Utah
Part B Parent Survey – 2009-10
Summary Report

Highlights

- A stratified random sample of 2,810 was generated from all parents who had students age 3-21 receiving special education services during the 2009-10 school year. These parents were mailed a survey. A total of 667 surveys were returned for a response rate of 23.7%.

- *Results are positive. More than 70% of the parents expressed a positive attitude toward 32 of the 40 items. On 27 of the 40 items, 80% or more of the parents expressed a positive attitude; on 15 of the 40 items, 90% or more of the parents expressed a positive attitude.*

- Most parents agree that:

  (1) **Procedural Safeguards are** in place and utilized**.** For example:
  - The parent received a copy of the procedural safeguards (parent's rights) (97% agreed).

  (2) **The school makes the process of evaluation and eligibility a positive process.** For example:
  - The parent signed a consent form before their child was evaluated (95% agreed).

  (3) **The parent is informed and respected during the IEP development.** For example:
  - The parent signed a consent form before his/her child was placed in special education (97% agreed).

  (4) **The IEP is useful and fully implemented.** For example:
  - The child is making progress toward meeting the goals on his/her IEP (93% agreed).

  (5) **The school adequately provides services and information** during periods of transition (early childhood & school to post-school). For example:
  - The parent feels that his/her 3-5 year old child's preschool experience has been beneficial (78% agreed).

  (6) **The school provides services during periods of discipline.** For example:
  - The child received special education services in a different setting during time of discipline (87% agreed).

  (7) **The school adequately communicates to and involves parents.** For example:
  - The school encourages the parent's involvement as a means of improving services and results for his/her child with disabilities (86% agreed).

- *The area with the lowest score is "General". This low rating is due mainly to parents not getting enough information about organizations that offer support and parents not participating in training.*

- *There are a few significant differences among different groups of parents.*
  - Parents of students with a developmental delay tended to respond more positively than parents of students with autism, intellectual disability, and specific learning disabilities.
  - Parents of students in grades 2, 3 and 6 tended to respond more positively than parents of students in grade 7 when asked about procedural safeguards, evaluation and eligibility, and IEP development.
  - Parents of students in kindergarten through grade 4 tended to respond more positively than parents of students in grade 10 when asked about IEP implementation.

Results

Scales

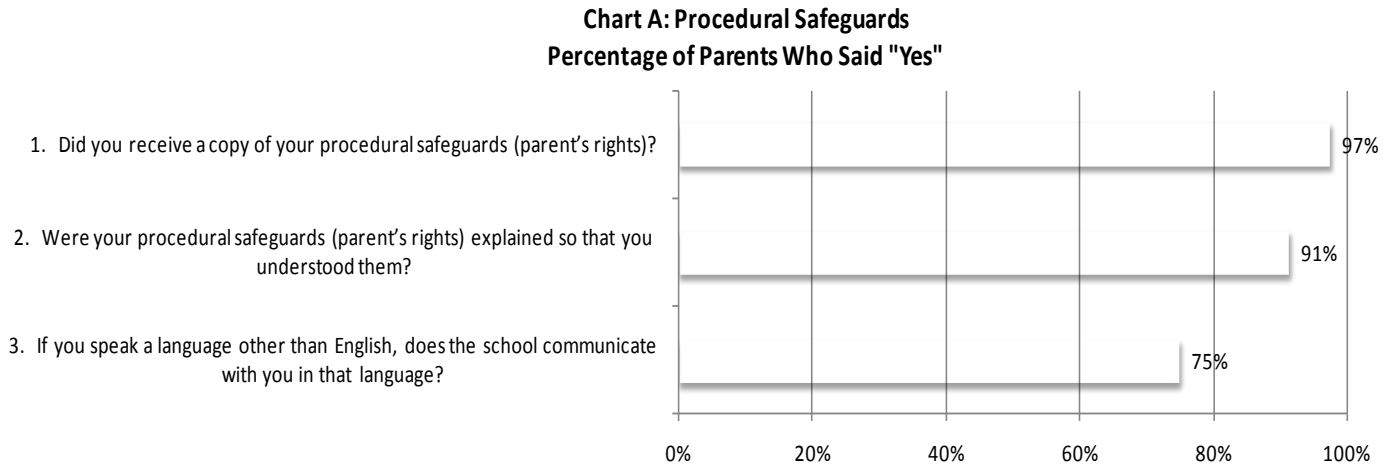
- The 40 items on the survey were categorized into seven different scales:
  - A. Procedural Safeguards (3 items)
  - B. Evaluation and Eligibility (4 items)
  - C. IEP Development (12 items)
  - D. IEP Implementation (8 items)
  - E. Transition (Early Childhood & School to Post-School) (4 items)
  - F. General (6 items)

- The Results section is organized by these seven scales.

A. Are procedural safeguards in place and utilized?

- Between 75-97% of parents responded positively to questions about procedural safeguards.
  - The item with the **highest** level of agreement:
    - The parent received a copy of the procedural safeguards (parent's rights) (97% agreed).
  - The item with the **lowest** level of agreement:
    - If the parent spoke a language other than English, the school communicated with the parent in that language (75% agreed).

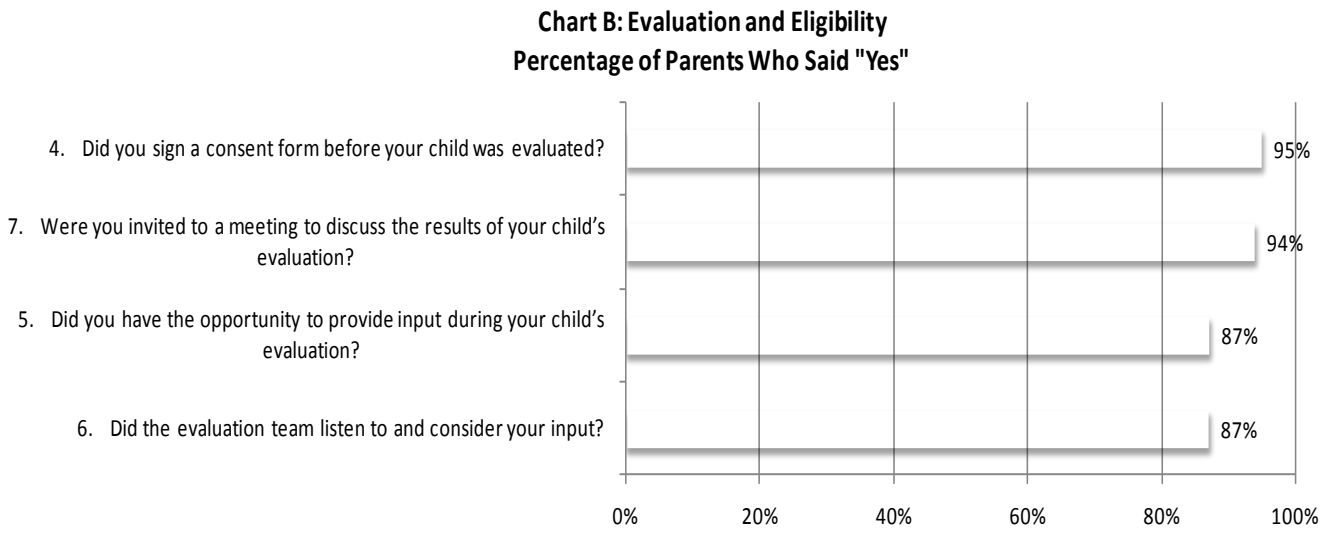
Display A-1: Procedural Safeguards



B. Does the school make the process of evaluation and eligibility a positive process?

- Four items were asked about the parent's experience during the evaluation and eligibility process. Between 87-95% of parents agreed with each of these items (see Display B-1).
  - The item with the **highest** level of agreement:
    - The parent signed a consent form before their child was evaluated (95% agreed).
  - The item with the **lowest** level of agreement:
    - The evaluation team listened and considered your input (87% agreed).

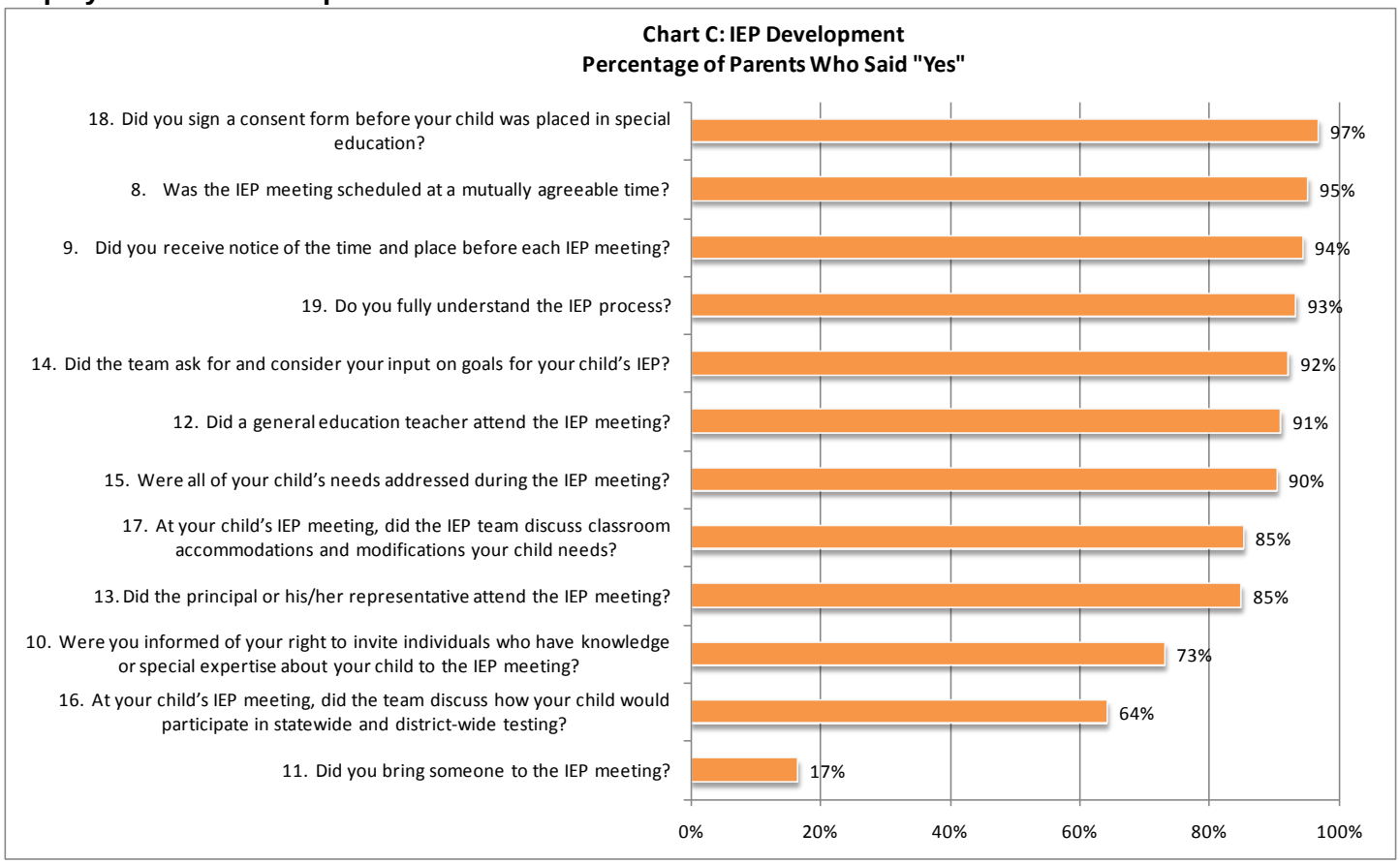
Display B-1: Evaluation and Eligibility



C. Is the parent informed and respected during the IEP development?

- The majority of parents agree that they were well informed and their opinions respected during the IEP development (see Display C-1). Between 17-97% of parents agreed with these items.
  - The items with the **highest** level of agreement:
    - The parent signed a consent form before his/her child was placed in special education (97% agreed).
  - The item with the **lowest** level of agreement:
    - The parent brought someone to the IEP meeting (17% agreed).

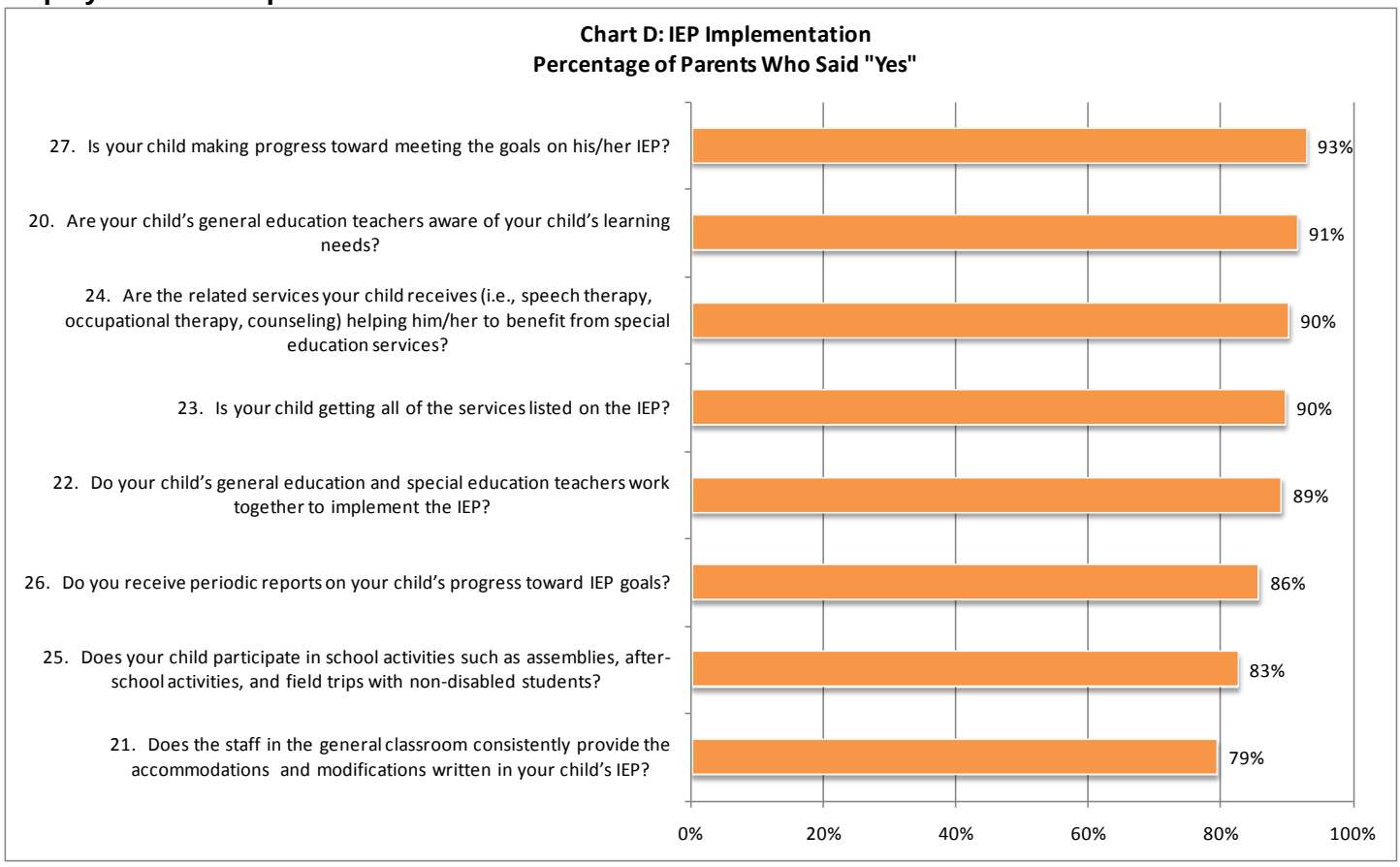
Display C-1: IEP development



D. Is the IEP useful and fully implemented?

- Eight items asked about the extent to which the school is implementing the IEP. Between 79-93% of parents agreed with each of these items (see Display D-1).
  - The item with the **highest** level of agreement:
    - The child is making progress toward meeting the goals on his/her IEP (93% agreed).
  - The item with the **lowest** level of agreement:
    - The staff in the general classroom consistently provides the accommodations and modifications written in your child's IEP (79% agreed).

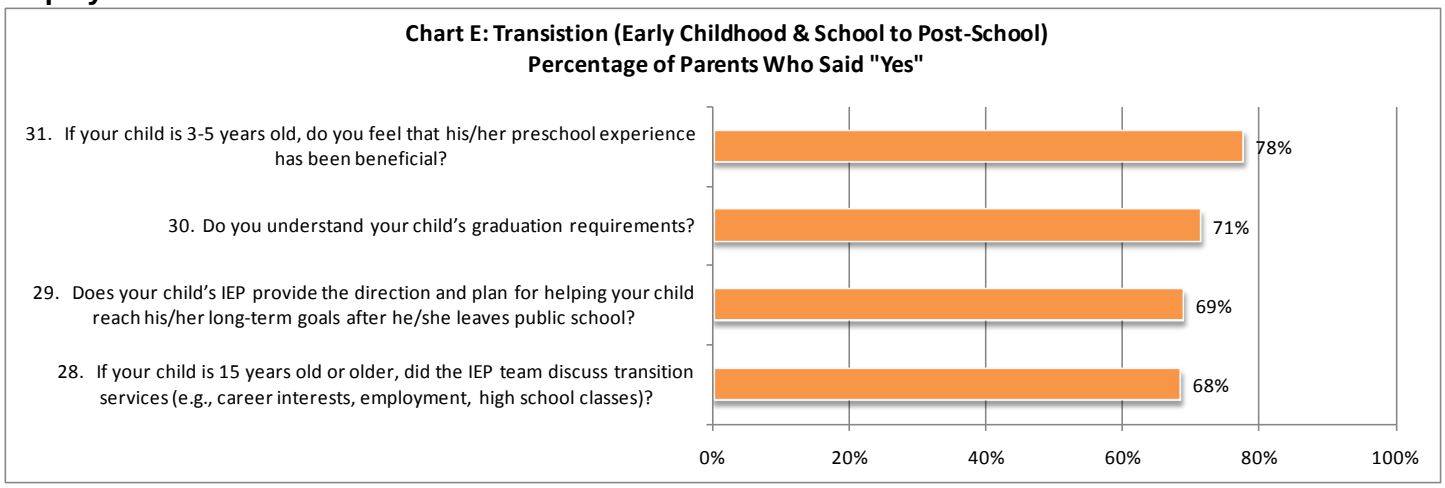
Display D-1: IEP Implementation



E. Does the school adequately provide services and information during periods of transition (early childhood & school to post-school)?

- Parents rated the school on four transition aspects. Between 68-78% of parents agreed that the school adequately provides services and information during the transition period (see Display E-1).
  - The aspect with the **highest** level of agreement:
    - The parent felt that their preschool child's experience has been beneficial (78% agreed).
  - The aspect with the **lowest** level of agreement:
    - The IEP team discussed transition services if the child is 15 years old or older (68% agreed).

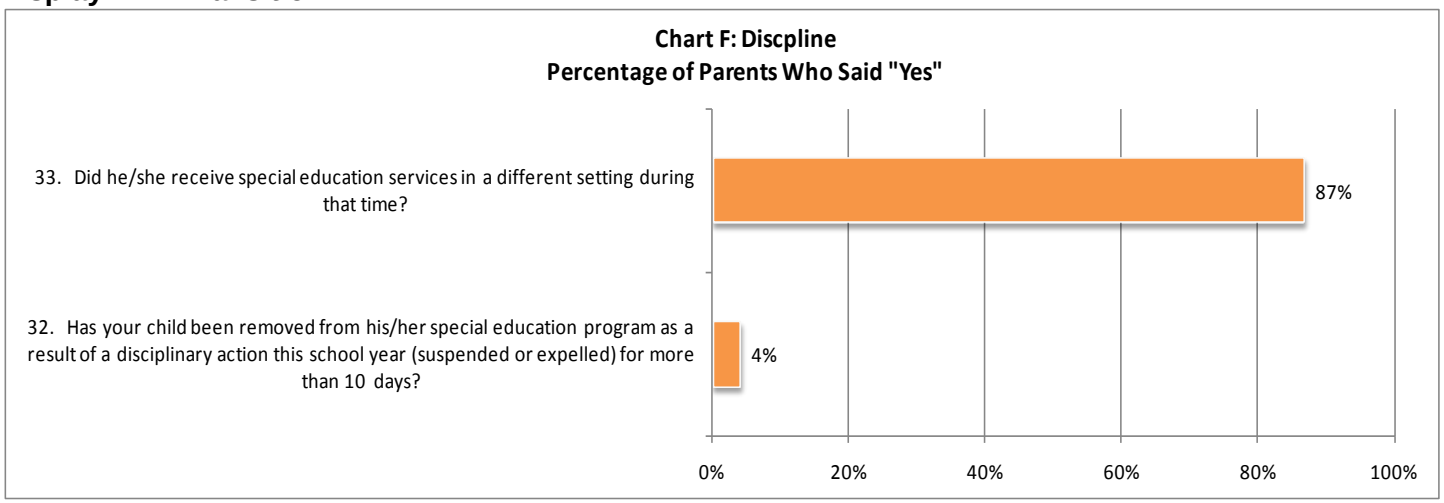
Display E-1: Transition



F. Discipline

- Parents responded to two questions regarding discipline. (see Display F-1)
  - Only those who answered "yes" to question 32, answered question 33.

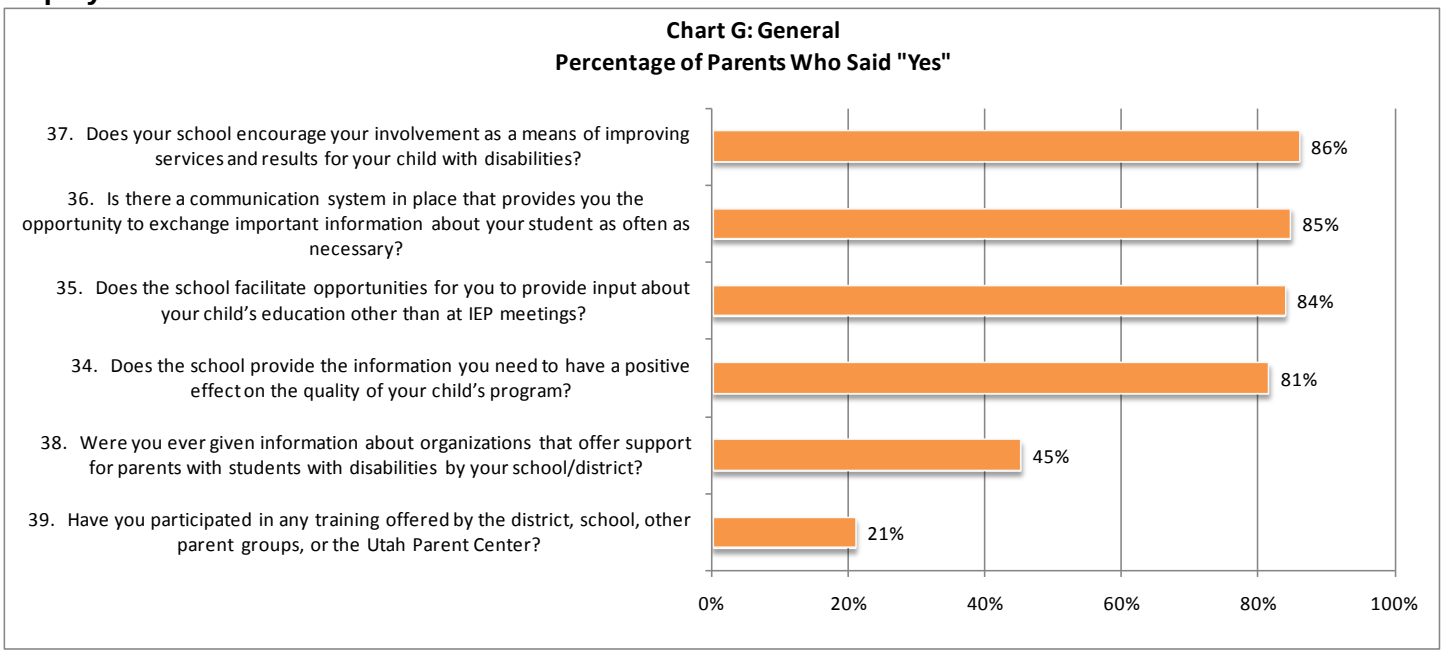
Display F-1: Transition



G. General

- Parents rated the school on six general aspects. Between 21-86% of parents agreed with each of these items (see Display G-1).
  - The aspect with the **highest** level of agreement:
    - The school encourages your involvement as a mean of improving services and results for your child with disabilities (86% agreed).
  - The aspect with the **lowest** level of agreement:
    - I have participated in training offered by the district, school, other parent groups, or the Utah Parent Center (21% agreed).

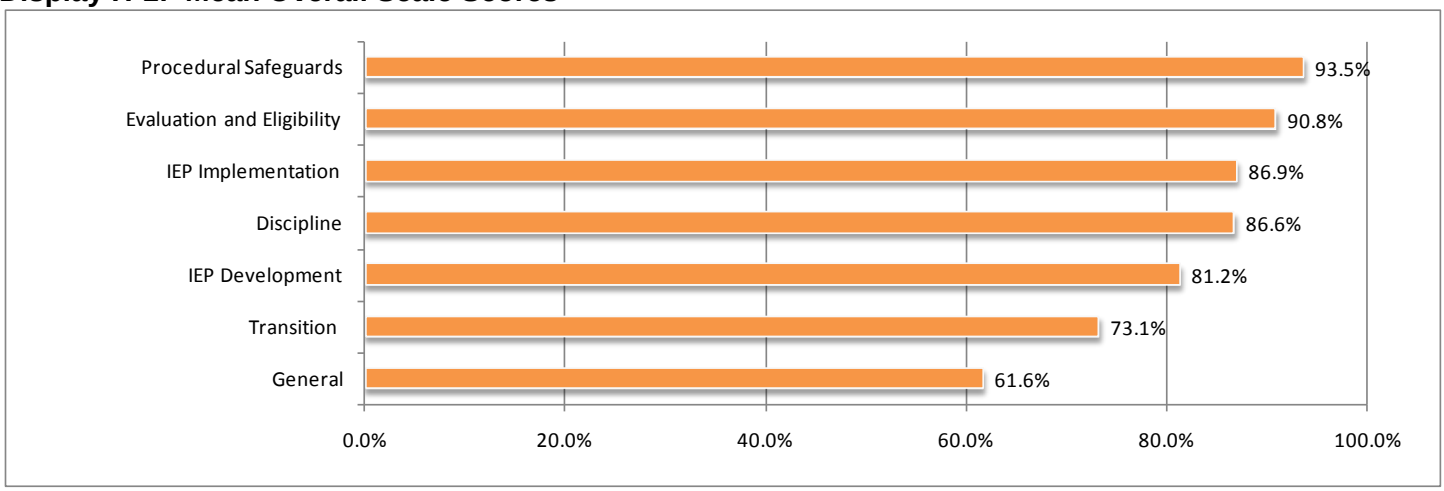
Display G-1: General



H. Overall Scale Scores

- For each of the seven scales, a percent of maximum score was calculated. A percent of max score indicates the percentage of points the respondent "awarded" to the school on a given a group of items. For example, a respondent who rated the school a "yes" on each of the three items that make up the Procedural Safeguards scale, would receive a 100% score; a respondent who rated the school a "No" on each of the Procedural Safeguards items would receive a 0% score. A respondent who rated the school a "yes" (Agree) on two of the three Procedural Safeguards items would receive a 67% score.
- The scale with the lowest overall score is General. On average, parents awarded 62% of the possible points to this area.
- The other six scales had overall scores between 73% and 94%.

Display H-1: Mean Overall Scale Scores



Parents' scores on these seven scales were compared to determine if any particular group of parents is significantly more positive or negative than other groups of parents.

Results by Race/Ethnicity

- No significant differences in the survey results existed among parents with children of different race/ethnicity.

Display H-2: Mean Percentage of Points Earned on Each Scale By Student Race/Ethnicity

	Number of Students	Overall	A. Procedural Safeguards	B. Evaluation and Eligibility	C. IEP Development	D. IEP Implementation	E. Transition	F. Discipline	G. General
Overall	***667***	***87%***	***94%***	***91%***	***81%***	***87%***	***73%***	***87%***	***62%***
Asian	9	Fewer than 10 respondents							
Black or African American	7	Fewer than 10 respondents							
Hispanic or Latino	53	82%	88%	83%	81%	85%	53%	86%	57%
American Indian	5	Fewer than 10 respondents							
Pacific Islander	3	Fewer than 10 respondents							
Unknown	59	90%	97%	95%	84%	91%	78%	100%	60%
White	531	87%	94%	91%	81%	87%	74%	72%	63%

Results by Primary Disability

- Parents of students with a developmental delay tended to respond more positively than parents of students with autism, intellectual disability, and specific learning disabilities.

Display H-3: Mean Percentage of Points Earned on Each Scale by Student Primary Disability

	Number of Students	Overall	A. Procedural Safeguards	B. Evaluation and Eligibility	C. IEP Development	D. IEP Implementation	E. Transition	F. Discipline	G. General
Overall	***667***	***87%***	***94%***	***91%***	***81%***	***87%***	***73%***	***87%***	***62%***
Autism	45	86%	86%	83%	82%	87%	55%	0%	68%
Behavior Disorder	17	58%	94%	75%	75%	53%	28%	80%	51%
Communication Disorder	188	90%	94%	94%	80%	93%	78%	96%	62%
Developmental Delay	58	91%	98%	94%	80%	92%	99%	0%	66%
Hearing Impaired	9	Fewer than 10 respondents							
Intellectual Disability	30	87%	95%	85%	82%	87%	73%	100%	59%
Multiple Disabilities	24	92%	100%	86%	84%	91%	98%	0%	69%
Other Health Impairment	48	88%	93%	90%	84%	82%	72%	55%	62%
Orthopedic Impairment	5	Fewer than 10 respondents							
Specific Learning Disability	237	86%	93%	92%	81%	83%	68%	100%	59%
Traumatic Brain Injury	4	Fewer than 10 respondents							
Visually Impaired (Blind)	2	Fewer than 10 respondents							

Results by Grade

- Parents of students in grades 2, 3 and 6 responded more positively than parents of students in grade 7 when asked about procedural safeguards, evaluation and eligibility, and IEP development.
- Parents of students in kindergarten through grade 4 responded more positively than parents of students in grade 10 when asked about IEP implementation.

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Display H-4: Mean Percentage of Points Earned on Each Scale by Student Grade

	Number of Students	Overall	A. Procedural Safeguards	B. Evaluation and Eligibility	C. IEP Development	D. IEP Implementation	E. Transition	F. Discipline	G. General
Overall	***667***	***97%***	***94%***	***91%***	***81%***	***87%***	***73%***	***87%***	***62%***
Preschool	86	97%	99%	95%	80%	91%	94%	n/a	64%
Kindergarten	38	84%	96%	92%	80%	92%	98%	0%	65%
Grade 1	35	79%	84%	83%	80%	89%	28%	0%	53%
Grade 2	51	80%	93%	93%	84%	91%	69%	100%	61%
Grade 3	64	89%	97%	97%	85%	93%	40%	0%	63%
Grade 4	56	86%	87%	86%	81%	95%	82%	0%	62%
Grade 5	49	77%	97%	87%	80%	86%	56%	30%	60%
Grade 6	49	100%	92%	96%	87%	82%	42%	100%	70%
Grade 7	39	87%	88%	82%	77%	82%	69%	62%	59%
Grade 8	39	97%	96%	94%	83%	83%	65%	0%	66%
Grade 9	43	79%	98%	95%	82%	71%	61%	93%	52%
Grade 10	44	80%	89%	85%	74%	71%	67%	100%	51%
Grade 11	33	86%	96%	90%	83%	82%	80%	100%	61%
Grade 12	41	87%	92%	87%	80%	84%	86%	0%	65%

Results by Grade Category

- Parents of students in preschool responded more positively than other parents when it came to questions about procedural safeguards and transition.

Display H-5: Mean Percentage of Points Earned on Each Scale by Student Grade Category

	Number of Students	Overall	A. Procedural Safeguards	B. Evaluation and Eligibility	C. IEP Development	D. IEP Implementation	E. Transition	F. Discipline	G. General
Overall	***667***	***97%***	***94%***	***91%***	***81%***	***87%***	***73%***	***87%***	***62%***
Preschool	86	97%	99%	95%	80%	91%	94%	n/a	64%
K-Grade 2	124	81%	91%	90%	82%	91%	72%	100%	60%
Grades 3-5	169	85%	93%	90%	83%	92%	56%	24%	62%
Grades 6-8	127	94%	92%	91%	82%	86%	56%	79%	65%
Grades 9-12	161	83%	93%	89%	79%	77%	74%	96%	58%

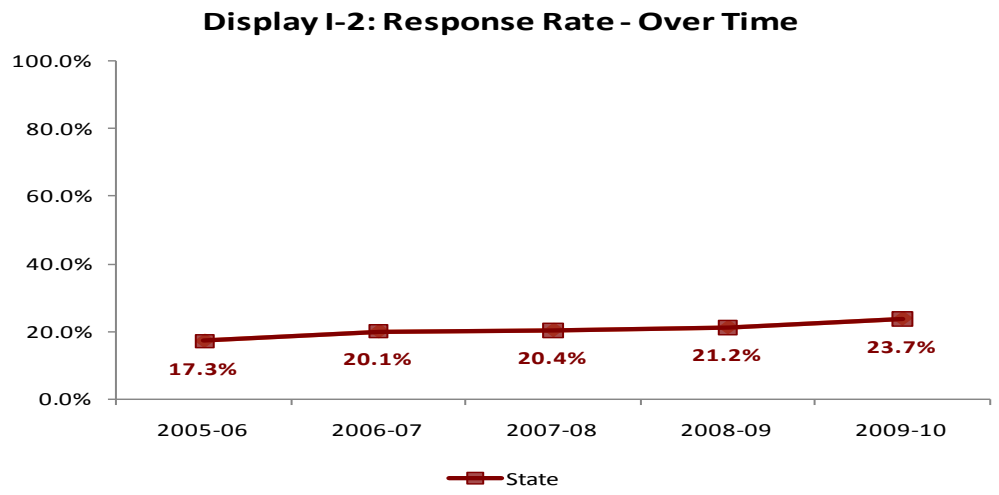
I. Results over Time

Response Rate

- *The response rate increased by 2.5% percentage points from 2008-09 to 2009-10 (from 21.2% to 23.7%). (*see Display I-1*).*

Display I-1: Response Rates over Time

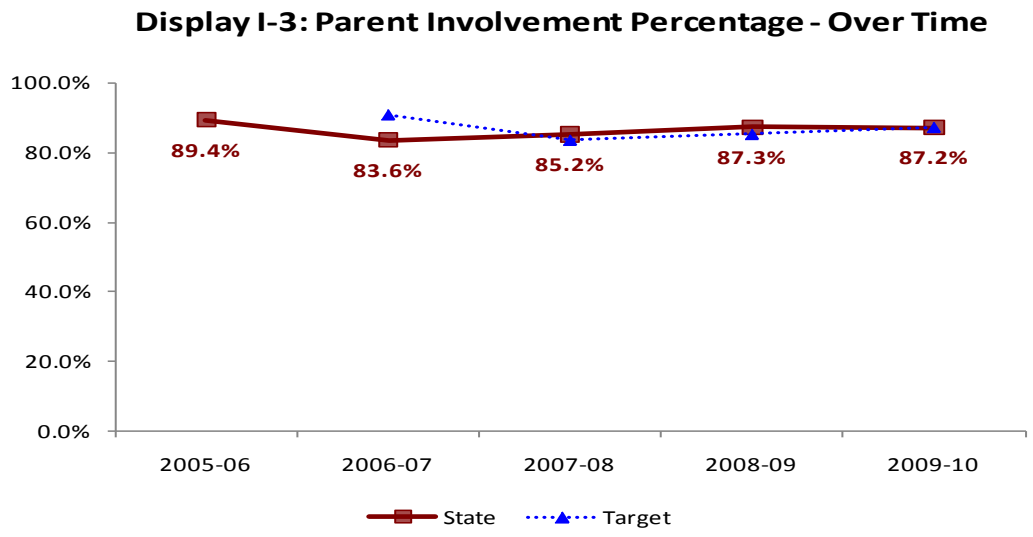
Response Rates	2005-06	2006-07	2007-08	2008-09	2009-10
Number Sampled	1581	3665	3905	3646	2,810
Completed Surveys	273	736	797	774	667
Response Rate	17.3%	20.1%	20.4%	21.2%	23.7%



Parental Involvement Percentage

- The Parent Involvement Percentage is based on the percent of positive responses. To determine the Overall Parental Involvement Percentage, the percentage of parents who responded 'Yes' to at least 70% of 11 particular questions was calculated. The questions to calculate this value are q1, q3, q6, q7, q8, q14, q26, q34, q35, q36, q37.
- The Parental Involvement Percentage decreased from 87.3% in 2008-09 to 87.2% in 2009-10. (see Display I-3).

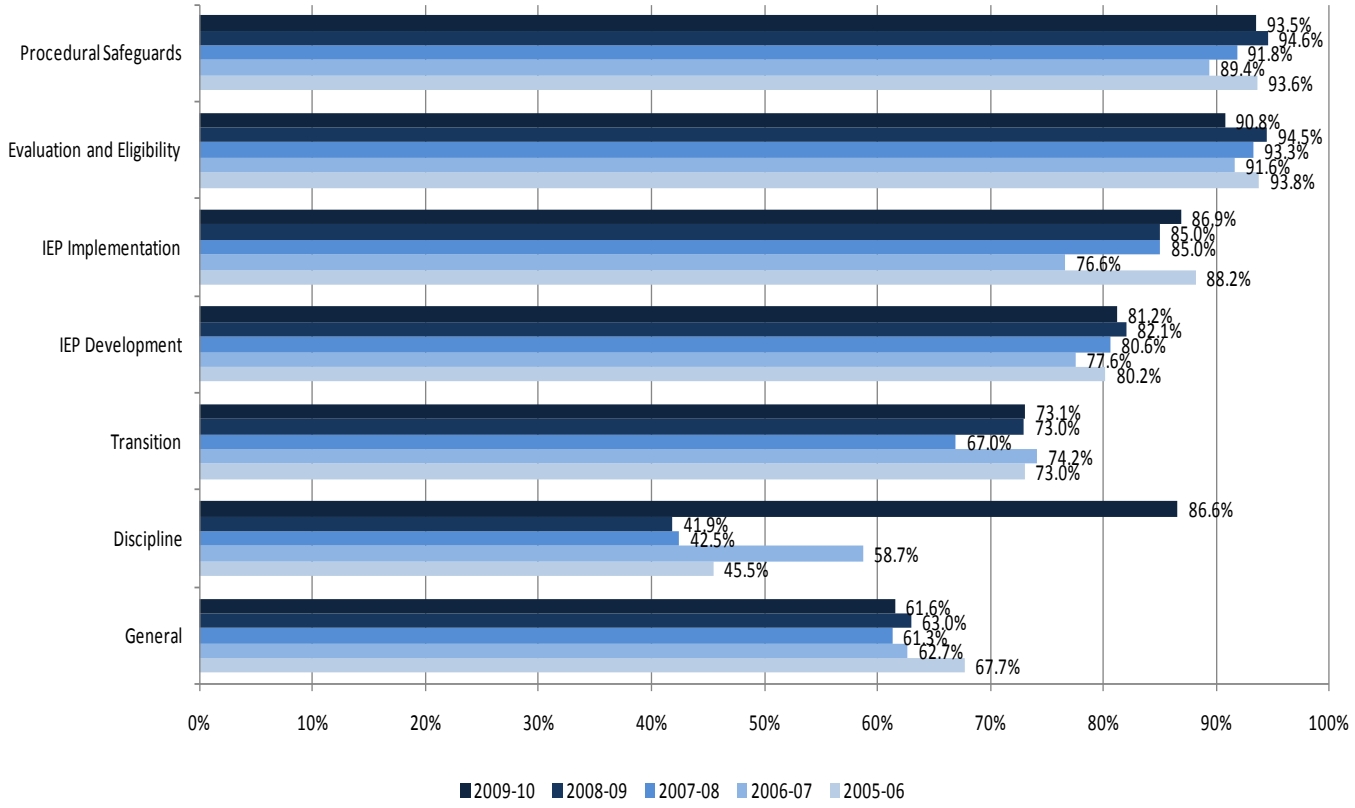
Display I-3: Parental Involvement Percentage over Time



Specific Scale Scores

- Three of the scale scores (IEP Implementation, Transition, and Discipline) increased from 2008-09 to 2009-10. Procedural Safeguards, Evaluation and Eligibility, IEP Development, and General decreased from 2008-09 to 2009-10. (see Display I-4).

Display I-4: Scale Scores over Time



The mean scores represent the average percentage of "yes" answers provided by parents to that scale.

Individual Item Results

Item Results

- The following items showed the largest **increase** from 2008-09 to 2009-10:
  - My child received special education services in a different setting during the time of their removal due to disciplinary action (increased 44.7 percentage points from 41.9 to 86.6%).
  - My child's general education teacher attended the IEP meeting (increased 8.4 percentage points from 82.6 to 91.0%).

- The following items showed the largest **decrease** from 2008-09 to 2009-10:
  - If the child was 3-5 years old, the parent felt that his/her preschool experience has been beneficial (decreased 19.5 percentage points from 97.1 to 77.6%).
  - If you speak a language other than English, the school communicated with you in that language (decreased 15.1 percentage points from 89.9 to 74.8%).
  - The evaluation team listened to and considered your input (decreased 5.7 percentage points from 92.7 to 87.0%).

Display I-5: Percent of parent respondents who answered yes to an item - Results over Time

Table I-5: Response Comparison

Percentage of Parent Respondents Who answered yes to an Item – Results Over Time

	2005-06	2006-07	2007-08	2008-09	2009-10	Difference
Procedural Safeguards						
1. Did you receive a copy of your procedural safeguards (parent's rights)?	97%	93%	96%	97%	97%	0.0%
2. Were your procedural safeguards (parent's rights) explained so that you understood them?	92%	86%	89%	92%	91%	-0.8%
3. If you speak a language other than English, does the school communicate with you in that language?	83%	84%	78%	90%	75%	-15.1%
Evaluation and Eligibility						0.0%
4. Did you sign a consent form before your child was evaluated?	98%	94%	97%	97%	95%	-1.8%
5. Did you have the opportunity to provide input during your child's evaluation?	90%	90%	89%	92%	87%	-4.5%
6. Did the evaluation team listen to and consider your input?	93%	90%	92%	93%	87%	-5.7%
7. Were you invited to a meeting to discuss the results of your child's evaluation?	96%	93%	95%	97%	94%	-3.4%
IEP Development						
8. Was the IEP meeting scheduled at a mutually agreeable time?	98%	96%	98%	95%	95%	0.0%
9. Did you receive notice of the time and place before each IEP meeting?	98%	96%	98%	97%	94%	-2.5%
10. Were you aware of your right to invite individuals who have knowledge or special expertise about your child to the IEP meeting?	76%	65%	69%	70%	73%	2.8%
11. Did you bring someone to the IEP meeting?	25%	32%	20%	19%	17%	-2.0%
12. Did a general education teacher attend the IEP meeting?	79%	71%	79%	83%	91%	8.4%
13. Did the principal (LEA Representative) or his/her representative attend the IEP meeting?	78%	66%	67%	79%	85%	5.4%
14. Did the team ask for and consider your input on goals for your child's IEP?	94%	91%	94%	93%	92%	-0.6%
15. Were all your child's educational needs addressed during the IEP meeting?	90%	89%	91%	93%	90%	-2.2%
16. At your child's IEP meeting, did the team discuss how your child would participate in statewide and district-wide testing (U-PASS, CRTs, UAA)?	63%	64%	67%	67%	64%	-3.1%
17. At your child's IEP meeting, did the IEP team discuss classroom accommodations and modifications your child needs?	86%	83%	86%	85%	85%	0.0%
18. Did you sign a consent form before your child was placed in special education?	97%	93%	98%	97%	97%	-0.7%
19. Do you fully understand the purpose of the IEP for your child?		84%	93%	96%	93%	-2.5%
IEP Implementation						0.0%
20. Are your child's general education teachers aware of your child's learning needs?	93%	83%	89%	90%	91%	1.1%
21. Does the staff in the general classroom consistently provide the accommodations and modifications written in your child's IEP?	80%	66%	78%	81%	79%	-2.0%
22. Do your child's general education and special education teachers work together to implement the IEP?	87%	71%	82%	76%	89%	13.4%
23. Is your child getting all of the services listed on the IEP?	89%	83%	87%	89%	90%	0.5%
24. Are the related services your child receives (i.e., speech therapy, occupational therapy, counseling) helping him/her to make progress from special education services?	92%	71%	90%	92%	90%	-1.4%
25. Does your child participate in school activities such as assemblies, after-school activities, and field trips with non-disabled students?	89%	80%	86%	82%	83%	0.6%
26. Do you receive periodic reports on your child's progress toward IEP goals?	83%	74%	81%	84%	86%	1.4%
27. Is your child making progress toward meeting the goals on his/her IEP?	94%	85%	92%	93%	93%	0.0%
Transition (School to Post-School)						
28. If your child is 15 years old or older, did the IEP team discuss transition services (e.g., career interests, employment, high school classes)?	76%	67%	71%	63%	68%	5.0%
29. Does your child's IEP provide the direction and plan for helping your child reach his/her long-term goals after he/she leaves public school?	72%	69%	63%	64%	69%	4.6%
30. Do you understand your child's graduation requirements?		71%	69%	69%	71%	2.6%
Transition (Early Childhood)						
31. If your child is 3-5 years old, do you feel that his/her preschool experience has been beneficial?		94%	76%	97%	78%	-19.5%
Discipline						
32. Has your child been removed from his/her special education program as a result of a disciplinary action this school year (suspended or expelled) for more than 10 days?	4%	3%	3%	2%	4%	1.9%
33. Did he/she receive special education services in a different setting during that time?	45%	59%	42%	42%	87%	44.7%
General						
34. Does the school provide the information you need to have a positive effect on the quality of your child's program (i.e., frequent communication)?	90%	81%	81%	83%	81%	-1.9%
35. Does the school facilitate opportunities for you to provide input about your child's education other than at IEP meetings?	86%	77%	84%	84%	84%	0.2%
36. Is there a communication system in place that provides you the opportunity to exchange important information about your student as often as necessary?	81%	79%	82%	85%	85%	-0.2%
37. Does your school encourage your involvement as a means of improving services and results for your child with disabilities?	85%	77%	81%	85%	86%	0.7%
38. Were you ever given information about organizations that offer support for parents with students with disabilities by your school/district?	47%	41%	40%	45%	45%	0.4%
39. Have you participated in person, by phone, by email, or online in any training offered by the district, school, other parent groups, or the Utah Parent Center?	21%	21%	24%	23%	21%	-1.8%
40. Have you been offered an opportunity by your school/school district to participate in any parent trainings?			29%	27%	30%	3.2%

Background on the Survey

- The purpose of the parent survey is to assist the Utah Department of Education in determining the extent to which schools are facilitating parent involvement. The survey data will assist the schools in improving parent involvement and will result in positive outcomes for parents as well as improved outcomes for children.
- A stratified random sample of 2,810 was generated from all parents who had students age 3-21 receiving special education services during the 2009-10 school year. These parents were mailed a survey. A total of 667 surveys were returned for a response rate of 23.7%.
- This Parent Survey addresses Indicator #8 of the State Performance Plan (SPP) [1] which requires the State to report out on the:

  "Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities."
- The State is required to report out on Indicator #8 each year in February on the Annual Performance Report (APR).
- To determine the percent of parents who report that school facilitated parent involvement, the percent of parents who responded "yes" to the following questions was calculated: q1, q3, q6, q7, q8, q14, q26, q34, q35, q36, q37. 87.23% of parents agreed to the question. Thus for the 2009 APR, Indicator #8 will state: 87.23% of parents report that the school facilitated parent involvement.

- Report prepared by:

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