

Background and Regulatory Requirements Special Education Parent Participation Survey

Since the reauthorization of the Individuals with Disabilities Education Act in 2004, states are subject to new accountability requirements addressing both compliance in the provision of services and results for children and families. Under federal accountability requirements for special education (Part B), states must report on the extent to which schools are supporting parents' involvement in their child's education. Specifically, Indicator 8 of the Part B State Performance Plan is 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 Office of the Superintendent of Public Instruction (OSPI) is required to survey every school district in the state at least once during each State Performance Plan cycle.

Washington State has adopted the parent survey instrument designed by the National Center for Special Education Accountability Monitoring (NCSEAM) referred to as the NCSEAM scale, formally known as the Schools' Efforts to Partner with Parents Scale (SEPPS). The scale has items with predefined response choices. The rating scale is designed to produce a single measure of the extent to which the parent believes that the school facilitates parent involvement based on the parent's responses to individual items. Results are statistically transformed to a standard score scale ranging from 0 to 1000, reflecting extent of parental involvement. The NCSEAM scales underwent a two-year development process to ensure that the results can be reported as valid measures. Given the requirement from the Office of Special Education Programs (OSEP) that results on the parent indicator be reported as a percent of parents who provide a positive report, states must determine how high a measure has to be in order to "count" as a positive result on the indicator. A stakeholder group, convened by NCSEAM, recommended including measures at or above a score of 600 as the standard for a positive result. Applying this standard, the percent reported on Indicator B-8 is the percent of parents whose measures on the SEPPS are at or above 600. The national benchmark established by the NCSEAM Pilot Study is 17%.

Current Timelines for Special Education Parent Participation Surveys

The parent survey for SY 2022-23 included 29 school districts. In the spring of 2023, the Social and Economic Sciences Research Center (SESRC) at Washington State University, through an Intergovernmental Agreement with OSPI, collected, scanned and analyzed the results of the SEPPS. The SESRC is the largest university-based survey research center in the Pacific Northwest. Initially established in 1970 as the Social Research Center, and renamed in 1985, the SESRC offers over 40 years of professional experience in survey research. State data for Indicator B-8 will be reported in the FFY 2022 Washington State Annual Performance Report, which will be submitted to OSEP in February 2024.

Interpretation of Special Education Parent Participation Survey Results

Presented below are the results of the Schools' Efforts to Partner with Parents Scale (SEPPS) survey. These data provide valuable information about the extent of parental involvement within the context of Indicator B-8 on the State Performance Plan. These results indicate the extent to which parents believe that school districts have facilitated their involvement in their child's education. In the same way that a student has a total score on a test based on how s/he responds to individual items, each parent respondent has a score on this parental involvement scale based on his or her responses to a series of items about parental involvement that make up the scale. The results are reported as the percent of parents scoring at or above a "standard" of 600. First, there is a summary table indicating the percent of all parent respondents whose responses registered a score on the parental involvement scale of 600 or above. Also, there is a State Item Analysis which provides data to help identify specific areas of strengths and weaknesses based on the final parent survey results. The total number of responses varies for each survey question because the instructions permit skipping items that the parent feels may not apply to them or their student.

2022-23 Cohort Results	<600	≥600	Non-Resp.	Total	Total Responses	Response Rate	Percent ≥600
	1755	688	14793	17236	2443	14.2%	28.2%

Washington State: 2022-23 Cohort

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Total
01. I am considered an equal partner with teachers and other professionals in planning my child's program.	117 5%	75 3%	199 8%	764 32%	530 22%	727 30%	2412
02. I was offered special assistance so that I could participate in the Individualized Educational Program (IEP) meeting.	135 6%	59 3%	337 15%	748 32%	382 17%	641 28%	2302
03. IEP meetings are scheduled at a time and place that are convenient for me.	99 4%	51 2%	138 6%	679 28%	488 20%	955 40%	2410
04. At the IEP meeting, we discussed how my child would participate in statewide assessments.	159 7%	86 4%	385 16%	735 31%	392 17%	617 26%	2374
05. At the IEP meeting, we discussed accommodations and modifications that my child would need.	84 3%	41 2%	126 5%	738 31%	531 22%	886 37%	2406
06. All of my concerns and recommendations were documented on the IEP meeting notes.	115 5%	59 3%	220 9%	750 32%	455 19%	746 32%	2345
07. Written justification was given for the extent that my child would not receive services in the regular classroom.	133 6%	87 4%	345 16%	763 35%	328 15%	513 24%	2169
08. I was given information about organizations that offer support for parents of students with disabilities.	332 15%	159 7%	612 27%	522 23%	243 11%	373 17%	2241
09. I have been asked for my opinion about how well special education services are meeting my child's needs.	295 13%	115 5%	410 18%	619 26%	340 15%	559 24%	2338
10. My child's evaluation report is written in terms I understand.	72 3%	53 2%	144 6%	823 35%	494 21%	770 33%	2356
11. Written information I receive is written in an understandable way.	67 3%	43 2%	141 6%	836 36%	489 21%	773 33%	2349

Washington State: 2022-23 Cohort

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Total
12. Teachers are available to speak with me.	95 4%	51 2%	134 6%	721 31%	421 18%	934 40%	2356
13. Teachers treat me as a team member.	125 5%	64 3%	181 8%	691 29%	420 18%	867 37%	2348
14. Teachers and administrators - seek out parent input.	140 6%	81 4%	295 13%	773 33%	394 17%	625 27%	2308
15. Teachers and administrators - show sensitivity to the needs of students with disabilities and their families.	125 5%	74 3%	216 9%	748 33%	440 19%	679 30%	2282
16. Teachers and administrators - encourage me to participate in the decision-making process.	121 5%	66 3%	242 11%	752 33%	426 19%	694 30%	2301
17. Teachers and administrators - respect my cultural heritage.	61 3%	27 1%	80 4%	919 42%	360 17%	726 33%	2173
18. Teachers and administrators - ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].	136 6%	69 3%	272 12%	782 34%	366 16%	666 29%	2291
19. The School - has a person on staff who is available to answer parents' questions.	100 4%	55 2%	196 8%	860 37%	385 17%	714 31%	2310
20. The School - communicates regularly with me regarding my child's progress on IEP goals.	203 9%	117 5%	367 16%	703 30%	348 15%	583 25%	2321
21. The School - gives me choices with regard to services that address my child's needs.	205 9%	108 5%	394 17%	691 30%	333 14%	567 25%	2298
22. The School - offers parents training about special education issues.	332 15%	158 7%	681 31%	499 22%	209 9%	341 15%	2220

Washington State: 2022-23 Cohort

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Total
23. The School - offers parents a variety of ways to communicate with teachers.	130 6%	61 3%	228 10%	849 37%	382 17%	658 29%	2308
24. The School - gives parents the help they may need to play an active role in their child's education.	172 8%	99 4%	361 16%	751 33%	347 15%	544 24%	2274
25. The School - provides information on agencies that can assist my child in the transition from school.	273 13%	120 6%	596 27%	543 25%	252 12%	393 18%	2177
26. The School - explains what options parents have if they disagree with a decision of the school.	273 12%	121 5%	491 22%	652 29%	247 11%	431 19%	2215
