

Parent Survey: Working Together to Improve Outcomes for Students with Disabilities

Dominique Donaldson, Part B Data Manager
dominique.donaldson@doe.k12.ga.us

Carol Sprague, Part B Data Manager
carol.sprague@doe.k12.ga.us

Office of Federal Programs

The Georgia Department of Education, Office of Federal Programs provides technical assistance, program monitoring, and resources to local educational agencies (LEA) implementing federal Every Student Succeeds Act (ESSA) grants and Individuals with Disabilities Education Act (IDEA) grants. Additionally, this office provides the necessary infrastructure to support local school districts in their efforts to provide special education-related services for students with disabilities and services and supports for English learners.



Office of Federal Programs - Organizational Chart

Division of Federal ESSA Programs

Division of Special Education Services and Supports



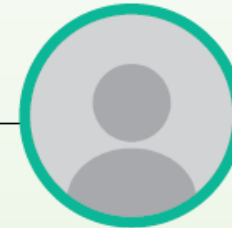
Shaun Owen
Deputy Superintendent



Kathleen Yarbrough
State Director (ESSA)



John Wight
Associate Superintendent



Vacant
State Director (IDEA)

Program Managers



Christopher Leonard
Title IIA



Dawna Hatcher
Title IVA



Eric McGhee
Grants Unit



James Barnett
21st CCLC



Sunita Holloway
Outreach



Margaritta Munoz
Title IC



Ken Banter
Title IA



Meg Baker
Title III / ESOL



Brittan Ayers
Coordinated Programs

Program Managers



Danielle Smith
Budget and Grants



Felicia Peavy
RDA Compliance



Lynn Holland
Programmatic Supports



Vickie Cleveland
GNETS



Malissa Roberts
Budget/Grants



Linda Castellanos
Data/GO-IEP



Belinda Tiller
Outreach



Katherine Johnson
Instruction/Systemic Improvement



Jamila Pollard
Dispute Resolution



Kriszti Kilpatrick
RDA Compliance



Scott Smith
Dispute Resolution

Objectives / Learning Targets

- Participants will be able to:
 - Describe details about the Parent Survey
 - Review how the Parent Survey is Measured
 - Review Parent Survey Data and Trends
 - Set goals for improving Parent Survey results

Parent Survey





What do you know about the Parent Survey?

Parent Survey in Georgia

The Parent Survey is a quantitative satisfaction survey used to report the [State Performance Plan/ Annual Performance Report \(SPP/APR\) Indicator 8 data](#).

Parent Survey School Year 2022-23
Indicator 8 Status: Available for Data Viewing
Number of Responses: 2415 Satisfaction Score: Not yet available

Grade	Count	Percent
PK	0	0%
KK	0	0%
01	0	0%
02	0	0%
03	0	0%
04	0	0%
05	0	0%
06	0	0%

Grade	Count	Percent
07	0	0%
08	0	0%
09	0	0%
10	0	0%
11	0	0%
12	0	0%
Unknown (UNK)	0	0%

[View Application](#)

The Parent Survey:

- Is available online and in print to all families of children with disabilities from January to May
- Uses a 6-point Likert Scale for responses
- Measures the overall percentage of parent satisfaction with their involvement in the child's education

Parent Survey in Georgia (Cont.)

The Parent Survey:

- Contains demographic data questions that are included for federal reporting purposes
- Contains 10 questions that are included in the calculation of the parent satisfaction score
- There are 2 information-gathering questions about the use of assistive technology. These questions are not used in the parent satisfaction calculation.

Parent Survey Demographic Questions

Includes demographic questions about the student's:

- Race/Ethnicity
- Grade
- Primary Exceptionality

Parent Survey Questions

1

- I am considered an equal partner with teachers and other professionals in planning and making decisions about my child's program.

2

- Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my opinion if I disagree with a decision by the school.

3

- My child's evaluation report and other written information are written in terms I understand.

4

- At the IEP meeting, we discussed accommodations and modifications that my child would need.

5

- The school communicates regularly with me regarding my child's progress on IEP goals.

Parent Survey Questions

- 6 • Teachers are available to speak with me.
- 7 • School offers parents a variety of ways to communicate with teachers.
- 8 • Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
- 9 • The school gives parents the help they may need to play an active role in their child's education.
- 10 • The school provides information on agencies that can assist my child in grade level transitions and/or transitions to post school settings.

Information Gathering Questions

- There are 2 information-gathering questions about the use of assistive technology.
- These questions are not used in the parent satisfaction calculation.

11

- We discussed whether my child needs assistive technology at the IEP meeting

12

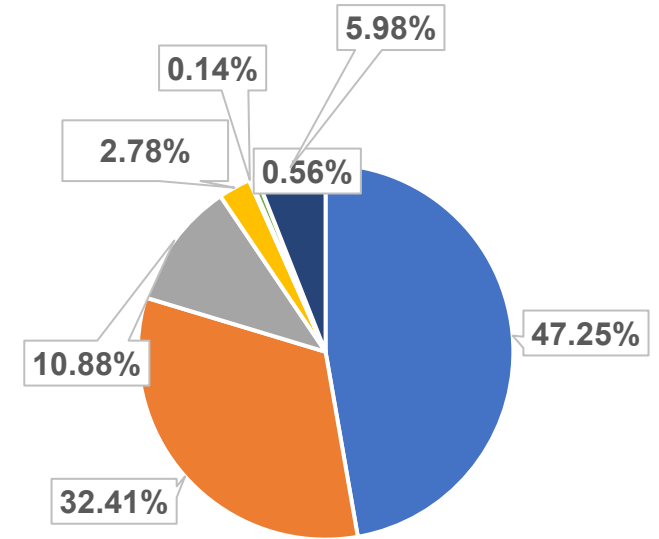
- We discussed whether my child needs accessible formats like braille, large print, auditory and electronic text at the IEP meeting

Parent Survey Participation



Responses by Race/Ethnicity

Race/Ethnicity	Count	Percent
White (W)	20,014	47.25%
Black or African American (B)	13,730	32.41%
Hispanic or Latino (H)	4,611	10.88%
Asian (S)	1,179	2.78%
Native Hawaiian/Pacific Islander (P)	58	0.14%
American Indian or Alaska Native (I)	238	0.56%
Multi-racial (M)	2,532	5.98%



Responses by Grade

Grade	Count	Percent	Grade	Count	Percent
PK	3,316	7.83%	06	2,841	6.71%
KK	3,339	7.88%	07	2,862	6.76%
01	3,568	8.42%	08	2,620	6.18%
02	3,680	8.69%	09	2,340	5.52%
03	3,810	8.99%	10	2,134	5.04%
04	3,819	9.02%	11	1,961	4.63%
05	3,786	8.94%	12	2,285	5.39%
Unknown (UK)	1	0.00%			

Responses by Disability

Primary (Exceptionality)	Count	Percent
Autism (AUT)	10,490	24.76%
Deaf-Blind (DB)	43	0.10%
Deaf/Hard of Hearing (D/HH)	427	1.01%
Emotional and Behavioral Disorder (EBD)	2,059	4.86%
Intellectual Disability (ID)	2,466	5.82%
Orthopedic Impairment (OI)	243	0.57%
Other Health Impairment (OHI)	3,855	9.10%

Responses by Disability

Primary (Exceptionality)	Count	Percent
Significant Development Delay (SDD)	3,860	9.11%
Specific Learning Disability (SLD)	9,327	22.02%
Speech/Language Impairment (SL)	6,433	15.19%
Traumatic Brain Injury (TBI)	175	0.41%
Visually Impaired Including Blind (VI)	239	0.56%
Unknown (UNK)	2,745	6.48%

Parent Survey – Downloads Available

- Demographic data
 - Redacted from the downloadable data to avoid Personally Identifiable Information (PII)
- School Level
 - Participation by the school
 - Updated hourly
 - By Question – Strongly agree... strongly disagree
- Real-time data to answer questions:
 - What schools had/have high participation? Why?
 - What schools had/have parents who report that schools encourage their involvement?
 - Where is work needed? Examine responses question by question.

Parent Survey Data



SPP/APR INDICATOR 8

Indicator 8: Parent Involvement

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.

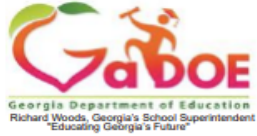
(20 U.S.C. 1416(a)(3)(A))

Indicator 8 Parent Involvement

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.

Parent Survey	SY 2020-2021	SY 2021- 2022	SY 2022-2023
Target	≥ 88.60%	≥ 88.60%	≥ 88.60%
Indicator 8			
GA Rate	90.21% Met target	86.95% Did Not Meet	87.73% Did Not Meet

Georgia's Parent Survey Data



2024 Special Education Parent Survey Report State of Georgia

Number of Respondents: 42,362
Total Satisfaction(M1 - M10): 51.02 out of a possible 60. This score is in the middle 50% of systems.

		Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Not Applicable %	Mean
1	I am considered an equal partner with teachers and other professionals in planning and making decisions about my child's program.	2.21	1.13	3.13	20.63	18.81	54.09		5.15
2	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my opinion if I disagree with a decision by the school.	2.24	1.09	3.83	21.48	17.77	53.59		5.12
3	My child's evaluation report and other written information are written in terms I understand.	1.43	0.66	2.16	22.41	18.98	54.36		5.20
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	1.53	0.54	1.52	19.39	16.94	60.07		5.30**
5	The school communicates regularly with me regarding my child's progress on IEP goals.	3.39	1.77	6.58	21.42	16.61	50.23		4.97
6	Teachers are available to speak with me.	1.93	0.88	2.82	20.26	16.48	57.64		5.21
7	School offers parents a variety of ways to communicate with teachers.	2.01	0.86	4.15	22.97	17.30	52.71		5.11
8	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2.10	0.86	2.57	24.53	16.42	53.52		5.13
9	The school gives parents the help they may need to play an active role in their child's education.	2.82	1.35	5.41	23.03	17.39	50.00		5.01
10	The school provides information on agencies that can assist my child in grade level transitions and/or transitions to post school settings.	3.44	1.78	8.74	22.10	13.89	42.22	7.84	4.82*
11	We discussed whether my child needs assistive technology at the IEP meeting	2.39	0.96	8.26	26.51	14.53	47.35	0.00	4.92
12	We discussed whether my child needs accessible formats like braille, large print, auditory and electronic text at the IEP meeting	2.81	0.99	10.82	26.65	13.50	45.24	0.00	4.83

NOTE: **the highest mean; *the lowest mean

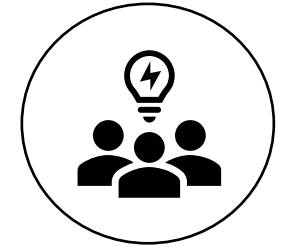


Ranking

- **Highest ranking: Question #4:**
 - At the IEP meeting, we discussed accommodations and modifications that my child would need.
- **Lowest ranking: Question #10**
 - The school provides information on agencies that can assist my child in grade level transitions and/or transitions to post school settings.

Analysis

- After reviewing the State's Data, what can we do as a group to improve each of the following:
 - **Participation Rate**
 - What are some ideas for improving participation?
 - **Representation**
 - How can we collect surveys from a representative population (Race/ethnicity and/or Disability)?
 - **Results**
 - What can you do to help improve the results for your district which in turn will improve Georgia's data?

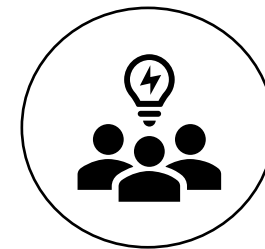


Parent Survey Exploration

- Explore Your LEA's Parent Survey Data
- What story does your LEA's data tell?

[GADOE Public Reports](#)

Parent Survey Goal Setting



Review your LEA's areas of opportunities

❑ Set 1 participation goal

- Example: By the end of the 2025 Parent Survey collection period, we will increase the % of African American survey participants by 2%.

❑ Set 1 results goal

- Example: By the end of the 2025 Parent Survey collection period, we will increase the methods and frequency of communication for grade level and post school transition services.

Feedback

We value your feedback.
Please complete the survey.

[SPED Data and GO Training Survey](#)



Contact Us – GO-IEP & Data Team

We're Here to Help!

GO-IEP and Data Team	Phone Number	Email
Linda Castellanos , Program Manager	404-719-8045	icastellanos@doe.k12.ga.us
Dominique Donaldson , Part B Data Manager	404-796-4589	dominique.donaldson@doe.k12.ga.us
Carol Sprague , Part B Data Manager	678-340-6738	carol.sprage@doe.k12.ga.us
Lisa Jenkins , GO Program Specialist	678-378-1807	lisa.jenkins@doe.k12.ga.us
Emily Dishman , GO Program Specialist	678-326-8087	edishman@doe.k12.ga.us
Christine Goforth , GO Program Specialist	404-971-9318	linda.goforth@doe.k12.ga.us
Dale Rose , GO Program Specialist	678-340-0162	drose@doe.k12.ga.us
Julie Youngblood , GO Program Specialist	470-316-8663	jyoungblood@doe.k12.ga.us

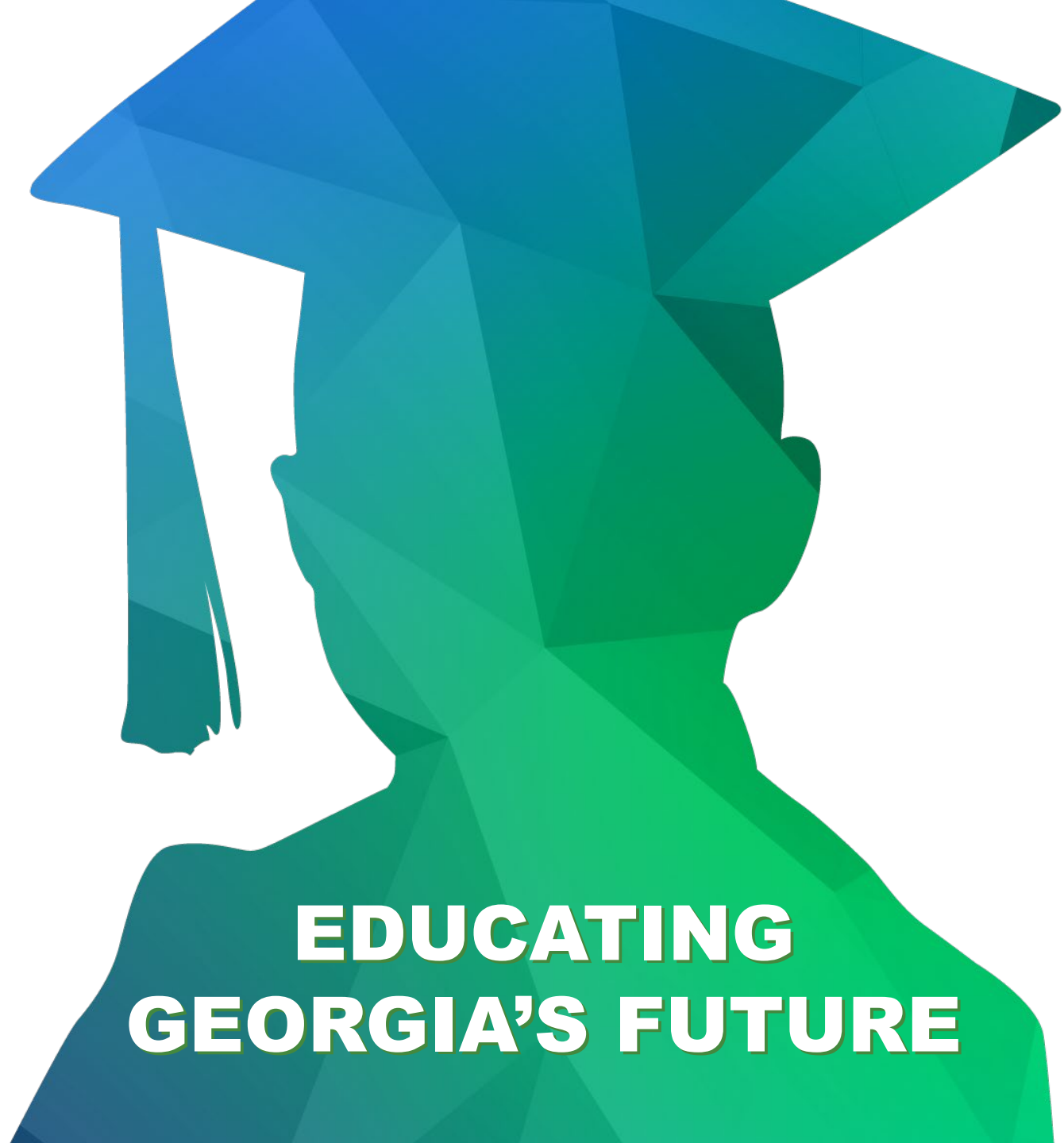
www.gadoe.org

   @georgiadeptofed

 youtube.com/user/GaDOEmedia



**EDUCATING
GEORGIA'S FUTURE**



Overview

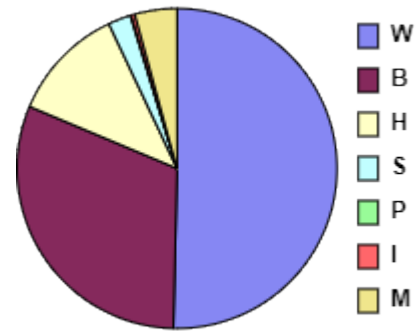
State

Number of Valid Responses

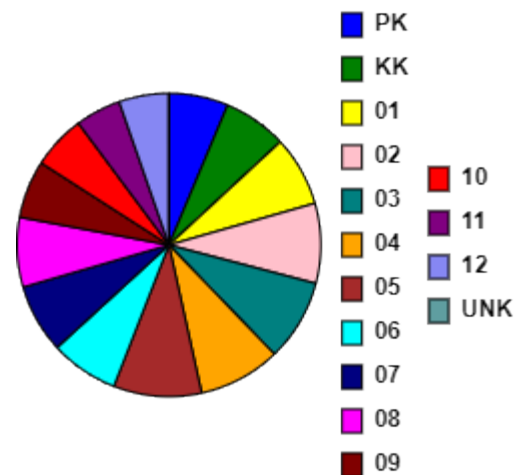
42,362

Child Demographics

Race/Ethnicity	Count	Percent
White (W)	20,014	47.25%
Black or African American (B)	13,730	32.41%
Hispanic or Latino (H)	4,611	10.88%
Asian (S)	1,179	2.78%
Native Hawaiian/Pacific Islander (P)	58	0.14%
American Indian or Alaska Native (I)	238	0.56%
Multi-racial (M)	2,532	5.98%



Grade	Count	Percent
PK	3,316	7.83%
KK	3,339	7.88%
01	3,568	8.42%
02	3,680	8.69%
03	3,810	8.99%
04	3,819	9.02%
05	3,786	8.94%
06	2,841	6.71%
07	2,862	6.76%
08	2,620	6.18%
09	2,340	5.52%
10	2,134	5.04%
11	1,961	4.63%
12	2,285	5.39%
Unknown (UNK)	1	0.00%



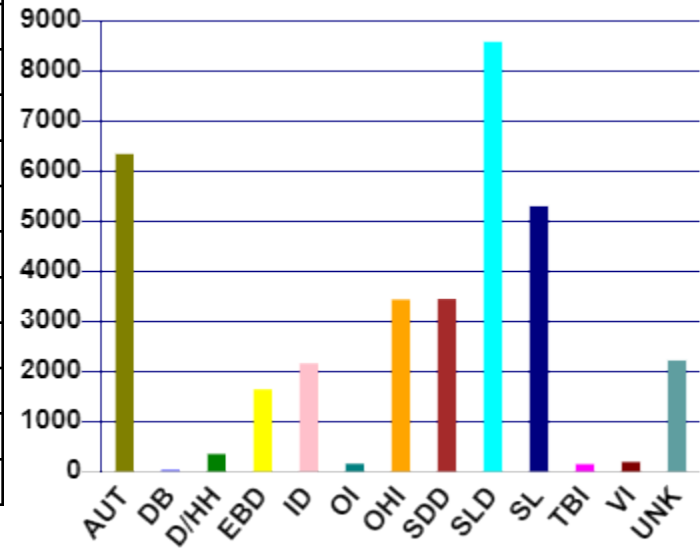


Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

2024 Special Education Parent Survey Report Georgia

Child Demographics

Primary Exceptionality	Count	Percent
Autism (AUT)	10,490	24.76%
Deaf-Blind (DB)	43	0.10%
Deaf/Hard of Hearing (D/HH)	427	1.01%
Emotional and Behavioral Disorder (EBD)	2,059	4.86%
Intellectual Disability (ID)	2,466	5.82%
Orthopedic Impairment (OI)	243	0.57%
Other Health Impairment (OHI)	3,855	9.10%
Significant Developmental Delay (SDD)	3,860	9.11%
Specific Learning Disability (SLD)	9,327	22.02%
Speech/Language Impairment (SL)	6,433	15.19%
Traumatic Brain Injury (TBI)	175	0.41%
Visually Impaired Including Blind (VI)	239	0.56%
Unknown (UNK)	2,745	6.48%



* Percentages have been rounded and as a result may not add to exactly 100%

* If less than 10 responses, count will not be shown



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

2024 Special Education Parent Survey Report Georgia

Parent Satisfaction

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 (**)

State
87.60%

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	96.41%
3	My child's evaluation report and other written information are written in terms I understand.	95.74%
8	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	94.47%
6	Teachers are available to speak with me.	94.37%
1	I am considered an equal partner with teachers and other professionals in planning and making decisions about my child's program.	93.53%
7	School offers parents a variety of ways to communicate with teachers.	92.98%
2	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my opinion if I disagree with a decision by the school.	92.84%
9	The school gives parents the help they may need to play an active role in their child's education.	90.42%
5	The school communicates regularly with me regarding my child's progress on IEP goals.	88.25%
10	The school provides information on agencies that can assist my child in grade level transitions and/or transitions to post school settings.	84.85%

(**) Parents responding Agree or Strongly Agree or Very Strongly Agree on average across items.

For questions regarding district results, please contact Anne Ladd:
Division for Special Education Services and Supports
Georgia Department of Education
(470) 423 6987
aladd@doe.k12.ga.us



2024 Special Education Parent Survey Report

State of Georgia

Number of Respondents: 42,362

Total Satisfaction(M1 - M10): 51.02 out of a possible 60. This score is in the middle 50% of systems.

		Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Not Applicable %	Mean
1	I am considered an equal partner with teachers and other professionals in planning and making decisions about my child's program.	2.21	1.13	3.13	20.63	18.81	54.09		5.15
2	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my opinion if I disagree with a decision by the school.	2.24	1.09	3.83	21.48	17.77	53.59		5.12
3	My child's evaluation report and other written information are written in terms I understand.	1.43	0.66	2.16	22.41	18.98	54.36		5.20
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	1.53	0.54	1.52	19.39	16.94	60.07		5.30**
5	The school communicates regularly with me regarding my child's progress on IEP goals.	3.39	1.77	6.58	21.42	16.61	50.23		4.97
6	Teachers are available to speak with me.	1.93	0.88	2.82	20.26	16.48	57.64		5.21
7	School offers parents a variety of ways to communicate with teachers.	2.01	0.86	4.15	22.97	17.30	52.71		5.11
8	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2.10	0.86	2.57	24.53	16.42	53.52		5.13
9	The school gives parents the help they may need to play an active role in their child's education.	2.82	1.35	5.41	23.03	17.39	50.00		5.01
10	The school provides information on agencies that can assist my child in grade level transitions and/or transitions to post school settings.	3.44	1.78	8.74	22.10	13.89	42.22	7.84	4.82*
11	We discussed whether my child needs assistive technology at the IEP meeting	2.39	0.96	8.26	26.51	14.53	47.35	0.00	4.92
12	We discussed whether my child needs accessible formats like braille, large print, auditory and electronic text at the IEP meeting	2.81	0.99	10.82	26.65	13.50	45.24	0.00	4.83

NOTE: **the highest mean; *the lowest mean