



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

2021-22 Final

July 11, 2022

Submitted to:

Maryland State Department of Education
Division of Early Intervention and Special
Education Services

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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 2021-22 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 2021-22 school year and were between the ages of three and five as of September 30, 2021.
- **A School-Age Survey** – completed by the parents/guardians of children who received special education services in kindergarten or above during the 2021-22 school year and were at least six years of age as of September 30, 2021.

As in prior years, the 2021-22 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

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
- 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 the MSDE.

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 15, 2022. 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
<p>Flyers</p>	<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). 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.
<p>Web Banner</p>	<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.
<p>Newsletters/ Communications</p>	<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.
<p>Special Education Teacher Email</p>	<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.
<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: <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 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: <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 March 21 to May 27, 2022. Schools were largely operating in person throughout the 2021-22 school year. An email was sent to counties with lower response rates on May 19, 2022, to increase the overall response rate. The survey was extended until June 3, 2022.

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 107,152 surveys were mailed – 7,289 to parents/guardians of preschool children, and 99,863 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.

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. 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)*.

2. Preschool Survey

Data received from the MSDE indicated that in 2021, there were over 7,000 preschool children receiving services in the State². Based on the data received from each jurisdiction, a total of 7,289 surveys were sent out to parents of students receiving services in state. Of the 7,289 surveys mailed to parents, 3 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 (23%)
- Somerset County (8%)
- Howard County (5%)
- Queen Anne’s County (5%)
- St. Mary’s County (5%)
- Baltimore City (4%)
- Baltimore County (4%)
- Talbot County (4%)
- Washington County (4%)
- Worcester County (4%)
- MD School for the Deaf (4%)

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, 1,513 completed Surveys were received, which amounts to an adjusted response rate of 21%, which is a 5-percentage point decrease from last year. The jurisdictions with the highest adjusted response rates (above 40%) were:

- MD School for the Blind (92%)
- Carroll County (77%)
- Caroline County (64%)
- MD School for the Deaf (62%)
- Garrett County (52%)
- Talbot County (45%)
- Worcester County (41%)

Parents had the option of completing the Survey online or on paper, and in Spanish or English. Statewide, 1,448 Surveys were completed in English (96%) and 65 were completed in Spanish (4%). In 15 of the 26 jurisdictions, there were no Surveys completed in Spanish.

²Source: 2021 Maryland Early Intervention and Special Education Services Census Data and Related Tables report

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	7,289	1,513	398	1,050	39	26	3%	21%
Allegany	100	17	9	8	-	-	3%	18%
Anne Arundel	817	206	47	152	3	4	1%	25%
Baltimore City	492	37	14	19	3	1	4%	8%
Baltimore County	867	213	44	164	1	4	4%	25%
Calvert	320	57	16	41	-	-	3%	18%
Caroline	22	14	2	12	-	-	-	64%
Carroll	97	74	11	63	-	-	1%	77%
Cecil	141	16	7	7	-	2	2%	12%
Charles	236	17	10	6	1	-	1%	7%
Dorchester	22	3	2	1	-	-	23%	18%
Frederick	372	53	24	27	1	1	3%	15%
Garrett	31	16	2	14	-	-	-	52%
Harford	379	52	21	31	-	-	1%	14%
Howard	546	87	38	49	-	-	5%	17%
Kent	17	4	3	1	-	-	-	24%
Montgomery	1,370	307	65	221	13	8	3%	23%
Prince George's	907	112	40	55	14	3	2%	13%
Queen Anne's	81	21	2	19	-	-	5%	27%
St. Mary's	61	18	4	14	-	-	5%	31%
Somerset	37	4	2	2	-	-	8%	12%
Talbot	49	21	5	14	1	1	4%	45%
Washington	141	34	7	26	1	-	4%	25%
Wicomico	40	6	-	6	-	-	-	15%
Worcester	77	30	5	25	-	-	4%	41%
MD School for the Blind	12	11	-	11	-	-	-	92%
MD Schools for the Deaf ¹	55	33	7	25	-	1	4%	62%
Unknown*	-	50	11	37	1	1	-	-

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 were self-reported by survey respondents. The population demographic data included in Section 2.1.1 and 2.1.2 were obtained from the 2021 Maryland Early Intervention and Special Education Services Census Data and Related Tables report.³

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. Similar to last year, of the respondents who answered this question, 70 percent (n=1,063) 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 age of the children of respondents. Parents were asked about the age of their child as of September 30, 2021. A majority (91%) 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 overrepresented in the sample (6%), while parents or guardians of children 4 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 (40%) and Black (24%) children. Parents of Black children are underrepresented in the survey (10%) when compared to the State population. In addition, parents of White children are overrepresented by 4 percent, while parents of multiracial students are overrepresented by 3 percent in the survey when compared to the State population.

³ 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 2021 Maryland Special Education Census Data (N=7,787)		Respondents (N=1,513)		Over (Under) Representation
	N	%	N	%	
Age					
3 Years	2,334	30%	446	29%	(1%)
4 Years	4,206	54%	600	40%	(14%)
5 Years⁴	1,247	16%	336	22%	6%
6 Years	-	-	0	-	-
Unknown	-	-	131	9%	-
Race/Ethnicity					
White	2,766	36%	609	40%	4%
Black	2,686	34%	361	24%	(10%)
Hispanic or Latino	1,423	18%	241	16%	(2%)
Asian, Native Hawaiian, or other Pacific Islander	512	7%	140	9%	2%
American Indian/Alaskan Native	21	<1%	3	<1%	-
Multi-racial	378	5%	117	8%	3%
Unknown	-	-	42	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 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 34 percent, and represented 27 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 (25% of the population, 31% of the sample). Students with Autism represent 10 percent of the population but represented 23 percent of the sample; parents of children with Autism were overrepresented by 13 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.

⁴ 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.

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

	Statewide Estimate of Active/Eligible Population (2021) (N=7,787)		Respondents (N=1,513)		Over (Under) Representation
	N	%	N	%	
Autism	786	10%	353	23%	13%
Deaf-Blindness	1	<1%	1	<1%	-
Deafness	41	1%	20	1%	-
Developmental Delay	4,759	61%	409	27%	(34%)
Emotional Disability	0	<1%	17	1%	<1%
Hearing Impairment	36	0%	17	1%	1%
Intellectual Disability	5	<1%	10	1%	<1%
Orthopedic impairment	3	<1%	4	<1%	-
Other Health Impairment	107	1%	23	2%	1%
Specific Learning Disability	2	<1%	22	1%	<1%
Speech or Language Impairment	1,968	25%	468	31%	6%
Traumatic Brain Injury	8	<1%	3	<1%	-
Visual Impairment including Blindness	19	<1%	9	<1%	-
Multiple Disabilities	52	1%	90	6%	5%
Unknown	-	-	67	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 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 90 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 (95%) *“Written information I receive is in words I understand,”* Question 1 (94%) *“I am part of the IEP decision-making process,”* and Question 9 (93%) *“People from preschool special education, including teachers and other service providers are available to speak with me.”* 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 (55%) 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%	83%	94%
Q2 My recommendations are included in the IEP.	98%	81%	92%
Q3 My child's IEP goals are written in a way that I can work on them at home during daily routines.	99%	78%	91%
Q4 Written information I receive is in words I understand.	100%	83%	95%
Q5 I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	98%	73%	80%
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%	71%	83%
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%	67%	72%
Q9 People from preschool special education, including teachers and other service providers are available to speak with me.	98%	82%	93%
Q10 People from preschool special education, including teachers and other service providers treat me as an equal team member.	98%	80%	91%
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.	95%	83%	97%
Q13 People from preschool special education, including teachers and other service providers value my ideas.	97%	80%	92%
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%	79%	91%
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%	84%
Q16 People from preschool special education, including teachers and other service providers give me options concerning my child's services and supports.	96%	73%	83%
Q17 People from preschool special education, including teachers and other service providers provide me with strategies to deal with my child's behavior.	93%	72%	81%
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%	75%	85%
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%	84%
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%	66%	70%
Q21 People from preschool special education, including teachers and other service providers offer me information regarding parent training.	92%	64%	68%
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%	77%	87%
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.	91%	71%	81%
Q24 People from preschool special education, including teachers and other service providers connect me with other families for mutual support.	91%	57%	55%

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

2.3 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 2021-22 school year, 78 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 2021-22 school year is 78 percent.** This means that on average 78 percent of parents, Statewide, agree that their child's school facilitated parent involvement. The 95 percent confidence interval for this Indicator is from 76 to 80 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 getting parents to agree 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 2021-22 the State dropped slightly on Indicator 8 from the last school year into the current school year. In 2020-21 the value was 82 percent (CI 80% to 84%). 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. This year's value of OSEP Indicator 8 is four percentage points lower than the last three years (78 vs. 82 percent).

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: 2021-22 Estimates for Part B Indicator 8 – Preschool Survey*

Jurisdiction	Estimate of Indicator 8	Number of Valid Responses	Std. Error	Lower CI	Upper CI
Statewide	78%	1,513*	.021	76%	80%
Allegany	88%	17	.185	70%	100%
Anne Arundel	78%	206	.057	72%	83%
Baltimore City	78%	37	.138	65%	92%
Baltimore County	69%	213	.062	63%	75%
Calvert	77%	57	.112	66%	88%
Caroline	79%	14	.234	55%	100%
Carroll	78%	74	.096	69%	88%
Cecil	88%	16	.194	68%	100%
Charles	47%	17	.237	23%	71%
Dorchester	-	3	-	-	-
Frederick	75%	53	.118	64%	87%
Garrett	88%	16	.194	68%	100%
Harford	65%	52	.130	52%	78%
Howard	91%	87	.065	84%	97%
Kent	-	4	-	-	-
Montgomery	80%	307	.045	76%	85%
Prince George's	84%	112	.070	77%	91%
Queen Anne's	76%	21	.191	57%	95%
Saint Mary's	78%	18	.205	57%	98%
Somerset	-	4	-	-	-
Talbot	86%	21	.170	69%	100%
Washington	82%	34	.136	69%	96%
Wicomico	-	6	-	-	-
Worcester	93%	30	.114	82%	100%
MD School for the Blind	91%	11	.234	68%	100%
MD Schools for the Deaf†	73%	33	.156	57%	88%

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.

3. School-Age Survey

Data received from the MSDE indicated that in 2021, there were more than 99,000 children between the ages of 6 and 21 receiving special education services in the state.⁵ Of the 99,863 surveys mailed to parents, 3 percent were returned as undeliverable. The jurisdictions with the highest rate of undeliverable surveys (more than 5%) were:

- The SEED School (15%)
- Dorchester County (10%)
- St. Mary's County (7%)
- Somerset County (6%)

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 9 percent, which is 2 percentage point lower than last year's survey. The jurisdictions with the highest adjusted response rates (at or above 20%) were:

- The SEED School (106%)⁶
- Juvenile Service Education (54%)
- MD School for the Blind (39%)
- MD School for the Deaf (23%)

The jurisdictions with the highest percentage of surveys completed in Spanish are the Juvenile Service Education (18%) followed by Dorchester County (13%), The SEED School (12%), and Prince George's County (10%). No other county had more than 10 percent of the surveys completed in Spanish, and in 6 jurisdictions there were no surveys completed in Spanish.

Like last year, there were more online surveys than paper surveys. Of the 9,100 surveys received, 41 percent were completed on paper and 59 percent were submitted online. Exhibit 3.1 summarizes the survey completion data.

⁵ Source :2021 Maryland Early Intervention and Special Education Services Census Data and Related Tables report.

⁶ We believe that families from the SEED School 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 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	99,863	9,100	3,496	5,286	230	88	3%	9%
Allegany	1,073	93	59	34	-	-	2%	9%
Anne Arundel	8,227	1,069	364	676	18	11	2%	13%
Baltimore City	10,668	330	216	108	6	-	5%	3%
Baltimore County	13,511	1,307	374	907	13	13	3%	10%
Calvert	1,409	210	54	155	1	-	2%	15%
Caroline	501	55	14	41	-	-	1%	11%
Carroll	2,799	492	130	357	3	2	1%	18%
Cecil	2,236	142	75	66	1	-	2%	6%
Charles	2,626	150	101	48	1	-	1%	6%
Dorchester	409	23	13	7	3	-	10%	6%
Frederick	4,693	410	229	170	9	2	5%	9%
Garrett	282	34	18	15	1	-	1%	12%
Harford	4,902	324	210	112	2	-	1%	7%
Howard	6,624	431	272	144	9	6	3%	7%
Kent	276	33	16	17	-	-	5%	13%
Montgomery	18,216	1,897	530	1,276	57	34	2%	11%
Prince George's	12,762	565	350	157	49	9	2%	5%
Queen Anne's	716	127	31	95	1	-	4%	18%
St. Mary's	1,866	209	102	106	1	-	7%	12%
Somerset	381	25	13	12	-	-	6%	7%
Talbot	455	60	16	43	-	1	2%	13%
Washington	2,219	344	80	263	1	-	4%	16%
Wicomico	1,458	137	52	77	8	-	3%	10%
Worcester	649	82	32	50	-	-	3%	13%
Juvenile Service Education	150	79	11	54	11	3	3%	54%
Adult Correctional Facility	150	10	1	9	-	-	3%	7%
SEED School	55	50	33	11	3	3	15%	106%
MD School for the Blind	205	77	9	67	1	-	2%	39%
MD Schools for the Deaf	345	80	16	63	1	-	1%	23%
Unknown*	-	255	75	146	30	4	-	-

Note: ¹ 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. The majority of respondents (84%) indicated that their child had been referred for special education services between the ages of zero and eight, and 48 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 2021 Maryland Early Intervention and Special Education Services Census Data and Related Tables report.⁷

Five percent of respondents (N=496) 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 85 percent of respondents (N=7,721) indicated that their child attended a public school during the 2021-22 school year. Ten percent of respondents did not answer this question.

3.1.1 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, 2021. 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 (25%), which is similar to last year's sample. Parents of Black children were underrepresented by 15 percent and parents of White children were overrepresented by 13 percent. Hispanic or Latino children were underrepresented by 6 percentage points.

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

	Population from 2021 Maryland Special Education Census Data (N=100,406)		Respondents (N=9,100)		Over (Under) Representation
	N	%	N	%	
Age					
Less than 6 Years ⁸	4,651	<1%	281	3%	3%
6 Years	10,477	10%	729	8%	(2%)
7 Years	6,777	7%	761	8%	1%
8 Years	7,000	7%	820	9%	2%
9 Years	7,784	8%	794	9%	1%
10 Years	8,277	8%	718	8%	-
11 Years	8,268	8%	726	8%	-
12 Years	8,337	8%	651	7%	(1%)
13 Years	8,583	9%	631	7%	(2%)
14 Years	8,161	8%	611	7%	(1%)
15 Years	7,921	8%	566	6%	(2%)
16 Years	7,335	7%	564	6%	(1%)
17 Years	6,341	6%	498	5%	(1%)
18 Years	2,789	3%	233	3%	-
19 Years	1,285	1%	128	1%	-
20 Years	846	1%	72	1%	-
21 Years	86	<1%	22	<1%	-
Unknown	-	-	295	3%	-

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

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 2021 Maryland Special Education Census Data (N=100,406)		Respondents (N=9,100)		Over (Under) Representation
	N	%	N	%	
Race/Ethnicity					
White	33,956	34%	4,317	47%	13%
Black or African American	39,746	40%	2,243	25%	(15%)
Hispanic or Latino	17,953	18%	1,098	12%	(6%)
Asian, Native Hawaiian, or other Pacific Islander	2,625	3%	459	5%	2%
American Indian/Alaskan Native	263	<1%	22	<1%	-
Multi-racial	4,863	5%	661	7%	2%
Unknown			300	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. Parents of children with Other Health Impairment and Specific Learning Disability were each underrepresented in the survey by 11 and 7 percent, respectively. Overrepresented in this year's Survey were parents of children with Autism by 7 percent and Multiple Disabilities by 5 percent.

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

	Statewide Estimate of Active/Eligible Population (2021) (N=100,406)		Respondents (N=9,100)		Over (Under) Representation
	N	%	N	%	
Autism	13,199	13%	1,945	21%	7%
Deaf-Blindness	8	<1%	11	<1%	-
Deafness	336	<1%	71	1%	<1%
Developmental Delay	7,199	7%	560	6%	(1%)
Emotional Disability	4,978	5%	407	4%	(1%)
Hearing Impairment	414	<1%	68	1%	<1%
Intellectual Disability	5,777	6%	508	6%	-
Orthopedic Impairment	111	<1%	17	<1%	-
Other Health Impairment	18,705	19%	770	8%	(11%)
Specific Learning Disability	28,455	28%	1,898	21%	(7%)
Speech or Language Impairment	13,453	13%	1,095	12%	(1%)
Traumatic Brain Injury	191	<1%	32	0%	(1%)
Visual Impairment including Blindness	262	<1%	44	0%	(1%)
Multiple Disabilities	7,326	7%	1,115	12%	5%
Unknown			559	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 (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 89 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 were those related to the way the school and/or teachers communicate with parents, with the most agreement (92%) 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 (57%) 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%	74%	86%
Q2 I have been asked for my opinion about how well special education services are meeting my child's needs.	99%	69%	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%	79%
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%	77%	89%
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%	65%	72%
Q12 The transition outcomes developed for my child are appropriate to meet his/her needs.	95%	70%	82%
Q13 Teachers and administrators seek out parent input.	98%	68%	78%
Q14 Teachers and administrators show sensitivity to the needs of students with disabilities and their families.	97%	71%	83%
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%	86%
Q17 Teachers and administrators answer any questions I have about Procedural Safeguards.	92%	73%	88%
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.).	95%	72%	84%
Q20 The school and/or school system has a person on staff who is available to answer parents' questions.	98%	73%	87%
Q21 The school and/or school system gives me enough information to know whether or not my child is making adequate progress.	98%	70%	79%
Q22 The school and/or school system offers me training about special education issues.	93%	56%	57%
Q23 The school and/or school system provides information on agencies that can assist my child in the transition from school.	89%	60%	66%
Q24 The school and/or school system explains what options I have if I disagree with a decision of the school.	94%	63%	71%

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

3.3 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 2021-22 school year, 69 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 2021-22 school year is 69%.** This means that 69 percent of parents, Statewide, agree that their child's school facilitated parent involvement. The 95 percent confidence interval for this Indicator is from 68 to 70 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 57 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 getting parents to agree 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 71 percent (CI 71% to 72%), and it was just one percentage point higher the prior year. This means that on average in 2019-20, the State performance on Indicator 8 decreased by 3 percentage points, when compared to the previous two years. This year the average exhibited a two-percentage point decrease to 69%.

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: 2021-22 Estimates for OSEP Indicator 8 – School-Age Survey*

Jurisdiction	Estimate of Indicator 8	Number of Valid Responses	Std. Error	Lower CI	Upper CI
Statewide	69%	9,100	.009	68%	70%
Allegany	74%	93	.090	65%	83%
Anne Arundel	68%	1,069	.028	65%	71%
Baltimore City	64%	330	.052	59%	69%
Baltimore County	61%	1,307	.026	58%	64%
Calvert	72%	210	.061	66%	78%
Caroline	84%	55	.103	73%	94%
Carroll	76%	492	.038	72%	80%
Cecil	68%	142	.077	60%	75%
Charles	75%	150	.070	68%	82%
Dorchester	65%	23	.197	46%	85%
Frederick	74%	410	.043	69%	78%
Garrett	76%	34	.148	62%	91%
Harford	71%	324	.049	66%	76%
Howard	77%	431	.040	73%	81%
Kent	76%	33	.151	61%	91%
Montgomery	68%	1,897	.021	66%	70%
Prince George's	65%	565	.039	61%	69%
Queen Anne's	76%	127	.075	69%	84%
Saint Mary's	68%	209	.063	62%	74%
Somerset	84%	25	.158	68%	100%
Talbot	75%	60	.112	64%	86%
Washington	70%	344	.049	65%	75%
Wicomico	72%	137	.076	64%	79%
Worcester	90%	82	.069	83%	97%
Juvenile Services Education	80%	79	.091	71%	89%
Adult Correctional Facility	-	10	-	-	-
SEED School	76%	50	.121	64%	88%
MD School for the Blind	79%	77	.093	70%	88%
MD Schools for the Deaf*	69%	80	.102	59%	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.

4. Conclusion

For the 2021-22 MSDE Parent Survey, the parents of 1,513 Preschool and 9,100 School-Age students across the State of Maryland responded. Exhibit 4.1 shows the response rate was 21% for Preschool and 9% for School-Aged, which is a 5-percentage point decrease for Preschool and a 2-percentage point decrease in 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 (2021 vs. 2022)

	2020-21	2021-22	Over (Under)
Preschool	26%	21%	(5%)
School Age	11%	9%	(2%)

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 2021-22 school year is 78%.** This means that on average 78% of parents, Statewide, agree that their child’s school facilitated parent involvement. The 95% CI for this Indicator is from 76% to 80%. **The value of OSEP Indicator 8 for parents of school-age students during the 2021-22 school year is 69%.** 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 68% to 70%. 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 four-percentage point decrease from last year for Preschool (82%). There was a two-percentage point decrease for School Age this year, when compared to last year (71%).

Exhibit 4.2: Value of OSEP Indicator 8 comparison (2021 vs. 2022)

	2020-21	2021-22	Over (Under)
Preschool	82%	78%	(4%)
School Age	71%	69%	(2%)

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 supports. 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.