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# Montana Part B Parent Survey – Special Education Services

## Summary Report 2023-24

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Local Education Agencies (LEAs) were responsible for distributing the Montana Part B Parent Survey to all parents of students, ages 3-21, who were receiving special education services during the 2023-24 school year (n = 21,579). The parent survey was administered to parents in person (at IEP meetings, parent-teacher conferences, and community functions), via text message, or via email. A total of 1,598 parents completed the survey for a response rate of 7.41%.

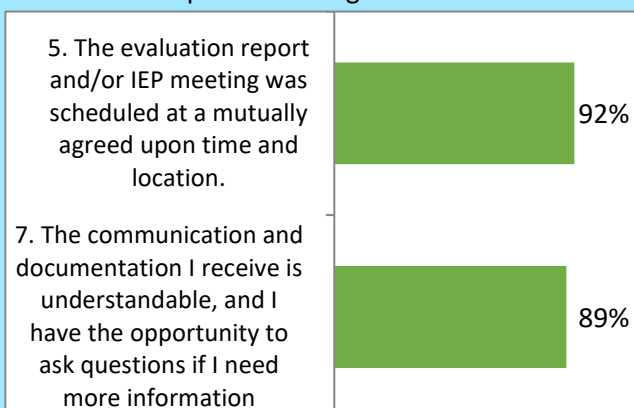
## Survey Results

Survey results were generally positive. On 9 of the 10 survey items, 78% or more of the parents had positive responses. On 1 of the 10 survey items, 92% or more of the parents had positive responses.

## Item Agreement

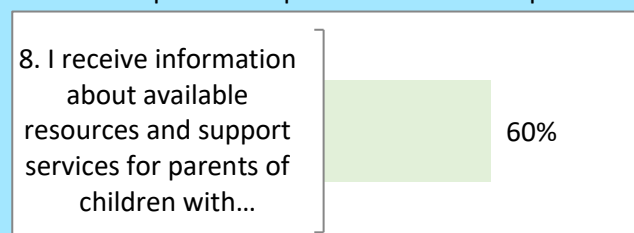
### Highest Levels of Agreement:

These items represent strengths.



### Lowest Level of Agreement:

This item represents a potential area for improvement.



## Scale Scores

Of the four scales, parents assigned the highest rating to the IEP Meetings scale.

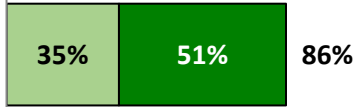
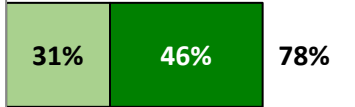

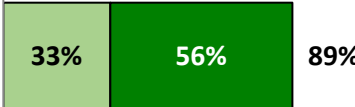
- On average, parents awarded 83.03% of the possible points to this scale.
- The scale with the lowest rating was the Communication scale. On average, parents awarded 77.44% of the possible points to this scale.



## Significant Differences

Significant differences were evident amongst the following groups and scales.

- In general, parents of students with a Speech/Language Impairment were significantly more positive than parents of students with Multiple Disabilities.
- In general, parents of students in preschool and grades K-2 were significantly more positive than parents of students in grades 3-12+.

Scales	Highest-Rated Item by Scale Percent Who Agreed/Strongly Agreed*	
<p><b>Equal Partners (3 items)</b> The school encourages parents to be equal partners.</p>	✓	<p>2. I have been involved in decision-making processes related to my child’s special education services, and the team values my input and ideas.</p> 
<p><b>Respect (1 item)</b> The school respects the family.</p>	✓	<p>3. The school respects and values our cultural background and perspective when developing my child’s education program.</p> 
<p><b>IEP Meetings (2 items)</b> The IEP meeting addresses certain issues.</p>	✓	<p>5. The evaluation report and/or IEP meeting was scheduled at a mutually agreed upon time and location.</p> 
<p><b>Communication (4 items)</b> The school adequately communicates with parents.</p>	✓	<p>7. The communication and documentation I receive is understandable, and I have the opportunity to ask questions if I need more information.</p> 

\* Percent who “Agreed” is in light green and percent who “Strongly Agreed” is in dark green.

# I. Overall Individual Item Results

The 10 items on the survey were categorized into four different scales listed below.

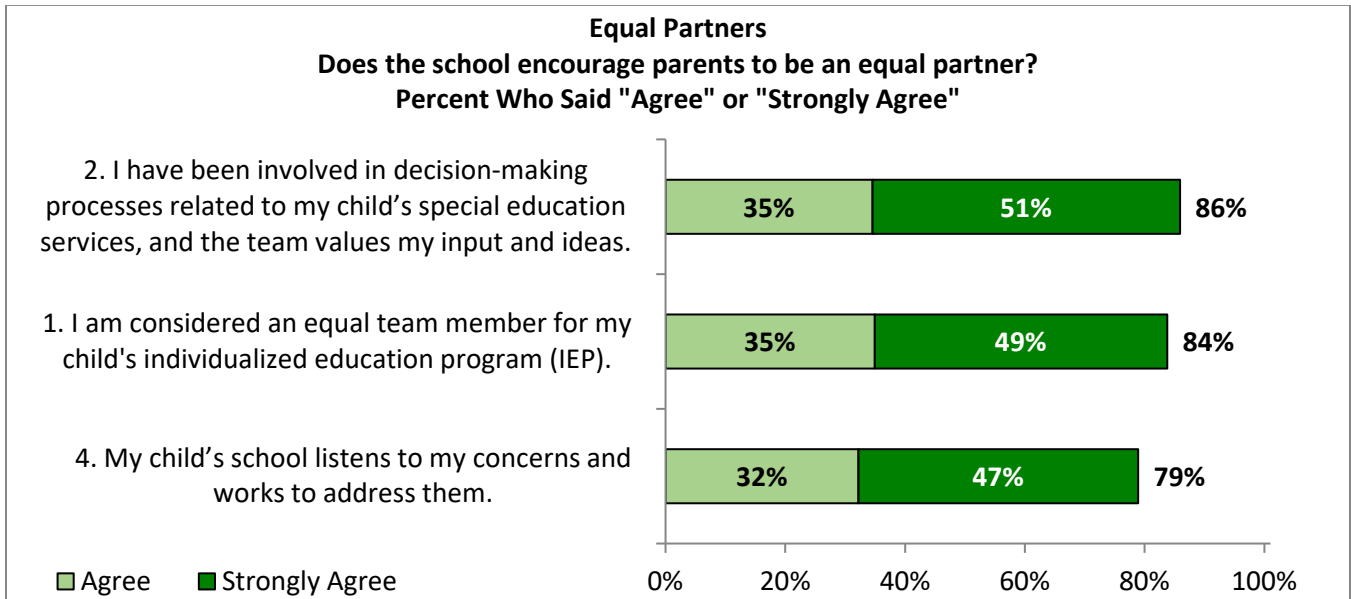
- A. Does the school encourage parents to be an equal partner? (3 items; **Equal Partners scale**)
- B. Does the school respect the family? (1 item; **Respect scale**)
- C. Does the IEP meeting address certain issues? (2 items; **IEP Meetings scale**)
- D. Does the school adequately communicate with the parent? (4 items; **Communication scale**)

This section is organized by these four scales.

## A. Equal Partners Scale: Does the school encourage parents to be an equal partner?

- Between 79-86% of parents agreed their child’s school encourages parents to be an equal partner (see Display I.A-1).
  - The item with the **highest** level of agreement:
    - 2. I have been involved in decision-making processes related to my child’s special education services, and the team values my input and ideas (86% agreed).

### Display I.A-1: Equal Partners

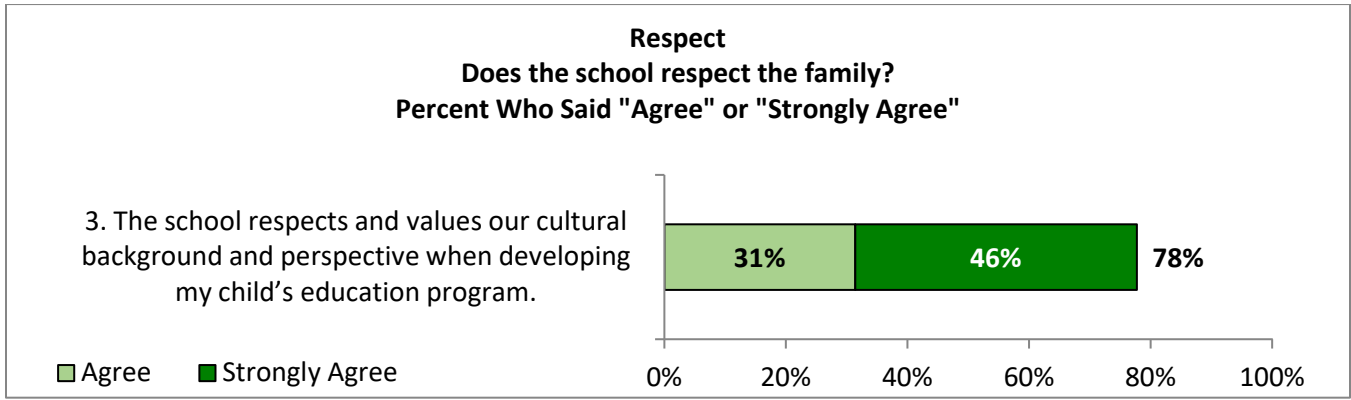


Note: Due to rounding, the percentages within the bars may not add up to the overall percent.

## B. Respect Scale: Does the school respect the family?

- 78% of parents agreed their child's school respects and values their cultural background and their perspective when developing their child's education program (see Display I.B-1).

### Display I.B-1: Respect

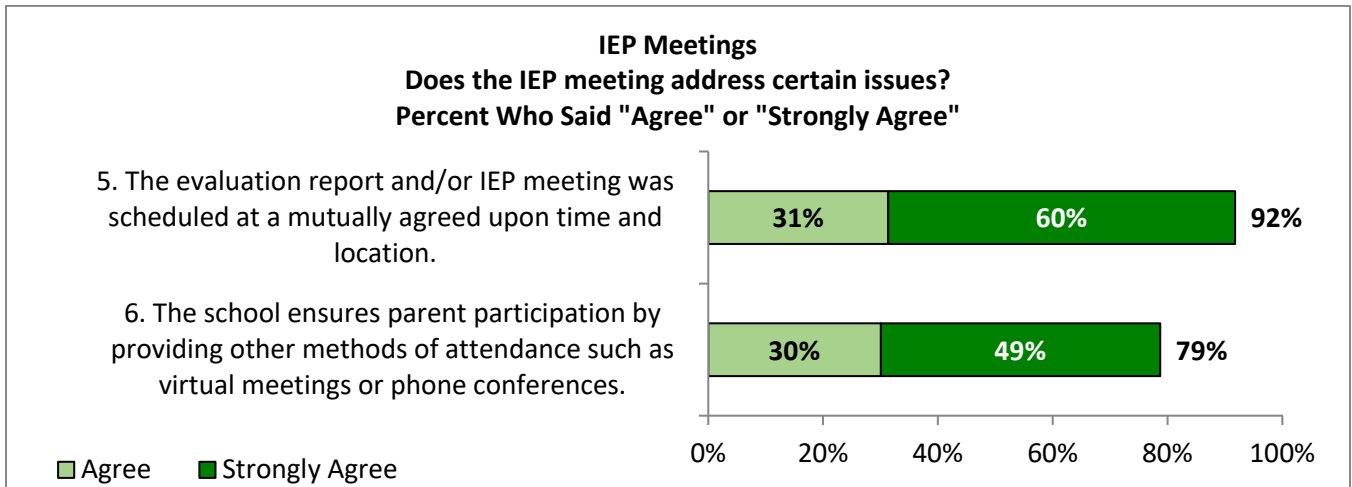


*Note: Due to rounding, the percentages within the bars may not add up to the overall percent.*

**C. IEP Meetings Scale: Does the IEP meeting address certain issues?**

- Between 79-92% of parents agreed their child’s IEP meetings address certain issues (see Display I.C-1).

**Display I.C-1: IEP Meetings**

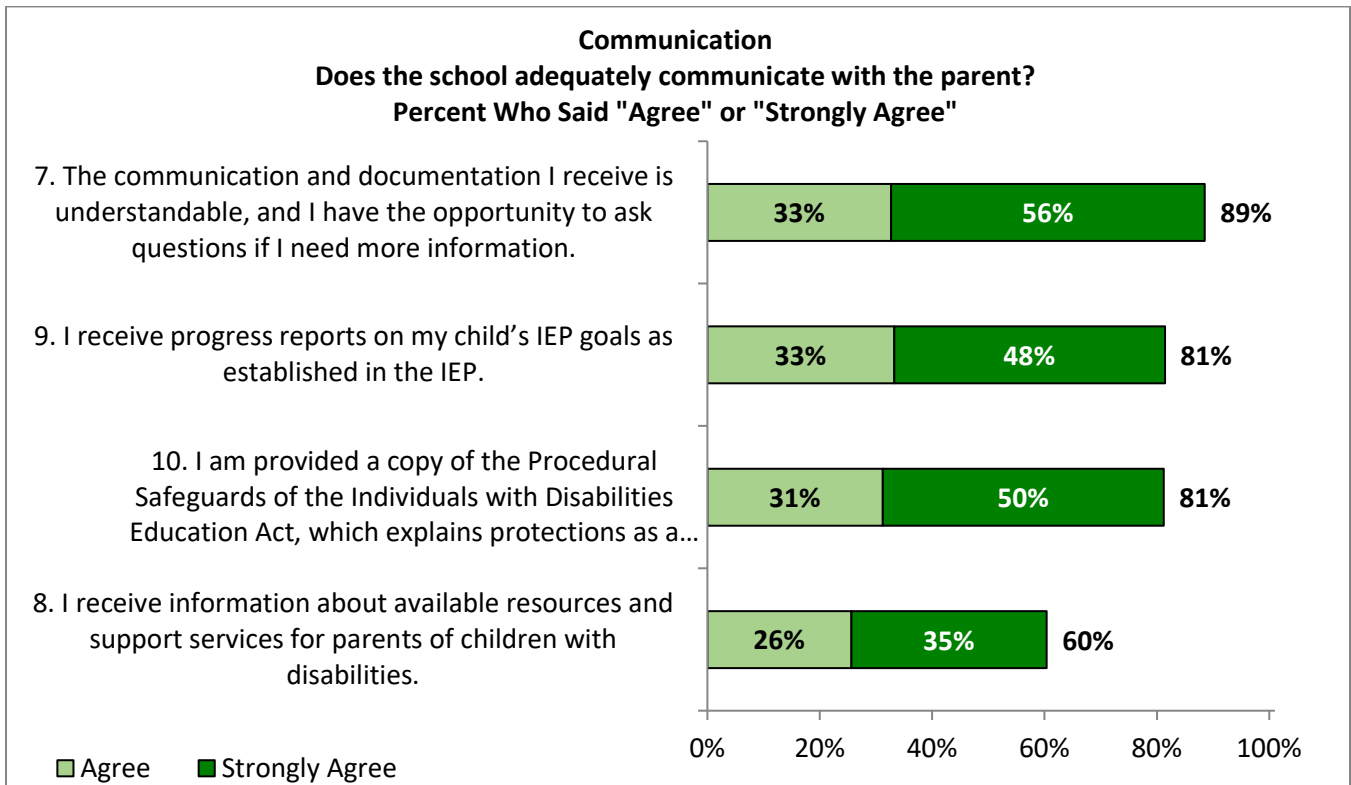


*Note: Due to rounding, the percentages within the bars may not add up to the overall percent.*

**D. Communication Scale: Does the school adequately communicate with the parent?**

- Between 60-89% of parents agreed their child’s school adequately communicates with them on each of the four communication aspects (see Display I.D-1).
  - The item with the **highest** level of agreement:
    - 7. The communication and documentation I receive is understandable, and I have the opportunity to ask questions if I need more information (89% agreed).
  - The item with the **lowest** level of agreement:
    - 8. I receive information about available resources and support services for parents of children with disabilities (60% agreed).

**Display I.D-1: Communication**



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



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## II. Overall Parent Involvement Score

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- To determine the percent of parents who report their child’s school facilitated parent involvement, a percent of maximum score was calculated based on all 10 survey 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 10 survey items) was identified as one who reported their child’s school facilitated his/her involvement.
- A total of 86.42% of parents met this condition (see Display II.1). The State’s target for the 2023-24 school year was 70.80%. The State met their target.

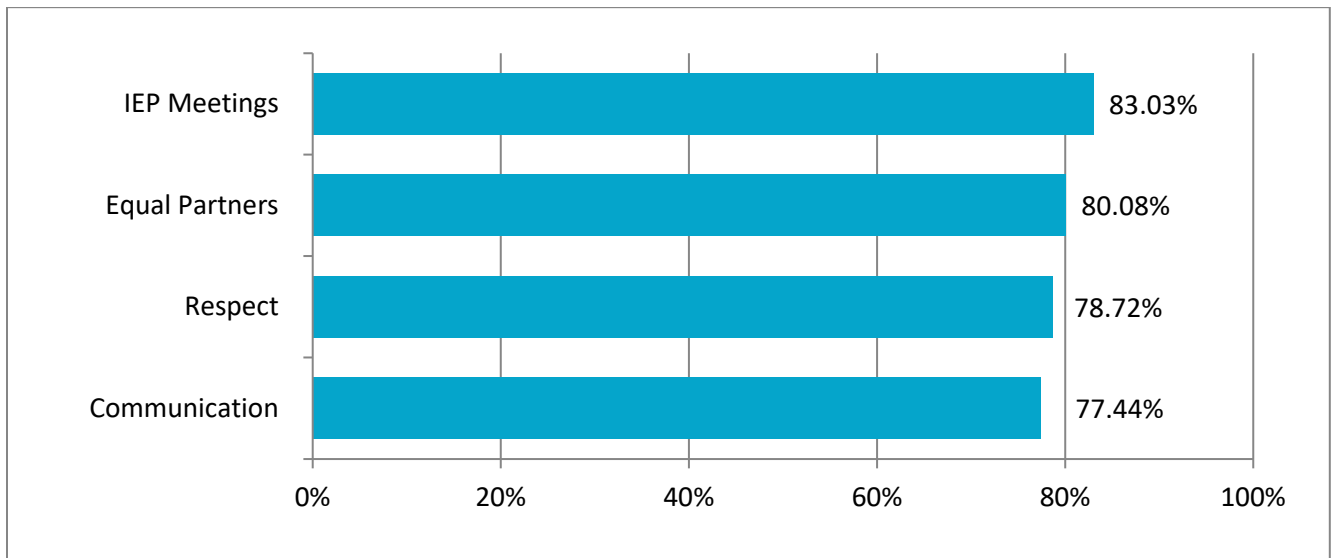
**Display II.1: Overall Parent Involvement Score**

	<b>Target Percentage for 2023-24</b>	<b># of Parents Who Received a Score</b>	<b># of Parents Who Met the Indicator</b>	<b>% Parents Who Met the Indicator</b>	<b>Did the State Meet their Target?</b>
<b>Overall Parent Involvement Score</b>	70.80%	1,598	1,381	86.42%	<b>Yes</b>

### III. Overall Scale Scores

- For each of the four scales, a percent of maximum score was calculated. A percent of maximum score indicates the percentage of points a respondent “awarded” to the school on a given group of survey items. For example, a respondent who rated the school a “5” (Strongly Agree) on each of the three items comprising the IEP Meetings scale would receive a 100% score; a respondent who rated the school a “1” (Strongly Disagree) on each of the three IEP Meetings items would receive a 0% score. A respondent who rated the school a “3” (Neutral) on each of the three IEP Meetings items would receive a 50% score. Thus, a 60% score represents the minimum desirable score.
- The scale with the lowest overall score was the Communication scale. On average, parents awarded 77.44% of the possible points to this scale.
- The other three scales had overall scores ranging from 78.72-83.03%.

**Display III.1: Overall Scale Scores**



## IV. Scale Scores by Demographic Groups

- Parents' scores on the four scales were compared to each other to determine if any particular groups of parents were significantly more positive or negative than other groups of parents.

### A. Results by Race/Ethnicity

- No significant differences were evident among parents of students by race/ethnicity (see Display IV.A-1).

**Display IV.A-1: Mean Percentage of Points Earned on Each Scale by Students' Race/Ethnicity**

Race/Ethnicity	Number of Students	Overall	IEP Meetings	Equal Partners	Respect	Communication
<b>All</b>	<b>1,598</b>	<b>79%</b>	<b>83%</b>	<b>80%</b>	<b>79%</b>	<b>77%</b>
American Indian or Alaskan Native	88	81%	82%	83%	78%	79%
Asian	6	<i>Fewer than 10 respondents</i>				
Black	10	85%	88%	81%	75%	88%
Hispanic or Latino	68	80%	81%	79%	78%	80%
Native Hawaiian or Pacific Islander	2	<i>Fewer than 10 respondents</i>				
Multi-racial	124	82%	85%	83%	80%	80%
White	1,254	79%	83%	80%	79%	77%

*Note: 46 respondents did not indicate a race/ethnicity on their returned survey.*

## B. Results by Primary Disability

- Significance testing was conducted on each scale score. In general, parents of students with a Speech/Language Impairment were significantly more positive than parents of students with Multiple Disabilities (see Display IV.B-1).

**Display IV.B-1: Mean Percentage of Points Earned on Each Scale by Students' Primary Disability**

Primary Disability	Number of Students	Overall	IEP Meetings	Equal Partners	Respect	Communication
<b>All</b>	<b>1,598</b>	<b>79%</b>	<b>83%</b>	<b>80%</b>	<b>79%</b>	<b>77%</b>
Autism	252	77%	82%	79%	77%	73%
Cognitive Delay	72	83%	88%	83%	81%	81%
Deaf-Blindness	2	<i>Fewer than 10 respondents</i>				
Deafness	9	<i>Fewer than 10 respondents</i>				
Developmental Delay	108	80%	84%	82%	77%	79%
Emotional Disturbance	88	77%	84%	77%	77%	74%
Hearing Impairment	2	<i>Fewer than 10 respondents</i>				
Orthopedic Impairment	6	<i>Fewer than 10 respondents</i>				
Other Health Impairment	125	78%	84%	77%	76%	76%
Specific Learning Disability	403	80%	83%	81%	79%	78%
Speech/Language Impairment	309	85%	85%	86%	84%	84%
Traumatic Brain Injury	16	83%	85%	81%	81%	84%
Visual Impairment (including Blindness)	8	<i>Fewer than 10 respondents</i>				
Multiple Disabilities	116	73%	79%	72%	74%	71%

Note: 82 respondents did not indicate a primary disability on their returned survey.

## C. Results by Grade Group

- Significance testing of each scale score was conducted. In general, parents of students in preschool and grades K-2 were significantly more positive than parents of students in grades 3-12+ (see Display IV.C-1).

**Display IV.C-1: Mean Percentage of Points Earned on Each Scale by Students' Grade Group**

Grade Group	Number of Students	Overall	IEP Meetings	Equal Partners	Respect	Communication
<b>All</b>	<b>1,598</b>	<b>79%</b>	<b>83%</b>	<b>80%</b>	<b>79%</b>	<b>77%</b>
Pre-K	126	85%	87%	87%	84%	84%
Grades K-2	338	83%	85%	84%	84%	81%
Grades 3-5	418	78%	82%	79%	77%	76%
Grades 6-8	323	76%	82%	77%	76%	74%
Grades 9-12+	324	78%	82%	78%	76%	77%

*Note: 69 respondents did not indicate a grade on their returned survey.*

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## V. Parent Involvement Score by Demographic Groups

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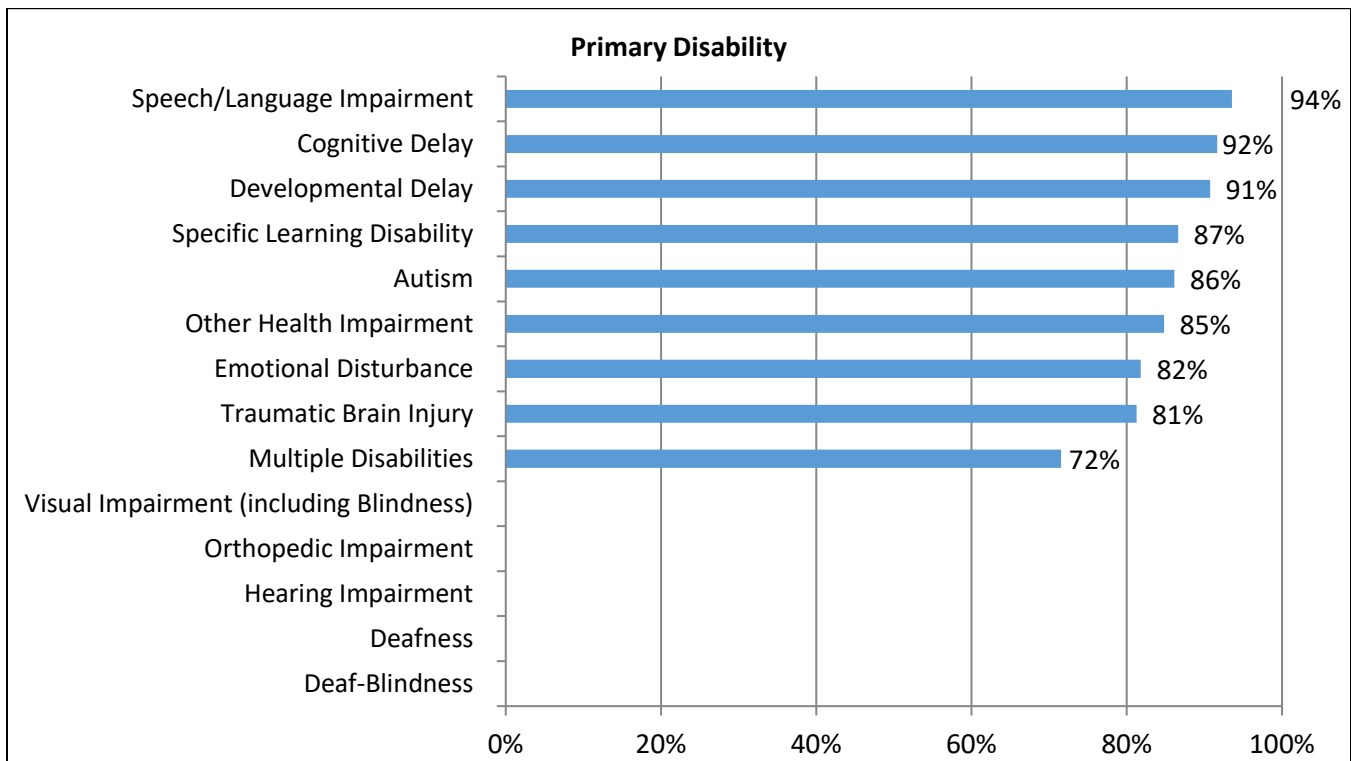
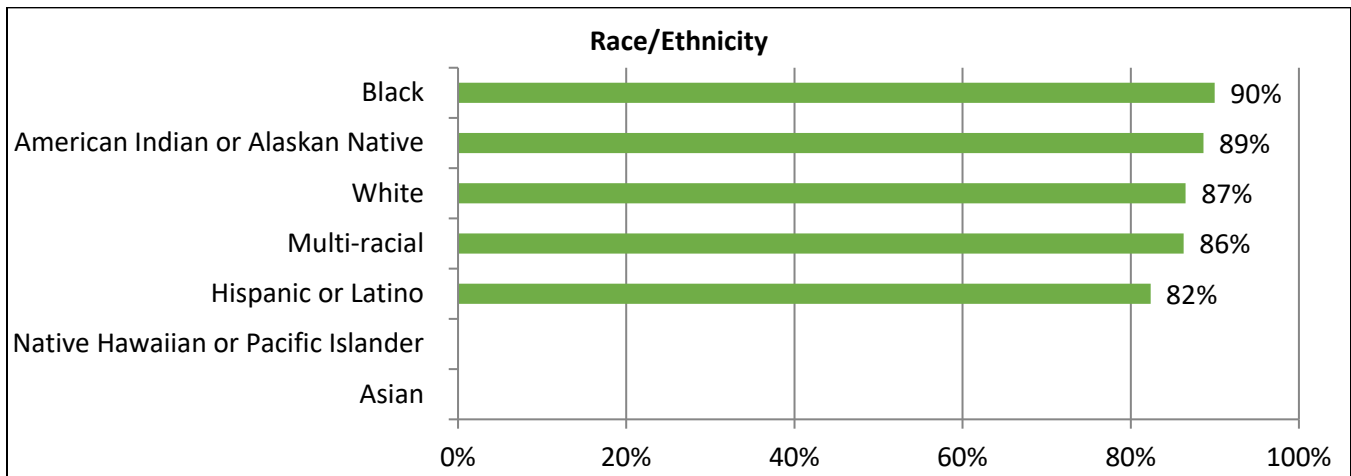
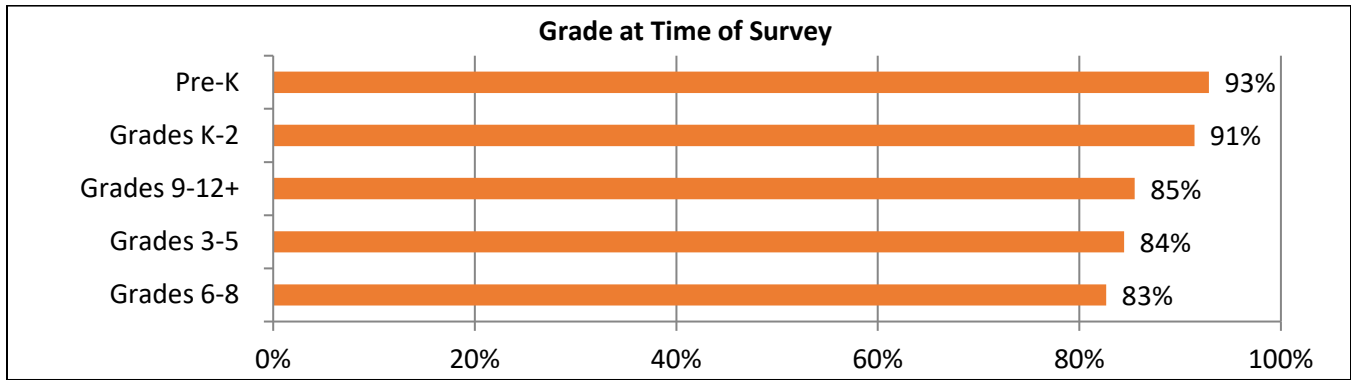
- The parent involvement scores were analyzed by the demographic characteristics of grade group, race/ethnicity, and primary disability to determine if one group had a higher parent involvement score than another group (see Displays V.1 and V.2).
  - No significant differences were evident in parent involvement scores between parents of students of different races/ethnicities.
  - Parent of students in Pre-K (93%) had a significantly higher parent involvement score than parents of students in grades 6-8 (83%).
  - Parent of students in grades K-2 (91%) had a significantly higher parent involvement score than parents of students in grades 3-5 (84%) and in grades 6-8 (83%).
  - Parents of students with Multiple Disabilities (72%) had a significantly lower parent involvement score than parents of students with a Speech/Language Impairment (94%), Cognitive Delay (92%), Developmental Delay (91%), Specific Learning Disability (87%), and Autism (86%).

**Display V.1: Parent Involvement Score by Demographic Group Details**

	# Answered	% Who Did <b>Not</b> Meet the Parent Involvement Score	% Who Met the Parent Involvement Score
<b>ALL</b>	<b>1,598</b>	<b>14%</b>	<b>86%</b>
<b><i>Grade at Time of Survey</i></b>			
Pre-K	126	7%	93%
Grades K-2	338	9%	91%
Grades 3-5	418	16%	84%
Grades 6-8	323	17%	83%
Grades 9-12+	324	15%	85%
<b><i>Race/Ethnicity</i></b>			
American Indian or Alaskan Native	88	11%	89%
Asian	6	-	-
Black	10	10%	90%
Hispanic or Latino	68	18%	82%
Native Hawaiian or Pacific Islander	2	-	-
Multi-racial	124	14%	86%
White	1,254	13%	87%
<b><i>Disability</i></b>			
Autism	252	14%	86%
Deaf-Blindness	2	-	-
Deafness	9	-	-
Emotional Disturbance	88	18%	82%
Hearing Impairment	2	-	-
Cognitive Delay	72	8%	92%
Orthopedic Impairment	6	-	-
Other Health Impairment	125	15%	85%
Specific Learning Disability	403	13%	87%
Speech/Language Impairment	309	6%	94%
Traumatic Brain Injury	16	19%	81%
Visual Impairment (including Blindness)	8	-	-
Developmental Delay	108	9%	91%
Multiple Disabilities	116	28%	72%

*\*Note: The parent involvement score is masked for any category with fewer than 10 respondents.*

**Display V.2: Parent Involvement Score by Demographic Group, Sorted Highest to Lowest**





## VI. Respondents by Demographic Groups

- The characteristics of **respondents** were compared to the characteristics of the statewide **population** to determine if a representative group of parents responded to the survey. In this analysis, we compared the representation of the statewide population to the representation of the respondents using a +/- 3% criteria to identify over- or under-representativeness.
- Please note that on the survey, parents self-report on their child's race/ethnicity, grade group, and primary disability, and this self-reported data may not match what is in the official statewide population files.** Thus, the displays below showing the demographic make-up of respondents and the response rate by demographic groups should be viewed as an approximation and not viewed as being precise.
- In these displays, a positive difference indicates that parents of these students were more likely to respond than other groups; and a negative difference indicates that parents of these students were less likely to respond than other groups.**
  - Race/Ethnicity:** This analysis found +/- 3% differences for the following groups (see Display VI.1):
    - American Indian or Alaskan Native: 13% of population; 6% of respondents.
    - White: 73% of population; 81% of respondents.
  - Grade Group:** This analysis found +/- 3% differences for the following grade groups (see Display VI.2):
    - Pre-K: 3% of population; 8% of respondents.
    - Grades 9-12+: 27% of population; 21% of respondents.
  - Primary Disability:** This analysis found +/- 3% differences for the following disabilities (see Display VI.3):
    - Autism: 6% of population; 17% of respondents.
    - Multiple Disabilities: 21% of population; 8% of respondents.

**Display VI.1: Race/Ethnicity by Population and Indicator 8 Respondents**

	Statewide Population	% of Population	Indicator 8 Respondents	% of Respondents	Difference
American Indian or Alaskan Native	2,841	13.17%	88	5.67%	-7.50%
Asian	99	0.46%	6	0.39%	-0.07%
Black	198	0.92%	10	0.64%	-0.27%
Hispanic or Latino	1,484	6.88%	68	4.38%	-2.50%
Native Hawaiian or Pacific Islander	48	0.22%	2	0.13%	-0.09%
Multi-racial	1,188	5.51%	124	7.99%	2.48%
White	15,721	72.85%	1254	80.80%	7.95%

Note: A flagged difference is considered +/- 3 percentage points.

**Display VI.2: Grade Group by Population and Indicator 8 Respondents**

	Statewide Population	% of Population	Indicator 8 Respondents	% of Respondents	Difference
Pre-K	567	2.63%	126	8.24%	5.61%
Kindergarten-Grade 2	4,538	21.03%	338	22.11%	1.08%
Grades 3-5	5,642	26.15%	418	27.34%	1.19%
Grades 6-8	5,082	23.55%	323	21.12%	-2.43%
Grades 9-12+	5,750	26.65%	324	21.19%	-5.46%

**Display VI.3: Primary Disability by Population and Indicator 8 Respondents**

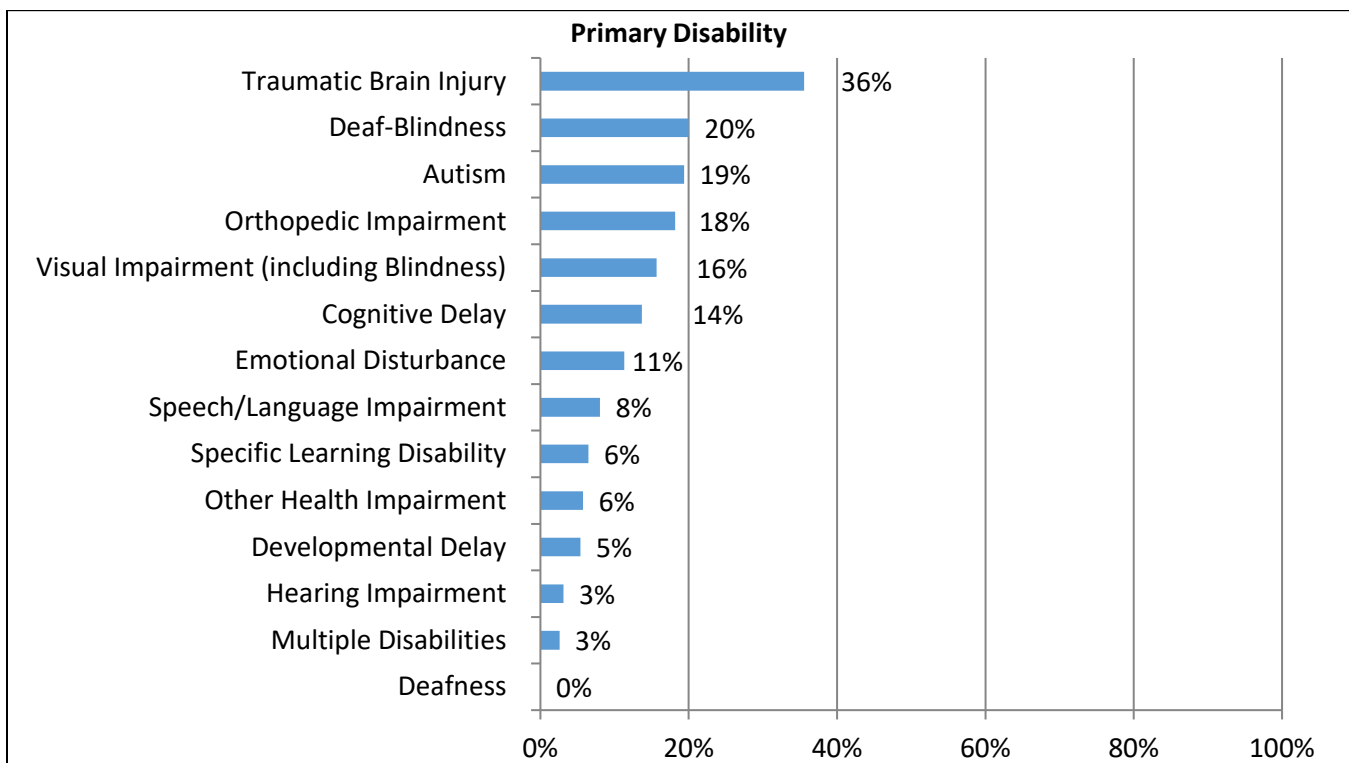
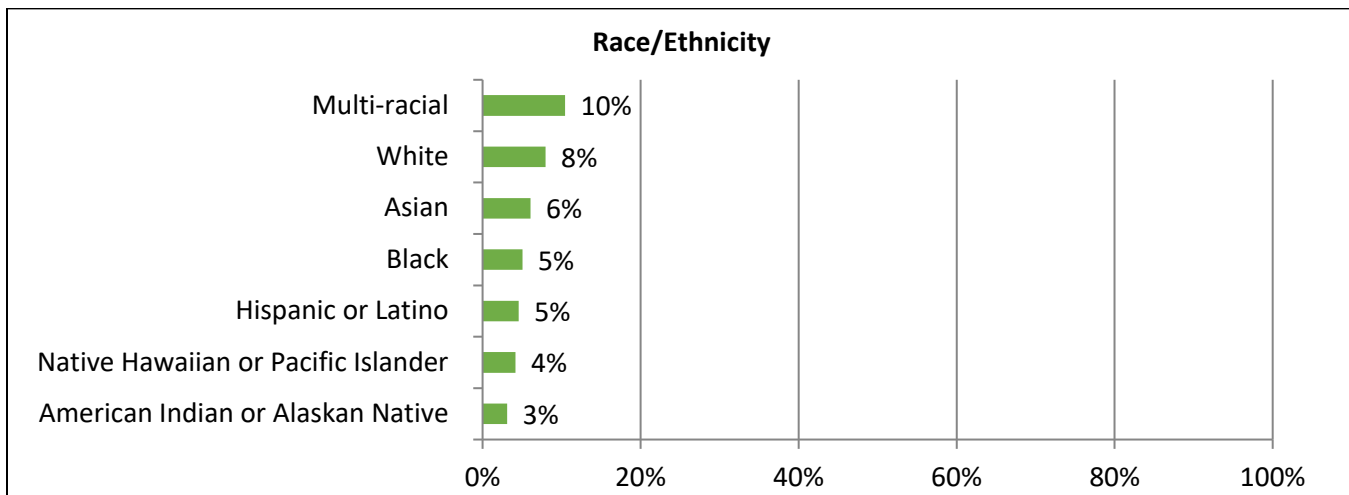
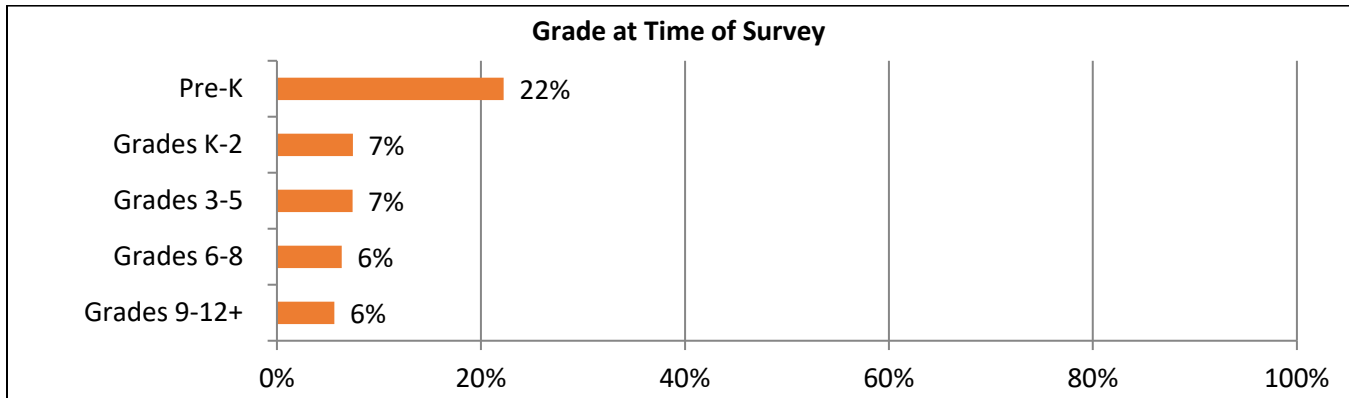
	Statewide Population	% of Population	Indicator 8 Respondents	% of Respondents	Difference
Autism	1,301	6.03%	252	16.62%	10.59%
Deaf-Blindness	10	0.05%	2	0.13%	0.09%
Deafness	0	0.00%	9	0.59%	0.59%
Emotional Disturbance	777	3.60%	88	5.80%	2.20%
Hearing Impairment	64	0.30%	2	0.13%	-0.16%
Cognitive Delay	526	2.44%	72	4.75%	2.31%
Orthopedic Impairment	33	0.15%	6	0.40%	0.24%
Other Health Impairment	2,171	10.06%	125	8.25%	-1.82%
Specific Learning Disability	6,240	28.92%	403	26.58%	-2.33%
Speech/Language Impairment	3,845	17.82%	309	20.38%	2.56%
Traumatic Brain Injury	45	0.21%	16	1.06%	0.85%
Visual Impairment (including Blindness)	51	0.24%	8	0.53%	0.29%
Developmental Delay	2,006	9.30%	108	7.12%	-2.17%
Multiple Disabilities	4,510	20.90%	116	7.65%	-13.25%

- Display VI.4 shows the response rates by demographic group.
  - Groups with the highest response rates include parents of students in one or more of these demographic groups: pre-k, multi-racial, white, autism, orthopedic impairment, traumatic brain injury, and visual impairment.

**Display VI.4: Response Rate by Demographic Group Details**

	Number in Population	Number of Respondents	Response Rate
<b>ALL</b>	<b>21,579</b>	<b>1,598</b>	<b>7.41%</b>
<b><i>Grade at Time of Survey</i></b>			
Pre-K	567	126	22.22%
Grades K-2	4,538	338	7.45%
Grades 3-5	5,642	418	7.41%
Grades 6-8	5,082	323	6.36%
Grades 9-12+	5,750	324	5.63%
<b><i>Race/Ethnicity</i></b>			
American Indian or Alaskan Native	2,841	88	3.10%
Asian	99	6	6.06%
Black	198	10	5.05%
Hispanic or Latino	1,484	68	4.58%
Native Hawaiian or Pacific Islander	48	2	4.17%
Multi-racial	1,188	124	10.44%
White	15,721	1,254	7.98%
<b><i>Disability</i></b>			
Autism	1,301	252	19.37%
Deaf-Blindness	10	2	20.00%
Deafness	0	9	-
Emotional Disturbance	777	88	11.33%
Hearing Impairment	64	2	3.13%
Cognitive Delay	526	72	13.69%
Orthopedic Impairment	33	6	18.18%
Other Health Impairment	2,171	125	5.76%
Specific Learning Disability	6,240	403	6.46%
Speech/Language Impairment	3,845	309	8.04%
Traumatic Brain Injury	45	16	35.56%
Visual Impairment (including Blindness)	51	8	15.69%
Developmental Delay	2,006	108	5.38%
Multiple Disabilities	4,510	116	2.57%

**Display VI.5: Response Rate by Demographic Group, Sorted Highest to Lowest**



## VII. Results Over Time

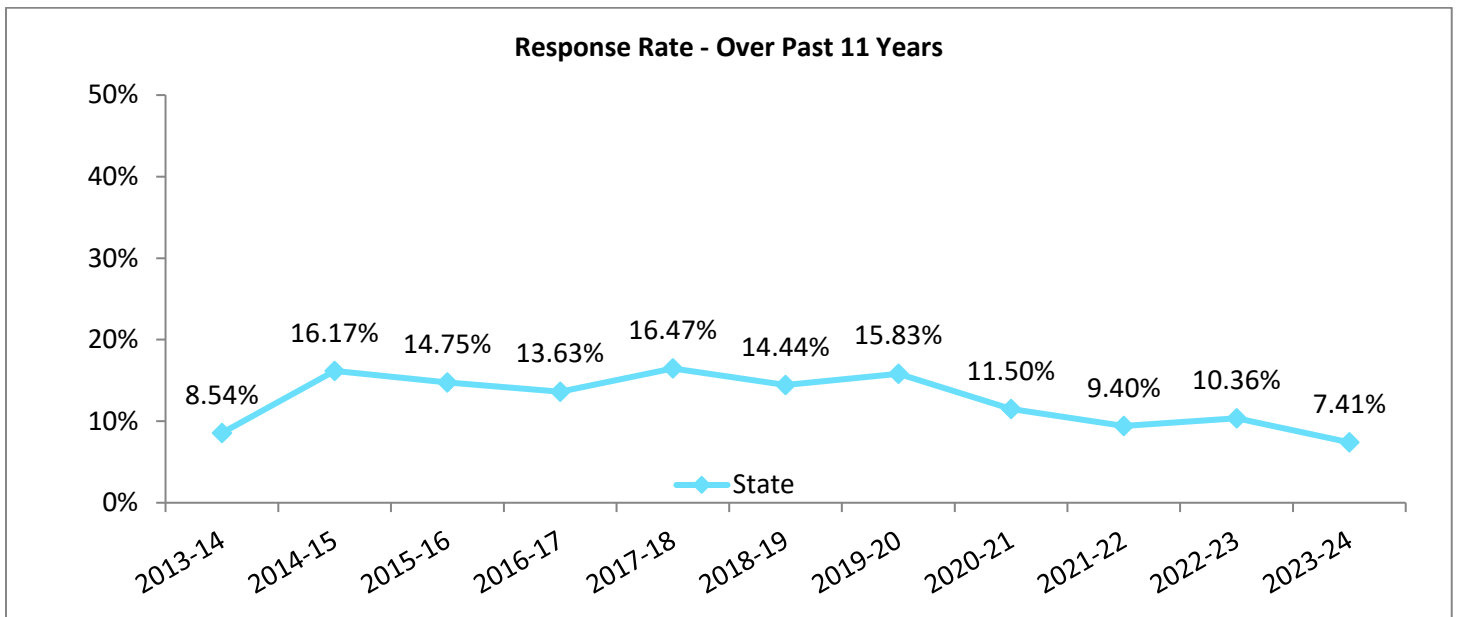
### A. Response Rate

- The response rate decreased by 2.95 percentage points from 2022-23 to 2023-24 (from 10.36% to 7.41%) (see Display VII.A-1).

Display VII.A-1: Response Rates Over Time

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
# of Parents Who Received Survey	4,389	3,204	2,861	3,286	3,807	4,322	3,859	3,036	3,532	4,364	21,579
# of Surveys Completed	375	518	422	448	627	624	611	349	332	452	1,598
State: % of Parents Who Responded	8.54%	16.17%	14.75%	13.63%	16.47%	14.44%	15.83%	11.50%	9.40%	10.36%	7.41%

\*Note: The fall child count is used as a denominator starting in 2023-24.



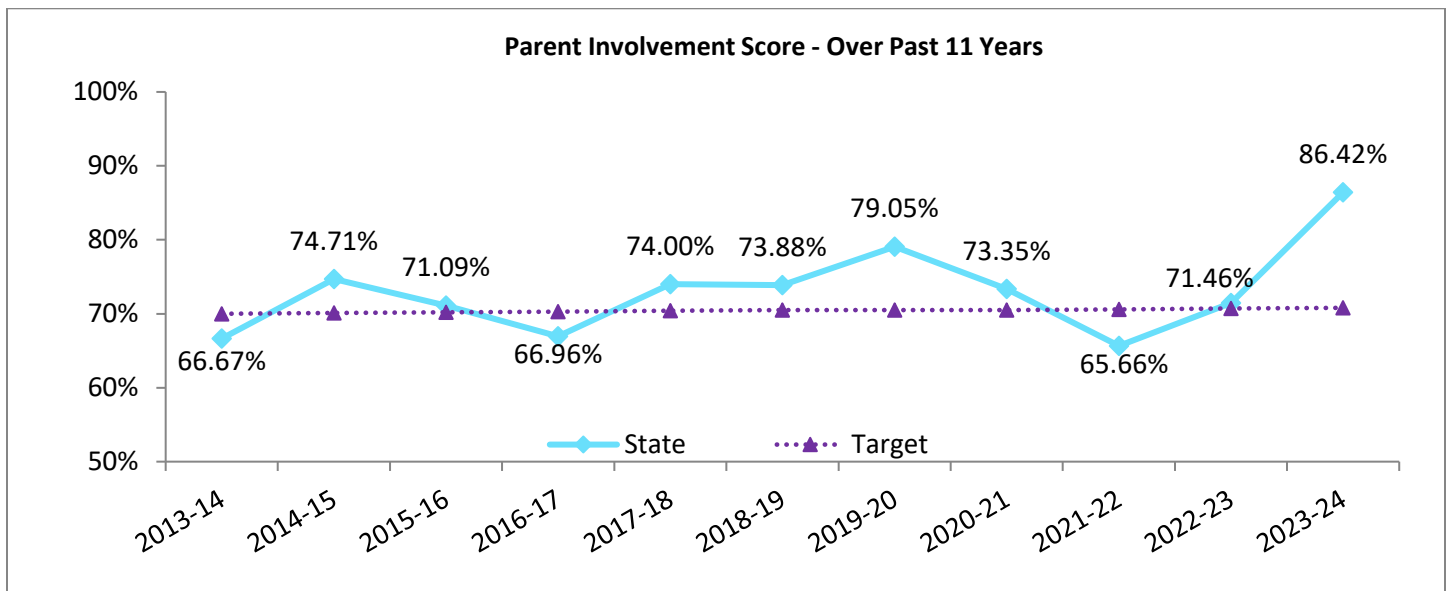
## B. Overall Parent Involvement Score

- The Overall Parent Involvement Score increased 14.96 percentage points from 71.46% in 2022-23 to 86.42% (see Display VII.B-1).

Display VII.B-1: Parental Involvement Score Over Time

Overall Parent Involvement Score	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2023-24 minus 2022-23
State	66.67%	74.71%	71.09%	66.96%	74.00%	73.88%	79.05%	73.35%	65.66%	71.46%	86.42%	14.96%
Target	70.00%	70.10%	70.20%	70.30%	70.40%	70.50%	70.50%	70.50%	70.60%	70.70%	70.80%	

\*Note: Survey items changed in 2023-24.



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## Background of the Survey

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- The Parent Survey is meant to assist the Montana Office of Public Instruction (OPI) in determining the extent to which schools are facilitating parent involvement. The survey data will assist schools in improving their parent involvement and will result in positive outcomes for parents as well as improved outcomes for children.
- Montana revised their survey in 2023-24. The survey now consists of ten items measuring aspects of parent involvement plus three demographic items. (Previously, the survey consisted of 26 parent involvement items plus six demographic items.) In addition to revising the survey, the administration of the survey changed from paper-and-pencil to an online format. Parents received the survey from their child’s district office staff in person, by text message, or by email. The OPI contracted with the Center for Technical Assistance for Excellence in Special Education (TAESE) at Utah State University to assist with data collection, data analysis, and report writing.
- Local Education Agencies (LEAs) were responsible for distributing the Montana Part B Parent Survey to all parents of students ages 3-21 who were receiving special education services during the 2023-24 school year (n = 21,579). The parent survey was administered to parents in person (at IEP meetings, parent-teacher conferences, and community functions); via text message; or via email. A total of 1,598 parents completed the survey for a response rate of 7.41%.
- This Parent Survey addresses 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 determine the percent of parents who report their child’s school facilitated parent involvement, a percent of maximum score was calculated based on all 10 survey 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 10 items) was identified as one who reported their child’s school facilitated his/her involvement.
- A total of 86.42% of parents had a percent of maximum score of 60% or above. Thus, for the federal fiscal year (FFY) 2023 APR, Indicator 8 will state: 86.42% of parents report their child’s school 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 each of seventeen (17) indicators; the Parent Survey is Indicator 8.