

# Parent Involvement in Michigan Schools

## What is Meaningful Parent Involvement?

MDE, Office of Special Education

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# Acronyms and Definitions

- **APR** : Annual Performance Report
- **CIMS** : Continuous Improvement and Monitoring System
- **ECE&FS** : Office of Early Childhood Education and Family Services
- **IDEA** : Individuals with Disabilities Education Act
- **IEP** : Individualized Education Program
- **ISD** : Intermediate School District

# Acronyms and Definitions - 2

- **LEA** : Local Educational Agency (this includes Charter Schools known in MI as Public School Academies – PSAs)
- **MAF** : Michigan Alliance for Families
- **MDE** : Michigan Department of Education
- **NCLS** : No Child Left Behind
- **NCSEAM** : National Center for Special Education Accountability

# Acronyms and Definitions - 3

- **OSE** : Office of Special Education
- **OSEP** : U.S. Department of Education, Office of Special Education Programs
- **PAC** : Parent Advisory Committee
- **Part B** : Special Education (serves 3-21 years old under IDEA 2004 and through 26 years old under Michigan rules).
- **Part C** : *Early On* (early intervention services, Birth-age 3, under IDEA 2004)

# Acronyms and Definitions - 4

- **RAP** : Review and Analysis Process Team
- **SPP** : State Performance Plan
- **WSU** : Wayne State University

# Parent Involvement Defined

- Parent involvement is a range of activities;
- Parent involvement requires timely information;
- Parent involvement includes providing input on schools' performance.
  - To do this, parents are being asked to participate in surveys.

# Research

Three decades of research have demonstrated ...

Parent/Family involvement **significantly** contributes to **improved student outcomes** related to learning and **school success**.

2002 Carter

# Federal Law Values Parent Involvement

- No Child Left Behind (NCLB) requires schools to develop ways to get parents more involved in their child's education and in improving the school.



# Parent Involvement and the Law – IDEA 2004

In special education terms, parent involvement includes:

- The opportunity to participate in the student's evaluation;
- The opportunity to participate at IEP meetings and the option to invite other individuals to participate in meetings;

# Parent Involvement con't

- To understand the family's legal rights (Procedural Safeguards including Due Process Procedures);
- To receive timely notice of meetings and changes in the IEP; and
- To receive progress reports

# State Performance Plan

- Also known as the “SPP”
- The U.S. Department of Education, Office of Special Education Programs (OSEP) uses the SPP to monitor Michigan’s progress on 20 Indicators.

# SPP Indicators

- There are **Results** Indicators where the Michigan Department of Education (MDE) sets the targets.
- There are **Compliance** Indicators where the Office of Special Education Programs (OSEP) sets the targets.

# Part B: SPP Results Indicators

No.	Indicator
1	Graduation
2	Dropout
3	Statewide Assessment
4	Suspension and Expulsion
5	Educational Environments
6	Preschool Educational Environments

No.	Indicator
7	Preschool Outcomes
8	Parent Involvement
14	Postsecondary Outcomes
18	Resolution Session Agreements
19	Mediated Agreements

# Part B: SPP Compliance Indicators

No.	Indicator
9	Disproportionate Representation
10	Disproportionate Representation
11	Child Find
12	Early Childhood Transition

No.	Indicator
13	Secondary Transition
15	Compliance Findings
20	Timely and Accurate Data

# Of Special Interest to Parents

Indicator 8 of the SPP:

“What 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?”

# Partners in Getting Results

In the spring of each year, on behalf of the Michigan Department of Education (MDE), Wayne State University (WSU) staff mail out surveys to families whose children use special education resources and services.



# Survey Method

- The parent surveys and measurement scale have been developed by the National Center for Special Education Accountability and Monitoring (NCSEAM).
- The survey results are being used as part of the state's federal accountability.

# NCSEAM Measures and OSEP

- Each parent's answers to the questions get measured on the NCSEAM scale.
  - Think of the scale as a ruler, and each parent gives a score from about 200 to 800 (this is actually a score of how the parent rates their school's efforts to involve them).
- As the score increases, it means that parents see the school as doing a better job facilitating parent involvement in more meaningful ways.

# What is Being Measured?

- The 'students ages 6-26' survey looks at the School's Efforts to Partner with Parents.
- The 'children ages 3-5' survey looks at the School's Partnership Efforts and Quality of Services.

# Why the Results Matter

- NCSEAM researchers built a process that allows parents to participate in setting the standard for quality.
- This in turn sets the bar high for schools working in partnerships with parents to provide educational results for students.

# National Standards

- NCSEAM involved stakeholders to set a national standard of **600**.
- When this standard was used, Michigan reported **to OSEP the percent of parents with measures at or above 600** on the Schools' Efforts to Partner with Parents Scale.

# Partnership Ladder

- Arrangement of the survey items can be thought of as a partnership ladder with the easiest to reach items on the first rung.
- The items get progressively harder to reach the higher the rungs.

# Michigan's Results

- The Michigan parent scores are averaged across the state.
- The percent of parents who have scores at or above the score of 600 is reported to OSEP.

# Michigan's Overall Average for FFY 2015 Survey

## Students ages 6-21\* survey

- Average score was **546**, and 29.59% of parents met the standard of 600.

## Children ages 3-5 survey

- Average score was **626**, and 49.70% of parents met the standard of 600.

\* Michigan provides special education services to children/students aged birth to 26 years; data will be reported for students up to 21 years old.



# Students Ages 6-21 Ladder and FFY 2015 Results

- **29.59%** of parents with measures at or above the NCSEAM standard of 600.
- School age average score = **546**.
- Areas 550-573 are **suggested targets for improvement**.
- **Doing well** in 11 areas (490-544).

Calibration	Item (25 items) – School Ladder
673	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.
653	The school offers parents training about special education issues.
647	I was given information about organizations that offer support for parents of students with disabilities.
634	The school provides information on agencies that can assist my child in the transition from school.
600	The school explains what options parents have if they disagree with a decision of the school.
591	I have been asked for my opinion about how well special education services are meeting my child's needs.
581	The school gives parents the help they may need to play an active role in their child's education.
573	Written justification was given for the extent that my child would not receive services in the regular classroom.
570	<b>The school gives me choices with regard to services that address my child's needs.</b>
564	<b>At the IEP meeting, we discussed how my child would participate in statewide assessments.</b>
561	<b>The school offers parents a variety of ways to communicate with teachers.</b>
550	<b>The school communicates regularly with me regarding my child's progress on IEP goals.</b>
544	Teachers and administrators seek out parent input.
533	Teachers and administrators show sensitivity to the needs of students with disabilities and their families.
528	Teachers and administrators ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].
526	Teachers and administrators encourage me to participate in the decision-making process.
523	The school has a person on staff who is available to answer parents' questions.
513	All of my concerns and recommendations were documented on the IEP.
511	Teachers treat me as a team member.
507	I am considered an equal partner with teachers and other professionals in planning my child's program.
505	My child's evaluation report is written in terms I understand.
505	Written information I receive is written in an understandable way.
504	Teachers and administrators respect my cultural heritage.
492	Teachers are available to speak with me.
490	At the IEP meeting, we discussed accommodations and modifications that my child would need.

# Children Ages 3-5 Ladder and FFY 2015 Results

- **49.70%** of parents with measures at or above the NCSEAM standard of 600.
- School age average score = **626**.
- Areas 640-677 are **suggested targets for improvement**.
- **Doing well** in 26 areas (481-620). Full list on next slide.

Calibration	Item (37 items) – Children Ages 3-5 Ladder
705	Teachers and other service providers invite parents to help train school staff.
677	Teachers and other service providers connect families with one another for mutual support.
673	I was offered special assistance (such as child care) so that I could participate in IEP meeting.
654	Teachers and other providers offer supports for parents to participate in training workshops.
647	Teachers and other providers give me information about organizations that offer support for parents.
640	Teachers and other providers offer parents training about <i>preschool</i> special education.
620	<b>Teachers and other providers provide me with information on how to get other services.</b>
616	<b>Teachers and other providers give me information about the research that supports the approaches they use to help my child learn.</b>
600	<b>Teachers and other providers explain what options parents have if they disagree with a decision of made by the <i>preschool</i> special education program.</b>
591	<b>I have been asked for my opinion about how well special education services are meeting my child’s needs.</b>
581	<b>Teachers and other providers give parents the help they may need to play an active role in their child’s learning and development.</b>
573	If my child’s services are provided only with children with disabilities, a written explanation of this is on the IEP.
481	Teachers and other providers provide me with information in my native language or in another language I understand.

# Children Ages 3-5 Ladder and FFY 2015 Results con't

- Doing well in 26 areas (481-620).

Calibration	Item (37 items) – Children Ages 3-5 Ladder (con't)
573	If my child's services are provided only with children with disabilities, a written explanation of this is on the IEP.
570	Teachers and other providers give me options about my child's services and supports.
568	Teachers and other providers give me strategies to deal with my child's behavior.
564	The preschool special education program involves parents in evaluations of whether education is effective.
561	Teachers and other providers offer parents different ways of communicating with people from special education.
553	Teachers and other providers give me enough information about the approaches they use to help my child learn.
550	Teachers and other providers communicate regularly with me regarding my child's progress on IEP goals.
549	My child received all the supports for transition listed in our IEP/IFSP.
544	Teachers and other providers seek out family input.
543	Teachers and other providers give me enough information to know if my child is making progress.
533	My child's IEP goals are written in a way that I can work on them at home during daily routines.
526	Teachers and other providers encourage me to participate in the decision making process.
523	Teachers and other providers have a person on staff that is available answer parents' questions.
520	Teachers and Administrators value my ideas.
520	Teachers and other providers provide me with clear written information about my child.
513	My recommendations are included in the IEP.
511	Teachers treat me as a team member.
507	I am considered an equal partner in planning my child's special education.
505	I am part of the IEP decision-making process.
505	My child's evaluation report was written using words I understand.
504	People from special education respect my culture.
504	Teachers and other providers ensure that I fully understand my rights related to special education.
499	IEP meetings are scheduled at a time and place that are convenient for me.
495	Teachers and other providers helped my child have a smooth transition to special education.
492	Teachers are available to speak with me.
481	Teachers and other providers provide me with information in my native language or in another language I understand.

# SPP Baseline Targets

- For FFY 2008, Michigan set **separate performance targets for Children ages 3-5 and Students ages 6-21 populations.**
- New baseline values were established based on the FFY 2007 results for Children ages 3-5 and Students ages 6-21 samples.
- Both the submission of dual targets and resetting the baseline have been **approved by the OSEP.**

# SPP Targets

Age	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012	FFY 2013	FFY 2014	FFY 2015
Children ages 3-5	34.00%	34.50%	35.00%	35.50%	35.50%	35.50%	45.00%	45.50%	46.00%
Students ages 6-21	20.50%	21.00%	21.50%	22.00%	22.00%	22.00%	24.80%	25.20%	25.60%

# SPP Targets and Results – Ages 3-5

- Measurable and rigorous targets for **children ages 3-5 years.**
- Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.
- \*  $[2,376 \div 4,781] \times 100$

FFY	Baseline	Target	Actual
2007	34.00%	N/A	N/A
2008	N/A	≥34.50%	36.80%
2009	N/A	≥35.00%	47.80%
2010	N/A	≥35.50%	50.10%
2011	N/A	≥35.50%	48.00%
2012	N/A	≥35.50%	49.00%
2013	N/A	≥45.00%	49.30%
2014	N/A	≥45.50%	49.90%
2015	N/A	≥46.00%	49.70% *

# SPP Targets and Results – Ages 6-21

- Measurable and rigorous targets for **students ages 6-21 years**.
- Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.
- \*  $[4,370 \div 14,768] \times 100$

FFY	Baseline	Target	Actual
2007	20.50%	N/A	N/A
2008	N/A	≥21.00%	25.10%
2009	N/A	≥21.50%	26.20%
2010	N/A	≥22.00%	25.90%
2011	N/A	≥22.00%	27.30%
2012	N/A	≥22.00%	29.50%
2013	N/A	≥24.80%	27.92%
2014	N/A	≥25.20%	28.96%
2015	N/A	≥25.60%	29.59% *

# What Are the Results Used For?

- Michigan's State Performance Plan (SPP)
- The Continuous Improvement and Monitoring Systems' (CIMS) Review and Analysis Process (RAP) team.



# What Parents Should Know

- All parents of children with Individualized Education Programs (IEPs), 3-5 years of age, receive a survey each year.
- The process used to gather this information is safe and confidential.

# What Parents Should Know - 2

- All parents of students with IEPs (6-21 years old) in approximately one-third of the Local Education Agencies (LEAs) will be surveyed. So, all parents get a chance to respond once every three years.
- LEAs are local school districts such as:
  1. Ann Arbor Public Schools
  2. Manistique Area Schools
  3. Linden Charter Academy Community

# What Parents Should Know - 3

- Parents of children who receive special education services through Intermediate School Districts (ISDs) will also have the opportunity to complete the survey.

# How Can Parents Be Involved?

- Parents are encouraged to complete the survey. Options for completing the survey are online, on paper and over the telephone. Parents can ask for help.
- Parent Advisory Committee (PAC) members can offer to work with their RAP team on analyzing the results and providing input to the district's RAP improvement plan.
- Individual parents also can ask about participating with their district's RAP team.

# Local Contacts

Possible contacts for local involvement include the:

- Intermediate School District (ISD) and/or LEA Director of Special Education
- Parent member or staff support person for the PAC
- ISD CIMS Coordinator

# Parent Resources

- The **Michigan Alliance for Families** provides information, support and education to families of children and adults with disabilities from birth to age 26 who are in the special education system.
- 800-552-4821 for Information and Support
- 800-292-7851 for Leadership Mentoring
- [www.michiganallianceforfamilies.org](http://www.michiganallianceforfamilies.org)

# Parents and Dispute Resolution

- IDEA 2004 also places greater emphasis on alternative methods of dispute resolution, including mediation and IEP facilitation.
- The MDE provides free dispute resolution services to parents through Special Education Mediation Services (SEMS).
- 833-543-7178 (833-Kids1st)
- <https://MiKids1st.org>

# FERPA

- Family Educational Rights and Privacy Act Regulations
- Sections §99.31, §99.33 and §99.35
- Safe and confidential
- Does allow schools to disclose contact information, without consent, for evaluation purposes.



# When is Information Shared?

- The OSE has authority to share personally identifiable information with outside vendors for the purpose of securing information required for federal reporting and accountability.

# Understanding Public Reporting

- A part of the SPP is Public Reporting to hold schools accountable and help them improve.
- In order to do this, the public will be given access to results.
- Public reporting information is available on the OSE website. Reports show how each LEA performed with respect to state targets on Indicators: 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14.

# Parent Calls to Action

1. Ask if you need help with the survey or understanding the results.
  - Call WSU 888-800-8865 and let them know you are calling about the parent survey.
2. Learn about your PAC and encourage the members to keep their eyes on this process.
3. Invite your PAC members to join a learning community with parent leaders to learn about research processes.

# Parent Calls to Action - 2

4. Ask your PAC representatives to work with your district's RAP team on analyzing the results and providing input to the RAP team's improvement plan.
5. Individual parents can ask their LEA special education director and/or monitor about participating with the RAP team.
  - Call the Michigan Alliance For Families at 800-552-4821 for contacts to your local PAC, LEA, and ISD.

# OSE Contact

For more information about SPP #8 contact:

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