

Maryland Special Education 2018-2019 Indicator 8 Parent Survey Carroll County Public Schools

Responses to Part B 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:

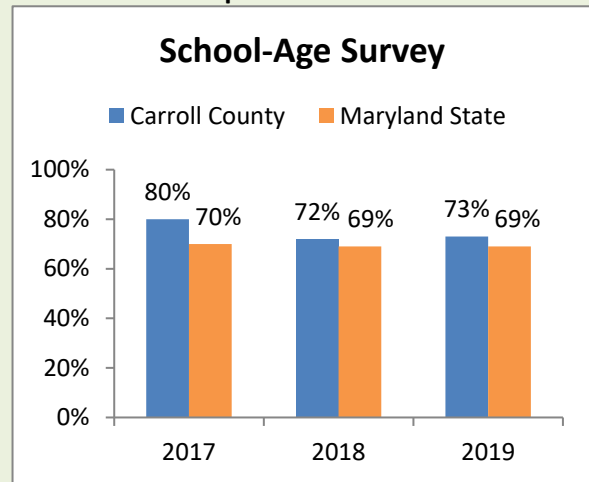
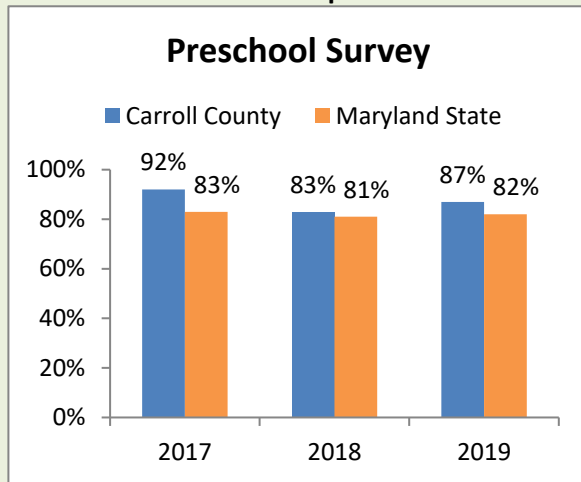
Preschool (ages 3-5): 87% (Confidence Interval: 76% to 99%)
School-Age (ages 6-21): 73% (Confidence Interval: 68% to 79%)

Preschool						
	2018		2019			
Total Mailed:	228		204			
Undeliverables:	1%		1%			
Adjusted Response Rate*:	28%		19%			
	English		Spanish		Total	
	2018	2019	2018	2019	2018	2019
Paper	36	26	2	-	38	26
Online	26	13	-	-	26	13
Total	62	39	2	-	64	39

School-Age						
	2018		2019			
Total Mailed:	2,682		2,706			
Undeliverables:	2%		1%			
Adjusted Response Rate*:	11%		9%			
	English		Spanish		Total	
	2018	2019	2018	2019	2018	2019
Paper	182	181	-	3	182	184
Online	99	64	-	-	99	64
Total	281	245	-	3	281	248

**Adjusted Response Rate = Total Number of Surveys Completed / (Total Number of Surveys Mailed – Total Number of Surveys Undeliverable)*

Percent of Parents Who Report Schools Facilitated Parent Involvement: Comparison with State Performance



To improve the value of the indicator, focus efforts on increasing the number of parents who agree with the following statements (listed in order of easiest to achieve to most difficult to achieve)...

Pre-School

People from preschool special education, including teachers and other services providers...

connect me with other families for mutual support.

I have been asked for my opinion about how well preschool special education services are meeting my child's needs.

My child receives his/her preschool special education services with children without disabilities to the maximum extent possible.

explain what options I have if I disagree with a decision made by the preschool special education IEP team.

School-Age

The school and/or school system offers me training about special education issues.

I was given information about the curriculum and materials used with my child.

I have been asked for my opinion about how well special education services are meeting my child's needs.

The school and/or school system explains what options I have if I disagree with a decision of the school.

Preschool Survey Questions	% of Respondents Agreeing with this Statement		Criterion Met?*
	2018	2019	
Q1 I am part of the IEP decision-making process.	85%	90%	Met
Q2 My recommendations are included on the IEP.	82%	86%	Met
Q3 My child's IEP goals are written in a way that I can work on them at home during daily routines.	79%	84%	Not Met
Q4 Written information I receive is in words I understand.	83%	88%	Met
Q5 I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	70%	73%	Not Met
Q6 My child receives his/her preschool special education services with children without disabilities to the maximum extent possible.	75%	74%	Not Met
Q7 If my child's services are provided only with children with disabilities, a written explanation of this is on the IEP.	70%	81%	Not Met
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).	67%	81%	Not Met
Q9 People from preschool special education, including teachers and other service providers are available to speak with me.	85%	88%	Met
Q10 People from preschool special education, including teachers and other service providers treat me as an equal team member.	81%	88%	Met
Q11 People from preschool special education, including teachers and other service providers encourage me to participate in the decision-making process.	82%	86%	Met
Q12 People from preschool special education, including teachers and other service providers respect my culture.	85%	90%	Met
Q13 People from preschool special education, including teachers and other service providers value my ideas.	81%	88%	Met
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.	83%	87%	Met
Q15 People from preschool special education, including teachers and other service providers communicate regularly with me regarding my child's progress on IEP goals.	80%	89%	Met
Q16 People from preschool special education, including teachers and other service providers give me options concerning my child's services and supports.	74%	84%	Not Met
Q17 People from preschool special education, including teachers and other service providers provide me with strategies to deal with my child's behavior.	76%	84%	Not Met
Q18 People from preschool special education, including teachers and other service providers give me enough information to know if my child is making progress.	80%	88%	Met
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.	77%	86%	Met
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).	66%	83%	Not Met
Q21 People from preschool special education, including teachers and other service providers offer me information regarding parent training.	66%	78%	Not Met
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).	80%	85%	Met
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.	68%	76%	Not Met
Q24 People from preschool special education, including teachers and other service providers connect me with other families for mutual support.	57%	67%	Not Met

*For the Preschool Survey, a criterion is met if the % of respondents agreeing with a response is 85% or more, for the School Aged Survey, a criterion is met if the % of respondents agreeing with a response is 72% or more.

School-Age Survey Question	% of Respondents Agreeing with this Statement		Criterion Met?*
	2018	2019	
Q1 I am considered an equal partner with teachers and other professionals in planning my child's program.	74%	75%	Met
Q2 I have been asked for my opinion about how well special education services are meeting my child's needs.	66%	68%	Not Met
Q3 At the IEP meeting, we discussed how my child would participate in statewide assessments.	74%	73%	Met
Q4 My child's school consistently implements all accommodations and modifications documented on my child's IEP.	72%	72%	Met
Q5 All of my concerns and recommendations were documented on the IEP.	74%	76%	Met
Q6 My child is educated in regular classes (general education) with supports, to the maximum extent appropriate.	74%	74%	Met
Q7 I was given information about organizations that offer support for parents of students with disabilities.	70%	74%	Met
Q8 I am comfortable asking questions and expressing concerns to school staff.	80%	81%	Met
Q9 I was given all pertinent reports and evaluations related to my child prior to the IEP team meeting.	82%	82%	Met
Q10 Written information I receive is written in words I understand.	81%	80%	Met
Q11 I was given information about the curriculum and materials used with my child.	66%	67%	Not Met
Q12 The transition outcomes developed for my child are appropriate to meet his/her needs.	71%	73%	Met
Q13 Teachers and administrators seek out parent input.	68%	70%	Not Met
Q14 Teachers and administrators show sensitivity to the needs of students with disabilities and their families.	74%	74%	Met
Q15 Teachers and administrators expect parents to participate in decision making.	73%	75%	Met
Q16 Teachers and administrators set a climate for acceptance of diversity.	74%	75%	Met
Q17 Teachers and administrators answer any questions I have about Procedural Safeguards.	75%	75%	Met
Q18 Teachers and administrators value my ideas and input.	72%	74%	Met
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.).	74%	77%	Met
Q20 The school and/or school system has a person on staff who is available to answer parents' questions.	77%	77%	Met
Q21 The school and/or school system gives me enough information to know whether or not my child is making adequate progress.	71%	72%	Met
Q22 The school and/or school system offers me training about special education issues.	63%	64%	Not Met
Q23 The school and/or school system provides information on agencies that can assist my child in the transition from school.	68%	73%	Met
Q24 The school and/or school system explains what options I have if I disagree with a decision of the school.	63%	69%	Not Met

*For the Preschool Survey, a criterion is met if the % of respondents agreeing with a response is 85% or more, for the School Aged Survey, a criterion is met if the % of respondents agreeing with a response is 72% or more.