



SEEDS Project
Summary of Parent/Guardian Involvement

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California Department of Education, Special Education Verification Review Process

The SEEDS Project has assisted the California Department of Education (CDE), Special Education Division (SED) with Verification Reviews for the past five years. Starting in the year 2004-2005 and continuing in the 2005-2006 school year, SEEDS utilized an integrated data system to collect and analyze parent/guardian information specific to each Local Education Agency (LEA) participating in the reviews. During this two-year period a total of 37 LEAs were reviewed for compliance by the CDE. The following table lists the reviewed districts.

<i>2004-2005 Verification Reviews</i>	<i>2005- 2006 Verification Reviews</i>
Arvin Union Elementary	Alum Rock Union Elementary
Baldwin Park Unified	Chula Vista Elementary
Cajon Valley Union Elementary	Compton Unified
Centinela Valley Union High	East Side Union High
Corning Union High	Fortuna Union High
Greenfield Union Elementary	Lake Elsinore Unified
Gridley Unified	Nevada Joint Union High
Hacienda la Puente Unified	Paramount Unified
Jurupa Unified	Rosemead Elementary
Kingsburg Joint Union High	San Jose Unified
Merced City Elementary	San Leandro Unified
Mountain View-Whisman Elementary	Santa Rosa High
Needles Unified	Soquel Union Elementary
North Sacramento Elementary	Southern Kern Unified
Santa Maria Joint Union High	Spreckels Union Elementary
Santa Rosa Elementary	Stanislaus Union Elementary
Vacaville Unified	Summerville Elementary
Wheatland Union High	Tehachapi Unified
	Valle Lindo Elementary

SEEDS participated in the following Verification Review activities during the 2005-2006 school year: Planning meetings with CDE-SED, Parent /Guardian Input Meetings, Parent /Guardian Survey Collection and Reporting, Review of Student Records and Post Review Meetings. Of the 19 districts reviewed in 2005-2006 there were 8 elementary districts, 7 unified school districts and 4 high school districts.

SEEDS Project Parent Moderators

The Parent /Guardian Input Meetings were moderated by SEEDS staff and consultants. All moderators are parents of children with special needs. Parent Moderators received individualized training on the Parent /Guardian Input Meeting specific to process, content and facilitation strategies. Utilizing parent focus groups as an informational source, CDE-SED crafted a series of questions to ask parents/guardians during input meetings. Frequently occurring non-compliance items, identified from previous Verification Reviews, also shaped the questions used within the Parent /Guardian Input Meetings.

Parent/ Guardian Input Meetings

The SEEDS Project staff and consultants moderated Parent /Guardian Input Meetings for 19 districts involved in Verification Reviews. A total of 697 parents attended the Parent/Guardian Input Meetings during the 2005-2006 school year. The combined total number of parents attending Parent/Guardian Input Meetings in 2004-2005 and 2005- 2006 is 1,078 parents.

Parent/Guardian Phone Interviews

Using interpreters as necessary, SEEDS staff conducted 50 parent/ guardian phone interviews. The purpose of the follow up phone call was to gain additional information on the parents/guardians experience with their districts implementation of services identified on their child's I.E.P.

Parent/ Guardian Survey Collection and Reporting

The Parent/Guardian Survey utilized statements closely aligned to the content of the Parent/Guardian Input Meeting protocol. Parents/guardians in all 19 districts accessed this survey. The surveys were designed to offer parents an opportunity to share information on their experiences associated with the special education services provided for their child. The Parent/Guardian Surveys were translated into several languages including Spanish, Hmong, Vietnamese and Chinese. Parents' written responses were solicited using three methods: a two-page paper survey which the districts distributed to their parents, a fan-fold design survey booklet provided to parents attending the input meetings and an online survey parents accessed using a URL address.

SEEDS collected 1,994 surveys from the 19 districts involved in the review process. The majority of the surveys received were in English (81.3%), followed by Spanish (18.3%) and Vietnamese (less than one percent). Of the 1,994 surveys received, 838 were mailed to SEEDS, 1,060 were delivered at Parent/Guardian Input Meetings (by the LEA/ parents attending the meeting), and 96 were transmitted online.

Surveys were received from parents/guardians of children with ages ranging from less than one year, up to 21 years. The highest survey return from a given age range was from parents/guardians of 11 year olds (248 surveys) followed by 10 year olds (231 surveys).

Parent /Guardian Surveys -Top 5 Received By Age

<i>Rank</i>	<i>Age of Students</i>	<i>Number of Surveys Received</i>	<i>Percentage</i>
1	11	248	12.4%
2	10	231	11.6%
3	9	226	11.3%
4	8	183	9.2%
5	6	131	6.6%

The survey provided the parents/guardians an opportunity to describe the primary disability of their child. The following chart indicates the five most frequently identified disabilities.

Parent/ Guardian Surveys - Top 5 Received by Specific Disability

<i>Rank</i>	<i>Primary Disability of Students</i>	<i>Number of Surveys Received</i>	<i>Percentage</i>
1	Not Specified	601	30.1%
2	Speech or Language Impairment	343	17.2%
3	Specific Learning Disability	325	16.3%
4	Autism	230	11.5%
5	Other Health Impaired	134	6.7%

Summary of Parent/ Guardian Survey and Responses

The Parent/Guardian Survey was separated into seven content areas. Parents /guardians were asked to describe their experiences within the areas of: The Individualized Education Program and Meeting, Your Students Success in Education, Assessment Planning and Procedures, Transition, Infant Program, English Language Learners and General Comments. Statements within each content area were framed from a positive perspective. An example of this is: “The language considerations, educational support and assistance given to my limited English speaking student were appropriate and helpful” There were a total of 37 statements within the Parent/Guardian Survey. A five-point satisfaction scale was used. Responses on the scale ranged from “Strongly Disagree”, “Disagree”, “Don’t Know” to “Agree” and “Strongly Agree”.

Survey statement/ questions generating the most positive parent /guardian responses (“Strongly Agree” and “Agree”) are indicated in the following table.

Parent/ Guardian Surveys - Top 5 “Strongly Agree” & “Agree” Responses

<i>Rank</i>	<i>Statement/Question</i>	<i>Total Strongly Agree & Agree Responses</i>	<i>Percentage</i>
1	I have a good understanding of the parent rights that were given to me.	1814	91%
2	There has been an I.E.P. meeting for my student every year.	1725	85.6%
3	My concerns and contributions were included in developing my student’s I.E.P.	1702	85.4%
4	I have a good understanding of the notices, documents and information I received about the special education assessment process.	1697	85.1%
5	The goals developed at the I.E.P. are good next steps for my student.	1696	85.1%

Survey statement/ questions generating the most negative parent /guardian responses (“Strongly Disagree” and “Disagree”) are indicated in the following table.

Parent/ Guardian Surveys - Top 5 “Strongly Disagree” & “Disagree” Responses

<i>Rank</i>	<i>Statement/Question</i>	<i>Total Strongly Disagree & Disagree Responses</i>	<i>Percentage</i>
1	My student receives needed special services often enough to achieve the goals identified in the I.E.P. meeting.	247	12.4%
2	Overall, my student’s educational experience was positive.	220	11%
3	My student receives the kind of special services needed to achieve the goals identified in the I.E.P, meeting.	207	10.4%
4	When I.E.P, goals are not met, the educational adjustments, adaptations and modifications developed to support my student’s learning are appropriate and positive.	196	9.8%
5	The school district facilitates parent involvement as a means of improving services and results for my child	184	9.2%

Statement/ questions soliciting the most responses marked “Don’t Know’ from parents/ guardians are indicated in the following table.

Parent/ Guardian Surveys- Top 5 “Don’t Know” Responses

<i>Rank</i>	<i>Statement/Question</i>	<i>Total Strongly Don’t Know Responses</i>	<i>Percentage</i>
1	The decision-making process used to determine my student’s participation in statewide testing was fair and open, and included discussing providing accommodations.	413	20.7%
2	My student is re-evaluated for special education every three years.	411	20.6%
3	When I.E.P. goals are not met, the educational adjustments, adaptations and modifications developed to support my student’s learning are appropriate and positive.	299	15%
4	The school district facilitates parent involvement as a means of improving services and results for my child	239	12%
5	My student receives needed special services often enough to achieve the goals identified in the I.E.P. meeting.	226	11.3%

This year a specific statement/question was added to the survey related to the CDE State Performance Plan. The 1,866 parent responses submitted for this individual statement/question are included in the table below.

CDE-SPP Parent Involvement Statement/Question

<i>Statement/Question</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Don’t Know</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
The school district facilitates parent involvement as a means of improving services and results for my child	567 30.4%	876 46.9%	239 12.8%	113 6.1%	71 3.8%

Parent/ Guardian Survey Combined Two-Year Analysis

Combining Verification Review data from the 2004-2005 (1,026 surveys) and 2005-2006 (1,994 surveys) school years', a total of 3,020 parent/guardians participated in the survey process.

Statements generating the most positive parent /guardian feedback (“Strongly Agree” and “Agree”), are indicated in the following table. The percentage column is based on the total number of surveys received.

Parent/ Guardian Surveys - Top 5 “Strongly Agree” & “Agree” Responses

<i>Rank</i>	<i>Statement/Question</i>	<i>Total Strongly Agree & Agree Responses</i>	<i>Percentage</i>
1	I have a good understanding of the parent rights that were given to me.	2717	90%
2	There has been an I.E.P. meeting for my student every year.	2607	86.3%
3	My concerns and contributions were included in developing my student’s I.E.P.	2564	84.9%
4	The goals developed at the I.E.P. are good next steps for my student.	2551	84.5%
5	Overall, my experience with my student’s I.E.P. was positive	2539	84%

Statements generating the most negative parent /guardian feedback (“Strongly Disagree” and “Disagree”), are indicated in the following table. The percentage column is based on the total number of surveys received.

Parent/ Guardian Surveys - Top 5 “Strongly Disagree” & “Disagree” Responses

<i>Rank</i>	<i>Statement/ Question</i>	<i>Total Strongly Disagree & Disagree Responses</i>	<i>Percentage</i>
1	My student receives needed special services often enough to achieve the goals identified in the I.E.P. meeting.	385	12.7%
2	Overall, my student’s educational experience was positive.	335	11.1%
3	My student receives the kind of special services needed to achieve the goals identified in the I.E.P, meeting.	321	10.6%
4	When I.E.P, goals are not met, the educational adjustments, adaptations and modifications developed to support my student’s learning are appropriate and positive.	309	10.2%
5	The teachers have a good understanding of my student’s learning needs.	288	9.5%

Statements generating the most “Don’t Know” responses are indicated in the following table. The percentage column is based on the total number of surveys received.

Parent/ Guardian Surveys- Top 5 “Don’t Know” Responses

<i>Rank</i>	<i>Statement/ Question</i>	<i>Total Strongly Don’t Know Responses</i>	<i>Percentage</i>
1*	My student is re-evaluated for special education every three years.	643	21.3%
1*	The decision-making process used to determine my student’s participation in statewide testing was fair and open, and included discussing providing accommodations.	643	21.3%
2	When I.E.P. goals are not met, the educational adjustments, adaptations and modifications developed to support my student’s learning are appropriate and positive.	473	15.7%
3	My student receives needed special services often enough to achieve the goals identified in the I.E.P. meeting.	337	11.2%
4	The results of my student’s assessment are used to plan future I.E.P. goals.	281	9.3%

*Equal ranking

With the omission of the responses marked “Don’t Know”, there were 58,230 survey responses collected from the 37 LEAs participating in the California Department of Education Verification Review Process. Within this count, 53,089 (91.2%) responses indicated the parent/ guardian “Strongly Agreed” or “Agreed” with the survey statements/questions. In contrast, 5,141 (8.8%) of the survey responses were marked “Strongly Disagreed” or “Disagreed.”

Using the combined two-year total, with the “Don’t Know” comments removed from the count, the following table was developed:

Parent /Guardian Surveys- Top 10 Most Frequently Answered Questions

<i>Rank</i>	<i>Statement/Question</i>	<i>Total Responses</i>	<i>Strongly Agree & Agree Percentage</i>	<i>Strongly Disagree & Disagree Percentage</i>
1	I have a good understanding of the parent rights that were given to me.	2828	96%	4%
2	Overall, my experience with my student’s I.E.P. was positive	2797	91%	9%
3	Overall, my student’s educational experience was positive.	2750	88%	12%
4	The I.E.P team members were the right people and did a good job.	2747	91%	9%
5	The information I received about my student’s progress was very helpful.	2742	91%	9%
6	My concerns and contributions were included in developing my student’s I.E.P	2731	94%	6%
7*	The goals developed at the I.E.P. are good next steps for my student.	2727	93%	7%
7*	There has been an I.E.P. meeting for my student every year.	2727	96%	4%
9	The educational information included within the I.E.P was very helpful.	2722	92%	8%
10	The teachers have a good understanding of my student’s learning needs.	2711	89%	11%

*Equal ranking