

# State Advisory Panel for Exceptional Children Indicator 8 Special Education Family Survey

## March 2021

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# Considerations for usage of family survey data

1. In most cases, educational planners cannot generalize survey findings to all families.
  - *This is because data are not the result of a representative sample and/or there were insufficient responses to represent a true census.*
  
2. In general, planners have more confidence in results when the response rate is high.
  - *Response rates approaching 80% are ideal, 50-60% represents a lower limit.*

## Response Rate and Other Considerations

- Response rate=the total number of family representatives who responded divided by the number of families who were eligible to participate.
- It is also important that respondents reflect the characteristics of the population of interest.
  - Number of Black respondents
  - Number of respondents in each disability category

## How Can Data be Used?

- Survey data should be considered as part of a variety of information that might be useful in making planning decisions.
- It is appropriate to use survey data along with other information to spark conversations, consider options and/or to inform decisions.

# Objectives

- Provide overview of the new survey
- Review results from the first cohort
- Set the stage for setting new targets for Indicator 8

# Overview of the New Survey

## Indicator 8

- Percent 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
- $\frac{\text{Total number of respondents}}{\text{Number of families reporting favorable}} \times 100$

## 2020 Fall Administration: Cohort 1

- Six-year cycle=Six equal groups of districts
- Approximately 150 districts/community schools per cohort
- Districts/community schools assigned randomly
- High African American enrollment districts-Greater than 16.8% distributed evenly across six cohorts
- Online survey

# Survey Construction

- Reviewed previous survey and surveys from other states
- Convened local experts
- Discussed critical information needs
- Turned critical information needs into questions
- Selected highest priority questions

## Indicator 8 Question

- Taking all things into account, do you believe your child's school works with you to best meet your child's needs?  
*Please respond on a scale of 1-10, 1 means "not at all" and 10 means "a great deal."*
- 7 or above was defined as agreement

## Cohort 1

- Emails were sent to Superintendents and all Special Education Directors and other points of contact.
- Email included an invitation to families to participate in survey.
- Districts/Community Schools disseminated the invitation throughout the collection period.
- Dissemination methods included websites, social media, emails, paper invitations, recorded messages, Google Docs, etc.
- The survey collection period was opened from **October 1 through November 30, 2020**.

**155** Participating Districts/Community Schools

**141** Districts/Community Schools had responses from families

**9,970** responses collected

**7,302** responses were eligible to be included in the analysis

# Survey

- Included **eligibility questions** (age of children, district/community school attending, child on IEP)
- Included **14 questions** that asked families to indicate whether they strongly agreed, agreed, were not sure, disagreed or strongly disagreed with the statements.
- These questions might be grouped into categories regarding communication, school climate, and partnership with school.
- Included **one question** that is used to report to federal government regarding **quality of services**. *Do you believe your child's school works with you to best meet your child's needs?* This question was rated on a scale of 1-10, with 1 being “not at all” and 10 being “a great deal”
- Additionally, the survey included a couple of **open ended questions** to give families the opportunity to provide any additional information.
- The survey also included several **demographic questions**.

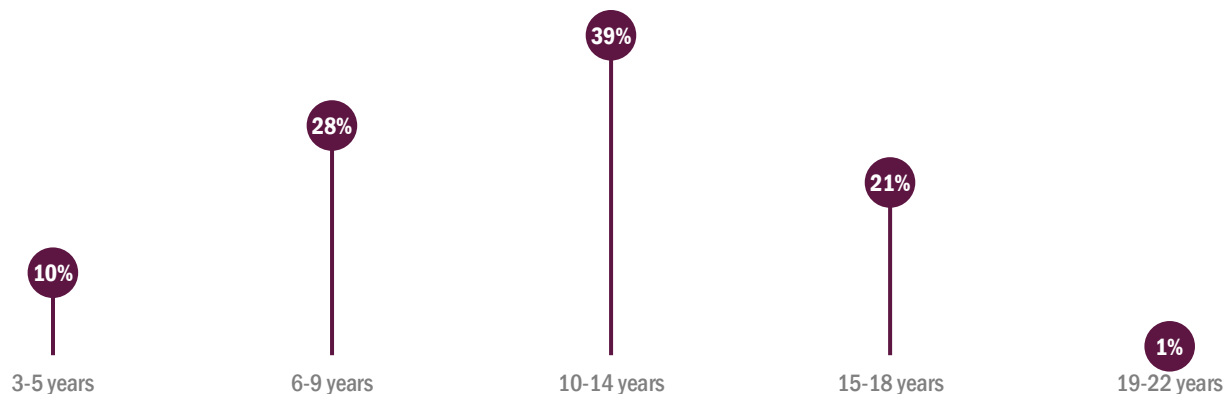
# Results from First Cohort

# Demographics

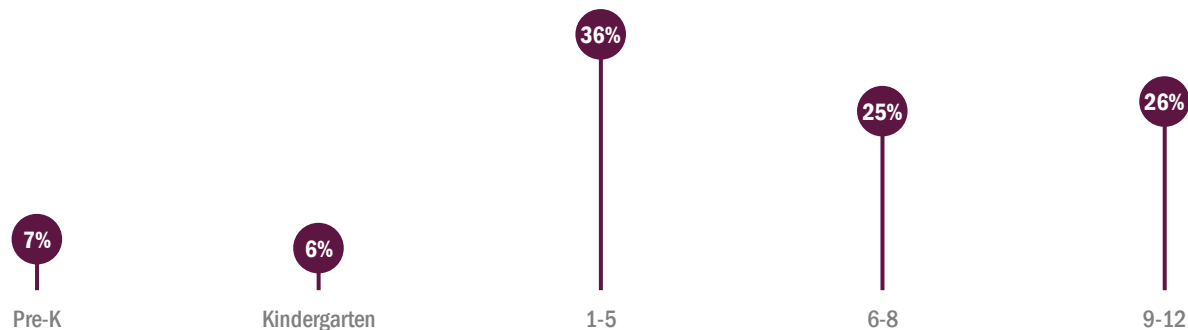
## Demographics: Age Categories

n= 7,302

### Age

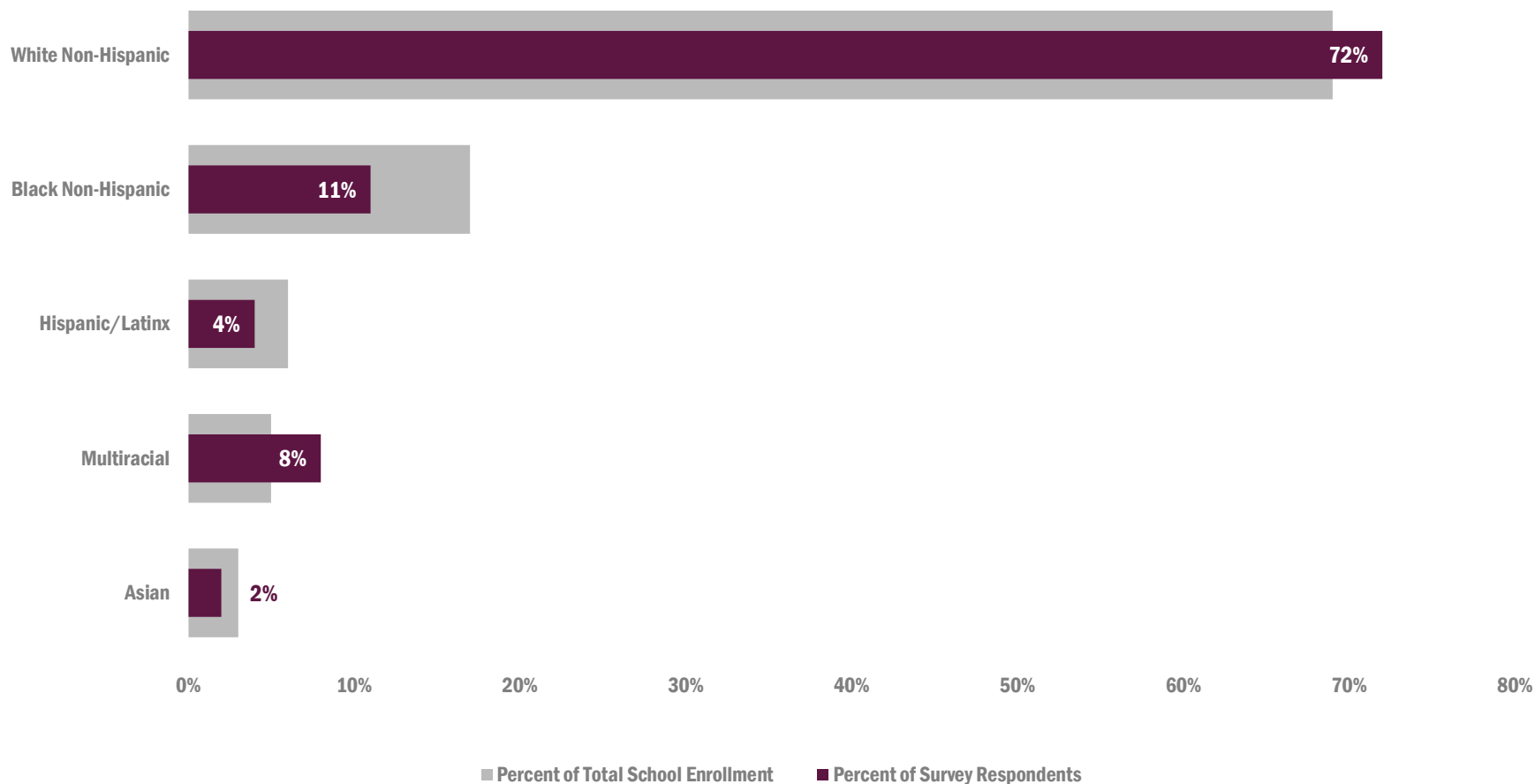


### Grade



## Demographics: Race Categories

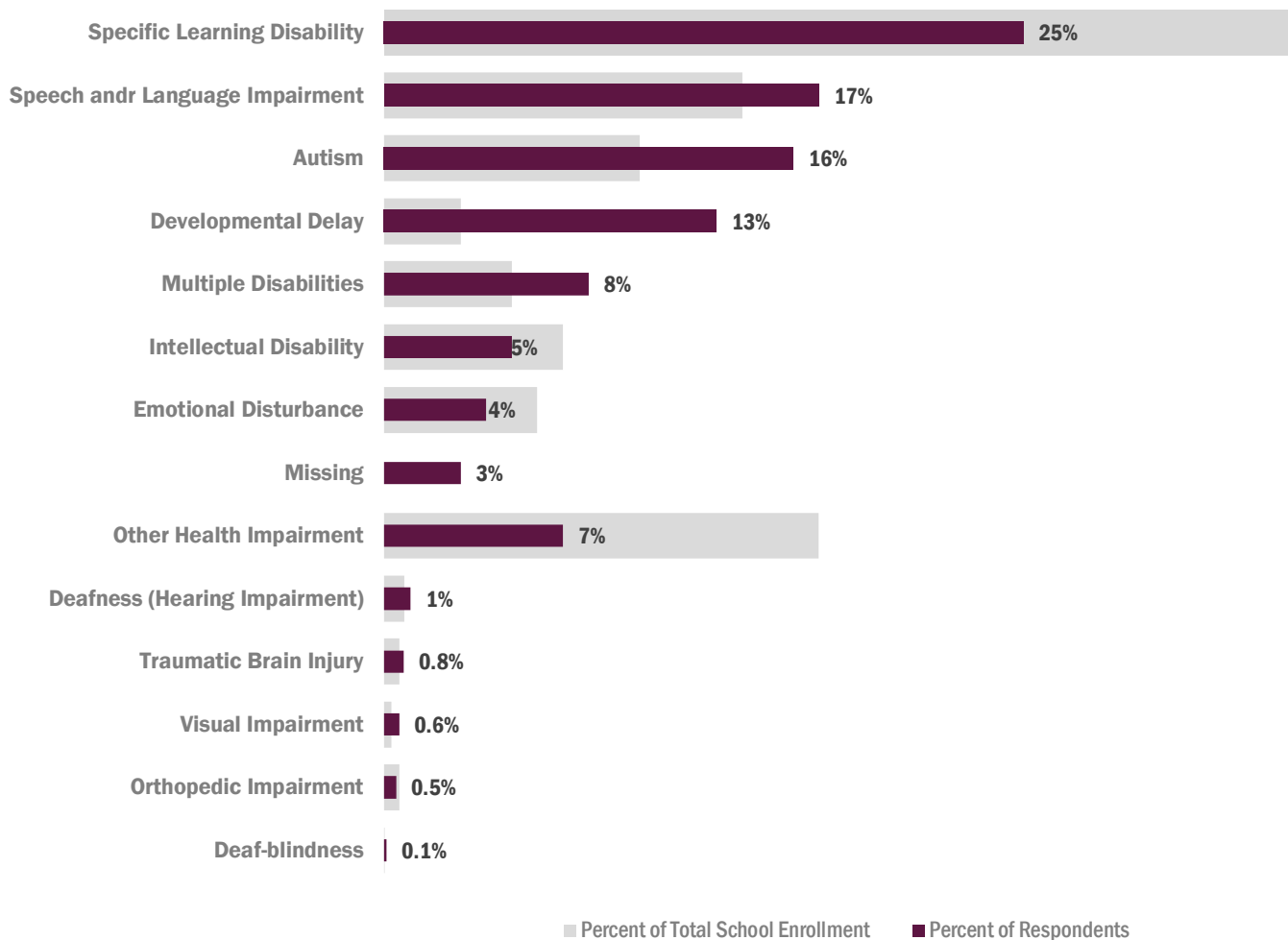
n= 7,302



1% or < American Indian/Alaskan Native and Pacific Islander  
3% missing

## Demographics: Disability Categories

n= 7,302



# Quality Indicator

## Quality

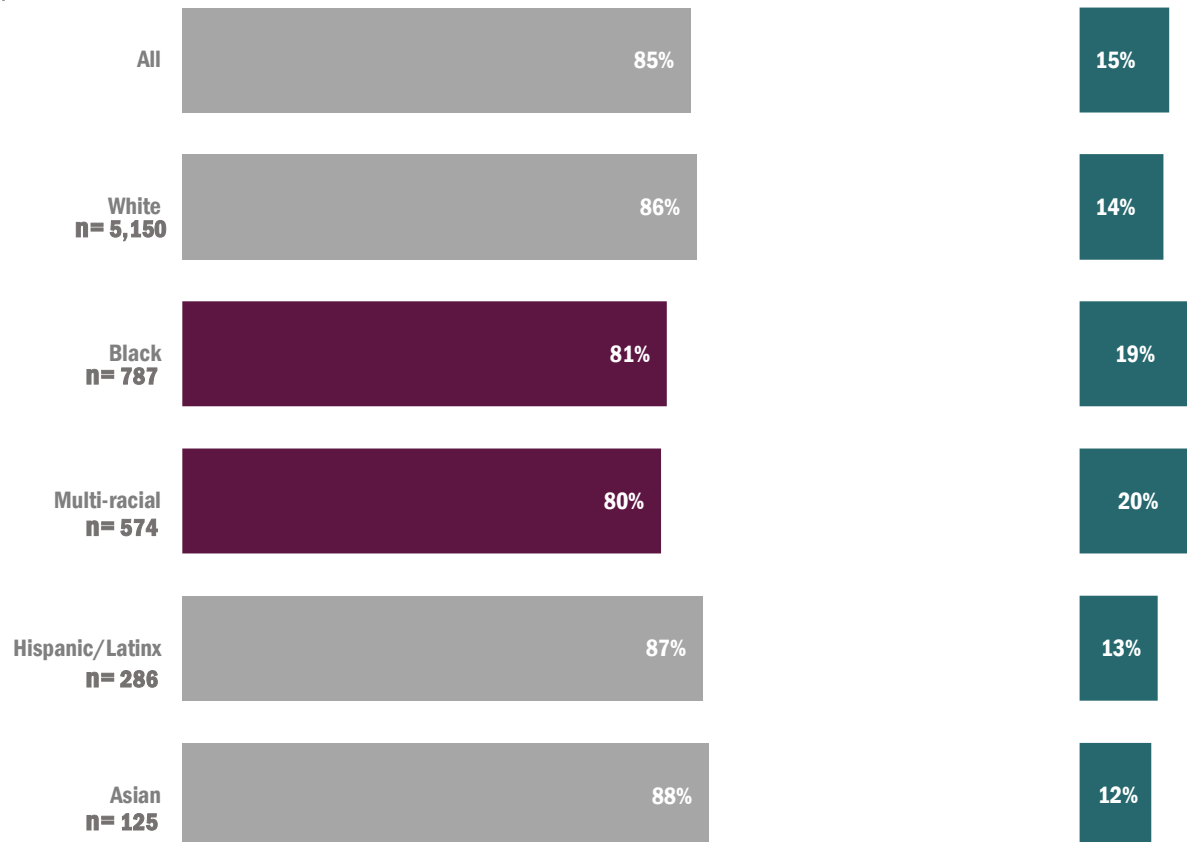
**Most parents report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. However, Black and Multi-racial families report at a lower percentage than other races.**

**Question:** Taking all things into account, do you believe your child's school works with you to best meet your child's needs? Please respond on a scale of 1-10, 1 means "not at all" and 10 means "a great deal."

**n= 7,178**

**7 and above**

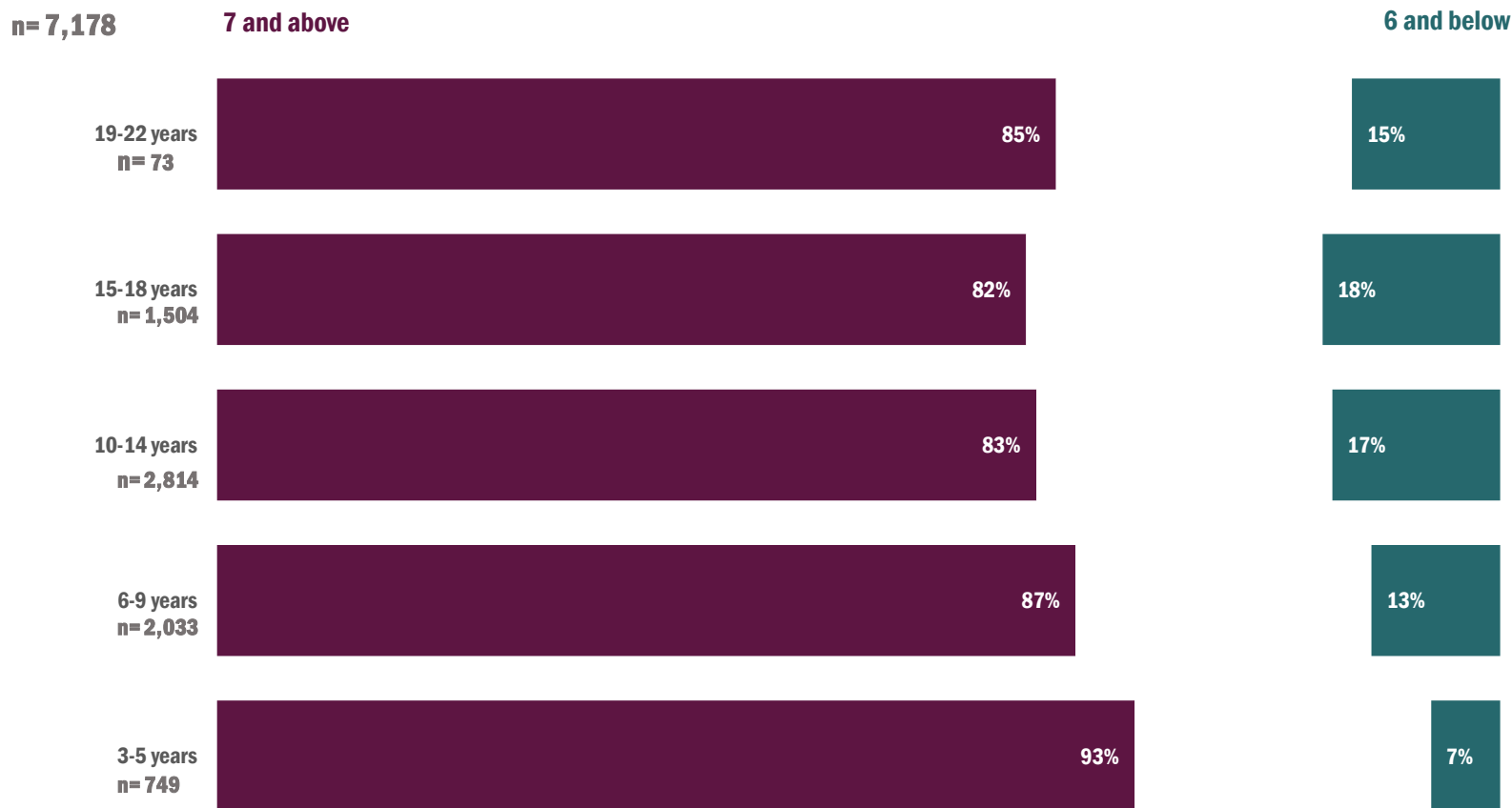
**6 and below**



## Quality

**Most parents report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Families with children ages 3-5 showed the highest agreement with the question.**

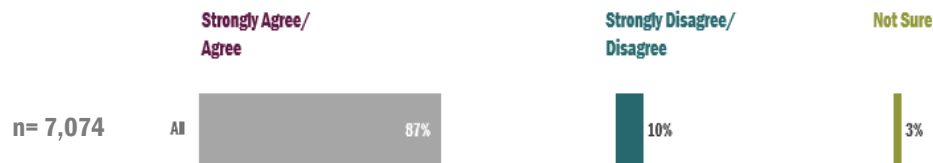
Question: Taking all things into account, do you believe your child's school works with you to best meet your child's needs? Please respond on a scale of 1-10, 1 means "not at all" and 10 means "a great deal."



# Communication

## Communication: 4 Questions indicating from strongly disagree to strongly agree

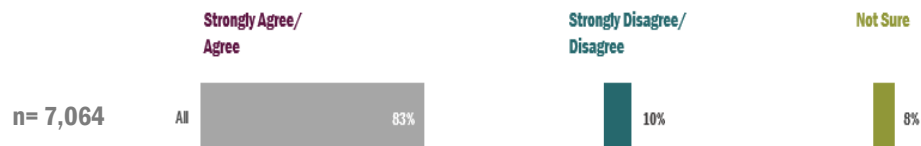
**People at my child's school communicate with me if there is something I need to know about my child.**



**The amount of information I receive from my child's school is about right.**



**I understand how my child's school is carrying out my child's IEP.**

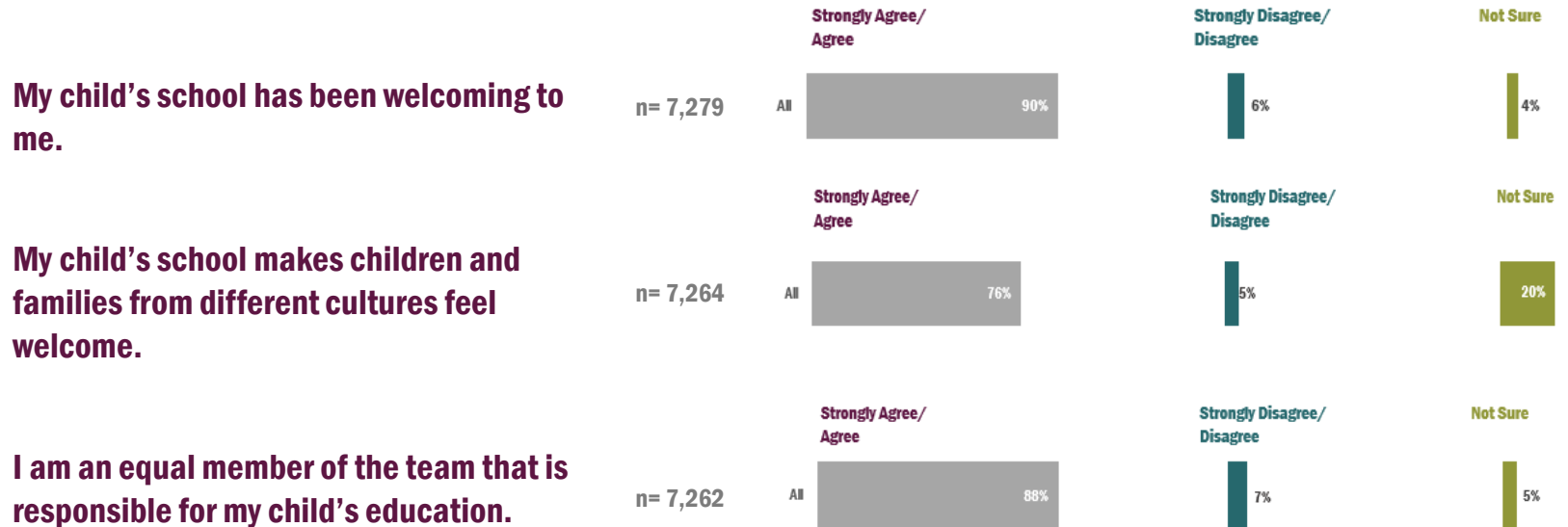


**Messages from my child's school about my child's progress are easy to understand.**



# School Climate

## School Climate: 3 Questions indicating from strongly disagree to strongly agree



# Partnering with Schools

## Partnering with Schools: 7 Questions indicating from strongly disagree to strongly agree

**School meetings about my child's education are scheduled at times that are easy for me.**



**My child's school views me as the expert about how best to meet my child's needs.**



**My child's school and I are on the same page about my child's learning needs.**



**My child's school and I are on the same page about my child's behavioral needs.**



**If I had a problem with any part of my child's education, I believe I could get the help I need to solve it.**



**My child's school follows through on what they say they will do.**



**I can understand all the parts of my child's IEP.**



# Questions



# Setting New Targets for Indicator 8

# Next steps...

Setting targets for this and the other indicators with SAPEC

- History
- Target setting process
- Rigorous but attainable

