



# Cohort 3 Special Education Family Survey Statewide Results

March 2023

 Ohio Statewide  
Family Engagement Center  
at The Ohio State University

 Ohio | Department  
of Education

 THE OHIO STATE UNIVERSITY  
CENTER ON EDUCATION AND  
TRAINING FOR EMPLOYMENT

A silver pen is positioned diagonally on the left side of the page, resting on a document that features a bar chart with several vertical bars of varying heights. The background is a light gray with a subtle grid pattern.

# Data Collection

## Methodology: Cohort 3

- Emails were sent to superintendents, all Special Education Directors, and other points of contact.
- Email included an invitation to families to participate in the survey (translated versions available).
- Districts/Community Schools disseminated the invitation throughout the collection period.
- Dissemination methods included websites, social media, emails, paper invitations, recorded messages, Google Docs, etc.
- Included a video from a culture broker to encourage Black families, to address underrepresentation, to participate in the survey.
- The survey collection period was from **March 8 through May 6, 2022.**

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.

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



## Indicator 8

# What was included in the survey?

## Eligibility questions

14 statements (rate strongly agree to strongly disagree): communication, school climate, and partnership with school

Indicator 8 (scale of 1-10): 1 question regarding quality of services.

3 new questions regarding graduation (rate strongly agree to strongly disagree)

## Demographics

The screenshot shows the top of a survey page. At the top right, there is a logo for the Ohio Statewide Family Engagement Center at The Ohio State University. Below this are logos for the Ohio Department of Education and The Ohio State University Center on Education and Training for Employment. A language dropdown menu is set to 'English'. The main text states: 'Based on your answers, you have met the eligibility requirements to complete this survey. It provides you with the chance to express your opinion about how schools can partner with family members or guardians to support special education programs. Upon completion of the survey, you will have the opportunity to be entered into a drawing to win a \$50 electronic gift card (10 winners will be drawn). If you would like to be entered into the drawing, you will be asked to provide an email address at the end of the survey. Your email address will not be attached to your responses to the survey questions.'

Below the text is a Likert scale with five options: Strongly disagree, Disagree, Not Sure, Agree, and Strongly agree. There are four survey questions, each with a radio button for each scale option.

	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
People at my child's school communicate with me if there is something I need to know about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of information I receive from my child's school is about right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how my child's school is carrying out my child's IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Messages from my child's school about my child's progress are easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Usage Considerations

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- In most cases survey findings cannot generalize to all families
- Planners can have more confidence in results when response rate is high
- Important that respondents reflect the characteristics of the populations of interest- race and disability categories
- Use survey data along with a variety of other information in planning
- These data should be used to spark conversations, inform the identification of strategies and inform policy decisions
- **New this year is a Data Driven Dialogue Protocol that Districts/Community Schools can use to inform interpretation of their data**

# Results

Cohort 3 Spring 2022



# Number of responses by Cohort

	Cohort 1	Cohort 2	Cohort 3
# participating Districts/Community Schools	155	155	156
# responses included in the analysis	7,302	7,743	7,190



# Demographics

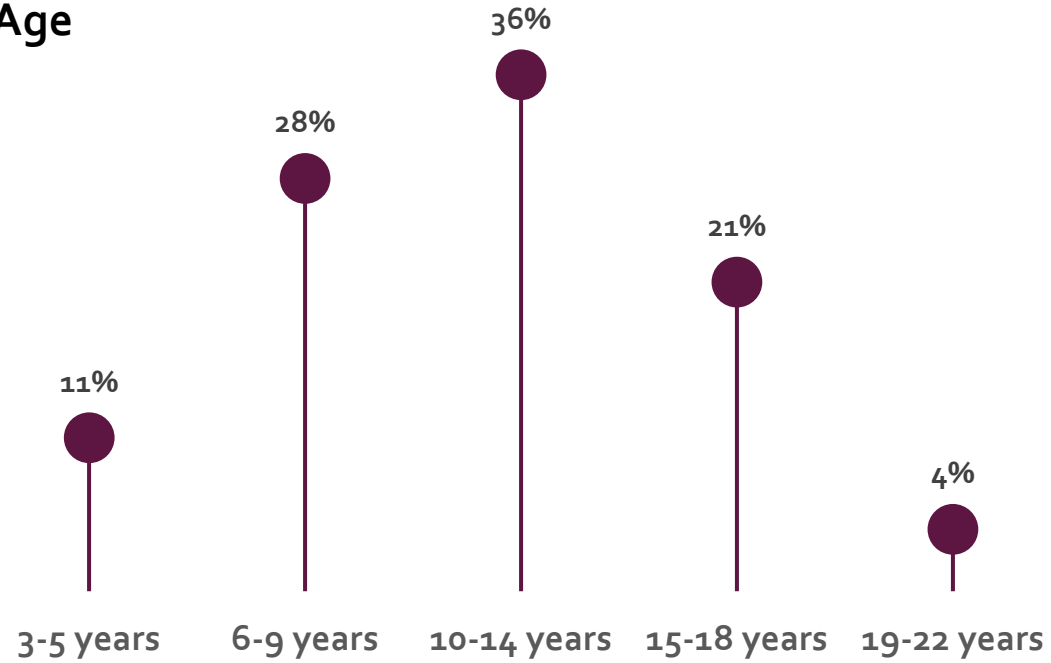
Cohort 3 Spring 2022



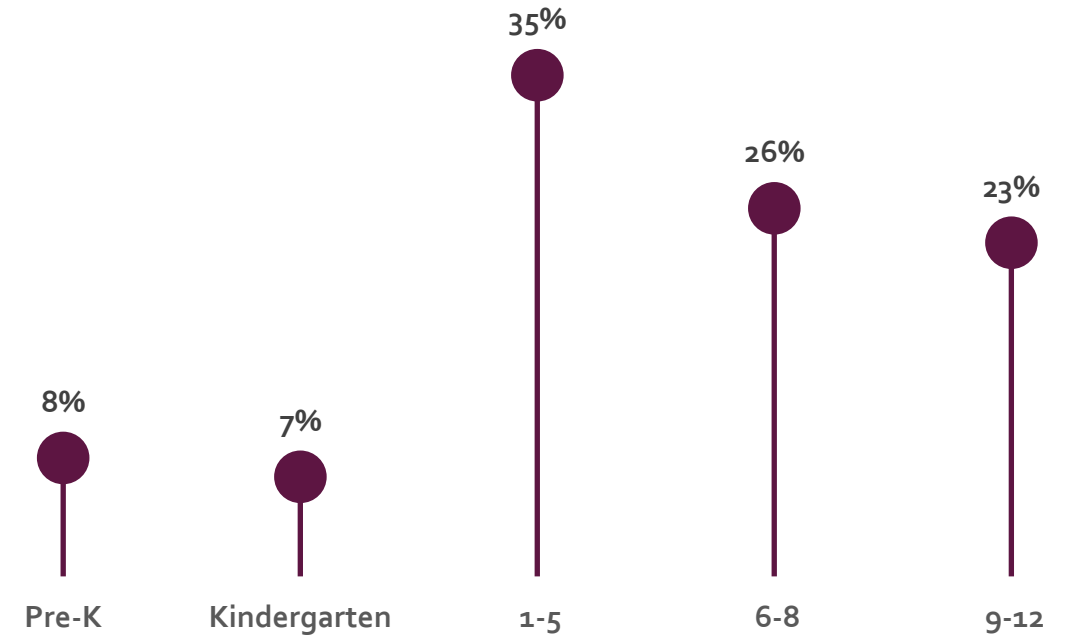
# Demographics: Age and Grade

n= 7,191

## Age

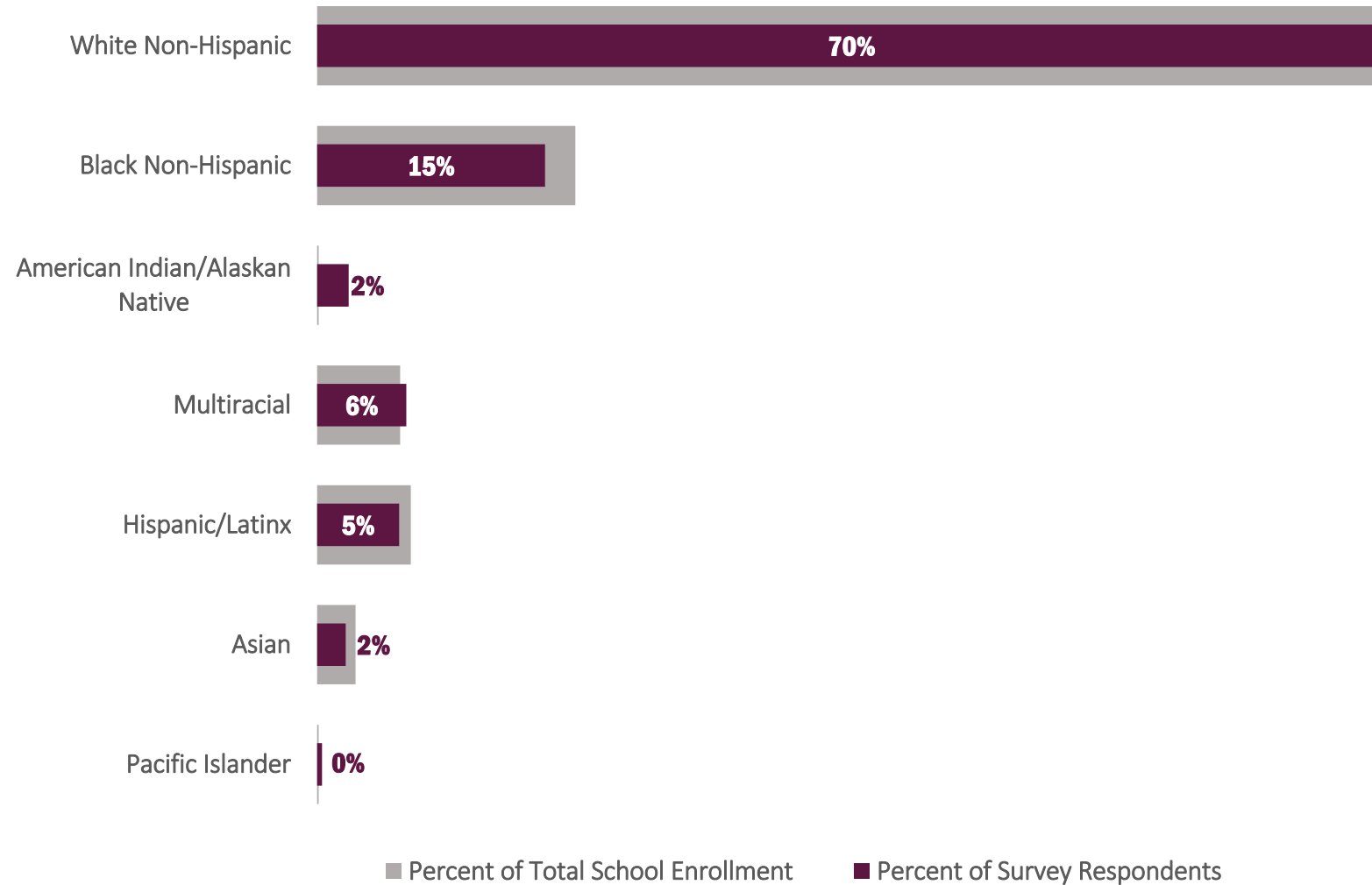


## Grade



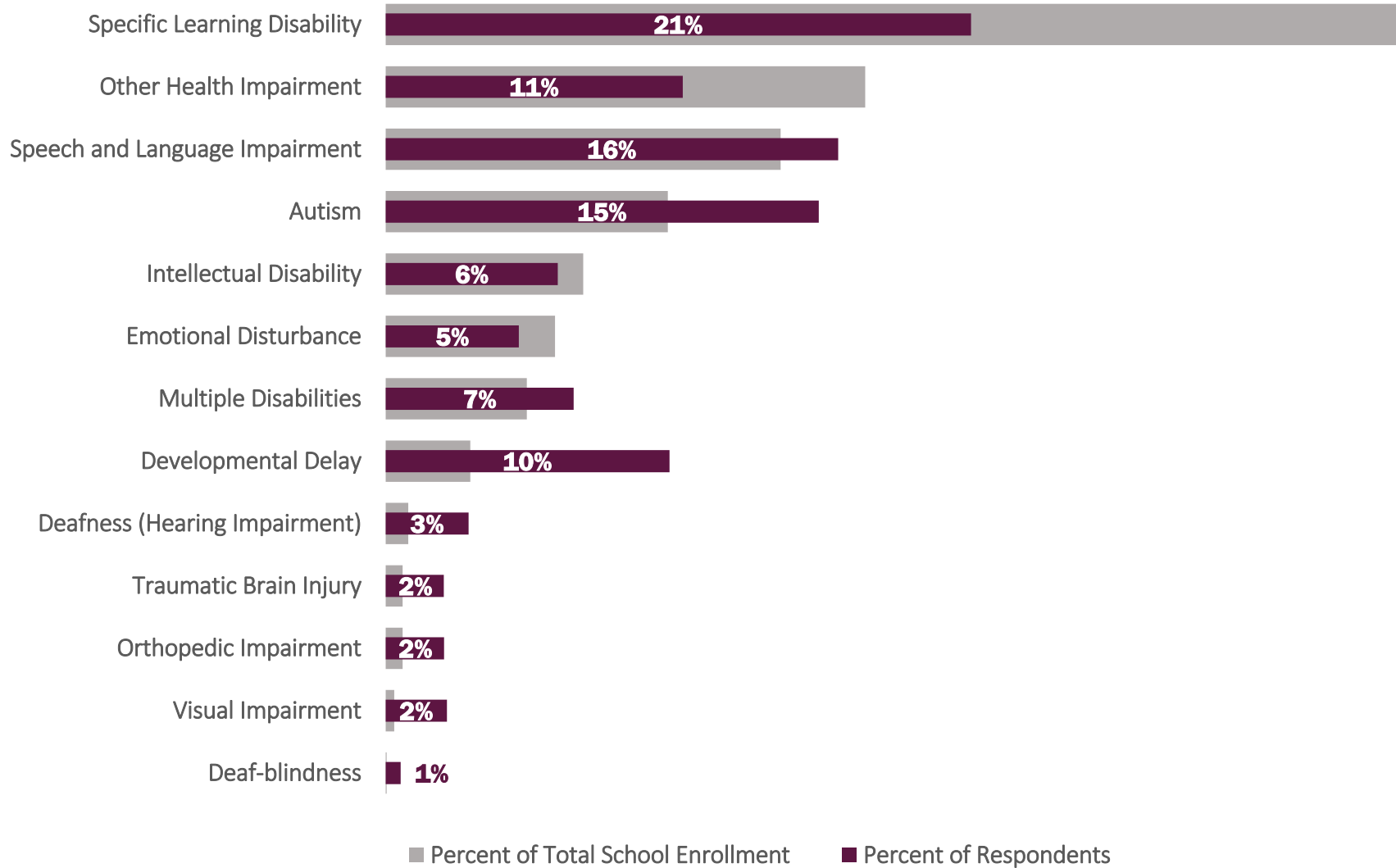
# Demographics: Racial Categories

n= 7,133



# Demographics: Disability Categories

n= 6,997

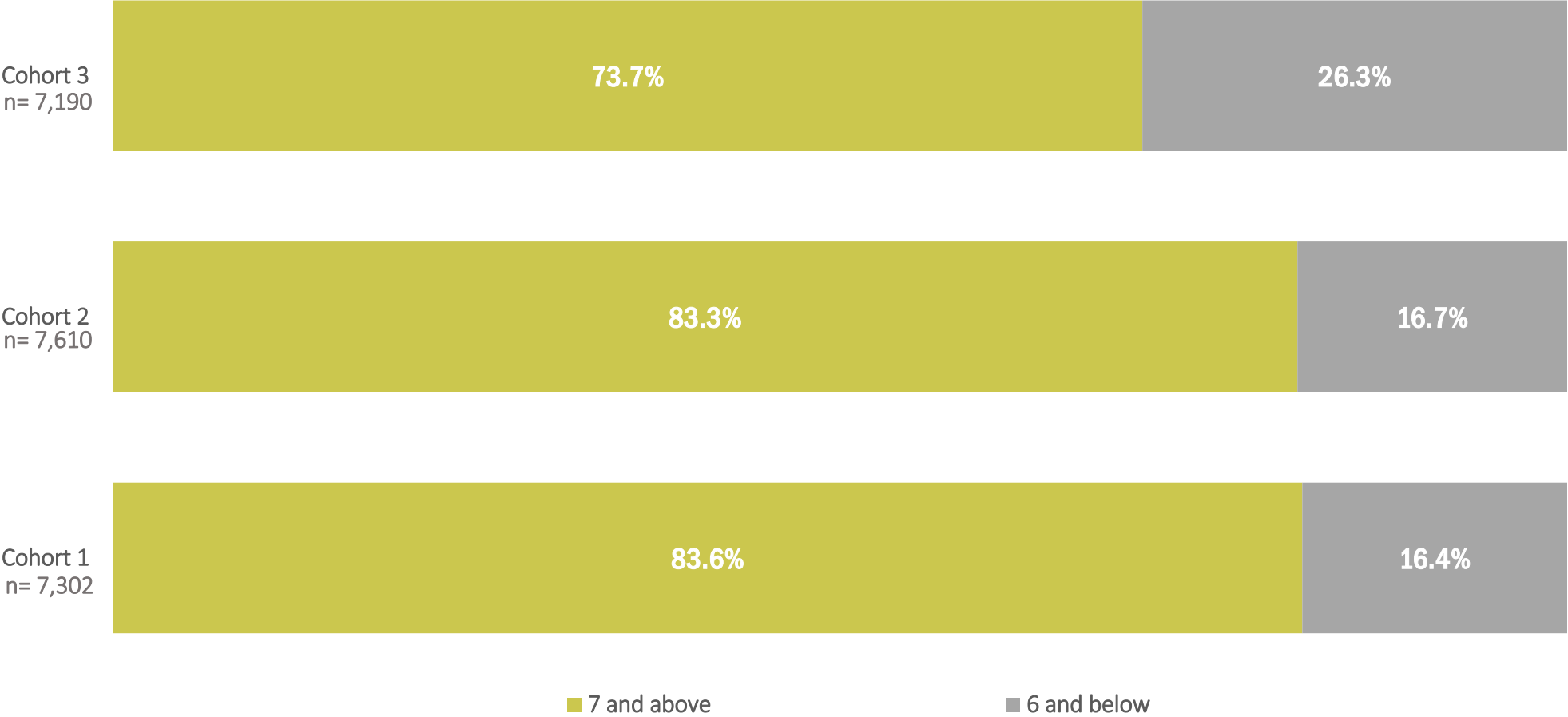




# Quality Indicator

Cohort 3 Spring 2022

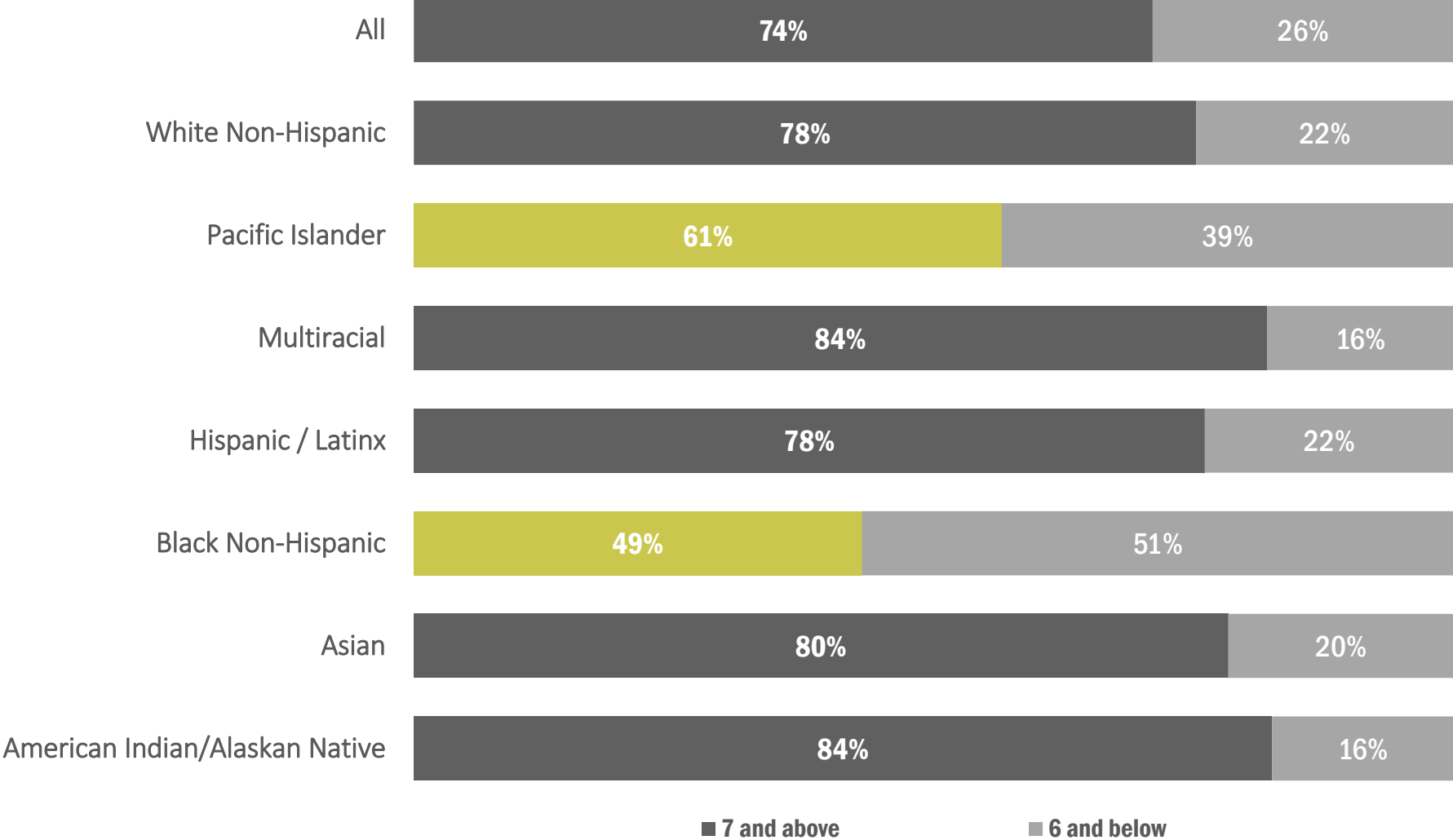
Question: Taking all things into account, do you believe your child's school works with you to best meet your child's needs? Please respond on a scale of 1-10, 1 means "not at all" and 10 means "a great deal."



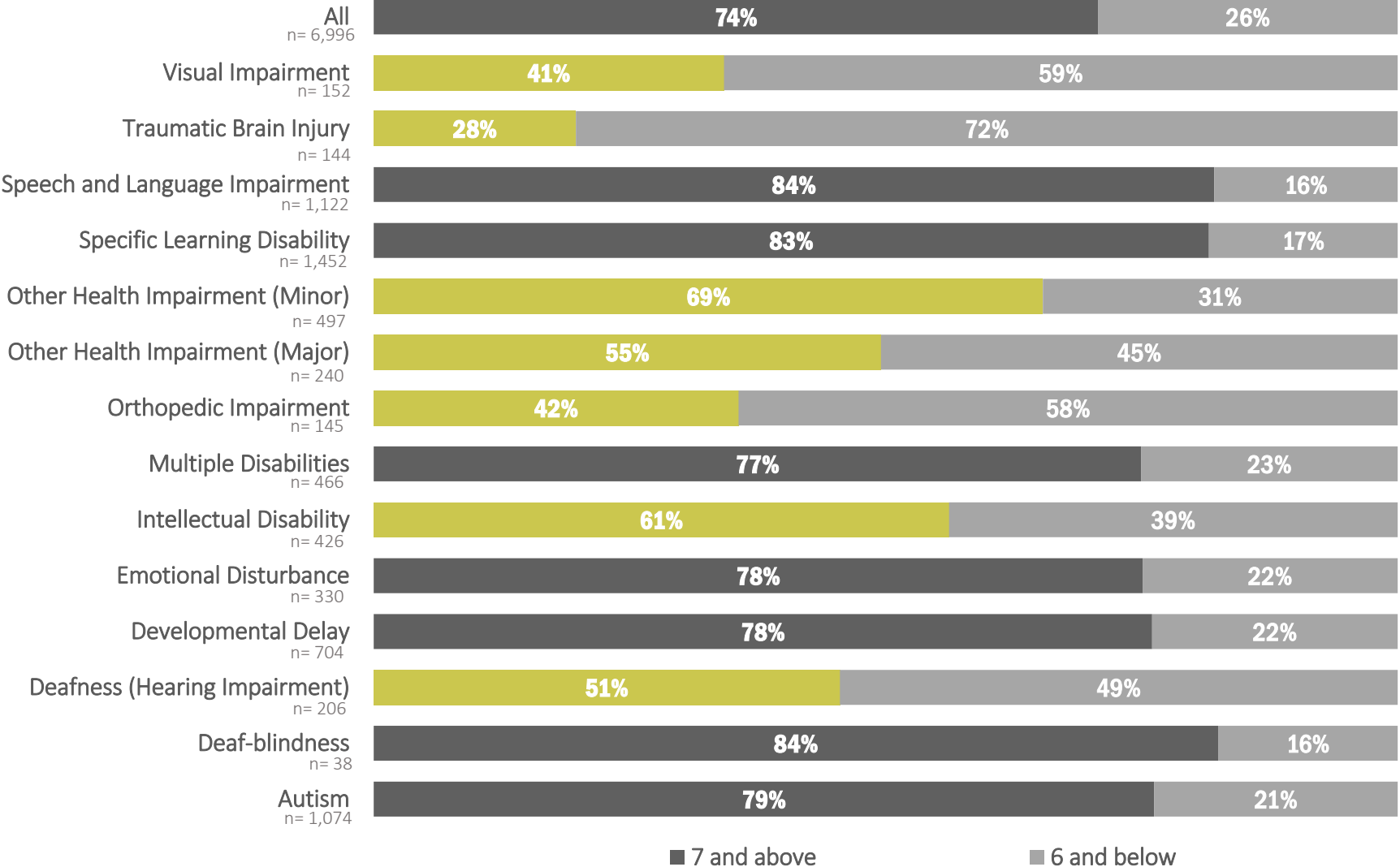
# Selected reasons for 6 and below

- I have found the special education process to be difficult and/or confusing.
- My child's IEP does not represent the best approach to support my child's success.
- My child's IEP was or is not being followed.
- I have had difficulty being heard or another communication problem with school personnel.
- School officials do not appear to know enough about my child's unique needs.
- I do not feel supported by my child's school.

# What do the results look like when disaggregated by racial categories?

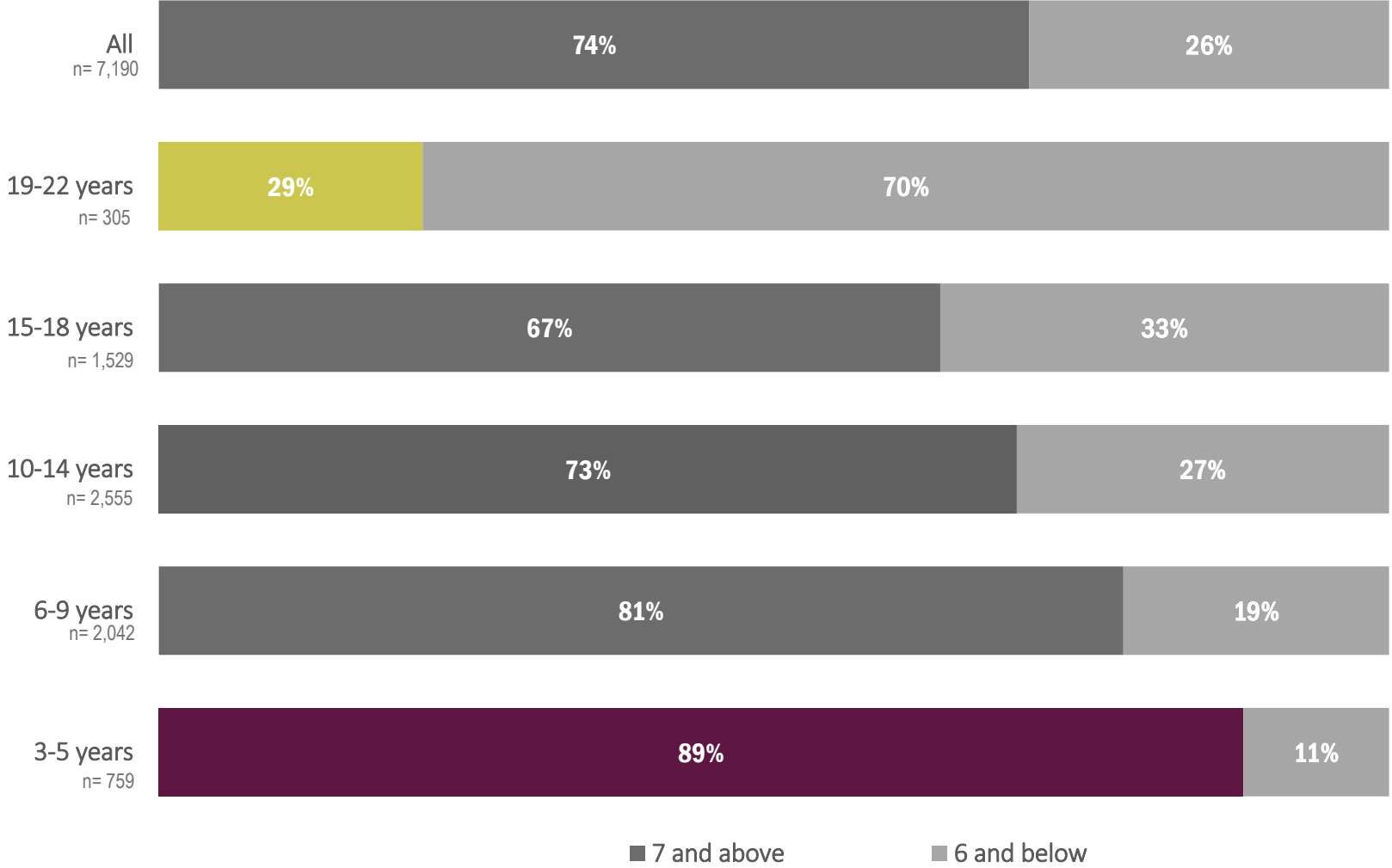


# What do the results look like when disaggregated by disability categories?





# What do the results look like when disaggregated by age?



# Communication

Cohort 3 Spring 2022



# Communication:

## 4 Questions rated from strongly agree/agree to disagree/strongly disagree

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.



■ Strongly Agree/Agree

■ Not Sure

■ Disagree/Strongly Disagree

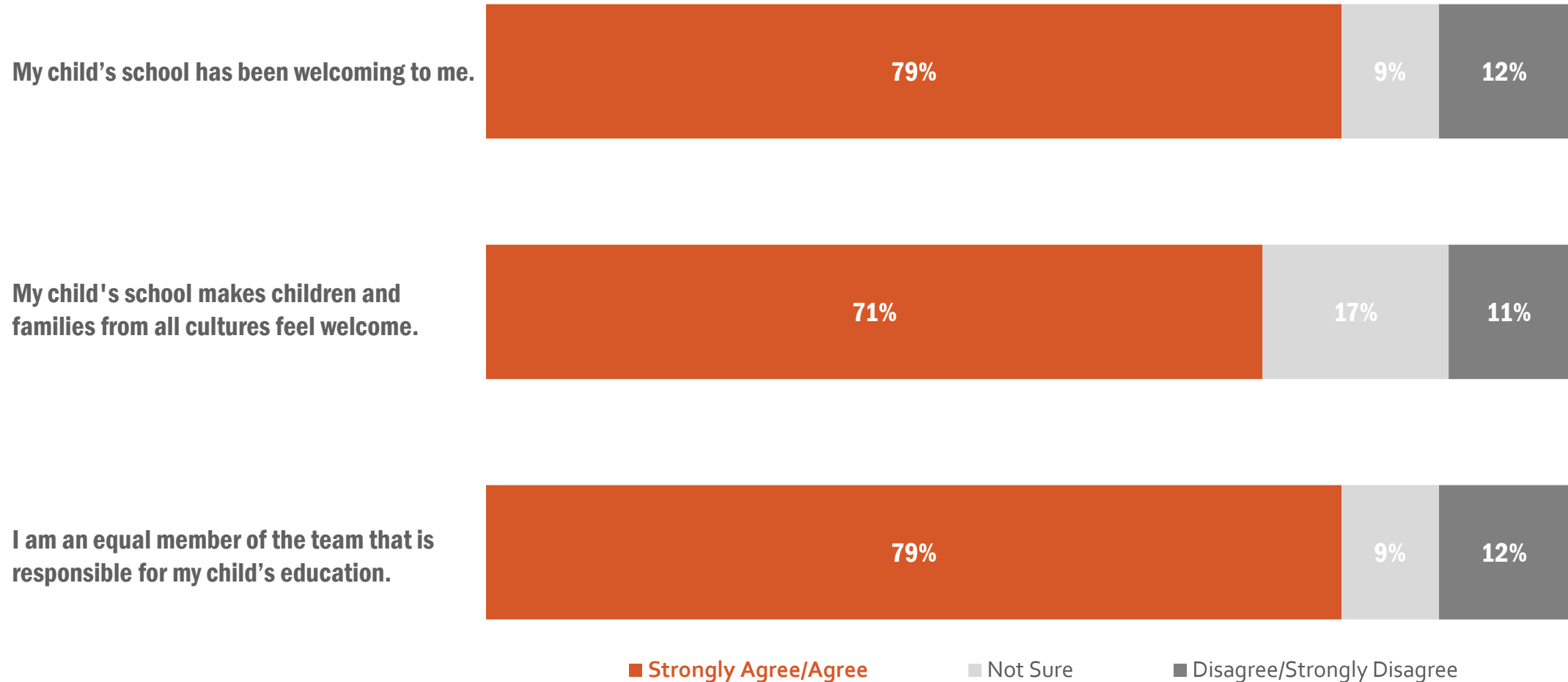


# School Climate

Cohort 3 Spring 2022

# School Climate:

3 Questions rated from **strongly agree/agree** to disagree/strongly disagree





# Partnering with Schools

Cohort 3 Spring 2022

# Partnering with Schools:

## 7 Questions rated from strongly agree/agree to disagree/strongly disagree

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 have similar views 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.



■ Strongly Agree/Agree    ■ Not Sure    ■ Disagree/Strongly Disagree



# Graduation

Cohort 3 Spring 2022



# Graduation:

3 Questions rated from **strongly agree/agree** to disagree/strongly disagree

I understand Ohio's high school graduation requirements.



I understand what options my child with an IEP may use to graduate that are different from students without an IEP.



I understand that if my child has an IEP, they may continue to receive special education services until they are 22 or complete regular graduation requirements like any other student.



■ Strongly Agree/Agree    ■ Not Sure    ■ Disagree/Strongly Disagree



# Thank You

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<https://cete.osu.edu/>

