

**Kansas**  
**Part B Parent Survey – 2020-21**  
**Detailed Summary Report**

**Highlights**

- Letters notifying parents about the parent survey were sent to parents of students ages 3-21 receiving special education services during the 2020-21 school year in 64 local education agencies (LEAs) (n=5,851). Parents were sent a letter by email or regular mail that provided a URL for them to go online to complete the survey; paper copies of the survey were available by request. A total of 1,274 parents from 64 LEAs completed the survey for a response rate of 21.77%.
- Overall, the survey results were positive. Of the ten survey items asked of parents, 80% or more expressed a positive attitude.
- Most parents agreed that:
  - A. The IEP meeting addresses certain issues** (i.e., accommodations, modifications, and statewide assessments). For example:
    - 4. At the IEP meeting, we discussed accommodations and modifications that my child would need (95% agreed).
  - B. The school encourages parents to be an equal partner.** For example:
    - 6. Teachers and administrators encourage me to participate in the decision-making process (91% agreed).
  - C. The school adequately communicates with parents.** For example:
    - 2. Written information I receive is written in an understandable way (95% agreed).
- Parents assigned similar ratings (between 77.11%-77.87%) to all three scales (IEP Meetings, Equal Partners, and Communication).
- The following two survey items had the **highest** level of agreement. These items represent strengths:
  - 4. At the IEP meeting, we discussed accommodations and modifications that my child would need (95% agreed).
  - 2. Written information I receive is written in an understandable way (95% agreed).
- The following two survey items had the **lowest** levels of agreement. These items represent potential areas for improvement:
  - 3. At the IEP meeting, we discussed how my child would participate in statewide assessments (80% agreed).
  - 10. The school give me choices with regard to services that address my child's needs (83% agreed).
- Very few significant differences were evident in the responses among various groups of parents.
  - In general, parents of students in lower grades were the most positive in their responses, and parents of students in upper grades were the least positive in their responses.

## Results

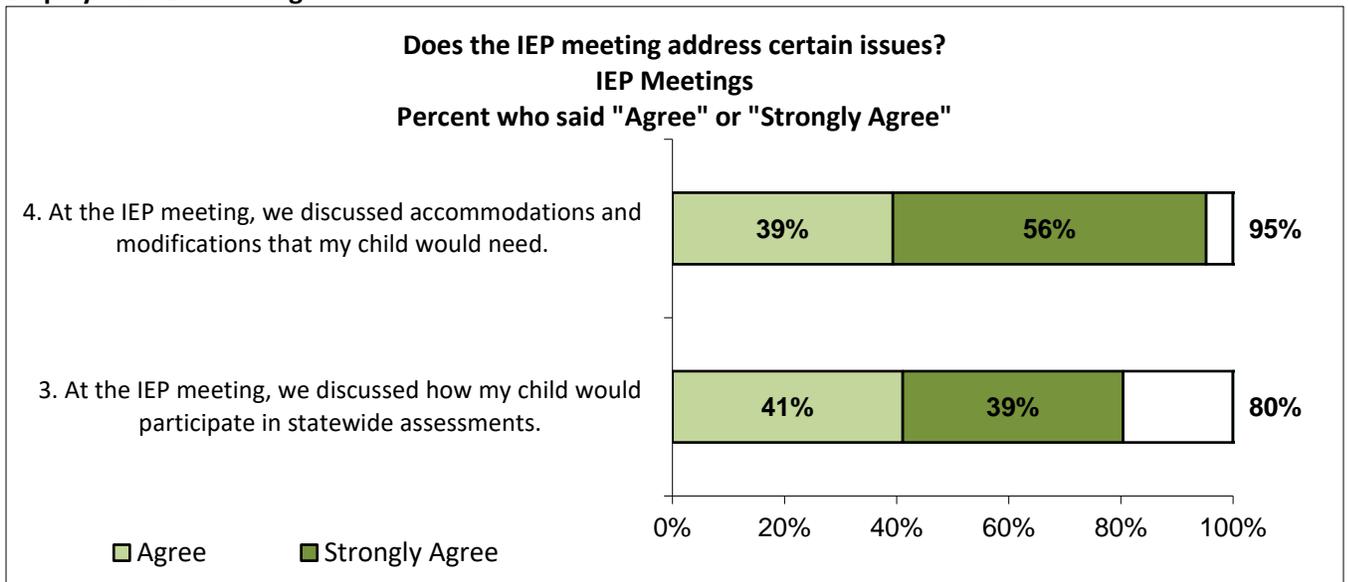
### Scales

- The 10 items on the survey were categorized into three different scales:
  - A. Does the IEP meeting address certain issues? (2 items; "IEP")
  - B. Does the school encourage parents to be an equal partner? (3 items; "Equal Partners")
  - C. Does the school adequately communicate with the parent? (5 items; "Communication")
- The survey results are organized by these three scales.

### A. Does the IEP meeting address certain issues?

- 80-95% of parents agreed that IEP meetings address certain issues (see Display A-1).

**Display A-1: IEP Meetings**

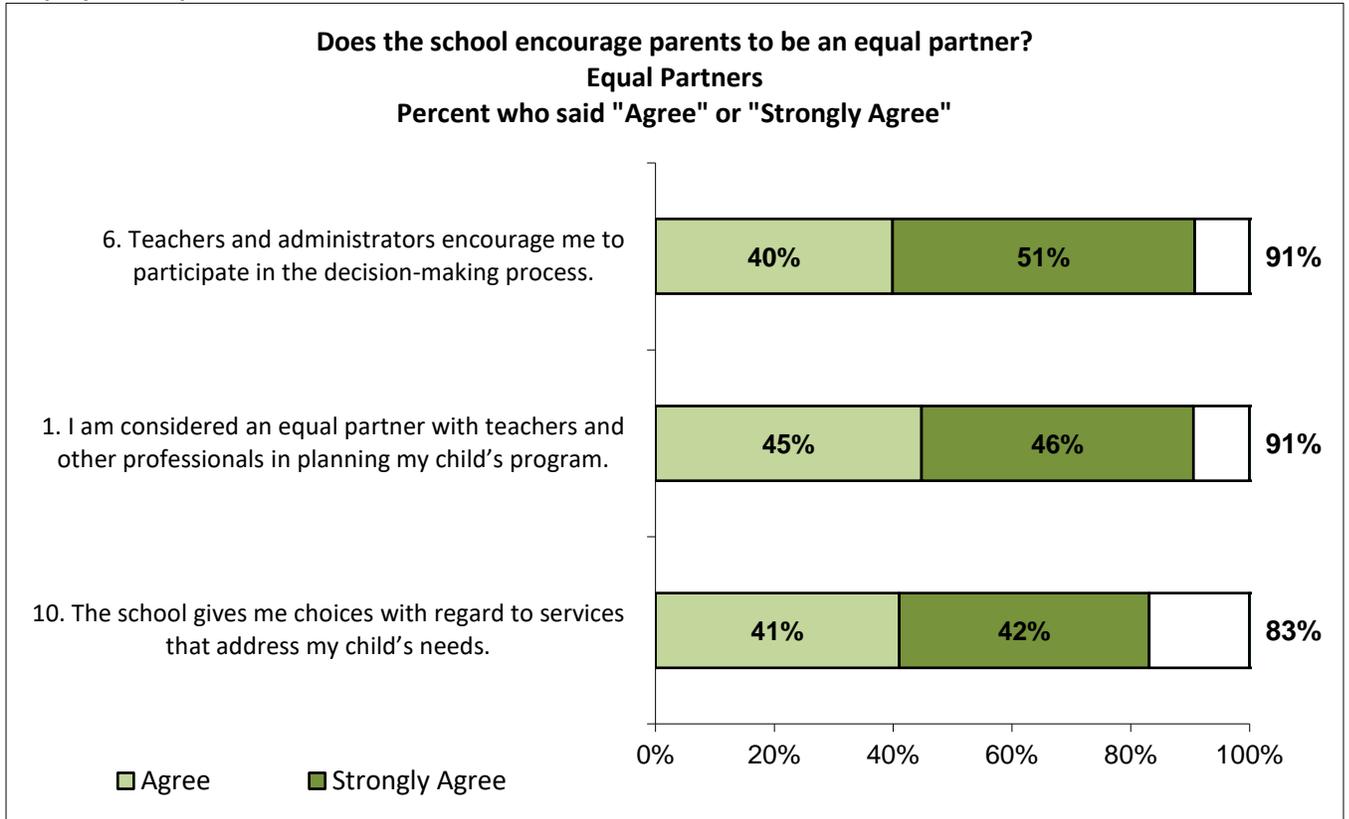


*Note: Due to rounding, the percentages within the bars may not add up to the overall percent.*

**B. Does the school encourage parents to be an equal partner?**

- Three items asked about the extent to which the school encourages parents to be an equal partner in their child’s education. Between 83-91% of parents agreed with each of these items (see Display B-1).
  - The item with the **lowest** level of agreement:
    - 10. The school gives me choices with regard to services that address my child’s needs (83% agreed).

**Display B-1: Equal Partners**

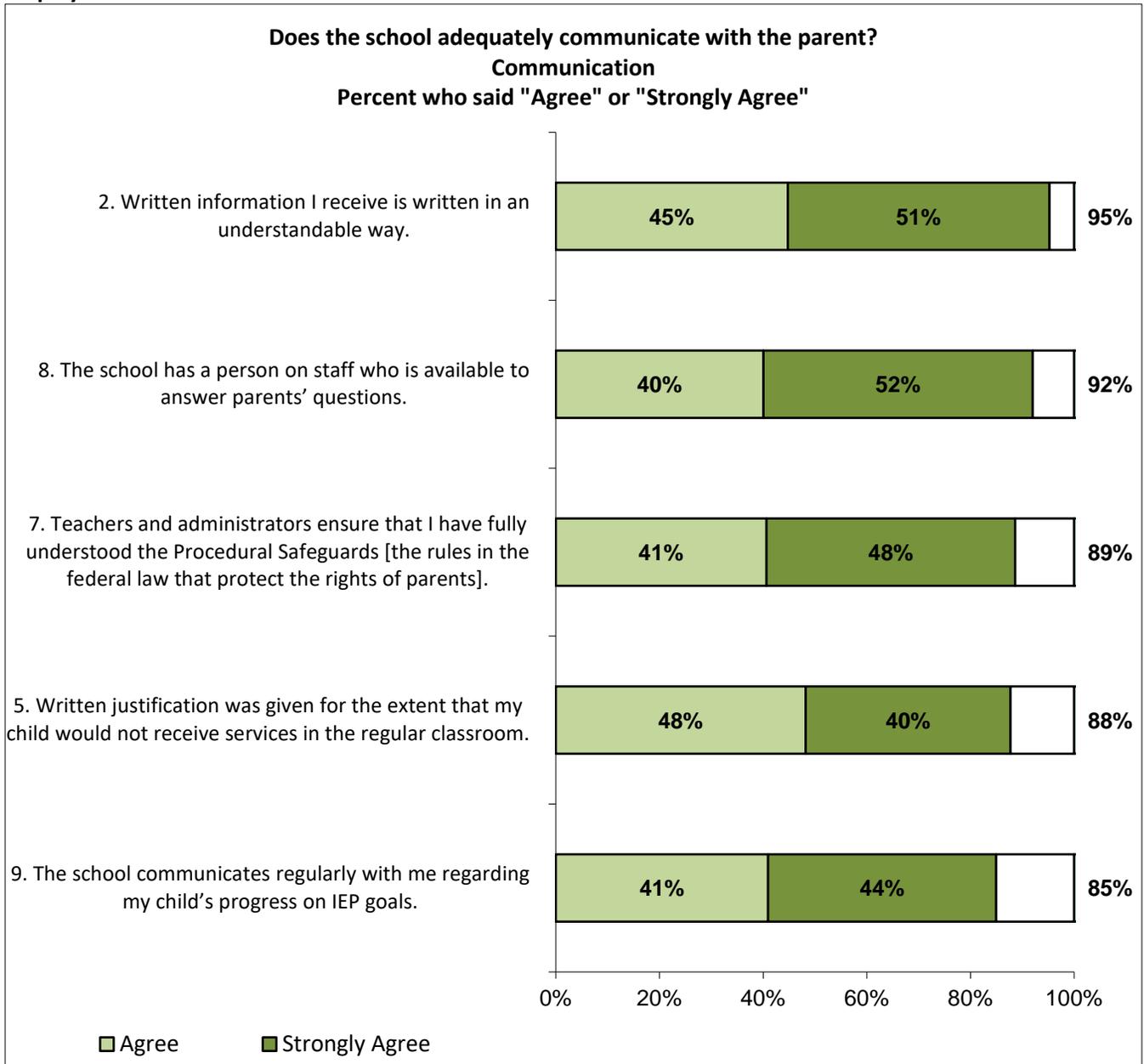


*Note: Due to rounding, the percentages within the bars may not add up to the overall percent.*

**C. Does the school adequately communicate with the parent?**

- Parents rated their child’s school on five communication aspects. Between 85-95% of parents agreed their child’s school adequately communicates with them (see Display C-1).
  - The items with the **highest** level of agreement:
    - 2. Written information I receive is written in an understandable way (95% agreed).
    - 8. The school has a person on staff who is available to answer parents’ questions (92% agreed).
  - The item with the **lowest** level of agreement:
    - 9. The school communicates regularly with me regarding my child’s progress on IEP goals (85% agreed).

**Display C-1: Communication**

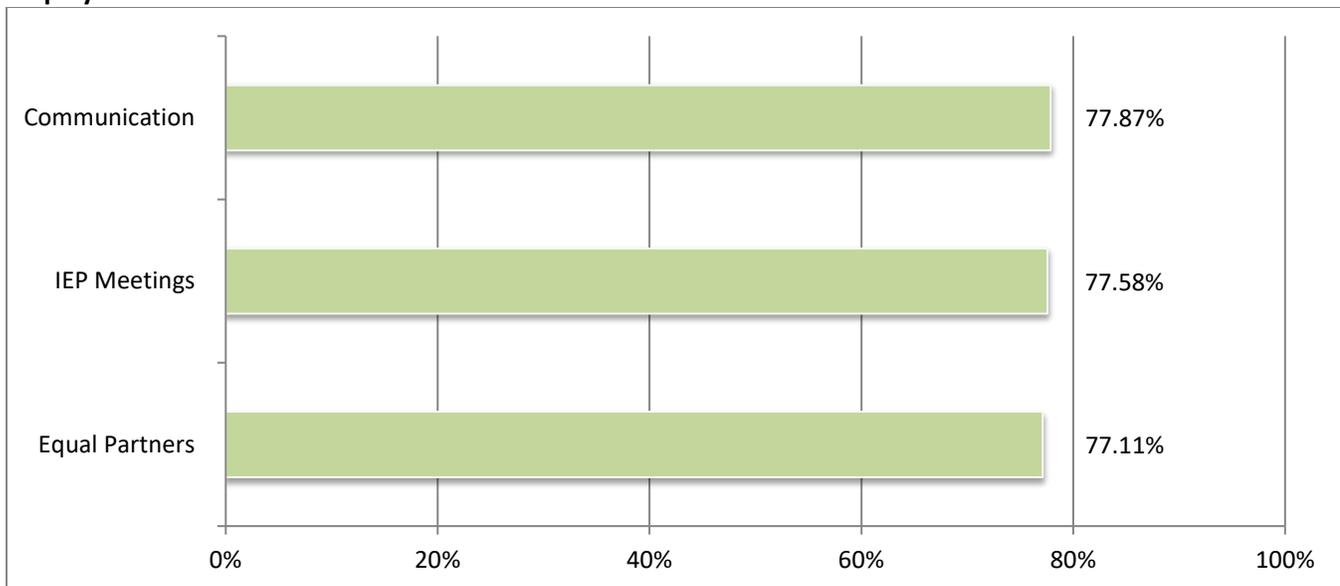


*Note: Due to rounding, the percentages within the bars may not add up to the overall percent.*

### Overall Scale Scores

- For each of the three scales, 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 parent who rated their experiences with the school a “4” (Strongly Agree) on each of the 10 items would receive a 100% score; a respondent who rated their experiences with the school a “1” (Strongly Disagree) on each of the 10 items would receive a 0% score. A parent who rated their experiences with the school a “3” (Agree) on each of the 10 items would receive a 66.7% score. A parent who has a percent of maximum score of 60% or above was identified as one who reported their child’s school facilitated their involvement. A 66.7% cut-score is representative of a parent who, on average, agreed with each item; as such, that family member agreed that their child’s school facilitated their involvement.
- The scale with the highest overall score was Communication (see Display D-1).
- Parents’ scores on these three 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.

Display D-1: Overall Scale Scores



### Results by Race/Ethnicity

- No significant differences existed among parents of students based on race/ethnicity (see Display D-2).

**Display D-2: Mean Percentage of Points Earned on Each Scale by Students' Race/Ethnicity**

Race/Ethnicity	Number of Students	Overall	A. IEP	B. Equal Partners	C. Communication
<b>All</b>	<b>1274</b>	<b>78%</b>	<b>78%</b>	<b>77%</b>	<b>78%</b>
American Indian or Alaskan Native	19	78%	72%	79%	80%
Asian or Pacific Islander	16	88%	88%	91%	86%
Black or African American	90	80%	81%	80%	80%
Hispanic or Latino	146	79%	80%	79%	79%
Multi-Racial	68	74%	75%	74%	75%
White	822	78%	78%	77%	78%

Note: 113 respondents did not indicate a race/ethnicity on their returned survey.

### Results by Primary Disability

- On the Communication scale, parents of students with multiple disabilities were significantly less positive than parents of students with a speech or language impairment or a developmental delay (see Display D-3).

**Display D-3: Mean Percentage of Points Earned on Each Scale by Students' Primary Disability**

Race/Ethnicity	Number of Students	Overall	A. IEP	B. Equal Partners	C. Communication
<b>All</b>	<b>1274</b>	<b>78%</b>	<b>78%</b>	<b>77%</b>	<b>78%</b>
Autism	158	78%	77%	77%	78%
Deaf-blindness	2	Fewer than 10 respondents			
Deafness	5	Fewer than 10 respondents			
Developmental Delay	185	81%	79%	81%	81%
Emotional Disturbance	32	77%	76%	76%	79%
Hearing Impairment	9	Fewer than 10 respondents			
Intellectual Disability	91	77%	78%	77%	77%
Multiple Disabilities	83	72%	74%	73%	71%
Orthopedic Impairment	2	Fewer than 10 respondents			
Other Health Impairment	61	74%	74%	73%	74%
Specific Learning Disability	234	76%	77%	75%	76%
Speech or Language Impairment	201	81%	80%	80%	81%
Traumatic Brain Injury	7	Fewer than 10 respondents			
Visual Impairment	7	Fewer than 10 respondents			

Note: 197 respondents did not indicate a primary disability on their returned survey.

### Results by Grade

- Overall, and on the Equal Partners and Communication scales, parents of students in grade 1 were significantly more positive than parents of students in grades 8 and 9.
- Overall, and on the Communication scale, parents of students in grade 1 were significantly more positive than parents of students in grade 11 (see Display D-4).

**Display D-4: Mean Percentage of Points Earned on Each Scale by Students' Grade**

Grade	Number of Students	Overall	A. IEP	B. Equal Partners	C. Communication
<b>All</b>	<b>1274</b>	<b>78%</b>	<b>78%</b>	<b>77%</b>	<b>78%</b>
Pre-K	77	83%	81%	83%	83%
Kindergarten	80	77%	74%	78%	78%
Grade 1	85	84%	82%	85%	85%
Grade 2	100	79%	79%	78%	80%
Grade 3	93	80%	79%	80%	80%
Grade 4	110	80%	82%	78%	79%
Grade 5	92	80%	84%	77%	80%
Grade 6	57	78%	77%	77%	79%
Grade 7	95	76%	76%	75%	76%
Grade 8	91	74%	75%	73%	74%
Grade 9	75	74%	74%	73%	74%
Grade 10	90	76%	76%	76%	75%
Grade 11	86	74%	74%	75%	74%
Grade 12	66	78%	78%	77%	78%

Note: 77 respondents did not indicate a grade on their returned survey.

### Results by Grade Category

- Overall, and on the Equal Partners and Communication scales, parents of students in preschool and kindergarten through grade 3 were significantly more positive than parents of students in grades 7-8 and grades 9-12.
- Parents of students in grades 4-6 were significantly more positive on the IEP scale than parents of students in grades 7-8 and grades 9-12 (see Display D-5).

**Display D-5: Mean Percentage of Points Earned on Each Scale by Students' Grade Category**

Grade Category	Number of Students	Overall	A. IEP	B. Equal Partners	C. Communication
<b>All</b>	<b>1274</b>	<b>78%</b>	<b>78%</b>	<b>77%</b>	<b>78%</b>
Pre-K	77	83%	81%	83%	83%
Kindergarten -Grade 3	358	80%	78%	80%	81%
Grades 4-6	259	79%	81%	78%	79%
Grades 7-8	186	75%	75%	74%	75%
Grades 9-12	317	75%	75%	75%	75%

Note: 77 respondents did not indicate a grade on their returned survey.

## E. Results Over Time

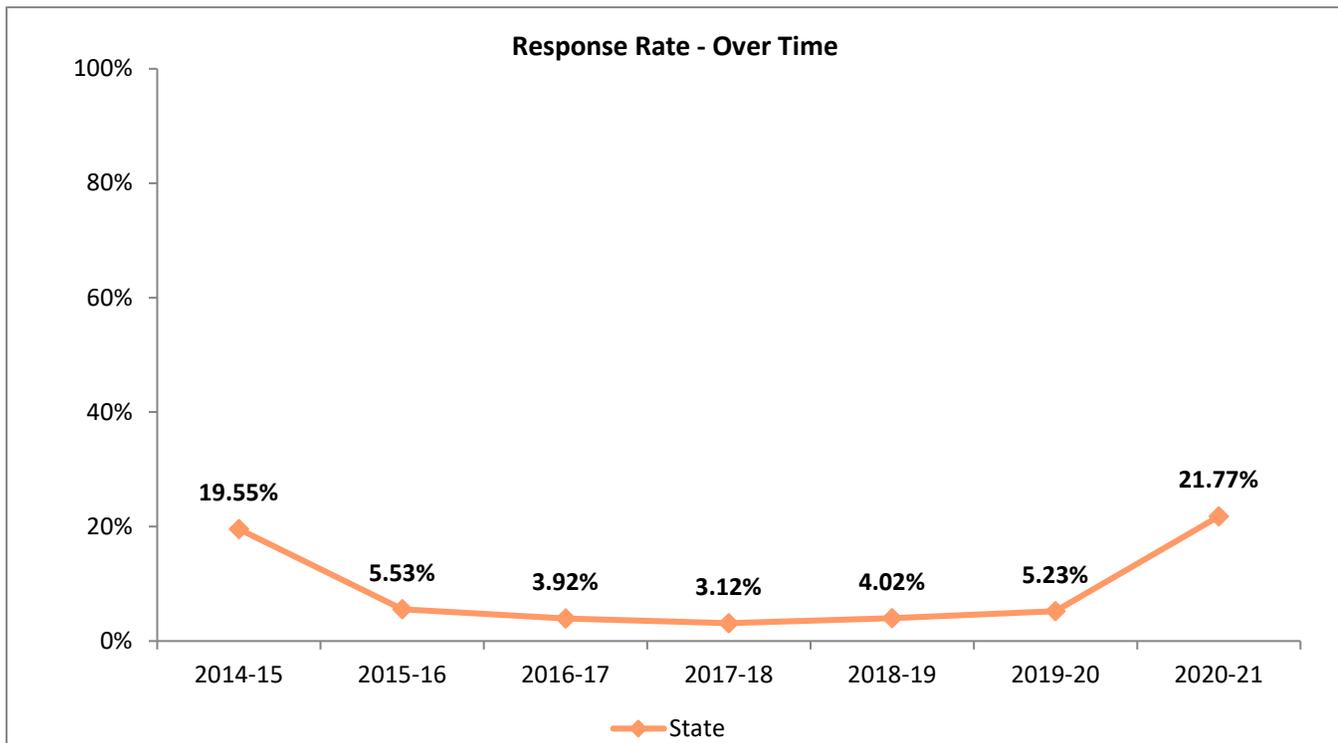
### Response Rate

- The response rate increased by 16.54 percentage points from 2019-20 to 2020-21 (see Display E-1).

**Display E-1: Response Rates Over Time**

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of Parents Who Received Survey	1,959	1,701	61,608	6,055	8,850	8,681	5,851
Number of Surveys Completed	383	94	2,417	189	356	454	1,274
State: % of Parents Who Responded	19.55%	5.53%	3.92%	3.12%	4.02%	5.23%	21.77%

*Note: In 2016-17, all parents of students with a disability received a survey postcard; in other years, a sample of parents received the postcard.*

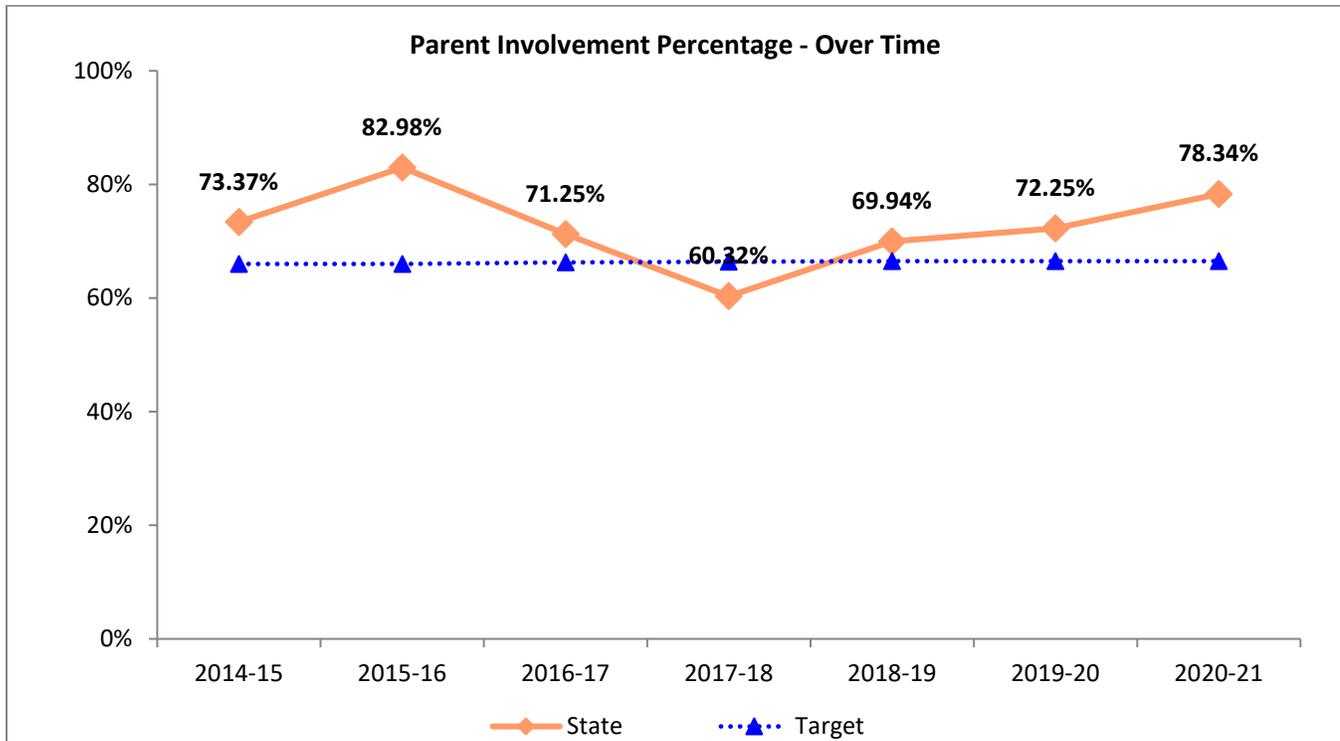


**Parent Involvement Percentage**

- The Parent Involvement Percentage increased 6.09 percentage points from 72.25% in 2019-20 to 78.34% in 2020-21 (see Display E-2).

**Display E-2: Parent Involvement Percentage Over Time**

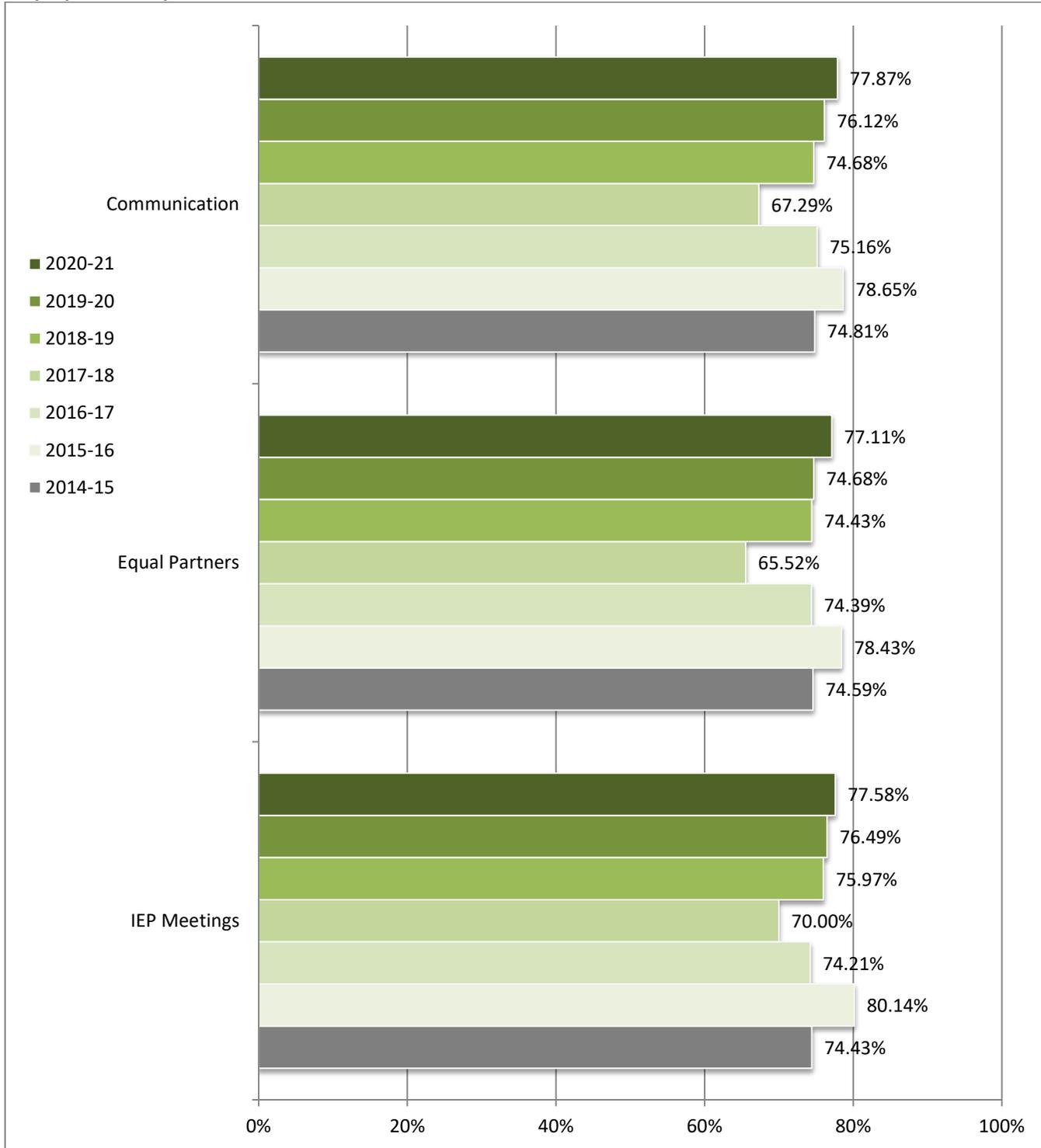
Overall Parental Involvement	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2020-21 minus 2019-20
State	73.37%	82.98%	71.25%	60.32%	69.94%	72.25%	78.34%	6.09%
Target	66.00%	66.00%	66.25%	66.40%	66.50%	66.50%	66.50%	0.00%



**Specific Scale Scores**

- Display E-3 shows the results over time for the three scales. All three scores increased from 2019-20 to 2020-21.
- The Equal Partners scale had the largest increase at 2.43 percentage points from 2019-20 to 2020-21.
- The IEP Meetings scale had the smallest increase at 1.09 percentage points from 2019-20 to 2020-21.

**Display E-3: Comparison Chart of Mean Scores for Each Scale**



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

### Individual Items – Results Over Time

- Display E-4 shows the results over time for each of the individual items.
- All ten items showed an **increase** from 2019-20 to 2020-21.
- The following items showed the largest **increase** from 2019-20 to 2020-21:
  - 10. The school give me choices with regard to services that address my child’s needs (increased 7.58 percentage points from 75.52% to 83.10%).
  - 9. The school communicates regularly with me regarding my child’s progress on IEP goals (increased 5.41 percentage points from 79.54% to 84.95%).

**Display E-4: Individual Items Over Time – Percent Who Agreed or Strongly Agreed**

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2020-21 Minus 2019-20
1. I am considered an equal partner with teachers and other professionals in planning my child’s program.	87.23%	88.55%	77.78%	90.42%	88.55%	90.54%	1.99%
2. Written information I receive is written in an understandable way.	92.55%	92.31%	83.07%	92.96%	93.97%	95.26%	1.29%
3. At the IEP meeting, we discussed how my child would participate in statewide assessments.	85.23%	75.44%	73.08%	81.84%	78.80%	80.41%	1.61%
4. At the IEP meeting, we discussed accommodations and modifications that my child would need.	93.55%	92.84%	86.81%	94.84%	94.72%	95.22%	0.50%
5. Written justification was given for the extent that my child would not receive services in the regular classroom.	84.09%	81.22%	74.71%	84.52%	83.69%	87.73%	4.04%
6. Teachers and administrators encourage me to participate in the decision-making process.	86.02%	87.45%	76.50%	88.83%	88.36%	90.78%	2.42%
7. Teachers and administrators ensure that I have fully understood the Procedural Safeguards [the rules in the federal law that protect the rights of parents].	86.17%	85.84%	73.37%	85.67%	87.59%	88.65%	1.06%
8. The school has a person on staff who is available to answer parents’ questions.	93.41%	90.89%	78.02%	89.57%	91.57%	92.04%	0.47%
9. The school communicates regularly with me regarding my child’s progress on IEP goals.	82.98%	80.38%	67.93%	77.30%	79.54%	84.95%	5.41%
10. The school gives me choices with regard to services that address my child’s needs.	81.72%	76.76%	62.30%	76.09%	75.52%	83.10%	7.58%

Note: Due to rounding of percentages, numbers presented in this table may not subtract precisely to the differences indicated.

## Background on the Survey

- In Federal Fiscal Year (FFY) 2020-21, the survey was distributed to parents of students with disabilities from across the state of Kansas. A total of 5,851 surveys were distributed and 1,274 were returned for a response rate of 21.77%.
- The Kansas State Department of Education contracted with the Center for Technical Assistance for Excellence in Special Education (TAESE) at Utah State University to assist with data analysis and report writing.
- This Parent Survey addressed 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 year in February on their Annual Performance Report (APR).
- To arrive at the percent of parents who reported that the school facilitated their involvement, a “percent of maximum” scoring procedure was used. Each survey respondent received a percent of maximum score based on their responses to all 10 items. A respondent who rated their experiences with the school a “4” (Strongly Agree) on each of the 10 items received a 100% score. A respondent who rated their experiences with the school a “1” (Strongly Disagree) on each of the 10 items received a 0% score. A respondent who rated their experiences with the school a “3” (Agree) on each of the 10 items received a 66.7% score. A 66.7% cut-score is representative of a parent who, on average, agreed with each item; as such, that family member agreed that their child’s school facilitated their involvement.
- 78.34% of parents had a percent of maximum score of 66.7% or above. Thus, for the FFY 2020-21 APR, Indicator 8 will state: 78.34% of parents reported that schools 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 seventeen (17) indicators; the Parent Survey is Indicator 8.