

**South Dakota Part B Parent Survey  
2010-11**

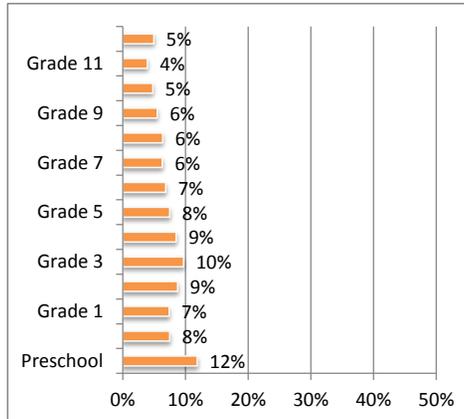
**State**

Number of Parents Who Received the Parent Survey: 18,026  
 Number of Parents Who Completed the Parent Survey: 3,968  
 Percentage of Parents Who Completed the Parent Survey: 22.0%

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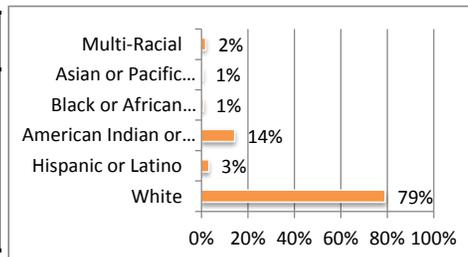
**Table 1: Parent Respondents Who Had A Child in this Grade at Time of Survey**

	<i>Number</i>	<i>Percent</i>
Preschool	464	12%
Kindergarten	293	8%
Grade 1	289	7%
Grade 2	342	9%
Grade 3	379	10%
Grade 4	333	9%
Grade 5	293	8%
Grade 6	268	7%
Grade 7	247	6%
Grade 8	249	6%
Grade 9	215	6%
Grade 10	187	5%
Grade 11	153	4%
Grade 12	194	5%



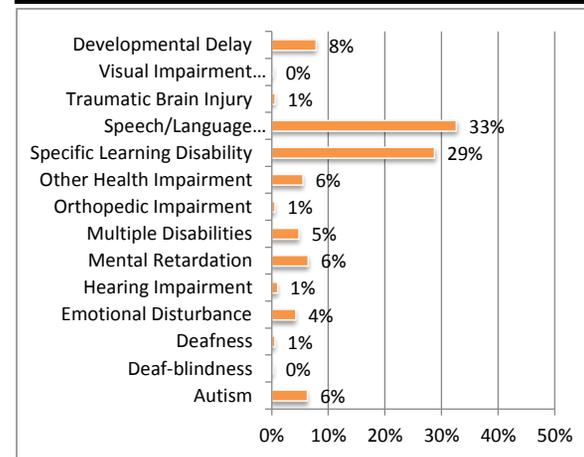
**Table 2: Parent Respondents Who Had A Child of this Race/Ethnicity**

	<i>Number</i>	<i>Percent</i>
White	3092	79%
Hispanic or Latino	124	3%
American Indian or Alaskan	562	14%
Black or African American	35	1%
Asian or Pacific Islander	24	1%
Multi-Racial	71	2%



**Table 3: Parent Respondents Who Had A Child With This Primary Disability**

	<i>Number</i>	<i>Percent</i>
Autism	228	6%
Deaf-blindness	9	0%
Deafness	21	1%
Emotional Disturbance	153	4%
Hearing Impairment	38	1%
Mental Retardation	233	6%
Multiple Disabilities	174	5%
Orthopedic Impairment	21	1%
Other Health Impairment	199	6%
Specific Learning Disability	1037	29%
Speech/Language Impairment	1176	33%
Traumatic Brain Injury	22	1%
Visual Impairment (Including Blindness)	9	0%
Developmental Delay	283	8%



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Number of Parents Who Completed the Parent Survey:

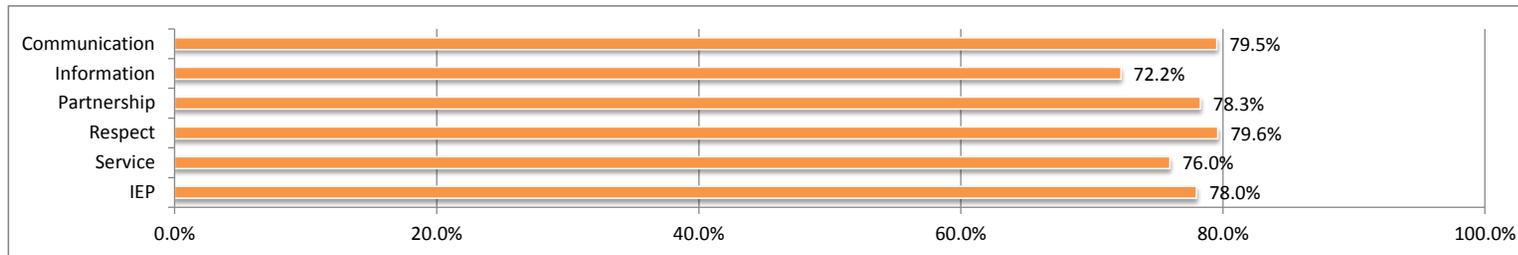
**3,968**

**Table 4: Parent Involvement Percentage:**

Percent of parent respondents who report that the school facilitated their involvement:

	Target Percentage for 2010-11:	Percent across the State:	Did the District Meet the Target?
Overall Parent Involvement	65.2%	84.5%	YES

**Table 5: Chart of mean scores for each scale. See below for explanation of each scale.**



**Explanation of the Overall and Scale Percentages:**

The scores are based on a "percent of max" score. A percent of max score indicates the percentage of points the parent "awarded" to the program on certain items.

For example, a parent who rated the program a "6" (Very Strongly Agree) on each of the selected items, would receive a 100% score. This parent awarded the program the highest number of possible points. A parent who rated the program a "1" (Very Strongly Disagree) on each of the selected items would receive a 0% score. This parent rated the program the lowest number of points possible. A parent who rated the program a "4" (Agree) on each of the selected items would receive a 60% score. This parent awarded the program 60% of the total possible points. A parent who rated the program a "3" (Disagree) on each of the selected items would receive a 40% score.

Please note that there is more than one way of arriving at a particular score. For example, to get an 80% score, a parent might have circled response "5" (Strongly Agree) on each of the selected items. Or a parent could have rated the program a "6" (Very Strongly Agree) on half the items and a "4" (Agree) on half the items – this also would result in an 80% score.

To determine a district's Overall Parental Involvement Percentage, the percentage of parents who had a percent of max score of 60% or above was calculated. This is based on all 25 items.

Interpretation example of a scale score: If the mean score for Communication is 65%, that means that on average, parents awarded 65% of the total possible points to the 8 Communication items.

Scales for the mean scores: Communication (Q08, Q09, Q10, Q17, Q19, Q20, Q23); Information (Q06, Q21, Q22, Q24, Q25, Q26); Partners (Q01, Q07, Q11, Q14, Q16); Respect (Q15, Q18); IEP (Q02, Q03, Q04, Q12); Service (Q05, Q13)

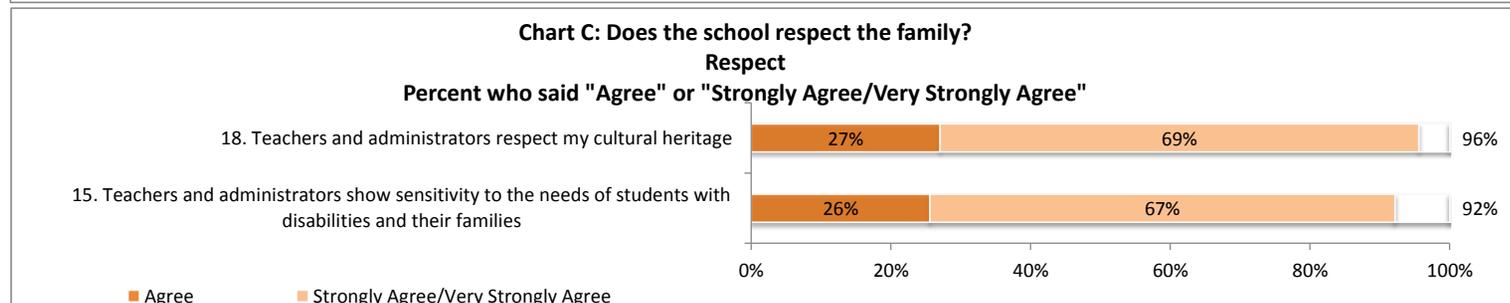
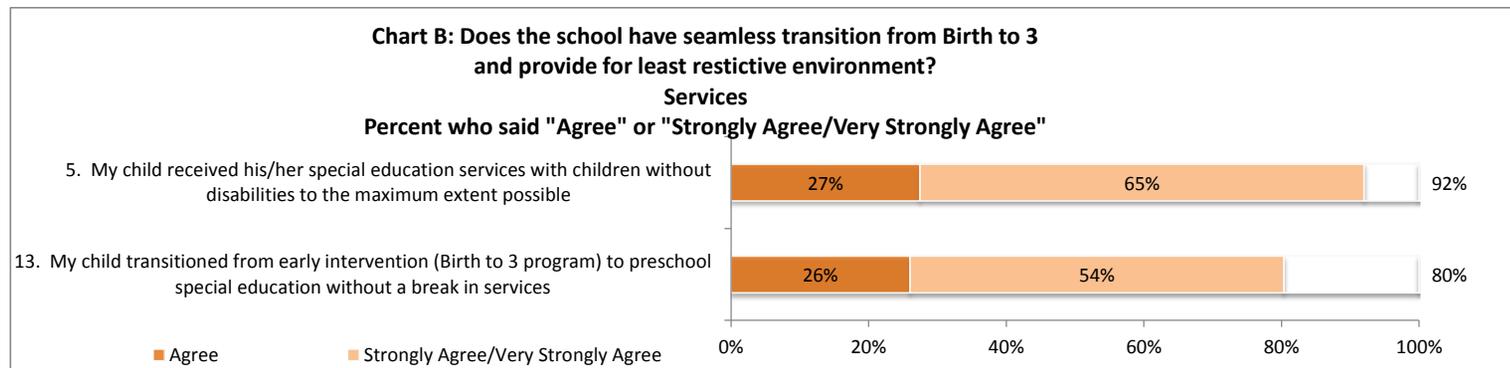
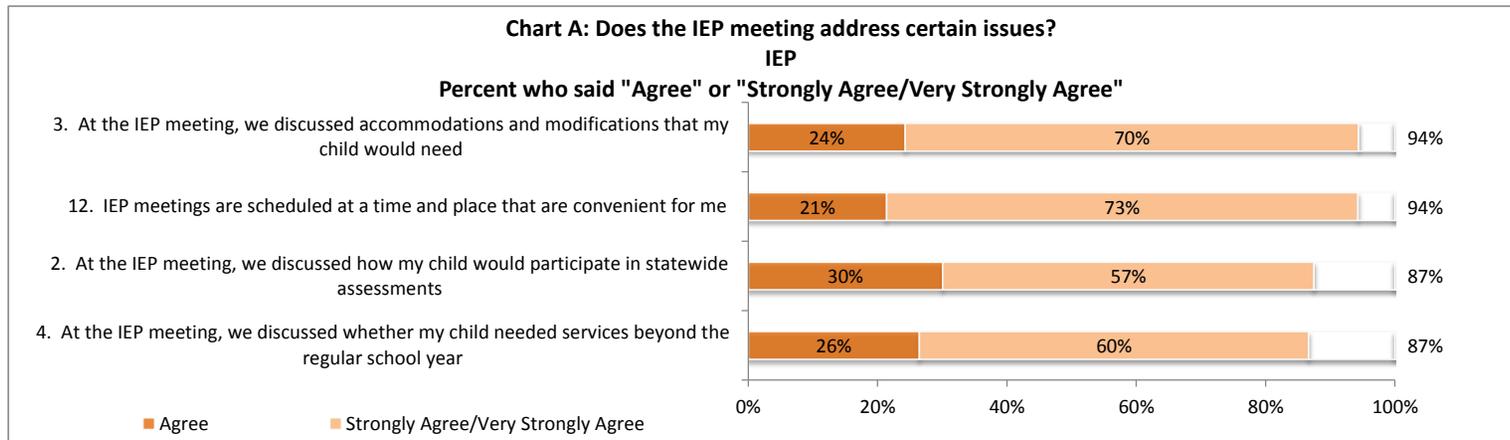
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Number of Parents Who Completed the Parent Survey: **3,968**

**Table 6: Individual Item Results**

	# Answered	% Answered	Percent who said:						Agree, Very Strongly Agree
			Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program	3917	99%	2%	2%	2%	24%	28%	42%	94%
2. At the IEP meeting, we discussed how my child would participate in statewide assessments	3769	95%	4%	2%	7%	30%	23%	35%	87%
3. At the IEP meeting, we discussed accommodations and modifications that my child would need	3845	97%	3%	1%	1%	24%	26%	44%	94%
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year	3827	97%	4%	1%	8%	26%	21%	39%	87%
5. My child received his/her special education services with children without disabilities to the maximum extent possible	3786	96%	3%	1%	4%	27%	25%	40%	92%
6. I was given information about organizations that offer information and training for parents of students with disabilities	3526	89%	6%	3%	18%	30%	18%	25%	73%
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs	3870	98%	4%	3%	6%	26%	24%	37%	87%
8. My child's evaluation report is written in terms I can understand	3914	99%	3%	1%	2%	27%	25%	43%	94%
9. Written information I receive is written in an understandable way	3921	99%	3%	1%	1%	27%	25%	42%	94%
10. Teachers are available to speak with me	3931	99%	3%	1%	2%	21%	23%	50%	94%
11. Teachers treat me as an equal team member	3919	99%	3%	1%	3%	21%	23%	49%	93%
12. IEP meetings are scheduled at a time and place that are convenient for me	3904	99%	3%	1%	2%	21%	23%	50%	94%
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services	2640	67%	7%	2%	10%	26%	18%	36%	80%
<b>Teachers and Administrators:</b>									
14. Seek out parent input	3852	97%	3%	2%	5%	27%	24%	40%	90%
15. Show sensitivity to the needs of students with disabilities and their families	3802	96%	3%	2%	3%	26%	24%	42%	92%
16. Encourage me to participate in the decision-making process	3870	98%	3%	2%	4%	24%	24%	43%	91%
17. Answer any questions I have about Procedural Safeguards (parent rights)	3764	95%	3%	2%	2%	27%	24%	43%	94%
18. Respect my cultural heritage	3402	86%	3%	1%	1%	27%	21%	48%	96%
<b>My Child's School:</b>									
19. Has a person on staff who is available to answer questions	3899	99%	3%	1%	1%	24%	22%	49%	95%
20. Communicates regularly with me regarding my child's progress on IEP goals	3871	98%	3%	2%	5%	24%	22%	43%	90%
21. Provides information about options for services/related services that address my child's needs	3744	95%	4%	3%	6%	26%	22%	39%	87%
22. Offers parents information/training about special education issues	3656	92%	4%	3%	10%	27%	20%	35%	82%
23. Offers parents a variety of ways to communicate with teachers	3833	97%	3%	2%	4%	27%	23%	41%	91%
24. Gives parents the help they may need to play an active role in their child's education	3850	97%	4%	2%	5%	28%	23%	39%	90%
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.)	3003	76%	5%	3%	11%	29%	19%	33%	82%
26. Explains what options parents have if they disagree with a decision of the school	3594	91%	5%	3%	8%	30%	19%	35%	84%

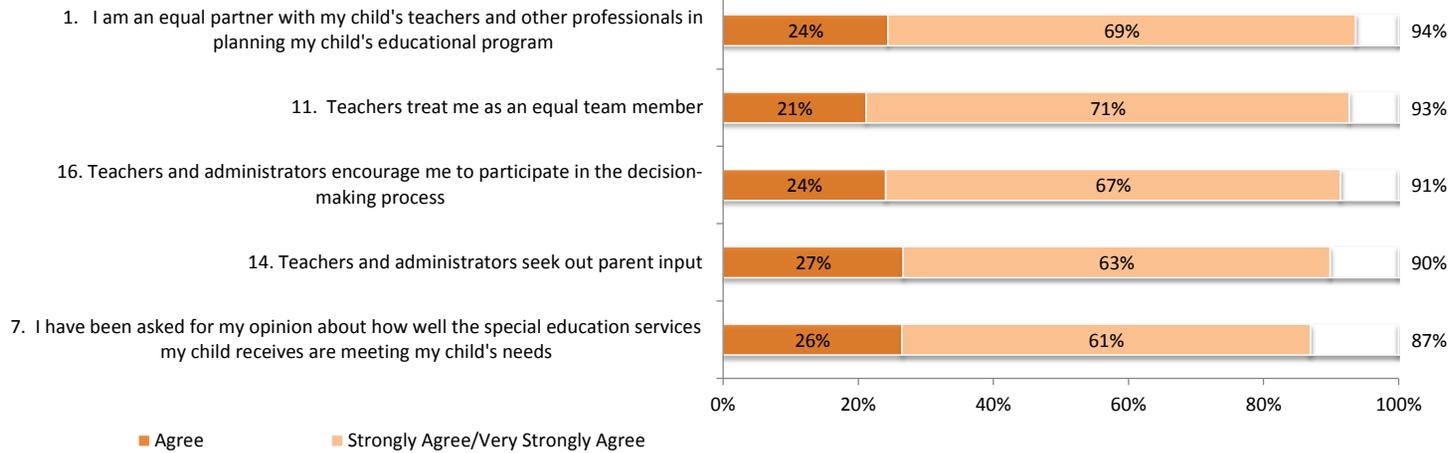
**Display 1: Item Results, Grouped by Item Scales**



**Chart D: Does the school encourage parents to be an equal partner?**

**Partnership**

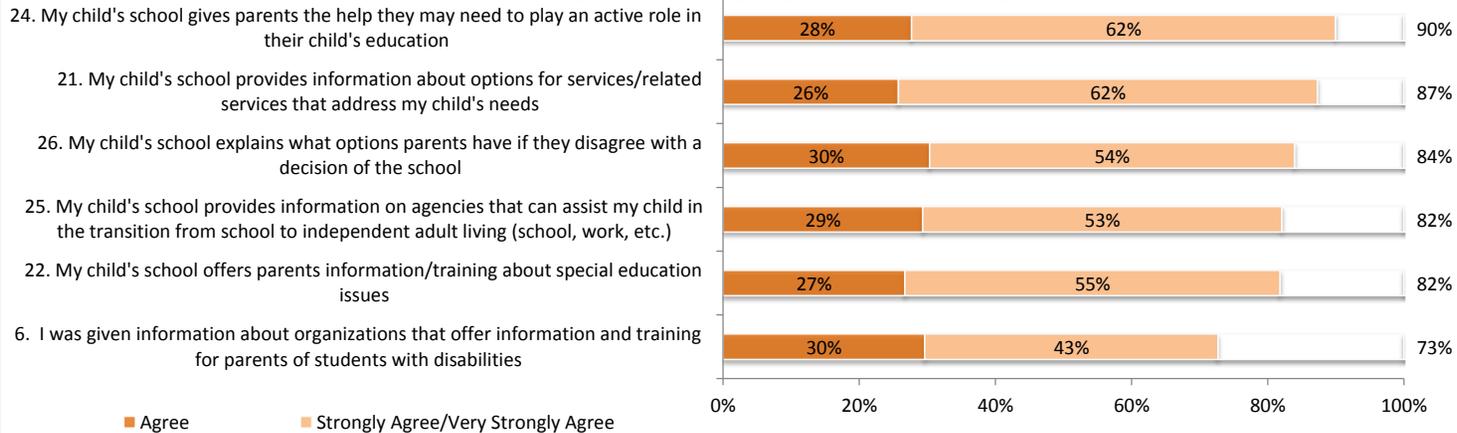
**Percent who said "Agree" or "Strongly Agree/Very Strongly Agree"**



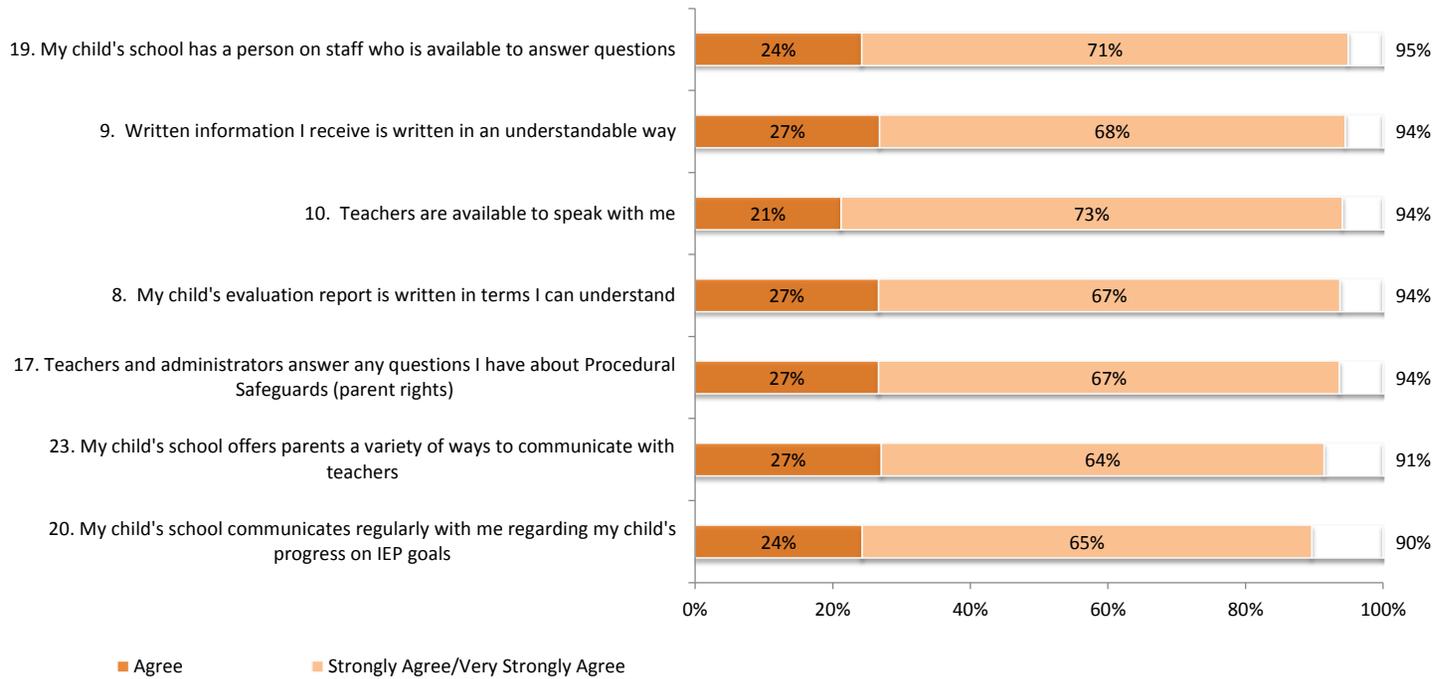
**Chart E: Does the school provide information on options parents can take to help their child?**

**Information**

**Percent who said "Agree" or "Strongly Agree/Very Strongly Agree"**



**Chart F: Does the school adequately communicate with the parent?**  
**Communication**  
**Percent who said "Agree" or "Strongly Agree/Very Strongly Agree"**



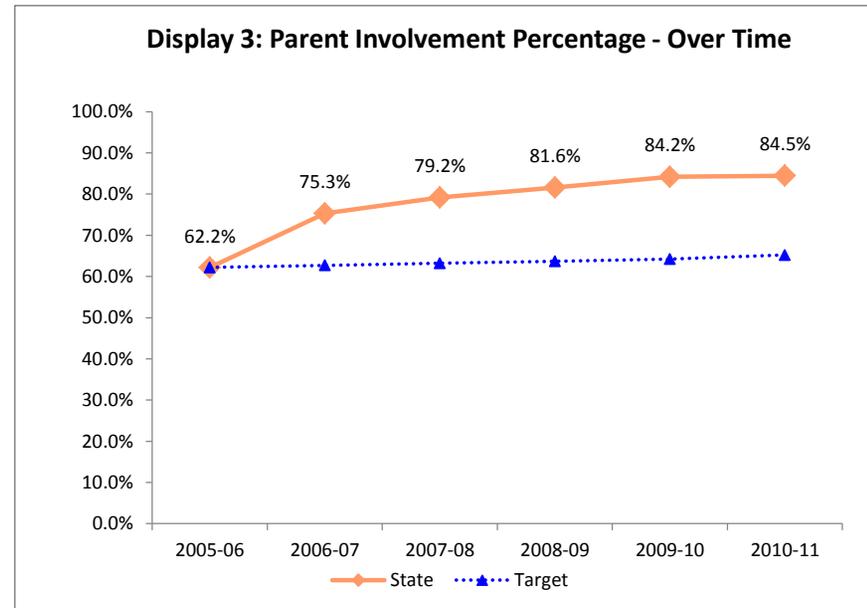
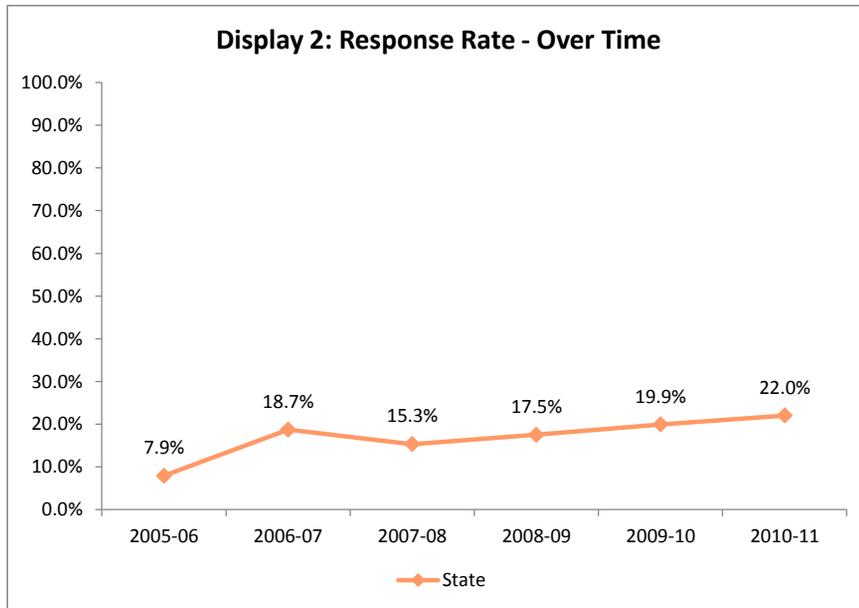
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**Table 7: Response Rates**

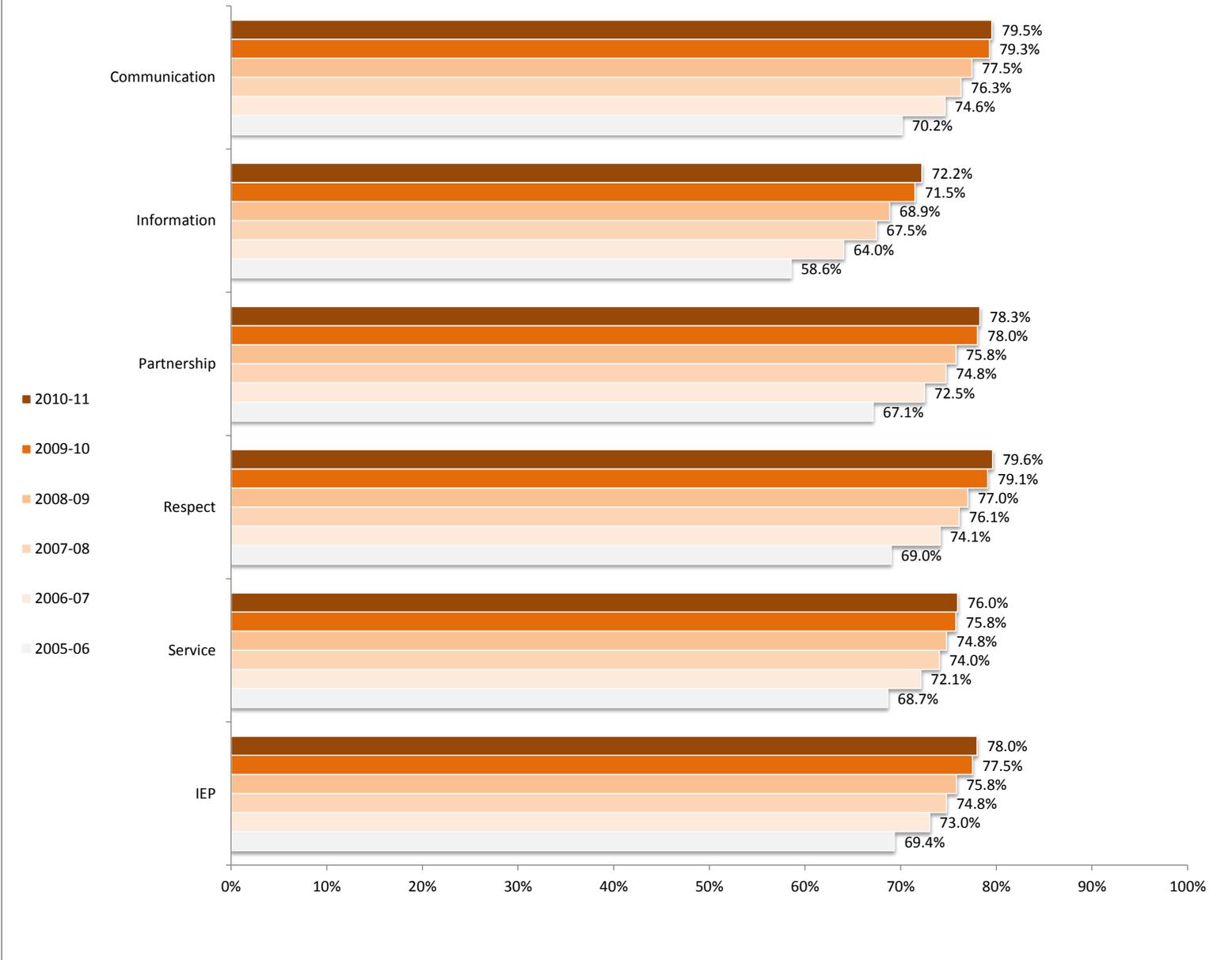
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Number in Sample	17631	17787	17751	17662	17707	18026
Number Responded	1394	3334	2716	3093	3518	3968
State Percent Reponded	7.9%	18.7%	15.3%	17.5%	19.9%	22.0%

**Table 8: Parent Involvement Percentage - Percent of parent respondents who report that the school facilitated their involvement**

Overall Parental Involvement	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2010-11 minus 2009-10
State	62.2%	75.3%	79.2%	81.6%	84.2%	84.5%	0.26%
Target	62.2%	62.7%	63.2%	63.7%	64.2%	65.2%	1.0%



**Display 4: Comparison chart of mean scores for each scale**



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**Table 9: Response Comparison**  
Percent of parent respondents who agreed to an item - Results over Time

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2010-11 Minus 2009- 10
	Agree, Strongly Agree, Very Strongly Agree						
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program	91%	91%	92%	92%	94%	94%	0.0%
2. At the IEP meeting, we discussed how my child would participate in statewide assessments	79%	79%	85%	85%	88%	87%	-0.1%
3. At the IEP meeting, we discussed accommodations and modifications that my child would need	94%	94%	94%	94%	94%	94%	0.1%
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year	84%	84%	85%	87%	86%	87%	0.4%
5. My child received his/her special education services with children without disabilities to the maximum extent possible	91%	91%	91%	92%	93%	92%	-0.6%
6. I was given information about organizations that offer information and training for parents of students with disabilities	58%	58%	65%	67%	71%	73%	1.6%
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs	78%	78%	83%	85%	86%	87%	0.6%
8. My child's evaluation report is written in terms I can understand	93%	93%	93%	93%	94%	94%	-0.7%
9. Written information I receive is written in an understandable way	94%	94%	94%	94%	95%	94%	-0.3%
10. Teachers are available to speak with me	94%	94%	95%	94%	95%	94%	-0.9%
11. Teachers treat me as an equal team member	91%	91%	92%	92%	93%	93%	-0.5%
12. IEP meetings are scheduled at a time and place that are convenient for me	93%	93%	93%	94%	94%	94%	0.0%
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services	79%	79%	80%	81%	81%	80%	-0.7%
<b>Teachers and Administrators:</b>							0.0%
14. Seek out parent input	85%	85%	87%	89%	90%	90%	-0.1%
15. Show sensitivity to the needs of students with disabilities and their families	88%	88%	90%	90%	92%	92%	0.3%
16. Encourage me to participate in the decision-making process	89%	89%	91%	90%	92%	91%	-1.1%
17. Answer any questions I have about Procedural Safeguards (parent rights)	93%	93%	93%	93%	94%	94%	-0.7%
18. Respect my cultural heritage	95%	95%	95%	95%	96%	96%	-0.1%
<b>My Child's School:</b>							0.0%
19. Has a person on staff who is available to answer questions	93%	93%	95%	94%	95%	95%	0.4%
20. Communicates regularly with me regarding my child's progress on IEP goals	85%	85%	86%	88%	91%	90%	-0.9%
21. Provides information about options for services/related services that address my child's needs	77%	77%	83%	85%	87%	87%	0.2%
22. Offers parents information/training about special education issues	71%	71%	77%	78%	82%	82%	0.3%
23. Offers parents a variety of ways to communicate with teachers	85%	85%	88%	90%	91%	91%	0.9%
24. Gives parents the help they may need to play an active role in their child's education	84%	84%	87%	88%	90%	90%	0.2%
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.)	70%	70%	76%	79%	82%	82%	0.1%
26. Explains what options parents have if they disagree with a decision of the school	75%	75%	80%	80%	83%	84%	0.5%