

ROLES AND RESPONSIBILITIES OF SPECIAL EDUCATION ADMINISTRATORS
IN OPEN-ENROLLMENT CHARTER SCHOOLS

A DISSERTATION

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

IN THE GRADUATE SCHOOL OF THE

TEXAS WOMAN'S UNIVERSITY

DEPARTMENT OF TEACHER EDUCATION

COLLEGE OF PROFESSIONAL EDUCATION

BY

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DENTON, TEXAS

MAY 2016

DEDICATION

This dissertation is dedicated to
my husband, Jeff Green,
my children, Austin and Sarah,
my grandparents, Jack and Nancy Cunningham,
and all of my family who have
supported me through this journey.

ACKNOWLEDGEMENTS

There are a number of people who helped encourage, support, and counsel me during this process. This would not have been possible without the guidance of my chair, Dr. Jane Pemberton. Thank you to my committee, Dr. Jerry Whitworth and Dr. David Marshall. Terry Guthrie, Randy Yates, and Lucretia Gartrell have been with me through this process and supported me the entire way. I am grateful for my friends, Amber Lewis, Bethany Caldronia, and Amy Johnson, who have stood by me. Thank you to all of my professors at Texas Woman's University for your daily guidance throughout the program.

ABSTRACT

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ROLES AND RESPONSIBILITIES SPECIAL EDUCATION ADMINISTRATORS IN OPEN-ENROLLMENT CHARTER SCHOOLS

MAY 2016

In this study of Texas Special Education Administrators in open-enrollment charter schools, the focus was on the roles and responsibilities of the profession. The Likert scale portion of the survey was based on the special education supervisor survey conducted by Hermann (2011). The Likert scale questions were reformatted for this study. Data were collected from 26 Texas special education administrators in open-enrollment charter schools. Using Cronbach's alpha coefficient to determine instrument reliability by looking at the inter-correlation of each survey role item with chi-square goodness of fit tests for trends, information was gathered through a 36- instrument survey.

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CHAPTER I

INTRODUCTION

Public Charter Schools

The U.S. Department of Education has delivered subsidy to new charter schools through grants since 1994 (Texas Education Agency-Program Evaluation: Texas Charter Schools, 2016). The Texas legislature sanctioned public charter schools in 1995 to deliver additional opportunities for public education (Texas Charter School Association – Charters in Texas, 2014). Charter schools in Texas are under the direction of the Texas Education Agency.

Clark (2000) reported that approximately 21% of Texas charter schools include kindergarten or first grade up to fifth grade. About 48% serve secondary grade levels for grades 6 through 12, 18% were all grade levels, and 12% were other grade levels. The average enrollment for Texas charter schools in 2000 was 198 students. In 1998-1999, 84 charter schools in Texas enrolled 17, 029 students. They reported 771 full-time teachers and 89 part-time teachers.

Texas charter school enrollment has grown from 12,226 students in 1999 to 202,972 students in 2014 (Texas Charter Schools Association – Fast Charter Facts, 2015). In 2013 – 2014, Texas opened 52 new charter schools which added 36,000 more students. There are more than 101,000 students on a waitlist for Texas charter schools for

the 2014 – 2015 school year (Texas Charter Schools Association – Fast Charter Facts, 2015).

Charter Schools and Special Education

Finn, Caldwell, and Raub (2006) report that charter schools have the same or sometimes higher percentage of students with disabilities than those of typical public school districts. O’Neill and Rhim (2015) note that public charter schools can address difficulties connected to providing special education services by networking collectively. By managing services collectively with fellow charters, schools can more efficiently serve students with disabilities.

In 2001, researchers at the Colorado Department of Education sent a survey to charter school principals and charter school special education administrators to determine their perceptions regarding charter school services. Fifty-one charter school principals responded for a response rate of 64.6%. Twenty-one charter school special education administrators completed the study for a response rate of 52.5%. The study included a survey instrument and focus group interviews. Four focus groups responded to issues impacting special education services. The use of school funding for special education services was identified in this study. A survey was used to determine a list of recommendations for improvements in order to meet the needs of students receiving services in special education. The study reported services for special education were provided in a variety of ways, including contracting providers for assistance. The study found a need for opportunity for interaction among special education administrators to

discuss specific concerns and methodologies when working in a charter school (Scheffel, Revak, & Houser, 2002).

Roles and Responsibilities

Hermann (2011) studied roles and responsibilities of special education administrators in Pennsylvania charter schools, including circumstances that shaped perceived effectiveness of their positions. Case studies, interviews, and survey models were used. Seventy-eight special education administrators were sent a survey and 23 surveys were returned for a response rate of 29.49%. Out of the 23 special education administrators who completed the survey, 10 special education administrators also completed a telephone interview. The special education administrators noted positive relationships with the teachers and being able to successfully balance multiple duties. Challenges included legal compliance issues, high special education enrollments, and multiple duties (Hermann, 2011).

Areas of Need

In Texas, the Texas Center for Educational Research (2001) examined personnel needs in the area of special education in charter schools. Six hundred eight surveys were sent to special education administrators, school administrators, and shared service administrators of charter schools in Texas. Two hundred sixty-three surveys were returned for a response rate of 44%. Charter schools utilized incentives to increase salary and benefits along with sponsoring professional development opportunities. One of the most common barriers identified was retaining special education teachers and other

professionals. Special education administrators noted stress regarding fatigue while on their job. Paperwork was noted as an obstacle to special education staffing and retention. Charter schools reported critical special education vacancies such as paraprofessionals (67%), educational diagnosticians (25%), and special education teachers (23%) (Texas Center for Educational Research, 2001).

Charter schools are increasing in enrollment. Special education administrators hold certain roles, but often take on multiple responsibilities. Both benefits and challenges in providing special education services in charter schools have been identified, but more research is needed to understand these trends (Hermann, 2011; Scheffel et al., 2002).

Statement of Purpose

The purpose of this study is to identify roles and responsibilities of special education administrators in the open-enrollment charter school setting. With the number of Texas charter schools on the rise, it is important to know the specific roles and responsibilities.

Definition of Terms

Administrator – an individual whose profession is to supervise a school or organization (Merriam-Webster, 2016a). For the purposes of this study, administrators may include individuals with titles such as “Director,” “Coordinator,” and “Supervisor.”

Annual, Review, and Dismissal (ARD) – a group of people, known as an ARD committee, hold a meeting about the student with special needs. The purpose of this meeting is to provide an opportunity for educators and parents to determine eligibility,

review progress, and develop and implement an individualized education program (IEP) for the student receiving services in special education. The committee meets annually unless the three year evaluation should occur or a review is called.

Campus or Campus Program Charters – a charter school that is sanctioned and supervised by an independent school district (Texas Education Agency – Charter Schools, 2016).

Home- Rule School District (HRDs) – type of charter school authorized by the Texas Legislature in 1995 as a way to allow local voters to free their own district from many state requirements. There are currently no home-rule districts in Texas.

Individualized Education Program (IEP) – the Individuals with Disabilities Education Improvement Act (IDEIA) requires that every student receiving special education services have an IEP. All students receiving special education services from ages 3 to 22 qualify for an IEP.

Individuals with Disabilities Education Improvement Act (IDEIA) – a law ensuring services to children with disabilities throughout the nation. This law governs how states and public agencies provide early intervention, special education, and related services to eligible students with disabilities (Texas Education Agency – Glossary of Acronyms, 2016).

Local Educational Agency (LEA) – an open-enrolment charter school, public district, or regional education service center (Texas Education Agency – Glossary of Acronyms, 2016).

Open-Enrollment Charter Schools - operated by an institution of higher education, non-profit organization or governmental entity, under the guidelines of all state and federal laws applicable to public schools (Texas Education Agency-Program Evaluation: Texas Charter Schools, 2016).

Responsibility – a duty or task one is expected to do, morally or ethnically required by law or current position (Merriam-Webster, 2016b).

Role – the part an individual has within a profession (Merriam-Webster, 2016c), covers leadership and management functions.

Texas Education Agency – the state agency that manages primary and secondary public education and is controlled by the commissioner of education (Texas Education Agency – About TEA, 2016).

University or Junior College Charters – a charter school that operates under an eligible college or university. There are currently five university or charter schools operating multiple campuses in Texas (The Network: Texas Charter School Assistance & Support – Charter FAQ, 2016).

Research Questions

1. What are the roles of open-enrollment charter school special education administrators in Texas?
2. What are the responsibilities of open-enrollment charter school special education administrators in Texas?

3. What do open-enrollment charter school special education administrators report as positive aspects of being a charter school administrator?
4. What do open-enrollment charter school special education administrators report as concerns of being a charter school administrator?

Significance of Study

This study of special education administrators' current roles and responsibilities is significant because the study describes the roles and responsibilities of current Texas open-enrollment charter school special education administrators. Evidence delivered by this study provides a background upon which future studies can build in the area of special education administrators in charter schools.

CHAPTER II

REVIEW OF LITERATURE

There are four types of charter schools in Texas: Subchapter B Home-Rule Charters, Subchapter C Campus or District Charters, Subchapter D or Open-Enrollment Charters, and Subchapter E University Charters (Texas Education Agency-Charter Schools, 2016). A majority of charter schools in Texas are in Open-Enrollment Charters. For the purpose of this study, open-enrollment charter schools are the type of charter schools examined.

The Home-Rule Charter is type of charter school that was authorized by the Texas Legislature in 1995 as a way to allow local voters to free their own district from many state requirements. In order to create a home-rule charter, a district must have an election where at least 25% of the registered voters in the district participate (Texas Association of School Boards, 2012). There are currently no home-rule districts in Texas.

Campus or District Charters are charter schools that are sanctioned and supervised by an independent school district (Texas Education Agency – Charter Schools, 2016). The district may grant cooperative campus charters to teachers and parents if a majority of teachers and parents sign a petition in favor of the charter. However, the independent school district is responsible for the finances and academic components of the charter.

Open-enrollment charter schools are operated by an institution of higher education, non-profit organization, or governmental entities, under the guidelines of all state and

federal laws applicable to public schools (Texas Education Agency-Program Evaluation: Texas Charter Schools, 2016). This type of charter school cannot charge a fee for a student to attend. It can allow students from any school district to attend. Open-enrollment charter schools are the most common type of charter school in Texas.

University or junior college charters are sanctioned and supervised by an independent school district (Texas Education Agency – Charter Schools, 2016). A charter can be granted to a university or junior college. To date, there are five universities or junior colleges operating charters in Texas.

Charter Schools in Texas

In 1995, the Texas legislature sanctioned the formation of charter schools. According to Booker (2006), the State Board of Education is the chief chartering agency. Austin, El Paso, San Antonio, Houston, Dallas, and Fort Worth provide over 60% of charter schools in Texas. These locations generate over half of the Texas population. There are currently 485 open-enrollment Texas charter schools and 153 open-enrollment Texas charter school districts (AskTED, 2014).

Estes (2004) examined the degree students with disabilities were supported in public charter schools, followed zero reject, received a free appropriate public education (FAPE), received evaluations that were properly implemented, and had an Individualized Education Plan (IEP) for students. Estes (2004) used documents originating from the Texas Public Education Information Management System that is maintained by the state and holds all necessary records for the Texas Education Agency (TEA). Information

found on the system includes, but is not limited to, personnel, student demographics, and student academic performance. Two documents requested from TEA included *Texas Public School Districts Including Charter Schools Student Enrollment* by grade, sex, and ethnicity for the 1999-2000 school year along with *Texas Public School Districts Including Charter Schools, Disabled Students Receiving Special Education Services* by disability and age for the 1999-2000 school year.

Along with quantitative information, qualitative data were collected in the form of six interviews with seven charter school administrators (Estes, 2004). Two of the interviews included special education administrators and one interview included an assistant principal/director of special education. One of the special education administrators served 14 campuses including hospital schools, dropout prevention schools, Montessori preschools, and schools associated with churches. The population of special education varied across the 14 campuses. Another special education administrator served two campuses of at-risk students, each of which had less than 200 students. One campus had predominately a population of Hispanic students while the other campus was predominately white. Ranges of 13 – 19% of students receiving special education services were assisted between the two campuses. The assistant principal/director of special education was employed at a charter school that had approximately 125 students with a majority of African American students. The school served at-risk 9 – 12 grade students with 10% identified as having a disability (Estes, 2004).

Results noted that 92 of 142 schools reported having students receiving special education services. According to Estes (2004), roughly 70% of Texas charter schools enrolled fewer students with disabilities than the state average. The number of charter schools varied by region, as some regions reported no charter schools.

Student Population

Penning and Slate (2011) reported that charter schools serve a large number of minority students. According to the TEA 2008 report, Texas charter schools provide services to a larger number of students in special education than public schools. The number of students receiving special education services in Texas charter schools is 12.5%, compared to the state average of 11.9%, based on the TEA report.

Kleitz, Weiher, Tedin, and Matland (2000) evaluated open-enrollment charter schools in Texas that were commissioned by the State Board of Education. One thousand one hundred parent interviews were conducted by those whose children attended open-enrollment charter schools. Data were collected by the Survey Research Center of the University of North Texas from 1997 to 1998. Questions regarding educational quality, importance of classroom size, child's safety, location of the school, and selecting a school where their child had friends was addressed in the interviews. Kleitz et al. (2000) found that ethnicity/race did not appear to be a factor when noting educational quality of a school. However, 93 – 96 % of respondents report education quality of a school important or very important to them. Education was the top concern followed by class size, safety, location, and friends at school.

Special Education Services in Charter Schools

According to Lange, Rhim, and Ahearn (2008), level of organization, linkage, and legal identity are meaningful to consider when investigating the correlation between special education and charter schools. State charter school officials and state directors of special education were provided surveys. Almost 90% responded to the survey with 41 states involved in the study. A secondary analysis was utilized to examine state-level respondents which included 24 states. Four questions were the focus of the analysis: “Who is ultimately responsible for special education in charter schools? What types of accountability are in place for special education in charter schools? Who assists with special education in charter schools? What are the challenges related to charter schools and special education?”(p. 15). A literature review and two surveys present the background for which to understand the viewpoints of state agency personnel’s comprehension of special education and charter schools.

Percentages of students with an individualized educational program (IEP) across the 24 states ranged from 5% to 15%. However, 12 out of the 24 states provided information concerning the enrollment of students in a charter school who were receiving special education services. Forty-four percent of all charter schools are part of a Local Educational Agency (LEA). Twenty-nine percent of charter schools are contingent on a sanctioning entity. Twenty-two percent reported states required that charter schools are LEAs while five percent select their own status. “State-level officials were asked to define LEA status for charter schools in their state” (Lange et al., 2008, p.16). Eighteen

out of 23 responded that the officials concurred on their state's classification of legal status for charter schools. The study noted that 13 out of 23 officials responded to the question regarding responsibility of special education services: 2 officials stated services are shared, 2 officials understood LEAs are exclusively accountable, and 8 officials established charters are responsible. The study found that almost half of the officials, 11 out of 24, did not concur on whether records concerning special education implementation were part of the charter renewal process. The findings of this study suggest that understanding of special education and charter school law address fundamental problems that occur at the state level and impact the states' ability to provide effective special education services (Lange et al., 2008).

Charter School Administrators

Carpenter (2006) reported a lack of quantitative studies that examined group differences in charter schools. Carpenter (2006) conducted a two dimensional typology using a sample of 1,182 charter schools in the states of Florida, Texas, Michigan, California, and Arizona. Data were collected from the 2001 – 2002 school year. The Common Core Data were used to construct the data for this study. It was postulated that reduced school size might sway student performance. Nonetheless, no difference was reported between charter and non-charter schools. Years of operation factored in the study by signifying skilled charters have superior accomplishment scores when compared with new charter schools.

The purpose of a study conducted by Garrison and Holifield (2005) was to compare perceptions of charter school administrators regarding the extent to which effective school correlates have been implemented and compare responses of charter school administrators in states with strong charter laws to administrators in states of weak charter laws to determine if a relationship existed. A strong charter law “encourages the development of charter schools” (Garrison & Holifield, 2005, p. 90). A weak charter law “discourages the development of charter schools” (Garrison & Holifield, 2005, p. 90). A simple random sampling from 2,441 charter schools was noted with 166 participants; 88 administrators from strong charter laws and 78 from weak charter laws.

Garrison and Holifield (2005) found that administrators from weak charter school laws reported two of five indicators were met very well: diversity of teaching methods used and episodic evaluation of the school’s mission. However, administrators from strong state charter laws reported all five indicators were met very well. It is noted that the lack of differences among other indicators could be to respondent bias, or inflated responses from one or both groups.

Hung, Badejo, and Bennett (2014) conducted a qualitative case study to investigate educational methods in central Texas charter schools that have an 80% or higher graduation rate. Staff participants included 13 special education teachers, one assistant principal, one principal and one superintendent. Students had to meet certain criteria: attend the charter school for a year, in grades 10 to 12, 18 years or older, and not a current student of the researcher. A total of 30 students participated in the study. Audio

taped interviews were conducted to determine experiences and views of participants on educational practices. Classroom observations for both teachers and students were used to determine classroom activities.

All participants (teachers, administration, and students) noted that their school offered modern educational approaches that met the needs of the students. Students and teachers indicated the charter school's mission was the basis of the educational method. In order to maintain the methods used in class, meticulous and continuous staff development trainings were provided. It was concluded that teachers tend to be motivated by staff incentives, rigorous staff development, and educational materials. Students were content with the charter school's organization, teachers, student-teacher relationship, flexibility, and tutoring programs (Hung, Badejo, & Bennett, 2014).

Albert-Green (2005) reported on open-enrollment charter schools in Texas. Teachers, parents, and students were selected using random sampling for a survey to obtain information regarding perceptions of exemplary open-enrollment charters. The exemplary open-enrollment charter schools selected for this study were all based in Harris County, the third most populated county in the United States and were located in the south east corner of Texas. According to Albert-Green (2005), three of the five exemplary open-enrollment charter schools in Harris County agreed to participate. Seventy-two total participants were involved identified through random selection.

The effectiveness of this study was guided by: "11 characteristics: (a) instructional leadership, (b) clear mission, (c) safe and orderly environment, (d)

positive school climate, (e) high expectations, (f) frequent monitoring, (g) basic skills,(h) opportunities for learning, (i) parent and community involvement, (j) professional development, and (k) teacher involvement” (p. 52). Ninety-six percent of the teachers agreed that emphasis on basic skills was one of the characteristics exhibited by the charter schools. The parents reported that both emphasis on basic skills and high student expectations were characteristics of exemplary open-enrollment charter schools. Parents did not disagree with any items on the study or display uncertainty about any items. In contrast, the students yielded one item to be uncertain, maximum opportunities for learning.

Summary

The number of open-enrollment charter schools is growing each year. This chapter included a review of the existing literature on charter schools and administration. As a special education administrator, it is important to know roles and responsibilities of being a special education administrator in an open-enrollment charter school.

A majority of charter schools are under the open-enrollment type of charter school. Penning and Slate (2011) reported that charter schools serve a large number of minority students and a larger percentage of special education students compared to public independent school districts.

Teachers tend to be motivated by rigorous staff development, monetary incentives, and instructional supplies (Hung et al., 2014). Students tend to feel comfortable with the student-teacher relationships, school structure, and teaching staff.

CHAPTER III
METHODOLOGY

Introduction

The purpose of this study was to identify roles and responsibilities of special education administrators in the charter school setting. Cronbach's alpha coefficient was used to determine instrument reliability by looking at the inter-correlation of survey role items. Data for the study were collected using a survey design (See Appendix B).

Research Questions

1. What are the roles of open-enrollment charter school special education administrators in Texas?
2. What are the responsibilities of open-enrollment charter school special education administrators in Texas?
3. What do open-enrollment charter school special education administrators report as positive aspects of being a charter school administrator?
4. What do open-enrollment charter school special education administrators report as concerns of being a charter school administrator?

Participants

The target population was open-enrollment charter schools in Texas. Participants were employed as Texas open-enrollment charter school special education administrators

or an equivalent role. Contact information for the special education administrators was acquired through the Texas Education Agency website and database AskTED (AskTED, 2014). Under AskTED, reports were generated with specified information.

Procedure

An introductory letter and consent for participation was provided with a survey through email (See Appendix C). Participants were provided with the purpose of the study, a description of the study, directions for the questionnaire, researcher information, affiliated institution, and estimated time of completion for the questionnaire. The participants were notified that the return of the survey signified consent of participation in this study. The cover letter addressed the ability to withdraw at any time, response privacy, and that only group data will be reported. An explanation of possible risk factors and confidentiality notice were presented. One risk addressed was loss of time due to participation in the questionnaire. To minimize the risk, participants were able to take breaks at any time or withdraw from the study without question or penalty. The survey was taken at the participants' own convenience and participants were notified of approximate completion time for the survey. Another risk was loss of confidentiality. In order to reduce this risk, the researcher did not ask for names of participants and all data were kept in a secure locked cabinet and flash drive in the researcher's home. Only the researcher had access to these data.

Survey responses did not denote personal identification information of each participant. Therefore, two follow-up emails were sent as reminders to all possible

participants on the list. The first reminder was sent one week following the initial email and a second reminder was sent two weeks following the initial email.

Table 1

Timeline of Mailings

Week	Procedure
Week 1	Initial Email – Introductory letter, consent, and survey
Week 2	Second Email – Reminder letter, consent, and survey
Week 3	Final Email – Final Reminder letter, consent, and survey

Instrumentation

A Likert scale survey was sent to open-enrollment charter school special education administrators with special education services. The Likert scale survey was created through Google Forms. The survey was comprised of 36 questions related to special education administrators’ current roles and responsibilities. The questions were created by the researcher and adapted from a previous study regarding roles and responsibilities of special education supervisors in open-enrollment charter schools (Hermann, 2011). The questions were validated by the researcher by asking two open-enrollment charter school special education administrators to complete the survey and provide feedback. Changes to the

survey were made based upon that feedback. The questionnaire consisted of open-ended questions and closed-ended questions. Likert scale questions incorporated both qualitative and quantitative information regarding roles and responsibilities of special education programs in open-enrollment charter schools.

Data Analysis

Data from the survey using the Likert scale were analyzed using a statistical research program.

- Cronbach's alpha coefficient to determine instrument reliability by looking at the inter-correlation of survey role items.
- Frequency counts on each role item, with chi-square goodness-of-fit tests applied to each item in search of significant trends within and across role items.

Assumptions

The following assumptions made for this study:

- The investigator assumed that the special education administrators answered all questions truthfully.
- The data assembled accurately depicts the participants surveyed.

Limitations

1. The findings of this study may not be generalized to fit all types of charter school settings.
2. The population of this study was limited to Texas open-enrollment charter school special education administrators.

3. The findings of this study were limited to the roles and responsibilities of the Texas open-enrollment charter school special education administrators.
4. The findings of this study were limited by the criterion of roles and responsibilities developed by the researcher and implemented in the survey.

Summary

The focus of this study was to examine the roles and responsibilities of Texas special education administrators in open-enrollment charter schools. The data collected involved one state, Texas, with participants being employed as Texas open-enrollment charter school special education administrators or equivalent role.

CHAPTER IV

RESULTS

The purpose of this study was to examine the roles and responsibilities of Texas special education administrators in open-enrollment charter schools. The study identified the positive aspects along with concerns of the special education administrators. The data presented in the study was generated from a survey that was distributed to 90 Texas special education administrators in open-enrollment charter schools. Special education administrators (N=26) responded to the survey.

Survey Sample

The questions were validated by the researcher by asking two open-enrollment charter school special education administrators to complete the survey and provide feedback. Changes to the survey have been made based upon that feedback. The survey noted 36 questions in short answer, multiple choice, or Likert scale form.

Demographic Information

The demographic information collected included the following: gender, age range, highest degree earned, certifications, years of teaching experience in public school and charter schools, years of administrative experience in public school and charter school. Other information noted the size of the charter school and connection of the charter school.

Employment

Ninety-two percent of participants stated that their charter school was a stand-alone district while 3.8 % stated it was connected with an independent school district and 3.8 % stated not listed. This means that a majority consider their charter school a stand-alone district.

Education

In Table 2, participants noted their highest degree earned. The survey reported 84.6% stated that the highest degree earned was a masters, 11.5% stated doctorate, and 3.8% noted bachelors.

Table 2

Highest Degree Earned

Highest Degree Earned		
	N	Percentage
Bachelors	1	3.8%
Masters	22	84.6%
Doctorate	3	11.5%
Total	26	100%

Certifications

Participants reported a variety of certifications the top certification noted by participants was Special Education EC-12 or Special Education 1-8 Self-Contained. The next highest certifications reported were Principal then Educational Diagnostician. Other certifications included but are not limited to English as a Second Language (ESL), Math, Reading, History, Science, Business, Counselor, Generalist, and Licensed Specialist in School Psychology.

Gender

As noted in the Table 3, 88.5% of the participants were female and 11.5% were male. Ethnicity and race were not included in this survey.

Table 3

Gender

Texas Special Education Administrators in Open-Enrollment Charter Schools		
	N	Percentage
Male	3	11.50%
Female	23	88.50%
Total	26	100%

Age

As noted in Figure 1, 38.5% of participants were 31-40 years old, 30.8% were 41-50 years old, 23.1% were 50 years or older, and 7.7% were 21-30 years old.

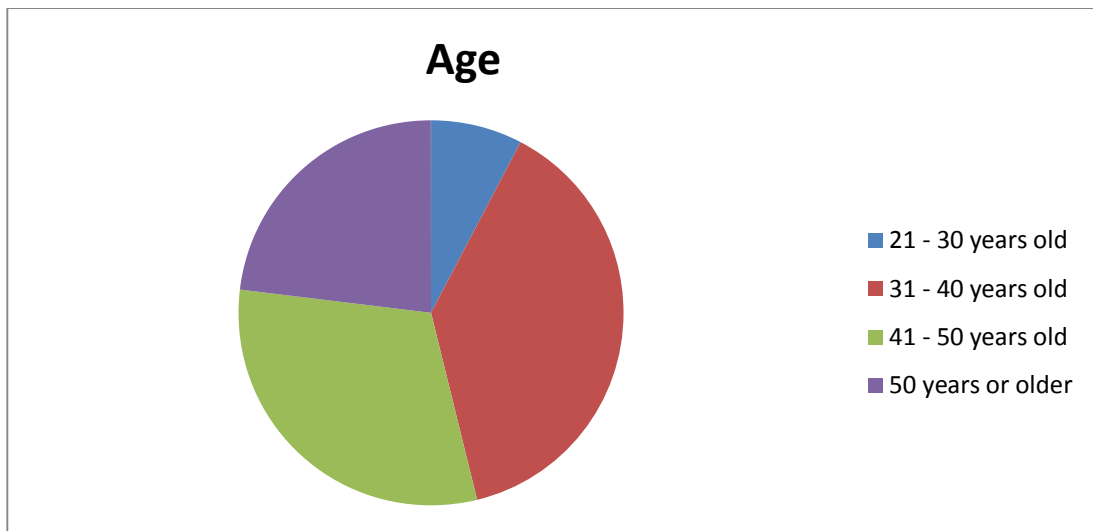


Figure 1 – *Age of special education administrators*

School Level

Participants were asked to select their charter school size based on their current demographic information. Charter school size greater than 1000 students was reported for 23.1% of participants. Those that had 500 to 1000 students equaled 23.1%, charter schools noting 300 to 500 students (19.2%), 100 to 300 students (19.2%), and less than 100 students (15.4%). Participants were asked several questions relating to their years of service in special education and general education in both public and charter school settings. Table 4 shows the data for years of service.

Table 4

Years of Service

Years of Experience	0-5 Years	5-10 Years	11-15 Years	16-20 Years	21+ Years
Special education teacher in a public school.	34.6%	30.8%	15.4%	11.5%	7.7%
General education teacher in a public school.	65.4%	15.4%	11.5%	7.7%	0%
Special education administrator in a public school.	73.1%	19.2%	7.7%	0%	0%
Special education teacher in a charter school.	80.8%	11.5%	7.7%	0%	0%
General education teacher in a charter school.	80.8%	15.4%	3.8%	0%	0%
Special education administrator in a charter school.	61.5%	30.8%	3.8%	3.8%	0%
Education other than teaching or administrator (educational diagnostician, counselor, etc.) in public school.	57.7%	19.2%	15.4%	3.8%	3.8%
Education other than teaching or administrator (educational diagnostician, counselor, etc.) in a charter school.	88.5%	3.8%	3.8%	3.8%	0%

Grade Levels

A variety of grade levels were presented when asked what grade levels were at each charter school. Kindergarten through grade 12 noted 23% of the responses, pre-kindergarten through grade 12 reported 19% of the responses. The remaining 58% reported other grade levels such as first through twelfth, kindergarten through eighth, and fifth through tenth.

Percentage of Time

When asked what percentage of time the participants spend on special education services versus other duties, it was noted over half (53.8%) spend 70% or more time on special education services. The second highest percentage noted was 50% with (15.4%) reporting. It is reported that those selecting 40% or less time spent on special education services totaled (26.8%) when combined.

Length of Contract

Participants were asked to select the length of time on their contract. Over half (57.7%) reported that their contract length was not listed. Other contract days listed in the results included: 198 days (23.1%), 225 days (15.4%), and 187 days (3.8%). There were no other contract days listed on the survey.

Research Questions

The following questions provided a basis for the study:

1. What are the roles of open-enrollment charter school special education administrators in Texas?
2. What are the responsibilities of open-enrollment charter school special education administrators in Texas?
3. What do open-enrollment charter school special education administrators report as positive aspects of being a charter school administrator?
4. What do open-enrollment charter school special education administrators report as concerns of being a charter school administrator?

Research Question One

What are the roles of open-enrollment charter school special education administrators in Texas?

To answer this, the researcher collected responses for two questions. The first question asked was, What is your primary role? The data showed Special Education Administrator (68%), Special Education Coordinator (12%), Not Listed (12%), Principal (4%), and Special Education Instructor/Teacher (4%) as the primary roles respectively.

In Tables 4 and 5, frequency counts using chi-square tests were conducted to compare data. The chi-square test is intended to test whether observed frequencies differ considerably from expected frequencies. The data presented should come from univariate dissemination. Two values are concerned, observed value and expected value (Neuhauser, 2009). The observed value is the frequency of a category and the expected frequency is based on received distribution. If observed is close to expected value then

the square of the deviation will be small. The chi-square tests examined the question *What is your primary role?* The results signify special education administrator as it was the only distribution with a positive mean.

Table 5

Primary Role

Primary Role	Observed N	Expected N	Residual
Principal	1	5.0	-4.0
Special Education Administrator	17	5.0	12.0
Special Education Coordinator	3	5.0	-2.0
Special Education Instructor/Teacher	1	5.0	-4.0
Not Listed	3	5.0	-2.0
Total	25		

Table 6

Test Statistics

	What is your primary role?
Chi-Square	36.800 ^a
df	4
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 5.0.

The second question on the survey asked, What is your secondary role? A majority of respondents noted that their secondary role was not noted in the list (45.8%), followed by Special Education Administrator (29.2%), Special Education Coordinator (16.7%), and Special Education Instructor/Teacher (8.3%).

Research Question Two

What are the responsibilities of open-enrollment charter school special education administrators in Texas?

To answer this question, a Likert scale was used. The Cronbach's alpha was used to measure the internal consistency of the Likert scale in the survey. Cronbach's alpha is "expressed as a number between 0 and 1" (Tavakol & Dennick, 2011, p. 53). According to Table 6 below, the Cronbach's alpha number is .938, which represents an excellent rating. While this does note a good internal consistency, it does not indicate that the Likert scale is unidimensional.

Table 7

Reliability Statistics

Cronbach's Alpha	N of Items
.938	12

The Likert scale consisted of questions regarding responsibility as they related to the role of a special education administrator. The participants were asked to answer each question on a 5-point scale ranging from 1-Strongly Disagree to 5-Strongly Agree. In Table 7, the mean or average for each Likert scale question was created. This mean score indicates that teachers, on average, agreed with the statement. However, the statements regarding creating and managing the special education budget were either disagree or neither agree or disagree based on the mean.

Table 8

Mean Table

Question – In my role as a special education administrator,	Mean
I have the primary authority to: supervise special education teachers.	3.73
I have the primary authority to: supervise special education paraprofessionals.	3.65
I have the primary authority to: supervise school psychologists.	3.69
I have the primary authority to: supervise educational diagnosticians.	3.69
I have the primary authority to: supervise support staff members.	3.77
I have the primary authority to: conduct staff evaluations on paraprofessionals, special education teachers, support staff, etc.	3.42
I have the primary authority to: create the special education budget.	2.88

I have the primary authority to: manage the special education budget.	3.00
I have the primary authority to: regulate special education staff assignments.	3.46
I have the primary authority to: monitor completion of IEP plans and evaluation reports.	4.00
I have the primary authority to: approve the supply lists for materials and assessment material used by special education personnel.	3.85
I have the primary authority to: create measures for assessment, placement, assignments, and re-evaluation.	3.77

The first Likert scale questions asked, *In my role as a special education administrator, I have the primary authority to: supervise special education teachers*. The results noted the following: Strongly Disagree (7.7%), Disagree (19.2%), Neither Agree or Disagree (3.8%), Agree (30.8%), Strongly Agree (38.5%). This indicates that a majority of the participants agree that they have the primary authority to supervise special education teachers.

The second Likert scale questions asked, *In my role as a special education administrator, I have the primary authority to: supervise special education paraprofessionals*. The results noted the following: Strongly Disagree (7.7%), Disagree (19.2%), Neither Agree or Disagree (7.7%), Agree (30.8%), Strongly Agree (34.6%). The results of this question indicate that a majority of the participants agree that they have the primary authority to supervise special education paraprofessionals.

The third Likert scale questions asked, *In my role as a special education administrator, I have the primary authority to: supervise school psychologists*. The

results noted the following: Strongly Disagree (11.5%), Disagree (3.8%), Neither Agree or Disagree (19.2%), Agree (34.6%), Strongly Agree (30.8%). The findings note that a majority of participants agree that they have the primary authority to supervise school psychologists.

The fourth Likert scale questions asked, *In my role as a special education administrator, I have the primary authority to: supervise educational diagnosticians*. The results noted the following: Strongly Disagree (11.5%), Disagree (7.7%), Neither Agree or Disagree (15.4%), Agree (30.8%), Strongly Agree (34.6%). The results of the note that a majority of participants agree that they have the primary authority to supervise educational diagnosticians.

The fifth Likert scale questions asked, *In my role as a special education administrator, I have the primary authority to: supervise support staff members (speech therapist, physical therapist, occupational therapist, etc.)*. The results noted the following: Strongly Disagree (7.7%), Disagree (7.7%), Neither Agree or Disagree (19.2%), Agree (30.8%), Strongly Agree (34.6%). A majority of participants reported they had the primary authority to support staff members.

The sixth Likert scale questions asked, *In my role as a special education administrator, I have the primary authority to: conduct staff evaluations on paraprofessionals, special education teachers, support staff, etc.* The results noted the following: Strongly Disagree (15.4%), Disagree (15.4%), Neither Agree or Disagree

(19.2%), Agree (11.5%), Strongly Agree (38.5%). Half of the participants noted that they had the primary authority to conduct staff evaluations.

The seventh Likert scale questions asked, *In my role as a special education administrator, I have the primary authority to: create the special education budget.* The results noted the following: Strongly Disagree (26.9%), Disagree (11.5%), Neither Agree or Disagree (23.1%), Agree (23.1%), Strongly Agree (15.4%). Roughly the same number of participants agree and disagree on the topic of creating a special education budget.

The eighth Likert scale questions asked, *In my role as a special education administrator, I have the primary authority to: manage the special education budget.* The results noted the following: Strongly Disagree (26.9%), Disagree (11.5%), Neither Agree or Disagree (19.2%), Agree (19.2%), Strongly Agree (23.1%). A larger percentage does agree that they have authority to manage the special education budget. However,

The ninth Likert scale questions asked, *in my role as a special education administrator, I have the primary authority to: regulate special education staff assignments.* The results noted the following: Strongly Disagree (15.4%), Disagree (11.5%), Neither Agree or Disagree (15.4%), Agree (26.9%), Strongly Agree (30.8%). Again, a majority of the participants agree that they have the primary authority to regulate special education staff assignments.

The tenth Likert scale questions asked, *In my role as a special education administrator, I have the primary authority to: monitor completion of IEP plans and evaluation reports.* The results noted the following: Strongly Disagree (7.7%), Disagree

(0%), Neither Agree or Disagree (11.5%), Agree (46.2%), Strongly Agree (34.6%). Over 75% agree that they have the primary authority to monitor completion of IEP plans and evaluation reports.

The eleventh Likert scale questions asked, *In my role as a special education administrator, I have the primary authority to: approve the supply lists for materials and assessment material used by special education personnel.* The results noted the following: Strongly Disagree (7.7%), Disagree (7.7%), Neither Agree or Disagree (3.8%), Agree (53.8%), Strongly Agree (26.9%). Over 75% of participants agree that they have the primary authority to approve the supply list for materials and assessment material used by special education personnel.

The final Likert scale questions asked, *In my role as a special education administrator, I have the primary authority to: create measures for assessment, placement, assignment, and re-evaluation.* The results noted the following: Strongly Disagree (7.7%), Disagree (7.7%), Neither Agree or Disagree (19.2%), Agree (30.8%), Strongly Agree (34.6%).

In Table 8, the Likert scale percentages are noted. The participants were asked to answer each question on a 5-point scale ranging from 1-Strongly Disagree to 5-Strongly Agree. All 12 statements from the survey are noted in the table.

Table 9

Participants' Results in Percentage Form

Question – In my role as a special education administrator, I have the primary authority to:	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Supervise special education teachers.	7.7%	19.2%	3.8%	30.8%	38.5%
Supervise special education paraprofessionals.	7.7%	19.2%	7.7%	30.8%	34.6%
Supervise school psychologist.	11.5%	3.8%	19.2%	34.6%	30.8%
Supervise educational diagnosticians.	11.5%	7.7%	15.4%	30.8%	34.6%
Supervise support staff members.	7.7%	7.7%	19.2%	30.8%	34.6%
Conduct staff evaluations on paraprofessionals, special education teachers, support staff, etc.	15.4%	15.4%	19.2%	11.5%	38.5%
Create the special education budget.	26.9%	11.5%	23.1%	23.1%	15.4%
Manage the special education budget.	26.9%	11.5%	19.2%	19.2%	23.1%

Regulate special education staff assignments.	15.4%	11.5%	15.4%	26.9%	30.8%
Monitor completion of IEP plans and evaluation reports.	7.7%	0%	11.5%	46.2%	34.6%
Approve the supply lists for materials and assessment material used by special education personnel.	7.7%	7.7%	3.8%	53.8%	26.9%
Create measures for assessment, placement, assignment, and re-evaluation.	7.7%	7.7%	19.2%	30.8%	34.6%

Research Question Three

What do open-enrollment charter school special education administrators report as positive aspects of being a charter school administrator?

The question asked, *What do you report as positive aspects of being a charter school administrator?* In Table 9, the top four categories are noted. The top categories included size; flexibility; freedom to create policy, procedures, and curriculum; and lastly, relationships.

Table 10

Positive Aspects

<i>Categories of Responses by Teachers regarding the Question - What do you report as positive aspects of being a charter school administrator?</i>		
<i>N = 26</i>		
<i>Category</i>	<i>N</i>	
Size	5	“Small class sizes get to know students and families easily, better understand each student’s needs.”

Flexibility	7	“The flexibility to assist all students, and all staff, not just limited scope of “only these students”. I’m able to be more creative with interventions and programs.”
Freedom to Create Policy, Procedures, Curriculum	7	“Flexibility to change and implement policy”
Relationships	4	“Developing a relationship with students and families. Can help students with their work as needed.”
No Response Provided	3	
Total	26	

Research Question Four

What do open-enrollment charter school special education administrators report as concerns of being a charter school administrator?

In order to answer this question, participants answered three questions in a short answer format. Each question correlated to the research topic. The first question asked, *What do you need to better serve faculty who work with students with disabilities?* In Table 10, the categories are noted. The top four categories reported for this question were funding, more staff, time/training, and resources.

Table 11

Needs

<i>Categories of Responses by Administrators regarding the Question - What do you need to better serve faculty who work with students with disabilities?</i>		
<i>N = 26</i>		

<i>Categories</i>	<i>N</i>	
Funding	4	“More funding as charter schools do not get as much funding as public schools.”
More Staff	5	“I need a secretary to help with some of the paperwork so that I can spend more time in the classroom and mentoring the teachers.”
Time/Training	8	“Time to provide more training.”
Resources	5	“More resources to help general education teachers serve the inclusion students.”
No Response Provided	3	
Total	26	

The second question used to determine concerns of special education administrators was, *How prepared do you feel you are for your role as a special education administrator?* In Table 11, six categories noted for this response including no response provided. The top five categories were very well prepared, well prepared, prepared, fairly prepared, and new to profession.

Table 12

Preparedness

Categories of Responses by Administrators regarding the Question -How prepared do you feel you are for your role as a special education administrator?		
N = 26		
<i>Category</i>	<i>N</i>	
Very Well Prepared	7	“Very, I have done this for an extended period of time. I do attend several conferences to keep me up to date on any changes and new legislation.”
Well Prepared	3	“Well prepared, I have 34 years’ experience and 2 master degrees.”

Prepared	5	“I feel prepared this year, it’s my second year. Last year I wasn’t sure how good I would be leading other adults - I definitely have room to grow, but I feel more confident.”
Fairly Prepared	5	“Having a background as a diagnostician has made me feel fairly prepared. I have difficulty understanding the financial side.”
New to Field	3	“Since this is my first time being a special education administrator, I am learning and feel that I am as prepared as expected.”
No Responses Provided	3	
Total	26	

The third question used to determine concerns of special education administrators was, *What is your involvement with parents of students with disabilities attending the charter school?* In Table 12, there were five categories noted including no response provided. The top four categories, excluding no response, provided included high level of involvement, involvement, limited involvement, and no involvement.

Table 13

Parent Involvement

<i>Categories of Responses by Administrators regarding the Question – What is your involvement with parents of students with disabilities attending the charter school?</i>		
<i>N = 26</i>		
<i>Categories</i>	<i>N</i>	
High Level of Involvement	7	“Front line of parent communication”
Involvement	11	“I attend campus wide parent meetings.”
Limited Involvement	4	“Some limited involvement when asked to attend/observe ARD meetings”
No Involvement	1	“I have not yet met with parents.”

No Response Provided	3	
Total	26	

CHAPTER V

SUMMARY/CONCLUSIONS

The purpose of this study was to identify roles and responsibilities of special education administrators in the open-enrollment charter school setting. Texas open-enrollment special education administrators (n=26) responded to the survey designed to determine roles and responsibilities, positive aspects and concerns of being a special education administrator in an open-enrollment charter school.

Discussion of Results

Data for this study were collected using a survey design. This chapter explored the findings in relationship to the study along with the literature review. Results of this study were considered with the conclusion, limitations, and suggestions for future research.

The first question asked: What are the roles of open-enrollment charter school special education administrators in Texas?

Based on the responses provided by the survey, the primary role of Texas open-enrollment special education administrators was special education administrator. However, other terms such as special education coordinator were used to define the primary role. If a secondary role was provided, the title of that role was not listed in almost half of the responses. It can be concluded that the role was a significant part of the

position held by the special education administrator. Texas charter school enrollment has grown from 12,226 students in 1999 to 202,972 students in 2014 (Texas Charter Schools Association – Fast Charter Facts, 2015). This role is more important each year as the number of students in charter schools and the number of students receiving special education services continues to rise.

The second research question asked: What are the responsibilities of open-enrollment charter school special education administrators in Texas?

Twelve Likert scale questions were used to determine the responsibilities of each participant. Responsibilities for administrators include supervising special education teachers, paraprofessionals, school psychologist, educational diagnosticians, and support staff members. The administrators conduct evaluations on those professionals. They regulate staff assignments and monitor completion of the IEP plans and evaluation reports. Administrators approve the supply lists for materials and assessment material. They create measures for assessment, placement, assignment, and re-evaluations. It was found that creating and managing the budget yielded the lowest mean score. Creating the budget and managing the budget were both statements that produced the highest response of Strongly Disagree at 26.5% each. This tends to be a theme across open-enrollment charter schools.

The third research question asked: What do open-enrollment charter school administrators report as positive aspects of being a charter school administrator?

The results of the data collected for this question yielded four categories of responses. The responses indicated that flexibility and freedom to create policy, procedures, and curriculum were the most common responses. The participants reported they were able to make amendments to their curriculum. Size and relationships were important categories. Several participants noted that small class sizes allowed the participants to get to know each student. One participant reported “flexibility to adjust programming to meet the needs of students; ability to influence principals to support special education students.” The participants noted that there was a “family feel” in their charter schools because they were able to build bonds.

The fourth research question asked: What do open-enrollment charter school special education administrators report as concerns of being a charter school administrator?

Several questions were addressed in order to answer this. The results of the data addressed the need to better serve faculty who work with students with disabilities yielded four responses. A higher portion of participants noted time and training to be the top category. More staff and resources both generated the same number of responses. Another category that was noted was funding. Clark (2000) reported charter school funding is likely to be used on plant maintenance and operations which is different than a public independent school district.

Participants were asked to provide responses for how prepared they felt in their role as a special education administrator. The results noted five categories of responses in

this set. The highest category presented that they were very well prepared. The second set noted prepared and the third set noted fairly prepared. However, well prepared and new to the field noted the lowest categories. Hermann (2011) reported studies have proposed that special education administrators in a charter school setting, with continuously evolving job requirements and growing responsibilities have furthered challenges faced by the special education administrators.

Participants were asked to address what was their involvement with parents of students with disabilities attending charter schools. This question presented multiple responses. The data ranged from very high parent involvement to no parent involvement. Smith, Wohlstetter, Kuzin, and De Pedro (2011) reported parent involvement remains a challenge in charter schools. Providing parents with the school's expectations along with having parent events and meetings were recommendations for increasing involvement with parents (Smith et al., 2011). A majority of participants in this study noted attendance at some form of meeting (parent conference, Annual, Review, and Dismissal [ARD], phone conferences).

One of the questions in the survey addressed the length of the special education administrators' length of contract. Before sending out the survey, several special education administrators were asked to provide their length of contract. Those responses were provided as answer choices on the survey. However, a majority of the responses reported that the length was not noted in the survey.

Conclusion

The results of this study were consistent with the current research. This study concluded the following: special education administrators hold multiple responsibilities in their current position. Special education administrators report that positive aspects of special education administrators are size; flexibility; and the freedom to create policy, procedures, and curriculum. The reported areas for improvement were time/training, resources, additional staff, and funding.

Many participants did feel prepared with their current role as a special education administrator. A third of the participants reported that they were fairly prepared or new to profession. A majority of special education administrators hold multiple certifications. A master's degree held the highest percentage at 84.6%. There was a range of experience among the participants with the largest group in the 31-40 years of age range. The data demonstrates that there is more work to be done to prepare special education administrators. There is a significant impact on charter schools regarding funding.

Limitations

Limitations of this study note findings that may not be generalized to fit all types of charter school settings. The population of this study was limited to Texas open-enrollment charter school special education administrators. The findings of this study were limited to the roles and responsibilities of the Texas open-enrollment charter school special education administrators. The findings of this study are limited by the criterion of roles and responsibilities developed by the researcher and implemented in the survey.

Another limitation was the number of the participants, with 26 responding out of a possible 90 Texas special education administrators in open-enrollment charter schools.

Future Research

1. The response to better serve faculty prompted answers that validate participants in the study need more funding, time, staff, and resources. How do Texas special education administrators in open-enrollment charter schools obtain identified needs?
2. How can special education administrators feel more prepared for their positions?
3. Provide a national survey for special education administrators in open-enrollment charter schools to determine what the biggest areas of strengths and concern in charters are and address those needs.
4. How long are actual contracts of special education administrators in Texas open-enrollment charter schools?

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APPENDIX A

Institutional Review Board Approval Letter



Institutional Review Board
Office of Research and Sponsored Programs
P.O. Box 425619, Denton, TX 76204-5619
940-898-3378
email: IRB@twu.edu
<http://www.twu.edu/irb.html>

DATE: November 20, 2015

TO: Ms. Stephanie Green
Teacher Education

FROM: Institutional Review Board (IRB) - Denton

Re: Approval for Roles and Responsibilities of Special Education Administrators in Texas Open-Enrollment Charter Schools (Protocol #: 18631)

The above referenced study has been reviewed and approved by the Denton IRB (operating under FWA00000178) on 11/19/2015 using an expedited review procedure. This approval is valid for one year and expires on 11/18/2016. The IRB will send an email notification 45 days prior to the expiration date with instructions to extend or close the study. It is your responsibility to request an extension for the study if it is not yet complete, to close the protocol file when the study is complete, and to make certain that the study is not conducted beyond the expiration date.

If applicable, agency approval letters must be submitted to the IRB upon receipt prior to any data collection at that agency. A request to close this study must be filed with the Institutional Review Board at the completion of the study. Because you do not utilize a signed consent form for your study, the filing of signatures of subjects with the IRB is not required.

Any modifications to this study must be submitted for review to the IRB using the Modification Request Form. Additionally, the IRB must be notified immediately of any adverse events or unanticipated problems. All forms are located on the IRB website. If you have any questions, please contact the TWU IRB.

cc. Dr. Jane Pemberton, Teacher Education
Graduate School

APPENDIX B

Roles and Responsibilities of Texas Special Education Administrators in
Open-Enrollment Charter Schools Survey

Roles and Responsibilities of Texas Special Education Administrators in Open-Enrollment Charter Schools Survey

You have been asked to complete this study because you were listed as a special education administrator in a Texas open-enrollment charter school. Thank you for taking time to complete the survey. The survey process should take 10 – 15 minutes to complete. The return of your completed questionnaire constitutes your informed consent to act as a participant in this research. After completion, please submit the completed survey to sgreen10@twu.edu .

Roles

What is your primary role?

- Superintendent
- Principal
- Special Education Administrator
- Special Education Coordinator
- Special Education Instructor/Teacher
- Not Listed

What is your secondary role?

- Superintendent
- Principal

- Special Education Administrator
- Special Education Coordinator
- Special Education Instructor/Teacher
- Not Listed

What is the length of your contract?

- 187 days
- 198 days
- 225 days
- Not Listed

The following questions address the school level. If you have more than one school, select one school where you have a special education program that serves students with disabilities. Each answer will reflect that school.

Charter school size, select one

- Less than 100 students
- 100 to 300 students
- 300 to 500 students
- 500 to 1000 students
- Greater than 1000 students

What grade level(s) do you have at the charter school?

Approximately what percentage of time do you spend on special education services versus other duties?

- 0%
- 10%
- 20%
- 30%
- 40%
- 50%
- 60%
- 70+%

The charter school is connected:

- with an independent school district
- as a stand-alone district
- not listed

What do you report as positive aspects of being a charter school administrator?

An empty rectangular text input box with a thin black border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

What do you need to better serve faculty who work with students with disabilities?

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What is your involvement with parents of students with disabilities attending the charter school?

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How prepared do you feel you are for your role as a special education administrator?



Responsibilities

Please rate your responses to these statements on the following strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree

In my role as a special education administrator, I have the primary authority to: Supervise special education teachers

- Strongly Disagree
- Disagree
- Neither Agree or Disagree
- Agree
- Strongly Agree

In my role as a special education administrator, I have the primary authority to: Supervise special education paraprofessionals

- Strongly Disagree

- Disagree
- Neither Agree or Disagree
- Agree
- Strongly Agree

In my role as a special education administrator, I have the primary authority to: Supervise school psychologists

- Strongly Disagree
- Disagree
- Neither Agree or Disagree
- Agree
- Strongly Agree

In my role as a special education administrator, I have the primary authority to: Supervise educational diagnosticians

- Strongly Disagree
- Disagree
- Neither Agree or Disagree
- Agree
- Strongly Agree

In my role as a special education administrator, I have the primary authority to: Supervise support staff members (Speech therapist, physical therapist, occupational therapist, etc.)

- Strongly Disagree
- Disagree
- Neither Agree or Disagree
- Agree
- Strongly Agree

In my role as a special education administrator, I have the primary authority to: Conduct staff evaluations on paraprofessionals, special education teachers, support staff, etc.

- Strongly Disagree
- Disagree
- Neither Agree or Disagree
- Agree
- Strongly Agree

In my role as a special education administrator, I have the primary authority

to: Create the special education budget

- Strongly Disagree
- Disagree
- Neither Agree or Disagree
- Agree
- Strongly Agree

In my role as a special education administrator, I have the primary authority

to: Manage the special education budget

- Strongly Disagree
- Disagree
- Neither Agree or Disagree
- Agree
- Strongly Agree

In my role as a special education administrator, I have the primary authority

to: Regulate special education staff assignments

- Strongly Disagree

- Disagree
- Neither Agree or Disagree
- Agree
- Strongly Agree

In my role as a special education administrator, I have the primary authority

to: Monitor completion of IEP plans and evaluation reports

- Strongly Disagree
- Disagree
- Neither Agree or Disagree
- Agree
- Strongly Agree

In my role as a special education administrator, I have the primary authority

**to: Approve the supply lists for materials and assessment material used by
special education personnel**

- Strongly Disagree
- Disagree

- Neither Agree or Disagree
- Agree
- Strongly Agree

In my role as a special education administrator, I have the primary authority to: Create measures for assessment, placement, assignment, and re-evaluation

- Strongly Disagree
- Disagree
- Neither Agree or Disagree
- Agree
- Strongly Agree

Gender

- Male
- Female

Age Range

- 21 - 30 years old

- 31 - 40 years old
- 41 - 50 years old
- 50 years or older

Education, Certification, and Years of Experience

Please Indicate Your Degree(s), Certification(s), and Years of Experience

Highest degree earned

- Bachelors
- Masters
- Doctorate

What certifications were obtained through university courses?

Note all that apply



Types of certification in Texas

Note all that apply



Years of experience as a special education teacher in a public school

- 0 - 5 years
- 5 - 10 years
- 11 - 15 years
- 16 - 20 years
- 21+ years

Years of experience as a general education teacher in a public school

- 0 - 5 years
- 5 - 10 years
- 11 - 15 years
- 16 - 20 years
- 21+ years

Years of experience as a special education administrator in a public school

- 0 - 5 years
- 5 - 10 years
- 11 - 15 years
- 16 - 20 years
- 21+ years

Years of experience as a special education teacher in a charter school

- 0 - 5 years
- 5 - 10 years
- 11 - 15 years
- 16 - 20 years
- 21+ years

Years of experience as a general education teacher in a charter school

- 0 - 5 years
- 5 - 10 years
- 11 - 15 years

- 16 - 20 years
- 21+ years

Years of experience as a special education administrator in a charter school

- 0 - 5 years
- 5 - 10 years
- 11 - 15 years
- 16 - 20 years
- 21+ years

**Years of experiences in education other than teaching or administration
(diagnostician, counselor, etc.) in a public school**

- 0 - 5 years
- 5 - 10 years
- 11 - 15 years
- 16 - 20 years
- 21+ years

**Years of experiences in education other than teaching or administration
(diagnostician, counselor, etc.) in a charter school**

- 0 - 5 years
- 5 - 10 years
- 11 - 15 years
- 16 - 20 years
- 21+ years

100%: You made it.

Never submit passwords through Google Forms.

Survey Complete

Thank you for completing the survey. The feedback provided will provide useful information regarding the roles and responsibilities of Texas special education administrators in charter schools.

APPENDIX C

Email Recruitment Letters Sent to Texas Special Education Administrators in Open-
Enrollment Charter Schools

Dear Special Education Administrator,

My name is Stephanie Green and I am currently working on my doctoral degree in the area of Special Education at Texas Woman's University. The purpose of this study is to identify roles and responsibilities of special education administrators in the open-enrollment charter school setting.

The participants in this study include special education administrators in Texas in open-enrollment charter schools. The survey consists of questions regarding roles and responsibilities and questions regarding education. The survey process should take 10 – 15 minutes to complete.

Your participation in this study is voluntary and you may withdraw anytime without penalty. No individual names or charter schools will be identified. Answers will be combined with other surveys and used for statistical analysis. Confidentiality will be maintained to the extent required by law. There is a potential loss of confidentiality during any and all email or internet transactions. All information will be kept in a secure location until the research has been completed and then it will be properly disposed. The researchers will try to prevent any problem that could happen because of this research. You should let the researchers know at once if there is a problem and they will help you. However, TWU does not provide medical services or financial assistance for injuries that might happen because you are taking part in this research.

Participation is completely voluntary. Participation will in no way impact the participant's relationship with the data collection. There is potential for loss of time taking this study. Participants may take breaks at any time or withdraw from the study without question or penalty. Names of participants will not be requested. All data will be kept in a locked file cabinet/secure file drive in primary researcher's home. Only the researcher will have access to the data. Confidentiality will be kept to the extent allowed by law. There is a potential loss of confidentiality during any and all email or internet transactions. The data will be destroyed 1 year from the date of collection.

Completion of the survey signifies consent to participate. If you have any questions, please make sure to ask Stephanie Green using the contact information below. Participants may request results of the survey at the conclusion of the study, no later than 7/1/2016. Upon receipt of the requisition, the researcher will provide an email with the results of the data collected.

Thank you for taking time to complete the survey. If you have any questions about the research study you should ask the researchers; their phone numbers are at the top of this form. If you have questions about your rights as a participant in this research or the way this study has been conducted, you may contact the Texas Woman's University Office of Research and Sponsored Programs at 940-898-3378 or via e-mail at IRB@twu.edu.

Link to Survey

<http://goo.gl/forms/jBTcG6bYaE>

Sincerely,

Stephanie Green

Principal Investigator

sgreen10@twu.edu

Dear Special Education Administrator,

My name is Stephanie Green and I am currently working on my doctoral degree in the area of Special Education at Texas Woman's University. The purpose of this study is to identify roles and responsibilities of special education administrators in the open-enrollment charter school setting.

The participants in this study include special education administrators in Texas in open-enrollment charter schools. The survey consists of questions regarding roles and responsibilities and questions regarding education. The survey process should take 10 – 15 minutes to complete.

This is a second request for participation. Your participation in this study is voluntary and you may withdraw anytime without penalty. No individual names or charter schools will be identified. Answers will be combined with other surveys and used for statistical analysis. Confidentiality will be maintained to the extent required by law. There is a potential loss of confidentiality during any and all email or internet transactions. All information will be kept in a secure location until the research has been completed and then it will be properly disposed. The researchers will try to prevent any problem that could happen because of this research. You should let the researchers know at once if there is a problem and they will help you. However, TWU does not provide medical services or financial assistance for injuries that might happen because you are taking part in this research.

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This is a third request for participation. Your participation in this study is voluntary and you may withdraw anytime without penalty. No individual names or charter schools will be identified. Answers will be combined with other surveys and used for statistical analysis. Confidentiality will be maintained to the extent required by law. There is a potential loss of confidentiality during any and all email or internet transactions. All information will be kept in a secure location until the research has been completed and then it will be properly disposed. The researchers will try to prevent any problem that could happen because of this research. You should let the researchers know at once if there is a problem and they will help you. However, TWU does not provide medical services or financial assistance for injuries that might happen because you are taking part in this research.

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Sincerely,

Stephanie Green

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