

Idaho
Part B Parent Survey – 2013-14
Summary Report

Highlights

- In May 2014, the Idaho Part B Parent Survey was distributed to a stratified, representative sample of 4,774 parents of students receiving special education services. A total of 591 were returned for a response rate of 12.4%.
- Results are positive. 70% or more of the parents expressed a positive attitude on 17 of the 21 items. On 5 of the 21 items, 80% or more of the parents expressed a positive attitude.
- Most parents agree that:
 - A. The school involves parents with post-secondary options for their child.** For example:
 - 15. I have been involved in discussion with my child’s school related to post-secondary school (college, technical or other setting), employment and/or independent living, and adult service agencies (60% agreed).
 - B. The school encourages parents to be equal partners.** For example:
 - 1. Teachers and administrators treat me as a partner when we are developing my child’s Individual Education Program (IEP) (85% agreed).
 - C. The school adequately communicates with parents.** For example:
 - 12. I have received a copy of my child’s IEP (91% agreed).
 - D. Parents are comfortable contacting teachers with questions and concerns.** For example:
 - 13. I am comfortable contacting my child’s general education teachers with questions or concerns (84% agreed).
 - E. The school provides a quality education and learning environment.** For example:
 - 6. My child is included in the general education classroom as much as is appropriate for his/her needs (82% agreed).
 - F. The school respects cultural diversity.** For example:
 - 21. My child’s school respects cultural diversity (74% agreed).
- On these six areas, parents assigned the highest ratings to Parent Comfort.
 - On average, parents awarded 83% of the possible points to this area.
 - The other five scales had scores that ranged from 61-78%.
- The following three items had the **lowest** level of agreement. These items represent areas for improvement:
 - 2. My child’s school provides information on organizations and/or trainings that offer support for parents of students with disabilities (46% agreed).
 - 15. I have been involved in discussion with my child’s school related to post-secondary school (college, technical or other setting), employment and/or independent living, and adult service agencies (60% agreed).
 - 9. My child’s special education program is preparing him/her for life after school (66% agreed).
- The following five items had the **highest** level of agreement. These items represent strengths.
 - 11. I have received a copy of my child’s current IEP (91% agreed).
 - 1. Teachers and administrators treat me as an equal partner when we are developing my child’s Individual Education Program (IEP) (85% agreed).
 - 13. I am comfortable contacting my child’s general education teacher(s) with questions or concerns (84% agreed).
 - 14. I am comfortable contacting my child’s special education teacher(s) with questions or concerns (83%).
 - 6. My child is included in the general education classroom as much as is appropriate for his/her needs (82% agreed).

Results

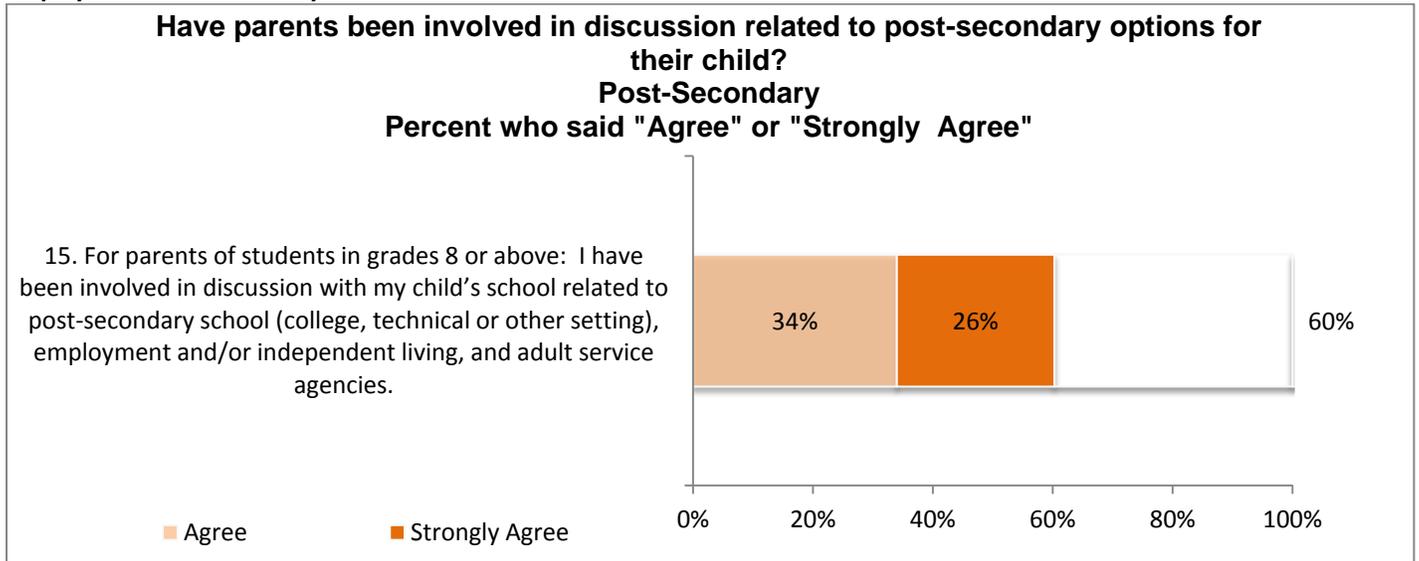
Scales

- The 21 items on the survey were categorized into six different scales:
 - A. Have parents been involved in discussion related to post-secondary options for their child? (1 item; “Post-Secondary”)
 - B. Does the school encourage parents to be an equal partner? (4 items; “Partnership”)
 - C. Does the school adequately communicate with the parent? (4 items; “Communication”)
 - D. Are parents comfortable contacting teachers with questions or concerns? (2 items; “Parent Comfort”)
 - E. Does the school provide a quality education and learning environment? (9 items; “Quality”)
 - F. Does the school respect cultural diversity? (1 item; “Diversity”)
- The Results section is organized by these six scales.

A. Have parents been involved in discussion related to post-secondary options for their child?

- 60% of parents agreed that they have been involved in discussion related to post-secondary options for their child (see Display A-1).

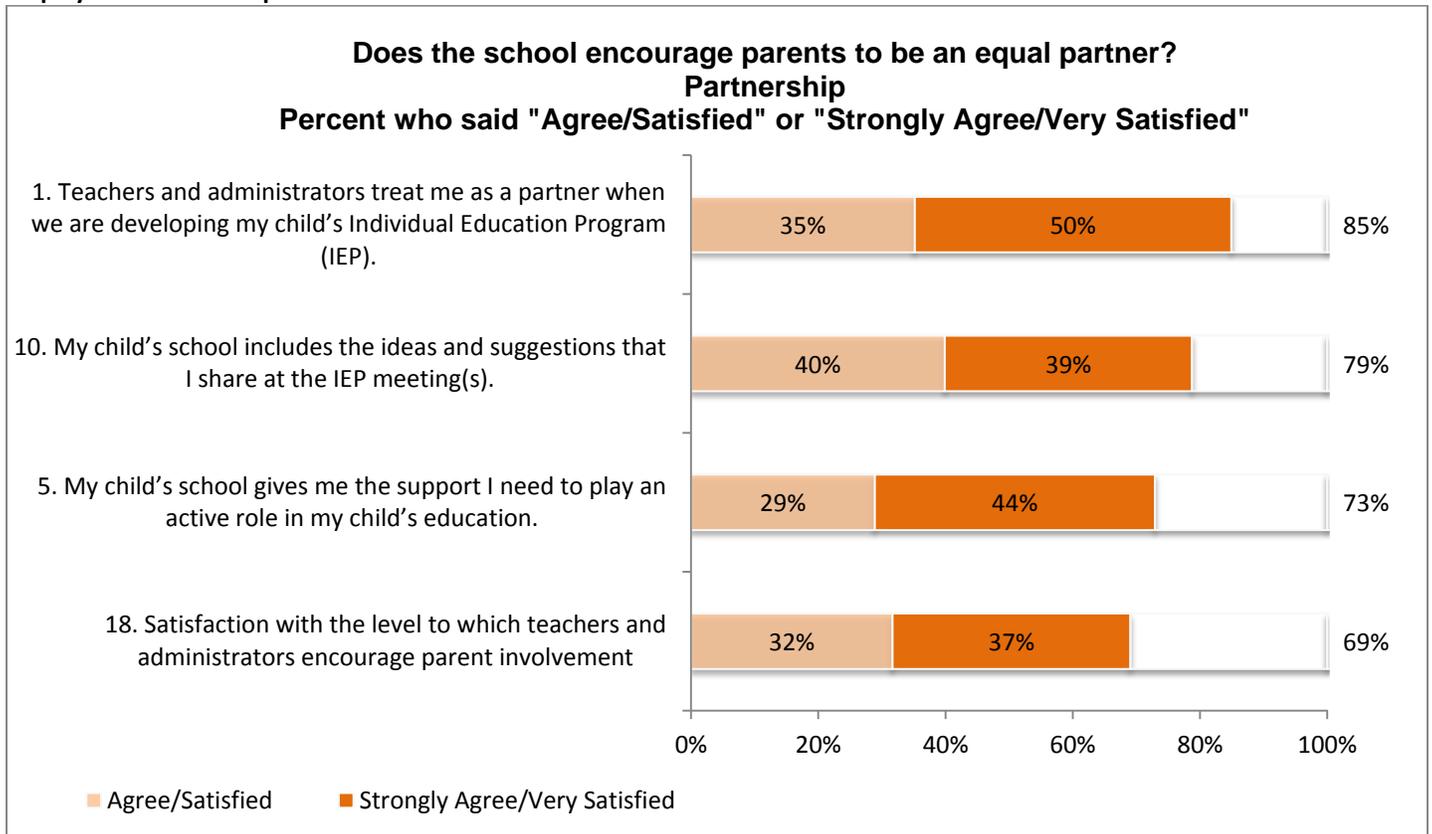
Display A-1: Post-Secondary



B. Does the school encourage parents to be an equal partner?

- Between 69-85% of parents agreed that the school encourages parents to be an equal partner in their child’s special education (see Display B-1).
 - The item with the highest level of agreement:
 - 1. Teachers and administrators treat me as a partner when we are developing my child’s Individual Education Program (IEP) (85% agreed).
 - The item with the lowest level of agreement:
 - 18. Satisfaction with the level to which teachers and administrators encourage parent involvement (69% agreed).

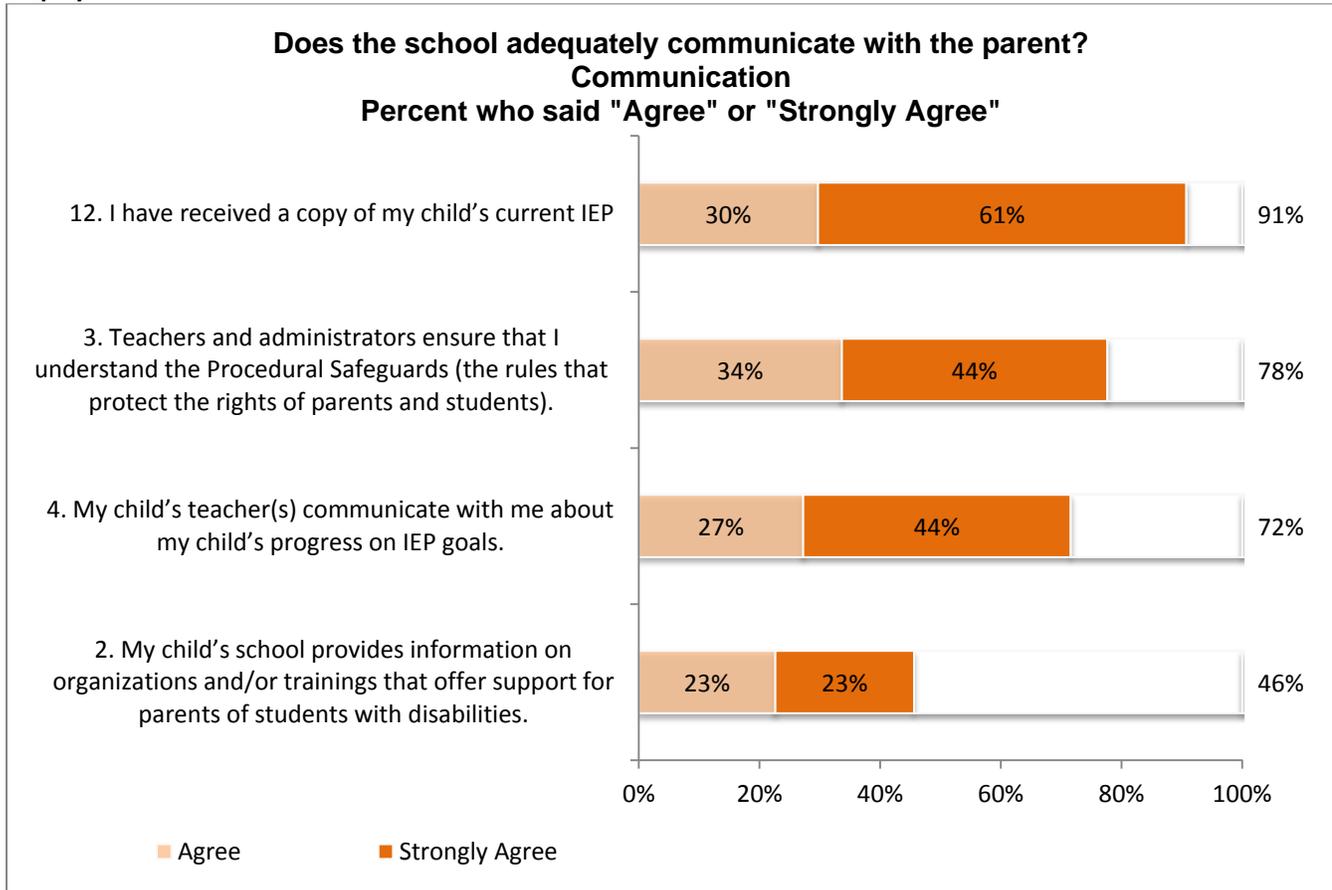
Display B-1: Partnership



C. Does the school adequately communicate with the parent?

- Between 46-91% of parents agreed that the school adequately communicates with parents (see Display C-1).
 - The item with the highest level of agreement:
 - 12. I have received a copy of my child's current IEP (91% agreed).
 - The item with the lowest level of agreement:
 - 2. My child's school provides information on organizations and/or trainings that offer support for parents of students with disabilities (46% agreed).

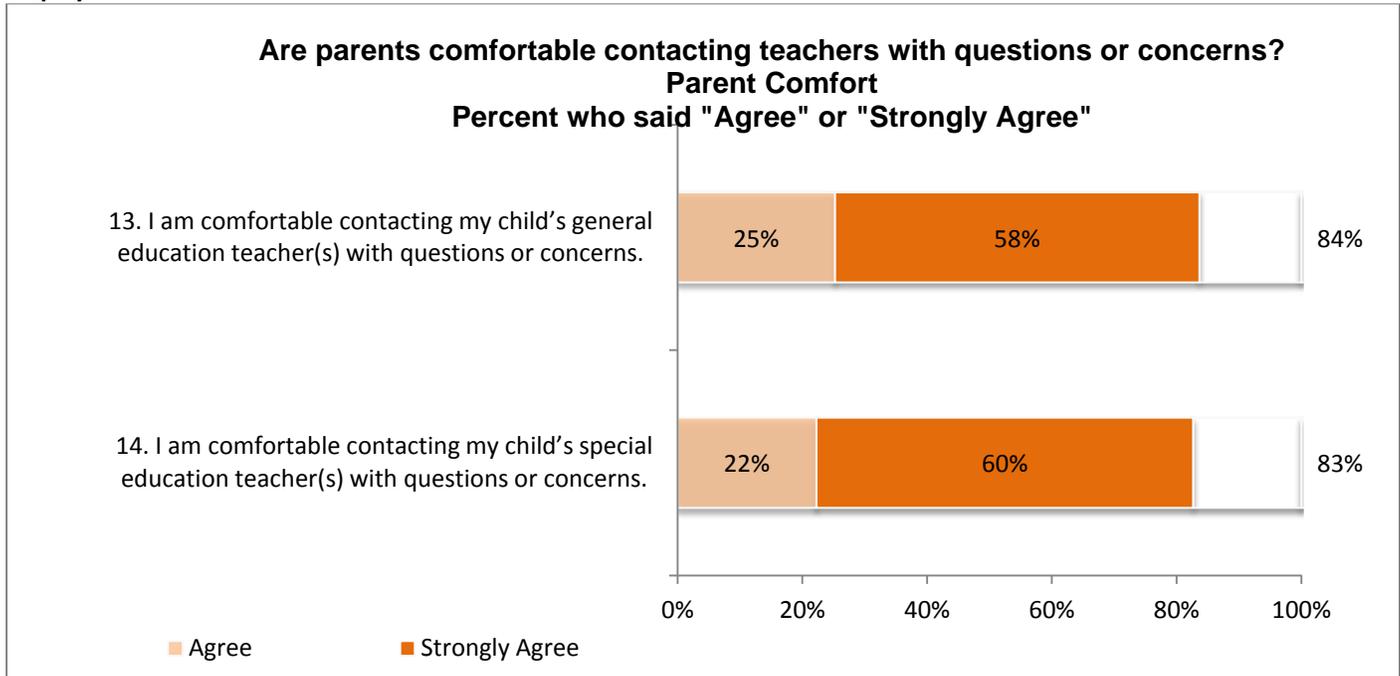
Display C-1: Communication



D. Are parents comfortable contacting teachers with questions or concerns?

- 83-84% of parents agreed that they are comfortable contacting special education and general education teachers with questions or concerns (see Display D-1).
 - 13. I am comfortable contacting my child’s **general** education teacher(s) with questions or concerns (84% agreed).
 - 14. I am comfortable contacting my child’s **special** education teacher(s) with any questions or concerns (83% agreed).

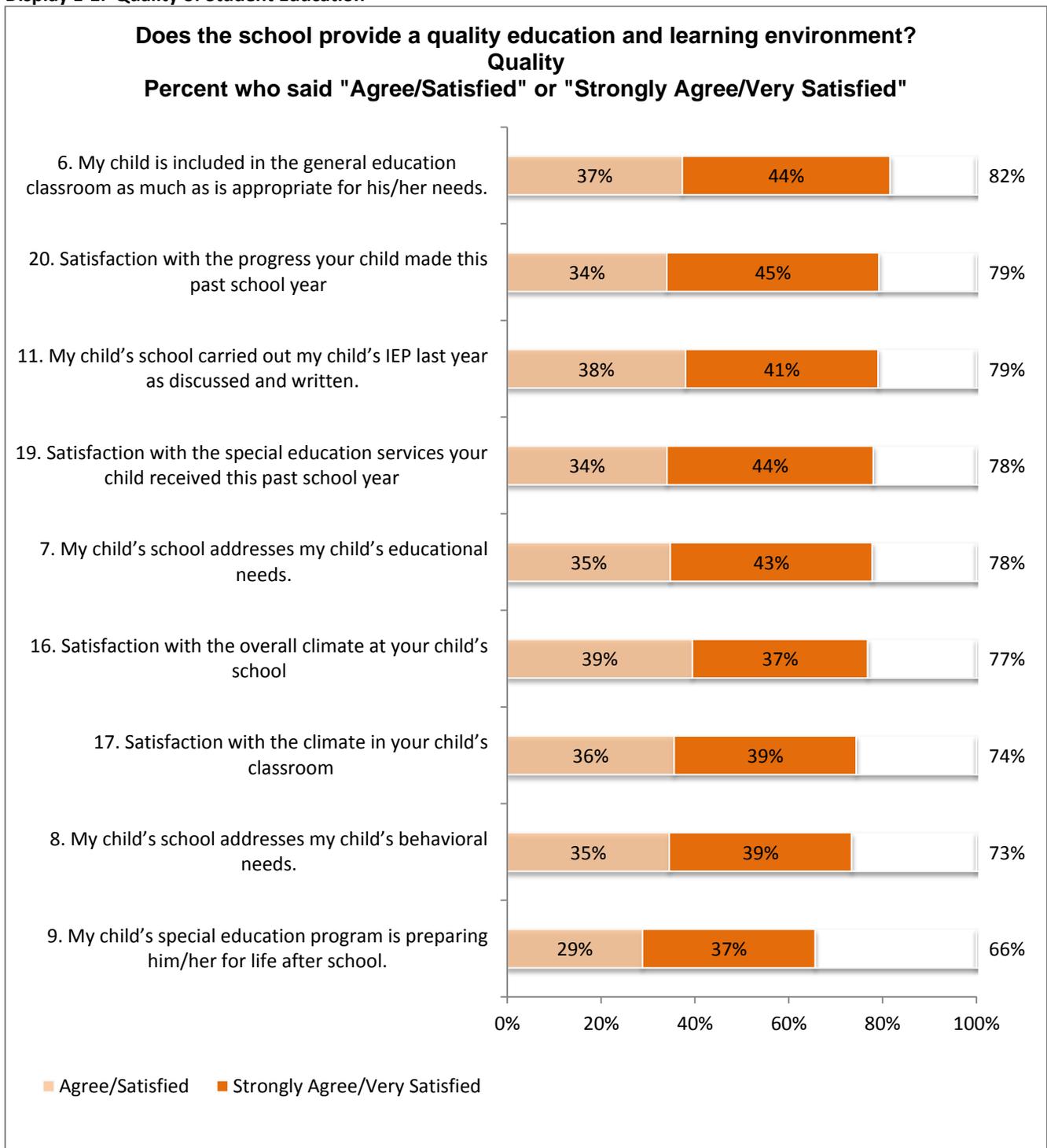
Display D-1: Parent Comfort



E. Does the school provide a quality education and learning environment?

- Between 66-82% of parents agreed that the school provides a quality education to their students (see Display E-1).
 - The item with the highest level of agreement:
 - 6. My child is included in the general education classroom as much as is appropriate for his/her needs (82% agreed).
 - The item with the lowest level of agreement:
 - 9. My child’s special education program is preparing him/her for life after school (66% agreed).

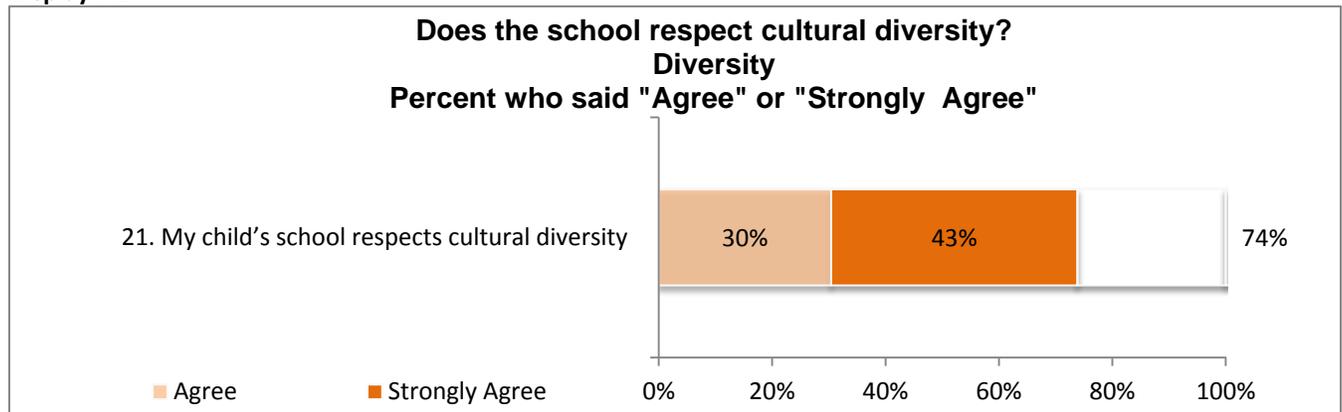
Display E-1: Quality of Student Education



F. Does the school respect cultural diversity?

- 74% of parents “agreed” that the schools respect cultural diversity (see Display F-1).

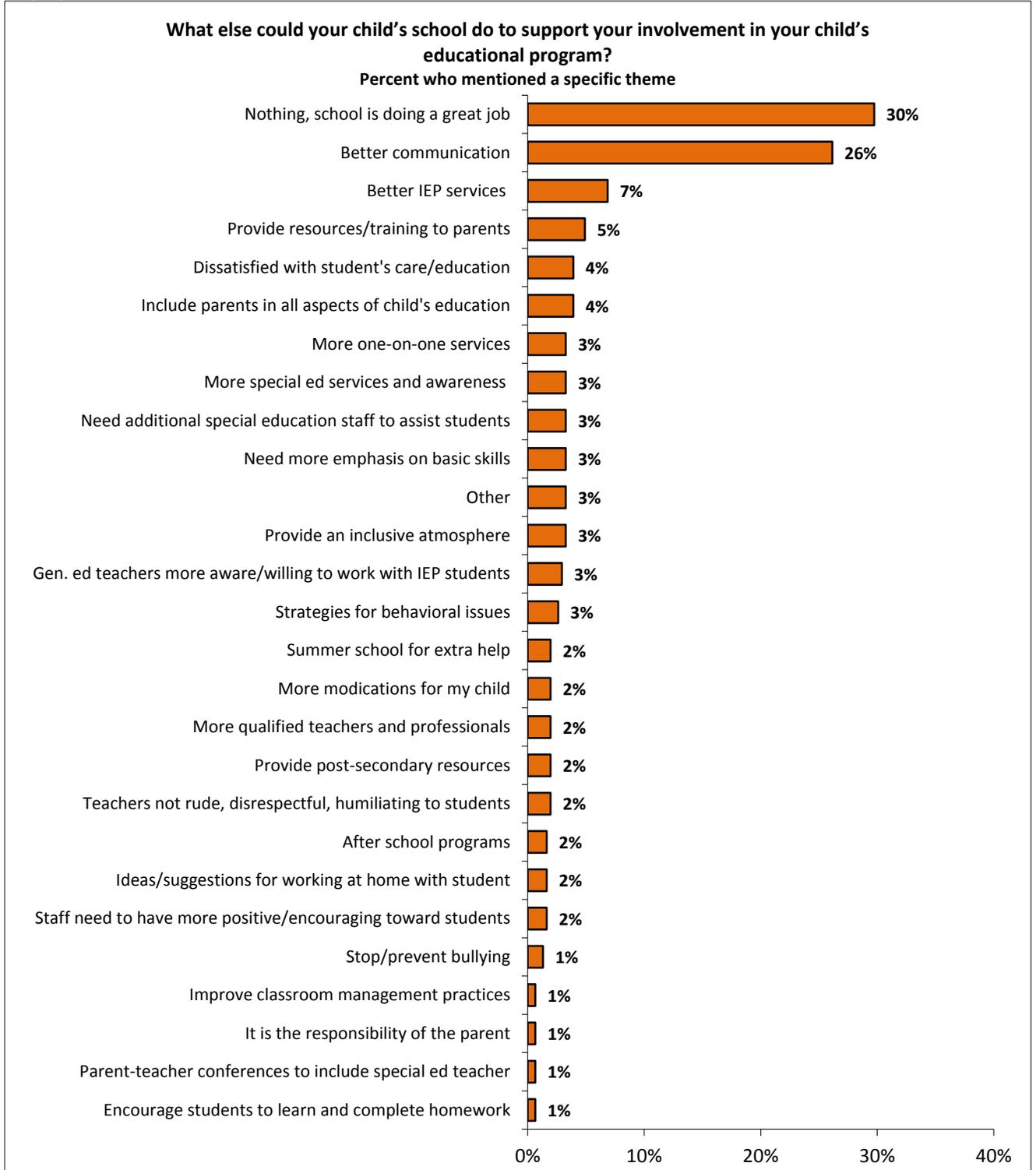
Display F-1



G. Open Comments

- Parents were asked, “What else could your child’s school do to support your involvement in your child’s educational program?” 306 parents (52%) responded to this question (see Display F-1).
 - 30% of parents who answered this question mentioned that nothing needed to be done by the child’s school and that the school is doing a great job.
 - 26% mentioned better communication.
 - 7% mentioned better IEP services (follow-up, discussion, support).

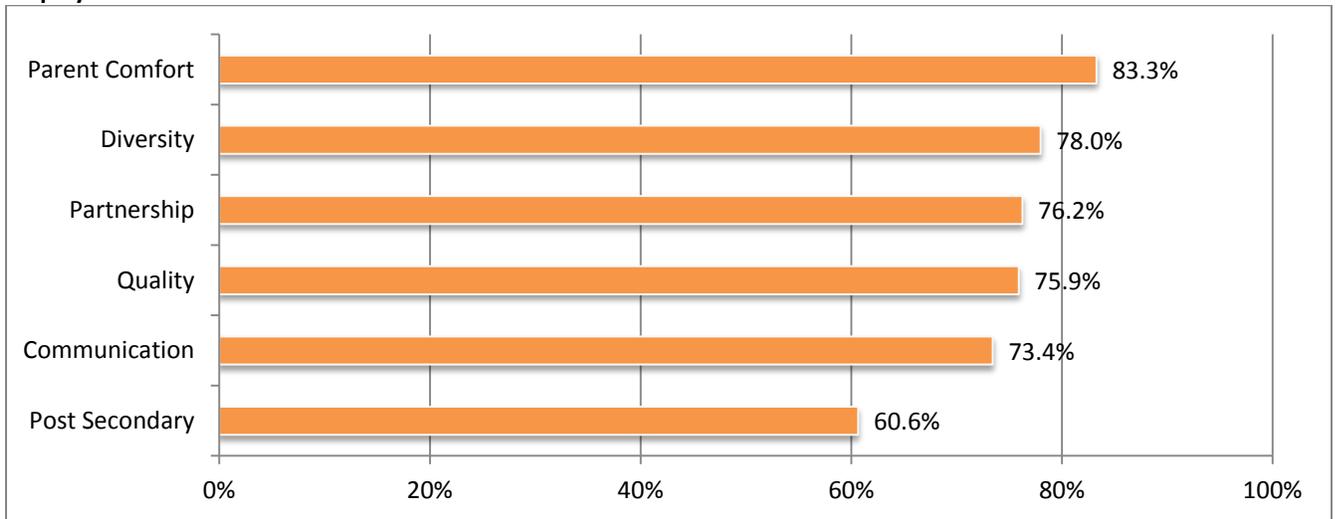
Display G-1



H. Overall Scale Scores

- For each of the six scales, a percent of maximum score was calculated. A percent of max score indicates the percentage of points the respondent “awarded” to the school on a given group of items. For example, a respondent who rated the school a “5” (Strongly Agree/Very Satisfied) on each of the four items that make up the Partnership scale, would receive a 100% score; a respondent who rated the school a “1” (Strongly Disagree/Very Dissatisfied) on each of the four Partnership items would receive a 0% score. A respondent who rated the school a “4” (Agree/Satisfied) on each of the four Partnership items would receive a 75% score. Thus, a 75% score represents the minimum desirable score.
- Parents’ scores on these six scales were compared to determine if any particular group of parents is significantly more positive or negative than other groups of parents.
- The scale with the highest overall score is Parent Comfort. On average, parents awarded 83.3% of the possible points to this area (see Display H-1).
- The other five scales had scores that ranged from 60.6-78.0%.

Display H-1: Overall Scale Scores



Results by Race/Ethnicity

- No significant difference existed among parents of students by race/ethnicity (see Display H-2).

**Display H-2: Mean Percentage of Points Earned on Each Scale
For All Parents, Parents of K-12 Students, and Parents of Preschoolers**

Race	Number of Students	Overall	Communication	Parent Comfort	Partnership	Quality	Post-Secondary	Diversity
All	591	76%	73%	83%	76%	76%	61%	78%
Asian	5	Fewer than 10 respondents						
Black	6	Fewer than 10 respondents						
Hispanic	68	77%	74%	86%	77%	76%	56%	81%
Native American	6	Fewer than 10 respondents						
Pacific Islander	1	Fewer than 10 respondents						
Two or more races	20	65%	61%	74%	70%	62%	69%	68%
White	485	77%	74%	84%	77%	77%	61%	78%

Results by Primary Disability

- Parents of students with a cognitive disability responded significantly more favorable than those with a specific learning disability in the area of Post-Secondary (83% and 51%, respectively). No other significant differences were found (see Display H-3).

**Display H-3: Mean Percentage of Points Earned on Each Scale
For All Parents, Parents of K-12 Students, and Parents of Preschoolers**

Primary Disability	Number of Students	Overall	Communication	Parent Comfort	Partnership	Quality	Post-Secondary	Diversity
All	591	76%	73%	83%	76%	76%	61%	78%
Autism	69	73%	71%	84%	73%	73%	60%	76%
Cognitive Disability	50	78%	77%	84%	80%	77%	83%	76%
Developmental Delay	63	80%	77%	87%	80%	80%	-	81%
Emotional Disturbance	23	67%	65%	77%	68%	67%	51%	64%
Health Impairment	99	73%	69%	81%	74%	73%	60%	76%
Hearing Impairment	4	Fewer than 10 respondents						
Language Impairment	61	76%	74%	77%	76%	75%	50%	80%
Multiple Disabilities	16	65%	60%	88%	63%	63%	59%	71%
Orthopedic Impairment	6	Fewer than 10 respondents						
Specific Learning Disability	124	76%	74%	85%	75%	76%	51%	78%
Speech Impairment	74	79%	75%	82%	80%	79%	41%	81%
Traumatic Brain Injury	2	Fewer than 10 respondents						

Results by Grade Level

- Parents of students in grade 8 were significantly less positive in the areas of Parent Comfort, Communication, and Post-Secondary when compared with parents who have students in grades 2, 4, and 12. For example, parents of students in grade 8 rated Parent Comfort at an average of 73% while parents in grade 2 rated it at 95%.
- Another significant difference was found in the area of Diversity, where parents of students in grade 1 were significantly more positive (87%) than those with students in grade 7 (69%).

**Display H-4: Mean Percentage of Points Earned on Each Scale
For All Parents, Parents of K-12 Students, and Parents of Preschoolers**

Grade	Number of Students	Overall	Communication	Parent Comfort	Partnership	Quality	Post-Secondary	Diversity
All	591	76%	73%	83%	76%	76%	61%	78%
Pre-K	52	73%	72%	78%	73%	72%	-	76%
Kindergarten	32	81%	77%	88%	79%	83%	-	82%
1	40	79%	69%	77%	81%	82%	-	87%
2	35	83%	82%	95%	83%	81%	-	81%
3	55	80%	78%	89%	80%	78%	-	82%
4	40	83%	83%	89%	83%	82%	-	84%
5	40	79%	76%	85%	79%	78%	-	81%
6	43	79%	75%	89%	79%	79%	-	79%
7	49	70%	68%	79%	68%	69%	-	69%
8	42	68%	65%	73%	70%	69%	46%	70%
9	59	72%	66%	83%	73%	73%	57%	78%
10	34	74%	71%	86%	74%	73%	60%	78%
11	30	70%	68%	76%	70%	70%	64%	72%
12	40	76%	77%	80%	75%	75%	75%	72%

Results by Grade Group

- The parents of students in grades 6-8 were less positive than those parents with students in grades 3-5 when rating their Overall Parent Involvement as well as in the areas of Communication, Partnership, and Diversity.
- Parents of students in grades 3-5 were significantly more positive than their preschool counterparts in the area of Parent Comfort (88% and 78%, respectively).
- In the area of Post-Secondary, parents of students in grades 9-12 were significantly more positive than those parents of students in grades 6-8.

**Display H-5: Mean Percentage of Points Earned on Each Scale
For All Parents, Parents of K-12 Students, and Parents of Preschoolers**

Grade	Number of Students	Overall	Communication	Parent Comfort	Partnership	Quality	Post-Secondary	Diversity
All	591	76%	73%	83%	76%	76%	61%	78%
Pre	52	73%	72%	78%	73%	72%	-	76%
K-2	107	81%	76%	86%	81%	82%	-	84%
Grades 3-5	135	81%	79%	88%	81%	80%	-	82%
Grades 6-8	134	73%	70%	81%	73%	73%	46%	73%
Grades 9-12	163	73%	70%	81%	73%	73%	63%	75%

Results by Gender

- No significant differences existed among parents of students by gender (see Display H-6).

**Display H-6: Mean Percentage of Points Earned on Each Scale
For All Parents, Parents of K-12 Students, and Parents of Preschoolers**

Gender	Number of Students	Overall	Communication	Parent Comfort	Partnership	Quality	Post-Secondary	Diversity
<i>All</i>	591	76%	73%	83%	76%	76%	61%	78%
Female	179	77%	75%	84%	77%	77%	62%	80%
Male	412	76%	73%	83%	76%	75%	60%	77%

Results by Environment Placement

- Parents of students who received at least 80% of their instruction in a general education classroom were more positive overall and significantly so in a number of areas. For example, these parents were significantly more positive when compared to parents whose children received less than 40% of their instruction in a general education classroom in the areas of Partnership and Quality (see Display H-7).

**Display H-7: Mean Percentage of Points Earned on Each Scale
For All Parents, Parents of K-12 Students, and Parents of Preschoolers**

Environment	Number of Students	Overall	Communication	Parent Comfort	Partnership	Quality	Post-Secondary	Diversity
<i>All</i>	591	76%	73%	83%	76%	76%	61%	78%
General Ed Class <40%	53	71%	69%	81%	70%	70%	63%	73%
General Ed Class 40-80%	153	76%	74%	82%	78%	75%	54%	75%
General Ed Class 80%	311	79%	75%	86%	79%	79%	67%	82%
Public Separate School	3	Fewer than 10 respondents						
EC	71	74%	73%	79%	73%	73%	-	77%

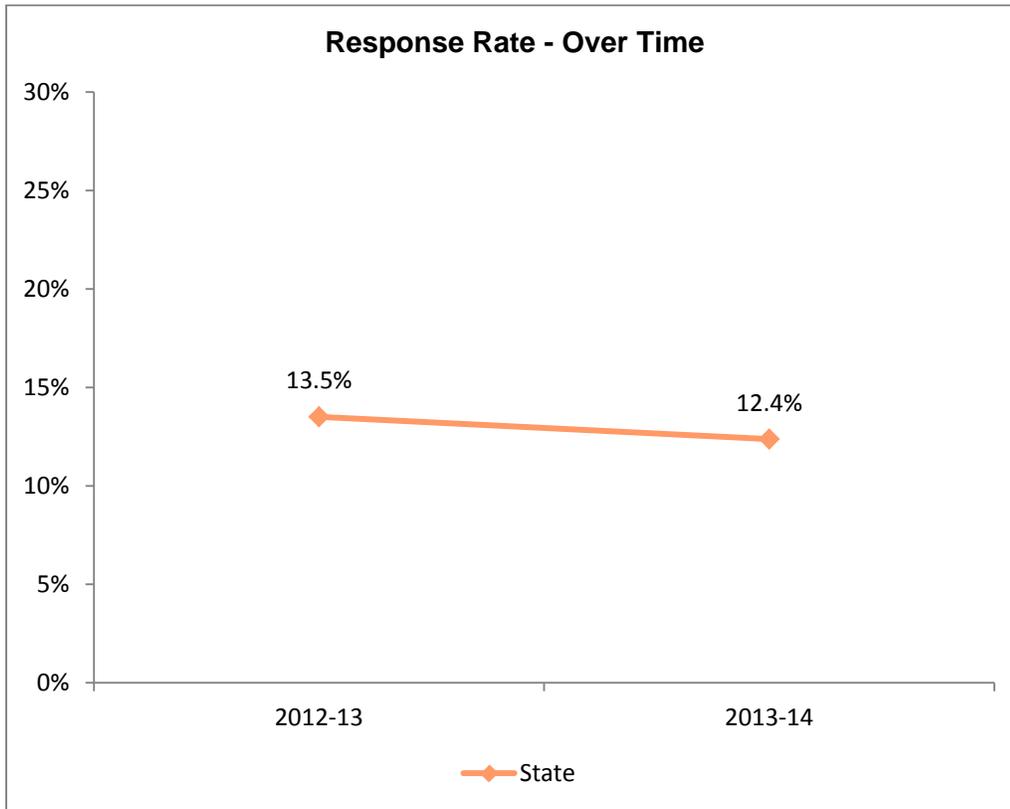
I. Summary Results

Response Rate

- The 2013-14 response rate of 12.4% was about 1 percentage point lower than the previous year's rate of 13.5%.

Display I-1: Response Rate

	2012-13	2013-14
Number in Sample	3664	4774
Number Responded	495	591
State Percent Responded	13.5%	12.4%

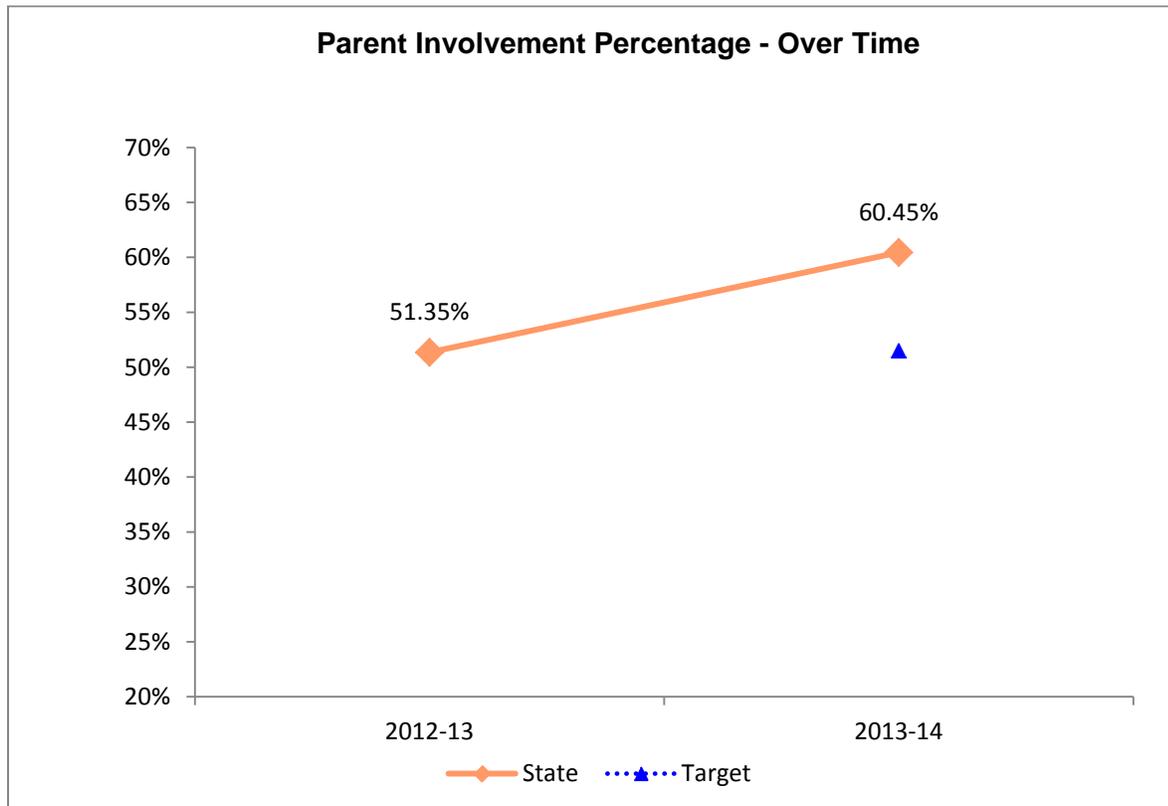


Parent Involvement Percentage

- The Parent Involvement Percentage is based on a "percent of max" score. A percent of max score indicates the percentage of points the parent "awarded" to the school on the 21 survey items. To determine the state's Parent Involvement Percentage, the percentage of parents who had a percent of max score of 75% or above was calculated.
- The Parent Involvement Percentage increased by 9 percentage points from 2012-13 to 2013-14.
- 2013-14 results also surpassed the state target by 9%.

Display I-2: Parent Involvement Percentage

Overall Parent Involvement	2012-13	2013-14	2012-13 Minus 2013-14
State	51.35%	60.45%	9.10%
Target	#N/A	51.48%	#N/A



Background on the Survey

- The purpose of the parent survey is to assist the IDE in determining the extent to which schools are facilitating parent involvement. The survey data will assist the schools in improving parent involvement and will result in positive outcomes for parents as well as improved outcomes for children.
- In May 2014, the Idaho Part B Parent Survey was distributed to a stratified, representative sample of 4,774 parents of students receiving special education services. A total of 591 were returned for a response rate of 12.4%.
- This Parent Survey addresses Indicator #8 of the State Performance Plan (SPP) ¹ which requires the State to report out on the:
“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.”
- The State is required to report out on Indicator #8 each year in February on the Annual Performance Report (APR).
- To determine the percent of parents who report that school facilitated parent involvement, a percent of maximum score was calculated based on all 21 items. A parent who had a percent of maximum score of 75% or above (in other words those parents who tended to agree with all 21 items) was identified as one who reported that the school facilitated his/her involvement. 60.45% of parents had a percent of maximum score of 75% or above. Thus for the FFY 2013 APR, Indicator #8 will state: 60.45% of parents report that the school facilitated parent involvement.

Report prepared by:

Data Driven Enterprises

11184 Huron St., Ste. 17

Northglenn, CO 80234

juliann@datadrivenenterprises.com

303-255-1561

¹ Under Part B of the Individuals with Disabilities Education Act (IDEA), the State is required to report to the Office of Special Education Programs (OSEP) its performance, progress toward targets, and improvement efforts on each of 20 indicators; the Parent Survey is Indicator #8.