



# Maryland Report on Part B Indicator 8 of the Individuals with Disabilities Education Act

## 2018-19

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**Submitted to:**

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# 1. Introduction

ICF International (ICF) was contracted by the Maryland State Department of Education (MSDE) to administer its annual Part B Indicator 8 Parent Survey for the 2018-19 school year. Part B Indicator 8 of the Individuals with Disabilities Act (IDEA) requires states to report:

**Percentage 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.**

This Indicator is also used to address involvement of parents with children in preschool as specified in Section 619 of Part B of IDEA. The MSDE is required to report the value of this Indicator to the Office of Special Education Programs (OSEP) at the U.S. Department of Education (ED) by February 1<sup>st</sup> of each year.

In support of these two objectives, ICF administered two surveys:

- **A Preschool Survey** – completed by the parents/guardians of children who received special education services in preschool during the 2018-19 school year and were between the ages of three and five as of September 30, 2018.
- **A School-Age Survey** – completed by the parents/guardians of children who received special education services in kindergarten or above during the 2018-19 school year and were at least six years of age as of September 30, 2018.

As in prior years, the 2018-19 Survey consists of items obtained from the National Center for Special Education Accountability Monitoring (NCSEAM) item bank. Both surveys include 24 core questions, several demographic questions, and an open-ended comment section.<sup>1</sup> This report summarizes the methodology used to administer the surveys and presents the findings from each survey.

## 1.1 Data Collection Methodology

The MSDE provided the ICF team with the names and addresses of children between the ages of 3 and 21 who were eligible to receive special education services in the 26 Maryland Local School Systems (LSSs) and five Public Agencies (PAs) – Maryland School for the Deaf (Columbia and Frederick campuses), Maryland School for the Blind, the Schools for Educational Evolution and Development (SEED) School of Maryland, Juvenile Services Education, and Adult Correctional Facility.

Each home on the list was mailed a survey packet addressed to the “Parent or Guardian of [name of child].” The survey packet contained:

- A letter of introduction signed by the Assistant State Superintendent of the Division of Early Intervention and Special Education Services that explained the purpose of the survey;
- A one-page list of Frequently Asked Questions and Answers;
- A copy of either the Preschool Survey or the School-Age Survey; and
- A business reply envelope.

Each packet contained English and Spanish versions of the letters and surveys. Alternatively, parents could complete the survey online at: <http://www.mdparentsurvey.com>. The online survey could also be completed either in English or Spanish.

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<sup>1</sup> An analysis of the open-ended comments is not a part of this report. However, all comments are compiled and provided to the MSDE.

Prior to administering the surveys, the ICF team worked with the MSDE to develop a suite of resources that special education staff at each LSS/PA, and other stakeholders with access to parents of children with special needs, could use to encourage parents to complete the survey. The resources included flyers, web banners, and text that stakeholders could insert in a newsletter or other communication with parents.

All these resources were packaged together as a Promotional Materials Toolkit and sent electronically to stakeholders through an email from the MSDE sent on January 30, 2019. The email included each item in the toolkit (Exhibit 1.1).

**Exhibit 1.1: Description of Resources Included in the Promotional Toolkit**

Toolkit Item	Brief Description	Recommendations
<p><b>Flyers</b></p>	<p><b>Please take 5 Minutes to Complete the Survey Flyer:</b> informs parents they should have received the survey in the mail and serves as a gentle reminder to complete it (to be used immediately after the survey launch). <b>Key Message:</b> <i>We want to hear from you.</i></p>	<ul style="list-style-type: none"> <li>• Email the flyer to parents.</li> <li>• Print the flyer and distribute to parents.</li> <li>• Post copies of the flyer in buildings.</li> <li>• Upload the flyer to websites.</li> </ul>
<p><b>Web Banner</b></p>	<p>An image of a web banner in three different sizes that may be uploaded to a website.</p> <p>Informs parents when the survey is available. When parents click on the <i>Start Now</i> button on the banner, they will be directed to the <a href="http://www.mdparentsurvey.com">www.mdparentsurvey.com</a> site where they can complete the survey.</p> <p><b>Key Message:</b> <i>Your Opinion Matters! Let Us Hear From You!</i></p>	<ul style="list-style-type: none"> <li>• Select a banner size and have it displayed on websites for the duration of the survey.</li> </ul>
<p><b>Newsletters/ Communications</b></p>	<p>Three versions of text that may be used to inform parents about the survey.</p> <p><b>Key Message:</b> <i>Complete the Maryland Special Education Parent Involvement Survey.</i></p>	<ul style="list-style-type: none"> <li>• Select one or more options to include in February, March, and April newsletters/ communications.</li> </ul>
<p><b>Special Education Teacher Email</b></p>	<p>Text for an email to teachers about the survey, its timing, promotion strategies, and where to get more information.</p> <p><b>Key Message:</b> <i>Help Spread the Word!</i></p>	<p>Strategies for teachers included in email:</p> <ul style="list-style-type: none"> <li>• Print and distribute or email flyers to parents.</li> <li>• Offer parents the computer lab for completing the online survey.</li> <li>• Remind parents to complete the survey at meetings.</li> </ul>
<p><b>School Administrator Email</b></p>	<p>Text for an email to administrators about the survey, its timing, promotion strategies, and where to get more information.</p> <p><b>Key Message:</b> <i>Help Spread the Word!</i></p>	<p>Strategies for administrators included in email:</p> <ul style="list-style-type: none"> <li>• Print and distribute or email flyers to parents.</li> <li>• Offer parents the computer lab for completing the online survey.</li> <li>• Use Robo calls to promote the survey.</li> </ul>

Toolkit Item	Brief Description	Recommendations
<p><b>Social Media Reminders</b></p>	<p>Suggestions for posting reminders on Facebook, Twitter, etc.</p> <p><b>Key Message:</b> <i>Your Opinion Matters! We want to hear from you!</i></p>	<p>Tweet the following at different points during the survey window:</p> <ul style="list-style-type: none"> <li>• MD parents of children receiving special education services—we want to hear from you! Please take this survey.</li> <li>• Your opinion matters! If your child receives special education services in MD, please take this survey.</li> <li>• If your child receives special education services, you may have received a survey; return it to MDSE or complete it online.</li> <li>• MD Special Education Parent Involvement Survey—please provide your feedback.</li> </ul>
<p><b>Promotional Material Memo</b></p>	<p>Summarizes the 5 types of materials for promoting the survey.</p> <p><b>Key Message:</b> <i>Ways you can help</i></p>	<ul style="list-style-type: none"> <li>• Distribute flyers</li> <li>• Post web banners</li> <li>• Use newsletter language</li> <li>• Post reminders on social media</li> <li>• Send teacher email</li> </ul>

The original fielding period for the surveys was February 4, 2019 to May 17, 2019. Prior to the end of the survey administration period, each LSS and PA was contacted by phone and email. The coordinators were asked if they could, once again, connect with their parents to encourage them to complete the survey. The survey was then extended until May 31, 2019.

A bilingual help desk was maintained for the duration of the survey. Parents could call or email a member of the ICF team with questions about the survey.

Each jurisdiction facilitated a list of addresses of parents/guardians of preschool and school age students to the MSDE, and the MSDE shared the lists with ICF. A total of 108,230 surveys were mailed – 11,808 to parents/guardians of preschool children, and 96,422 to parents of school-age children. Using the business reply envelopes included in the survey packets, parents mailed completed surveys to ICF’s offices in Rockville, Maryland. Once at this facility, the surveys were cleaned and scanned, and the open-ended comments were entered into a database. Some parents chose to take the survey online. Their responses were also cleaned, and their comments were added into the open-ended comments database.

**1.2 Analytic Methods**

Chapters 2 and 3 provide a summary of findings from the two surveys. The respondents to each survey are described demographically, and the value of Indicator 8 is reported. As of the 2017 administration of these two surveys, the MSDE Indicator 8 analytic methodology was changed from a Rasch analysis using Winsteps software with the anchors suggested by NCSEAM to an analysis of the Percent of Maximum with a cut score of 60% because of the difficulty stakeholders voiced in interpreting the Rasch analysis.

In the 2011 SPP/APR Indicator report, the authors described the approach to calculating Percent of Maximum:

When using a “percent of maximum” analysis, the survey responses for each respondent are averaged and compared to a pre-determined cut-off value that indicates a positive response. For example, on a six-point scale, a respondent who marked “six - very strongly agree” to all survey items would receive a

score of 100%. Someone who marked “one - very strongly disagree” on all items would receive a score of 0%. Someone who marked “four - agree” on all survey items (or whose responses averaged a score of four) would receive a score of 60%. Not all states using this method had the same “cut-off” for a positive response. For example, many used four (60%) on a six-point scale. Others used 75% (four on a five-point scale) or other criteria. *FFY 2011 Part B SPP/APR Indicator Analyses (page 71)*.

## 2. Preschool Survey

Data received from the MSDE indicated that in 2018, there were 13,389 preschool children receiving services in the state<sup>2</sup>. Based on the data received from each jurisdiction, a total of 11,808 surveys were sent out to parents of students receiving services in state. Of the 11,808 surveys mailed to parents, 4 percent were returned as undeliverable because the address was out of date or inaccurate. The jurisdictions with the highest rate of undeliverable surveys (more than 4%) were:

- Washington County (10%)
- Kent County (9%)
- St. Mary’s County (8%)
- Baltimore City (6%)
- Allegany County (6%)

To account for undeliverable surveys, an adjusted response rate was calculated using the following formula:

$$\text{Adjusted Response Rate} = \text{Number of Surveys Completed} / (\text{Number of Surveys Mailed} - \text{Number of Undeliverables})$$

Exhibit 2.1 summarizes the Survey completion data. Overall, 1,825 completed Surveys were received, which amounts to an adjusted response rate of 16%. The jurisdictions with the highest adjusted response rates (above 20%) were:

- Caroline County (49%)
- Maryland School for the Blind (36%)
- Worcester County (34%)
- St. Mary’s County (28%)
- Queen Anne’s County (25%)
- Kent County (24%)
- Garrett County (21%)
- Calvert County (21%)

Parents had the option of completing the Survey online or on paper, and in Spanish or English. Statewide, 1,699 Surveys were completed in English (93%) and 126 were completed in Spanish (7%). In 11 of the 26 jurisdictions, there were no Surveys completed in Spanish.

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<sup>2</sup>Source :2018 Maryland Early Intervention and Special Education Services Census Data and Related Tables report

**Exhibit 2.1: Summary of Responses to Preschool Survey**

Jurisdiction	Total Number Mailed in Jurisdiction	Total Surveys Completed	Surveys Completed in English		Surveys Completed in Spanish		Returned Undeliverable (%)	Adjusted Response Rate (%)
			Paper (N)	Online (N)	Paper (N)	Online (N)		
<b>Statewide</b>	<b>11,808</b>	<b>1,825</b>	<b>748</b>	<b>951</b>	<b>99</b>	<b>27</b>	<b>4%</b>	<b>16%</b>
Allegany	65	10	5	5	-	-	6%	16%
Anne Arundel	1,301	204	111	89	4	-	3%	16%
Baltimore City	789	40	29	8	3	-	6%	5%
Baltimore County	1,079	119	71	42	6	-	3%	11%
Calvert	289	57	17	38	1	1	4%	21%
Caroline	35	17	3	11	3	-	<1%	49%
Carroll	204	39	26	13	-	-	1%	19%
Cecil	276	40	18	20	1	1	3%	15%
Charles	304	32	21	10	-	1	1%	11%
Dorchester	51	5	2	2	1	-	4%	10%
Frederick	380	74	38	35	1	-	4%	20%
Garrett	49	10	6	4	-	-	4%	21%
Harford	481	77	43	34	-	-	3%	16%
Howard	856	142	67	73	1	-	3%	17%
Kent	23	5	1	4	-	-	9%	24%
Montgomery	2,834	436	133	261	36	6	4%	16%
Prince George's	1,825	247	70	135	26	16	2%	14%
Queen Anne's	99	24	6	16	2	-	3%	25%
St. Mary's	166	43	11	32	-	-	8%	29%
Somerset	32	2	1	1	-	-	<1%	6%
Talbot	76	5	4	1	-	-	<1%	7%
Washington	351	32	11	21	-	-	10%	10%
Wicomico	51	10	3	7	-	-	4%	20%
Worcester	82	28	10	18	-	-	<1%	34%
MD School for the Blind	14	5	4	-	1	-	<1%	36%
MD Schools for the Deaf <sup>1</sup>	96	14	7	5	2	-	4%	15%
Unknown*	-	108	30	65	11	2	-	-

Note: <sup>1</sup>Results are aggregated for the Frederick and Columbia campuses of the Maryland Schools for the Deaf.

\*Surveys classified as unknown are those on which respondents did not indicate the County in which they receive service.

## 2.1 Demographic Characteristics of Respondents' Children

In this section, in addition to discussing the demographic characteristics of respondents' children, these characteristics are compared to those of the population from which the sample was drawn. The respondent demographic data included in this report were self-reported by survey respondents. The population demographic data included in Section 2.1.1 and 2.1.2 were obtained from the 2018 Maryland Early Intervention and Special Education Services Census Data and Related Tables report.<sup>3</sup>

For the purpose of this report, a demographic group is classified as being overrepresented in the respondent sample if the percentage of that group in the sample is greater than its percentage in the Statewide estimate by 3 percentage points or more. Similarly, a demographic group is classified as being underrepresented in the sample if the difference between the percentages of that group in the sample is

<sup>3</sup> Data received from the MSDE website; final report published June 2019.

less than its percentage in the Statewide estimates by 3 percentage points or more. Differences of 3 percentage points or more are bolded, indicating areas in which the parents or guardians who responded to the survey are different from the Statewide population. If the difference between the sample and the Statewide estimate is less than 3 percentage points in either direction, the respondent sample is not significantly different from the Statewide population.

Respondents were also asked to indicate their child’s age when first referred to Early Intervention or Special Education. Of the respondents who answered this question, 71 percent (n=1,302) indicated that their children had been referred between the ages of two and four.

### 2.1.1 Age, Race/Ethnicity

Exhibit 2.2 summarizes the demographic characteristics of the children of respondents. Parents were asked about the age of their child as of September 30, 2018. A majority (89%) of respondents stated that their child was between 3 and 5 years of age. The parents or guardians of children 5 years of age are underrepresented in the sample (-23%), while parents or guardians of children 3 and 4 years of age are overrepresented (6% and 5%, respectively).

The two racial groups that account for the largest percentage of the respondent population are parents of White (41%) and Black (22%) children. Parents of Black children are underrepresented by 11 percent, in the survey, when compared to the state population. In addition, parents of White and Multi-racial children are overrepresented by 3 and 5 percent, respectively, in the survey when compared to the state population. The differences between the sample and the population for other racial groups was equal.

**Exhibit 2.2: Age, Race/Ethnicity: Comparison between Respondent Sample and Statewide Estimate – Preschool Survey†**

	Population from 2018 Maryland Special Education Census Data (N=13,389)		Respondents (N=1,825)		Over (Under) Representation
	N	%	N	%	
<b>Age</b>					
3 Years	3,055	23%	532	29%	6%
4 Years	4,752	35%	731	40%	5%
5 Years	5,582	43%	363	20%	(23%)
6 Years	-	-	15	1%	1%
Unknown	-	-	128	10%	-
<b>Race/Ethnicity</b>					
White	5,064	38%	749	41%	3%
Black	4,340	32%	395	22%	(10%)
Hispanic or Latino	2,473	18%	323	18%	-
Asian, Native Hawaiian, or other Pacific Islander	898	7%	133	7%	-
American Indian/Alaskan Native	42	<1%	3	<1%	-
Multi-racial	572	4%	170	9%	5%
Unknown	-	-	52	3%	-

Note: †Percentages may not total 100% due to rounding



## 2.1.2 Primary Exceptionality/Disability

According to Statewide estimates, the most common exceptionality or disability evident in the Maryland preschool population is developmental delay which represents 55 percent of the population. Although this group did make up one of the largest portions of the sample, compared to the Statewide estimate this group was underrepresented among the respondents by 25 percent, and represented only 30 percent of the sample. The second most common exceptionality or disability Statewide is speech or language impairment and sample estimates were very close to the actual population (31% of the population, 33% of the sample). Students with Autism represent less than 1 percent of the population but represented 16 percent of the sample; parents of children with Autism were overrepresented by 16 percent in this year's survey, compared to 14 percent last year.

**Exhibit 2.3: Exceptionalities/Disabilities: Comparison between Respondent Sample and Statewide Estimate – Preschool Survey<sup>4</sup>**

	Statewide Estimate of Active/Eligible Population (2018) (N=13,389)		Respondents (N=1,825)		Over (Under) Representation
	N	%	N	%	
<b>Autism</b>	<b>9</b>	<b>&lt;1%</b>	<b>298</b>	<b>16%</b>	<b>16%</b>
Deaf-Blindness	171	1%	1	<1%	(<1%)
Deafness	73	1%	39	2%	1%
<b>Developmental Delay</b>	<b>7,423</b>	<b>55%</b>	<b>554</b>	<b>30%</b>	<b>(25%)</b>
Emotional Disability	7	<1%	14	1%	<1%
Hearing Impairment	83	1%	21	1%	-
Intellectual Disability	33	<1%	10	1%	<1%
Orthopedic impairment	16	<1%	6	<1%	-
Other Health Impairment	279	2%	18	1%	(1%)
Specific Learning Disability	-	-	25	1%	1%
Speech or Language Impairment	4,145	31%	600	33%	2%
<b>Traumatic Brain Injury</b>	<b>1,123</b>	<b>8%</b>	<b>10</b>	<b>&lt;1%</b>	<b>(8%)</b>
Visual Impairment including Blindness	26	<1%	8	<1%	-
<b>Multiple Disabilities</b>	<b>1</b>	<b>&lt;1%</b>	<b>130</b>	<b>7%</b>	<b>7%</b>
Unknown	-	-	91	5%	-

Note: \*Percentages may not total 100% due to rounding

## 2.2 Summary of Survey Responses

This section provides a Statewide summary of survey responses. ICF has also created local jurisdiction dashboards, which provide individual school system's data on every question in the Preschool Survey for this year. These are available in the Appendix.

The survey asked respondents to state the extent to which they agreed or disagreed with 24 statements about their involvement with the special education services they receive. Statewide, every item on the Survey was answered by at least 73 percent of respondents, including 22 items for which at least 90 percent of respondents provided an answer.

Exhibit 2.4 shows the average percentage response per question, which was calculated by converting each respondent's answers to a percentage (Very Strongly Disagree-0%, Strongly Disagree-20%, Disagree-40%, Agree-60%, Strongly Agree-80% and Very Strongly Agree-100%), and then averaging the

<sup>4</sup> Data received from the MSDE website, final report published June 2019. Extended IFSP students were not included in the population demographic data.

percentages for each question. The exhibit also shows the percentage of respondents who agreed with each of the statements on the survey. In order to agree with a question, a respondent had to answer agree, strongly agree or very strongly agree.

For each item on the survey, a majority of parents agreed with the statement. There were 20 items where at least 80 percent of respondents agreed. The statements with the highest percentage of agreement (97%) were Question 12 *"People from preschool special education, including teachers and other service providers, respect my culture"* and (96%) Question 1 *"I am part of the IEP decision-making process"* and Question 9 *"People from preschool special education, including teachers and other service providers are available to speak with me."* Similar to previous years, the statements with the highest level of agreement were those related to the way teachers and service providers include and value parents.

Also like previous years, the statements with which the smallest percentage of agreement were related to the way parents are connected with outside services, organizations, or individuals. The statement with the lowest percentage of agreement was (57%) was Question 24 *"People from preschool special education, including teachers and other service providers, connect me with other families for mutual support."*

### Exhibit 2.4: Summary of Responses to Survey Questions – Preschool Survey†

Survey Questions	% Answering this Statement	Average Response to this Statement	% Agreeing with this Statement
Q1 I am part of the IEP decision-making process.	98%	84%	96%
Q2 My recommendations are included in the IEP.	98%	81%	93%
Q3 My child's IEP goals are written in a way that I can work on them at home during daily routines.	98%	79%	91%
Q4 Written information I receive is in words I understand.	99%	84%	95%
Q5 I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	98%	74%	82%
Q6 My child receives his/her preschool special education services with children without disabilities to the maximum extent possible.	93%	76%	87%
Q7 If my child's services are provided only with children with disabilities, a written explanation of this is on the IEP.	73%	72%	83%
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).	92%	67%	74%
Q9 People from preschool special education, including teachers and other service providers are available to speak with me.	99%	83%	96%
Q10 People from preschool special education, including teachers and other service providers treat me as an equal team member.	98%	82%	94%
Q11 People from preschool special education, including teachers and other service providers encourage me to participate in the decision-making process.	98%	81%	93%
Q12 People from preschool special education, including teachers and other service providers respect my culture.	95%	84%	97%
Q13 People from preschool special education, including teachers and other service providers value my ideas.	97%	81%	94%
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.	97%	82%	94%
Q15 People from preschool special education, including teachers and other service providers communicate regularly with me regarding my child's progress on IEP goals.	98%	78%	87%
Q16 People from preschool special education, including teachers and other service providers give me options concerning my child's services and supports.	96%	75%	86%
Q17 People from preschool special education, including teachers and other service providers provide me with strategies to deal with my child's behavior.	93%	73%	84%
Q18 People from preschool special education, including teachers and other service providers give me enough information to know if my child is making progress.	98%	78%	89%
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.	98%	76%	87%
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).	93%	69%	76%
Q21 People from preschool special education, including teachers and other service providers offer me information regarding parent training.	92%	68%	74%
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).	96%	78%	89%
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.	91%	73%	84%
Q24 People from preschool special education, including teachers and other service providers connect me with other families for mutual support.	88%	57%	57%

Note: † Table is sorted in descending order of the item number of each statement.

## 2.3 OSEP Indicator 8 Preschool Estimates

As of 2016-17, the MSDE began using the Percent of Maximum approach for calculating Indicator 8. Each survey response was converted into a percentage (Very Strongly Disagree-0%, Strongly Disagree-20%, Disagree-40%, Agree-60%, Strongly Agree-80% and Very Strongly Agree-100%). Each respondent's answers to the 24 questions were then averaged. The MSDE chose a cut-off point of 60 percent for their Indicator 8 Parent Involvement value (or an average response of "Agree" or better to the survey items). The percentage of parents whose average score was above 60 percent was calculated for each LSS and for the entire state.

For the 2018-19 school year, 82 percent of parents had measures that exceeded the cut point measure of 60%. **Therefore, the value of OSEP Indicator 8 for parents of preschool students during the 2018-19 school year is 82 percent.** This means that on average 82 percent of parents, Statewide, agree that their child's school facilitated parent involvement. The 95 percent confidence interval for this Indicator is from 80 to 84 percent.

Another way to analyze survey responses is to look at the average score respondents gave on each question. Only one question (Q24) received an average score below 60%. This means that parents are by and large agreeing strongly, or very strongly, with all the items on the survey. If the State would like to increase its measure, one thing it could do is focus its efforts on getting parents to agree with statements that parents agreed less frequently to, such as:

- *People from Preschool Special Education, including Teachers and Other Service Providers connect me with other families for mutual support. (Q24)*
- *People from Preschool Special Education, including Teachers and Other Service Providers offer me information regarding parent training. (Q21)*
- *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). (Q8)*
- *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). (Q20)*

This year's value of OSEP Indicator 8 is slightly higher than last year's- when it was 81% (CI 80% to 83%). This means that on average in 2018-19 the State did slightly better on Indicator 8 than in 2017-18. Due to the change in methodology used to calculate Indicator 8, data can only be compared to estimates of the Indicator 8 calculated after 2016-17.

Exhibit 2.5 presents the estimates of Indicator 8 for the preschool population by LSS or PA. Estimates are not reported where there 10 or fewer respondents.

**Exhibit 2.5: 2018-19 Estimates for Part B Indicator 8 – Preschool Survey\***

Jurisdiction	Estimate of Indicator 8	Number of Valid Responses	Std. Error	Lower CI	Upper CI
<b>Statewide</b>	<b>82%</b>	<b>1,821**</b>	<b>.018</b>	<b>80%</b>	<b>84%</b>
Allegany	-	5	-	-	-
Anne Arundel	78%	204	.057	73%	84%
Baltimore City	85%	40	.119	73%	97%
Baltimore County	77%	119	.076	70%	85%
Calvert	88%	57	.092	79%	97%
Caroline	82%	17	.201	62%	100%
Carroll	87%	39	.115	76%	99%
Cecil	80%	40	.129	67%	93%
Charles	75%	32	.155	60%	90%
Dorchester	-	5	-	-	-
Frederick	70%	74	.105	60%	81%
Garrett	-	10	-	-	-
Harford	84%	77	.084	76%	93%
Howard	82%	142	.064	76%	89%
Kent	-	5	-	-	-
Montgomery	82%	436	.037	78%	85%
Prince George's	82%	251	.048	78%	87%
Queen Anne's	88%	24	.152	72%	100%
Saint Mary's	82%	44	.120	70%	94%
Somerset	-	2	-	-	-
Talbot	-	5	-	-	-
Washington	78%	32	.150	63%	93%
Wicomico	-	10	-	-	-
Worcester	79%	28	.160	63%	95%
MD School for the Blind	-	5	-	-	-
MD Schools for the Deaf†	86%	14	.216	64%	100%

Note:† Results are aggregated for the Frederick and Columbia campuses.

\*Of the respondents with valid data for this calculation, 106 did not report the LSS or PA with which they are affiliated.

\*\*Four parents who completed the survey only completed demographics, so their responses are not included in the Estimates for Part B Indicator 8.

### 3. School-Age Survey

Data received from the MSDE indicated that in 2018, there were more than 96,000 children between the ages of 6 and 21 receiving special education services in the state.<sup>5</sup> Of the 96,422 surveys mailed to parents, 4 percent were returned as undeliverable. To account for undeliverable surveys, an adjusted response rate was calculated using the same formula as for the Preschool Survey. The adjusted response rate this year was 10 percent, which is the same as last year's survey. The jurisdictions with the highest adjusted response rates (at or above 20%) were:

- The SEED School (134%)<sup>6</sup>
- Adult Correctional Facility (60%)
- MD School for the Blind (27%)
- Caroline County (21%)
- St. Mary's County (20%)

The jurisdictions with the highest percentage of surveys completed in Spanish are Prince George's County (17%) followed by The Juvenile Services Education (16%) and The SEED School (14%). No other county had more than 10 percent of the surveys completed in Spanish, and in 5 jurisdictions there were no surveys completed in Spanish.

Paper surveys were more common than online surveys. Of the 9,598 surveys received, 51 percent were completed on paper and 49 percent were submitted online. Exhibit 3.1 summarizes the survey completion data.

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<sup>5</sup> Source :2018 Maryland Early Intervention and Special Education Services Census Data and Related Tables report.

<sup>6</sup> The number of responses exceeded the expected amount through either misidentification of location or completion of both the online and paper survey.

**Exhibit 3.1: Summary of Responses to School-Age Survey**

Jurisdiction	Total Number in Jurisdiction	Total Surveys Completed	Surveys Completed in English		Surveys Completed in Spanish		Returned Undeliverable (%)	Adjusted Response Rate (%)
			Paper (N)	Online (N)	Paper (N)	Online (N)		
<b>Statewide</b>	<b>96,422</b>	<b>9,598</b>	<b>4,502</b>	<b>4,636</b>	<b>375</b>	<b>85</b>	<b>4%</b>	<b>10%</b>
Allegany	1,262	112	74	37	1	-	3%	9%
Anne Arundel	7,439	930	432	481	13	4	3%	13%
Baltimore City	11,328	441	343	87	10	1	9%	4%
Baltimore County	14,226	902	646	240	15	1	4%	7%
Calvert	1,344	173	58	114	1	-	3%	13%
Caroline	534	110	39	68	2	1	2%	21%
Carroll	2,706	248	181	64	3	-	1%	9%
Cecil	2,054	152	90	62	-	-	3%	8%
Charles	2,780	137	97	38	2	-	2%	5%
Dorchester	406	22	14	7	1	-	11%	6%
Frederick	4,310	402	248	141	13	-	2%	10%
Garrett	318	50	24	26	-	-	-	16%
Harford	4,503	503	264	236	3	-	3%	11%
Howard	5,356	648	283	361	4	-	3%	13%
Kent	234	33	14	19	-	-	3%	15%
Montgomery	16,422	2,270	657	1,441	142	30	3%	14%
Prince George's	12,874	694	357	219	78	40	3%	6%
Queen Anne's	736	119	39	80	-	-	3%	17%
St. Mary's	1,747	324	76	247	1	-	8%	20%
Somerset	393	32	18	12	1	1	6%	9%
Talbot	416	62	20	39	3	-	1%	15%
Washington	1,955	208	91	115	2	-	5%	11%
Wicomico	1,617	175	100	74	1	-	4%	11%
Worcester	674	80	37	43	-	-	3%	12%
Juvenile Service Education	150	25	17	4	4	-	11%	19%
Adult Correctional Facility	25	12	-	11	-	1	20%	60%
SEED School*	57	71	42	19	10	-	7%	134%
MD School for the Blind	198	53	32	18	3	-	2%	27%
MD Schools for the Deaf <sup>a</sup>	358	55	22	30	3	-	1%	16%
Unknown**		555	187	303	59	6	-	-

Note: <sup>a</sup> Results are aggregated for the Frederick and Columbia campuses of the Maryland Schools for the Deaf.

\*Parents from the SEED School may have taken the survey both online and on paper, or the school may have been misidentified, which would account for the response rate exceeding 100%.

\*\* Surveys classified as unknown are those on which respondents did not indicate the County in which they receive service.

## 3.1 Demographic Characteristics of Respondents' Children

All grade levels (Kindergarten – Grade 12) were well represented in the respondent sample. Each grade level accounted for between 3 percent and 9 percent of the respondent sample. The majority of respondents (84%) indicated that their child had been referred for special education services between the ages of zero and eight, and 45 percent had been referred between the ages of two and five. The population demographic data included in Section 3.1.1 and 3.1.2 were obtained from the 2018 Maryland Early Intervention and Special Education Services Census Data and Related Tables report.<sup>7</sup>

Similar to last year, 5 percent of respondents (N=504) indicated that their child attended a non-public school as a result of an IEP team decision for a Free Appropriate Public Education (FAPE); while 85 percent of respondents (N=8,138) indicated that their child attended a public school during the 2018-19 school year. Ten percent of respondents did not answer this question.

### 3.1.1 Age, Race/Ethnicity

Exhibit 3.2 summarizes the age and race/ethnicity characteristics of the children of respondents. Respondents were asked about the age of their child as of September 30, 2018. Much like last year, the age distribution of children of survey respondents did not significantly differ from the age distribution of the State.

The most common race/ethnic backgrounds of respondents were White (48%) or Black (24%), which is similar to last year's sample. Also like the previous year, parents of Black children were underrepresented by 17 percent and parents of White children were overrepresented by 13 percent.

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<sup>7</sup> Data received from the MSDE website, final report published June 2019.



**Exhibit 3.2: Age, Race/Ethnicity: Comparison between Respondent Sample and Statewide Estimate – School-Age Survey †**

	Population from 2018 Maryland Special Education Census Data (N=95,918)		Respondents (N=9,598)		Over (Under) Representation
	N	%	N	%	
<b>Age</b>					
Less than 6 Years			223	2%	
6 Years	6,272	7%	694	7%	-
7 Years	7,077	7%	763	8%	1%
8 Years	7,435	8%	796	8%	-
9 Years	8,125	8%	765	8%	-
10 Years	8,649	9%	821	9%	-
11 Years	8,425	9%	783	8%	(1%)
12 Years	8,316	9%	760	8%	(1%)
13 Years	7,891	8%	776	8%	-
14 Years	7,519	8%	652	7%	(1%)
15 Years	7,406	8%	627	7%	(1%)
16 Years	7,169	7%	587	6%	(1%)
17 Years	6,654	7%	553	6%	(1%)
18 Years	2,892	3%	258	3%	-
19 Years	1,166	1%	126	1%	-
20 Years	820	1%	109	1%	-
21 Years	102	<1%	26	<1%	-
Unknown			279	3%	
<b>Race/Ethnicity</b>					
<b>White</b>	<b>33,665</b>	<b>35%</b>	<b>4,653</b>	<b>48%</b>	<b>13%</b>
<b>Black or African American</b>	<b>39,727</b>	<b>41%</b>	<b>2,294</b>	<b>24%</b>	<b>(17%)</b>
Hispanic or Latino	15,253	16%	1,295	13%	(3%)
Asian, Native Hawaiian, or other Pacific Islander	3,006	3%	440	5%	2%
American Indian/Alaskan Native	256	<1%	37	<1%	-
Multi-racial	4,011	4%	616	6%	2%
Unknown			263	3%	

Note: †Percentages may not total 100% due to rounding

### 3.1.2 Primary Exceptionality/Disability

Exhibit 3.3 shows the distribution of primary exceptionalities/disabilities among the children of Survey respondents and the state as a whole. Parents of children with Traumatic Brain Injury and Other Health Impairment were each underrepresented in the survey by 12 and 11 percent respectively. This year, additionally, Specific Learning Disability and Deaf-Blindness were also underrepresented by 10 and 7 percent, respectively. Overrepresented in this year's Survey were parents of children with Autism by 19 percent and children with Multiple Disabilities by 12 percent.

**Exhibit 3.3: Exceptionalities/Disabilities: Comparison between Respondent Sample and Statewide Estimate – School-Age Survey †**

	Statewide Estimate of Active/Eligible Population (2018) (N=95,918)		Respondents (N=9,598)		Over (Under) Representation
	N	%	N	%	
<b>Autism</b>	<b>216</b>	<b>&lt;1%</b>	<b>1,855</b>	<b>19%</b>	<b>19%</b>
<b>Deaf-Blindness</b>	<b>6,513</b>	<b>7%</b>	<b>13</b>	<b>&lt;1%</b>	<b>(7%)</b>
Deafness	342	<1%	96	1%	<1%
Developmental Delay	3,502	4%	511	5%	1%
Emotional Disability	6,107	6%	504	5%	(1%)
Hearing Impairment	392	<1%	80	1%	<1%
Intellectual Disability	6,172	6%	565	6%	-
Orthopedic Impairment	145	<1%	29	<1%	-
<b>Other Health Impairment</b>	<b>18,788</b>	<b>20%</b>	<b>855</b>	<b>9%</b>	<b>(11%)</b>
<b>Specific Learning Disability</b>	<b>30,365</b>	<b>32%</b>	<b>2,113</b>	<b>22%</b>	<b>(10%)</b>
Speech or Language Impairment	11,619	12%	1,067	11%	(1%)
<b>Traumatic Brain Injury</b>	<b>11,481</b>	<b>12%</b>	<b>32</b>	<b>&lt;1%</b>	<b>(12%)</b>
Visual Impairment including Blindness	267	<1%	72	1%	<1%
<b>Multiple Disabilities</b>	<b>9</b>	<b>&lt;1%</b>	<b>1,134</b>	<b>12%</b>	<b>12%</b>
Unknown			672	7%	

Note: †Percentages may not total 100% due to rounding

### 3.2 Summary of Survey Responses

This section provides a summary of Statewide survey responses. As with the Preschool Survey data, ICF has enhanced the utility of district dashboards to provide individual district data on every question asked within the School-Age Survey this year (Appendix).

The survey asked respondents to state the extent to which they agreed or disagreed with 24 questions about their involvement with special education services they receive. Statewide, every question was answered by at least 89 percent of respondents.

Exhibit 3.4 shows the percentage of respondents who agreed with each of the statements on the survey. Similar to the Preschool Survey, every statement presented on the survey was able to obtain agreement from a majority of parents, including 16 items for which at least 80 percent of parents agreed with the statement. The statements for which the highest percentage of agreement were those related to the way the school and/or teachers communicate with parents, with the most agreement (93%) on Question 10 “*Written information I receive is written in words I understand.*”

Parents were least likely to agree with statements about how well the school connects parents to other organizations or agencies to support them, providing parents with information on agencies that can assist with transition from school, or options parents have when they disagree with a decision of the school. As in previous years, the statement with the lowest percentage of agreement (63%) was Question 22 “*The school and/or school system offers me training about special education issues.*”

### Exhibit 3.4: Summary of Responses to Survey Questions – School-Age Survey<sup>†</sup>

Survey Questions	% Answering the Statement	Average Response to this Statement	% Agreeing with this Statement
Q1 I am considered an equal partner with teachers and other professionals in planning my child's program.	99%	74%	86%
Q2 I have been asked for my opinion about how well special education services are meeting my child's needs.	99%	69%	77%
Q3 At the IEP meeting, we discussed how my child would participate in statewide assessments.	96%	70%	80%
Q4 My child's school consistently implements all accommodations and modifications documented on my child's IEP.	98%	69%	78%
Q5 All of my concerns and recommendations were documented on the IEP.	98%	73%	84%
Q6 My child is educated in regular classes (general education) with supports, to the maximum extent appropriate.	96%	72%	81%
Q7 I was given information about organizations that offer support for parents of students with disabilities.	96%	64%	70%
Q8 I am comfortable asking questions and expressing concerns to school staff.	99%	79%	90%
Q9 I was given all pertinent reports and evaluations related to my child prior to the IEP team meeting.	99%	77%	88%
Q10 Written information I receive is written in words I understand.	99%	79%	93%
Q11 I was given information about the curriculum and materials used with my child.	98%	67%	75%
Q12 The transition outcomes developed for my child are appropriate to meet his/her needs.	93%	70%	81%
Q13 Teachers and administrators seek out parent input.	98%	68%	77%
Q14 Teachers and administrators show sensitivity to the needs of students with disabilities and their families.	97%	71%	83%
Q15 Teachers and administrators expect parents to participate in decision making.	98%	72%	84%
Q16 Teachers and administrators set a climate for acceptance of diversity.	96%	72%	86%
Q17 Teachers and administrators answer any questions I have about Procedural Safeguards.	92%	73%	89%
Q18 Teachers and administrators value my ideas and input.	97%	72%	84%
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.).	95%	73%	85%
Q20 The school and/or school system has a person on staff who is available to answer parents' questions.	98%	74%	88%
Q21 The school and/or school system gives me enough information to know whether or not my child is making adequate progress.	98%	70%	80%
Q22 The school and/or school system offers me training about special education issues.	94%	59%	63%
Q23 The school and/or school system provides information on agencies that can assist my child in the transition from school.	89%	62%	69%
Q24 The school and/or school system explains what options I have if I disagree with a decision of the school.	93%	64%	73%

Note: <sup>†</sup>Table is sorted in descending order of the item number of each statement.

### 3.3 OSEP Indicator 8 School-Age Estimates

Starting with 2017, the MSDE began using the Percent of Maximum approach for calculating Indicator 8. Each survey response was converted into a percentage (Very Strongly Disagree-0%, Strongly Disagree-20%, Disagree 40%, Agree-60%, Strongly Agree-80% and Very Strongly Agree-100%). Each respondent's answers to the 24 questions were then averaged. The MSDE chose a cut-off point of 60% for their Indicator 8 Parent Involvement value (or an average response of "Agree" or better to the survey

items). The percentage of parents whose average score was above 60 percent was calculated for each LSS and for the entire state.

Like last year, for the 2018-19 school year, 69 percent of parents had measures that exceeded the cut point measure. **Therefore, the value of OSEP Indicator 8 for parents of school-age students during the 2018-19 school year is 69%.** This means that 69 percent of parents, Statewide, agree that their child's school facilitated parent involvement. The 95 percent confidence interval for this Indicator is from 68 to 70 percent.

Another way to analyze survey responses is to look at the average response for each of the questions. Only one question (Q22) scored an average score 63 percent or below. This means that on average parents are by and large agreeing strongly, or very strongly, with all the items on the survey. If the State would like to increase its measure, one thing it could do is focus its efforts on getting parents to agree with statements that parents agreed less frequently to, such as:

- *The school and/or school system offers me training about special education issues. (Q22)*
- *The school and/or school system provides information on agencies that can assist my child in the transition from school. (Q23)*
- *I was given information about organizations that offer support for parents of students with disabilities. (Q7)*
- *The school and/or school system explains what options I have if I disagree with a decision of the school. (Q24)*

Because of the change in methodology used to calculate Indicator 8, this year's data can only be compared to estimates of the Indicator 8 calculated after 2016-17. Last year the Parent Involvement Score for the school-age survey using this methodology was 69 percent (CI 68% to 70%) This means that on average in 2018-19, the State performance on Indicator 8 has stayed the same.

Exhibit 3.5 presents the estimates of the Indicator for school-age children by LSS or PA as well as the upper and lower 95 percent confidence limits of that estimate.

**Exhibit 3.5: 2018-19 Estimates for OSEP Indicator 8 – School-Age Survey\***

Jurisdiction	Estimate of Indicator 8	Number of Valid Responses	Std. Error	Lower CI	Upper CI
<b>Statewide</b>	<b>69%</b>	<b>9,598</b>	<b>.009</b>	<b>68%</b>	<b>70%</b>
Allegany	71%	112	.084	63%	80%
Anne Arundel	66%	930	.030	63%	69%
Baltimore City	68%	441	.044	63%	72%
Baltimore County	66%	902	.031	62%	69%
Calvert	78%	173	.062	72%	84%
Caroline	75%	110	.081	67%	84%
Carroll	73%	248	.055	68%	79%
Cecil	68%	152	.074	61%	76%
Charles	66%	137	.079	58%	74%
Dorchester	68%	22	.198	48%	88%
Frederick	71%	402	.044	67%	76%
Garrett	80%	50	.115	69%	91%
Harford	60%	503	.043	56%	64%
Howard	69%	648	.036	66%	73%
Kent	73%	33	.156	57%	88%
Montgomery	70%	2,270	.019	68%	72%
Prince George's	65%	694	.036	61%	68%
Queen Anne's	66%	119	.086	57%	74%
Saint Mary's	74%	324	.048	69%	79%
Somerset	84%	32	.136	71%	98%
Talbot	82%	62	.099	72%	92%
Washington	68%	208	.064	61%	74%
Wicomico	77%	175	.063	71%	83%
Worcester	88%	80	.076	80%	95%
Juvenile Services Education	68%	25	.186	49%	87%
Adult Correctional Facility	100%	12	.183	82%	100%
SEED School	75%	71	.103	64%	85%
MD School for the Blind	79%	53	.113	68%	91%
MD Schools for the Deaf†	73%	55	.120	61%	85%

Note:† Results are aggregated for the Frederick and Columbia campuses.

\*Of the respondents with valid data for this calculation, 558 did not report the LSS or PA with which they are affiliated.

## 4.0 Conclusion

For the 2018-19 MSDE Parent Survey, the parents of 1,825 Preschool and 9,598 School-Age students across the State of Maryland responded. The response rate was 16% for Preschool and 10% for School-Aged, which is a 3 percent increase for Preschool and no change for School Age, compared to the previous year. The demographic categories of survey respondents were generally similar to those in the State Census, except for a few race/ethnic, disability, and age discrepancies (for the Preschool respondents only and similar to previous years).

This year the MSDE used the Percent of Maximum approach for calculating Indicator 8. Survey responses were converted to percentages, and then averaged. The MSDE chose a cut-off point of 60% for their Indicator 8 Parent Involvement value (or an average response of “Agree” or better to the survey items). **The value of OSEP Indicator 8 for parents of preschool students during the 2018-19 school year is 82%.** This means that on average 82% of parents, Statewide, agree that their child’s school facilitated parent involvement. The 95% CI for this Indicator is from 80% to 84%. **The value of OSEP Indicator 8 for parents of school-age students during the 2018-19 school year is 69%.** This means that on average 69% of parents, Statewide, agree that their child’s school facilitated parent involvement. The 95% CI for this Indicator is from 68% to 70%. Because of a change to the methodology used to calculate Indicator 8 implemented in 2016-17, this year’s data can be compared to estimates of Indicator 8 reported in the last two years. This year’s results are slightly higher than estimates from last year for Preschool (81%), which indicates a slight increase in parent perceptions that their child’s school facilitated parent involvement. It remained the same for School Age (69%).

Parents responding to both surveys provided low responses to issues of training or support. In addition, parents of students in preschool responded less favorably to receiving information about community services and supports. Parents of school-age students responded less favorably to the school providing them information on agencies that can assist their child in transition from school, providing information about organizations that support parents of students with disabilities, and explaining what options parents have if they disagree with the decision made by a school.