



New Hampshire Parent Involvement
Survey in Special Education: 2017-18
Statewide Results

Submitted by:

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Executive Summary

The New Hampshire Department of Education (NHDOE), Bureau of Special Education, contracted with Scholastic Inc. to conduct the NH Parent Involvement Survey in Special Education. The goal of the contract is to provide data for reporting requirements for the Department of Education's Special Education State Performance Plan. Each state must submit a State Performance Plan (SPP) to the United States Department of Education (USDOE), Office of Special Education Programs (OSEP), pursuant to the Individuals with Disabilities Education Act (IDEA). Federal reporting requirements mandate that states report their progress relating to special education in their Annual Performance Reports (APRs). Specifically, NHDOE reports on Indicator B-8 by measuring "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." In order to meet this requirement, as well as to collect data to help inform improvements at the district and state levels, New Hampshire uses the National Center for Special Education Accountability and Monitoring (NCSEAM) Parent Involvement Surveys.

Starting with the 2014-15 school year, NHDOE began conducting a census survey over two years. Gibson Consulting Group assisted the NHDOE in dividing districts into two survey blocks through a cluster stratified random process to ensure each block was representative of the state. Survey Block A administered the NH Parent Involvement Survey in Special Education during the 2014-15 school year. Survey Block B administered the Parent Involvement Survey during the 2015-16 school year. Across the two-year period, parents of special education students in all districts in the state had the opportunity to participate. This two-year cycle began again in the 2016-17 school year, with surveys distributed to parents in Block A. Gibson Consulting Group managed the 2016-2017 survey administration and reporting. In 2017, the NHDOE contracted Scholastic, who partnered with YouGov, to conduct the 2017-2018 survey administration and reporting of the NH Parent Involvement Survey in Special Education of Block B. This executive summary summarizes survey administration and results from responding parents of students in Block B for the 2017-18 school year, and includes comparisons to the 2015-16 Block B survey results. For full results from this and other survey years, please see the 2017-2018 full report.

For the 2017-18 school year, nearly 19,000 surveys were sent to parents. A total of 2,376 were completed and returned (278 preschool surveys and 2,098 school age surveys; a 13.1% response rate). In 2015-16, roughly 18,000 surveys were sent to parents and 3,218 were completed and returned (a 17.9% response rate). Below, key findings are presented for Survey Block B in 2017-18. These are compared with results from 2015-16, the last time the same districts from Block B were surveyed.

Respondent Group

Parents provided information on the survey about the characteristics of their children. Respondents to the survey reported having students who were mostly representative of the state's population of students receiving special education services (based on the population of students served during the

2017-18 school year).¹ Similarities and differences between the overall respondent group and the state's population of students receiving special education services included:

- Sixty-six percent of surveys completed by respondents were about a male student, and 66% of the state population of special education students were male.
- The respondent group was similar to the state's population of students receiving special education services as defined by race/ethnicity. However, the respondent group was over-representative of respondents identifying their student as White (91% in the respondent group, compared with 88% in the state) and under-representative of respondents identifying their student as Hispanic (1% in the respondent group, compared with 6% in the state). All other differences were less than two percentage points in size.
- The respondent group varied in two primary ways from the state population as defined by the student's primary exceptionality/disability. First, a greater percentage of respondents reported their students' primary exceptionality was Autism (16% among the respondent group compared with 10% in the state) or Speech or Language Impairment (18% in the respondent group compared with 15% in the state). Second, a smaller percentage of the respondent group reported their students' primary exceptionality was Other Health Impairment (10% in the respondent group compared with 18% in the state) and Specific Learning Disability (27% in the respondent group compared with 31% in the state). All other differences were roughly two percentage points or fewer in size.
 - Responses were distributed across all grade levels and age ranges. Twelve percent of respondents had preschool aged students, 42% had students in elementary school, 21% had students in middle school, 22% had students in high school and 3% indicated "Other."

Key Findings

The items on the preschool and school age surveys each hold a position on a nationally validated scale. An item's position on the scale is referred to as its item location. Items with lower values (item locations) are easier to agree with; items with higher values are more difficult to agree with. In prior years, Gibson Consulting Group calculated a scale score for each returned survey and this scale was used for 2017-2018. A scale score of 600 on the Parent Involvement Survey was recommended by NCSEAM as the threshold for determining whether a parent with a child receiving special education services reports that his/her school facilitated parent involvement as a means of improving special education services and results. This threshold was used to calculate the results reported below.

Overall Results

Table 1 presents overall statewide results, as represented by Block B districts, on the percentage of parents meeting the NCSEAM threshold and the average scale scores, separately for preschool and school age surveys, as well as overall. Results are further discussed in the sections below.

¹ Morrissette, Lisa. (2017). *New Hampshire Department of Education Statewide Census by Disability*. (https://www.education.nh.gov/instruction/special_ed/documents/child_count_october_1_2017.pdf)

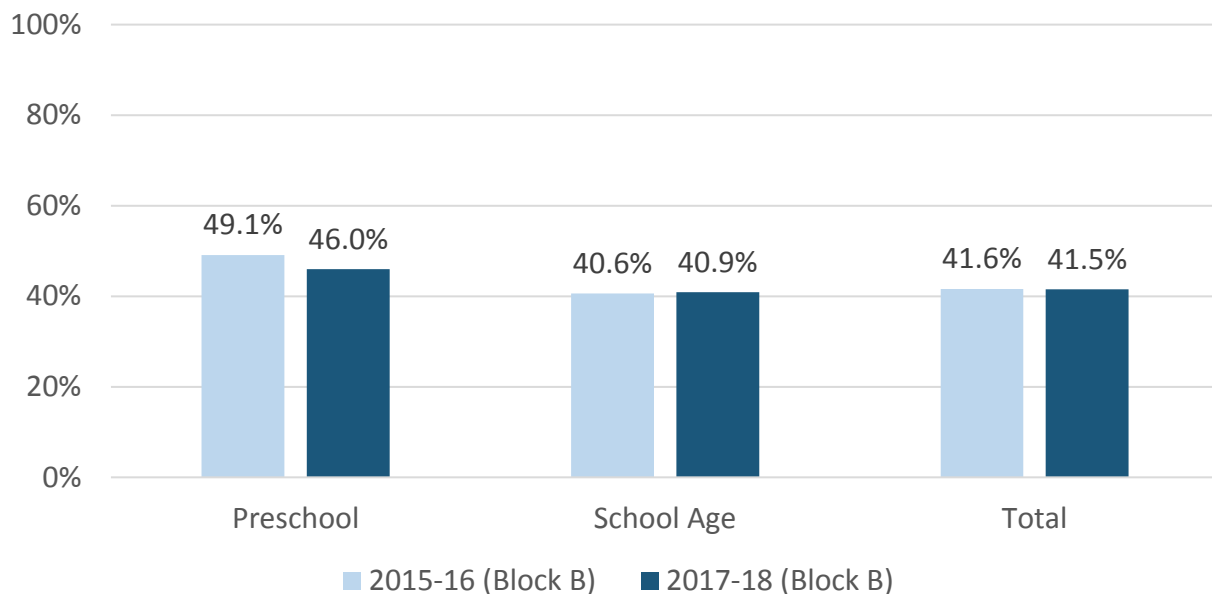
Table 1. Overall Statewide Results, Block B Comparison

	2015-16 (Block B)	2017-18 (Block B)
Percent met overall	41.6%	41.5%
Percent met preschool	49.1%	46.0%
Percent met school age	40.6%	40.9%
Average scale score overall	575	578
Average scale score preschool	603	603
Average scale score school age	571	574

Across Block B districts, 41.5% of respondents met or exceeded a scale score of 600 in 2017-18, indicating that they believe districts are facilitating parent involvement as a means of improving services for their child (Table 1).

- This remains stable since the last time the same districts were surveyed in 2015-16.
- This overall total was comprised of 46.0% of parents of preschool students scoring at or above 600, a slight decrease from the 49.1% who scored 600 or above in 2015-16; 40.9% of parents of school age children scored 600 or above, steady with 2015-16.

Figure 1. Overall Percent at Standard (Met/Exceeding a Scale Score of 600), Block B Comparison



Across Block B districts surveyed in 2017-18, the average scale score was 578, an increase of 3 points from 575 in 2015-16 (the last time the same districts were surveyed). Responses at the preschool level were higher on average (603) compared with school age (574), a pattern consistent with results in 2015-16 (603 among parents of preschool students and 571 among parents of school age children). The difference in average scale scores between preschool and school age respondents remained similar between 2015-16 and 2017-18.

Scale scores varied by student and school district characteristics. Among school age parents (for whom there were surveys submitted), scale scores varied:

- By school level: Results at the middle school and early high school levels were consistently lower than results from the elementary school level.
- By grade: From a low in Grades 6, 7, and 9 to a high in kindergarten and Grade 2.

At the district-level, scale score results varied widely. The maximum score observed in 2017-18 was higher, at 795 compared to 653 in 2015-16.²

² Individual district-level reports provided to NHDOE detail response rates, scale scores, and percent of parents at/above the threshold. Only districts that had 11 or more surveys sent (i.e., students served) are included in the district-level analysis to protect parent and student confidentiality.