



Maryland Report on Part B Indicator 8 of the Individuals with Disabilities Education Act

2016-2017

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1. Introduction

ICF International (ICF) was contracted by the Maryland State Department of Education (MSDE) to administer its annual Part B Indicator 8 Parent Survey for the 2016-17 school year. Part B Indicator 8 of the Individuals with Disabilities Act (IDEA) requires states to report:

Percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

This Indicator is also used to address involvement of parents with children in preschool as specified in Section 619 of Part B of IDEA. MSDE is required to report the value of this Indicator to the Office of Special Education Programs (OSEP) at the U.S. Department of Education (ED) by February 1st of each year.

In support of these two objectives, ICF administered two surveys:

- **A Preschool Survey** – completed by the parents/guardians of children who received special education services in preschool during the 2016-17 school year and were between the ages of three and five as of September 30, 2016.
- **A School-Age Survey** – completed by the parents/guardians of children who received special education services in kindergarten or above during the 2016-17 school year and were at least six years of age as of September 30, 2016.

As in prior years, the 2016-17 Survey consists of items obtained from the National Center for Special Education Accountability Monitoring (NCSEAM) item bank. Both surveys include 24 core questions, several demographic questions, and an open-ended comment section.¹ This report summarizes the methodology used to administer the surveys and presents the findings from each survey.

1.1 Data Collection Methodology

MSDE provided the ICF team with the names and addresses of children between the ages of 3 and 21 who were eligible to receive special education services in the 26 Maryland Local School Systems (LSSs) and five Public Agencies (PAs) – Maryland School for the Deaf (Columbia and Frederick campuses), Maryland School for the Blind, the Schools for Educational Evolution and Development (SEED) School of Maryland, Juvenile Services Education, and Adult Correctional Facility (the last two PAs were added in 2017) .

Each home on the list was mailed a survey packet addressed to the “Parent or Guardian of [name of child].” The survey packet contained:

- A letter of introduction signed by the Assistant Superintendent of the Division of Special Education/Early Intervention Services that explained the purpose of the survey;
- A one-page list of Frequently Asked Questions and answers;
- A copy of either the Preschool Survey or the School-Age Survey; and
- A business reply envelope.

Each packet contained English and Spanish versions of the letters and surveys. Alternatively, parents could complete the survey online at: <http://www.mdparentsurvey.com>. The online survey could also be completed either in English or Spanish.

¹ An analysis of the open-ended comments is not a part of this report. However, all comments are compiled and provided to MSDE.

Prior to administering the surveys, the ICF team worked with MSDE to develop a suite of resources that special education staff at each LSS, and other stakeholders with access to parents of children with special needs, could use to encourage parents to complete the survey. The resources included flyers, web banners, and text that stakeholders could insert in a newsletter or other communication with parents.

All these resources were packaged together as a Promotional Materials Toolkit and sent electronically to stakeholders through an email from MSDE sent on January 25, 2017. The email included a description of each item in the toolkit and its recommended use (Exhibit 1.1).

Exhibit 1.1: Description of Resources Included in the Promotional Toolkit

Toolkit Item	Brief Description	Recommendations
Flyers	<p>Please take 5 Minutes to Complete the Survey Flyer: informs parents they should have received the survey in the mail and serves as a gentle reminder to complete it (to be used immediately after the survey launch).</p> <p>Key Message: <i>We want to hear from you.</i></p>	<ul style="list-style-type: none"> • Email the flyer to parents. • Print the flyer and distribute to parents. • Post copies of the flyer in buildings. • Upload the flyer to websites.
Web Banner	<p>An image of a web banner in three different sizes that may be uploaded to a website.</p> <p>Informs parents when the survey is available. When parents click on the <i>Start Now</i> button on the banner, they will be directed to the www.mdparentsurvey.com site where they can complete the survey.</p> <p>Key Message: <i>Your Opinion Matters! Let Us Hear From You!</i></p>	<ul style="list-style-type: none"> • Select a banner size and have it displayed on websites for the duration of the survey.
Newsletters/ Communications	<p>Three versions of text that may be used to inform parents about the survey.</p> <p>Key Message: <i>Complete the Maryland Special Education Parent Involvement Survey.</i></p>	<ul style="list-style-type: none"> • Select one or more options to include in February, March, and April newsletters/ communications.
Special Education Teacher Email	<p>Text for an email to teachers about the survey, its timing, promotion strategies, and where to get more information.</p> <p>Key Message: <i>Help Spread the Word!</i></p>	<p>Strategies for teachers included in email:</p> <ul style="list-style-type: none"> • Print and distribute or email flyers to parents. • Offer parents the computer lab for completing the online survey. • Remind parents to complete the survey at meetings.
School Administrator Email	<p>Text for an email to administrators about the survey, its timing, promotion strategies, and where to get more information.</p> <p>Key Message: <i>Help Spread the Word!</i></p>	<p>Strategies for administrators included in email:</p> <ul style="list-style-type: none"> • Print and distribute or email flyers to parents. • Offer parents the computer lab for completing the online survey. • Use Robo calls to promote the survey.

Toolkit Item	Brief Description	Recommendations
<p>Social Media Reminders</p>	<p>Suggestions for posting reminders on Facebook, Twitter, etc.</p> <p>Key Message: <i>Your Opinion Matters! We want to hear from you!</i></p>	<p>Tweet the following at different points during the survey window:</p> <ul style="list-style-type: none"> • MD parents of children receiving special education services—we want to hear from you! Please take this survey. • Your opinion matters! If your child receives special ed services in MD, please take this survey. • If your child receives special ed services, you may have received a survey; return it to MDSE or complete it online. • MD Special Education Parent Involvement Survey--please provide your feedback.
<p>Promotional Material Memo</p>	<p>Summarizes the 5 types of materials for promoting the survey.</p> <p>Key Message: <i>Ways you can help</i></p>	<ul style="list-style-type: none"> • Distribute flyers • Post web banners • Use newsletter language • Post reminders on social media • Send teacher email

The original fielding period for the surveys was February 1, 2017 to May 1, 2017. Prior to the end of the survey administration period, each LSS and PA was contacted by phone and email. The coordinators were asked if they could, once again, connect with their parents to encourage them to complete the survey. The survey was then extended until May 8, 2017.

A bilingual help desk was maintained for the duration of the survey. Parents could call or email a member of the ICF team with questions about the survey.

A total of 103,701 surveys were mailed – 13,475 to parents/guardians of preschool children, and 90,226 to parents of school-age children. Using the business reply envelopes included in the survey packets, parents mailed completed surveys to ICF’s offices in Rockville, Maryland. Once at this facility, the surveys were cleaned and scanned, and the open-ended comments were entered into a database. Some parents chose to take the survey on-line. Their responses were also cleaned, and their comments were added into the open-ended comments database.

1.2 Analytic Methods

Chapters 2 and 3 provide a summary of findings from the two surveys. The respondents to each survey are described demographically, and the value of Indicator 8 is reported. For 2017, the MSDE Indicator 8 analytic methodology, was changed from a Rasch analysis using Winsteps software with the anchors suggested by NCSEAM to an analysis of the Percent of Maximum with a cut score of 60% because of the difficulty stakeholders voiced in interpreting the Rasch analysis.

In the 2011 SPP/APR Indicator report, the authors described the approach to calculating Percent of Maximum:

When using a “percent of maximum” analysis, the survey responses for each respondent are averaged and compared to a pre-determined cut-off value that indicates a positive response. For example, on a six-point scale, a respondent who marked “six - very strongly agree” to all survey items

would receive a score of 100%. Someone who marked “one - very strongly disagree” on all items would receive a score of 0%. Someone who marked “four - agree” on all survey items (or whose responses averaged a score of four) would receive a score of 60%. Not all states using this method had the same “cut-off” for a positive response. For example, many used four (60%) on a six-point scale. Others used 75% (four on a five-point scale) or other criteria. *FFY 2011 Part B SPP/APR Indicator Analyses (page 71).*²

2. Preschool Survey

Data received from MSDE indicated that in 2016, there nearly 14,000 preschool children receiving services in the state. Of the 13,475 Surveys mailed to parents, 3% were returned as undeliverable because the address was out of date or inaccurate. The jurisdictions with the highest rate of undeliverable surveys (more than 4%) were:

- Allegany County (20%)
- Washington County (12%)
- MD School for the Deaf (10%)
- Baltimore City (8%)
- Kent County (8%)
- St. Mary’s County (5%)

To account for undeliverable surveys, an adjusted response rate was calculated using the following formula:

$$\text{Adjusted Response Rate} = \text{Number of Surveys Completed} / (\text{Number of Surveys Mailed} - \text{Number of Undeliverables})$$

Exhibit 2.1 summarizes the Survey completion data. Overall, 1,511 completed Surveys were received, which is an adjusted response rate of 12%. The jurisdictions with the highest adjusted response rates (above 20%) were:

- Wicomico County (49%)
- Maryland School for the Blind (41%)
- Caroline County (36%)
- Garrett County (27%)
- Kent County (25%)
- Frederick County (23%)
- Maryland School for the Deaf (23%)
- Worcester County (23%)
- Calvert County (22%)
- St. Mary’s County (21%)

Parents had the option of completing the Survey online or on paper, and in Spanish or English. Statewide, 1,368 Surveys were completed in English (91%) and 143 were completed in Spanish (9%). In 13 of the 26 jurisdictions, there were no Surveys completed in Spanish.

For the first time this year, Online Surveys were more common than paper Surveys. Overall, 971 online Surveys were received, which was 64% of all Surveys, while 540 Surveys were completed on paper (36% of all Surveys). English-language respondents were far more likely to use the online Survey than Spanish

² The 2017 results cannot be compared to the results from the previous surveys since a different methodology was used to calculate the indicator. However, a proxy comparison was calculated from the 2016 survey data for the purposes of comparison. The final report section on Historical Trends has been removed from this report.

language respondents. Among respondents who completed the Survey in English, 69% completed the Survey online, compared to only 17% of Spanish language Surveys.

Exhibit 2.1: Summary of Responses to Preschool Survey

Jurisdiction	Total Number Mailed in Jurisdiction	Total Surveys Completed	Surveys Completed in English		Surveys Completed in Spanish		Returned Undeliverable (%)	Adjusted Response Rate (%)
			Paper (N)	Online (N)	Paper (N)	Online (N)		
Statewide	13,475	1,511	421	947	119	24	3%	12%
Allegany	169	10	7	3	-	-	20%	7%
Anne Arundel	776	133	33	92	4	4	3%	18%
Baltimore City	947	42	29	7	6	-	8%	5%
Baltimore County	981	107	34	69	4	-	2%	11%
Calvert	267	59	8	51	-	-	1%	22%
Caroline	36	13	2	10	1	-	-	36%
Carroll	210	12	8	4	-	-	-	6%
Cecil	232	20	13	7	-	-	3%	9%
Charles	406	24	12	12	-	-	2%	6%
Dorchester	61	0	0	0	0	0	2%	0%
Frederick	391	85	23	59	2	1	4%	23%
Garrett	38	10	2	8	-	-	3%	27%
Harford	444	70	48	17	5	-	2%	16%
Howard	880	72	35	34	3	-	3%	8%
Kent	26	6	-	6	-	-	8%	25%
Montgomery	5,547	425	96	256	64	9	2%	8%
Prince George's	1,172	236	31	176	19	10	1%	20%
Queen Anne's	55	7	2	4	1	-	4%	13%
St. Mary's	76	15	2	13	-	-	5%	21%
Somerset	36	3	1	2	-	-	3%	9%
Talbot	76	12	4	6	2	-	3%	16%
Washington	406	28	7	21	-	-	12%	8%
Wicomico	80	38	-	37	1	-	4%	49%
Worcester	94	21	3	18	-	-	1%	23%
MD School for the Blind	17	7	1	5	1	-	-	41%
MD Schools for the Deaf ¹	52	11	3	8	-	-	10%	23%
Unknown*	-	45	17	22	6	-	-	-

Note: ¹Results are aggregated for the Frederick and Columbia campuses of the Maryland Schools for the Deaf. *Surveys classified as unknown are those on which respondents did not indicate the County in which they receive service.

2.1 Demographic Characteristics of Respondents' Children

In this section, in addition to discussing the demographic characteristics of respondents' children, these characteristics are compared to those of the population from which the sample was drawn. The respondent demographic data included in this report was self-reported by survey respondents. The population demographic data included in Section 2.1.1 and 2.1.2 were obtained from the 2016 Maryland Special Education/Early Intervention Services Census Data and Related Tables report.³

³ Maryland Special Education/Early Intervention Services Census Data & Related Tables, October 1, 2016.
<http://archives.marylandpublicschools.org/MSDE/divisions/planningresultstest/doc/20162017Student/2016SPED.pdf>

For the purpose of this report, a demographic group is classified as being overrepresented in the respondent sample if the percentage of that group in our sample is greater than its percentage in the statewide estimate by 3 percentage points or more. Similarly, a demographic group is classified as being underrepresented in the sample if the difference between the percentages of that group in the sample is less than its percentage in the statewide estimates by 3 percentage points or more. Differences of 3 percentage points or more are bolded, indicating areas in which the parents or guardians who responded to the survey are different from the statewide population. If the difference between the sample and the statewide estimate is less than 3 percentage points in either direction, the respondent sample is not significantly different from the statewide population.

Respondents were also asked to indicate their child's age when first referred to Early Intervention or Special Education. Of the respondents who answered this question, 73 percent (n=1,064) indicated that their children had been referred between the ages of two and four.

2.1.1 Age, Race/Ethnicity

Exhibit 2.2 summarizes the demographic characteristics of the children of respondents. Parents were asked about the age of their child as of September 30, 2016. A majority (99%) of respondents stated that their child was between 3 and 5 years of age. Parents of 6 year old children constituted one percent of this year's Survey. The parents or guardians of children 5 years of age are underrepresented in our sample (-16%), while parents or guardians of children 3 and 4 years of age are overrepresented (3% and 4%, respectively).

The two racial groups that account for the largest percentage of the respondent population are parents of White (37%) and Black children (25%). Parents of Black and White children are underrepresented by 8% and 3% respectively, in the Survey, when compared to the state population as a whole. In addition, parents of Hispanic children are overrepresented by 4% in the Survey when compared to the state population as a whole.

Exhibit 2.2: Age, Race/Ethnicity: Comparison between Respondent Sample and Statewide Estimate – Preschool Survey[†]

	Population from 2016 Maryland Special Education Census Data (N=13,840)		Respondents (N=1,511)		Over (Under) Representation
	N	%	N	%	
Age					
3 Years	3,593	26%	443	29%	3%
4 Years	4,673	34%	573	38%	4%
5 Years	5,574	40%	358	24%	(16%)
6 Years	-	-	9	1%	1%
Unknown	-	-	125	8%	-
Race/Ethnicity					
White	5,586	40%	555	37%	(3%)
Black	4,522	33%	373	25%	(8%)
Hispanic or Latino	2,326	17%	317	21%	4%
Asian, Native Hawaiian, or other Pacific Islander	827	6%	122	8%	2%
American Indian/Alaskan Native	35	<1%	9	1%	<1%
Multi-racial	544	4%	97	6%	2%
Unknown	-	-	38	3%	-

Note: [†]Percentages may not total 100% due to rounding

2.1.2 Primary Exceptionality/Disability

According to statewide estimates, the most common exceptionality or disability evident in the Maryland preschool population is developmental delay which represents 52% of the population. Although this group did make up the largest portion of the sample, compared to the statewide estimate this group was underrepresented among the respondents by 19%, and represented only 33% of the sample. The second most common exceptionality or disability statewide is speech or language impairment (35% of the population, 32% of the sample). Students with autism represent only 7% of the population, but represented 16% of the sample; parents of children with autism were overrepresented by 9% in this year's Survey, compared to 5% last year.

Exhibit 2.3: Exceptionalities/Disabilities: Comparison between Respondent Sample and Statewide Estimate – Preschool Survey⁴

	Statewide Estimate of Active/Eligible Population (2016) (N=13,840)		Respondents (N=1,511)		Over (Under) Representation
	N	%	N	%	
Autism	1,006	7%	241	16%	9%
Deaf-Blindness	1	<1%	6	0%	-
Deafness	66	<1%	24	2%	2%
Developmental Delay	7,256	52%	497	33%	(19%)
Emotional Disability	8	<1%	13	1%	-
Hearing Impairment	75	1%	20	1%	-
Intellectual Disability	68	<1%	13	1%	-
Orthopedic impairment	30	<1%	2	<1%	-
Other Health Impairment	267	2%	17	1%	(1%)
Specific Learning Disability	3	<1%	32	2%	2%
Speech or Language Impairment	4,838	35%	477	32%	(3%)
Traumatic Brain Injury	10	<1%	9	1%	-
Visual Impairment including Blindness	41	<1%	15	1%	-
Multiple Disabilities	171	1%	84	6%	5%
Unknown	-	-	61	4%	-

Note: *Percentages may not total 100% due to rounding

2.2 Summary of Survey Responses

This section provides a statewide summary of survey responses. ICF has also created local jurisdiction dashboards, which provide individual school system's data on every question in the Preschool Survey for this year. These are available in Appendix A.

The Survey asked respondents to state the extent to which they agreed or disagreed with 24 statements about their involvement with the special education services they receive. Statewide, every item on the Survey was answered by at least 70% of respondents, including 20 items for which at least 90% of respondents provided an answer.

Exhibit 2.4 shows the average percentage response per question, which was calculated by converting each respondent's answers to a percentage (Very Strongly Disagree-0%, Strongly Disagree-20%,

⁴ Maryland Special Education/Early Intervention Services Census Data & Related Tables, October 1, 2016.

<http://archives.marylandpublicschools.org/MSDE/divisions/planningresultstest/doc/20162017Student/2016SPED.pdf>; Extended IFSP students were not included in the population demographic data.

Disagree 40%, Agree-60%, Strongly Agree-80% and Very Strongly Agree-100%), and then averaging the percentages for each question. The exhibit also shows the percentage of respondents who agreed with each of the statements on the Survey. In order to agree with a question, a respondent had to answer agree, strongly agree or very strongly agree.

For each item on the Survey, a majority of parents agreed with the statement, including 20 items where at least 80% of respondents agreed. The statement with the highest percentage of agreement (97%) was Question 12 “People from preschool special education, including teachers and other service providers, respect my culture.” Similar to previous years, the statements with the highest level of agreement were those related to the way teachers and service providers include and value parents.

Also like previous years, the statements with which the smallest percentage of agreement were related to the way parents are connected with outside services, organizations, or individuals. The statement with the lowest percentage of agreement was (59%) was Question 24 “People from preschool special education, including teachers and other service providers, connect me with other families for mutual support.”

Exhibit 2.4: Summary of Responses to Survey Questions – Preschool Survey†

Survey Questions	% Answering this Statement	Average Response to this Statement	% Agreeing with this Statement
Q1 I am part of the IEP decision-making process.	99%	85%	96%
Q2 My recommendations are included in the IEP.	98%	82%	94%
Q3 My child's IEP goals are written in a way that I can work on them at home during daily routines.	99%	80%	91%
Q4 Written information I receive is in words I understand.	99%	84%	96%
Q5 I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	97%	75%	84%
Q6 My child receives his/her preschool special education services with children without disabilities to the maximum extent possible.	94%	76%	86%
Q7 If my child's services are provided only with children with disabilities, a written explanation of this is on the IEP.	78%	72%	84%
Q8 People from preschool special education, including teachers and other service providers provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	94%	69%	76%
Q9 People from preschool special education, including teachers and other service providers are available to speak with me.	99%	84%	96%
Q10 People from preschool special education, including teachers and other service providers treat me as an equal team member.	98%	83%	94%
Q11 People from preschool special education, including teachers and other service providers encourage me to participate in the decision-making process.	97%	81%	93%
Q12 People from preschool special education, including teachers and other service providers respect my culture.	96%	84%	97%
Q13 People from preschool special education, including teachers and other service providers value my ideas.	97%	82%	94%
Q14 People from preschool special education, including teachers and other service providers ensure that I have fully understood my rights related to preschool special education.	97%	83%	95%
Q15 People from preschool special education, including teachers and other service providers communicate regularly with me regarding my child's progress on IEP goals.	98%	78%	88%
Q16 People from preschool special education, including teachers and other service providers give me options concerning my child's services and supports.	96%	75%	86%
Q17 People from preschool special education, including teachers and other service providers provide me with strategies to deal with my child's behavior.	94%	75%	85%
Q18 People from preschool special education, including teachers and other service providers give me enough information to know if my child is making progress.	98%	79%	90%

Survey Questions	% Answering this Statement	Average Response to this Statement	% Agreeing with this Statement
Q19 People from preschool special education, including teachers and other service providers give me information about the approaches they use to help my child learn.	97%	77%	88%
Q20 People from preschool special education, including teachers and other service providers give me information about organizations that offer support for parents (e.g., Parent Resource Centers, disability groups).	93%	70%	78%
Q21 People from preschool special education, including teachers and other service providers offer me information regarding parent training.	93%	69%	76%
Q22 People from preschool special education, including teachers and other service providers offer me different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	96%	78%	90%
Q23 People from preschool special education, including teachers and other service providers explain what options I have if I disagree with a decision made by the preschool special education IEP team.	93%	74%	86%
Q24 People from preschool special education, including teachers and other service providers connect me with other families for mutual support.	88%	59%	59%

Note: † Table is sorted in descending order of the item number of each statement.

2.3 OSEP Indicator 8 Preschool Estimates

For 2017, MSDE decided to begin using the Percent of Maximum approach for calculating Indicator 8. Each survey response was converted into a percentage (Very Strongly Disagree-0%, Strongly Disagree-20%, Disagree 40%, Agree-60%, Strongly Agree-80% and Very Strongly Agree-100%). Each respondent's answers to the 24 questions were then averaged. MSDE chose a cut-off point of 60% for their Indicator 8 Parent Involvement value (or an average response of "Agree" or better to the survey items). The percentage of parents whose average score was above 60% was calculated for each LSS and for the entire state.

For the 2016-17 school year, 83% of parents had measures that exceeded the cut point measure of 60%. **Therefore, the value of OSEP Indicator 8 for parents of preschool students during the 2016-17 school year is 83%.** This means that on average 83% of parents, statewide, agree that their child's school facilitated parent involvement. The 95% confidence interval (CI) for this Indicator is from 81% to 85%.

Another way to analyze survey responses is to look at the average score respondents gave on each question. Only one question (Q24) received an average score below 60%. This means that parents are by and large agreeing, strongly agreeing, or very strongly agreeing, with all the items on the survey. If the state would like to increase its measure, one thing it could do is focus its efforts on getting parents to agree with statements that parents agreed less frequently to, such as:

- *People from Preschool Special Education, including Teachers and Other Service Providers connect me with other families for mutual support. (Q24)*
- *People from Preschool Special Education, including Teachers and Other Service Providers provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps). (Q8)*
- *People from Preschool Special Education, including Teachers and Other Service Providers offer me information regarding parent training. (Q21)*

Because of the change in methodology used to calculate Indicator 8, this year's data cannot be compared to estimates of the Indicator 8 published in previous years. As a proxy measure for comparison purposes, ICF calculated the Indicator using the Percent of Maximum from the 2016 survey data, and found that last

year the Parent Involvement Score for the Preschool survey using this methodology was 80% (CI 79% to 82%.) This means that on average in 2016-17 the State did better on Indicator 8, than in 2015-16.

Exhibit 2.5 presents the estimates of Indicator 8 for the preschool population by LSS or PA. Estimates are not reported where there are fewer than 10 respondents.

Exhibit 2.5: 2016-17 Estimates for Part B Indicator 8 – Preschool Survey*

Jurisdiction	Estimate of Indicator 8	Number of Valid Responses	Std. Error	Lower CI	Upper CI
Statewide	83%	1508	.019	81%	85%
Allegany	90%	10	.252	65%	115%
Anne Arundel	78%	133	.071	71%	85%
Baltimore City	69%	42	.142	55%	83%
Baltimore County	74%	107	.084	65%	82%
Calvert	86%	59	.093	77%	96%
Caroline	77%	13	.247	52%	102%
Carroll	92%	12	.218	70%	113%
Cecil	70%	20	.206	49%	91%
Charles	88%	24	.152	72%	103%
Dorchester	-	0	-	-	-
Frederick	86%	85	.077	78%	94%
Garrett	100%	10	.212	79%	121%
Harford	80%	70	.096	70%	90%
Howard	83%	72	.089	74%	92%
Kent	-	6	-	-	-
Montgomery	85%	425	.034	82%	88%
Prince George's	85%	236	.046	81%	90%
Queen Anne's	-	7	-	-	-
Saint Mary's	87%	15	.205	66%	107%
Somerset	-	3	-	-	-
Talbot	100%	12	.183	82%	118%
Washington	75%	28	.166	58%	92%
Wicomico	82%	38	.130	69%	95%
Worcester	76%	21	.191	57%	95%
MD School for the Blind	-	7	-	-	-
MD Schools for the Deaf [†]	-	8	-	-	-

Note.* Results are aggregated for the Frederick and Columbia campuses. *Of the respondents with valid data for this calculation, 45 did not report the LSS or PA with which they are affiliated.

3. School-Age Survey

Data received from MSDE indicated that in 2016, there were more than 93,000 children between the ages of 6 and 21 receiving special education services in the state. Of the 90,226 Surveys mailed to parents, 4% were returned as undeliverable. To account for undeliverable surveys, an adjusted response rate was calculated using the same formula as for the Preschool Survey. The adjusted response rate this year was 12%, compared to 14% on last year's Survey. The jurisdictions with the highest adjusted response rates (at or above 20%) were:

- Kent County (22%)
- Maryland School for the Deaf (22%)
- Caroline County (21%)

The jurisdictions with the highest percentage of surveys completed in Spanish were Prince George's County (13%), Dorchester County (7%), and Talbot County (7%). No other county had more than 5% of the surveys completed in Spanish, and in 6 jurisdictions there were no surveys completed in Spanish.

Paper surveys were more common than online surveys. Of the 10,343 surveys received, 65% were completed on paper and 35% were submitted online. Similar to the Preschool Survey, English-language respondents were far more likely to use the online survey (35%) than Spanish language respondents (>1%). Exhibit 3.1 summarizes the Survey completion data.

Exhibit 3.1: Summary of Responses to School-Age Survey

Jurisdiction	Total Number in Jurisdiction	Total Surveys Completed	Surveys Completed in English		Surveys Completed in Spanish		Returned Undeliverable (%)	Adjusted Response Rate (%)
			Paper (N)	Online (N)	Paper (N)	Online (N)		
Statewide	90,226	10,343	6,324	3,578	380	61	4%	12%
Allegany	1,129	80	66	13	1	-	14%	8%
Anne Arundel	7,052	1,250	648	567	24	11	3%	18%
Baltimore City	11,975	665	575	70	20	-	9%	6%
Baltimore County	12,803	1,223	794	400	26	3	3%	10%
Calvert	1,264	183	79	102	1	1	3%	15%
Caroline	504	102	50	52	-	-	1%	21%
Carroll	2,664	249	218	23	8	-	1%	9%
Cecil	2,069	210	154	53	3	-	3%	10%
Charles	2,642	210	155	54	1	-	6%	8%
Dorchester	476	27	19	6	2	-	8%	6%
Frederick	4,085	632	358	259	12	3	2%	16%
Garrett	356	52	28	23	1	-	0%	15%
Harford	4,346	643	562	79	2	-	2%	15%
Howard	4,411	469	369	91	9	-	2%	11%
Kent	222	46	20	25	1	-	6%	22%
Montgomery	12,551	1,969	869	972	107	21	2%	16%
Prince George's	13,341	1,063	655	274	119	15	3%	8%
Queen Anne's	808	82	58	23	1	-	4%	11%
St. Mary's	1,719	250	137	112	1	-	2%	15%
Somerset	376	52	21	31	-	-	3%	14%
Talbot	366	56	24	28	4	-	1%	15%

Jurisdiction	Total Number in Jurisdiction	Total Surveys Completed	Surveys Completed in English		Surveys Completed in Spanish		Returned Undeliverable (%)	Adjusted Response Rate (%)
			Paper (N)	Online (N)	Paper (N)	Online (N)		
Washington	1,877	168	105	62	1	-	4%	9%
Wicomico	1,672	221	128	89	3	1	3%	14%
Worcester	711	127	66	61	-	-	2%	18%
Juvenile Service Education	143	5	3	1	1	-	10%	4%
Adult Correctional Facility	82	2	2	-	-	-	18%	3%
SEED School MD School for the Blind	53	2	1	1	-	-	4%	4%
MD Schools for the Deaf ^a	175	23	16	7	-	-	3%	14%
Unknown*	-	207	107	65	29	6	-	-

Note: ^a Results are aggregated for the Frederick and Columbia campuses of the Maryland Schools for the Deaf. * Surveys classified as unknown are those on which respondents did not indicate the County in which they receive service.

3.1 Demographic Characteristics of Respondents' Children

All grade levels (Kindergarten – Grade 12) were well represented in the respondent sample. Each grade level accounted for between 4% and 9% of the respondent sample. The majority of respondents (84%) indicated that their child had been referred for special education services between the ages of zero and eight, and 47% had been referred between the ages of two and five. The population demographic data included in Section 3.1.1 and 3.1.2 were obtained from the 2016 Maryland Special Education/Early Intervention Services Census Data and Related Tables report.⁵

Similar to last year, in response to a question introduced on the 2016-17 School-Age Survey, 8% of respondents (N=833) indicated that their child attended a non-public school as a result of an IEP team decision for a Free Appropriate Public Education (FAPE); while 86% of respondents (N=8,894) indicated that their child attended a public school during the 2016-17 school year. Six percent of respondents did not answer this question.

3.1.1 Age, Race/Ethnicity

Exhibit 3.2 summarizes the age and race/ethnicity characteristics of the children of respondents. Respondents were asked about the age of their child as of September 30, 2016. Much like last year, the age distribution of children of Survey respondents did not significantly differ from the age distribution of the state.

The most common race/ethnic backgrounds of respondents were White (48%) or Black (27%), which is similar to last year's sample. Also like the previous year, parents of Black children were underrepresented by 15% and parents of White children were overrepresented by 11%. In addition, Hispanic children were underrepresented this year by 4%.

⁵ Maryland Special Education/Early Intervention Services Census Data & Related Tables, October 1, 2016. <http://archives.marylandpublicschools.org/MSDE/divisions/planningresultstest/doc/20162017Student/2016SPED.pdf>

Exhibit 3.2: Age, Race/Ethnicity: Comparison between Respondent Sample and Statewide Estimate – School-Age Survey †

	Population from 2016 Maryland Special Education Census Data (N=93,072)		Respondents (N=10,343)		Over (Under) Representation
	N	%	N	%	
Age					
Less than 6 Years	-	-	267	3%	3%
6 Years	5,949	6%	627	6%	-
7 Years	6,621	7%	681	7%	-
8 Years	7,404	8%	789	8%	-
9 Years	7,812	8%	955	9%	1%
10 Years	8,265	9%	948	9%	-
11 Years	7,864	8%	833	8%	-
12 Years	7,797	8%	842	8%	-
13 Years	7,746	8%	767	7%	(1%)
14 Years	7,575	8%	821	8%	-
15 Years	7,421	8%	731	7%	(1%)
16 Years	7,200	8%	668	6%	(2%)
17 Years	6,421	7%	587	6%	(1%)
18 Years	2,937	3%	280	3%	-
19 Years	1,193	1%	156	2%	1%
20 Years	786	1%	112	1%	-
21 Years	81	<1%	34	<1%	-
Unknown	-	-	245	2%	-
Race/Ethnicity					
White	34,099	37%	4,977	48%	11%
Black or African-American	39,074	42%	2,758	27%	(15%)
Hispanic or Latino	13,240	14%	1,143	11%	(3%)
Asian, Native Hawaiian, or other Pacific Islander	2,746	3%	421	4%	1%
American Indian/Alaskan Native	295	<1%	75	1%	1%
Multi-racial	3,619	4%	696	7%	3%
Unknown	-	-	273	3%	-

Note: †Percentages may not total 100% due to rounding

3.1.2 Primary Exceptionality/Disability

Exhibit 3.3 shows the distribution of primary exceptionalities/disabilities among the children of Survey respondents and the state as a whole. Similar to the 2015-16 Survey, parents of children with Other Health Impairment and Specific Learning Disability were each underrepresented in our Survey by 11%. Overrepresented in this year's Survey were parents of children with Multiple Disabilities by 9% and children with Autism by 7%.

Exhibit 3.3: Exceptionalities/Disabilities: Comparison between Respondent Sample and Statewide Estimate – School-Age Survey †

	Statewide Estimate of Active/Eligible Population (2016) (N=93,072)		Respondents (N=10,343)		Over (Under) Representation
	N	%	N	%	
Autism	10,264	11%	1,882	18%	7%
Deaf-Blindness	8	<1%	43	<1%	-
Deafness	371	<1%	136	1%	1%
Developmental Delay	3,130	3%	470	5%	2%
Emotional Disability	6,239	7%	508	5%	(2%)
Hearing Impairment	409	<1%	104	1%	1%
Intellectual Disability	5,847	6%	565	5%	(1%)
Orthopedic Impairment	184	<1%	40	<1%	-
Other Health Impairment	17,991	19%	807	8%	(11%)
Specific Learning Disability	30,626	33%	2,262	22%	(11%)
Speech or Language Impairment	12,086	13%	1,258	12%	(1%)
Traumatic Brain Injury	224	<1%	46	<1%	-
Visual Impairment including Blindness	272	<1%	76	1%	1%
Multiple Disabilities	5,422	6%	1,501	15%	9%
Unknown	-	-	645	6%	-

Note: †Percentages may not total 100% due to rounding

3.2 Summary of Survey Responses

This section provides a summary of statewide Survey responses. As with the Preschool Survey data, ICF has enhanced the utility of district dashboards to provide individual district data on every question asked within the School-Age Survey this year.

The Survey asked respondents to state the extent to which they agreed or disagreed with 24 questions about their involvement with special education services they receive. Statewide, every question was answered by at least 88% of respondents.

Exhibit 3.4 shows the percentage of respondents who agreed with each of the statements on the Survey. Similar to the Preschool Survey, every statement presented on the Survey was able to obtain agreement from a majority of parents, including 17 items for which at least 80% of parents agreed with the statement. The statements for which the highest percentage of agreement were those related to the way the school and/or teachers communicate with parents, with the most agreement (93%) on Question 10 “Written information I receive is written in words I understand.”

Parents were least likely to agree with statements about the training provided by the school, how well the school connects parents to other organizations or agencies to support them, or options parents have when they disagree with a decision of the school. As in previous years, the statement with the lowest percentage of agreement (60%) was Question 22 “The school and/or school system offers me training about special education issues.”

Exhibit 3.4: Summary of Responses to Survey Questions – School-Age Survey†

Survey Questions	% Answering the Statement	Average Response to this Statement	% Agreeing with this Statement
Q1 I am considered an equal partner with teachers and other professionals in planning my child's program.	99%	75%	87%
Q2 I have been asked for my opinion about how well special education services are meeting my child's needs.	99%	69%	78%
Q3 At the IEP meeting, we discussed how my child would participate in statewide assessments.	96%	69%	80%
Q4 My child's school consistently implements all accommodations and modifications documented on my child's IEP.	98%	70%	80%
Q5 All of my concerns and recommendations were documented on the IEP.	98%	73%	86%
Q6 My child is educated in regular classes (general education) with supports, to the maximum extent appropriate.	95%	71%	81%
Q7 I was given information about organizations that offer support for parents of students with disabilities.	95%	62%	69%
Q8 I am comfortable asking questions and expressing concerns to school staff.	99%	79%	90%
Q9 I was given all pertinent reports and evaluations related to my child prior to the IEP team meeting.	99%	77%	88%
Q10 Written information I receive is written in words I understand.	99%	79%	93%
Q11 I was given information about the curriculum and materials used with my child.	98%	67%	77%
Q12 The transition outcomes developed for my child are appropriate to meet his/her needs.	94%	70%	83%
Q13 Teachers and administrators seek out parent input.	98%	69%	79%
Q14 Teachers and administrators show sensitivity to the needs of students with disabilities and their families.	97%	72%	84%
Q15 Teachers and administrators expect parents to participate in decision making.	98%	72%	85%
Q16 Teachers and administrators set a climate for acceptance of diversity.	95%	73%	87%
Q17 Teachers and administrators answer any questions I have about Procedural Safeguards.	91%	73%	89%
Q18 Teachers and administrators value my ideas and input.	98%	72%	85%
Q19 Teachers and administrators ensure that students with disabilities have the same opportunities to learn and participate in school programs as students without disabilities (e.g., academics, fundraising events, sports, etc.).	95%	73%	86%
Q20 The school and/or school system has a person on staff who is available to answer parents' questions.	98%	74%	89%
Q21 The school and/or school system gives me enough information to know whether or not my child is making adequate progress.	98%	70%	80%
Q22 The school and/or school system offers me training about special education issues.	92%	57%	60%
Q23 The school and/or school system provides information on agencies that can assist my child in the transition from school.	88%	61%	68%
Q24 The school and/or school system explains what options I have if I disagree with a decision of the school.	93%	64%	73%

Note: † Table is sorted in descending order of the item number of each statement.

3.3 OSEP Indicator 8 School-Age Estimates

For 2017, MSDE decided to begin using the Percent of Maximum approach for calculating Indicator 8. Each survey response was converted into a percentage (Very Strongly Disagree-0%, Strongly Disagree-20%, Disagree 40%, Agree-60%, Strongly Agree-80% and Very Strongly Agree-100%). Each respondent's answers to the 24 questions were then averaged. MSDE chose a cut-off point of 60% for their Indicator 8 Parent Involvement value (or an average response of "Agree" or better to the survey

items). The percentage of parents whose average score was above 60% was calculated for each LSS and for the entire state.

For the 2016-17 school year, 70% of parents had measures that exceeded the cut point measure. **Therefore, the value of OSEP Indicator 8 for parents of school-age students during the 2016-17 school year is 70%.** This means that on average 70% of parents, statewide, agree that their child's school facilitated parent involvement. The 95% CI for this Indicator is from 69% to 71%.

Another way to analyze survey responses is to look at the average response for each of the questions. Only one question (Q22) scored an average score below 60%. This means that on average parents are by and large agreeing, strongly agreeing, or very strongly agreeing, with all the items on the survey. If the state would like to increase its measure, one thing it could do is focus its efforts on getting parents to agree with statements that parents agreed less frequently to, such as:

- *The school and/or school system offers me training about special education issues. (Q22)*
- *The school and/or school system provides information on agencies that can assist my child in the transition from school. (Q23)*
- *I was given information about organizations that offer support for parents of students with disabilities. (Q7)*
- *The school and/or school system explains what options I have if I disagree with a decision of the school. (Q24)*

Because of the change in methodology used to calculate Indicator 8, this year's data cannot be compared to estimates of the Indicator 8 published in previous years. As a proxy measure for comparison purposes, ICF calculated the Indicator using the Percent of Maximum for the 2016 survey data, and found that last year the Parent Involvement Score for the school-age survey using this methodology was 69% (CI 68% to 70%.) This means that on average in 2016-17, the State did better on Indicator 8, then in 2015-16.

Exhibit 3.5 presents the estimates of the Indicator for school-age children by LSS or PA as well as the upper and lower 95% CI of that estimate. Estimates are not reported where there are fewer than 10 respondents.

Exhibit 3.5: 2016-17 Estimates for OSEP Indicator 8 – School-Age Survey*

Jurisdiction	Estimate of Indicator 8	Number of Valid Responses	Std. Error	Lower CI	Upper CI
Statewide	70%	10,332	.009	69%	71%
Allegany	65%	80	.105	55%	75%
Anne Arundel	67%	1,250	.026	64%	70%
Baltimore City	69%	665	.035	66%	73%
Baltimore County	64%	1,223	.027	61%	67%
Calvert	74%	183	.064	67%	80%
Caroline	77%	102	.082	69%	86%
Carroll	80%	249	.050	75%	85%
Cecil	70%	210	.062	64%	77%
Charles	63%	210	.065	57%	70%
Dorchester	70%	27	.176	53%	88%
Frederick	74%	632	.034	71%	78%
Garrett	75%	52	.120	63%	87%
Harford	76%	643	.033	73%	79%
Howard	71%	469	.041	67%	75%
Kent	74%	46	.130	61%	87%
Montgomery	72%	1,969	.020	70%	74%
Prince George's	66%	1,063	.028	63%	69%
Queen Anne's	68%	82	.101	58%	78%
Saint Mary's	79%	250	.051	74%	84%
Somerset	79%	52	.115	67%	90%
Talbot	73%	56	.118	61%	85%
Washington	68%	168	.071	61%	75%
Wicomico	70%	221	.061	64%	76%
Worcester	80%	127	.070	73%	87%
Juvenile Services Education	-	5	-	-	-
Adult Correctional Facility	-	2	-	-	-
SEED School	-	2	-	-	-
MD School for the Blind	87%	23	.158	71%	103%
MD Schools for the Deaf [†]	73%	75	.101	63%	83%

Note.* Results are aggregated for the Frederick and Columbia campuses. *Of the respondents with valid data for this calculation, 207 did not report the LSS or PA with which they are affiliated.

4.0 Conclusion

For the 2017 MSDE Parent Survey, the parents of 1,511 Preschool and 10,343 School-Age students across the State of Maryland responded. The response rate was 12% for both surveys which is similar to previous years. The demographic categories of survey respondents were generally similar to those in the State Census, except for a few race/ethnic, disability, and age discrepancies (for the Preschool respondents only).

This year MSDE used the Percent of Maximum approach for calculating Indicator 8. Survey responses were converted to percentages, and then averaged. MSDE chose a cut-off point of 60% for their Indicator 8 Parent Involvement value (or an average response of “Agree” or better to the survey items). **The value of OSEP Indicator 8 for parents of preschool students during the 2016-17 school year is 83%.** This means that on average 83% of parents, statewide, agree that their child’s school facilitated parent

involvement. The 95% CI for this Indicator is from 81% to 85%. **The value of OSEP Indicator 8 for parents of school-age students during the 2016-17 school year is 70%.** This means that on average 70% of parents, statewide, agree that their child's school facilitated parent involvement. The 95% CI for this Indicator is from 69% to 71%.

Parents responding to both surveys provided low responses to issues of training. In addition, Preschool parents also responded less favorably to having received information about connections to other families, and information about other services, including childcare, parent support, respite, regular preschool program, WIC, and food stamps.

Because of the new methodology used to calculate Indicator 8, this year's data cannot be directly compared to estimates of Indicator 8 reported in previous years. However, the Percent Maximum methodology was applied to last year's data and revealed that for both surveys the 2017 results were within 3 percentage points of what Indicator 8 would have been last year using the current methodology. The results for this year are slightly higher than estimates from last year, which indicates a slight improvement in parent perceptions that their child's school facilitated parent involvement.