

Kansas
Part B Parent Survey – 2019-20
Detailed Summary Report

Highlights

- Letters notifying parents about the parent survey were sent to a stratified, representative sample of parents of students ages 3-21 receiving special education services during the 2019-20 school year in 70 local education agencies (LEAs) (n=8,681). Parents were sent a letter by email or mail that provided a URL for them to go online to complete the survey; paper copies were available by request. A total of 454 parents from 53 LEAs completed the survey for a response rate of 5.23%.
- Results were positive. Of the ten questions asked of parents, 76% or more expressed a positive attitude.
- Most parents agreed that:
 - A. The IEP meeting addresses certain issues** (i.e., accommodations, modifications, and statewide assessments). For example:
 - 4. At the IEP meeting, we discussed accommodations and modifications that my child would need (95% agreed).
 - B. The school encourages parents to be an equal partner.** For example:
 - 1. I am considered an equal partner with teachers and other professionals in planning my child’s program (89% agreed).
 - C. The school adequately communicates with parents.** For example:
 - 2. Written information I receive is written in an understandable way (94% agreed).
- Of these areas (IEP Meetings, Equal Partners, and Communication), parents assigned the highest rating to IEP Meetings and Communication.
 - On average, parents awarded 76% of the possible points to these areas; parents awarded 75% of the total possible points to Equal Partners.
- The following items had the **highest** level of agreement. These items represent strengths:
 - 4. At the IEP meeting, we discussed accommodations and modifications that my child would need (95% agreed).
 - 2. Written information I receive is written in an understandable way (94% agreed).
- The following items had the **lowest** levels of agreement. These items represent potential areas for improvement:
 - 10. The school gives me choices with regard to services that address my child’s needs (76% agreed).
 - 3. At the IEP meeting, we discussed how my child would participate in statewide assessments (79% agreed).
 - 9. The school communicates regularly with me regarding my child’s progress on IEP goals (80% agreed).
- There were very few significant differences in the responses among various groups of parents.
 - In general, parents of students in Grade 12 were the most positive in their responses, and parents of students in Grade 11 were the least positive in their responses.

Results

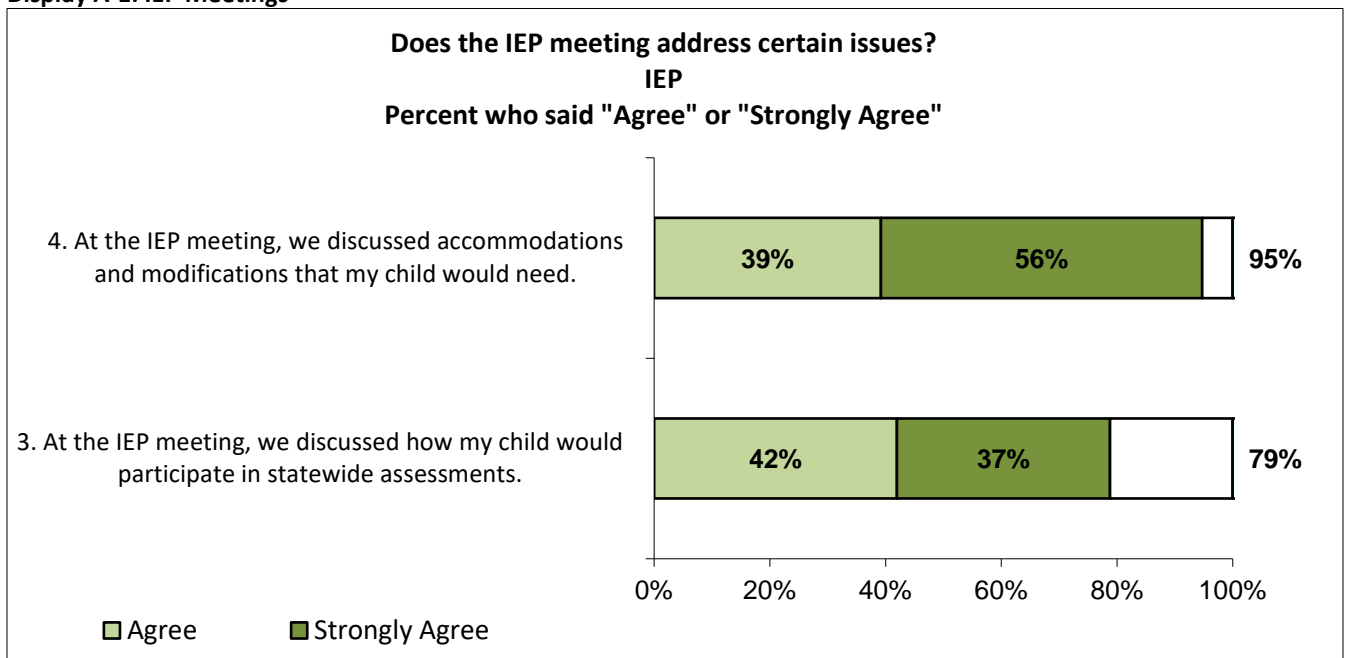
Scales

- The 10 items on the survey were categorized into three different scales:
 - A. Does the IEP meeting address certain issues? (2 items; "IEP")
 - B. Does the school encourage parents to be an equal partner? (3 items; "Equal Partners")
 - C. Does the school adequately communicate with the parent? (5 items; "Communication")
- The results are organized by these three scales.

A. Does the IEP meeting address certain issues?

- 79-95% of parents agreed that IEP meetings address certain issues (see Display A-1).
 - The item with the **highest** level of agreement:
 - 4. At the IEP meeting, we discussed accommodations and modifications that my child would need (95% agreed).
 - The item with the **lowest** level of agreement:
 - 3. At the IEP meeting, we discussed how my child would participate in statewide assessments (79% agreed).

Display A-1: IEP Meetings

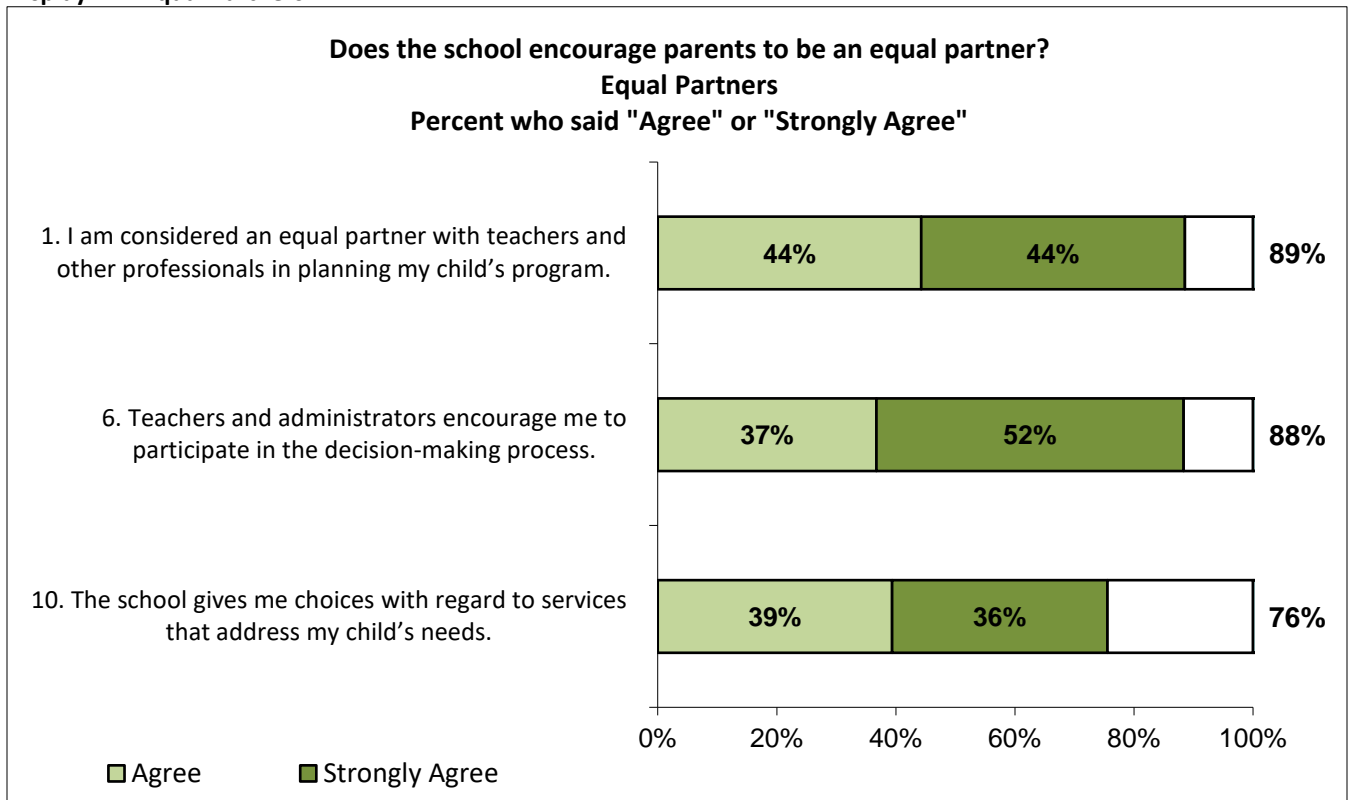


Note: Due to rounding the percentages within the bars the numbers for each question may not add up to the overall percent.

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

- Three items asked about the extent to which the school encourages parents to be an equal partner in their child’s education. Between 76-89% of parents agreed with each of these items (see Display B-1).
 - The items with the **highest** level of agreement:
 - 1. I am considered an equal partner with teachers and other professionals in planning my child’s program (89% agreed).
 - 6. Teachers and administrators encourage me to participate in the decision-making process (88% agreed).
 - The item with the **lowest** level of agreement:
 - 10. The school gives me choices with regard to services that address my child’s needs (76% agreed).

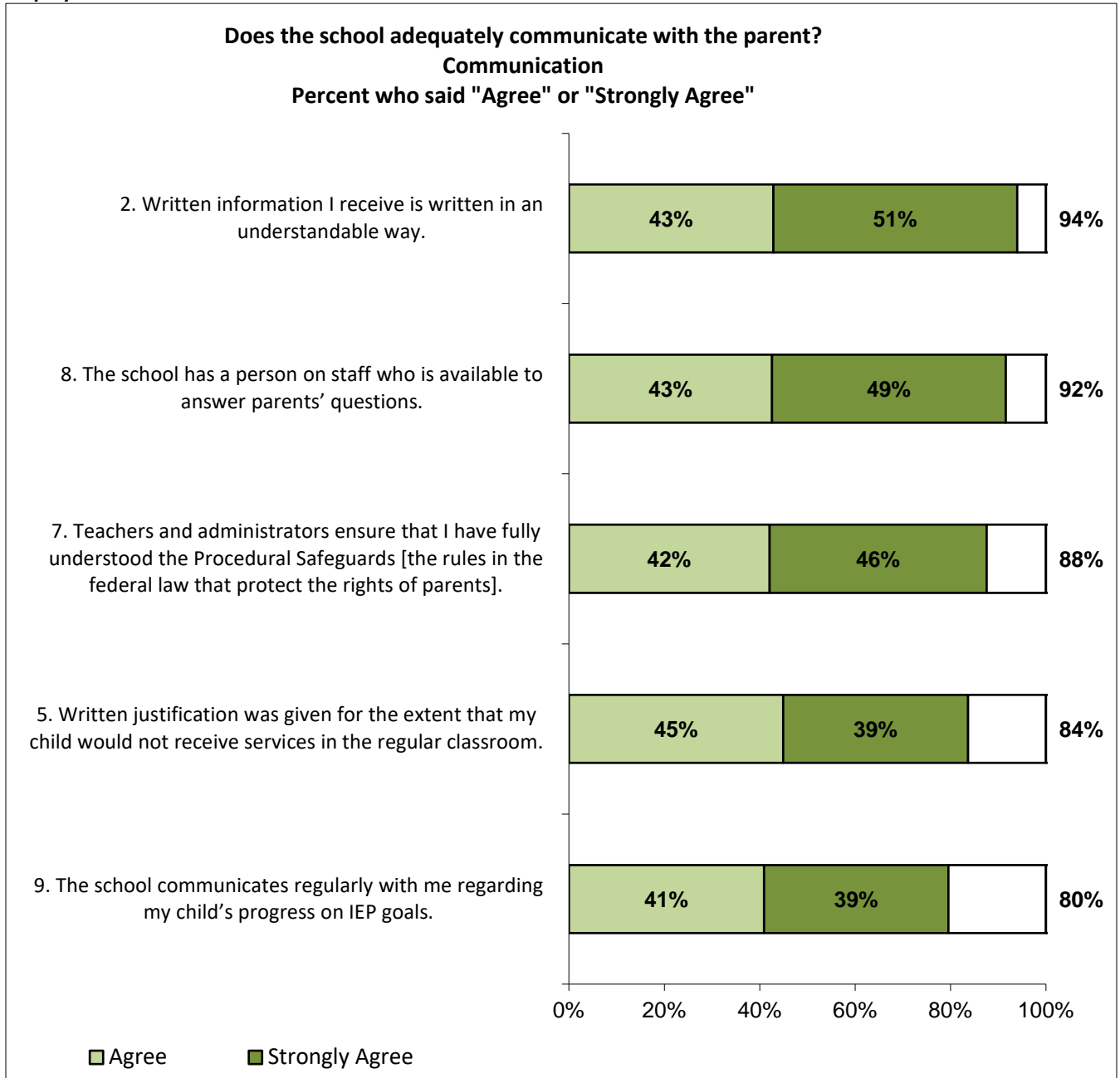
Display B-1: Equal Partners



C. Does the school adequately communicate with the parent?

- Parents rated the school on five communication aspects. Between 80-94% of parents agreed that the school adequately communicates with them (see Display C-1).
 - The items with the **highest** level of agreement:
 - 2. Written information I receive is written in an understandable way (94% agreed).
 - 8. The school has a person on staff who is available to answer parents' questions (92% agreed).
 - The item with the **lowest** level of agreement:
 - 9. The school communicates regularly with me regarding my child's progress on IEP goals (80% agreed).

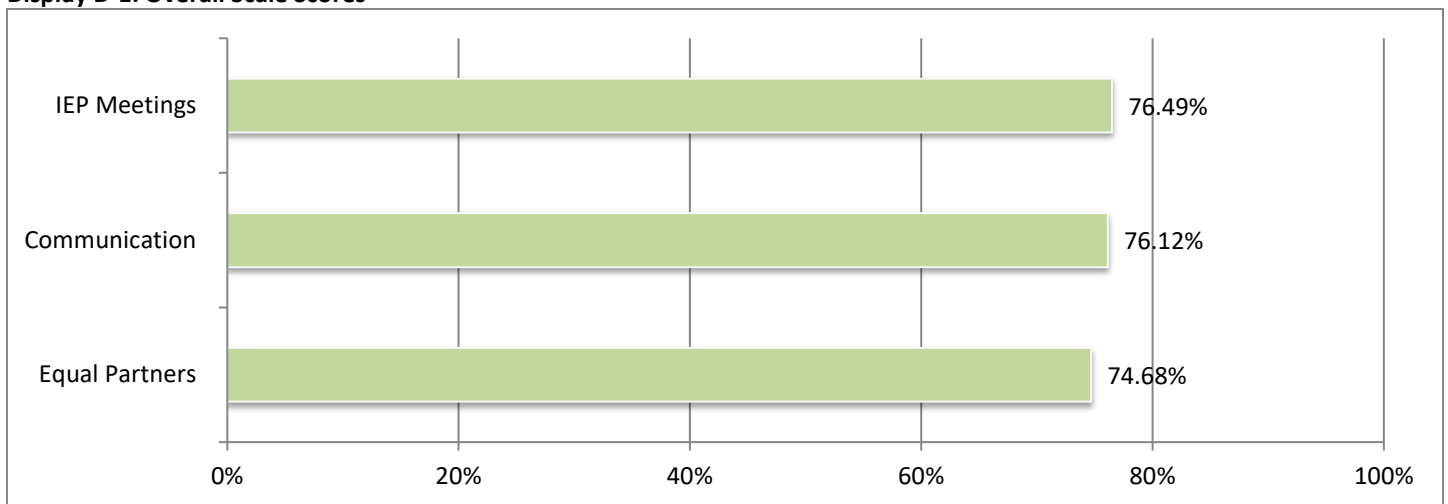
Display C-1: Communication



D. Overall Scale Scores

- For each of the three scales, a percent of maximum score was calculated. A percent of maximum score indicates the percentage of points the respondent “awarded” to the school on a given group of items. A respondent who rated their experiences with the school a “4” (Strongly Agree) on each of the 10 items received a 100% score; a respondent who rated their experiences with the school a “1” (Strongly Disagree) on each of the 10 items received a 0% score. A respondent who rated their experiences with the school a “3” (Agree) on each of the 10 items received a 66.7% score. A parent who has a percent of maximum score of 60% or above was identified as one who reported that the school facilitated his/her involvement. A 66.7% cut-score is representative of a parent who, on average, agreed with each item; as such, that family member agreed that their school facilitated their involvement.
- The scale with the highest overall score was IEP Meetings (see Display D-1).
- Parents’ scores on these three scales were compared to determine if any particular group of parents was significantly more positive or negative than other groups of parents.

Display D-1: Overall Scale Scores



Results by Race/Ethnicity

- No significant differences existed among parents of students based on race/ethnicity (see Display D-2).

Display D-2: Mean Percentage of Points Earned on Each Scale by Students' Race/Ethnicity

Race/Ethnicity	Number of Students	Overall	A. IEP	B. Equal Partners	C. Communication
All	454	76%	76%	75%	76%
American Indian or Alaskan Native	2	<i>Fewer than 10 respondents</i>			
Asian or Pacific Islander	14	79%	85%	75%	80%
Black or African American	16	81%	81%	82%	79%
Hispanic or Latino	46	78%	77%	78%	79%
Multi-Racial	21	73%	73%	73%	72%
White	324	75%	77%	74%	76%

Note: 31 respondents did not indicate race/ethnicity.

Results by Primary Disability

- No significant difference existed among parents of students based on primary disability (see Display D-3).

Display D-3: Mean Percentage of Points Earned on Each Scale by Students' Primary Disability

Race/Ethnicity	Number of Students	Overall	A. IEP	B. Equal Partners	C. Communication
All	454	76%	76%	75%	76%
Autism	86	74%	76%	72%	75%
Deaf-blindness	2	<i>Fewer than 10 respondents</i>			
Deafness	4	<i>Fewer than 10 respondents</i>			
Developmental Delay	64	76%	78%	76%	76%
Emotional Disturbance	17	72%	76%	73%	69%
Hearing Impairment	2	<i>Fewer than 10 respondents</i>			
Intellectual Disability	37	79%	82%	78%	77%
Multiple Disabilities	29	69%	70%	69%	69%
Orthopedic Impairment	4	<i>Fewer than 10 respondents</i>			
Other Health Impairment	18	69%	72%	64%	71%
Specific Learning Disability	61	73%	75%	72%	73%
Speech or Language Impairment	66	80%	77%	79%	82%
Traumatic Brain Injury	2	<i>Fewer than 10 respondents</i>			
Visual Impairment	6	<i>Fewer than 10 respondents</i>			

Note: 56 respondents did not indicate primary disability.

Results by Grade

- In general, parents of students in Grade 12 were the most positive, and parents of students in Grade 11 were the least positive (see Display D-4). Grade 12 parents were significantly more positive than parents of students in:
 - Grades 9 and 11 on the Overall scale.
 - Grade 9 on the Communication Scale.
 - Grades 11 and 8 on the IEP scale.

Display D-4: Mean Percentage of Points Earned on Each Scale by Students' Grade

Grade	Number of Students	Overall	A. IEP	B. Equal Partners	C. Communication
All	454	76%	76%	75%	76%
Pre-K	16	78%	71%	75%	82%
Kindergarten	24	76%	73%	78%	76%
Grade 1	30	80%	74%	81%	82%
Grade 2	36	79%	81%	78%	79%
Grade 3	36	75%	74%	74%	76%
Grade 4	41	78%	81%	78%	77%
Grade 5	35	77%	79%	76%	77%
Grade 6	22	85%	88%	82%	85%
Grade 7	19	72%	75%	68%	73%
Grade 8	31	69%	70%	67%	69%
Grade 9	38	68%	73%	66%	67%
Grade 10	33	73%	73%	74%	73%
Grade 11	31	68%	66%	66%	69%
Grade 12	40	84%	89%	84%	83%

Note: 22 respondents did not indicate grade.

Results by Grade Category

- No significant difference existed among parents of students in each grade group (see Display D-5).

Display D-5: Mean Percentage of Points Earned on Each Scale by Students' Grade Category

Grade Category	Number of Students	Overall	A. IEP	B. Equal Partners	C. Communication
All	454	76%	76%	75%	76%
Pre-K	16	78%	71%	75%	82%
Kindergarten -Grade 3	126	78%	76%	78%	78%
Grades 4-6	98	79%	82%	78%	79%
Grades 7-8	50	70%	72%	67%	71%
Grades 9-12	142	74%	76%	73%	73%

Note: 22 respondents did not indicate grade.

E. Results Over Time

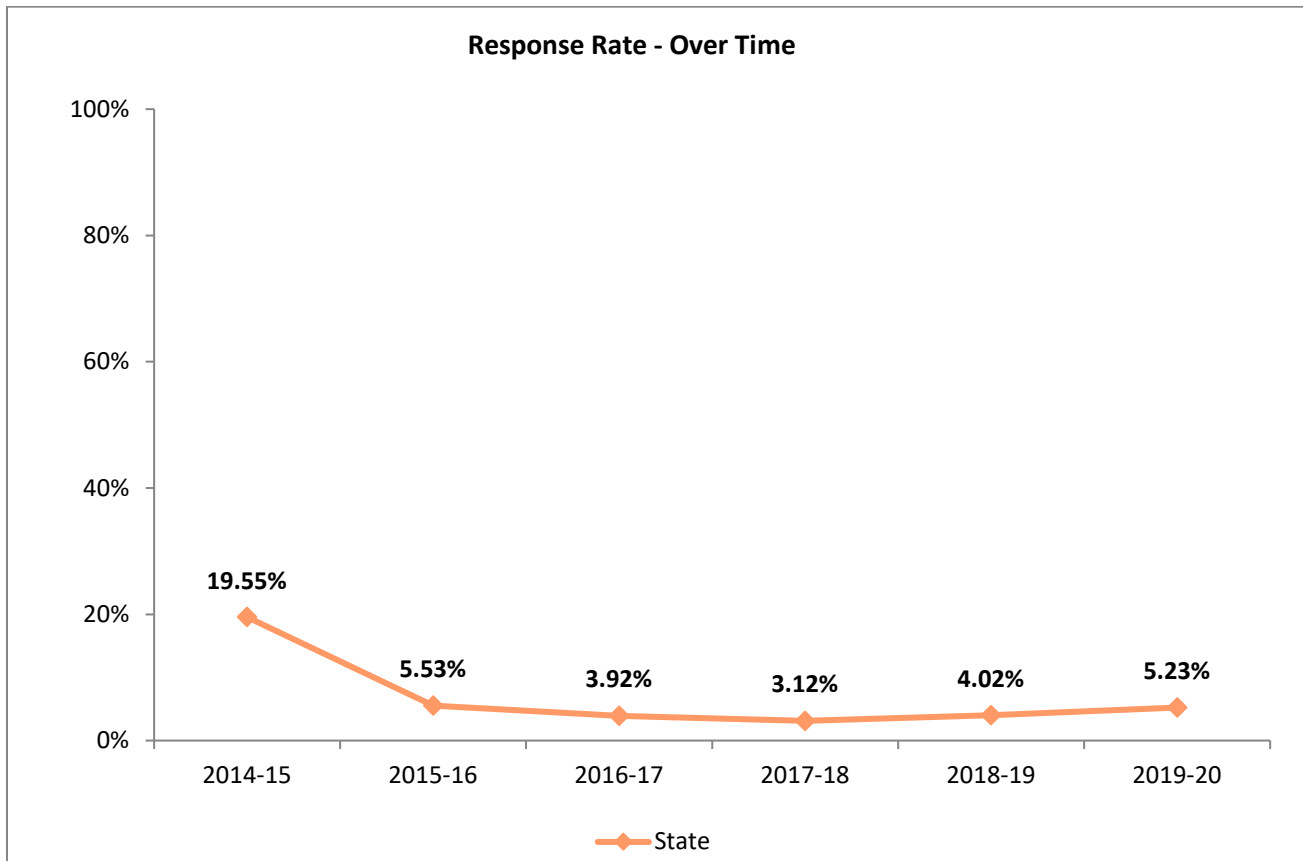
Response Rate

- The response rate increased by 1.21 percentage points from 2018-19 to 2019-20 (see Display E-1).

Display E-1: Response Rates Over Time

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Number of Parents Who Received Survey	1,959	1,701	61,608	6,055	8,850	8,681
Number of Surveys Completed	383	94	2,417	189	356	454
State: % of Parents Who Responded	19.55%	5.53%	3.92%	3.12%	4.02%	5.23%

Note: In 2016-17, all parents of students with a disability received a survey postcard; in other years, a sample of parents received the postcard.

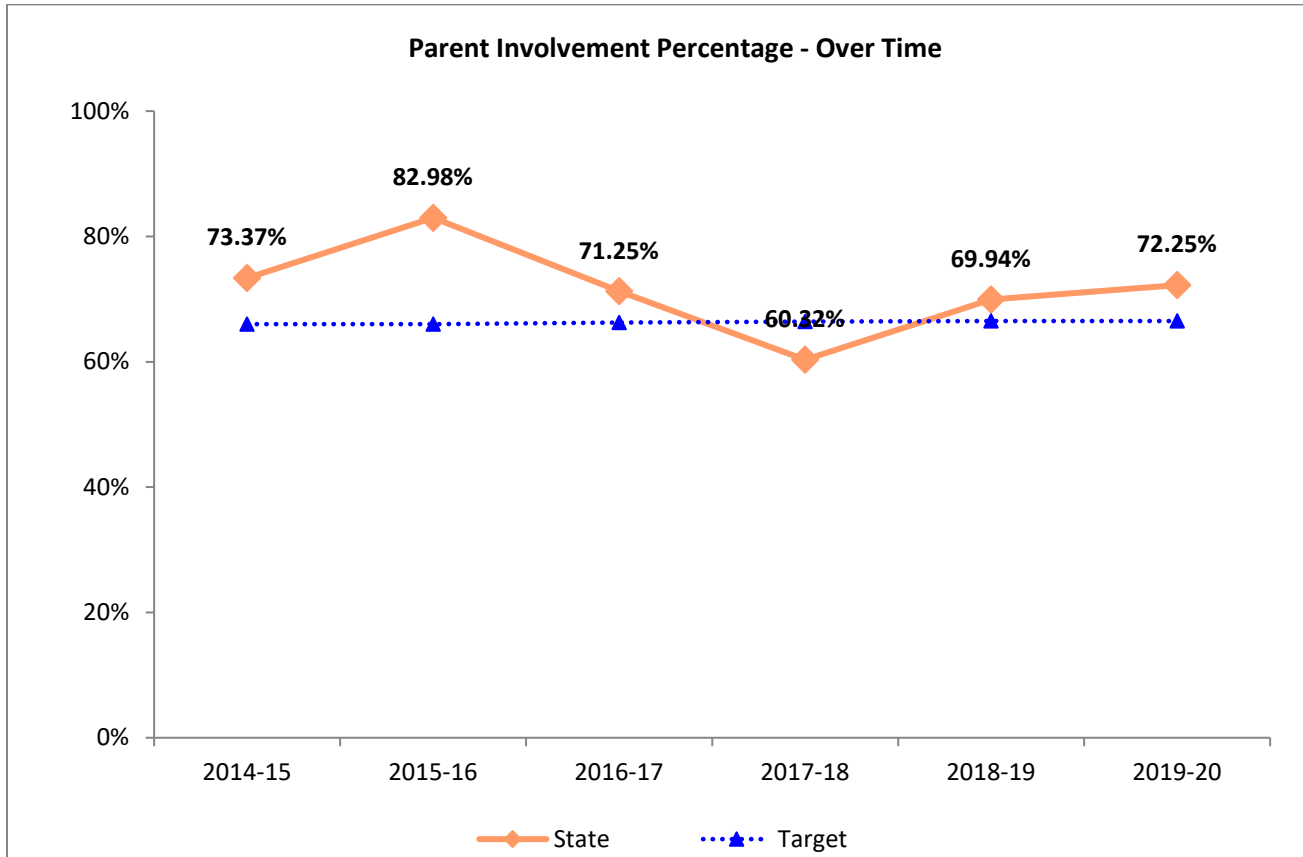


Parent Involvement Percentage

- The Parent Involvement Percentage increased 2.31 percentage points from 69.94% in 2018-19 to 72.25% in 2019-20 (see Display E-2).

Display E-2: Parent Involvement Percentage Over Time

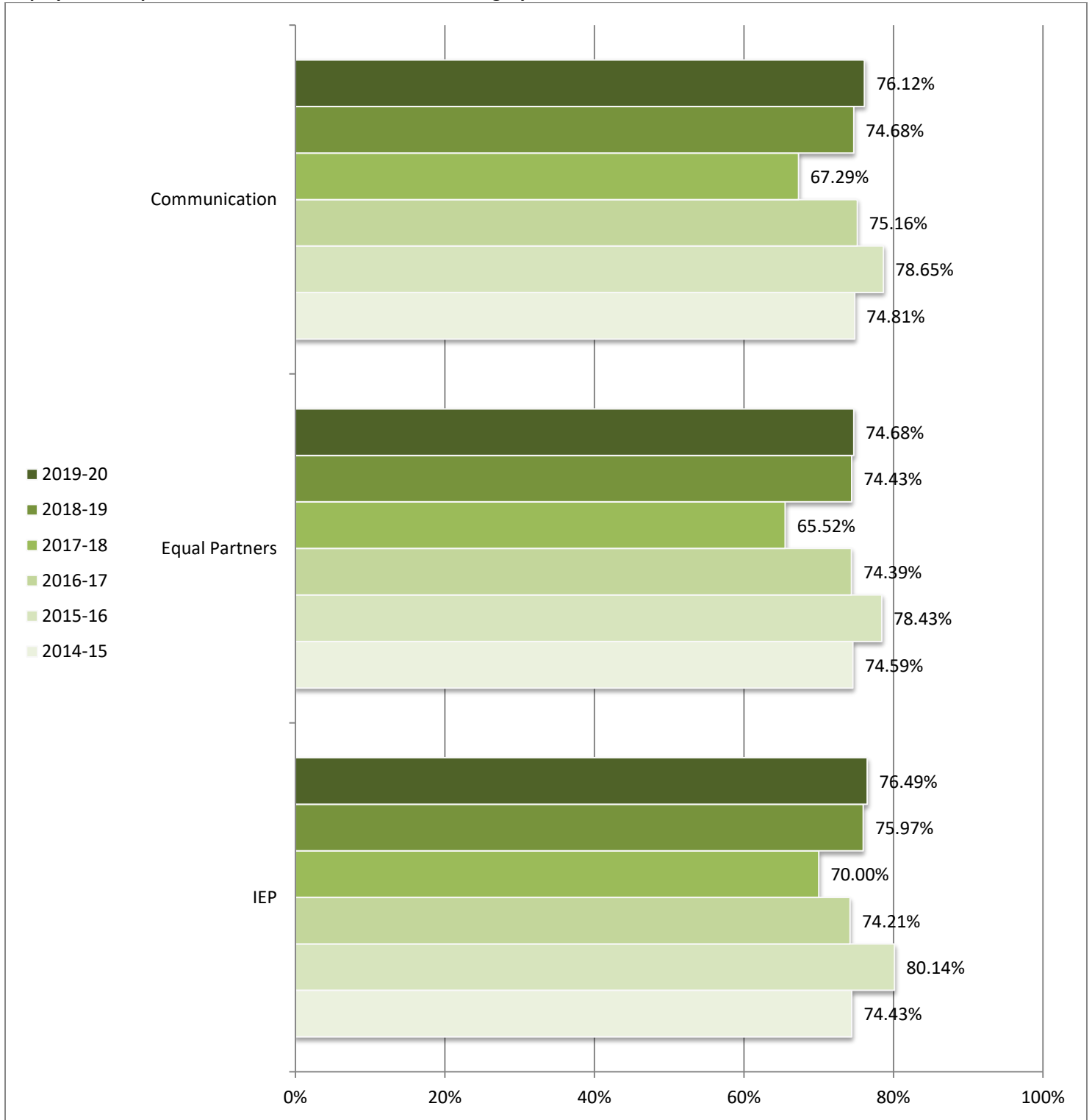
Overall Parental Involvement	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2019-20 minus 2018-19
State	73.37%	82.98%	71.25%	60.32%	69.94%	72.25%	2.31%
Target	66.00%	66.00%	66.25%	66.40%	66.50%	66.50%	0.00%



Specific Scale Scores

- Display E-3 shows the results over time for the scales. All three scores very slightly increased from 2018-19 to 2019-20. The Communication scale had the largest increase (increased 1.44 percentage points from 74.68% to 76.12%). The Equal Partners scale had the smallest increase (increased 0.25 percentage points from 74.43% to 74.68%).

Display E-3: Comparison Chart of Mean Scores for Each Category



The mean scores represent the average percentage of points assigned by parents to that scale.

Individual Items – Results Over Time

- Display E-4 shows the results over time for each of the individual items.
- Four of the ten items increased from 2018-19 to 2019-20.
- The following items showed the largest **increase** from 2018-19 to 2019-20:
 - 9. The school communicates regularly with me regarding my child’s progress on IEP goals (increased 2.24 percentage points from 77.30% to 79.54%).
 - 8. The school has a person on staff who is available to answer parents’ questions (increased 2.00 percentage points from 89.57% to 91.57%).
- The following items showed the largest **decrease** from 2018-19 to 2019-20:
 - 3. At the IEP meeting, we discussed how my child would participate in statewide assessments (decreased 3.04 percentage points from 81.84% to 78.80%).
 - 1. I am considered an equal partner with teachers and other professionals in planning my child’s program (decreased 1.87 percentage points from 90.42% to 88.55%).

Display E-4: Individual Items Over Time – Percent Who Agreed or Strongly Agreed

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2019-20 Minus 2018-19
1. I am considered an equal partner with teachers and other professionals in planning my child’s program.	87.83%	87.23%	88.55%	77.78%	90.42%	88.55%	-1.87%
2. Written information I receive is written in an understandable way.	92.08%	92.55%	92.31%	83.07%	92.96%	93.97%	1.01%
3. At the IEP meeting, we discussed how my child would participate in statewide assessments.	78.12%	85.23%	75.44%	73.08%	81.84%	78.80%	-3.04%
4. At the IEP meeting, we discussed accommodations and modifications that my child would need.	92.00%	93.55%	92.84%	86.81%	94.84%	94.72%	-0.12%
5. Written justification was given for the extent that my child would not receive services in the regular classroom.	81.74%	84.09%	81.22%	74.71%	84.52%	83.69%	-0.83%
6. Teachers and administrators encourage me to participate in the decision-making process.	87.34%	86.02%	87.45%	76.50%	88.83%	88.36%	-0.47%
7. Teachers and administrators ensure that I have fully understood the Procedural Safeguards [the rules in the federal law that protect the rights of parents].	86.05%	86.17%	85.84%	73.37%	85.67%	87.59%	1.92%
8. The school has a person on staff who is available to answer parents’ questions.	90.81%	93.41%	90.89%	78.02%	89.57%	91.57%	2.00%
9. The school communicates regularly with me regarding my child’s progress on IEP goals.	81.53%	82.98%	80.38%	67.93%	77.30%	79.54%	2.24%
10. The school gives me choices with regard to services that address my child’s needs.	79.73%	81.72%	76.76%	62.30%	76.09%	75.52%	-0.57%

Note: Due to rounding of percentages, numbers presented in this table may not subtract precisely to the differences indicated.

Background on the Survey

- In Federal Fiscal Year (FFY) 2019-20, the survey was distributed to a stratified, representative sample of parents of students with disabilities from across the state of Kansas. A total of 8,681 surveys were distributed and 454 were returned for a response rate of 5.23%.
- The Kansas State Department of Education contracted with the Center for Technical Assistance for Excellence in Special Education (TAESE) at Utah State University to assist with data analysis and report writing.
- This Parent Survey addressed Indicator 8 of the State Performance Plan (SPP)¹, which requires the State to report 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 on Indicator 8 each year in February on the Annual Performance Report (APR).
- To arrive at the percent of parents who reported that the school facilitated their involvement, a “percent of maximum” scoring procedure was used. Each survey respondent received a percent of maximum score based on their responses to all 10 items. A respondent who rated their experiences with the school a “4” (Strongly Agree) on each of the 10 items received a 100% score. A respondent who rated their experiences with the school a “1” (Strongly Disagree) on each of the 10 items received a 0% score. A respondent who rated their experiences with the school a “3” (Agree) on each of the 10 items received a 66.7% score. A 66.7% cut-score is representative of a parent who, on average, agreed with each item; as such, that family member agreed that the school facilitated their involvement.
- 72.25% of parents had a percent of maximum score of 66.7% or above. Thus, for the FFY 2019-20 APR, Indicator 8 will state: 72.25% of parents reported that the school facilitated parent involvement.



Report prepared by:

Data Driven Enterprises

11184 Huron St., Ste. 17

Northglenn, CO 80234

Katherine@datadrivenenterprises.com

720-412-8663

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 seventeen (17) indicators; the Parent Survey is Indicator 8.