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# Oklahoma Part B Parent Survey – Special Education Services

## Summary Report 2021-22

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Report prepared by:

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- Local Education Agencies (LEAs) were responsible for distributing the 2021-22 Part B parent survey to all their parents of students with disabilities (n=117,468). In 2021-22, a total of 10,597 parents of students with disabilities completed the parent survey for a response rate of 9.02%.
- Overall, survey results were positive. Over 90% of parents expressed a positive attitude on each of the eight survey items. On five of the eight items, over 95% of parents expressed a positive attitude.
- Most parents agreed that:
  - (A) **The school considers parent input.** For example:
    - 3. I am considered an equal partner with teachers and other professionals in planning my child's education (97% agreed).
  - (B) **The school adequately communicates with the parent.** For example:
    - 10. The school offers parents a variety of ways to communicate with teachers and administrators (97% agreed).
    - 5. The school communicates with me regarding my child's progress on IEP goals (97% agreed).
- Several significant differences were evident among different groups of parents. However, even though statistically significant differences were found, the majority of parent groups had scores over 90%. Virtually all parent groups reported very favorable ratings of their child's school. So, while these differences are statistically significant, they may not represent meaningful differences. A few examples of some statistically significant differences include:
  - Overall and on the Communication Scale, parents of girls were significantly more positive than parents of boys.
  - Overall and on both the Parent Input Scale and the Communication Scale, parents who preferred not to indicate their child's race/ethnicity and parents of students who are Black/African American were significantly less positive than parents of students who are American Indian/Alaskan Native, Multiracial, White, and Hispanic.
  - Overall and on both the aforementioned scales, parents of students with a Speech or Language Impairment were significantly more positive than parents of students with Autism, an Emotional Disturbance, Multiple Disabilities, Other Health Impairments, parents who don't know their child's disability, and parents who prefer not to indicate their child's disability.
  - Overall and on both the aforementioned scales, parents of students in the 3 to 5 age group were significantly more positive than parents of students in all other age groups except parents of students in the 6 to 10 age group.

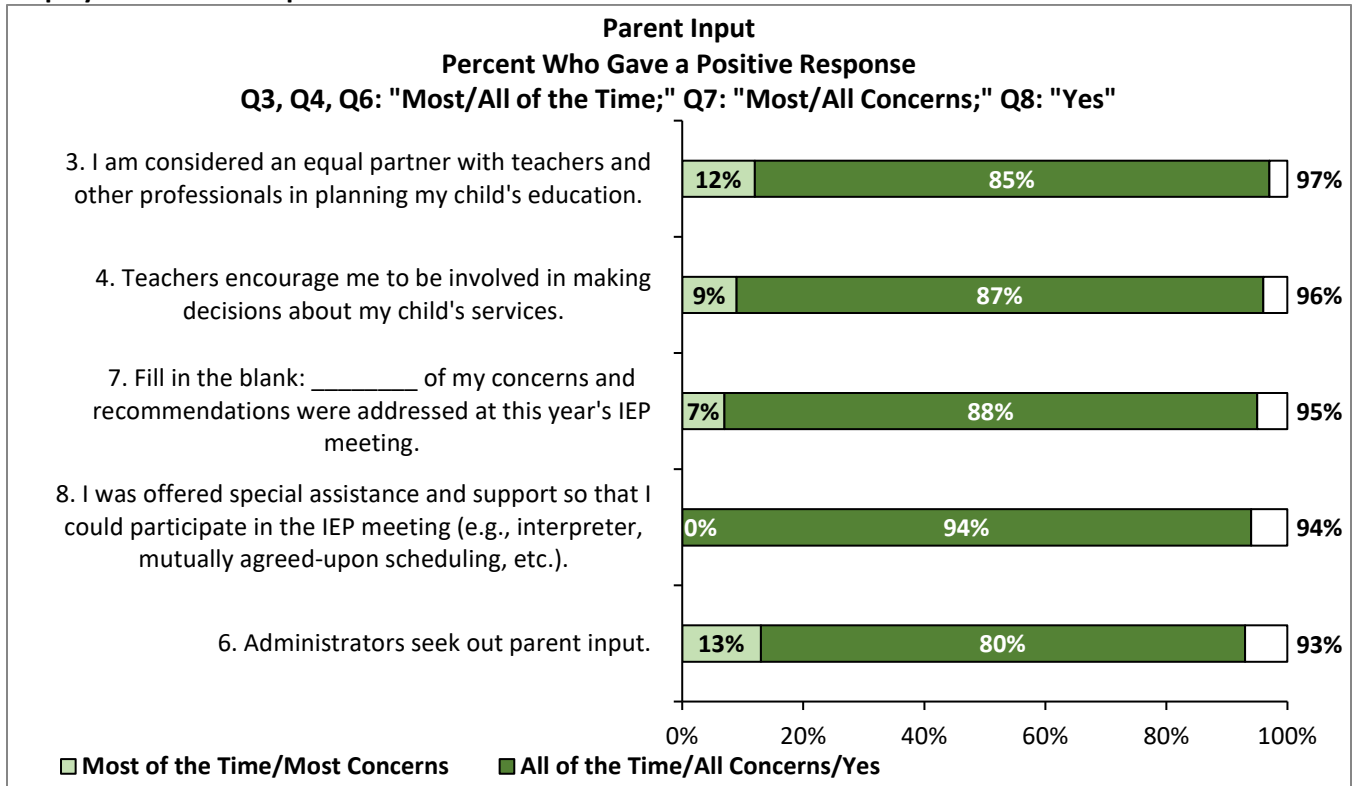
# I. Overall Individual Item Results

- The eight items on the survey were categorized into two different scales:
  - Does the school consider the parents' input? (5 items; "Parent Input")
  - Does the school adequately communicate with the parent? (3 items; "Communication")
- This section is organized by these two scales.

## A. Parent Input Scale - Does the school consider the parents' input?

- Between 93-97% of parents agreed their child's school considers parents' input (see Display I.A-1).
  - The survey item with the highest level of agreement:
    - 3. I am considered an equal partner with teachers and other professionals in planning my child's education (97% agreed).
  - The survey item with the lowest level of agreement:
    - 6. Administrators seek out parent input (93% agreed).

**Display I.A-1: Parent Input**

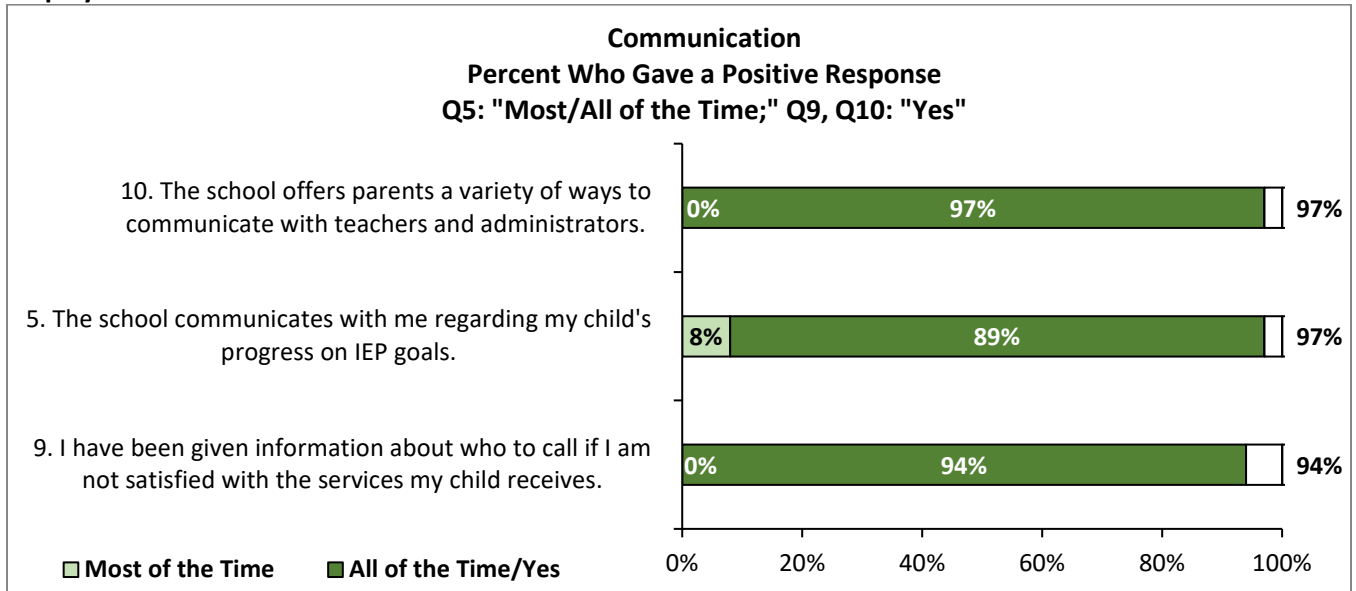


Note: Due to rounding, the percentages within the bars may not add up to the overall percent.

## B. Communication Scale - Does the school adequately communicate with the parent?

- Between 94-97% of parents agreed their child's school adequately communicates with them (see Display I.B-1).

**Display I.B-1: Communication**



*Note: Due to rounding, the percentages within the bars may not add up to the overall percent.*

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## II. Overall Parent Involvement Score

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- To determine the percent of parents who report their child’s school facilitated parent involvement, a percent of maximum score was calculated based on all 8 survey items. A parent who had a percent of maximum score of 72.2% or above (in other words those parents who tended to agree with all 8 items) was identified as one who reported their child’s school facilitated his/her involvement.
- A total of 93.81% of parents met this condition (see Display II.1). The target for 2021-22 was 94.00%. The state did not meet the target.

**Display II.1: Overall Parent Involvement Score**

	Target Percentage for 2021-22	# of Parents Who Received a Score	# of Parents Who Met the Indicator	% Who Met the Indicator	Did the State Meet the Target?
<b>Overall Parent Involvement Score</b>	94.00%	10,597	9,941	93.81%	<b>No</b>

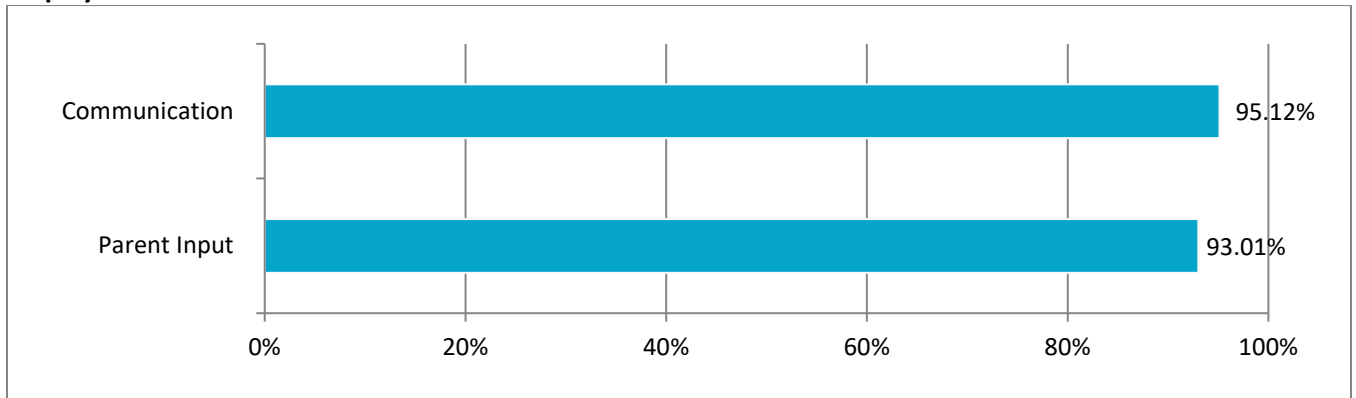
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## III. Overall Scale Scores

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- For each of the two scales (the Parent Input Scale and Communication Scale), 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.
  - For example, a respondent who rated the school the highest value on each of the selected survey items would receive a score of 100%. A parent who rated the school the lowest value on each of the selected items would receive a score of 0%. A parent who awarded the school half the available points for a given scale would receive a score of 50%, and so forth. A 72.2% score represents the minimum desirable score as it reflects someone who, on average, rated the survey items positively.
- The table below shows the mean scores received on the Communication and Parent Input Scales (see Display III.1).

**Display III.1: Overall Scale Scores**



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## IV. Scale Scores by Demographic Group

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- Parents' scores for these two scales were compared to each other to determine if any particular group of parents was significantly more positive or negative than other groups of parents.

### A. Results by Gender

#### *Overall, Parent Input Scale, and Communication Scale*

- Parents who preferred not to indicate their child's gender were significantly less positive than parents who did indicate their child's gender.

#### *Overall and Communication Scale*

- Parents of girls were significantly more positive than parents of boys (see Display IV.A-1).

**Display IV.A-1: Mean Percentage of Points Earned on Each Scale by Students' Gender**

Gender	Number of Students	Overall	Parent Input	Communication
<b>All</b>	<b>10,597</b>	<b>94%</b>	<b>93%</b>	<b>95%</b>
Boy	6560	94%	93%	95%
Girl	3612	94%	94%	96%
Prefer Not to Answer	425	88%	87%	91%



## B. Results by Race/Ethnicity

### *Overall, Parent Input Scale, and Communication Scale*

- Parents who preferred not to indicate their child's race/ethnicity and parents of students who are Black/African American were significantly less positive than parents of students who are American Indian/Alaskan Native, Multiracial, White, and Hispanic.
- Parents of students who are Black/African American were significantly more positive than parents of students who preferred not to indicate their child's race/ethnicity (see Display IV.B-1).

**Display IV.B-1: Mean Percentage of Points Earned on Each Scale by Students' Race/Ethnicity**

<b>Race/Ethnicity</b>	<b>Number of Students</b>	<b>Overall</b>	<b>Parent Input</b>	<b>Communication</b>
<b>All</b>	<b>10,597</b>	<b>94%</b>	<b>93%</b>	<b>95%</b>
American Indian/Alaskan Native	1,843	95%	94%	96%
Asian	48	91%	90%	93%
Black/African American	418	90%	90%	92%
Hispanic or Latino	1,122	94%	93%	95%
Native Hawaiian/Pacific Islander	17	90%	89%	92%
Two or More Races	1,243	94%	94%	96%
White/Caucasian	5,599	94%	93%	95%
Prefer Not to Answer	307	85%	85%	88%

## C. Results by Primary Disability

### *Overall, Parent Input Scale, and Communication Scale*

- Parents of students with Deaf-Blindness were significantly more positive than parents of students who prefer not to indicate their child's disability.
- Parents of students with a Speech or Language Impairment were significantly more positive than parents of students with Autism, an Emotional Disturbance, Multiple Disabilities, Other Health Impairments, parents who don't know their child's disability, and parents who prefer not to indicate their child's disability.
- Parents of students with a Developmental Delay or a Specific Learning Disability were significantly more positive than parents of students with Autism, Multiple Disabilities, parents who don't know their child's disability, and parents who prefer not to indicate their child's disability.
- Parents of students with an Intellectual Disability were significantly more positive than parents of students with Multiple Disabilities, parents who don't know their child's disability, and parents who prefer not to indicate their child's disability.

### *Overall and Parent Input Scale*

- Parents of students with a Speech or Language Impairment were significantly more positive than parents of students with a Specific Learning Disability.
- Parents of students with a Visual Impairment were significantly more positive than parents of students who don't know their child's disability and parents who prefer not to indicate their child's disability.
- Parents of students with an Emotional Disability were significantly less positive than parents of students with a Developmental Delay or a Specific Learning Disability.
- Parents of students who have Autism or Other Health Impairments were significantly more positive than parents who prefer not to indicate their child's disability.

### *Overall and Communication Scale*

- Parents of students who have an Intellectual Disability were significantly more positive than parents of students who have Autism.
- Parents of students with Other Health Impairments were significantly more positive than parents of students with Multiple Disabilities, parents who don't know their child's disability, and parents who prefer not to indicate their child's disability.

### *Parent Input Scale*

- Parents of students who have Autism or Other Health Impairments were significantly more positive than parents who don't know their child's disability (See Display IV.C-1).

**Display IV.C-1: Mean Percentage of Points Earned on Each Scale by Primary Disability**

<b>Primary Disability</b>	<b>Number of Students</b>	<b>Overall</b>	<b>Parent Input Scale</b>	<b>Communication Scale</b>
<b>All</b>	<b>10,597</b>	<b>94%</b>	<b>93%</b>	<b>95%</b>
Autism	1,017	92%	91%	93%
Deaf-Blindness	39	97%	96%	99%
Developmental Delay	1,539	95%	94%	96%
Emotional Disturbance	272	91%	90%	93%
Hearing Impairment	98	93%	92%	95%
Intellectual Disability	526	94%	94%	96%
Multiple Disabilities	213	90%	89%	91%
Orthopedic Impairment	46	92%	91%	93%
Other Health Impairment	1,196	94%	93%	95%
Specific Learning Disability	2,534	94%	93%	96%
Speech or Language Impairment	2,143	96%	95%	97%
Traumatic Brain Injury	44	90%	90%	91%
Visual Impairment	77	95%	95%	95%
Prefer Not to Answer	401	87%	86%	91%
Do Not Know	452	89%	88%	92%

## D. Results by Age Group

### *Overall, Parent Input Scale, and Communication Scale*

- Parents of students in the 3 to 5 age group were significantly more positive than parents of students in all other age groups except parents of students in the 6 to 10 age group.
- Parents of students in the 6 to 10 age group were significantly more positive than parents of students in the 14 to 18 age group and parents of students who preferred not to indicate their child's age group.
- Parents of students in the 11 to 13 age group and the 14 to 18 age group were significantly more positive than parents of students who preferred not to indicate their child's age group.

### *Overall and Parent Input Scale*

- Parents of students in the 6 to 10 age group were significantly more positive than parents of students who are 19 or older.
- Parents of students in the 11 to 13 age group were significantly more positive than parents of students in the 14 to 18 age group or who are 19 or older (see Display IV.D-1).

**Display IV.D-1: Mean Percentage of Points Earned on Each Scale by Age Group**

<b>Age Group</b>	<b>Number of Students</b>	<b>Overall</b>	<b>Parent Input</b>	<b>Communication</b>
<b>All</b>	<b>10,597</b>	<b>94%</b>	<b>93%</b>	<b>95%</b>
3 to 5	1,542	95%	95%	97%
6 to 10	4,260	94%	94%	96%
11 to 13	2,151	94%	93%	95%
14 to 18	2,291	92%	91%	94%
19+	64	87%	86%	91%
Prefer Not to Answer	289	86%	85%	89%

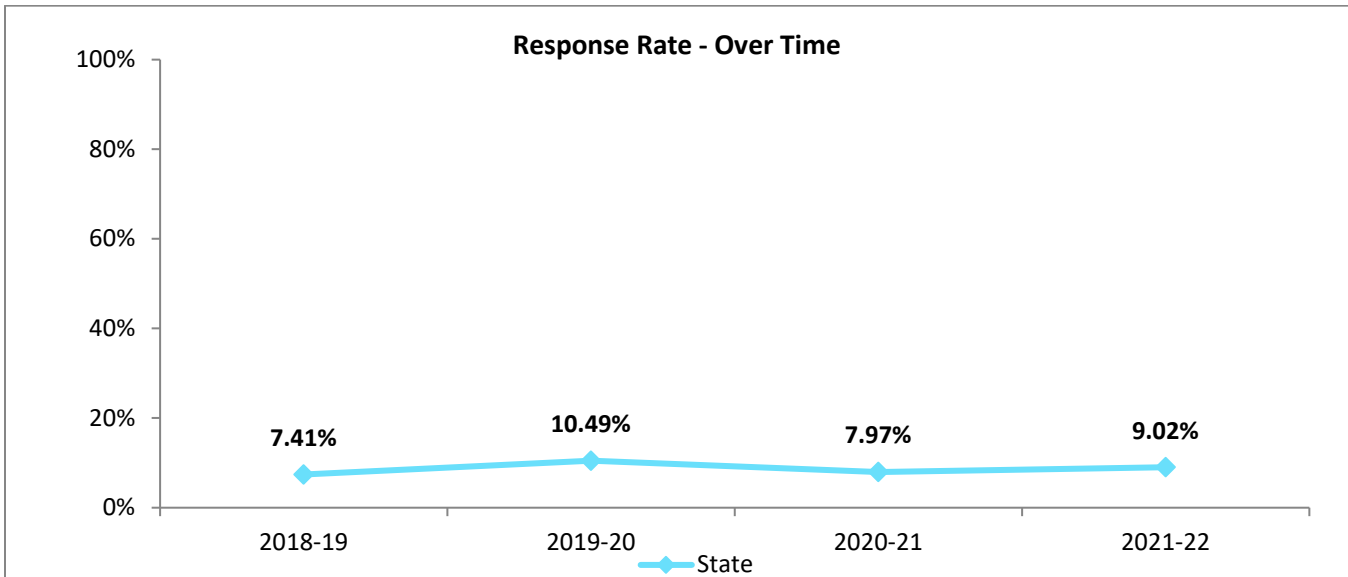
## V. Results Over Time

### A. Response Rate

- The response rate increased by 1.05 percentage points from 2020-21 to 2021-22 (from 7.97% to 9.02%) (see Display V.A-1).

Display V.A-1: Response Rates Over Time

	2018-19	2019-20	2020-21	2021-22
Number in Sample	112,028	116,875	115,228	117,468
Number Completed	8,301	12,262	9,188	10,597
State Response Rate	7.41%	10.49%	7.97%	9.02%



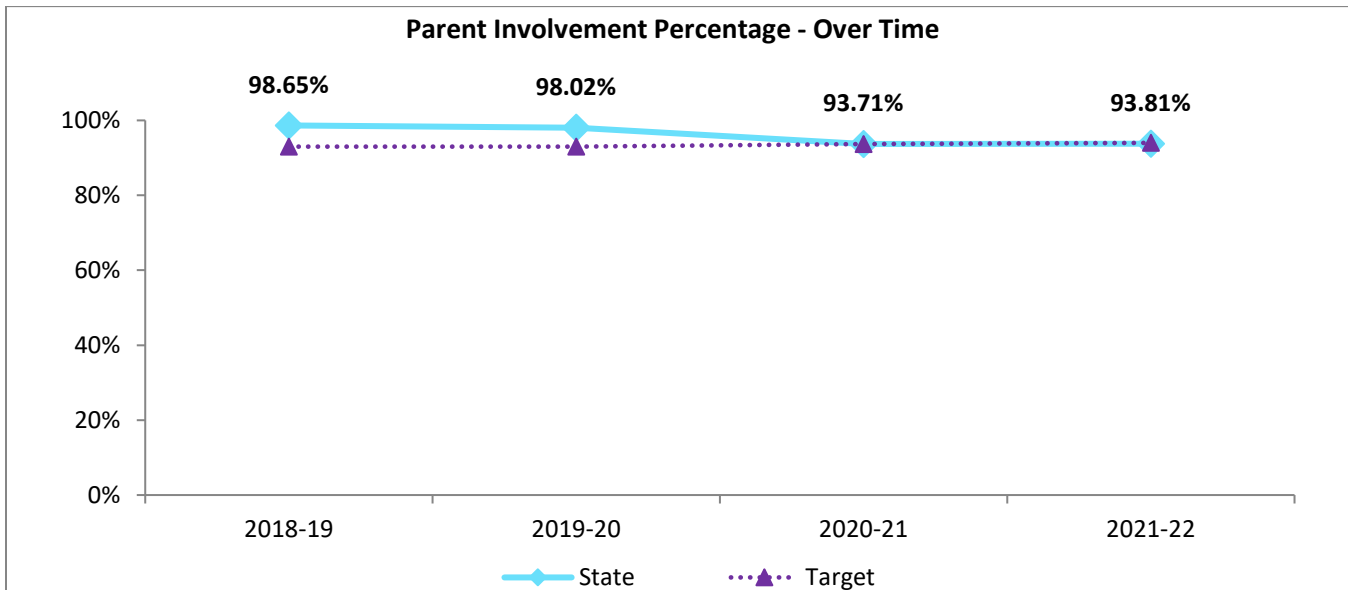
## B. Overall Parent Involvement Score

- The overall parent involvement score increased by 0.10 percentage points from 2020-21 to 2021-22 (from 93.71% to 93.81%) (see Display V.B-1).

**Display V.B-1: Overall Parent Involvement Score Over Time**

	2018-19	2019-20	2020-21	2021-22	2021-22 Minus 2020-21
State	98.65%	98.02%	93.71%	93.81%	0.10%
Target	93.00%	93.00%	93.70%	94.00%	

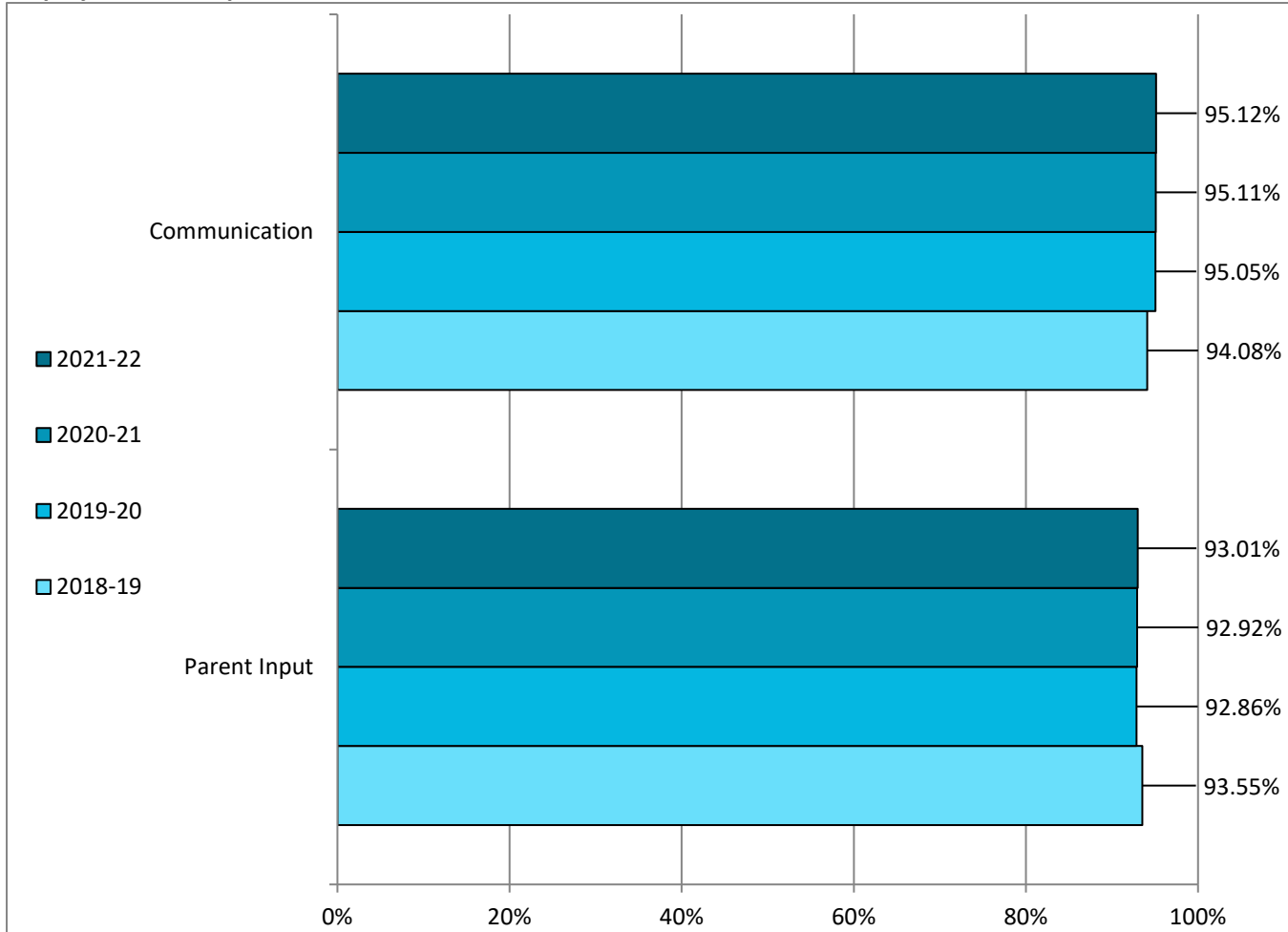
Note: The process for determining the Overall Parent Involvement Score changed in 2019-20; the 2019-20 process has a higher “cut score” for meeting the indicator. In order to meet the indicator, a respondent has to have had positively rated, on average, each item.



### C. Scores for Each Scale

- The Communication Scale increased 0.01 percentage point from 2020-21 to 2021-22 (95.11% to 95.12%). The Parent Input Scale increased 0.09 percentage points (92.92% to 93.01%) (see Display V.C-1).

**Display V.C-1: Comparison Chart of Mean Scores for Each Scale**



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

## D. Individual Item Results

- Scores increased on three survey items and decreased on five survey items from 2020-21 to 2021-22 (see Display V.D-1).
- The following survey item showed the largest **increase** from 2020-21 to 2021-22:
  - 9. I have been given information about who to call if I am not satisfied with the services my child receives (increased by 0.33 percentage points from 94.00% to 94.33%).
- The following survey item showed the largest **decrease** from 2020-21 to 2021-22:
  - 7. *Fill in the blank:* \_\_\_\_\_ of my concerns and recommendations were addressed at this year’s IEP meeting (decreased by 0.42 percentage points from 96.37% to 95.95%).

**Display V.D-1: Percent of Parent Respondents Who Selected a Positive Response to Each Survey Item (“All or Most of the Time;” “All or Most Concerns;” or “Yes”)**

	2018-19	2019-20	2020-21	2021-22	2021-22 Minus 2020-21
		<b>All or Most of the Time</b>			
3. I am considered an equal partner with teachers and other professionals in planning my child's education.	96.92%	96.29%	96.57%	96.30%	<b>-0.27%</b>
4. Teachers encourage me to be involved in making decisions about my child's services.	96.48%	96.68%	96.78%	96.56%	<b>-0.22%</b>
5. The school communicates with me regarding my child's progress on IEP goals.	95.45%	96.81%	96.87%	96.80%	<b>-0.07%</b>
6. Administrators seek out parent input.	91.95%	93.35%	93.23%	93.38%	<b>0.15%</b>
		<b>All or Most Concerns</b>			
7. <i>Fill in the blank:</i> _____ of my concerns and recommendations were addressed at this year's IEP meeting.	96.96%	96.32%	96.37%	95.95%	<b>-0.42%</b>
		<b>Yes</b>			
8. I was offered special assistance and support so that I could participate in the IEP meeting (e.g., interpreter, mutually agreed-upon scheduling, etc.).	98.29%	93.40%	94.25%	94.35%	<b>0.10%</b>
9. I have been given information about who to call if I am not satisfied with the services my child receives.	94.30%	94.24%	94.00%	94.33%	<b>0.33%</b>
10. The school offers parents a variety of ways to communicate with teachers and administrators.	96.65%	97.31%	97.67%	97.41%	<b>-0.26%</b>



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## Background of the Survey

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- The part B parent survey is meant to assist the Oklahoma State Board of Education in determining the extent of which schools are facilitating parent involvement. The survey data will help schools improve parent involvement and will result in positive outcomes for both parents and children.
- LEAs were responsible for distributing the parent survey to all their parents of students with disabilities (n=117,468). In 2021-22, a total of 10,597 parents of students with disabilities completed the parent survey for a response rate of 9.02%.
- The Oklahoma State Board of Education contracted with the Center for Technical Assistance for Excellence in Special Education (TAESE) at Utah State University to assist with the data collection, data analysis, and report writing for this parent survey.
- This parent survey addresses Indicator 8 of the State Performance Plan (SPP)<sup>1</sup>, 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 February in their Annual Performance Report (APR).
- To determine the percent of parents who report that their child’s school facilitated parent involvement, a percentage score was calculated based on all eight survey items. A parent who awarded their child’s school at least 72.2% of the possible points was identified as one who reported their child’s school facilitated his/her involvement.
- A total of 93.81% of parents met this condition. Thus, for the FFY 2021-22 APR, Indicator 8 will state: 93.81% of parents reported their child’s school facilitated parent involvement.



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<sup>1</sup> 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 seventeen (17) indicators; the Parent Survey is Indicator 8.