Region 10 ESC Texas Parent Survey

Results of the 2019-20 Texas Parent Involvement Survey

Contents

1 Executive Summary

1.1 Brief Background and Purpose Statement

Under federal accountability requirements, states must provide data on the extent to which parents report schools facilitated parent involvement to improve services and results for children with disabilities (Indicator 8 of the State Performance Plan under the Individuals with Disabilities Education Improvement Act). To meet this requirement, and collect data to help inform improvements at the district and state levels, Texas annually surveys a stratified random sample of parents of students receiving special education services.

The survey instrument used during the 2019-20 school year was composed of three parts:

1. **Indicator 8 items**: Seven items developed by Texas stakeholders and used for calculating the statewide Indicator 8 percentage since the 2013-14 school year.

2. **Services and Student Progress items**: Two items designed to capture parent satisfaction with student services and student progress, included in the Texas survey since the 2017-18 school year.

3. **Parent Involvement Scale Score items**: A set of 20 items developed by the National Center for Special Education Accountability and Monitoring (NCSEAM) to measure Indicator 8. Seventeen items were included in the 2017-18 survey. Three additional items were added in 2018-19.

Since the 2018-19 was the sixth cycle of the six-year cycle plan, 2019-20 was the first year of Texas's new six-year plan for surveying all districts[1] in the state. Because the COVID-19 pandemic closed all Texas schools in March 2020, schools could no longer assist Gibson with survey dissemination. For this reason, all surveys were administered online or over the phone in 2020. We sent surveys to parents of approximately 29,000 students across 216 districts.

1.2 Response Rate and Sample Characteristics

- Parents submitted a total of 4,968 surveys for a Cycle 1 response rate of 17.3% across the state — a decrease of 1.1 percentage points from Cycle 6 (2018-19). This decrease should be interpreted in the context of COVID-19 school closures.

- This response rate ranged by district from 0.0% (14 districts) to 95.7% (2 districts). Most response rates at the district level were between 11% and 20% (57) districts.

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[1] Districts with more than 50,000 students are surveyed each year, smaller districts participate in the survey once during each six-year cycle.

- Overall, students whose parents responded to the survey were representative of the state's special education population on measurable characteristics such as gender, race/ethnicity, and primary disability/exceptionality. Specifically:

  - 65.7% of completed surveys were from parents of a male student, and male students made up 66.7% of the population of students receiving special education services during the 2018-19 school year (the most recent year with available data).

  - The responding sample was somewhat over-representative of White students (+6.6 percentage points) and under-representative of Black students (-5.3 percentage points). All other race/ethnic categories were represented within less than one percentage point of their proportion of the population of students receiving special education services.

  - All disability types were represented in the survey sample at similar levels to their rate of occurrence in the population — all differences by subgroup were within two percentage points.

1.3 Key Findings

1.3.1 *Indicator 8 Percentage*

- The Texas Indicator 8 percentage for the 2019-20 school year was 81%. This reflects the average percentage of Indicator 8 items to which parents responded positively. This compares to previous percentages of 77%, 76%, 78%, 78%, 79%, and 81% among Cycle 6 (2018-19), Cycle 5 (2017-18), Cycle 4 (2016-17), Cycle 3 (2015-16), Cycle 2 (2014-15), and Cycle 1 districts (2013-14) respectively.

- This represents an increase of 4 percentage points from Cycle 6, but the increase should be interpreted with caution as the COVID-19 pandemic and online-only distribution may have influenced both how parents responded and what types of parents responded to the survey.

- Across districts, the average Indicator 8 percentage ranged from 35.6% to 100.0%. Most districts had an Indicator 8 percentage between 77% and 89% (51%).

- Across the 20 Education Service Centers (ESCs), the average Indicator 8 percentage ranged from 71.5% to 89.1%.

1.3.2 *Services and Student Progress*

- Approximately 90% of parents surveyed reported that they were satisfied with their child's progress toward IEP goals (90.1%) and that they believe their child is receiving the special education services they need (88.6%).

1.3.3 *Parent Involvement Scale Score*

- The research team used parent responses to 20 survey items to calculate the Parent Involvement Scale Score, and then grouped parents into one of five levels based on their resulting score. Fourty-two percent of parents agreed with most survey items, placing them in the highest of the five levels. In contrast, 5.2% of parents disagreed with most survey items, placing them in the lowest level. The proportion of parents categorized in each group was similar to Cycle 6 (within one percentage point for each category). Table 1 includes the percent categorized at each of the five levels.

Table 1: Parent Involvement Survey Score Levels of Agreement

Level	Definition of Level	% of Parent Respondents
Level 0	Parents disagreed that their child's school facilitated parent involvement as expressed in any of the survey items.	5.2%
Level 1	Parents expressed some agreement that their child's school facilitated parent involvement as expressed by Level 1 items.	5.3%
Level 2	Parents expressed some agreement that their child's school facilitated parent involvement as expressed by Level 2 items.	28.4%
Level 3	Parents expressed some agreement that their child's school facilitated parent involvement as expressed by Level 3 items.	19.0%
Level 4	Parents agreed that their child's school facilitated parent involvement as expressed in all of the survey items.	42.1%

2 Background and Project Context

2.1 Indicator 8 Requirements

In 1993, the 103rd U.S. Congress passed the Government Performance and Results Act (GPRA) requiring federal agencies to develop annual performance plans and program performance reports to measure progress towards program goals. When the Individuals with Disabilities Education Improvement Act (IDEA) was reauthorized in 2004, similar performance plan requirements were included for State Education Agencies.[2] The Office of Special Education Programs (OSEP) created 20 Part B indicators to guide states in their implementation of IDEA and how they measure progress and performance. In 2014, OSEP modified the indicator system, combining some existing indicators and creating one new indicator. Indicator 8 articulates that states measure the percentage of parents with a child receiving special education services who report that schools facilitate parent involvement to improve services and results for children with disabilities.

In response to these requirements and as part of the Texas Continuous Improvement Process (TCIP), Texas has been surveying parents of students receiving special education services to measure the extent to which parents perceive that schools support their involvement in the educational life of their child. Each state meets these requirements in different ways, with some surveying all parents, and others sampling parents to obtain a measure that reflects this performance goal. The instrument used varies across states — some use nationally validated measures, while others use locally developed questionnaires.

2.2 History of the Texas Parent Survey

From 2005 to 2019, the Texas Education Agency (TEA) assigned responsibility for collecting and reporting Indicator 8 data to Region 9 Education Service Center (ESC). In 2019, TEA awarded the contract for this work to Region 10 Education Service Center. The "Parent Involvement Survey" is administered to to a random sample of parents of students receiving special education services in a rotating sample of districts. Based on the most recent six-year plan Texas submitted in 2014, all districts in Texas enrolling over 50,000 students are included in the survey effort every year. The remaining districts (approximately 1,000) were assigned to one of six cycles at the start of the six-year plan, and one is surveyed each year. Within the districts selected in a given year (a given cycle plus the districts enrolling over 50,000 students), a stratified random sample of students is selected for the survey effort.

Beginning in 2009, ESC Region 9 began contracting out the survey process. One external vendor administered the Texas Parent Involvement Survey from 2009 to 2015. In Septem-

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[2] https://sites.ed.gov/idea/spp-apr/

ber 2015, ESC Region 9 selected Gibson Consulting Group Inc. (Gibson) to continue the project. In the fall of 2019, ESC Region 10 selected Gibson to continue administration. From 2006 through the 2014-15 school year, Texas surveyed parents of approximately 18,000 students each year. The Gibson team increased the survey sample to include between 25,000 and 30,000 parents to improve the representativeness of results. Each year, Gibson calculates survey results, which the state submits to OSEP in its Annual Performance Report. Gibson also provides a statewide report detailing overall results, as well as district and ESC region[3] summary reports, providing feedback to school, district, regional, and state staff. This report details the survey administration process, analysis, and results for the 2019-20 school year.

3   Survey Design and Administration

3.1   Parent Involvement Surveys

In 2005, the Parent Coordination Network (PCN) reviewed items from the National Center for Special Education Accountability Monitoring (NCSEAM) and the Survey of Parents of Students with Disabilities, distributed by TEA and ESC Region 9 in 2003.[4] A survey development committee, which included members from the Texas Education Agency, ESC Region 9, Academic Information Management, and local districts and schools, then developed an instrument for the State Performance Plan. After reviewing materials and resources from several organizations (including the Federal Resource Center and the Joyce Epstein Parent Involvement Survey), the committee developed the instrument used from 2006 to 2008. It was revised in 2009 and used until 2012 when it was revised again. More revisions were included each subsequent year before administration (2013, 2014, and 2015), and typically involved altering the phrasing of items, though some items were added and removed. For reporting years 2016 and 2017, Gibson Consulting Group (Gibson) administered Texas' established Parent Involvement Survey to Cycles 3 and 4.

To improve how schools and districts can use Parent Involvement Survey data to inform their partnerships with parents, the Gibson team proposed redesigning the existing Parent Involvement Survey before the 2017-18 administration. Including additional survey items beyond the Indicator 8 measure was proposed as an avenue for further helping schools and districts improve their services to students and families. ESC Region 9 tasked Gibson with making recommendations to the state for improving the survey instrument. Led by Batya Elbaum, Ph.D., a professor of Education and Psychology at the University of Miami with extensive knowledge and expertise in the specific requirements of accountability indicators under IDEA, the research team facilitated a stakeholder group to discuss potential survey

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[3]All Texas school districts are nested in one of 20 ESC regions.

[4] All information about development of the survey instrument is based on prior Parent Involvement Survey reports, published here: `https://www.texasparent.org/projects`.

improvements. Based on feedback from the stakeholder group and ESC Region 9, Gibson developed a revised survey instrument that incorporated questions from the National Center for Special Education Accountability and Monitoring (NCSEAM) instrument in addition to the items used for Texas' Indicator 8 calculation.[5] TEA approved the revised instrument, and Gibson administered it for the first time in 2017-18. In advance of the 2018-19 survey administration, three additional items were added to the survey. We administered the same instrument in 2019-20 with no further changes. The complete instrument is included in Appendix B.

The survey instrument is made up of 29 items which parents answer using a variety of response formats: (1) always, sometimes, never; (2) agree, neutral, disagree; (3) yes, no; and (4) very strongly agree, strongly agree, agree, disagree, strongly disagree, and very strongly disagree. The seven items listed below are used for the State Performance Plan Indicator 8 measure of parent involvement and are the same as in previous years to maintain reporting continuity. For items 5 through 7 (marked with an asterisk), parents should only respond if their student is age 14 or older.

1. I am considered an equal partner with teachers and other professionals in planning my child's Individualized Education Program (IEP).

2. Teachers understand my child's needs.

3. The school communicates regularly with me regarding my child's IEP progress and other important issues.

4. My concerns and recommendations are considered by the Admission, Review, and Dismissal (ARD) committee in the development of my child's IEP.

5. The school provides planning for life after high school, including services to help my child reach his or her goals.*

6. The school provides information on agencies that can assist my child in planning for life after high school.*

7. The school includes my child in ARD meetings.*

In addition to the seven items used to calculate Indicator 8, the survey includes two questions about services and student progress. These questions ask parents to reflect on their satisfaction with their child's progress toward IEP goals and the services their child receives.

The remaining 20 items on the survey were explicitly developed for states to use to measure the extent to which schools facilitate parent involvement as a means of improving services

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[5] According to data reported in 2018 by the National and Regional Parent Technical Assistance Centers for Federal Fiscal Year 2016, 42% of 60 state entities (50 states, nine territories and the District of Columbia) used the NCSEAM or modified NCSEAM survey instrument to measure and report on Indicator 8. (`https://osep.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=33061`).

and results for students with disabilities. One of the 20 items asked only parents of students 14 and older to reply. These items reflect some of the different ways in which campuses facilitate parent involvement. Including this measure on the survey instrument with the items used historically for Indicator 8 reporting allowed for the collection of additional information used by districts to inform improvements. Results from these 20 items are not reported to OSEP as a part of Indicator 8, but are included in this report to provide the state with additional, actionable feedback.

3.2   Survey Administration

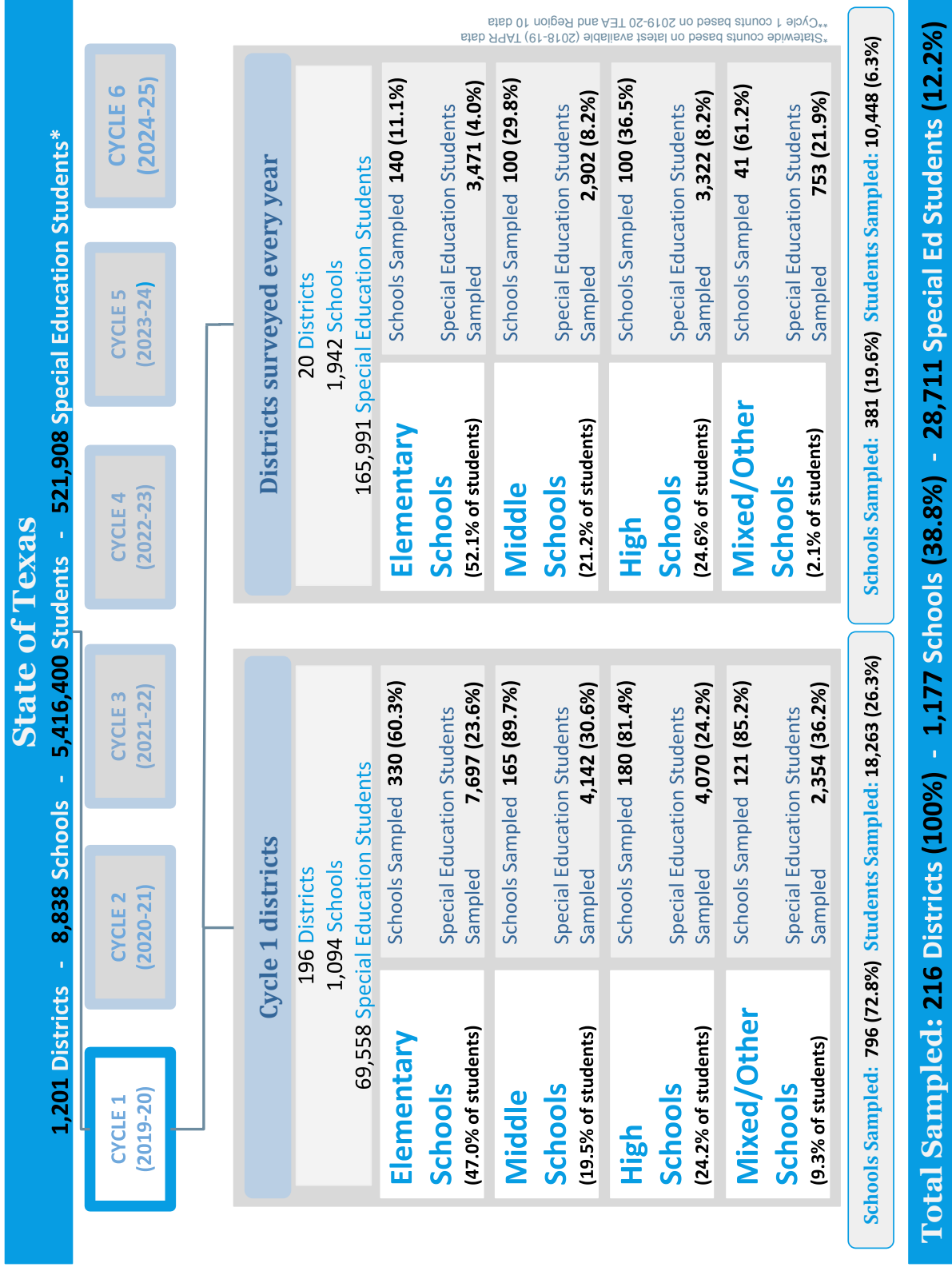### 3.2.1   *Selecting the Survey Target Group*

As the 2018-19 school year was the last cycle in the state's prior six-year plan, Gibson created a new six-year plan for the state to begin with in the 2019-20 school year. To do so, the research team randomly sorted the state's school districts into six groups (one group to be surveyed in each of six years). We conducted this random sorting ten separate times, creating ten sets of six cycles of districts. We next compared the characteristics of the school districts in a given cycle to the population of students in the state receiving special education services. We selected one of the ten iterations that demonstrated the most comparability between the selected districts in each cycle to the state population.[6] Once the sorting was complete and the optimal iteration selected, all districts in the state were assigned to a cycle and we began with Cycle 1, plus those enrolling 50,000 or more students, for the 2019-20 survey administration. We then sampled students from within Cycle 1 districts in the same manner as in prior years.[7] Details are included in Appendix A.

Executing the student sampling process resulted in the selection of 28,711 students from 1,177 campuses for the 2019-20 sample. Figure 1 provides more information about the selected campuses and students: 10,448 students (36.4% of the total student sample) were from 20 of the state's largest districts (and from 381 campuses), while 18,263 of the sampled students (63.6%) came from 196 of the state's smaller districts (and from 796 campuses). Comparing the sampled group to the population of Cycle 1 districts, we sampled 26.3% of the students receiving special education services in the state's smaller districts and 6.3% of the students receiving special education services in the state's 20 largest districts.

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[6] Districts enrolling 50,000 or more students are excluded from this process as they are included in the survey administration every year.

[7] Starting in Cycle 4, a slightly smaller proportion of campuses within each district was selected to participate in the survey to lessen the administration burden on districts with a large number of campuses.

Figure 1: Final targeted sample

State of Texas

1,201 Districts - 8,838 Schools - 5,416,400 Students - 521,908 Special Education Students*

Cycle 1 districts

196 Districts
1,094 Schools
69,558 Special Education Students

	Schools Sampled	Special Education Students Sampled
Elementary Schools (47.0% of students)	330 (60.3%)	7,697 (23.6%)
Middle Schools (19.5% of students)	165 (89.7%)	4,142 (30.6%)
High Schools (24.2% of students)	180 (81.4%)	4,070 (24.2%)
Mixed/Other Schools (9.3% of students)	121 (85.2%)	2,354 (36.2%)

Schools Sampled: 796 (72.8%) Students Sampled: 18,263 (26.3%)

Districts surveyed every year

20 Districts
1,942 Schools
165,991 Special Education Students

	Schools Sampled	Special Education Students Sampled
Elementary Schools (52.1% of students)	140 (11.1%)	3,471 (4.0%)
Middle Schools (21.2% of students)	100 (29.8%)	2,902 (8.2%)
High Schools (24.6% of students)	100 (36.5%)	3,322 (8.2%)
Mixed/Other Schools (2.1% of students)	41 (61.2%)	753 (21.9%)

Schools Sampled: 381 (19.6%) Students Sampled: 10,448 (6.3%)

*Statewide counts based on latest available (2018-19) TAPR data
**Cycle 1 counts based on 2019-20 TEA and Region 10 data

CYCLE 1 (2019-20) CYCLE 2 (2020-21) CYCLE 3 (2021-22) CYCLE 4 (2022-23) CYCLE 5 (2023-24) CYCLE 6 (2024-25)

Total Sampled: 216 Districts (100%) - 1,177 Schools (38.8%) - 28,711 Special Ed Students (12.2%)

Students selected in the final sample came from multiple schools within districts that had multiple schools. For small districts with fewer than 200 special education students, students were selected from all of a district's campuses. For districts with between 201 and 2,000 students receiving special education services, the student sample covered 91% of the district's campuses. For the larger districts, the student sample pulled from an average of 45% of the district's campuses. And in the very largest districts, the student sample included students from 18% to 24% of the district's campuses (Figure 2).

Figure 2: Percentage of campuses within a district with surveyed students, by number of students receiving special education services in the district
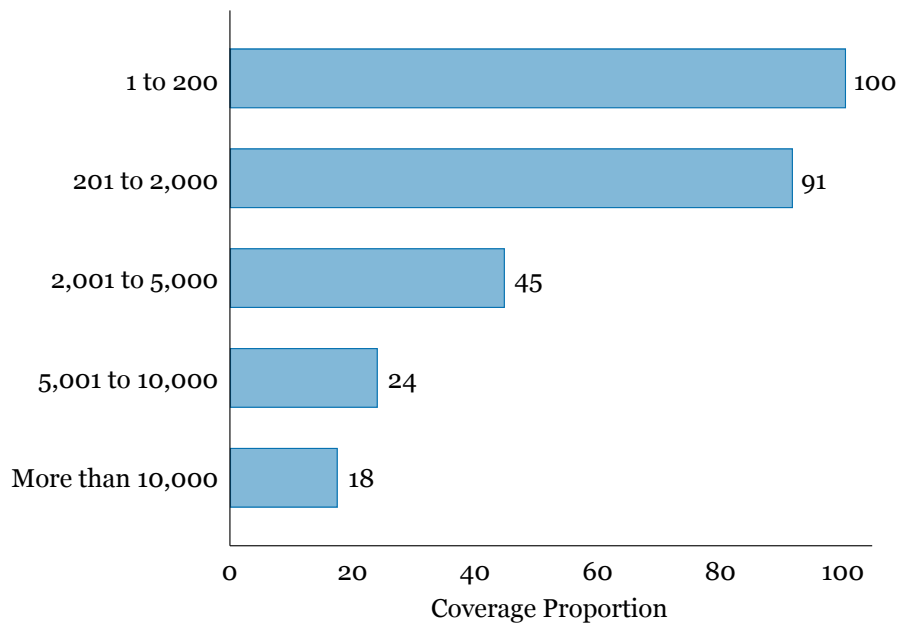
The sample included students in 56.6% of high schools, 51% of middle schools, and 25.9% of elementary schools in Cycle 1 districts, along with 77.5% of "other" types of schools (e.g., those serving grades K-8 or K-12).[8]

Survey Launch

In previous years, Gibson used both paper and online survey forms to administer the survey. This approach provided flexibility to parents and helped to mitigate technology barriers to survey completion. In March, while the research team prepared to package and ship paper survey materials to districts to disseminate, the emergence of the COVID-19 pandemic forced school and district closures. Texas Governor Abbott announced on March 19th that campuses would be closed statewide until at least April 3rd; schools remained closed

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[8] Campuses designated as "Other" tended to be more common in smaller districts where a larger proportion of campuses were included in the sample due to district size and sampling parameters.

through the 2019-20 school year. In light of districts not being able to receive physical mail or have a way to disseminate paper surveys to parents, Region 10 ESC asked Gibson to plan for an online-only administration for the 2019-20 school year.

To do so, the research team sent each district an electronic list of selected students. We created message templates for districts to send to parents inviting them to take the survey. Each invitation contained information about the survey, the URL, a PIN code needed to complete a survey, and contact information for the research team if the parent needed help completing the survey. Gibson developed hard copy flyers (including the link to the survey, a phone number to take the survey, and the student's PIN code) to send by physical mail if districts were able to do so. Finally, we created templates for districts to advertise the survey on their websites or social media accounts and distributed them through an online survey portal page.

The Gibson team instructed districts to distribute survey invitations to parents, but district staff could accomplish this distribution any way they chose. They could send email invitations,[9] send text messages,[10] make phone calls to parents, publicize the survey on social media, or mail flyers. We also gave districts the option to send the research team parents' contact information through a secure File Transfer Protocol (FTP) site for Gibson to send the invitations. We asked districts to distribute all surveys by late April 2019 and to send a follow-up reminder within two weeks of sending the initial invitations. The research team did not ask any district to distribute more than 50 survey invitations per campus selected. Parents with multiple children receiving special education services could have received more than one survey invitation and were asked to answer each one about their experiences with that child.

Where districts chose to send parent contact information to the research team, we sent initial requests to parents by email or text message and reminders within two weeks of the initial contact. Representatives from 29 districts requested that Gibson send emails and text messages to parents and provided contact information and five districts requested personalized flyers to add to student packets.

The online version of the survey instrument was available in English, Spanish, Vietnamese, French, and Chinese. If a parent chose to complete the survey over the phone, a member of the research team would read the questions to parents and record their responses. Some districts also allowed parents to complete the survey over the phone by having a district employee read the questions to parents and record their answers.

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[9] We designed the student lists sent to districts to be used for mail-merges so districts could send multiple emails at once.

[10] Text messages were necessarily shorter, containing the link and student PIN, though the other information was present on the first page of the survey.

3.2.3 *Follow-Up Activities to Increase Response Rates*

To help engage districts and facilitate survey administration, we worked with special education directors to identify district liaisons for the survey administration process. To engage district liaisons throughout the process and boost response rates, the research team held live webinars before the survey administration window to provide district liaisons with the information required to administer the survey. The live webinars also allowed liaisons to ask questions about the survey process and request any additional documents that would be helpful to distribute the survey. We held an additional four live webinars after the change in administration procedures following the emergence of COVID-19 to inform liaisons about the changes and address any questions or concerns districts had.

We also created an online portal designed to foster communication with district liaisons and provide timely updates to survey materials and schedules. Initially, the online portal included a registration page to verify contact information, a form to request an advanced electronic copy of students whose parents were selected to receive the survey, information about the purpose of the survey, and materials for advertising it at the district and campus level. After redesigning the process due to COVID-19, we updated administration instructions and resources to the survey portal, including templates for email and text message invitations and reminders. We posted a recording of the live webinars and a transcript of the question and answer sessions to the online portal. To learn district preferences in the new circumstances, we created a short feedback form that district liaisons had the option to fill out. It contained questions regarding their access to parent contact information, any support they needed from the research team, and a space to detail any materials or resources that the research team had not yet provided. We used this information to reach out to district liaisons and offer any support or materials needed.

Throughout the survey administration window, we provided district liaisons with access to live response rates by district, campus, and region via their unique online survey portal page to aid their survey efforts. We updated response rates daily with all survey counts. District liaisons could use this information to help identify campuses that had comparatively low response rates. As completed surveys continued to be submitted, we made calls and sent email messages to districts with low response rates. Research staff verified that district staff were able to access provided materials and discussed methods to reach parents. Where districts did not have contact information for all of the parents selected, the research team worked with districts to determine how to reach the largest number of parents possible. The survey administration period closed May 22nd 2020.

3.3 Response Rates

3.3.1 Statewide Response Rate

Out of approximately 29,000 students receiving special education sampled, parents submitted 4,968 completed surveys for an overall statewide response rate of 17.3%. This was a decrease of 1.1 percentage points from the prior year's Cycle 6 response rate, which included both paper and electronic submissions.

3.3.2 District-Level Response Rates

At least one parent submitted a survey from 202 of 216 school districts included in Cycle 1 (Figure 3 and Table 2). The most common district-level response rate across the state was between 11% and 20%, with 65 of all Cycle 1 districts achieving a response rate in that range. Among the 11 districts with response rates over 70%, six had fewer than 24 parents targeted for the survey effort. The other five districts with response rates over 70% had more than 70 parents targeted for the survey effort.

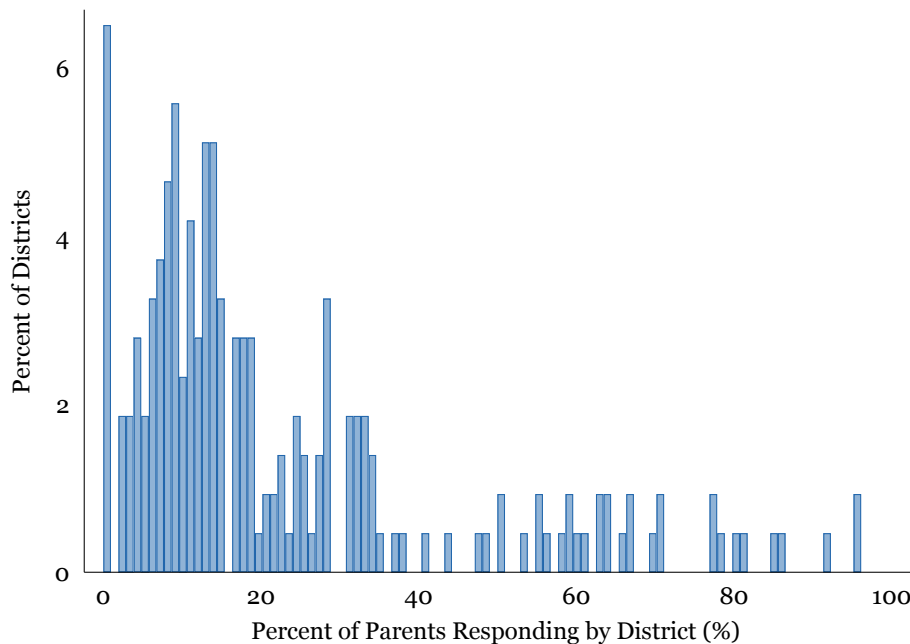**Figure 3:** Percent of parents responding across all school districts in Cycle 1

Table 2: Frequency of different ranges of district-level response rates

Response Rate Ranges	N	%
Districts with no completed surveys	14	6.9%
Between 1% and 10%	58	28.7%
Between 11% and 20%	65	32.2%
Between 21% and 30%	26	12.9%
Between 31% and 40%	18	8.9%
Greater than 40%	35	17.3%

4 Data Analysis and Preparation

4.1 Data Cleaning and Data Diagnostics

Upon closure of the survey window, the research team exported all responses from the online survey platform. There were 28 students for whom multiple surveys were completed (identifiable by the PIN code) representing 57 surveys for those students.[11] Analysts retained the survey with the most completed items for a given student and dropped the others. If the two versions were similarly complete, we kept the survey with the most recent completion date. Thus, we deleted 29 duplicates for the 28 students with more than one completed survey. Among the remaining 4,968 cases, the evaluation team examined the completeness of survey responses; that is, cases with either complete or partially complete submissions. Of the 4,968 returned surveys, 86.90% were missing answers to fewer than two questions. We included all 4,968 surveys in the final analytic dataset.

Parents were instructed to skip the four survey items specific to students 14 or older if their student was younger than 14. We used administrative records on students' age as of September 1, 2019 to check whether the parent should have answered the four questions. A substantial number of parents answered the questions despite their child being younger than 14 (over 1,100 surveys, close to 23% of all surveys). We therefore recoded parent responses to these four items as "missing" if the child was not 14 or over.[12] Before data analysis, we also explored missing data and outlier response patterns. The research team also examined extreme responses (answering "disagree", "never", and "no" or "agree", "always", and "yes" to all survey items). Extreme disagreement was rare: Less than 1% disagreed with all statements. Extreme agreement was more common, with approximately 11% agreeing with all statements. We did not drop any submissions from the analytic dataset for patterns of extreme response.

Analysts examined time to survey completion — the amount of time between when a par-

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[11] Once a survey was submitted, it was not possible to start another for the same student. However, if a parent opened the survey on two devices, the survey on each device could be completed.

[12] Responses from parents of students who were 13 at the time of the fall snapshot data were not recoded since those students may have since turned 14.

ent opened the survey and submitted it. While this measure may include some error due to some respondents opening the survey and returning to it later, it can provide helpful context. The median completion time was 6.6 minutes[13] — responses of two minutes or less comprised 1.7% of total submissions. We did not drop any completions for unreasonable completion times.

Due to the disruption of COVID-19 and the online-only distribution method, the research team conducted additional diagnostics to try to identify suspicious patterns of response. For example, as some districts directly called parents and had them complete the survey over the phone, parents may have felt pressure to give more give more favorable answers. Or, district personnel may have completed surveys themselves on behalf of parents, inputting positive responses (we refer to this as "ballot box stuffing" which may be intentional or unintentional). The research team used IP addresses to look for multiple surveys completed by the same device with other unusual characteristics. Results from these checks identified less than 3% (147 surveys) as potential instances of social pressure (where multiple surveys were completed from the same IP address, but completion times were consistent with completing the survey by phone) and 0.4% (21) potential cases of ballot-box stuffing (where completion times were not consistent with completeing the survey by phone). Appendix C details this analysis.

4.2 Representativeness of Responding Sample

The research team compared the characteristics of the students whose parents completed a survey to the state population of students receiving special education services to examine the degree to which survey responses were representative of the state's population of students receiving special education services. The more comparable the characteristics of the responding sample to the state population, the more generalizable the results are to all students in Texas who received special education services.

The gender composition of the sample of students whose parents responded to the survey was very similar to the gender composition of the population of students receiving services in Texas.[14] Parents of male students receiving special education services made up 65.7% of completed surveys compared with 66.7% of the statewide population. Parents of female students completed 34.3% of surveys compared with 33.3% female students statewide.

The responding sample was relatively closely aligned to the state population of students receiving special education services as defined by race/ethnicity, though somewhat under-representative of Black or African American students. Approximately 15.2% of the state population of students receiving special education services was Black or African American,

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[13] The median value is reported since many had very long times which skewed the mean value. This was most likely due to parents walking away from the open webpage and not returning for some time.

[14] Statewide demographics for the population of students receiving special education services were based on 2018-19 figures. 2019-20 figures were not yet available at the time of writing. Texas Education Agency. (2019). Enrollment in Texas public schools, 2018-19. (Document No. GE19 601 13). Austin TX: Author.

while 9.9% of the responding sample was Black or African American. In contrast, parents of White students were somewhat over-represented, making up 28.2% of the state population of students receiving special education services, but 34.8% of the responding sample of parents. All other race/ethnicity groups were represented in the survey sample within one percentage point of their proportion in the state population (Table 3).

Table 3: Comparison of race/ethnicity of students receiving special education services in responding sample and statewide

Race /Ethnicity	State (%)	Responding Sample (%)	Over/Under Representation
American Indian	0.4 %	0.3%	-0.15
Asian	2.3 %	1.9%	-0.40
African American	15.2 %	9.9%	-5.32
Hispanic	51.3 %	50.6%	-0.73
Pacific Islander	0.1 %	0.0%	-0.09
Two or More Races	2.4 %	2.5%	0.06
White	28.2 %	34.8%	6.62

Students represented by the survey sample were mostly similar to the state population of students receiving special education services as described by primary exceptionality/disability (Table 4).[15] A slightly larger percentage of parents responding to the survey had a child with Autism (15.1% of the responding sample compared with 13.7% of the state special education population). All other differences between the special education students in the state and the responding sample were less than one percentage point.

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[15] Texas Project First (a project of the Texas Education Agency) explains that Texas uses the Noncategorical Early Childhood disability designation for students aged 3-5 with developmental delay. Only 31 students in the entire state have Developmental Delay as their primary exceptionality, and none of these students were in Cycle 1 districts. As such, no students in the survey sample were identified with Developmental Delay as the primary exceptionality.

Table 4: Comparison of primary disability/exceptionality of students receiving special education services in responding sample and statewide

Primary Exceptionality/ Disability	State (N)	State (%)	Responding Sample (N)	Responding Sample (%)	Over/Under Representation
Orthopedic Impairment	3,526	0.6%	36	0.7%	0.12
Auditory Impairment	7,232	1.2%	55	1.1%	-0.12
Visual Impairment	3,901	0.7%	37	0.7%	0.08
Deaf/Blind	361	0.1%	6	0.1%	0.06
Intellectual Disability	60,896	10.4%	473	9.5%	-0.84
Emotional Disturbance	36,197	6.2%	286	5.8%	-0.40
Learning Disability	183,452	31.2%	1,541	31.0%	-0.18
Speech Impairment	117,272	19.9%	946	19.0%	-0.90
Autism	80,557	13.7%	748	15.1%	1.36
Traumatic Brain Injury	1,335	0.2%	14	0.3%	0.05
Other Health Impairment	84,263	14.3%	759	15.3%	0.95
Noncategorical Early Childhood	8,964	1.5%	67	1.3%	-0.18
Total	**587,987**		**4,968**		

Across all surveys, 13.1% were completed in Spanish and the remaining 86.8% were completed in English. This represents a substantial decrease in the proportion of surveys completed in Spanish from prior years (16.7% in 2019, 16.1% in 2018 and 16.5% in 2017). This decrease in the proportion of surveys completed in Spanish may be attributable to the shift to an exclusively online survey administration in 2020 in response to school shutdowns. In prior years, 20% of paper surveys were completed in Spanish compared to nine to eleven percent of online surveys. These numbers suggest that those who speak Spanish tend to use the paper version to respond at higher rates than they use the online platform, and therefore we likely lost more Spanish-speaking responses due to this shift than English-speaking respondents. This should be taken into consideration when interpreting results.

4.3 Indicator 8 Questions

The research team calculated the state's Indicator 8 percentage based on the proportion of parents who responded positively (i.e. "always", "agree", or "yes") to the seven survey items previously described as used to calculate the indicator. For those parents with students younger than 14, four of the seven questions factored into the Indicator percentage for that parent. When parents skipped any of the seven (or four) items, we removed them from the calculation, so a parent's score was based only on the number of questions they answered. By doing so, each parent has a score calculated between zero (where parents responded to none of the items positively), to one hundred (where parents responded to all questions they answered positively, ignoring questions parents skipped or did not answer because of their child's age). The Indicator for the state is the average percentage of the parents' Indicator 8 scores statewide. We also calculated the average parent Indicator score for each ESC and district.

4.4 Services and Student Progress

We provide descriptive statistics for the two questions about student services and progress. We calculated the percentage of parents who responded positively to each of the items.

4.5 Parent Involvement Scale

The research team applied the Rasch scaling model as prescribed by the NCSEAM technical manual to the 20 items comprising the Parent Involvement scale. As a part of this polytomous Rasch model, we collapsed the rating scale into three categories: Very Strongly Disagree and Strongly Disagree comprise Category 1, Disagree and Agree represent Category 2, and Strongly Agree and Very Strongly Agree are in Category 3. To match the method used for the initial validation and calibration of the original NCSEAM Parent Involvement measure, we used the Andrich Rating Scale model.[16] Results were calculated both with and without anchor values. Anchor values for some items, where available, were taken from those used in Florida, which represented the most recently re-scaled values. We ultimately did not use anchor values given the differences in question wording and length of time since the initial anchor values were calculated.

This scaling method places each individual on a scale of 0 to 1000 conditional on their responses to the 20 applicable items on the survey. In our parent sample, resulting scores ranged from 128 to 880, with a mean of 654 and a median of 664.

The research team then grouped the resulting scaled scores into five levels. Level 1 included parents with a scaled score lower than 400. Level 2 included parents with scaled scores between 400 and 499. Level 3 included parents with scaled scores between 500 and 599, and Level 4 included parents with scaled scores higher than 600. We then calculated the percentage of parents assigned to each level and describe the implications of each score level in turn.

5   Results

Survey results are presented in the following order:

- Indicator 8 results for the state as a whole and disaggregated by student subgroups

- Services and Student Progress

- Parent Involvement Scale Score

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[16] Elbaum, personal communication, June 2018.

5.1 Indicator 8 Results

The Indicator 8 percentage for the state was 80.8%, meaning that, on average, parents responded positively (i.e., selected "yes", "always", or "agree") to 80.8% of the Indicator 8 items that they answered (four items if their child was under aged 14, seven items if their child was 14 or older).[17] Figure 4 shows the distribution of parents' Indicator 8 percentages. Although the average Indicator 8 percentage was 80.8%, more than half of parents (60.9%) responded positively to all items that they answered, which resulted in an Indicator 8 percentage of 100%.

Figure 4: Distribution of Indicator 8 percentage
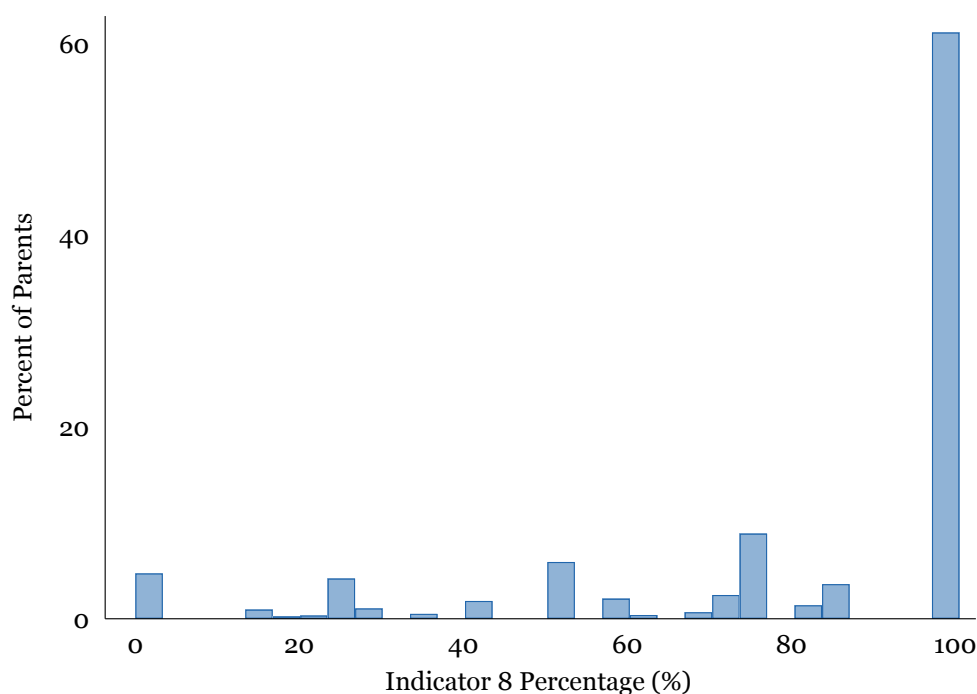
To calculate Indicator 8 scores at the district level, we include only those districts with more than five responses. Among these 159 districts, the average district-level Indicator 8 percentage was 81.4% and ranged from 35.6% (in 1 district) to 100.0% (in 1 district). Of those districts, 87 districts (54.7%) had an average Indicator 8 percentage above or equal to 81% while the other 72 districts were lower than the state's last target.[18] Roughly 60% of districts (57.8%) had Indicator 8 percentages between 77% and 89% (Figure 5).

At the ESC level, Indicator 8 percentages ranged from 71.5% to 89.1%. Eleven ESCs met

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[17] The State Performance Plan set a target of 81% for the 2018-19 school year. The new state performance plan is not yet available.

[18] Results for districts with five or fewer responses are particularly unstable, as one additional response can considerably change the results. While six or more is a somewhat arbitrary cut off, it represents a reasonable compromise between stability of the estimate and retaining results for as many districts as possible.

Figure 5: Distribution of district-level Indicator 8 percentages
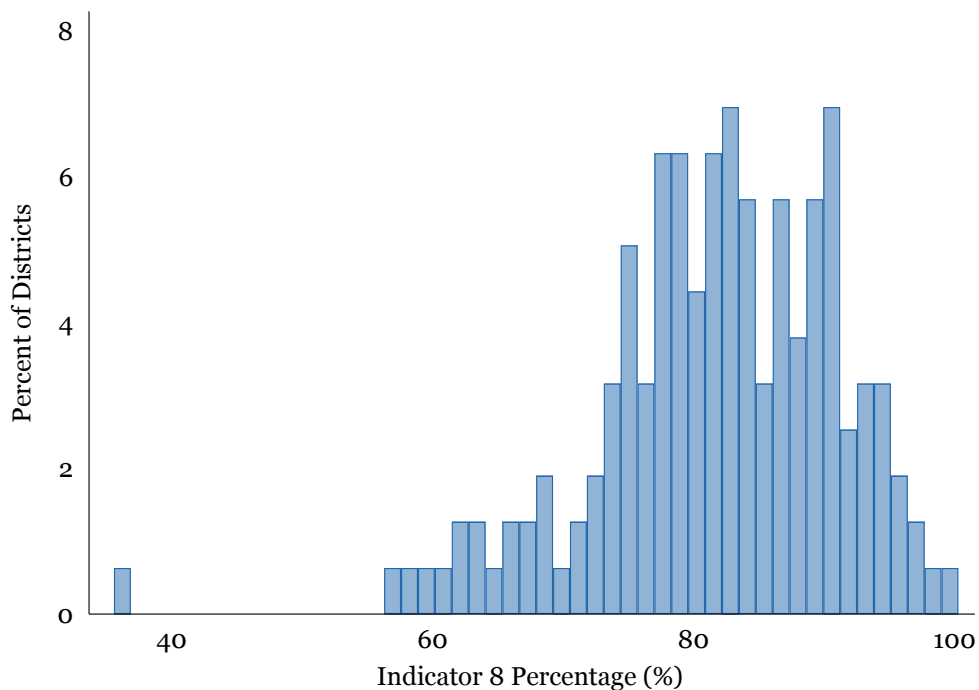
last year's state target of 81%.

5.1.1 *Indicator 8 Results, by Student Characteristics*

The Gibson team further examined whether Indicator 8 percentages were similar or different for parents of subgroups of students with different characteristics.

Though we did not test differences for statistical significance, we provide confidence intervals (CIs) around the estimated percentages. These sample statistics are estimates of a population's actual value, the percentage of all parents in the state with a child receiving special education services. As a result, the sample statistics have a margin of error that communicates the uncertainty about the difference between the sample estimate and the actual population value (this is commonly denoted in polling data using "+/-" notation). Since we are using a confidence level of 95%, if we drew 100 similar samples and surveyed them, we would expect 95 of those estimates to be in this range. Smaller groups have larger margins of errors, while larger groups have smaller margins of error, which means that reported values for smaller subgroups will have more uncertainty associated with them.

Table 5 illustrates that across race/ethnicity, Indicator 8 percentages ranged from 76% to 82%. More parents of Asian and Hispanic students were satisfied that their child's school facilitated parent involvement (82.3% and 82.1%, respectively). In contrast, fewer Black

students' parents were satisfied (76.2%) though satisfaction was generally quite high across all race/ethnicity categories.

Table 5: Indicator 8 results, by race/ethnicity

Race/Ethnicity[19]	N	Indicator 8 Percentage	Confidence Intervals (CIs)
Asian	95	82.3%	76.8%-87.8%
Black or African American	474	76.2%	73.3%-79.2%
Hispanic/Latino	2,462	82.1%	81.0%-83.2%
Two or More Races	124	78.0%	72.0%-84.0%
White	1,699	80.5%	79.0%-81.9%

Indicator 8 percentages for parents of students with and without economic disadvantage were similar, as shown in table 6.

Table 6: Indicator 8 results, by economic disadvantaged status

Economic Disadvantage	N	Indicator 8 Percentage	Confidence Intervals (CIs)
Not Economically Disadvantaged	1,965	80.5%	79.2%-81.8%
Economically Disadvantaged	2,904	81.0%	80.0%-82.1%

As shown in Table 7, across grade levels, parent satisfaction with school efforts at facilitating parent involvement ranged from 75.9% among to 83.4%. A greater proportion of elementary parents, and parents of students attending "other" school configurations reported satisfaction compared to parents of middle school students.

Table 7: Indicator 8 results, by grade level

Grade Level	N	Indicator 8 Percentage	Confidence Intervals (CIs)
Elementary	1,904	82.3%	81.0%-83.7%
Middle	1,098	75.9%	74.0%-77.8%
High	1,086	81.4%	79.8%-82.9%
Other	781	83.4%	81.4%-85.3%

5.2 Student Services and Progress Results

When asked about their overall satisfaction, 90.1% of responding parents agreed that they were satisfied with their child's progress toward their IEP goals. Approximately 89% of parents agreed that they believe their child is receiving the special education services that s/he needs. Tables 8 and 9 show parent responses by race/ethnicity, the subgroup with the most variation on the questions. The highest proportion of parents of Hispanic students reported satisfaction on both measures, while the lowest proportion of parents of multiracial students indicated they were satisfied.

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[19] Hawaiian/Pacific Islander and American Indian/Alaskan Native categories were excluded as there were too few responses for a reliable measure.

Table 8: Student progress results, by race/ethnicity

Race/Ethnicity[20]	N	Student Progress Percentage	Confidence Intervals (CIs)
Asian	95	87.4%	80.7%-94.1%
Black or African American	482	85.9%	82.8%-89.0%
Hispanic/Latino	2,439	91.8%	90.7%-92.9%
Two or More Races	123	82.9%	76.2%-89.6%
White	1,715	89.6%	88.2%-91.1%

Table 9: Student services results, by race/ethnicity

Race/Ethnicity[21]	N	Student Services Percentage	Confidence Intervals (CIs)
Asian	96	88.5%	82.1%-94.9%
Black or African American	481	83.8%	80.5%-87.1%
Hispanic/Latino	2,440	90.2%	89.0%-91.4%
Two or More Races	123	82.1%	75.3%-88.9%
White	1,710	88.2%	86.7%-89.8%

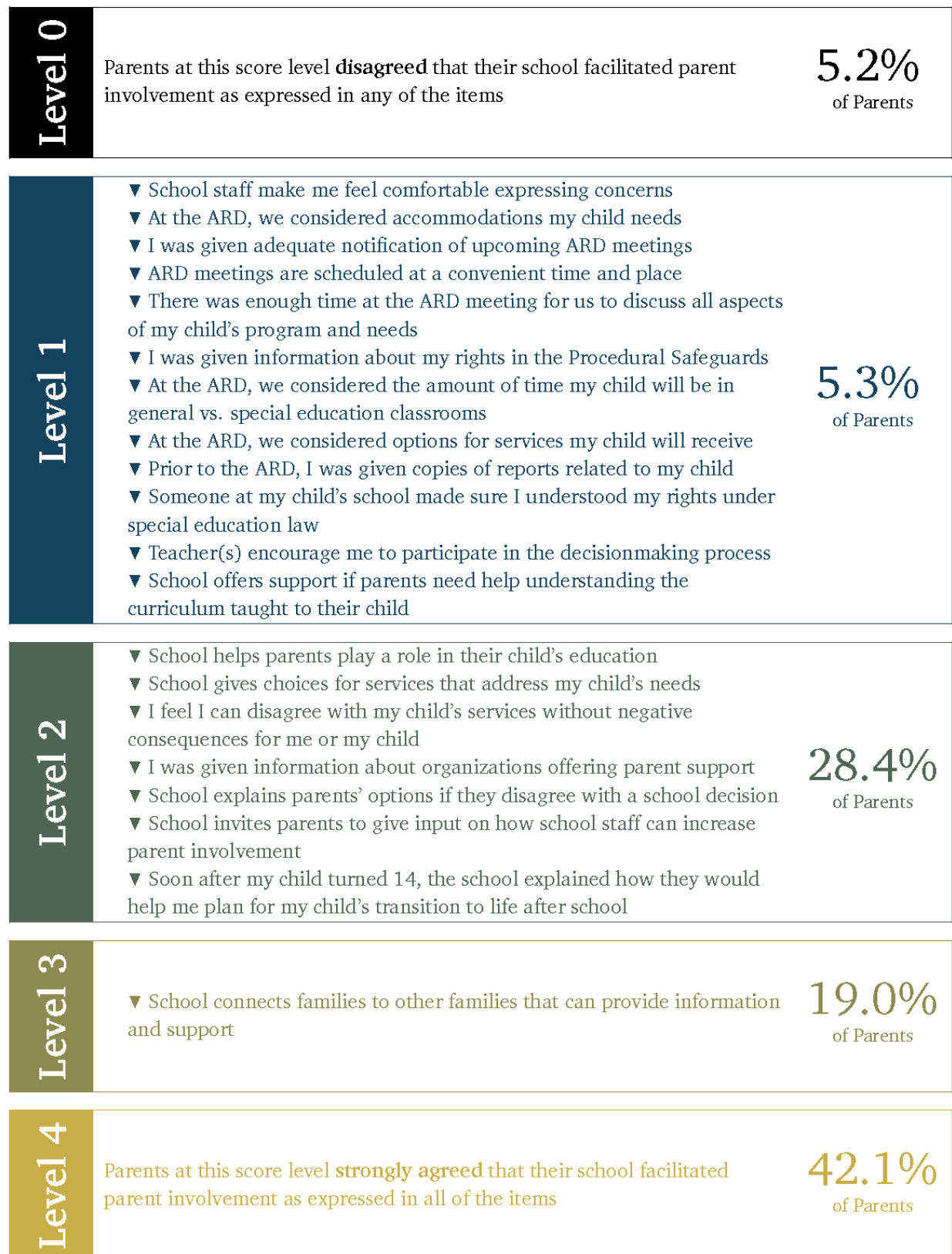## 5.3   Parent Involvement Scale Score Results

5.3.1   *Overall Parent Involvement Scale Score Results*

Figure 6 displays the distribution of parents' resulting Parent Involvement Scale Scores. Of the parents responding to the survey, 42.1% strongly agreed that their child's school facilitated parent involvement as expressed through all of the survey questions (Level 4). About 19% of parents were categorized at Level 3, meaning that they strongly agreed with items at Levels 0, 1 and 2, and expressed some agreement with items at Level 3. Roughly 28% of parents were in Level 2, generally agreeing with questions at Level 1, agreeing with some items at Level 2, but not agreeing with items at Level 3. About 5% of parents fell into Level 1, meaning they agreed somewhat with Level 1 survey items, but not with questions at Levels 2 and 3. Roughly 5% of parents strongly disagreed that their child's school facilitated parent involvement, meaning that they typically disagreed with all of the survey items. Approximately 60% of parents were in the highest two levels, meaning that they expressed some or strong agreement with all of the items.

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[20] Hawaiian/Pacific Islander and American Indian/Alaskan Native categories were excluded as there were too few responses for a reliable measure.

[21] Hawaiian/Pacific Islander and American Indian/Alaskan Native categories were excluded as there were too few responses for a reliable measure.

Figure 6: Statewide parent agreement levels

Level 0

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

5.2%
of Parents

Level 1

▼ School staff make me feel comfortable expressing concerns
▼ At the ARD, we considered accommodations my child needs
▼ I was given adequate notification of upcoming ARD meetings
▼ ARD meetings are scheduled at a convenient time and place
▼ 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
▼ At the ARD, we considered options for services my child will receive
▼ Prior to the ARD, I was given copies of reports related to my child
▼ Someone at my child's school made sure I understood my rights under special education law
▼ Teacher(s) encourage me to participate in the decisionmaking process
▼ School offers support if parents need help understanding the curriculum taught to their child

5.3%
of Parents

Level 2

▼ School helps parents play a role in their child's education
▼ School gives choices for services that address my child's needs
▼ I feel I can disagree with my child's services without negative consequences for me or my child
▼ I was given information about organizations offering parent support
▼ School explains parents' options if they disagree with a school decision
▼ School invites parents to give input on how school staff can increase parent involvement
▼ Soon after my child turned 14, the school explained how they would help me plan for my child's transition to life after school

28.4%
of Parents

Level 3

▼ School connects families to other families that can provide information and support

19.0%
of Parents

Level 4

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

42.1%
of Parents

6   Discussion and Suggestions

Results from the 2019-20 administration of the Parent Involvement Survey in Texas showed that, on the whole, parents of students receiving special education services in Cycle 1 districts responded positively to survey items. The majority of responding parents agreed that their child's school facilitates parent involvement as measured by the Indicator 8 survey items, and almost two-thirds scored in the upper two categories on the Parent Involvement scale measure. However, fewer middle school and Black students' parents agreed than parents of students at other grade levels and ethnicities.

The overall Indicator 8 percentage of 81% represents an increase of 4 percentage points from Cycle 6 but should be interpreted with caution. The disruption from COVID-19 and the online-only distribution may have influenced how parents responded and the composition of parent respondents. Parents may have responded more positively in general in sympathy with the challenge that schools, teachers and staff were facing with school shutdowns and the pivot to distance learning. The online-only distribution also may have reached a subset of parents compared to in prior years. For example, the smaller proportion of Spanish-langauge surveys completed suggests that it may have been harder to reach respondents for whom English is not a first language, and in turn, these parents may have been less likely to respond. Also, with notification about the survey sent only through electronic means, less involved parents, or parents without email on file, may not have been as likely to respond as in previous years.

Most responding parents were satisfied with their child's progress toward IEP goals and believed that their child received the services they need. There was little variation across districts in the survey results on Indicator 8 and services and progress items.

To assist schools and districts in their improvement efforts, the Gibson research team has developed reports of Indicator 8 percentages, results for Services and Student Progress questions, and Parent Involvement Scale Score results for each Cycle 1 district in the state. Each school district can use their own results to share successes — recognizing and sharing successes, and taking note of areas where improvement efforts may focus.

A   Appendix A: Selecting the Survey Sample

Selecting districts: All school districts in the state were eligible to be included in the sample, including those with fewer than 10 students receiving special education services. School districts enrolling 50,000 or more students were automatically included in Cycle 1 districts. Then, 196 districts from across the state (out of approximately 1,200 districts) were selected for inclusion, for a total of 216 districts composing Cycle 1 for the 2019-2020 survey.

Selecting campuses: Within included districts, campuses were first stratified by grade span (elementary, middle, high, other). Then, if there were fewer than six campuses in a grade span, all campuses were included in the target survey group. For districts with more than six campuses in a grade span, 10% of campuses above the minimum of six campuses were randomly selected for inclusion for that district for that grade span.

Selecting students: Within selected campuses, if fewer than 20 students received special education services, all students were included in the target survey group. If more than 20 students received special education services, the research team randomly selected 10% of the special education student population above the minimum of 20 students for inclusion. This approach resulted in no more than 50 students at any one school being included in the survey target group. Since random sampling was employed, the resulting distribution of student characteristics at the district level (and at higher levels of aggregation) in the target survey group matched closely with the overall population of special education students in Cycle 1 districts without adjusting, truncating, or over-sampling any student sub-populations by district to match the state population distribution.

B   Appendix B: Survey Instrument

Please indicate the extent to which you agree or disagree with the following statements.

	Very Strongly Disagree (1)	Strongly Disagree (2)	Disagree (3)	Agree (4)	Strongly Agree (5)	Very Strongly Agree (6)
I was given information about my rights as addressed in the Procedural Safeguards.	○	○	○	○	○	○
I was given information about organizations that offer support for parents of students receiving special education services.	○	○	○	○	○	○
Someone at my child's school made sure that I fully understood my rights under special education law (the Individuals with Disabilities Education Act).	○	○	○	○	○	○
School staff make me feel comfortable asking questions and expressing concerns.	○	○	○	○	○	○
My child's school: - offers parents support or information if they need help understanding the curriculum being taught to their child.	○	○	○	○	○	○
- connects families to other families that can provide information and support.	○	○	○	○	○	○
- invites parents to give input on how school staff can increase parent involvement.	○	○	○	○	○	○
- explains what options parents have if they disagree with a decision of the school.	○	○	○	○	○	○
- gives parents the help they may need to play an active role in their childs education.	○	○	○	○	○	○
- gives me choices with regard to services that address my childs needs.	○	○	○	○	○	○
My child's teacher(s) encourages me to participate in the decision-making process.	○	○	○	○	○	○
I feel I can disagree with my child's special education program or services without negative consequences for me or my child.	○	○	○	○	○	○
Prior to the ARD meeting, I was given copies of all current reports related to my child.	○	○	○	○	○	○
I was given adequate notification of upcoming ARD meetings.	○	○	○	○	○	○
ARD meetings are scheduled at a time and place that are convenient for me.	○	○	○	○	○	○
At the ARD meeting, we considered: - the amount of time my child will spend in general education vs. special education classrooms.	○	○	○	○	○	○
- accommodations and modifications that my child would need.	○	○	○	○	○	○
- options for the services my child will receive.	○	○	○	○	○	○
There was enough time at the ARD meeting for us to discuss all aspects of my child's program and needs.	○	○	○	○	○	○
Overall, I am satisfied with my child's progress toward his/her IEP goals.	○	○	○	○	○	○
Overall, I believe that my child is receiving the special education services that s/he needs.	○	○	○	○	○	○
For students age 14 and up: Soon after my child turned 14, the school explained how they would work with me to plan for my child's transition from high school to life after school.	○	○	○	○	○	○

Please indicate how you feel regarding the following statements.

	Never (1)	Sometimes (2)	Always (3)
I am considered an equal partner with teachers and other professionals in planning my child's Individualized Education Program (IEP)	○	○	○
My concerns and recommendations are considered by the ARD committee in the development of my child's IEP.	○	○	○
The school communicates regularly with me regarding my child's IEP progress and other important issues.	○	○	○
	Disagree (1)	**Neutral (2)**	**Agree (3)**
Teachers understand my child's needs.	○	○	○
	No (1)	**Yes (2)**	**N/A (3)**
For students age 14 and up: The school provides planning for life after high school, including services to help my child reach his or her goals.	○	○	○
For students age 14 and up: The school provides information on agencies that can assist my child in planning for life after high school.	○	○	○
For students age 14 and up: The school includes my child in the ARD meeting.	○	○	○

C Appendix C: Social Desirability and "Stuffing the Ballot-Box"

In previous years, the research team disseminated paper surveys and physical postcard reminders to parents through school district administrative offices. We sent shipments of materials to school districts, and school districts sent materials home to families. This year, because of coronavirus-related school closures, the research team had no mechanism through which to distribute physical forms. All announcements of the survey to parents were disseminated electronically.

Given the potential differential access to technology across households, some families would never receive the offer to participate, and others might receive the offer but not have a mechanism through which to respond. Because of this, there was an increase in the number of districts this year that called parents to announce the survey, and some even offered to read the survey aloud and enter parent responses into the survey platform on parents' behalf. One potential concern with this method of data collection is that respondents might feel pressured to respond a certain way (i.e., in a more complimentary way). Though potentially present in all methods of survey data collection, this risk of this social desirability bias is typically mitigated through sound survey construction and offering respondents confidentiality in their responses. Reading survey questions to parents over the phone and recording responses on their behalf breaches that confidentiality and increases the risk that parents might provide socially desirable responses. This is particularly likely when the individual collecting the responses is involved in what the respondent is rating, as is the case if the caller is from the department of special education in the family's school district.

Another increased risk this year for biased survey entries was the increased risk of "stuffing

the ballot-box". We use this term to describe instances whereby a respondent completes several surveys — often with an extreme point of view — to try to move the data in one direction. This could happen if, for example, a district wants to improve their Indicator 8 score, or if there is pressure for a school district to increase response rates. Though this is always a concern in survey research, this risk is typically mitigated by requiring parents to enter a unique, single-use PIN code that is printed on physical survey forms. This year, district administrators who were equipped with the complete list of targeted families and associated unique PIN codes, could have completed surveys using those PIN codes rather than disseminating the invitation to parents.

Because the survey platform our team uses collects metatdata including the IP address of the respondent, the operating system used to access the survey (e.g., from a windows machine, a mac computer, or an iphone), and time stamps responses, we are able to examine flag potentially suspicious completions.

We used the metadata to identify instances of consecutive surveys completed from the same IP address (indicating the same machine was used to fill out each survey). Some parents may legitimately be completing surveys for multiple children, therefore we only flagged completions when the IP address was used for four or more surveys (a parent having four or more students selected for the survey is a rare, if not impossible, event). We identified 26 school districts that had incidents of four or more surveys completed by the same IP address. Individuals within these 26 districts completed between 4 and 25 surveys from the same IP address. We created a flag for each of these completed surveys. Next, we compared the Indicator 8 score among flagged surveys and non-flagged surveys for each district. In 15 districts the Indicator 8 score was notably higher for flagged surveys than for non-flagged surveys and these were marked as suspicious.[22] On average, the Indicator 8 score among flagged surveys was 96.8% compared to 80.2% for non-flagged surveys.

Examining potential instances of "stuffing the ballot-box" also utilizes metadata by first identifying responses from the same IP address but further examines time stamps. In the social desirability instances described above, a district individual is reading aloud questions and recording answers, which takes time.[23] When completion times are unreasonably quick they serve as a marker that the respondent was not paying attention to the questions, or the questions were not reasonably being read aloud. It is important to note we do not use time stamp alone, as it is reasonable for satisfied (or dissatisfied) parents to quickly check the highest (or lowest) response option for each item without paying much attention to the question. To be flagged as "stuffing the ballot-box" we only flag responses with unrealistic completion times when they are also completed from an IP address with four or more submissions. Surveys completed by unique IP addresses had a median completion time of 6.2

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[22] Though we specified a five percentage point difference as the threshold to flag duplicated surveys as suspicious; seven percentage points was the smallest difference between surveys completed with single IP addresses and multiple surveys completed by the same IP address within any district.

[23] Surveys completed by Gibson staff over the phone had a median time of 9.5 minutes.

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minutes, compared to 10.9 minutes for those completed from (reasonably) duplicated IP addresses. For IP addresses with four or more submissions, we flagged surveys if the survey completion time was four minutes or less as potential ballot-box stuffing. We identified 6 districts with surveys meeting these criteria and flagged those submissions. On average, the Indicator 8 score among flagged surveys was 100% compared to 80.2% for non-flagged surveys.

Table 10: Indicator 8 scores by potential issue

Category	Indicator 8	N
Unflagged responses	80.2%	4,702
Potential social desirability	96.8%	146
Potential ballot-box stuffing	100.0%	21

Though these analyses suggest that some biased responses were present in the data, additional analyses check the robustness of our results to the inclusion/exclusion of these suspicious entries. The statewide Indicator 8 score of 80.8% is minimally affected, as without the flagged responses the Indicator 8 score would be 80.2%. Because we cannot know for sure whether the flagged completions are authentic or not, this minimal impact on statewide results led us to retain all responses in the final analysis. At the district level, however, if flagged entries are a large proportion of a district's total responses, those responses have the potential to substantively affect a district's score.

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About Gibson

Gibson's mission is to better the lives of students by providing exemplary educational consulting and research services that make educational systems more efficient and effective.

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