

New Mexico
Part B Parent Survey – 2013-14
Summary Report

Highlights

- A stratified random sample of 15,196 parents was generated from all parents who had students age 3-21 receiving special education services during the 2013-14 school year. These parents were mailed a survey. A total of 1,536 were returned for a response rate of 10.1%.
- Results are positive. More than 60% of the parents expressed a positive attitude toward 25 of the 25 items. On 22 of the 25 items, 70% or more of the parents expressed a positive attitude; on 19 of the 25 items, 80% or more of the parents expressed a positive attitude; on 6 of the 25 items, 90% or more of the parents expressed a positive attitude.
- Most parents agree that:
 - (A) **The IEP meeting** is conveniently scheduled and that critical issues (i.e., accommodations, extended school year services, and statewide assessments) are discussed. For example:
 - 4. At the IEP meeting, we discussed accommodations and modifications that my child would need (93% of parents agreed with this statement).
 - (B) **The school encourages parents to be equal partners.** For example:
 - 15. Teachers and administrators encourage me to participate in the decision-making process (85% agreed).
 - (C) **Teachers and administrators respect** students and expect them to succeed. For example:
 - 10. Teachers expect my child to succeed (89% agreed).
 - (D) **The school provides information** on options parents can take to help their child. For example:
 - 14. Teachers and administrators ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents] (85% agreed).
 - (E) **The school and parents adequately communicate** with one another. For example:
 - 23. I communicate to my child that it is important to do well in school (96% agreed).
 - (F) **Students are receiving appropriate services at school and at home.** For example:
 - 22. I engage in learning activities with my child at home (95% agreed).
- Of these six areas, parents assign the lowest ratings to the school providing information on parent options.
 - On average, parents awarded 62% of the possible points to this area; parents awarded 70-74% of the total possible points to the other five areas.
- In fact, the three items with the **lowest** levels of agreement have to do with the school providing information. These items represent potential areas of improvement.
 - 19. My child's school explains what options parents have if they disagree with a decision of the school (69% of parents agreed).
 - 18. My child's school provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.) (63% agreed).
 - 9. I was given information about organizations that offer information and training for parents of students with disabilities (62% agreed).

- The following five items had the **highest** level of agreement. These items represent strengths.
 - 23. I communicate to my child that it is important to do well in school (96% of parents agreed).
 - 22. I engage in learning activities with my child at home (95% agreed).
 - 25. I let school staff know right away if I have a concern about my child (94% agreed).
 - 4. At the IEP meeting, we discussed accommodations and modifications that my child would need (93% agreed).
 - 24. I discuss my child's needs and progress with my child's teacher(s) (91% agreed).

- There are a few significant differences among different groups of parents.
 - Parents of students with Speech/Language Impairments expressed significantly more positive attitudes than parents of students with Emotional Disturbances in the areas of Information, Partnership, Respect, and Services/Outcomes.
 - Parents of children in pre-school and Kindergarten are generally more positive than those with children in higher grades. For example, parents of students in Kindergarten expressed significantly more favorable opinions in the areas of Partnership, Respect, and Services/Outcomes than those with students in 8th and 10th grades.
 - When grades were grouped together, significant differences were found in the area of Communication, Partnership, Respect, and Services/Outcomes. Parents of students in grades K-2 and grades 3-5 were significantly more positive than those with students in grades 6-8 and grades 9-12.
 - Parents of students in grades 9-12 were the least positive and significantly so when compared to parents of students in preschool, in grades K-2, and grades 3-5 in the areas of Partnership and Services/Outcomes.
 - No significant difference existed among parents of students of different race/ethnicities.

Results

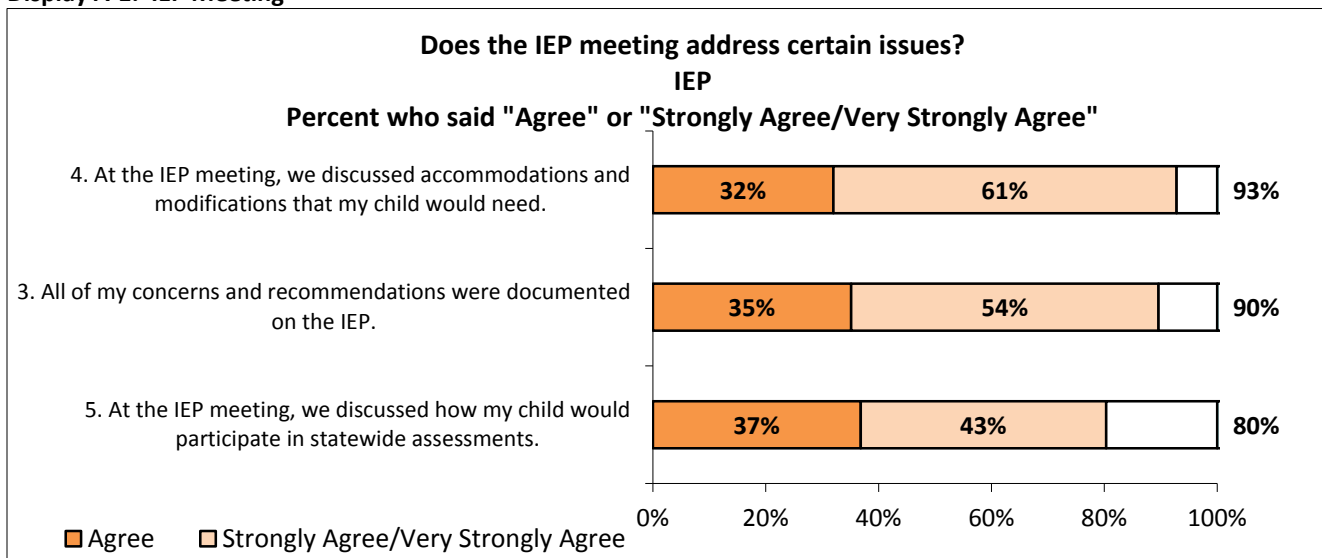
Scales

- The 25 items on the survey were categorized into six different scales:
 - A. Does the IEP meeting address certain issues? (3 items; "IEP")
 - B. Does the school encourage parents to be an equal partner? (6 items; "Partnership")
 - C. Does the school respect the family and expect students to succeed? (2 items; "Respect")
 - D. Does the school provide information on options parents can take to help their child? (4 items; "Information")
 - E. Do the school and parents adequately communicate with one another? (6 items; "Communication")
 - F. Does the student receive appropriate services at school and at home? (4 items; "Services\Outcomes")
- The Results section is organized by these six scales.

A. Does the IEP meeting address certain issues?

- Between 80-93% of parents agreed that IEP meetings address certain issues (see Display A-1).
 - The item with the **highest** level of agreement:
 - 4. At the IEP meeting, we discussed accommodations and modifications that my child would need (93% agreed).
 - The item with the **lowest** level of agreement:
 - 5. At the IEP meeting, we discussed how my child would participate in statewide assessments (80% agreed).

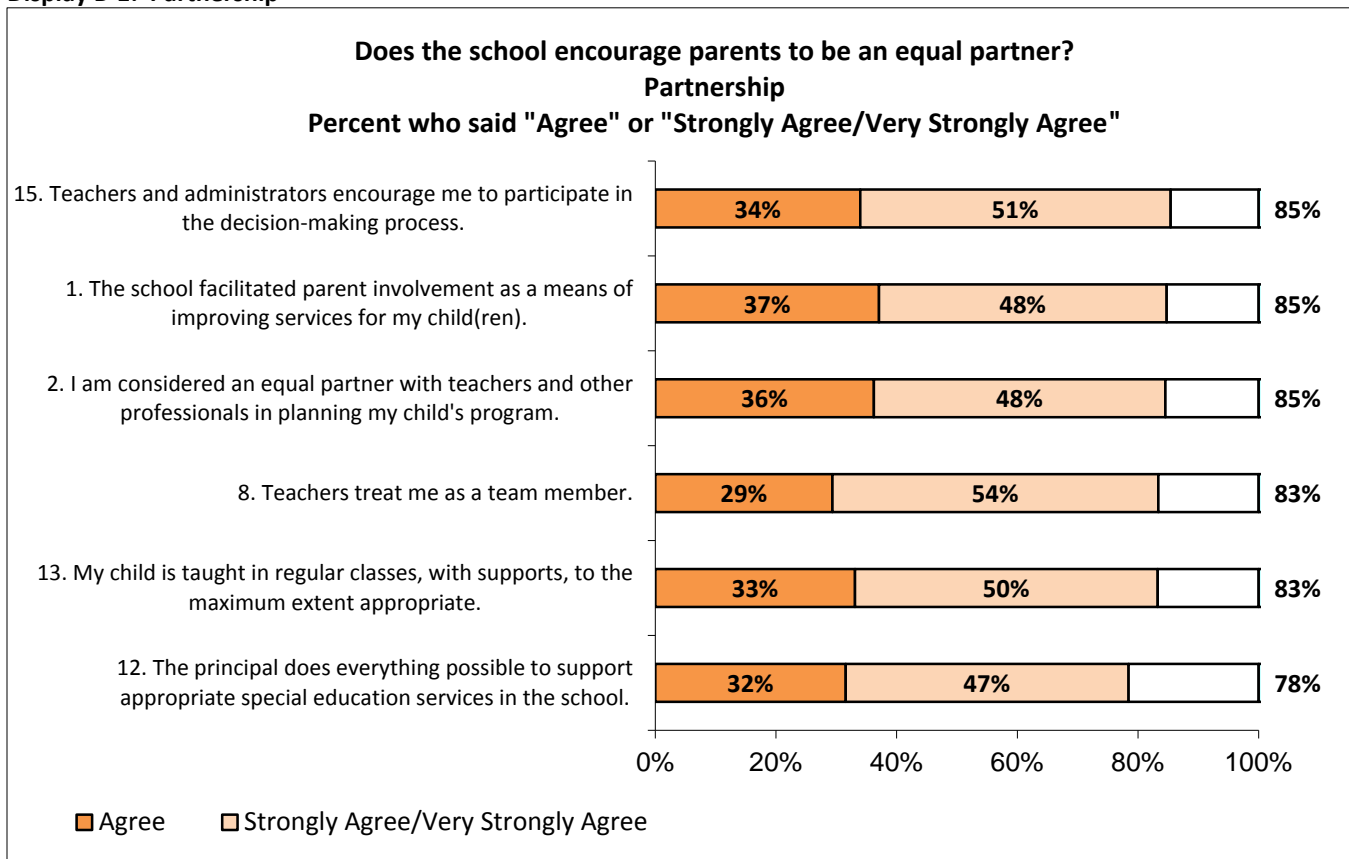
Display A-1: IEP Meeting



B. Does the school encourage parents to be an equal partner?

- Six items asked about the extent to which the school encourages parents to be an equal partner in their child’s special education. Between 78-85% of parents agreed with each of these items (see Display B-1).
 - The items with the **highest** level of agreement:
 - 15. Teachers and administrators encourage me to participate in the decision-making process (85% agreed).
 - 1. The school facilitated parent involvement as a means of improving services for my child(ren) (85% agreed).
 - 2. I am considered an equal partner with teachers and other professionals in planning my child’s program (85%).
 - The item with the **lowest** level of agreement:
 - 12. The principal does everything possible to support appropriate special education services in the school (78% agreed).

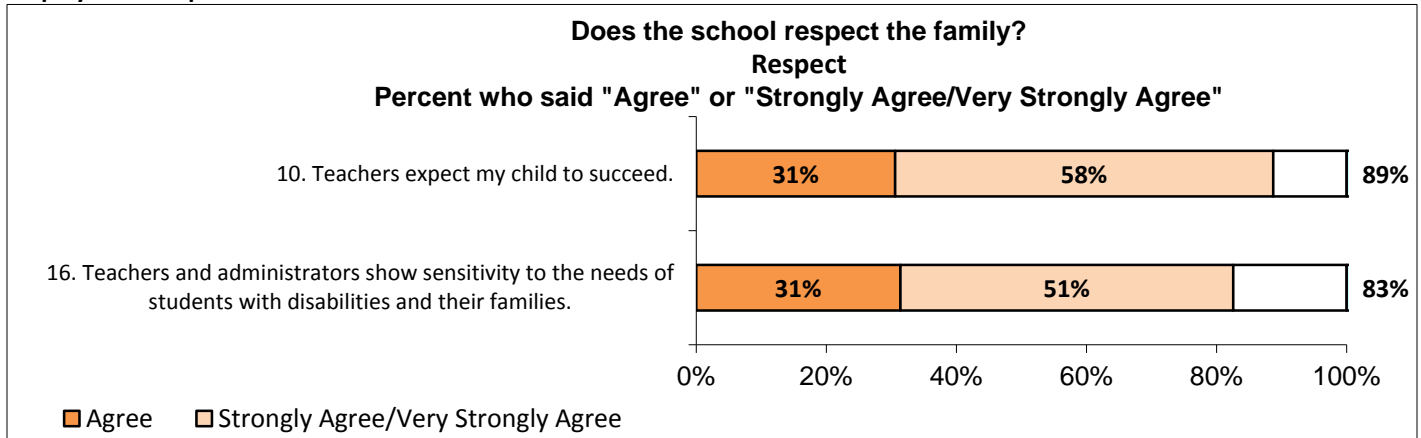
Display B-1: Partnership



C. Does the school respect the family and expect students to succeed?

- Over 80% of parents agree that teachers and administrators show sensitivity to the needs of students with disabilities and their families and expect students to succeed (see Display C-1).

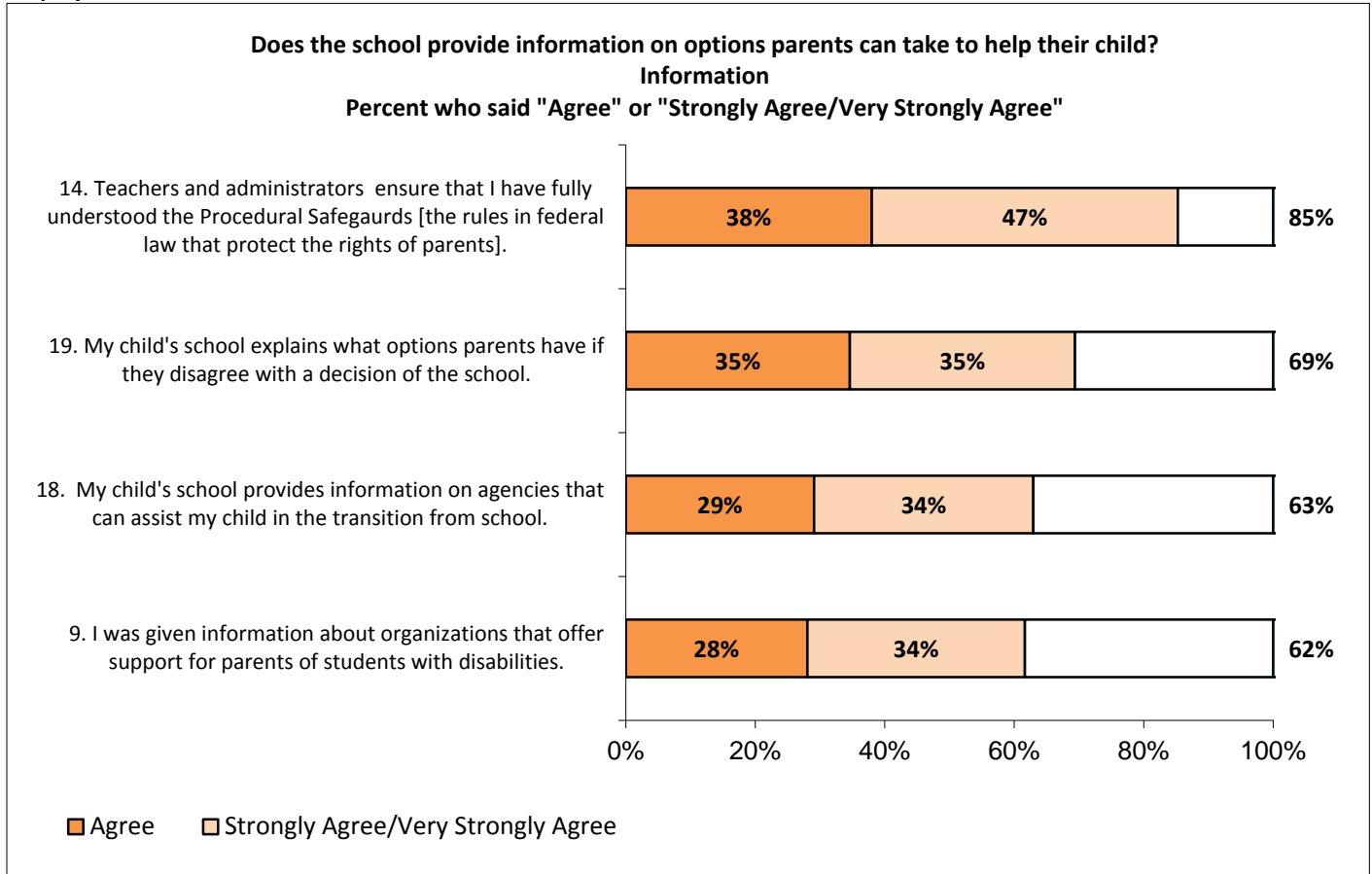
Display C-1: Respect



D. Does the school provide information on options parents can take to help their child?

- Four items asked about the extent to which the school provides information to parents. Between 62-85% of parents agreed with each of these items (see Display D-1).
 - The item with the **highest** level of agreement:
 - 14. Teachers and administrators ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents] (85% agreed).
 - The item with the **lowest** level of agreement:
 - 9. I was given information about organizations that offer support for parents of students with disabilities (62% agreed).

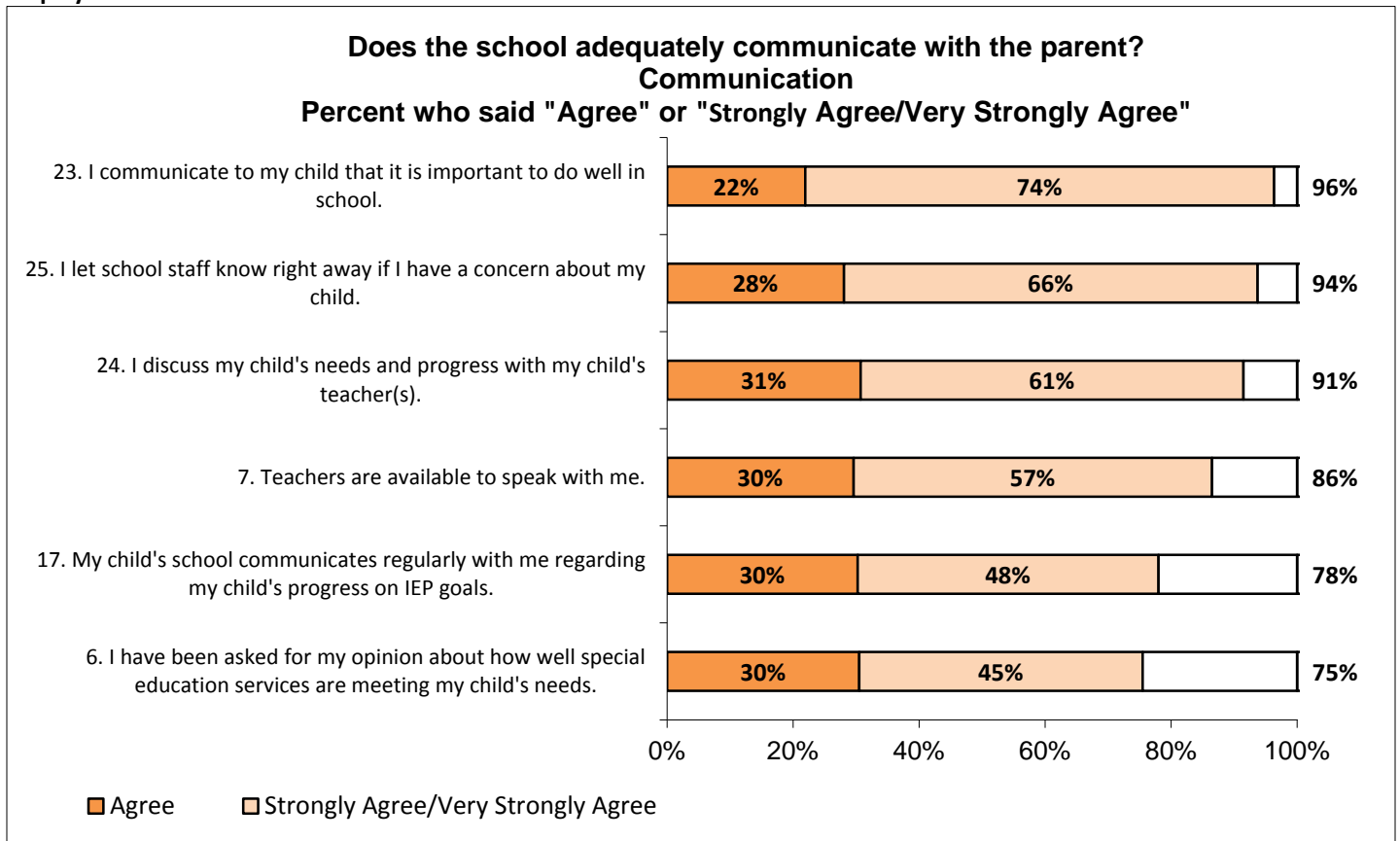
Display D-1: Information



E. Do the school and parents adequately communicate with one another?

- Parents rated the school on six communication aspects. Between 75-96% of parents agreed that there is adequate communication on each of these seven aspects (see Display E-1).
 - The aspects with the **highest** level of agreement:
 - 23. I communicate to my child that it is important to do well in school (96% agreed).
 - 25. I let school staff know right away if I have a concern about my child (94% agreed).
 - The aspect with the **lowest** level of agreement:
 - 6. I have been asked for my opinion about how well special education services are meeting my child's needs (75% agreed).

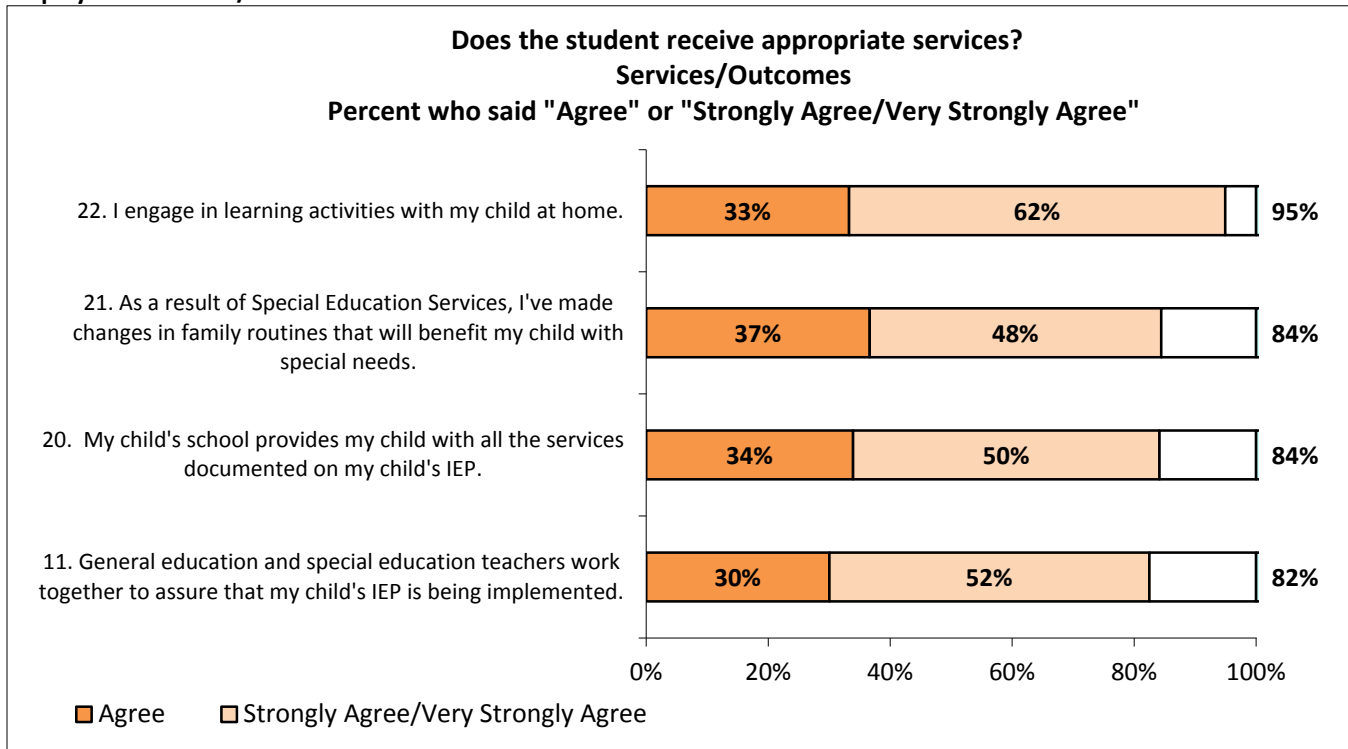
Display E-1: Communication



F. Does the student receive appropriate services at school and home?

- Parents rated the school on four items related to services and outcomes. Between 82-95% of parents agreed that the school adequately communicates with them on each of these four aspects (see Display F-1).
 - The aspect with the **highest** level of agreement:
 - 22. I engage in learning activities with my child at home (95% agreed).
 - The aspect with the **lowest** level of agreement:
 - 11. General education and special education teachers work together to assure that my child’s IEP is being implemented (82% agreed).

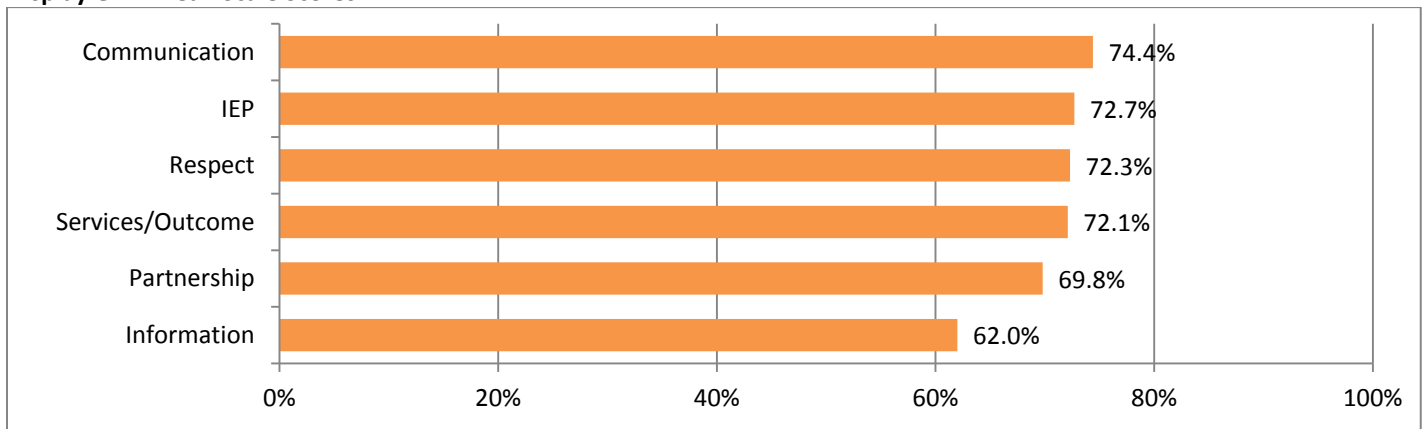
Display F-1: Services/Outcomes



G. Overall Scale Scores

- For each of the six scales, a percent of maximum score was calculated. A percent of max score indicates the percentage of points the respondent “awarded” to the school on a given a group of items. For example, a respondent who rated the school a “6” (Very Strongly Agree) on each of the four items that make up the IEP scale, would receive a 100% score; a respondent who rated the school a “1” (Very Strongly Disagree) on each of the four IEP items would receive a 0% score. A respondent who rated the school a “4” (Agree) on each of the four IEP items would receive a 60% score. Thus, a 60% score represents the minimum desirable score.
- The scale with the lowest overall score is Information (“Does the school provide information on options parents can take to help their child?”). On average, parents awarded 62% of the possible points to this area (see Display G-1).
- The other five scales had overall scores between 70-74%.

Display G-1: Mean Scale Scores



Results by Race/Ethnicity

- No significant difference existed among parents of students of different race/ethnicities (see Display G-2).

Display G-3: Mean Percentage of Points Earned on Each Scale by Students' Race/Ethnicity

Race	Number of students	Overall	Communication	Information	IEP	Partnership	Respect	Services/Outcomes
All	1,536	85%	74%	62%	73%	70%	72%	72%
White	478	84%	75%	61%	73%	70%	72%	72%
Hispanic or Latino	731	84%	74%	63%	72%	69%	72%	72%
American Indian or Alaskan Native	186	88%	71%	62%	70%	67%	69%	69%
Black	29	80%	77%	60%	79%	73%	75%	75%
Asian	13	93%	79%	65%	76%	72%	76%	73%
Native Hawaiian or Pacific Islander	3	Fewer than 10 respondents						
Other	28	93%	81%	68%	78%	75%	79%	79%
Multiple Races	13	69%	72%	63%	71%	63%	70%	71%

Results by Primary Disability

- Parents of students with a hearing impairment were the most positive overall followed by those with Speech/Language impairments (91% and 88%, respectively).
- Further, parents of students with Speech/Language Impairments expressed significantly more positive attitudes than parents of students with Emotional Disturbance in the areas of Information, Partnership, Respect, and Services/Outcomes.

Display G-3: Mean Percentage of Points Earned on Each Scale by Students’ Primary Disability

Disability	Number of students	Overall	Communication	Information	IEP	Partnership	Respect	Services/Outcomes
All	1,536	85%	74%	62%	73%	70%	72%	72%
Autism	153	81%	77%	62%	73%	69%	73%	73%
Deaf-blindness	8	Fewer than 10 respondents						
Deafness	8	Fewer than 10 respondents						
Emotional Disturbance	96	76%	69%	56%	66%	63%	66%	67%
Hearing Impairment	27	91%	81%	70%	78%	76%	74%	78%
Intellectual Disability	64	74%	70%	57%	66%	65%	68%	67%
Orthopedic Impairment	16	73%	67%	49%	63%	57%	62%	62%
Other Health Impairment	82	84%	75%	60%	74%	69%	72%	72%
Specific Learning Disability	323	86%	74%	61%	74%	70%	71%	71%
Speech/Language Impairment	339	88%	77%	66%	74%	73%	76%	75%
Traumatic Brain Injury	9	Fewer than 10 respondents						
Visual Impairment Including Blindness	5	Fewer than 10 respondents						
Development Delay	115	87%	76%	65%	73%	72%	74%	76%
Multiple Disabilities	60	90%	75%	57%	73%	69%	69%	71%
Dyslexia	67	81%	69%	55%	71%	67%	69%	68%

Results by Grade

- In general, parents of children in preschool and Kindergarten are more positive than those with children in higher grades.
- Parents of students in Kindergarten expressed significantly more favorable opinions in the areas of Partnership, Respect and Services/Outcomes than those with students in 8th and 10th grades.
- Significant differences were found between parents with students in 4th and 10th grades in the area of Respect, with parents of 4th graders significantly more positive than parents of 10th graders (78% and 62%, respectively).
- Parents of students in 8th grade were significantly less positive in the area of Services/Outcomes than their counterparts in Kindergarten and 2nd – 4th grades.

Display G-4: Mean Percentage of Points Earned on Each Scale by Students’ Grade

Grade	Number of students	Overall	Communication	Information	IEP	Partnership	Respect	Services/Outcomes
All	1,536	85%	74%	62%	73%	70%	72%	72%
Preschool	102	85%	77%	63%	72%	73%	75%	76%
Kindergarten	101	93%	79%	65%	75%	77%	80%	78%
Grade 1	109	84%	75%	63%	71%	71%	73%	74%
Grade 2	115	84%	77%	63%	74%	70%	74%	76%
Grade 3	117	93%	75%	63%	74%	72%	73%	75%
Grade 4	137	85%	78%	66%	76%	75%	78%	76%
Grade 5	131	83%	76%	62%	74%	69%	73%	72%
Grade 6	134	84%	73%	59%	71%	67%	69%	70%
Grade 7	129	82%	71%	59%	72%	66%	69%	69%
Grade 8	99	77%	69%	59%	69%	65%	67%	64%
Grade 9	95	86%	71%	60%	71%	66%	68%	68%
Grade 10	74	81%	68%	56%	69%	63%	62%	65%
Grade 11	76	86%	68%	58%	71%	64%	70%	66%
Grade 12	83	76%	73%	63%	72%	67%	71%	67%

Results by Grade Category

- This category has similar findings to those found in the “Results by Grade” section above. In summary, parents of students with younger children tend to be more positive when compared with parents of older children.
- Significant differences were found in the area of Communication, Partnership, Respect, and Services/Outcomes. Parents of students in grades K-2 and grades 3-5 were significantly more positive than those with students in grades 6-8 and grades 9-12.
- Parents of students in grades 9-12 were the least positive and significantly so when compared to parents of students in preschool, in grades K-2, and grades 3-5 in the areas of Partnership and Services/Outcomes.

Display G-5: Mean Percentage of Points Earned on Each Scale by Students’ Grade Category

Grade Groups	Number of students	Overall	Communication	Information	IEP	Partnership	Respect	Services/Outcomes
All	1,536	85%	74%	62%	73%	70%	72%	72%
Preschool	102	85%	77%	63%	72%	73%	75%	76%
Grades K-2	325	87%	77%	64%	73%	73%	75%	76%
Grades 3-5	385	87%	76%	64%	75%	72%	74%	75%
Grades 6-8	362	81%	71%	59%	71%	66%	68%	68%
Grades 9-12	328	83%	70%	59%	71%	65%	68%	67%

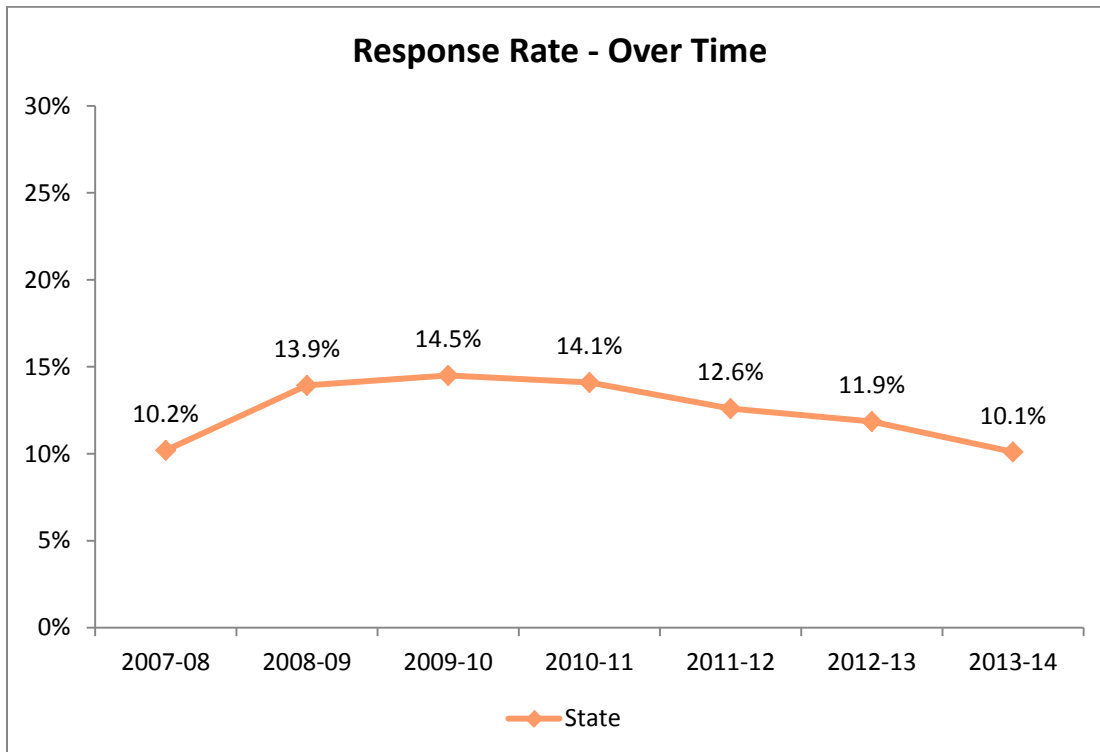
H. Results Over Time

Response Rate

- The response rate decreased by 1.7 percentage points from 2012-13 to 2013-14 (from 11.9% to 10.1%) (see Display H-1).

Display H-1: Response Rates over Time

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Sample	8,950	8,919	8,958	9,238	9,175	15,365	15,196
Completed	914	1243	1320	1303	1156	1821	1536
Response Rate	10.2%	13.9%	14.5%	14.1%	12.6%	11.9%	10.1%

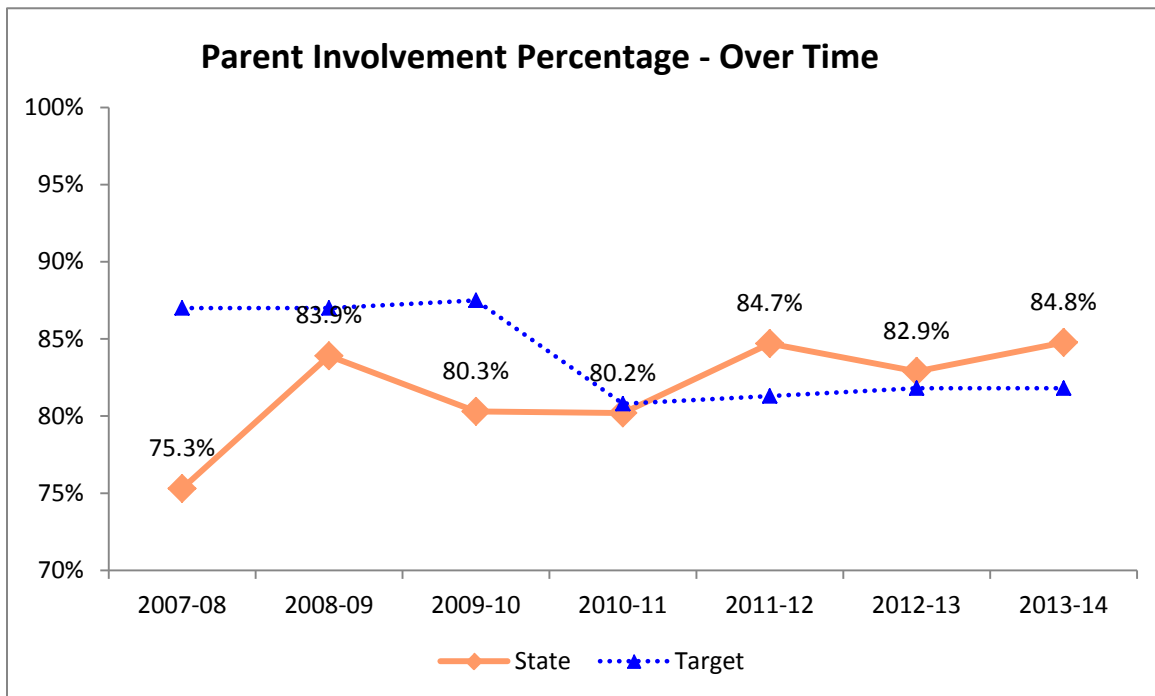


Parental Involvement Percentage

- To determine the state’s Overall Parental Involvement Percentage, the percentage of parents who agreed, strongly agreed, or very strongly agreed to the question "The school facilitated parent involvement as a means of improving services for my child(ren)" was calculated.
- The Parental Involvement Percentage increased 1.9 percentage points from 2012-13 to 2013-14 (from 82.9% to 84.8%) and surpassed the target (81.8%) (see Display H-2).

Display H-2: Parental Involvement Percentage over Time

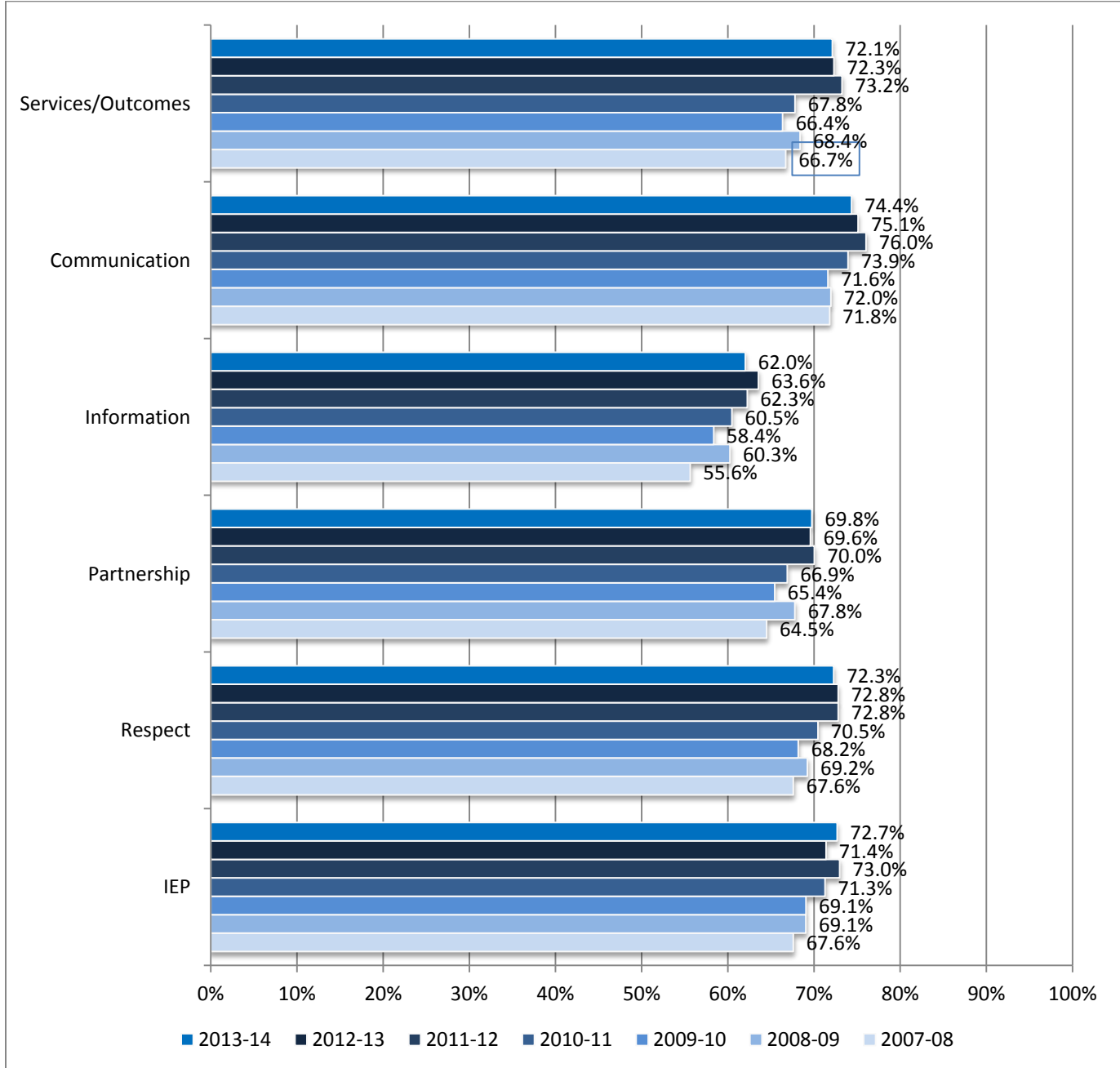
Overall Parental Involvement	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2013-14 minus 2012-13
State	75.3%	83.9%	80.3%	80.2%	84.7%	82.9%	84.8%	1.9%
Target	87.0%	87.0%	87.5%	80.8%	81.3%	81.8%	81.8%	0.0%



Specific Scale Scores

- Only two scale scores, IEP and Partnership, saw an increase from 2012-13 to 2013-14. This score increased 1.3 percentage points from 71.4% to 72.7% for IEP and .2 percentage points from 69.6% to 69.8% for Partnership. The other four scale scores decreased over the year, with Information seeing the greatest decrease of 1.6 percentage points (63.6% to 62.0%) (see Display H-3).

Display H-3: Comparison chart of mean scores for each category



The mean scores represent the average percentage of points assigned by parents to that scale.

Individual Items - Results Over Time

- The following items showed the greatest **increase** from 2012-13 to 2013-14 (see Display H-4):
 - 5. At the IEP meeting, we discussed how my child would participate in statewide assessments (increased 3.9 percentage points from 76.4% to 80.3%).
 - 21. As a result of Special Education Services, I've made changes in family routines that will benefit my child with special needs (increased 3.5 percentage points from 81.0% to 84.4%).
 - 19. Teachers and Administrators explain what options parents have if they disagree with a decision at school (increased 2.6 percentage points from 66.8% to 69.4%).
 - 4. At the IEP meeting, we discussed accommodations and modifications that my child would need (increased 2.0 percentage points from 90.8% to 92.8%).
 - 13. My child is taught in regular classes, with supports, to the maximum extent appropriate (increased 2.0 percentage points from 81.3% to 83.3%).

- The following items showed the greatest **decrease** from 2012-13 to 2013-14:
 - 7. Teachers are available to speak with me (decreased 2.5 percentage points from 89.0% to 86.5%).
 - 18. My child's school provides information on agencies that can assist my child in the transition from school (decreased 1.8 percentage points from 64.7% to 62.9%).
 - 8. Teachers treat me as a team member (decreased 1.5 percentage points from 84.9% to 83.4%).
 - 12. The principal does everything possible to support appropriate special education services in the school (decreased 1.5 percentage points from 80.0% to 78.4%).
 - 17. My child's school communicates regularly with me regarding my child's progress on IEP goals (decreased 1.4 percentage points from 79.4% to 78.0%).

Display H-4: Percent of parent respondents who agreed, strongly agreed, or very strongly agreed to an item - Results over Time

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2013-14 Minus 2012-13
1. The school facilitated parent involvement as a means of improving services for my child(ren).	75.3%	83.9%	80.3%	80.2%	84.7%	82.9%	84.8%	1.9%
2. I am considered an equal partner with teachers and other professionals in planning my child's program.	80.2%	84.2%	79.4%	80.7%	87.3%	84.2%	84.5%	0.4%
3. All of my concerns and recommendations were documented on the IEP.	83.8%	89.4%	83.6%	83.2%	90.1%	89.1%	89.6%	0.6%
4. At the IEP meeting, we discussed accommodations and modifications that my child would need.	91.5%	87.6%	91.1%	91.3%	92.9%	90.8%	92.8%	2.0%
5. At the IEP meeting, we discussed how my child would participate in statewide assessments.	66.6%	74.9%	75.6%	78.0%	77.7%	76.4%	80.3%	3.9%
6. I have been asked for my opinion about how well special education services are meeting my child's needs.	61.4%	72.3%	69.6%	70.2%	76.2%	73.6%	75.5%	1.9%
7. Teachers are available to speak with me.	82.7%	86.9%	83.7%	84.2%	88.8%	89.0%	86.5%	-2.5%
8. Teachers treat me as a team member.	75.4%	81.5%	78.7%	79.9%	85.8%	84.9%	83.4%	-1.5%
9. I was give information about organizations that offer support for parents of students with disabilities.	47.1%	58.5%	55.4%	58.6%	62.2%	59.8%	61.7%	1.8%
10. Teachers expect my child to succeed.	82.5%	87.4%	86.0%	85.0%	90.3%	89.4%	88.7%	-0.7%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	71.7%	82.1%	73.2%	80.1%	84.6%	82.4%	82.5%	0.1%
12. The principal does everything possible to support appropriate special education services in the school.	68.2%	79.0%	70.6%	68.8%	78.3%	80.0%	78.4%	-1.5%
13. My child is taught in regular classes, with supports, to the maximum extent appropriate.	74.4%	82.6%	76.0%	74.5%	88.2%	81.3%	83.3%	2.0%
Teachers and Administrators:								
14. Ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].	77.5%	78.6%	80.7%	81.4%	83.0%	83.9%	85.3%	1.4%
15. Encourage me to participate in the decision-making process.	77.7%	84.1%	79.5%	81.9%	85.1%	85.0%	85.4%	0.4%
16. Show sensitivity to the needs of students with disabilities and their families.	75.7%	81.8%	78.3%	81.4%	82.9%	82.9%	82.6%	-0.3%
My Child's School:								
17. Communicates regularly with me regarding my child's progress on IEP goals.	67.8%	75.6%	70.2%	71.5%	80.3%	79.4%	78.0%	-1.4%
18. Provides information on agencies that can assist my child in the transition from school.	48.9%	63.8%	60.6%	59.3%	66.0%	64.7%	62.9%	-1.8%
19. Explains what options parents have if they disagree with a decision of the school.	59.0%	65.0%	61.8%	64.9%	71.6%	66.8%	69.4%	2.6%
20. Provides my child with all the services documented on my child's IEP.	73.6%	82.5%	77.9%	78.7%	83.6%	83.7%	84.1%	0.4%
Other:								
21. As a result of Special Education Services, I've made changes in family routines that will benefit my child with special needs.	80.7%	83.4%	83.5%	82.8%	84.9%	81.0%	84.4%	3.5%
22. I engage in learning activities with my child at home.	94.1%	93.9%	93.1%	92.7%	94.0%	95.3%	94.9%	-0.4%
23. I communicate to my child that it is important to do well in school.	97.9%	94.8%	95.2%	95.7%	96.5%	96.6%	96.3%	-0.3%
24. I discuss my child's needs and progress with my child's teacher(s).	90.5%	91.4%	89.3%	94.0%	92.9%	91.0%	91.5%	0.5%
25. I let school staff know right away if I have a concern about my child.	92.6%	94.2%	92.5%	94.9%	95.8%	94.8%	93.7%	-1.1%

Background on the Survey

- The purpose of the parent survey is to assist the New Mexico Department of Education in determining the extent to which schools are facilitating parent involvement. The survey data will assist the schools in improving parent involvement and will result in positive outcomes for parents as well as improved outcomes for children.
- A stratified random sample of 15,196 parents was generated from all parents who had students age 3-21 receiving special education services during the 2013-14 school year. These parents were mailed a survey. A total of 1,536 were returned for a response rate of 10.1%.
- This Parent Survey addresses Indicator #8 of the State Performance Plan (SPP) ¹ which requires the State to report out on 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.”
- The State is required to report out on Indicator #8 each year in February on the Annual Performance Report (APR).
- To determine the percent of parents who report that school facilitated parent involvement, the percent of parents who agreed, strongly agreed, and very strongly agreed to the question "The school facilitated parent involvement as a means of improving services for my child(ren)" was calculated. 84.8% of parents agreed to the question. Responses were weighted by the students with disability population size due to the differential sampling that was done and the differing response rates by district that were obtained.
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¹ Under Part B of the Individuals with Disabilities Education Act (IDEA), the State is required to report to the Office of Special Education Programs (OSEP) its performance, progress toward targets, and improvement efforts on each of 20 indicators; the Parent Survey is Indicator #8.