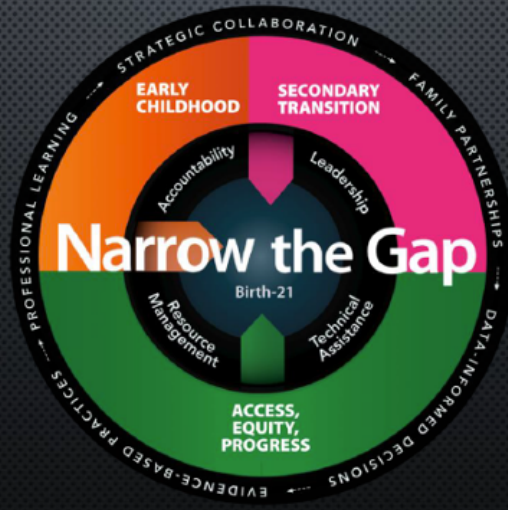


**Department of Special Education  
Annual Update:  
Maryland State Department of Education  
Parent & Family Surveys**

**SECAC General Meeting  
March 10, 2020**

Terri Savage, Ed.D.  
Executive Director of Special Education

The Division of Special Education/Early Intervention Services  
Strategic Plan: Moving Maryland Forward



This is from the state supt.

# Strategic Call to Action



Incorporate student-centered practices

Establish inclusive relationships

Build responsive and efficient operations

The *HCPSS Strategic Call to Action (SCTA)* urges staff to ensure academic success and social- emotional development for each student in an inclusive and nurturing environment that closes opportunity gaps.

As stewards of the Superintendent’s vision to uphold the four overarching commitments - Value, Achieve, Connect, Empower - the DSE strives to attain the desired outcome of *high quality special education services*.

In an effort to achieve the **highest** quality of services, the DSE has and will become more intentional about incorporating student-centered practices, establishing inclusive relationships and building responsive and efficient operations.

At the end of the presentation, we will revisit these three areas as a frame to share how we are answering a *call for action* to achieve better results in special education.



# Maryland State Department of Education Annual Surveys

## The Maryland Preschool Special Education Parent Involvement Survey

For parents of students who received preschool special education services (ages 3 to kindergarten entry) during the 2019-2020 school year. Your responses will help to guide efforts to improve services and results for children, and to inform the state's special education process during the 2019-2020 school year. **YOU MAY SKIP ANY ITEM THAT YOU FEEL DOES NOT APPLY TO YOUR CHILD.**

**Your Opinion Matters:  
Please Take 5 Minutes!**

By returning this survey you are certifying that you are submitting OR one online survey for each child receiving services.

Not like this:

Very strongly agree  
Strongly agree  
Agree  
Disagree  
Very strongly disagree

- |  |                       |                       |                       |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. My child's IEP decision-making process.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. My recommendations are included on the IEP.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. My child's IEP goals are written in a way that I can work on them at home during daily routines.                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Written information I receive is in words I understand.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I have been asked for my opinion about how well preschool special education services are meeting my child's needs.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. My child receives his/her preschool special education services with children without disabilities to the maximum extent possible. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. If my child's services are provided only with children with disabilities, a written explanation of this is on the IEP.            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Should get this in the mail.  
mdparentsurvey.com

## Response Rate

	2016-2017	2017-2018	2018-2019	State Response Rate
Infant & Toddler	26%	30%	25%	40%
Preschool	8%	11%	17%	16%
School-Age	11%	8%	13%	10%

Two surveys – I&T and Family (Preschool and School-age)

This helps know where there are gaps.

## **Maryland Infant and Toddlers Program Early Intervention Family Survey**

Indicator 4

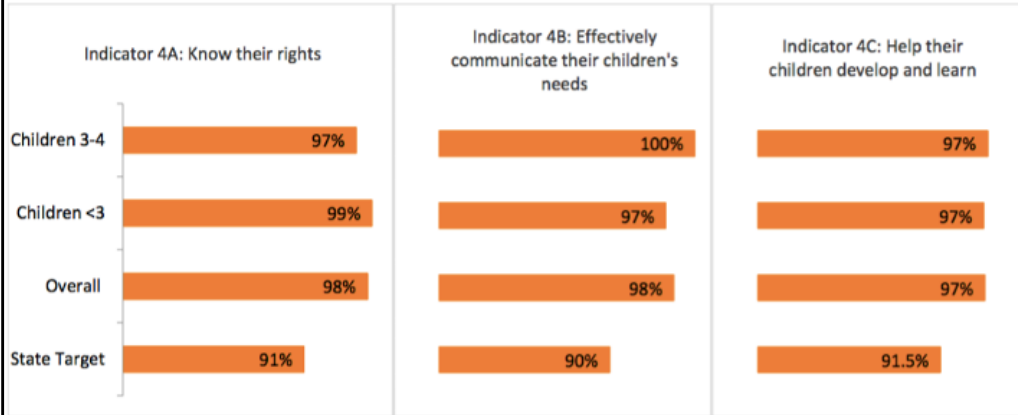
Percentage of families participating in Part C who report that early intervention services have helped the family:

- Know their rights.
- Effectively communicate their children's needs.
- Help their children develop and learn.

**Note: Survey window closed. Only administered in the Fall.**

I&T comes out around November.

## Percent of families who report early intervention services have helped the family



## Infant & Toddler Data Summary

Indicators	3-4	< 3	Overall	State Target
Know their rights	97%	99%	98%	91%
Effectively communicate their children's needs	100%	97%	98%	90%
Help their children develop and learn	97%	97%	97%	91.5%

### Examples

- Understand how the early intervention system works (98%)
- Communicate more effectively with the people who work with my child and family (98%)
- Know about my child's and family's rights concerning early intervention services (98%)
- Understand my child's special needs (97%)
- Figure out solutions to problems as they come up (98%)



## Areas to Improve

We must focus efforts on increasing the number of parents who agree with the following:

- Participate in typical activities for children and families in my community (90%\* compared to 94%\*\*)
- Know where to go for support to meet my family's needs (91%\* compared to 94%\*\*)

\*HCPSS

\*\*State

Child's needs was 98% compared to 96% state

Family support is assisted by Family Support Resource Center.

## **Maryland Parent Survey**

Indicator 8

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 is big for the state supt. How resources are maximized so parents understand their rights and how to navigate system. How to figure out issues.

## Data points come from...

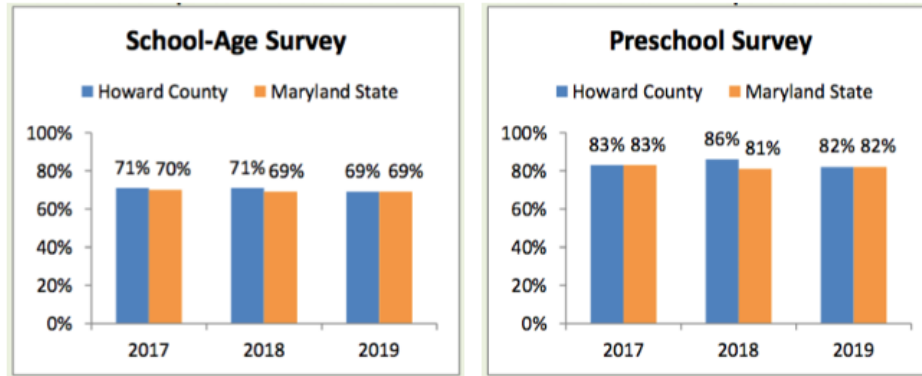
### Preschool Survey

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.

### 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.

## Percent of parents who report schools facilitated parent involvement



Before, during and after an IEP Meeting.

## MD Parent Data Summary

Part	Total	Met	Not Met
Preschool	24	2	22
School-Age	24	13	11

### Examples

- Teachers and administrators answer any questions I have about Procedural Safeguards (75%)
- All my concerns and recommendations were documented on the IEP (73%)
- I am part of the IEP decision-making process (85%)
- I am comfortable asking questions and expressing concerns to school staff (80%)
- Written information I received is written in words I understand (81%)

Preschool - criterion **met** if 85% or more of respondents agree.

School-age - criterion **met** if 72% or more of respondents agree.

Over 6000 students and only a small amount fill out the survey.

Want everyone to be a meaningful participant in IEP meetings.

## MD Parent Survey Data Summary

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

Pre-School <i>People from preschool special education, including teachers and other services providers...</i>	School-Age
connect me with other families for mutual support.	The school and/or school system offers me training about special education issues.
offer me information regarding parent training.	The school and/or school system explains what options I have if I disagree with a decision of the school.
provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	The school and/or school system provides information on agencies that can assist my child in the transition from school.
explain what options I have if I disagree with a decision made by the preschool special education IEP team.	I was given information about organizations that offer support for parents of students with disabilities.



**Your Opinion Matters:  
Please Take 5 Minutes!**

**The Maryland Preschool Special Education  
Parent Involvement Survey**

This is a survey for parents of students who received preschool special education services (ages 3 to kindergarten entry) during the 2019-2020 school year. **Your responses will help to guide efforts to improve services and results for children, and family involvement.** For each statement below, please select one of the following response choices: very strongly agree, strongly agree, agree, disagree, strongly disagree, very strongly disagree. In responding to each statement, think about your experience with the preschool special education process during the 2019-2020 school year. **YOU MAY SKIP ANY ITEM THAT YOU FEEL DOES NOT APPLY TO YOUR CHILD.**

By completing and returning this survey you are certifying that you are submitting only one paper OR one online survey for each child receiving services.

Like this:  Not like this:

Very Strongly Agree  
Strongly Agree  
Agree  
Disagree  
Strongly Disagree  
Very Strongly Disagree

1. I am part of the IEP decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My recommendations are included on the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My child's IEP goals are written in a way that I can work on them at home during daily routines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Written information I receive is in words I understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My child receives his/her preschool special education services with children without disabilities to the maximum extent possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. If my child's services are provided only with children with disabilities, a written explanation of this is on the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Deadline May 18, 2020**

**Did you know you can  
complete the survey online?**

Go to [www.mdparentsurvey.com](http://www.mdparentsurvey.com)





### Maryland Special Education Parent Involvement Survey

#### Take the Survey

Click the white box to select your child's age and enter the survey.

Please complete one survey per child.

On September 30, 2019:

My child was 6 or older

My child was 3, 4, or 5

#### Need additional assistance?

Contact the help desk at

800-287-1581 or

mdparentsurvey@jcfi.com or

send a note now

Welcome to the Maryland Special Education Parent Involvement Survey online site. This survey is being conducted by the Maryland State Department of Education, Division of Early Intervention and Special Education Services. All parents or guardians of children ages 3 to 21 who are receiving special education and related services through their local school system are invited to participate.

The purpose of this survey is to determine how well your child's school is partnering with you and promoting parent involvement in your child's education. Your feedback will help guide efforts to improve special education and related services in your local school system. The Survey is anonymous so please do not write any personally identifiable information.

#### Make Your Voice Heard!

- ▶ Please take 5 minutes to complete the Maryland Special Education Parent Involvement Survey.
- ▶ Please complete this survey in one sitting. If you leave this page before submitting the Survey, you will have to start over.
- ▶ Remember the Survey must be completed by **May 18, 2020**.

## What do we do with the data?

- Review with Department of Special Education staff
  - Analyze areas marked as “met” and “not met”
  - Dissect all parent comments
  - Compare to IEP team survey card data
- Share local summary only with the SECAC Board
  - Provide high level review of survey purpose/data
- Review local summary only with the Superintendent’s Special Education Advisory Council
  - Identify themes to drive and support annual focus

Local Interagency Coordinating Council – stakeholder groups across county that we share with

Leadership team (IF, resource teachers) reviews data.

Info comes back with parent comments. The comments do contain some personal information so it can’t be shared.

IEP Survey Cards – After last meeting reminded schools.

Stats are brought to SECAC board DSE meeting. That’s how the idea of presenting the data here.

SEAC has non-public and student voice. Presented this data there.

One thing that came out of feedback was communicating the names of the Instructional Faciliator, Instruction Team Lead, etc...

## Response Rate

	2016-2017	2017-2018	2018-2019	State Response Rate
Infant & Toddler	26%	30%	25%	40%
Preschool	8%	11%	17%	16%
School-Age	11%	8%	13%	10%

## How have we focused on improving our response rate?

- Hand deliver the Infant & Toddler survey to families
- Reminders through the Family Support & Resource parent messages
- Notice to the school administrators
  - letter, suggestions, flyer, and newsletter message included
- Take flyers to parent/community meetings
- Post information on websites
- Give reminders to the special education team leaders
- Emphasize online option

### Other ideas?

Suggestions from the group:

Email the attached flyer to parents of students with IEPs or send it home in backpacks.

Print the attached flyer and distribute it at IEP meetings, PTA meetings, and other school events as a reminder.

Post the flyers in areas highly visible for parents of students with IEPs

Offer parents your computer lab so they may complete the survey online (<https://www.mdparentsurvey.com>) during IEP meetings, or any other time parents are at school.



Suggestion – Give out info at IEP meeting.

Emphasize that it does come to the districts. Flow chart of how info.  
Attach results to it.

Online survey doesn't indicate that info is reported to LSS.

Districts get a report card and one of the grades is based on this survey.  
SECAC grant funding comes from report card.

Q – Do survey results go to individual schools? A- no. But leaders get high level  
summary.

Beginning their comprehensive monitoring for IEPs.

Q – Do they have info IEP Survey card completion %? A – Yes. But doesn't know off  
the top of her head. That information was jst presented

Q– Could the state do it by school? A – They can ask.

Would be good to know what schools are getting feedback and which are not.

IEP Survey Card data is by school. Working on a way to communicate that to school  
teams.

One question is did the parent get the info before the meeting.

Q – 504 and IEP families? A – Just IEPs.

Q – Do IEP meetings that don't result in an IEP get a card? A – Not the MD state survey but they should be getting the IEP survey card.

Asking for feedback for what the DSE can present.