

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

Division of Early Intervention/Special Education Services

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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 2022-23 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. The 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 2022-23 school year and were between the ages of three and five as of September 30, 2022.
- **A School-Age Survey** – completed by the parents/guardians of children who received special education services in kindergarten or above during the 2022-23 school year and were at least six years of age as of September 30, 2022.

As in prior years, the 2022-23 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.

DATA COLLECTION METHODOLOGY

The 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.

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 State Superintendent of the Division of Early Intervention and Special Education 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

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

- 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.

Prior to administering the surveys, the ICF team worked with the MSDE to develop a suite of resources that special education staff at each LSS/PA, 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 the MSDE sent on March 16, 2023. The email included each item in the toolkit (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: We want to hear from you.</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 Start Now button on the banner, they will be directed to the www.mdparentsurvey.com site where they can complete the survey.</p> <p>Key Message: Your Opinion Matters! Let Us Hear From You!</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: Complete the Maryland Special Education Parent Involvement Survey.</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>Strategies for teachers included in email:</p> <ul style="list-style-type: none"> • Print and distribute or email flyers to parents.

TOOLKIT ITEM	BRIEF DESCRIPTION	RECOMMENDATIONS
	<p>Key Message: Help Spread the Word!</p>	<ul style="list-style-type: none"> • Offer parents the computer lab for completing the online survey. • Remind parents to complete the survey at meetings.
<p>School Administrator Email</p>	<p>Text for an email to administrators about the survey, its timing, promotion strategies, and where to get more information.</p> <p>Key Message: Help Spread the Word!</p>	<ul style="list-style-type: none"> • Strategies for administrators included in email: • 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.
<p>Social Media Reminders</p>	<p>Suggestions for posting reminders on Facebook, Twitter, etc.</p> <p>Key Message: Your Opinion Matters! We want to hear from you!</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 education services in MD, please take this survey. • If your child receives special education 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: Ways you can help</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 10 to May 19, 2023. An email was sent to counties with lower response rates on April 26, 2023, to increase the overall response rate. The survey was extended until June 2, 2023.

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.

Each jurisdiction facilitated a list of addresses of parents/guardians of preschool and school age students to the MSDE, and the MSDE shared the lists with ICF. A total of 106,750 surveys were mailed – 8,832 to parents/guardians of preschool children, and 97,918 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 online. Their responses were also cleaned, and their comments were added into the open-ended comments database.

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. As of the 2017 administration of these two surveys, 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 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).

Preschool Survey

Data received from the MSDE indicated that in 2022, there were over 8,000 preschool children receiving services in the State.² Based on the data received from each jurisdiction, a total of 8,832 surveys were sent out to parents of students receiving services in state. Of the 8,832 surveys mailed to parents, 4 percent 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:

- Dorchester County (11%)
- St. Mary's County (10%)
- Charles County (8%)
- Baltimore City (6%)
- Cecil County (6%)
- Allegany County (5%)
- Somerset County (5%)

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

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

Exhibit 2.1 summarizes the Survey completion data. Overall, 1,533 completed Surveys were received, which amounts to an adjusted response rate of 18%, which is a 3-percentage point decrease from last year. The jurisdictions with the highest adjusted response rates (above 40%) were:

- Garrett County (132%)³
- MD School for the Blind (100%)
- Caroline County (75%)
- Carroll County (54%)
- St. Mary's County (42%)

Parents had the option of completing the Survey online or on paper, and in Spanish or English. Statewide, 1,432 Surveys were completed in English (93%) and 101 were completed in Spanish (7%). In 13 of the 26 jurisdictions, there were no Surveys completed in Spanish.

² Source: 2022 Maryland Early Intervention and Special Education Services Census Data and Related Tables report

³ We believe that families from the Garrett County may have completed the survey both online and on paper in some cases, which would account for the over 100% response rate with the large amount of undeliverables is taken into account.

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	8,832	1,533	447	985	42	59	4%	18%
Allegany	75	20	10	10	-	-	5%	28%
Anne Arundel	950	164	53	105	-	6	2%	18%
Baltimore City	719	28	14	11	3	-	6%	4%
Baltimore County	664	128	44	78	4	2	2%	20%
Calvert	366	47	28	19	-	-	2%	13%
Caroline	20	15	3	12	-	-	0%	75%
Carroll	123	66	9	56	1	-	1%	54%
Cecil	197	30	11	18	1	-	6%	16%
Charles	279	22	12	8	2	-	8%	9%
Dorchester	19	5	2	3	-	-	11%	29%
Frederick	292	43	22	19	1	1	2%	15%
Garrett	26	33	25	8	-	-	4%	132%
Harford	399	94	66	27	1	-	1%	24%
Howard	1,031	51	-	50	-	1	4%	5%
Kent	13	5	-	5	-	-	0%	38%
Montgomery	1,776	323	76	208	15	24	4%	19%
Prince George's	1,276	262	42	195	8	17	3%	21%
Queen Anne's	60	19	3	16	-	-	0%	32%
St. Mary's	67	25	2	23	-	-	10%	42%
Somerset	39	6	-	6	-	-	5%	16%
Talbot	46	12	1	11	-	-	2%	27%
Washington	201	25	8	16	-	1	4%	13%
Wicomico	55	13	1	12	-	-	0%	24%
Worcester	79	26	7	19	-	-	4%	34%

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)		
MD School for the Blind	11	11	3	8	-	-	0%	100%
MD Schools for the Deaf ⁴	49	11	2	6	2	1	2%	23%
Unknown*	-	49	3	36	4	6	-	-

Note: ⁴Results 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.

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 were self-reported by survey respondents. The population demographic data included in Section 2.1.1 and 2.1.2 were obtained from the 2022 Maryland Early Intervention and Special Education Services Census Data and Related Tables report.⁴

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 the 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. Up 10 percent from last year, of the respondents who answered this question, 80 percent (n=1,186) indicated that their children had been referred between the ages of two and four.

Age, Race/Ethnicity

Exhibit 2.2 summarizes the age of the children of respondents. Parents were asked about the age of their child as of September 30, 2022. A majority (93%) of respondents stated that their child was between 3 and 5 years of age. The parents or guardians of children 5 years of age are underrepresented in the sample (14%).

The two racial groups that account for the largest percentage of the respondent population are parents of White (39%) and Black (30%) children. Parents of Black children are underrepresented in the survey (7%) when compared to the State population. In addition, parents of White children are overrepresented by 7 percent, while parents of multiracial students are overrepresented by 5 percent in the survey when compared to the State population.

⁴ Data received from the MSDE; final report yet to be published.

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

	Population from 2022 Maryland Special Education Census Data (N=9,416)		Respondents (N=1,438)		Over (Under) Representation
	N	%	N	%	
Age					
3 Years	3,389	36%	560	37%	(1%)
4 Years	4,802	51%	655	43%	(8%)
5 Years ⁵	1,247	13%	216	14%	1%
6 Years	-	-	22	-	-
Unknown	-	-	80	5%	-
Race/					
White	3,000	32%	559	39%	7%
Black	3,523	37%	425	30%	(7%)
Hispanic or Latino	1,777	19%	297	21%	2%
Asian, Native Hawaiian, or other Pacific Islander	641	7%	112	8%	2%
American Indian/Alaskan Native	36	<1%	9	<1%	-
Multi-racial	439	5%	0	0%	5%
Unknown	-	-	36	3%	-

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

PRIMARY EXCEPTIONALITY/DISABILITY

According to Statewide estimates, the most common exceptionality or disability evident in the Maryland preschool population is developmental delay which represents 61 percent of the population. Although this group did make up one of the largest portions of the sample, compared to the Statewide estimate this group was underrepresented among the respondents by 32 percent, and represented 29 percent of the sample. The second most common exceptionality or disability Statewide is speech or language impairment, and sample estimates were overrepresented compared to the actual population (23% of the population,

⁵ Beginning with the October 1, 2020 data, the method for grouping by age has changed, per OSEP policy. Those age five years old and in preschool are separated out from those who are five years old and in kindergarten. This allows us to better show the differences in this age group.

33% of the sample). Students with Autism represent 13 percent of the population but represented 23 percent of the sample; parents of children with Autism were overrepresented by 10 percent in this year's survey, similar to last year. Students with Multiple Disabilities were overrepresented in the sample by 5%, as they constituted 6% of the respondents.

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

	Statewide Estimate of Active/Eligible Population (2022) (N=9,416)		Respondents (N=1,438)		Over (Under) Representation
	N	%	N	%	
Autism	1,208	13%	358	23%	10%
Deaf-Blindness	0	-	1	<1%	<1%
Deafness	33	<1%	8	1%	<1%
Developmental Delay	5,774	61%	448	29%	(32%)
Emotional Disability	0	<1%	9	1%	<1%
Hearing Impairment	41	<1%	9	1%	<1%
Intellectual Disability	1	<1%	10	1%	<1%
Orthopedic impairment	6	<1%	1	<1%	-
Other Health Impairment	98	1%	20	1%	-
Specific Learning Disability	1	<1%	11	1%	<1%
Speech or Language Impairment	2,177	23%	506	33%	10%
Traumatic Brain Injury	12	<1%	1	<1%	-
Visual Impairment including Blindness	12	<1%	1	<1%	-
Multiple Disabilities	53	1%	85	6%	5%
Unknown	-	-	65	4%	-

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

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 the Appendix.

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 78 percent of respondents, including 23 items for which at least 92 percent 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%, 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. There were 20 items where at least 80 percent of respondents agreed. The statements with the highest percentage of agreement were Question 12 (97%) "People from preschool special education, including teachers and other service providers respect my culture.", Question 4 (96%) "Written information I receive is in words I understand," and Question 1 (95%) "I am part of the IEP decision-making process." 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 relate to outside services, organizations, or individuals. The statement with the lowest percentage of agreement was (57%) 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.	98%	84%	95%
Q2 My recommendations are included in the IEP.	98%	82%	93%
Q3 My child's IEP goals are written in a way that I can work on them at home during daily routines.	98%	79%	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.	98%	74%	81%
Q6 My child receives his/her preschool special education services with children without disabilities to the maximum extent possible.	94%	77%	87%

Survey Questions	% Answering this Statement	Average Response to this Statement	% Agreeing with this Statement
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).	95%	67%	75%
Q9 People from preschool special education, including teachers and other service providers are available to speak with me.	98%	83%	94%
Q10 People from preschool special education, including teachers and other service providers treat me as an equal team member.	98%	82%	94%
Q11 People from preschool special education, including teachers and other service providers encourage me to participate in the decision-making process.	97%	80%	91%
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%	81%	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%	81%	92%
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%	76%	86%
Q16 People from preschool special education, including teachers and other service providers give me options concerning my child's services and supports.	96%	74%	82%
Q17 People from preschool special education, including teachers and other service providers provide me with strategies to deal with my child's behavior.	95%	72%	83%
Q18 People from preschool special education, including teachers and other service providers give me enough information to know if my child is making progress.	97%	76%	86%
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%	74%	83%
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).	94%	66%	73%
Q21 People from preschool special education, including teachers and other service providers offer me information regarding parent training.	94%	66%	73%
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).	97%	77%	88%
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%	72%	83%

Survey Questions	% Answering this Statement	Average Response to this Statement	% Agreeing with this Statement
Q24 People from preschool special education, including teachers and other service providers connect me with other families for mutual support.	92%	58%	57%

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

OSEP INDICATOR 8 PRESCHOOL ESTIMATES

As of 2016-17, the MSDE began 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. The MSDE chose a cut-off point of 60 percent 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 percent was calculated for each LSS and for the entire state.

For the 2022-23 school year, 80 percent 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 2022-23 school year is 80 percent.** This means that on average 80 percent of parents, Statewide, agree that their child's school facilitated parent involvement. The 95 percent confidence interval for this Indicator is from 78 to 82 percent.

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, or very strongly, 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 increasing parents agreement with statements that parents agreed to less frequently, 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 offer me information regarding parent training. (Q21)
- 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). (Q20)
- 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)

On average in 2022-23 the State score increased slightly on Indicator 8 from the last school year to the current school year. In 2021-22 the value was 78 percent (CI 76% to 80%). Due to the change in methodology used to calculate Indicator 8, data can only be compared to estimates of the Indicator 8 calculated after 2016-17.

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

Exhibit 2.5: 2022-23 Estimates for Part B Indicator 8 – Preschool Survey*

Jurisdiction	Estimate of Indicator 8	Number of Valid Responses	Std. Error	Lower CI	Upper CI
Statewide	80%	1,533*	.020	78%	82%
Allegany	85%	20	.177	67%	100%
Anne Arundel	70%	164	.070	63%	77%
Baltimore City	68%	28	.176	50%	85%
Baltimore County	68%	128	.081	60%	76%
Calvert	87%	47	.103	77%	98%
Caroline	87%	15	.205	66%	100%
Carroll	80%	66	.099	70%	90%
Cecil	83%	30	.144	69%	98%
Charles	73%	22	.192	53%	92%
Dorchester	-	5	-	-	-
Frederick	88%	43	.106	78%	99%
Garrett	67%	33	.163	50%	83%
Harford	83%	94	.078	75%	91%
Howard	88%	51	.096	79%	98%
Kent	-	5	-	-	-
Montgomery	80%	323	.044	75%	84%
Prince George's	84%	262	.045	80%	89%
Queen Anne's	74%	19	.206	53%	94%
Saint Mary's	68%	25	.186	49%	87%
Somerset	-	6	-	-	-
Talbot	92%	12	.218	70%	100%
Washington	84%	25	.158	68%	100%
Wicomico	100%	13	.171	83%	100%
Worcester	92%	26	.129	79%	100%
MD School for the Blind	91%	11	.234	68%	100%
MD Schools for the Deaf†	100%	11	.197	80%	100%

Note: *Results are aggregated for the Frederick and Columbia campuses.

†Of the respondents with valid data for this calculation, 50 did not report the LSS or PA with which they are affiliated.

School-Age Survey

Data received from the MSDE indicated that in 2022, there were more than 97,000 children between the ages of 6 and 21 receiving special education services in the state.⁶ Of the 97,918 surveys mailed to parents, 3 percent were returned as undeliverable. The jurisdictions with the highest rate of undeliverable surveys (more than 4%) were:

- Adult Correctional Facility (26%)
- Dorchester County (8%)
- Juvenile Service Education (7%)
- St. Mary's County (7%)
- Baltimore City (5%)

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

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

The adjusted response rate this year was 9 percent, which is the same as last year's survey. The jurisdictions with the highest adjusted response rates (at or above 20%) were:

- The SEED School (80%)
- Juvenile Service Education (55%)
- St. Mary's County (25%)
- MD School for the Blind (22%)

The jurisdictions with the highest percentage of surveys completed in Spanish are the Adult Correction Facility (33%) followed by The SEED School (22%), Juvenile Service Education (22%), and Prince George's County (13%). No other county had more than 10 percent of the surveys completed in Spanish, and in 4 jurisdictions there were no surveys completed in Spanish.

Unlike in the previous two years, this year there were more surveys submitted on paper versus online. Of the 8,564 surveys received, 95 percent were completed on paper and 5 percent were submitted online. Exhibit 3.1 summarizes the survey completion data.

⁶ Source :2022 Maryland Early Intervention and Special Education Services Census Data and Related Tables report.

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	97,918	8,564	3,711	4,434	284	135	3%	9%
Allegany	1,041	95	53	42	-	-	4%	10%
Anne Arundel	8,987	1,010	404	576	16	14	2%	11%
Baltimore City	11,240	255	186	58	9	2	5%	2%
Baltimore County	9,550	1,191	367	799	16	9	3%	13%
Calvert	1,352	111	55	56	-	-	3%	8%
Caroline	476	82	21	58	-	3	1%	17%
Carroll	2,884	283	146	134	3	-	1%	10%
Cecil	2,279	100	73	26	1	-	4%	5%
Charles	2,819	162	93	67	2	-	3%	6%
Dorchester	358	50	18	30	2	-	8%	15%
Frederick	4,960	365	214	140	9	2	2%	8%
Garrett	296	35	17	18	-	-	1%	12%
Harford	5,130	394	219	168	5	2	2%	8%
Howard	5,926	539	279	251	6	3	4%	10%
Kent	251	27	12	15	-	-	4%	11%
Montgomery	18,928	1,860	750	948	95	67	2%	10%
Prince George's	12,728	483	320	101	58	4	3%	4%
Queen Anne's	760	135	40	88	1	6	3%	18%
St. Mary's	1,944	450	108	341	1	-	7%	25%
Somerset	367	36	6	29	-	1	3%	10%
Talbot	494	73	18	53	2	-	1%	15%
Washington	2,395	132	86	44	1	1	4%	6%
Wicomico	1,359	226	65	157	4	-	2%	17%
Worcester	669	91	39	51	1	-	1%	14%

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)		
Juvenile Service Education	100	51	12	28	7	4	7%	55%
Adult Correctional Facility	47	3	-	2	-	1	26%	9%
SEED School	51	41	26	6	7	2	0%	80%
MD School for the Blind	195	42	16	24	1	1	2%	22%
MD Schools for the Deaf [†]	332	42	22	17	3	-	1%	13%
Unknown*		200	46	107	34	13	-	-

Note: [†] 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.

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS' CHILDREN

All grade levels (Kindergarten – Grade 12) were well represented in 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 51 percent 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 2022 Maryland Early Intervention and Special Education Services Census Data and Related Tables report.⁷

Four percent of respondents (N=382) 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 87 percent of respondents (N=7,470) indicated that their child attended a public school during the 2022-23 school year. Nine percent of respondents did not answer this question.

Age, Race/Ethnicity

Exhibit 3.2 summarizes the age characteristics of the children of respondents. Respondents were asked about the age of their child as of September 30, 2022. 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 (47%) or Black (23%), which is similar to last year's sample. Parents of Black children were underrepresented by 16 percent and parents of White children were overrepresented by 13 percent. Hispanic or Latino children were underrepresented by 5 percentage points.

⁷ Data received from the MSDE, final report yet to be published.

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

	Population from 2022 Maryland Special Education Census Data (N=103,954)		Respondents (N=8,564)		Over (Under) Representation
	N	%	N	%	
Age					
Less than 6 Years ⁸	4,651	4%	522	6%	2%
6 Years	6,849	7%	717	8%	1%
7 Years	7,412	7%	750	9%	2%
8 Years	7,639	7%	747	9%	2%
9 Years	8,082	8%	720	8%	-
10 Years	8,496	8%	734	9%	1%
11 Years	8,555	8%	676	8%	-
12 Years	8,315	8%	591	7%	(1%)
13 Years	8,307	8%	559	7%	(1%)
14 Years	8,331	8%	518	6%	(2%)
15 Years	8,007	8%	538	6%	(2%)
16 Years	7,655	7%	460	5%	(2%)
17 Years	6,840	7%	437	5%	(2%)
18 Years	2,740	3%	177	2%	(1%)
19 Years	1,096	1%	107	1%	-
20 Years	853	1%	72	1%	-
21 Years	117	<1%	21	<1%	-
Unknown	-	-	218	3%	-

⁸ Beginning with the October 1, 2020 data, the method for grouping by age has changed, per OSEP policy. Those age five years old and in preschool are separated out from those who are five years old and in kindergarten. This allows us to better show the differences in this age group.

	Population from 2022 Maryland Special Education Census Data (N=103,954)		Respondents (N=8,564)		Over (Under) Representation
	N	%	N	%	
Race/Ethnicity					
White	34,539	33%	3,990	47%	13%
Black or African American	40,671	39%	1,927	23%	(16%)
Hispanic or Latino	19,374	19%	1,235	14%	(5%)
Asian, Native Hawaiian, or other Pacific Islander	3,815	4%	473	6%	2%
American Indian/Alaskan Native	266	<1%	29	<1%	-
Multi-racial	5,289	5%	654	8%	3%
Unknown			256	3%	-

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

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. Parents of children with Other Health Impairment and Specific Learning Disability were each underrepresented in the survey by 11 and 9 percent, respectively. Overrepresented in this year's Survey were parents of children with Autism by 9 percent and Multiple Disabilities by 4 percent.

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

	Statewide Estimate of Active/Eligible Population (2022) (N=103,954)		Respondents (N=8,564)		Over (Under) Representation
	N	%	N	%	
Autism	14,845	14%	1,954	23%	9%
Deaf-Blindness	8	<1%	10	<1%	-
Deafness	313	<1%	44	1%	<1%
Developmental Delay	6,556	6%	500	6%	0%

	Statewide Estimate of Active/Eligible Population (2022) (N=103,954)		Respondents (N=8,564)		Over (Under) Representation
	N	%	N	%	
Emotional Disability	4,717	5%	347	4%	(1%)
Hearing Impairment	402	<1%	51	1%	<1%
Intellectual Disability	5,891	6%	439	5%	-
Orthopedic impairment	88	<1%	15	<1%	-
Other Health Impairment	19,299	19%	702	8%	(11%)
Specific Learning Disability	29,905	29%	1,709	20%	(9%)
Speech or Language Impairment	13,602	13%	1,144	13%	-
Traumatic Brain Injury	184	<1%	47	1%	<1%
Visual Impairment including Blindness	254	<1%	45	1%	<1%
Multiple Disabilities	7,890	8%	1,040	12%	4%
Unknown			517	6%	

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

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 (Appendix).

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 90 percent 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 21 items for which at least 70 percent of parents agreed with the statement. The statements for which the highest percentage of agreement (92%) were those related to the way the school and/or teachers communicate with parents on Question 10 “*Written information I receive is written in words I understand.*”

Parents were least likely to agree with statements about how well the school connects parents to other organizations or agencies to support them, providing parents with information on agencies that can assist with transition from school, 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 (59%) 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 this 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%	74%	85%
Q2 I have been asked for my opinion about how well special education services are meeting my child's needs.	99%	68%	76%
Q3 At the IEP meeting, we discussed how my child would participate in statewide assessments.	96%	68%	78%
Q4 My child's school consistently implements all accommodations and modifications documented on my child's IEP.	98%	69%	78%
Q5 All of my concerns and recommendations were documented on the IEP.	98%	73%	85%
Q6 My child is educated in regular classes (general education) with supports, to the maximum extent appropriate.	96%	72%	81%
Q7 I was given information about organizations that offer support for parents of students with disabilities.	96%	61%	66%
Q8 I am comfortable asking questions and expressing concerns to school staff.	99%	78%	89%
Q9 I was given all pertinent reports and evaluations related to my child prior to the IEP team meeting.	98%	76%	88%
Q10 Written information I receive is written in words I understand.	99%	79%	92%
Q11 I was given information about the curriculum and materials used with my child.	98%	66%	73%
Q12 The transition outcomes developed for my child are appropriate to meet his/her needs.	95%	70%	81%
Q13 Teachers and administrators seek out parent input.	99%	68%	77%
Q14 Teachers and administrators show sensitivity to the needs of students with disabilities and their families.	98%	71%	82%
Q15 Teachers and administrators expect parents to participate in decision making.	98%	72%	83%
Q16 Teachers and administrators set a climate for acceptance of diversity.	96%	72%	86%
Q17 Teachers and administrators answer any questions I have about Procedural Safeguards.	93%	72%	87%
Q18 Teachers and administrators value my ideas and input.	98%	72%	84%
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.).	96%	72%	84%
Q20 The school and/or school system has a person on staff who is available to answer parents' questions.	98%	73%	87%

Survey Questions	% Answering this Statement	Average Response to this Statement	% Agreeing with this Statement
Q21 The school and/or school system gives me enough information to know whether or not my child is making adequate progress.	99%	69%	79%
Q22 The school and/or school system offers me training about special education issues.	94%	57%	59%
Q23 The school and/or school system provides information on agencies that can assist my child in the transition from school.	90%	60%	65%
Q24 The school and/or school system explains what options I have if I disagree with a decision of the school.	94%	62%	70%

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

OSEP Indicator 8 School-Age Estimates

In the 2016-17 school year, the MSDE began 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. The 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 percent was calculated for each LSS and for the entire State.

For the 2022-23 school year, 68 percent 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 2022-23 school year is 68%.** This means that 68 percent of parents, Statewide, agree that their child's school facilitated parent involvement. The 95 percent confidence interval for this Indicator is from 67 to 69 percent.

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 59 percent or below. This means that on average parents are by and large agreeing strongly, or very strongly, 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 increasing parents agreement with statements that parents agreed to less frequently, 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 can only be compared to estimates of the Indicator 8 calculated after 2016-17. Last year the Parent Involvement Score for the

school-age survey using this methodology was 69 percent (CI 68% to 70%). This year the average exhibited a one-percentage point decrease to 68%.

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 percent confidence limits of that estimate. Estimates are not reported where there 10 or fewer respondents.

Exhibit 3.5: 2022-23 Estimates for OSEP Indicator 8 – School-Age Survey*

Jurisdiction	Estimate of Indicator 8	Number of Valid Responses	Std. Error	Lower CI	Upper CI
Statewide	68%	8,564*	.010	67%	69%
Allegany	81%	95	.081	73%	89%
Anne Arundel	65%	1,010	.029	62%	68%
Baltimore City	62%	255	.060	56%	68%
Baltimore County	60%	1,191	.028	57%	62%
Calvert	69%	111	.086	61%	78%
Caroline	82%	82	.086	73%	90%
Carroll	74%	283	.051	69%	79%
Cecil	69%	100	.091	60%	78%
Charles	54%	162	.077	46%	61%
Dorchester	76%	50	.121	64%	88%
Frederick	78%	365	.042	74%	83%
Garrett	89%	35	.119	77%	100%
Harford	71%	394	.045	67%	76%
Howard	70%	539	.039	66%	74%
Kent	78%	27	.165	61%	94%
Montgomery	67%	1,860	.021	65%	69%
Prince George's	61%	483	.043	57%	66%
Queen Anne's	75%	135	.074	67%	82%
Saint Mary's	72%	450	.041	68%	76%
Somerset	75%	36	.146	60%	90%
Talbot	81%	73	.093	72%	90%
Washington	74%	132	.075	67%	82%
Wicomico	82%	226	.051	77%	87%
Worcester	90%	91	.065	84%	97%

Jurisdiction	Estimate of Indicator 8	Number of Valid Responses	Std. Error	Lower CI	Upper CI
Juvenile Services Education	67%	51	.130	54%	80%
Adult Correctional Facility	-	3	-	-	-
SEED School	71%	41	.142	57%	85%
MD School for the Blind	81%	42	.124	69%	93%
MD Schools for the Deaf [†]	64%	42	.146	50%	79%

Note:[†] Results are aggregated for the Frederick and Columbia campuses.

*Of the respondents with valid data for this calculation, 255 did not report the LSS or PA with which they are affiliated.

Conclusion

For the 2022-23 MSDE Parent Survey, the parents of 1,533 Preschool and 8,564 School-Age students across the State of Maryland responded. Exhibit 4.1 shows the response rate was 18% for Preschool and 9% for School-Aged, which is a 3-percentage point decrease for Preschool and the same response rate for School Age, compared to the previous year. The demographic categories of survey respondents were generally similar to those in the State Census, except for a few age discrepancies in Preschool respondents and some variations in exceptionalities/disabilities distributions. Race/ethnicity distribution were similar overall when compared to previous years.

Exhibit 4.1: Response rates comparison (2022 vs. 2023)

	2021-22	2022-23	Over (Under)
Preschool	21%	18%	(3%)
School Age	9%	9%	-

Again, this year the MSDE used the Percent of Maximum approach for calculating Indicator 8. Survey responses were converted to percentages, and then averaged. The 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 2022-23 school year is 80%. This means that on average 80% of parents, Statewide, agree that their child’s school facilitated parent involvement. The 95% CI for this Indicator is from 78% to 82%. The value of OSEP Indicator 8 for parents of school-age students during the 2022-23 school year is 68%. This means that on average 69% of parents, Statewide, agree that their child’s school facilitated parent involvement. The 95% CI for this Indicator is from 67% to 69%. Because of a change to the methodology used to calculate Indicator 8 implemented in 2016-17, this year’s data can be compared to estimates of Indicator 8 reported in the previous five years. Exhibit 4.2 shows this year’s results are a two-percentage point increase from last year for Preschool (78%). There was a one-percentage point decrease for School Age this year, when compared to last year (69%).

Exhibit 4.2: Value of OSEP Indicator 8 comparison (2022 vs. 2023)

	2021-22	2022-23	Over (Under)
Preschool	78%	80%	2%
School Age	69%	68%	(1%)

Similar to previous years, parents responding to both surveys provided low responses to issues of training or support. In addition, parents of students in preschool responded less favorably to receiving information about community services and support. Parents of school-age students responded less favorably to the school providing them information on agencies that can assist their child in transition from school, providing information about organizations that support parents of students with disabilities, and explaining what options parents have if they disagree with the decision made by a school.