

Executive Summary

Each year, the Department of Public Instruction surveys families of students with IEPs being educated in Wisconsin public schools through our Family Engagement Survey. This report describes the results of the Family Engagement Survey for the 2015-16 school year.

The total statewide percentage agreement for the survey was 83.75%. This is just slightly lower than last year (84.66%) and below our target of 86.0% for 2015-16. Statewide totals were slightly higher among families of preschool children (85.82%) than school age children (83.31%). High agreement was reported for questions on cultural respect, clear communication, teachers being accessible to families, and being treated as a team member; lower agreement was reported for questions on training about special education issues, or information about organizations for parents of children with disabilities, or offers of special assistance to help families participate in IEP meetings. Comments provided by respondents were about 1/2 positive, 1/4 negative, and 1/8 mixed, and included the topics of: Positive Experiences with Staff / School / District, Communication Problems, Issues with IEPs, Lack of Knowledge About Specific Disability Area, Limitations with Integration and General Education, Negative Experiences with Staff / School / District, and Need For Community Resources.

Survey Details

The results of this survey are reported as Indicator 8 on the state Annual Performance Report (APR) to the federal Office of Special Education Programs (OSEP): 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. LEA level results are made available to participating LEAs. There are versions of the survey for both school age and preschool age children.

The state is divided into 5 groups of Local Educational Agencies (LEAs, commonly known as school districts) designed to be a group that is representative of the state as a whole. A different group is surveyed every 5 years. The survey can be taken at any time from February – July either online or on paper, and it can be completed on behalf of the respondent by someone else if needed. It is also available in Spanish. This year, a handful of surveys were accepted beyond the traditional window, as late as September, 2016.

Results show the percentage of respondents reporting agreement with each item (agree, strongly agree, or very strongly agree) divided by the total number of responses for that item. Total agreement for a state, CESA, or LEA is calculated as: the total number of agreement responses to each question on the School Age and Preschool surveys (from the state, CESA, or LEA), divided by the total number of responses to each question on the survey (from the state, CESA, or LEA).

Results

Response Rates

DPI requires that a certain number of surveys be completed in order for the LEA to avoid repeating the survey the following year. Of the 89 LEAs required to participate, 84 (94%) met this expectation. Among these 84 LEAs, the number of total responses per LEA ranged from less than 10 to 116. Individual LEA response rates were calculated, using the formula of: the number of students for which a survey response was completed, divided by the number of students for which a survey was generated. These response rates ranged from 4% to 100%, with an average across LEAs of 20%. The number of responses relative to total number of students with disabilities in an LEA (from child count data) ranged from 1% (for an LEA with a very large child count) to 83% (for an LEA with a small child count). While four optional surveys were also received from LEAs that were not required to participate in the survey, only results from required LEAs are included in this report.

Respondent Demographics

To assess whether the 2015-16 Family Engagement Survey respondents were roughly representative of the state, all Wisconsin students with disabilities were compared with the survey respondents' students with disabilities on rates of race / ethnicity and primary disability. The survey respondents' children were notably more White and slightly less Hispanic or African American than the statewide population of students with disabilities. However, the primary disabilities of the survey respondents' children were fairly representative of the statewide population of students with disabilities. Tables of respondent demographics by CESA are also shown in Tables A and B in the Appendix.

Table 1. Race / Ethnicity of Survey Respondents' Children and Wisconsin Students with Disabilities

Race / Ethnicity	WI SwD	Statewide Survey Respondents
American Indian or Alaska Native	1.82%	0.90%
Asian	2.39%	1.41%
Black	14.49%	7.13%
Hispanic	12.24%	6.78%
Native Hawaiian or Other Pacific Islander	0.07%	0.05%
Two or More Races	3.24%	2.41%
White	65.75%	81.33%

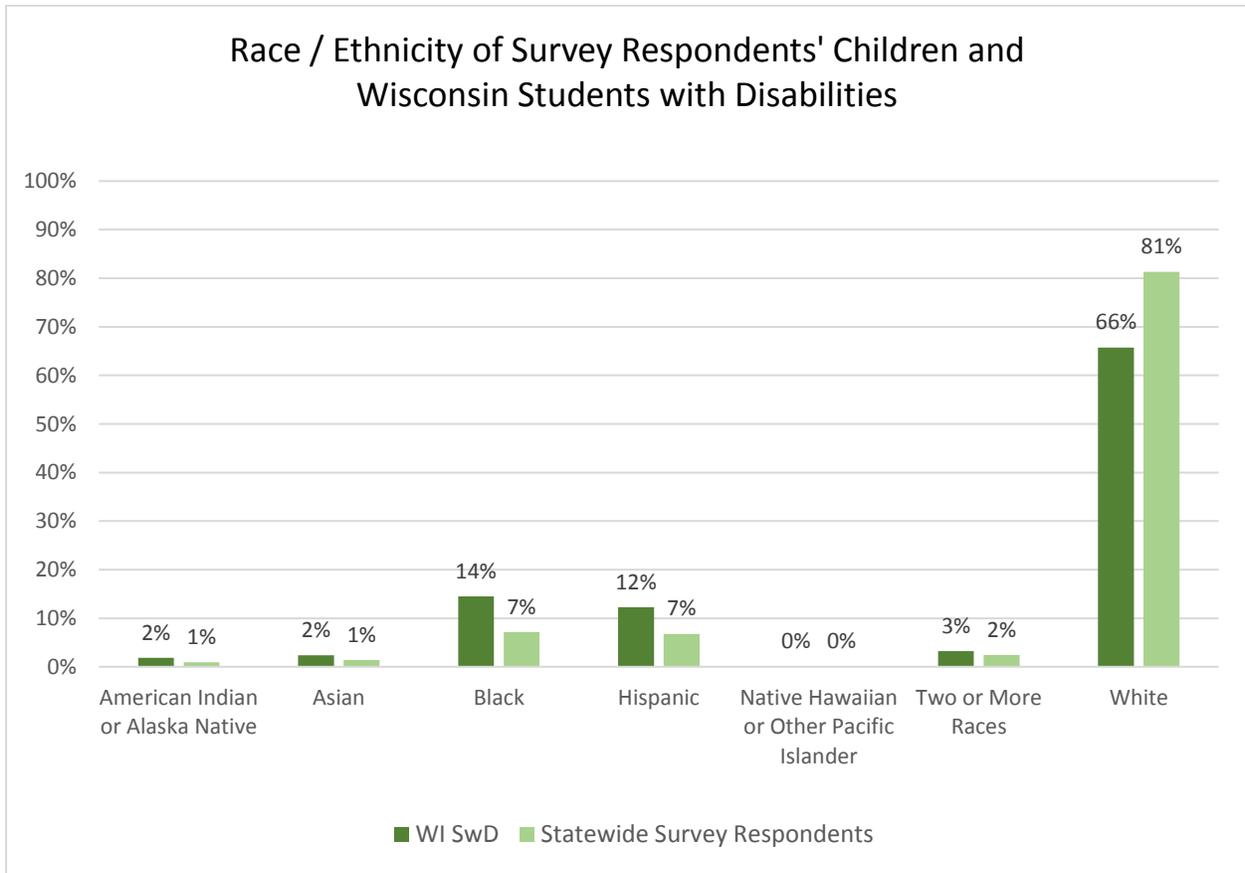
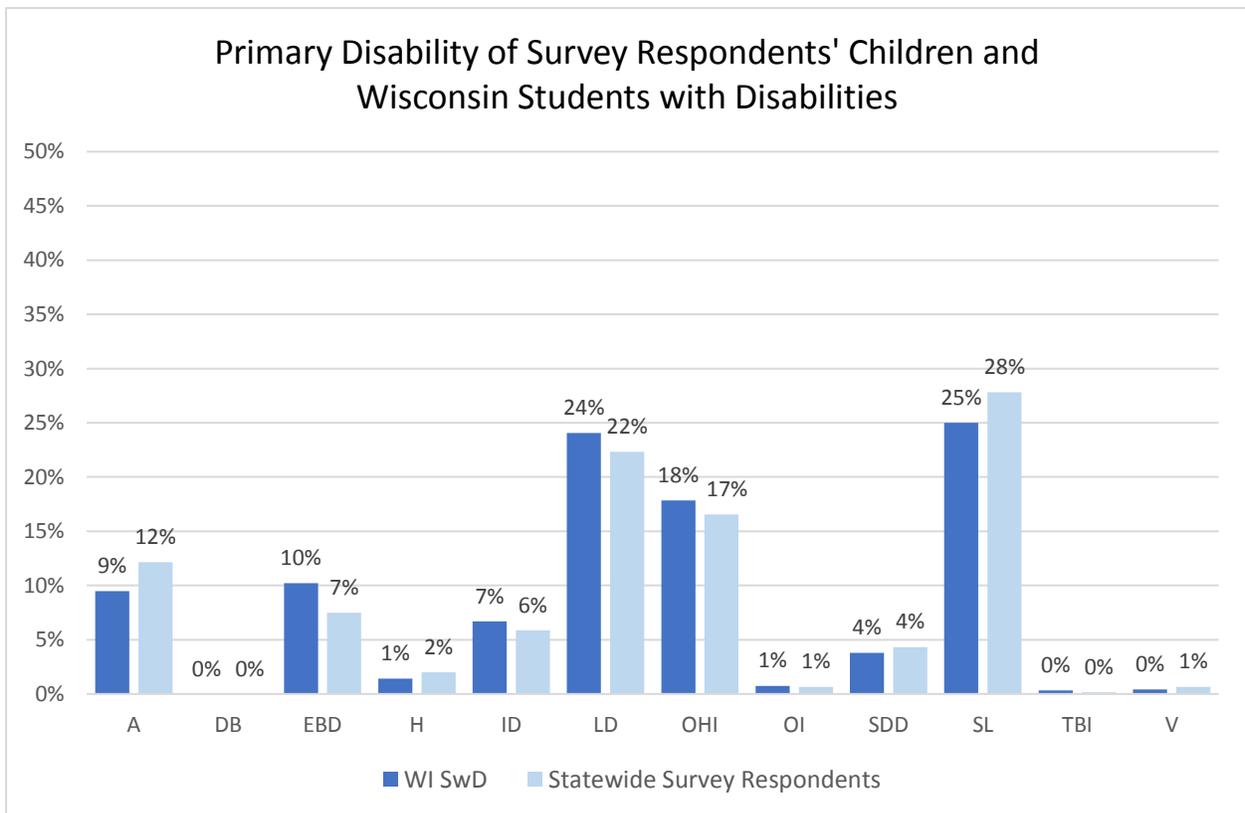


Table 2. Primary Disability of Survey Respondents' Children and Wisconsin Students with Disabilities

Primary Disability Code	Primary Disability	WI SwD	Statewide Survey Respondents
A	Autism	9.49%	12.15%
DB	Deaf-Blind	0.00%	0.00%
EBD	Emotional Behavioral Disability	10.20%	7.48%
H	Hearing Impairment	1.42%	2.01%
ID	Intellectual Disability	6.69%	5.87%
LD	Specific Learning Disability	24.07%	22.34%
OHI	Other Health Impairment	17.84%	16.57%
OI	Orthopedic Impairment	0.75%	0.65%
SDD	Significant Developmental Delay	3.79%	4.32%
SL	Speech or Language Impairment	25.00%	27.81%
TBI	Traumatic Brain Injury	0.32%	0.15%
V	Visual Impairment	0.42%	0.65%



Survey Results

Statewide, the overall agreement percentage across questions was 83.31% for School Age survey respondents, 85.82% for Preschool age respondents, and 83.75% for both ages combined. The annual target set for federal reporting is 86% (combining the results for both surveys together). At the LEA level, percentage agreement for both ages combined ranged from 66.86% to 97.33%.

Percentage agreement results for each question statewide are shown in descending order of results in Table 3 for School Age and 4 for Preschool (Tables with survey questions listed in numerical order are provided in Tables E and F of the Appendix). The highest results were reported for questions on cultural respect, clear communication, teachers being accessible to parents, and being treated as a team member. Less than 60% of school age survey respondents felt that the school provided training about special education issues or information about organizations that offer support for parents of children with disabilities, or offered special assistance (such as child care) to help them participate in IEP meetings (also for preschool age).

Percentage agreement results for each question by CESA are shown in Tables C and D of the Appendix. Each Local Educational Agency has access to their percentage agreement results for each question through the Special Education Web Portal.

% Agree- ment	Table 3. School Age Survey Question	Q#
95.20	Teachers and Administrators respect my cultural heritage	14
93.63	Teachers are available to speak with me	11
92.83	At the IEP meeting, we discussed accommodations and modifications that my child would need	4
92.61	My child's evaluation report is written in terms I understand	9
92.61	The School has a person on staff who is available to answer parents' questions	18
92.13	Written information I receive is written in an understandable way	10
91.11	Teachers treat me as a team member	12
91.10	The School offers parents a variety of ways to communicate with teachers	22
89.90	All of my concerns and recommendations were documented on the IEP	5
89.71	Teachers and Administrators encourage me to participate in the decision making process	15
88.13	Teachers and Administrators show sensitivity to the needs of students with disabilities and their families	16
86.58	I am considered an equal partner with teachers and other professionals in planning my child's program	1
86.48	At the IEP meeting, we discussed how my child would participate in statewide assessments	3
85.78	Teachers and Administrators ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents)	17
85.25	Teachers and Administrators seek out parent input	13
84.27	The School gives parents the help they may need to play an active role in their child's education	23
83.86	The School communicates regularly with me regarding my child's progress on IEP goals	19
82.69	Written justification was given for the extent that my child would not receive services in the regular classroom	6
82.28	The School gives me choices with regard to services that address my child's needs	20
77.59	I have been asked for my opinion about how well special education services are meeting my child's needs	8
74.68	The School explains what options parents have if they disagree with a decision of the school	25
66.38	The School provides information on agencies that can assist my child in the transition from school	24
59.31	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting	2
58.83	I was given information about organizations that offer support for parents of children with disabilities	7
57.91	The School offers parents training about special education issues	21

% Agreement	Table 4. Preschool Age Survey Question	Q#
95.30	People from preschool special education, including teachers and other service providers have a person on staff that is available to answer parents' questions	11
95.28	People from preschool special education, including teachers and other service providers respect my culture	14
94.78	People from preschool special education, including teachers and other service providers are available to speak with me	10
93.98	People from preschool special education, including teachers and other service providers treat me as an equal team member	12
93.73	My child's evaluation report was written using words I understand	5
92.71	I am considered an equal partner in planning my child's preschool special education	1
92.67	My recommendations are included on the IEP/IFSP	2
92.41	People from preschool special education, including teachers and other service providers encourage me to participate in the decision making process	13
92.37	People from preschool special education, including teachers and other service providers provide me with clear written information about my child	8
91.62	People from preschool special education, including teachers and other service providers ensure that I have fully understood my rights related to preschool special education	15
91.29	People from preschool special education, including teachers and other service providers offer parents different ways of communicating with people from preschool special education (e.g., face-to face meetings, phone calls, e-mail)	20
90.58	People from preschool special education, including teachers and other service providers seek out family input	7
90.29	People from preschool special education, including teachers and other service providers communicate regularly with me regarding my child's progress on IEP/IFSP goals	16
90.05	If my child's services are provided only with children with disabilities, a written explanation of this is on the IEP/IFSP	3
86.88	People from preschool special education, including teachers and other service providers give me options concerning my child's services and supports	17
86.54	I have been asked for my opinion about how well preschool special education services are meeting my child's needs	6
82.32	People from preschool special education, including teachers and other service providers explain what options parents have if they disagree with a decision made by the preschool special education program	21
74.87	People from preschool special education, including teachers and other service providers give parents the help they may need, such as transportation, to play an active role in their child's learning and development	22
69.29	People from preschool special education, including teachers and other service providers give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers, disability groups)	18
66.84	People from preschool special education, including teachers and other service providers provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps)	9
65.45	People from preschool special education, including teachers and other service providers offer parents training about preschool special education	19
57.87	I was offered special assistance (e.g., childcare or transportation) so that I could participate in the IEP/IFSP meeting(s)	4

Respondent Comments

The Family Engagement Survey allows respondents to provide written comments. Respondents can choose for their comments to be shared with the Special Education Director of their child's school district. While some comments were clearly positive or negative, others were mixed, describing some positive and some negative situations with staff or schools in the same comment. Overall, comments were about 1/2 positive, 1/4 negative, and 1/8 mixed. The remaining 1/8 could not be coded as positive or negative (these were about the survey format or suggestions about how they would like services or programs to run, etc.). There were several themes in participants' responses, as described below.

Positive Experiences with Staff / School / District

These comments described positive experiences and relationships with teachers, aides, therapists, school administrations, or school districts. Respondents felt the school was doing a good job meeting their child's needs and were pleased with the academic, behavioral, and socioemotional progress their child was making. They described situations where their child was both performing well and enjoying being at school. Respondents felt the services and accommodations offered by the school were appropriate and effective, and that those working with their child were knowledgeable and skilled. Respondents reported good communication with the school, with frequent and informative updates from their child's teachers. In these comments, respondents felt that input from their family was respected and encouraged, and that staff took time to listen to any concerns they had. These comments noted how caring, respectful, and dedicated the teachers, staff, and therapists were toward their child. Frequently, specific teachers, aides, and schools were mentioned by name. Respondents expressed their gratitude and appreciation for the support they felt they and their child had received.

Communication Problems

These comments described issues with communication between respondents and the staff, school, or district serving their child. The main issue reported was that updates were not happening frequently enough about their child's learning, behavior, progress on IEP goals, or problems in the classroom. Respondents frequently cited concerns about their child's grades falling before they were made aware this was occurring. Messages to the school or teacher were sometimes not returned, and there were some descriptions of communication that was considered demeaning or intimidating. Sometimes

respondents felt staff did not listen to their suggestions about how best to work with their child. The wording of the IEP was sometimes hard to understand.

Issues with IEPs

These comments described problems respondents experienced with their child's IEP or its implementation. Respondents expressed concerns that accommodations and services outlined in the IEP were not occurring, and described experiences where they felt resistance from staff during IEP meetings. They sometimes expressed that it felt like a struggle to get the services and accommodations they believed their child needed.

Lack of Knowledge About Specific Disability Area

These comments described concerns that individual staff or the school as a whole lacked familiarity, knowledge, or experience about their child's specific disability, and the behaviors, teaching style, and expectations that go along with having that disability. Respondents felt the school was not equipped to appropriately educate their child and that more training was needed in order for teaching staff and aides to be able to work well with their child. Multiple disabilities were referenced in these comments, so it was not just one type of disability that respondents considered to be a problem in this area.

Limitations with Integration and General Education

These comments described a preference that respondents' children be included more in the regular education classroom or in extracurricular activities, and that respondents have encountered barriers from the school or district as they advocate for this goal. Some general education teachers were not as involved in the special education process as respondents would like, and there was a perception that these general education teachers didn't have the time, knowledge, skill, or inclination to help their child with a disability be most successful in the general education classroom. Less frequently, some respondents felt that greater inclusion was not helpful for their child's needs.

Negative Experiences with Staff / School / District

These comments described negative experiences with the staff, school, or district working with their child that did not fall into the other categories, such as experiences of negative treatment towards them or their child. Respondents felt the school, staff, or administration were not sufficiently responsive about their concerns. They reported a lack of support, frustration with class options for their child, and

perceptions that staff were not preparing their child academically. Conflicts over assessments for their child and significant delays in providing services to their child were also cited.

Need For Community Resources

These comments expressed a desire for more information about services or organizations that could benefit their child or family, and for the school or district to help connect them with these services and organizations. Services mentioned included counseling, support groups, tutoring, a crisis line, community programs, and a local resource guide.

Miscellaneous

Comments in this area were mentioned less frequently, and included concerns about bullying, opinions on educational assessments, transportation issues, the curriculum and classes available to their child, transition efforts, their child's behavior or socioemotional needs, and the school or district not having enough staff or resources for special education services.

On the Horizon

Throughout the 2015-16 school year, DPI staff worked to engage multiple stakeholders in a process of revisions to improve the Family Engagement Survey. This new version of the survey will be used starting in 2016-17, and will provide greater clarity for both the formatting and question wording. These changes can help enhance the accuracy of our Family Engagement data, to continue our efforts to support families of students with disabilities across Wisconsin.

Table A. Primary Disability of Survey Respondents' Children by CESA

Primary Disability	WI Students	Statewide Respondents	CESA 01	CESA 02	CESA 03	CESA 04	CESA 05	CESA 06	CESA 07	CESA 08	CESA 09	CESA 10	CESA 11	CESA 12
A	9.49%	12.15%	10.79%	8.93%	9.38%	11.11%	11.98%	14.58%	13.77%	12.12%	18.81%	11.69%	15.05%	7.14%
DB	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
EBD	10.20%	7.48%	6.74%	8.48%	10.42%	6.67%	5.73%	5.83%	13.77%	5.05%	3.96%	5.19%	6.45%	7.14%
H	1.42%	2.01%	1.93%	3.57%	1.04%	2.22%	2.60%	1.25%	2.02%	0.00%	3.96%	2.60%	0.00%	0.00%
ID	6.69%	5.87%	7.51%	4.91%	4.17%	3.33%	4.17%	6.67%	6.48%	1.01%	5.94%	3.90%	9.68%	7.14%
LD	24.07%	22.34%	20.23%	20.09%	23.96%	23.33%	22.40%	19.17%	18.22%	26.26%	28.71%	41.56%	25.81%	42.86%
OHI	17.84%	16.57%	23.12%	18.75%	7.29%	12.22%	15.63%	12.92%	13.77%	18.18%	10.89%	7.79%	17.20%	28.57%
OI	0.75%	0.65%	0.58%	0.45%	1.04%	0.00%	2.08%	0.42%	0.81%	0.00%	0.00%	0.00%	1.08%	0.00%
SDD	3.79%	4.32%	3.08%	4.91%	5.21%	0.00%	3.13%	6.67%	4.05%	9.09%	3.96%	3.90%	6.45%	0.00%
SL	25.00%	27.81%	25.82%	27.23%	36.46%	38.89%	31.77%	31.67%	27.13%	27.27%	23.76%	20.78%	18.28%	7.14%
TBI	0.32%	0.15%	0.19%	0.00%	0.00%	0.00%	0.52%	0.00%	0.00%	0.00%	0.00%	1.30%	0.00%	0.00%
V	0.42%	0.65%	0.00%	2.68%	1.04%	2.22%	0.00%	0.83%	0.00%	1.01%	0.00%	1.30%	0.00%	0.00%

Table B. Race / Ethnicity of Survey Respondents' Children by CESA

Race / Ethnicity	WI Students	Statewide Respondents	CESA 01	CESA 02	CESA 03	CESA 04	CESA 05	CESA 06	CESA 07	CESA 08	CESA 09	CESA 10	CESA 11	CESA 12
American Indian or Alaska Native	1.82%	0.90%	0.77%	0.45%	0.00%	0.00%	1.56%	0.00%	0.40%	0.00%	7.92%	1.30%	0.00%	0.00%
Asian	2.39%	1.41%	2.89%	1.34%	1.04%	0.00%	1.56%	1.67%	0.40%	0.00%	0.00%	0.00%	1.08%	0.00%
Black	14.49%	7.13%	22.74%	4.02%	0.00%	1.11%	1.04%	2.08%	1.21%	1.01%	0.00%	1.30%	2.15%	0.00%
Hispanic	12.24%	6.78%	12.72%	7.14%	4.17%	0.00%	6.77%	3.33%	7.29%	0.00%	1.98%	7.79%	0.00%	14.29%
Native Hawaiian or Other Pacific Islander	0.07%	0.05%	0.00%	0.00%	0.00%	0.00%	0.00%	0.42%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Two or More Races	3.24%	2.41%	2.70%	1.79%	0.00%	4.44%	2.08%	1.67%	4.05%	2.02%	0.00%	5.19%	1.08%	7.14%
White	65.75%	81.33%	58.19%	85.27%	94.79%	94.44%	86.98%	90.83%	86.64%	96.97%	90.10%	84.42%	95.70%	78.57%

Table C. Percentage Agreement for School Age Survey Questions by CESA

	CESA 01	CESA 02	CESA 03	CESA 04	CESA 05	CESA 06	CESA 07	CESA 08	CESA 09	CESA 10	CESA 11	CESA 12	State
Q1	86.05	84.95	85.92	90.00	87.34	79.33	91.35	89.47	83.72	92.19	90.67	85.71	86.58
Q2	58.21	59.55	60.29	62.32	58.04	52.00	59.78	68.92	63.75	68.33	54.79	76.92	59.31
Q3	86.81	85.95	88.73	88.57	88.39	85.47	85.95	89.33	80.23	81.25	91.89	78.57	86.48
Q4	92.49	93.01	91.55	92.86	94.94	90.50	91.89	96.05	90.70	95.24	97.30	85.71	92.83
Q5	87.41	90.76	90.00	95.71	89.17	87.08	91.26	93.42	91.86	91.94	95.95	78.57	89.90
Q6	76.51	85.31	81.43	88.41	81.58	83.52	85.64	86.67	85.90	85.00	91.78	76.92	82.69
Q7	59.47	52.49	63.38	71.43	55.33	50.57	59.78	64.00	64.29	59.68	63.01	78.57	58.83
Q8	75.00	72.93	83.10	77.14	79.49	72.32	78.38	88.16	84.88	82.26	81.33	78.57	77.59
Q9	91.63	96.72	92.96	94.20	93.04	89.77	94.57	93.33	90.59	86.89	94.67	85.71	92.61
Q10	92.12	93.48	94.37	92.86	91.14	87.57	92.93	92.00	91.86	93.55	97.33	85.71	92.13
Q11	92.33	94.02	87.32	95.71	94.87	93.82	92.90	96.05	95.35	93.33	100.00	84.62	93.63
Q12	89.24	91.30	88.73	89.86	91.77	88.76	93.44	93.42	90.70	93.44	100.00	85.71	91.11
Q13	83.69	81.32	83.10	88.57	83.33	82.95	88.04	93.42	90.59	83.33	92.00	85.71	85.25
Q14	95.91	96.15	92.96	92.86	94.87	92.61	95.58	98.67	95.35	93.44	98.65	84.62	95.20
Q15	87.95	89.07	88.73	88.41	90.91	85.39	92.90	97.37	90.70	91.80	94.59	78.57	89.71
Q16	88.86	87.29	85.92	91.30	86.54	85.39	90.71	94.74	86.90	83.33	88.00	84.62	88.13
Q17	85.25	81.97	88.73	87.14	85.90	79.78	88.59	90.79	89.53	85.25	92.00	85.71	85.78
Q18	90.93	94.51	88.73	91.30	94.87	92.09	92.35	96.05	94.19	90.16	97.33	85.71	92.61
Q19	83.09	79.56	84.51	88.41	84.08	76.97	87.50	92.11	88.24	84.48	86.67	84.62	83.86
Q20	79.08	78.89	81.69	87.14	83.12	79.10	84.24	93.42	86.05	81.67	90.67	78.57	82.28
Q21	62.09	51.38	65.22	65.22	55.84	51.70	57.38	60.00	64.20	48.33	56.00	61.54	57.91
Q22	89.26	93.44	90.14	95.71	91.08	87.08	92.35	89.47	94.19	88.52	100.00	85.71	91.10
Q23	83.09	83.52	84.51	86.96	82.69	80.23	86.89	88.16	86.59	80.33	93.24	84.62	84.27
Q24	65.44	60.34	69.01	76.81	67.81	66.29	64.67	68.92	71.95	59.32	70.83	76.92	66.38
Q25	72.75	67.58	80.28	76.81	77.56	75.57	75.96	76.32	82.35	67.24	80.00	71.43	74.68

Table D. Percentage Agreement for Preschool Survey Questions by CESA

	CESA 01	CESA 02	CESA 03	CESA 04	CESA 05	CESA 06	CESA 07	CESA 08	CESA 09	CESA 10	CESA 11	CESA 12	State
Q1	92.86	86.84	92.00	88.89	96.97	98.33	89.66	100.00	86.67	92.31	88.24	0.00	92.71
Q2	94.05	86.84	91.67	88.89	96.97	93.33	93.10	95.65	93.33	92.31	87.50	0.00	92.67
Q3	91.36	73.53	88.00	94.44	93.10	91.67	93.10	95.65	86.67	84.62	93.75	0.00	90.05
Q4	46.91	41.67	50.00	66.67	70.97	65.00	64.91	69.57	80.00	53.85	41.18	0.00	57.87
Q5	92.86	97.30	92.00	100.00	90.91	96.67	93.10	100.00	86.67	84.62	88.24	0.00	93.73
Q6	87.65	70.27	92.00	94.12	93.94	88.33	86.21	91.30	100.00	76.92	70.59	0.00	86.54
Q7	91.67	80.56	84.00	94.44	93.94	95.00	91.38	95.65	86.67	84.62	88.24	0.00	90.58
Q8	95.18	85.71	92.00	100.00	93.94	93.33	91.38	95.65	93.33	76.92	88.24	0.00	92.37
Q9	59.04	41.67	70.83	66.67	78.13	72.88	77.59	86.96	73.33	66.67	41.18	0.00	66.84
Q10	96.43	94.59	88.00	94.44	93.94	96.67	94.83	100.00	93.33	84.62	94.12	0.00	94.78
Q11	95.24	97.30	92.00	94.44	93.94	98.33	93.10	100.00	93.33	92.31	94.12	0.00	95.30
Q12	96.39	86.49	88.00	94.44	96.97	95.00	93.10	100.00	100.00	92.31	88.24	0.00	93.98
Q13	94.05	83.33	88.00	94.44	96.97	95.00	93.10	100.00	86.67	76.92	94.12	0.00	92.41
Q14	98.81	88.89	92.00	94.44	96.97	98.33	93.10	100.00	93.33	84.62	93.75	0.00	95.28
Q15	91.67	83.33	92.00	94.44	93.94	93.33	89.66	100.00	93.33	92.31	88.24	0.00	91.62
Q16	89.02	89.19	88.00	94.44	93.94	90.00	89.66	100.00	93.33	76.92	88.24	0.00	90.29
Q17	87.95	75.00	92.00	94.44	93.94	86.67	84.48	100.00	86.67	69.23	82.35	0.00	86.88
Q18	61.45	50.00	72.00	83.33	84.85	73.33	74.14	86.96	80.00	61.54	41.18	0.00	69.29
Q19	57.14	41.67	60.00	83.33	81.82	73.33	67.24	82.61	73.33	61.54	52.94	0.00	65.45
Q20	96.30	88.89	88.00	94.44	81.82	93.33	91.38	95.65	100.00	84.62	76.47	0.00	91.29
Q21	83.13	63.89	80.00	83.33	84.38	90.00	80.70	95.65	100.00	76.92	64.71	0.00	82.32
Q22	67.90	55.56	68.00	83.33	81.25	80.00	82.76	95.65	86.67	61.54	64.71	0.00	74.87

Q#	Table E. School Age Survey Question	Statewide Agreement
1	I am considered an equal partner with teachers and other professionals in planning my child's program	86.58%
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting	59.31%
3	At the IEP meeting, we discussed how my child would participate in statewide assessments	86.48%
4	At the IEP meeting, we discussed accommodations and modifications that my child would need	92.83%
5	All of my concerns and recommendations were documented on the IEP	89.90%
6	Written justification was given for the extent that my child would not receive services in the regular classroom	82.69%
7	I was given information about organizations that offer support for parents of children with disabilities	58.83%
8	I have been asked for my opinion about how well special education services are meeting my child's needs	77.59%
9	My child's evaluation report is written in terms I understand	92.61%
10	Written information I receive is written in an understandable way	92.13%
11	Teachers are available to speak with me	93.63%
12	Teachers treat me as a team member	91.11%
13	Teachers and Administrators seek out parent input	85.25%
14	Teachers and Administrators respect my cultural heritage	95.20%
15	Teachers and Administrators encourage me to participate in the decision making process	89.71%
16	Teachers and Administrators show sensitivity to the needs of students with disabilities and their families	88.13%
17	Teachers and Administrators ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents)	85.78%
18	The School has a person on staff who is available to answer parents' questions	92.61%
19	The School communicates regularly with me regarding my child's progress on IEP goals	83.86%
20	The School gives me choices with regard to services that address my child's needs	82.28%
21	The School offers parents training about special education issues	57.91%
22	The School offers parents a variety of ways to communicate with teachers	91.10%
23	The School gives parents the help they may need to play an active role in their child's education	84.27%
24	The School provides information on agencies that can assist my child in the transition from school	66.38%
25	The School explains what options parents have if they disagree with a decision of the school	74.68%

Q#	Table F. Preschool Survey Question	Statewide Agreement
1	I am considered an equal partner in planning my child's preschool special education	92.71%
2	My recommendations are included on the IEP/IFSP	92.67%
3	If my child's services are provided only with children with disabilities, a written explanation of this is on the IEP/IFSP	90.05%
4	I was offered special assistance (e.g., childcare or transportation) so that I could participate in the IEP/IFSP meeting(s)	57.87%
5	My child's evaluation report was written using words I understand	93.73%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs	86.54%
7	People from preschool special education, including teachers and other service providers seek out family input	90.58%
8	People from preschool special education, including teachers and other service providers provide me with clear written information about my child	92.37%
9	People from preschool special education, including teachers and other service providers provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps)	66.84%
10	People from preschool special education, including teachers and other service providers are available to speak with me	94.78%
11	People from preschool special education, including teachers and other service providers have a person on staff that is available to answer parents' questions	95.30%
12	People from preschool special education, including teachers and other service providers treat me as an equal team member	93.98%
13	People from preschool special education, including teachers and other service providers encourage me to participate in the decision making process	92.41%
14	People from preschool special education, including teachers and other service providers respect my culture	95.28%
15	People from preschool special education, including teachers and other service providers ensure that I have fully understood my rights related to preschool special education	91.62%
16	People from preschool special education, including teachers and other service providers communicate regularly with me regarding my child's progress on IEP/IFSP goals	90.29%
17	People from preschool special education, including teachers and other service providers give me options concerning my child's services and supports	86.88%
18	People from preschool special education, including teachers and other service providers give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers, disability groups)	69.29%
19	People from preschool special education, including teachers and other service providers offer parents training about preschool special education	65.45%
20	People from preschool special education, including teachers and other service providers offer parents different ways of communicating with people from preschool special education (e.g., face-to face meetings, phone calls, e-mail)	91.29%
21	People from preschool special education, including teachers and other service providers explain what options parents have if they disagree with a decision made by the preschool special education program	82.32%
22	People from preschool special education, including teachers and other service providers give parents the help they may need, such as transportation, to play an active role in their child's learning and development	74.87%