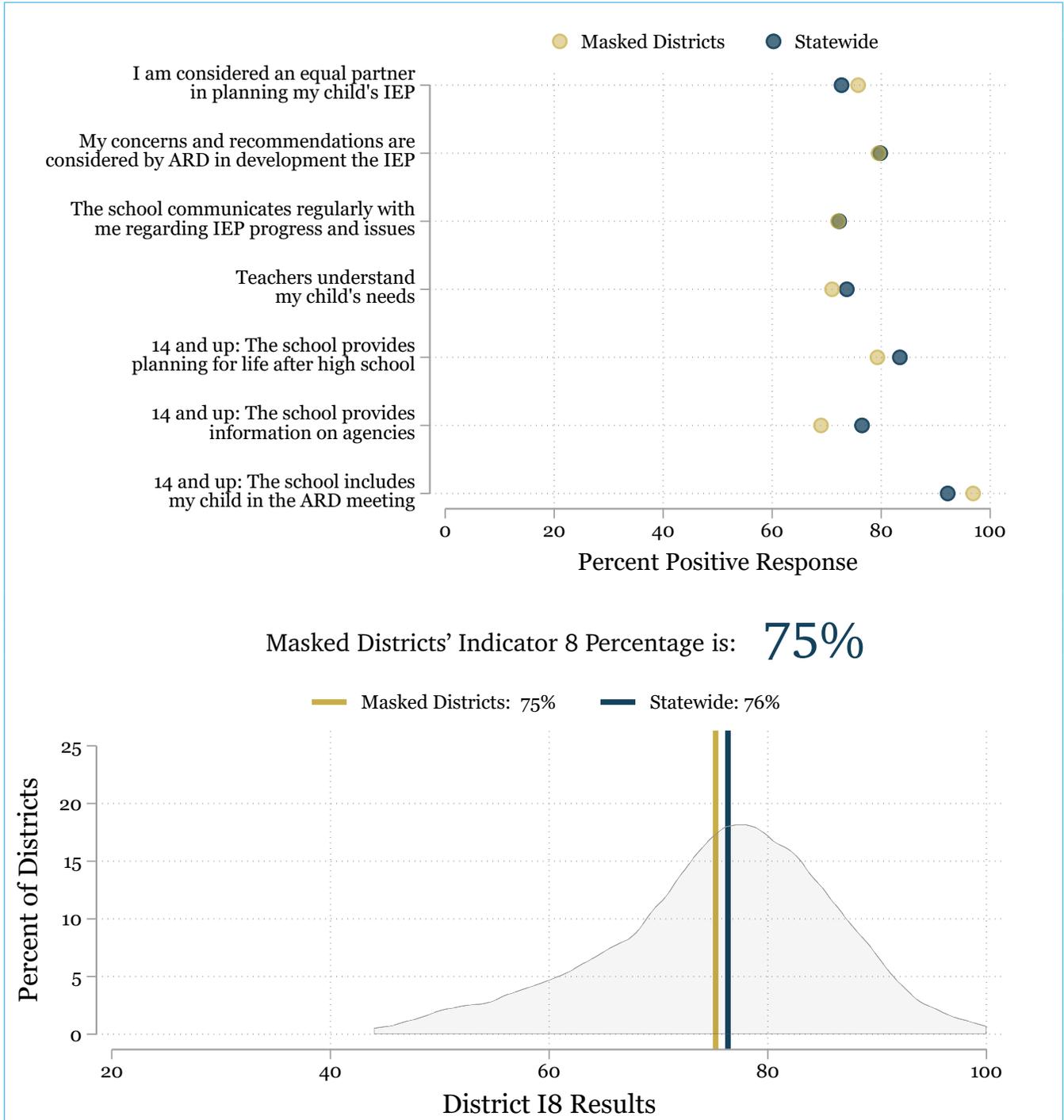
Parents at this score level typically **strongly agreed** that their school facilitated parent involvement as expressed in all of the items.

**46.3%**  
of Parents

# Masked Districts

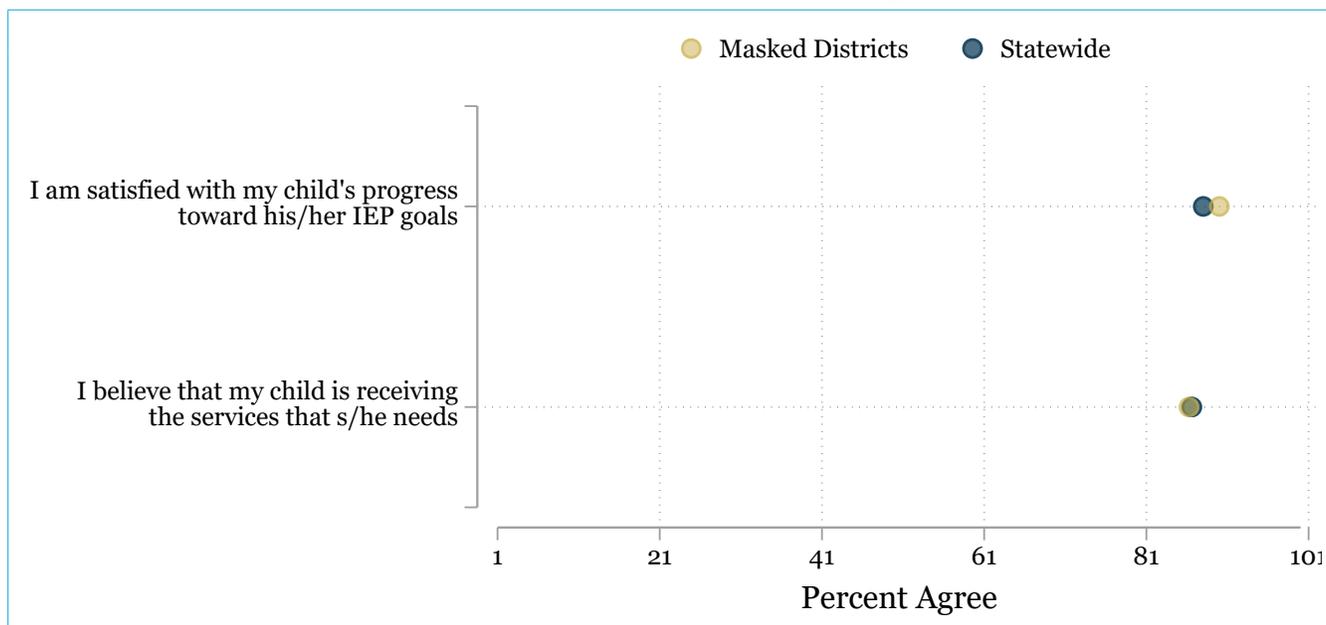
	Masked Districts	Statewide
Surveys Sent	1,064	27,384
Surveys Received	134	4,441
Response Rate	13%	16%
Percent of Surveys Received in English	93%	84%
Percent of Surveys Received in Spanish	7%	16%
Number of Campuses with One or More Responses	59	1,060

## Indicator 8 Results



# Masked Districts

## Services and Student Progress



## Parent Involvement Scale Score Results

The remaining items on the Parent Involvement survey form a scale that reflects some of the different ways in which schools facilitate parent involvement. Since some aspects of facilitating parent involvement are easier for schools to achieve than others, parents consistently agree more strongly with some items than they do with others. The next page lists the items in this empirically established “difficulty” order: the items at the top are those that parents tend to agree with most, while the items at the bottom are those that parents tend to agree with least. Parents also differ in the extent to which they perceive that their school facilitated involvement, and this is reflected in parents’ individual scale scores. The higher the score, the greater the parent’s agreement that their school facilitated their involvement, and parents are grouped into five levels based on these scale scores. The legend below describes how parents in each score level responded to the survey items. The table on the next page shows both the items and the percent of parents at each score level.

<b>Level 0</b>	Parents at this score level typically <b>disagreed</b> that their school facilitated parent involvement as expressed in any of the items.
<b>Level 1</b>	Parents at this score level typically expressed <b>some agreement</b> that their school facilitated parent involvement as expressed in the <b>Level 1</b> items. They typically <b>disagreed</b> with the <b>Level 2</b> and <b>Level 3</b> items.
<b>Level 2</b>	Parents at this score level typically <b>agreed</b> that their school facilitated parent involvement as expressed in the <b>Level 1</b> items. They expressed <b>some agreement</b> with the <b>Level 2</b> items and typically <b>disagreed</b> with the <b>Level 3</b> items.
<b>Level 3</b>	Parents at this score level typically <b>strongly agreed</b> that their school facilitated parent involvement as expressed in the <b>Level 1</b> items. They typically <b>agreed</b> with the <b>Level 2</b> items and expressed <b>some agreement</b> with the <b>Level 3</b> items.
<b>Level 4</b>	Parents at this score level typically <b>strongly agreed</b> that their school facilitated parent involvement as expressed in all of the items.

# Masked Districts

<p><b>Level 0</b></p>	<p>Parents at this score level typically <b>disagreed</b> that their school facilitated parent involvement as expressed in any of the items.</p>	<p><b>6.1%</b> of Parents</p>
<p><b>Level 1</b></p>	<ul style="list-style-type: none"> <li>▼ I was given adequate notification of upcoming ARD meetings.</li> <li>▼ ARD meetings are scheduled at a convenient time and place.</li> <li>▼ School staff make me feel comfortable expressing concerns.</li> <li>▼ At the ARD, we considered accommodations and modifications that my child would need.</li> <li>▼ There was enough time at the ARD meeting for us to discuss all aspects of my child’s program and needs.</li> <li>▼ I was given information about my rights in the Procedural Safeguards.</li> <li>▼ At the ARD, we considered the amount of time my child will be in general vs. special education classrooms.</li> <li>▼ Someone at my child’s school made sure that I fully understood my rights under special education law.</li> <li>▼ At the ARD, we considered options for the services my child will receive.</li> <li>▼ Prior to the ARD, I was given copies of reports related to my child.</li> </ul>	<p><b>6.8%</b> of Parents</p>
<p><b>Level 2</b></p>	<ul style="list-style-type: none"> <li>▼ Teacher(s) encourage me to participate in the decisionmaking process.</li> <li>▼ The school offers parents support if they need help understanding the curriculum being taught to their child.</li> <li>▼ I feel I can disagree with my child’s services without negative consequences for me or my child.</li> <li>▼ Soon after my child turned 14, the school explained how they would help me plan for my child’s transition to life after school.</li> <li>▼ The school explains parents’ options if they disagree with a decision.</li> <li>▼ The school invites parents to give input on how school staff can increase parent involvement.</li> </ul>	<p><b>22.7%</b> of Parents</p>
<p><b>Level 3</b></p>	<ul style="list-style-type: none"> <li>▼ The school connects families to other families that can provide information and support.</li> </ul>	<p><b>18.2%</b> of Parents</p>
<p><b>Level 4</b></p>	<p>Parents at this score level typically <b>strongly agreed</b> that their school facilitated parent involvement as expressed in all of the items.</p>	<p><b>46.2%</b> of Parents</p>