

Nebraska
Part B Parent Survey – 2014-15
Summary Report

Highlights

- In spring 2015, surveys were given to parents of children attending LEAs that were part of the 2014-15 Improving Learning for Children with Disabilities (ILCD) cycle. Specifically, all parents of students aged 3-21 receiving special education services during the 2014-15 school year at these LEAs were given a survey. Districts either distributed the survey to parents after IEP meetings or mailed the surveys to parents. Parents were asked to complete and then mail the survey to the regional office. Parents were assured of anonymity. A total of 13,498 surveys were distributed, and 3,442 were returned for a response rate of 25.5%.
- Results were positive. On 11 of the 12 items, over 90% of the parents expressed a positive attitude.
- Most parents agreed that:
(A) The school fosters a relationship with parents through communication, information, and involvement. For example:
 - 4. I have received information about special education for my child in a language I understand (99% agreed).
 - 9. School personnel respect my family’s ethnic and cultural background (99% agreed).**(B) The school provides the necessary services for my child.** For example:
 - 7. My child’s IEP is being carried out as written (95% agreed).
 - 8. The school addresses my child’s behavioral needs (94% agreed).
- Of these two areas, parents assigned the highest ratings to the school’s relationship with the parents. However, both scales had very high scores.
 - The scale with the highest overall score is Relationship (“Does the school foster a relationship with parents through communication, information, and involvement?”). On average, parents awarded 97.9% of the possible points to this area.
 - The scale with the lowest overall score is Services (“Does the school provide necessary services for my child?”). On average, parents awarded 91.9% of the possible points to this area.
- The following two items had the lowest level of agreement. However, even these items had an 85% or higher rating.
 - 1. Before my child was referred for special education services, the teachers and school tried different ways to help my child in the general education classroom (85% agreed).
 - 6. At the Individualized Education Program (IEP) meeting, we talk about whether my child needs extended school year (ESY) services (91% agreed).
- The following two items had the highest level of agreement. These items represent strengths.
 - 4. I have received information about special education for my child in a language I understand (99% agreed).
 - 9. School personnel respect my family’s ethnic and cultural background (99% agreed).

- Several significant differences were found when making comparisons between different groups of parents. For example:
 - Parents of students in lower grades were significantly more positive than parents of students in higher grades, particularly when compared to those in middle school and high school (see Display C-2 and C-5).
 - Parents of students who are Black or fall in the “Other” category were significantly less positive, especially overall and in the areas of Relationship and Services, when compared with parents of students who are White or Hispanic (see Display C-3).
 - Parents of students with Multiple Impairments were significantly less positive than parents of students with other disabilities overall and especially in the areas of Relationship and Services. Parents of students with a Speech Language Impairment or a Specific Learning Disability tended to be the most positive (see Display C-4).

Results

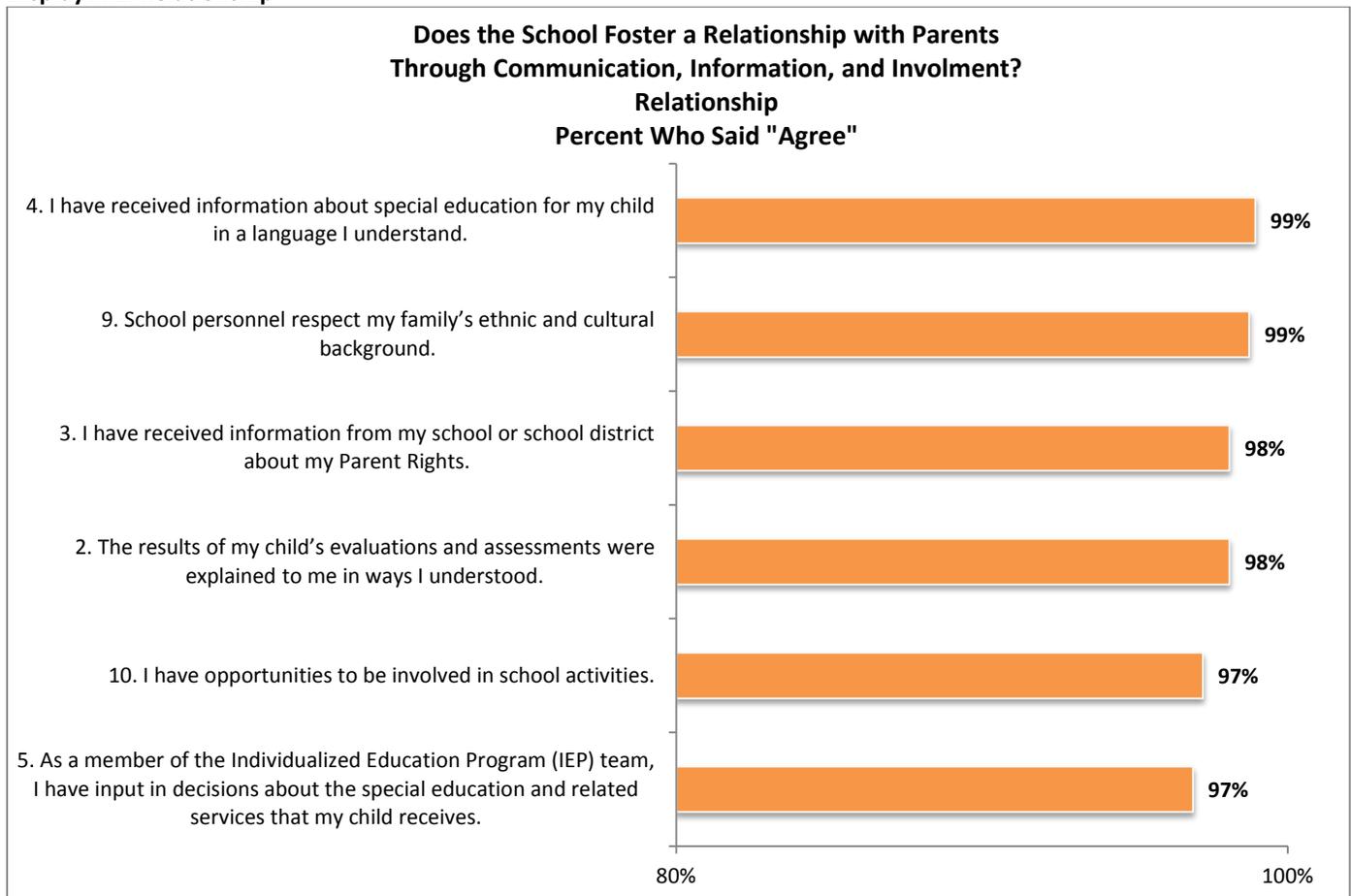
Scales

- The 12 items on the survey were categorized into two different scales:
 - A. Does the school foster a relationship with parents through communication, information, and involvement? (6 items; "Relationship")
 - B. Does the school provide the necessary services for my child? (6 items; "Services")
- This section is organized by these two scales. Detailed item results are in Appendix A.

A. Does the school foster a relationship with parents through communication, information, and involvement?

- Six items asked about the extent to which the school fosters a relationship with parents. Between 97-99% of parents agreed with each of these items (see Display A-1).
 - The items with the **highest** level of agreement:
 - 4. I have received information about special education for my child in a language I understand (99% agreed).
 - 9. School personnel respect my family's ethnic and cultural background (99% agreed).
 - The item with the **lowest** level of agreement:
 - 5. As a member of the Individualized Education Program (IEP) team, I have input in decisions about the special education and related services that my child receives (97%).
 - 10. I have opportunities to be involved in school activities (97% agreed).

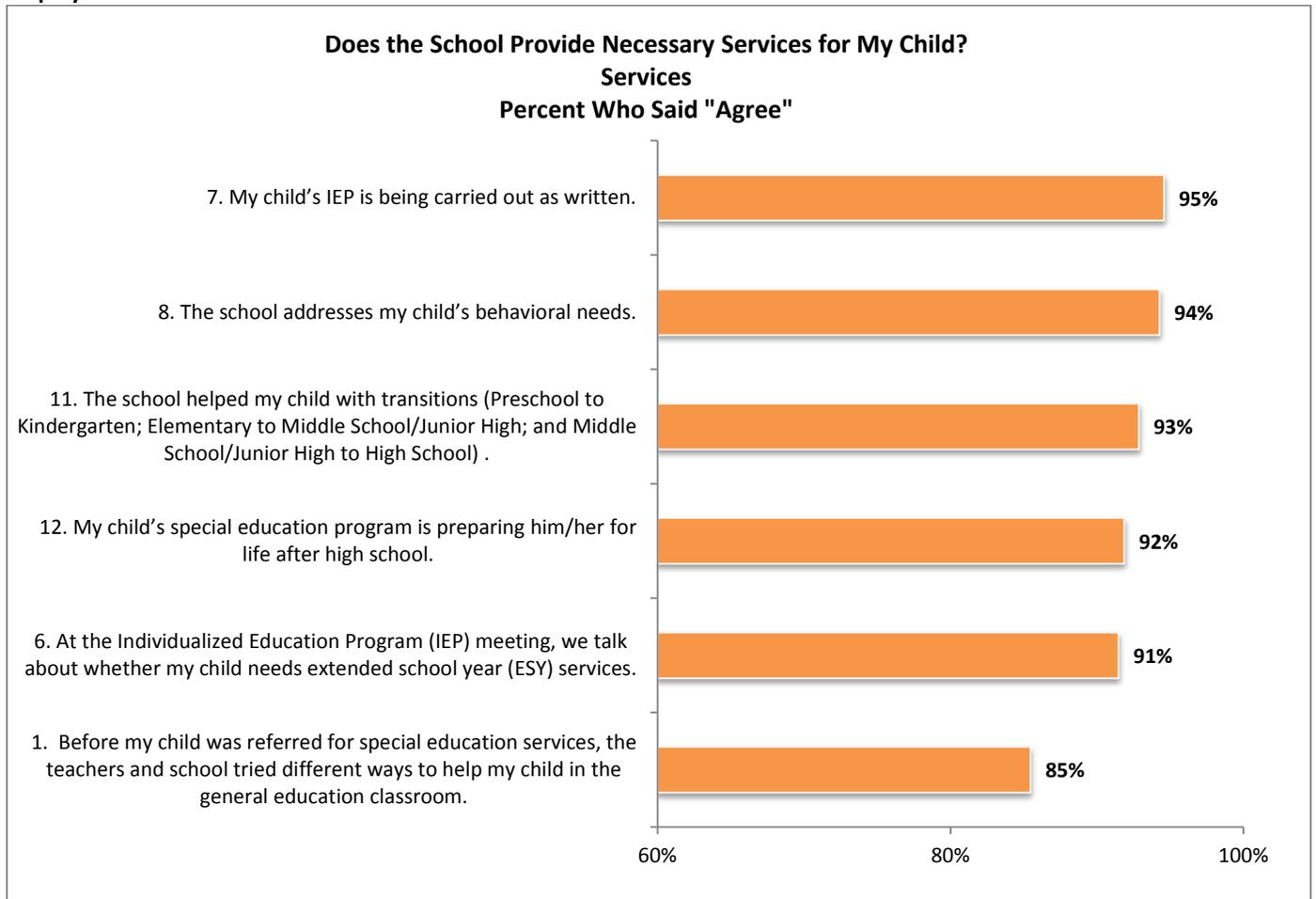
Display A-1: Relationship



B. Does the school provide the necessary services for my child?

- Six items asked about the extent to which the school provides the necessary services. Between 85-95% of parents agreed with each of these items (see Display B-1).
 - The items with the **highest** level of agreement:
 - 7. My child’s IEP is being carried out as written (95% agreed).
 - 8. The school addresses my child’s behavioral needs (94% agreed).
 - The item with the **lowest** level of agreement:
 - 1. Before my child was referred for special education services, the teachers and school tried different ways to help my child in the general education classroom (85% agreed).

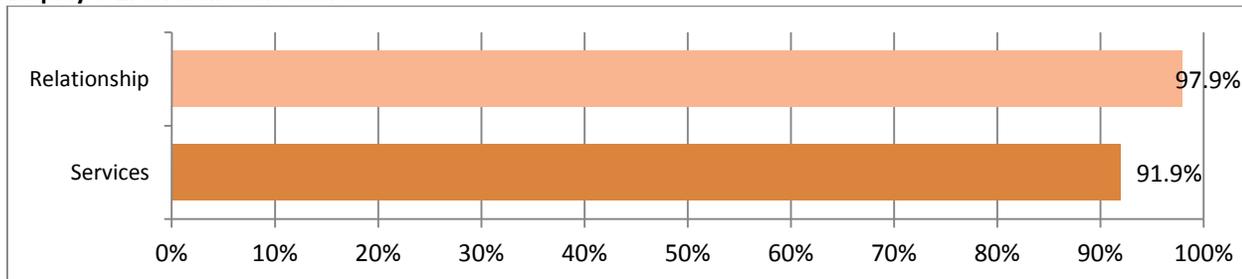
Display B-1: Services



C. Overall Scale Scores

- For each of the two 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 “2” (Agree) on each of the six Relationship items would receive a 100% score; a respondent who rated the school a “1” (Disagree) would receive a 0% score. A respondent who rated the school a “2” on 3 items would receive a 50% score.
- The scale with the highest overall score is Relationship (“Does the school foster a relationship with parents through communication, information, and involvement?”). On average, parents awarded 97.9% of the possible points to this area.
- The scale with the lowest overall score is Services (“Does the school provide necessary services for my child?”). On average, parents awarded 91.9% of the possible points to this area.

Display C-1: Overall Scale Scores



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

Results by Preschool/K-12

- Overall, parents of students in preschool and kindergarten-grade 2 are significantly more positive than their counterparts in grades 6-8 and 9-12.
- In the area of Relationship, parents of students in grades 9-12 (97%) were significantly less positive than parents of students in preschool (99%), grades K-2 (98%), and grades 3-5 (98%).
- When asked about Services, this same trend continued. Parents of students in lower grades were more positive than parents of students in higher grades. For example, parents of students in preschool, grades K-2, and grades 3-5 were significantly more positive than parents of students in grades 6-8 and 9-12.

Display C-2: Mean Percentage of Points Earned on Each Scale by Grade Group

Grade Group	Number of Students	Overall	A. Relationship	B. Services
All	3,442	95%	98%	92%
Preschool	394	98%	99%	97%
Grades K-2	684	97%	98%	95%
Grades 3-5	921	96%	98%	93%
Grades 6-8	658	93%	98%	88%
Grade 9-12	739	93%	97%	88%

Results by Race/Ethnicity

- Overall, parents of students who are Black (89%) were significantly less positive than parents of students who are Asian (97%), American Indian (97%), Hispanic (97%), or White (96%). Further, parents of students who fall in the “Other” category were significantly less positive overall than parents of students who are Hispanic, American Indian, or White.
- In the area of Relationship, parents of students who are White, American Indian, or Hispanic were significantly more positive than parents of students who are Black or in the “Other” category.
- A similar trend appears in the Services area, where parents of Black or “Other” students were significantly less positive than parents of White or Hispanic students.

Display C-3: Mean Percentage of Points Earned on Each Scale by Student Race/Ethnicity

Race/Ethnicity	Number of Students	Overall	A. Relationship	B. Services
All	3,442	95%	98%	92%
American Indian/Alaskan Native	89	97%	98%	95%
Asian/Pacific Islander	30	97%	99%	95%
Black, not Hispanic	255	89%	94%	82%
Hispanic	299	97%	98%	95%
Other	101	91%	95%	86%
White, not Hispanic	2,631	96%	98%	93%

Results by Primary Disability

- Overall, parents of students with Multiple Impairments (90%) were significantly less positive than parents who have students with a Specific Learning Disability (95%), Speech/Language Impairment (97%), or Developmental Delay (97%).
- In the area of Services, parents of students with a Speech/Language Impairment and Developmental Delay were significantly more positive than parents of students with Autism, Other Health Impairments, Multiple Impairments, or an Emotional Disturbance.
- Parents of children with a Specific Learning Disability were also significantly more positive in the area of Services than parents of children with Multiple Impairments.
- When answering questions concerning Relationships, parents of students with Multiple Impairments were significantly less favorable than those who have children with a Specific Learning Disability, Speech Language Impairment, Developmental Delay, Other Health Impairment, or Autism.
- Parents of students with a Speech/Language Impairment (95%) were also significantly more positive in the area of Services than parents of students with an Intellectual Disability (91%) or Emotional Disturbance (88%).

Display C-4: Mean Percentage of Points Earned on Each Scale by Primary Disability

Primary Disability	Number of Students	Overall	A. Relationship	B. Services
All	3,442	95%	98%	92%
Autism	364	94%	98%	90%
Deaf-Blindness	12	94%	99%	90%
Developmental Delay	349	97%	98%	95%
Emotional Disturbance	122	92%	96%	88%
Hearing Impairment	60	95%	97%	91%
Intellectual Disability	177	94%	96%	91%
Multiple Impairments	143	90%	94%	85%
Orthopedic Impairments	36	93%	96%	89%
Other Health Impaired	324	94%	98%	88%
Specific Learning Disability	884	95%	98%	92%
Speech/Language Impairment	807	97%	99%	95%
Traumatic Brain Injury	33	91%	95%	87%
Visual Impairment	25	98%	100%	95%

Results by Grade Level

- Overall, parents of students in preschool, kindergarten, and grades 1-5 were significantly more positive than parents who have students in grades 7 and 11. For example, parents of students in grade 1 had an overall satisfaction rate of 97%, while parents of students in grades 7 and 11 had an overall satisfaction rate of 91%.
- When asked about Services, parents of students in grades 7, 8, and 11 were significantly less positive than parents of students in preschool, kindergarten, and grades 1-4.

**Display C-5: Mean Percentage of Points Earned on Each Scale
by Grade Level**

Grade Level	Number of Students	Overall	A. Relationship	B. Services
All	3,442	95%	98%	92%
Preschool	394	98%	99%	97%
Kindergarten	229	97%	98%	95%
Grade 1	225	97%	98%	95%
Grade 2	230	97%	99%	94%
Grade 3	309	96%	98%	93%
Grade 4	295	97%	98%	94%
Grade 5	317	95%	98%	92%
Grade 6	267	95%	98%	91%
Grade 7	196	91%	97%	86%
Grade 8	195	93%	99%	87%
Grade 9	163	93%	97%	88%
Grade 10	148	93%	97%	88%
Grade 11	176	91%	96%	86%
Grade 12	252	94%	97%	90%

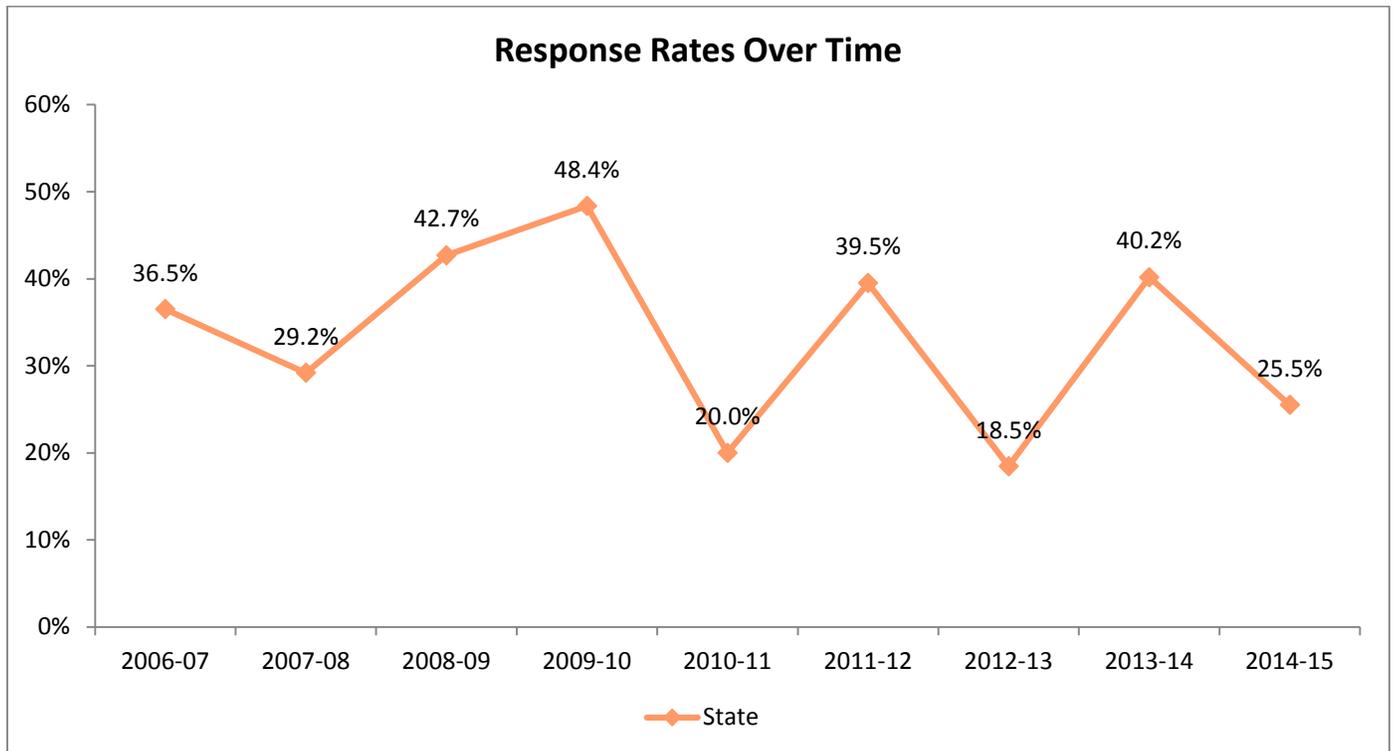
D. Results Over Time

Response Rate

- The response rate decreased by 14.7 percentage points from 2013-14 to 2014-15 (40.2% to 25.5%) (see Display D-1).

Display D-1: Response Rates Over Time

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number in Sample	13,402	8,820	3,963	6,127	6,774	6,515	3,619	4,213	13,498
Surveys Completed	4,891	2,576	1,692	2,964	1,354	2,574	668	1,843	3,442
Percent Responded	36.5%	29.2%	42.7%	48.4%	20.0%	39.5%	18.5%	40.2%	25.5%



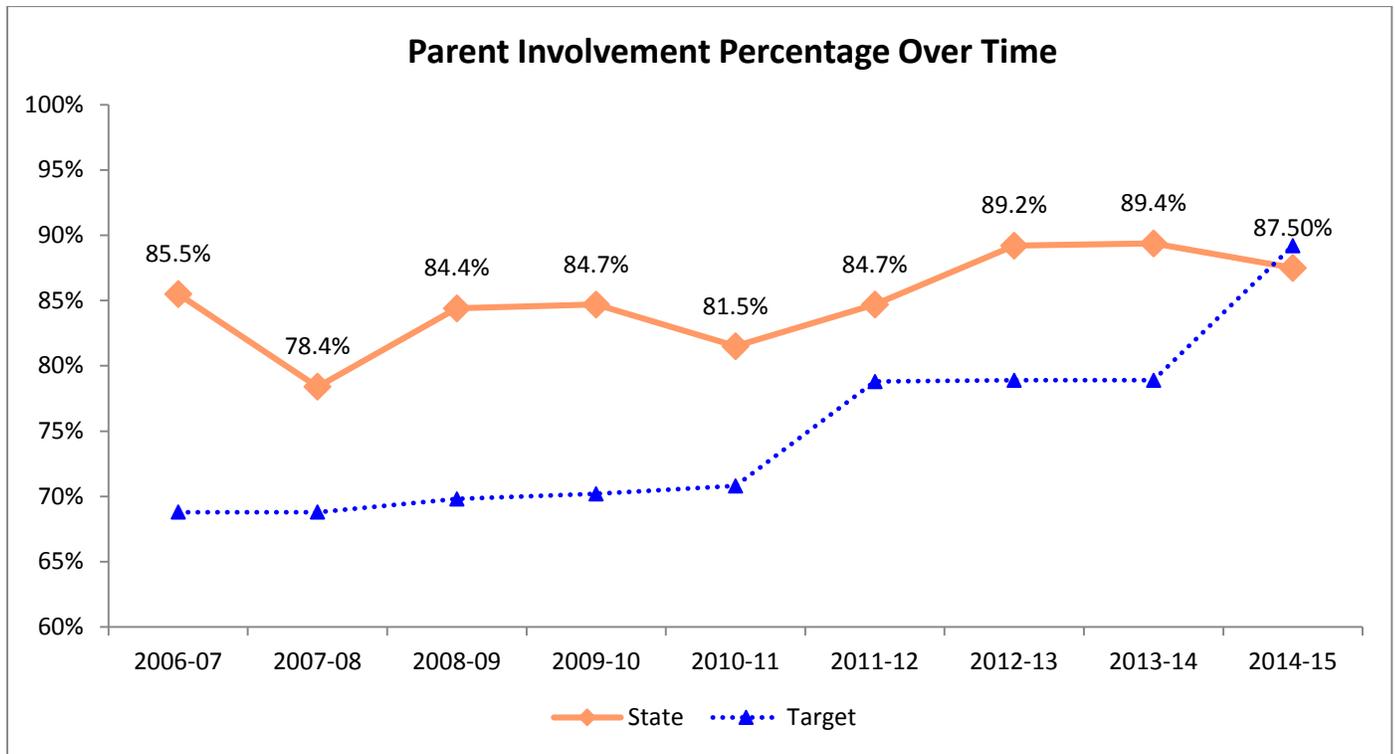
Parent Involvement Percentage

- The parent involvement percentage decreased 2.1 percentage points from 2013-14 to 2014-15 (from 89.6% to 87.5%). The 2014-15 target (89.2%) was not met (see Display D-2).

Display D-2: Parent Involvement Percentage Over Time

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
State	85.5%	78.4%	84.4%	84.7%	81.5%	84.7%	89.2%*	89.6%	87.5%
Target	68.8%	68.8%	69.8%	70.2%	70.8%	78.8%	78.8%	78.9%	89.2%

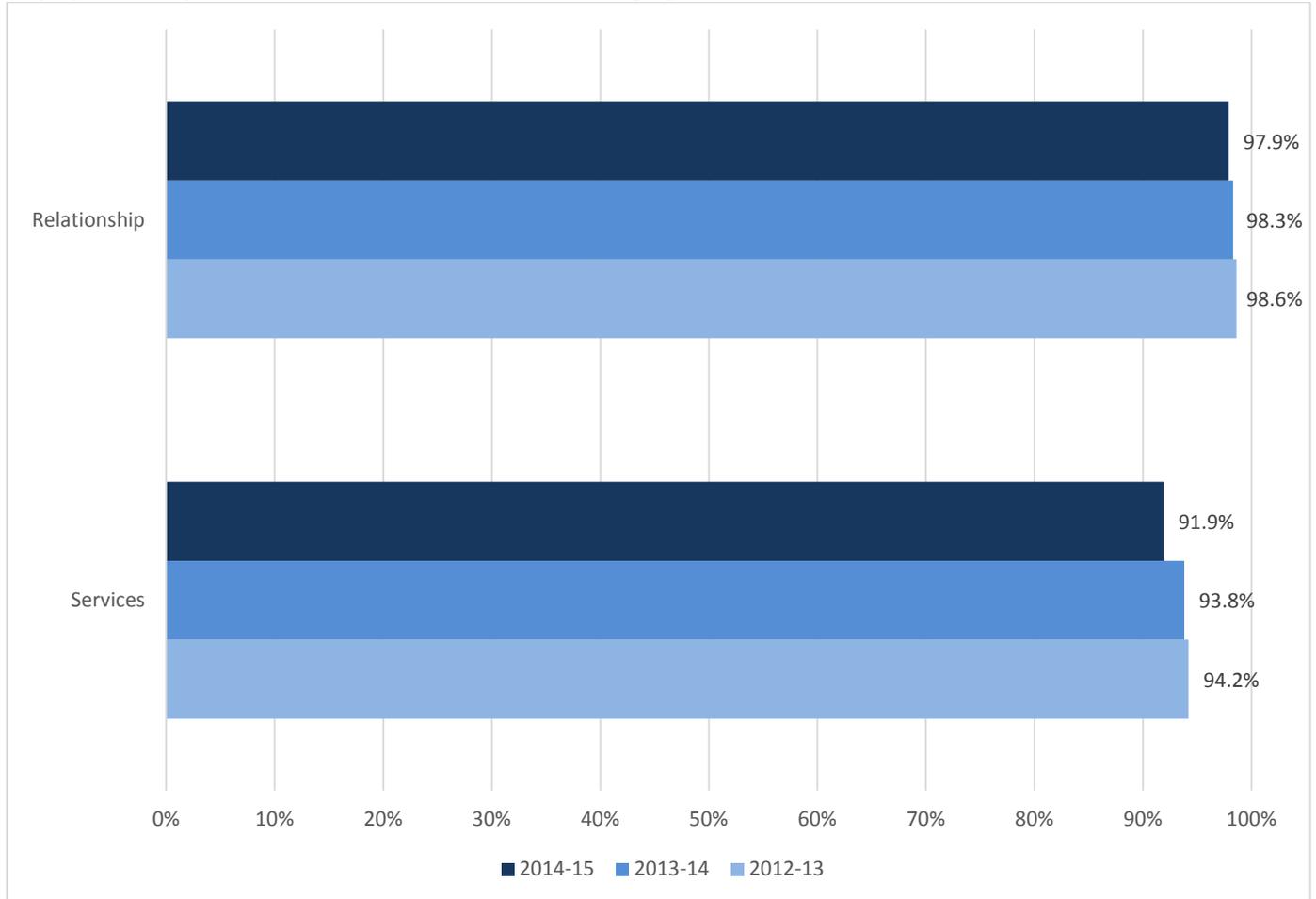
Note: In 2012-13, the original survey and a new survey were administered, and the state rate is based on both surveys for that year. In 2013-14 and 2014-15, only the new version was administered.



Specific Scale Scores

- Both scale scores slightly decreased from 2013-14 to 2014-15. The Relationship scale decreased 1.9 percentage points (98.3% to 97.9%). The Services scale decreased by 0.4 percentage points (93.8% to 91.9%) (see Display D-3).

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



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

Individual Item Results

Item Results

- The 12 items on the survey experienced a decrease in positive responses from 2013-14 to 2014-15. The following items showed the **largest decrease** from 2013-14 to 2014-15 (see Display D-4):
 - 1. Before my child was referred for special education services, the teachers and school tried different ways to help my child in the general education classroom (decreased 5.8 percentage points, from 91.3% to 85.5%).
 - 11. The school helped my child with transitions (Preschool to Kindergarten; Elementary to Middle School/Junior High; and Middle School/Junior High to High School) (decreased 2.5 percentage points, from 95.4% to 92.9%).
 - 12. My child’s special education program is preparing him/her for life after high school (decreased 1.8 percentage points, from 93.7% to 91.9%).

Display D-4: Percent of Parent Respondents - Results Over Time

	2012-13	2013-14	2014-15	2014-15 Minus 2013-14 Difference
1. Before my child was referred for special education services, the teachers and school tried different ways to help my child in the general education classroom.	92.2%	91.3%	85.5%	-5.8%
2. The results of my child’s evaluations and assessments were explained to me in ways I understood.	99.1%	98.3%	98.1%	-0.2%
3. I have received information from my school or school district about my Parent Rights.	98.9%	98.8%	98.1%	-0.7%
4. I have received information about special education for my child in a language I understand.	99.8%	99.0%	98.9%	-0.1%
5. As a member of the Individualized Education Program (IEP) team, I have input in decisions about the special education and related services that my child receives.	98.0%	97.7%	96.9%	-0.8%
6. At the Individualized Education Program (IEP) meeting, we talk about whether my child needs extended school year (ESY) services.	93.5%	91.8%	91.5%	-0.3%
7. My child’s IEP is being carried out as written.	94.3%	96.0%	94.6%	-1.4%
8. The school addresses my child’s behavioral needs.	96.3%	96.0%	94.3%	-1.7%
9. School personnel respect my family’s ethnic and cultural background.	99.4%	99.3%	98.7%	-0.6%
10. I have opportunities to be involved in school activities.	96.8%	97.4%	97.2%	-0.2%
11. The school helped my child with transitions (Preschool to Kindergarten; Elementary to Middle School/Junior High; and Middle School/Junior High to High School).	95.7%	95.4%	92.9%	-2.5%
12. My child’s special education program is preparing him/her for life after high school.	93.1%	93.7%	91.9%	-1.8%

Background on the Survey

- The purpose of the Parent Survey is to assist the Office of Special 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 both parents and children.
- The Office of Special Education contracted with the Center for Technical Assistance for Excellence in Special Education (TAESE) for assistance with the data collection, data analysis, and report writing.
- In spring 2015, surveys were given to parents of children attending LEAs that were part of the 2014-15 ILCD cycle. Specifically, all parents of students aged 3-21 receiving special education services during the 2014-15 school year at these LEAs were given a survey. Districts either distributed the survey to parents after IEP meetings or mailed the surveys to parents. Parents were asked to complete and then mail the survey to the regional office. Parents were assured of anonymity. A total of 13,498 surveys were distributed, and 3,442 were returned for a response rate of 25.5%.
- This Parent Survey addresses Indicator 8 of the State Performance Plan (SPP), which requires the State Department of Education 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 the Annual Performance Report (APR).
- To determine the percent of parents who report their school facilitated parent involvement, a percent of maximum score was calculated based on all 12 items. A parent who had a percent of maximum score of 60% or above (in other words, those parents who tended to agree with all 12 items) was identified as one who reported that the school facilitated his/her involvement. 87.45% of parents had a percent of maximum score of 60% or above. Thus for the FFY 2014 APR, Indicator 8 will state: 87.45% of parents report that the school facilitated parent involvement.

Report prepared by:

Data Driven Enterprises

11184 Huron St., Ste 17

Northglenn, CO 80234

juliann@datadrivenenterprises.com

303-255-1561