

Collecting Meaningful Parent and Family Involvement Data You Can Use

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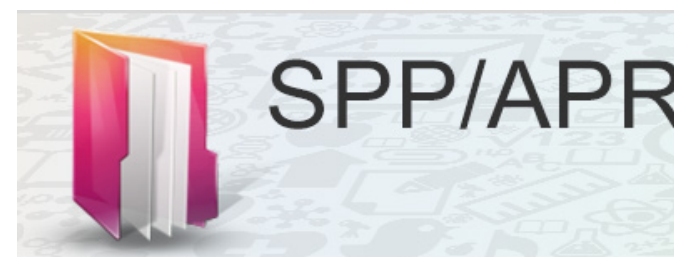
What Will We Do in Today's Session?

- Present an overview of State Performance Plan (SPP)/Annual Performance Report (APR) Indicators B8 and C4
- Describe approaches for measuring and improving the representativeness, or meaningfulness, of parent and family involvement data
- Explore strategies for using parent and family involvement data, beyond the requirements of the indicators



The Parent and Family APR Indicators

- Indicator B8: 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
- Indicator C4: The percent of families participating in Part C who report that early intervention services have helped the family
 - A. Know their rights
 - B. Effectively communicate their children's needs
 - C. Help their children develop and learn



What Are States Doing?

All states used surveys

- Part B – 48% used state-developed surveys and 39% used the National Center for Special Education Accountability Monitoring (NCSEAM) survey
- Part C – 46% used the Early Childhood Outcomes Family Outcomes Survey, 32% used the NCSEAM survey, and 21% used state-developed surveys

Sources: [2017 Part B and Part C FFY 2015 SPP/APR Indicator Analysis Booklet](#) and IDC's survey of states



What Are States Doing in Part B?

- 53% of states used sampling
- About a third of the states had the districts or schools distribute the surveys
- Most states administered the survey via paper and web

Source: IDC's survey of states



What Are States Doing in Part B? (cont.)

- A third of the states distributed notifications alerting parents to the upcoming survey
- Field periods ranged from 6 weeks to 9 months
- About half of the states sent reminders to parents who had not completed the survey
- Many states' response rates were below 30%

Source: IDC's survey of states



Parent Survey in Georgia

- Currently in the 3rd year of an online survey
 - Available to all families of children with disabilities
 - 10 questions plus demographic data questions
 - 6 point Likert Scale
 - Local education agencies (LEAs) receive an overall percentage measuring parental involvement
 - The “power” of the data is the availability of real time school-level data
- Special Education Dashboard
 - Data is available to special education directors daily, January – May
 - School-level data



Parent Survey Application, Special Education Dashboard

Special Education Parent Survey

School Year:

2019

District:

[Redacted]

When the survey is open this updates nightly

Survey Count: 1029

[Download State Summary by District](#)
[Download State Summary by Response](#)
[Download District Response](#)

Survey Question	Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
I am considered an equal partner with teachers and other professionals in planning and making decision about my child's program.	472	217	181	70	29	58
Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	487	187	181	76	30	61
My child's evaluation report and other written information are written in terms I understand.	515	203	190	59	25	32
At the IEP meeting, we discussed accommodations and modifications that my child would need.	602	190	138	33	15	41
The school communicates regularly with me regarding my child's progress on IEP goals.	448	186	173	75	54	88
Teachers are available to speak with me.	578	167	160	53	30	36
School offers parents variety of ways to communicate with teachers.	525	181	169	75	35	41
Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	555	156	169	55	25	53
The school gives parents the help they may need to play an active role in their child's education.	454	186	181	83	48	75
The school provides information on agencies that can assist my child in grade level transitions and/or transitions to post school settings.	367	147	166	159	46	132



Parent Survey – Downloadable Data

- Demographic data
 - Redacted from the download data to avoid personally identifiable information (PII)
- School Level
 - Participation by school
 - Updated nightly
 - 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*



Previous Survey

Georgia's old survey, paper with an online option

- Sampling
 - Some smaller LEAs were on a 5-year cycle
 - Not all parents were given the opportunity to participate; some never had opportunity
- Far fewer surveys completed
- Results for LEAs
 - A single percentage
 - Ex.: 49%
 - Not useful – LEAs only looked to see if they met the target
 - Results were never shared with school administrators
 - Results were not available by school; a single percentage was meaningless



New Survey

LEAs continue to receive an overall percentage measuring parental involvement and this is compared to the target – Indicator 8 data

- Example – FY18 Georgia’s target was 69%
- If an LEA’s overall percentage was at or above 69%, the LEA met the target
- The survey measures parental involvement data by calculating the mean for each parent based on his or her responses to the 10 questions
 - Parents whose responses yield a mean of 5 are included in the numerator; all parents responding are included in the denominator



Calculating the Percentage

Parent 1 responses:

Q1: Very strongly agree; **6**

Q2: Strongly agree; **5**

Q3: Very strongly agree; **6**

Q4: Agree; **4**

Q5: Strongly agree; **5**

Q6: Very strongly agree; **6**

Q7: Agree; **4**

Q8: Disagree; **3**

Q9: Very strongly agree; **6**

Q10: Very strongly agree; **6**

Total points for Parent 1:

51

10 questions; $10/51 = 5.1$

This parent has a mean of ≥ 5 and will be included when calculating parental involvement percentage



New Survey

In addition to an overall LEA percentage, LEAs receive

- Responses by disability area
- Responses by race/ethnicity
- Responses by grade band
- An item ranking – highest to lowest ranked items

Real benefit is school-level data



Measuring and Improving Representativeness of Parent and Family Involvement Data

“Representativeness” is the extent to which the demographics of the children whose parents participated in data collection activities are representative of the demographics of all children receiving special education/early intervention services in the state



Why Is Representativeness Important?

- Representativeness affects the meaningfulness of your data
- **If your data are not representative, they will not paint an accurate picture of the nature and level of parent and family involvement in your state**



Preparing to Collect Representative Data

How states administer surveys can affect data quality – especially response rates and representativeness

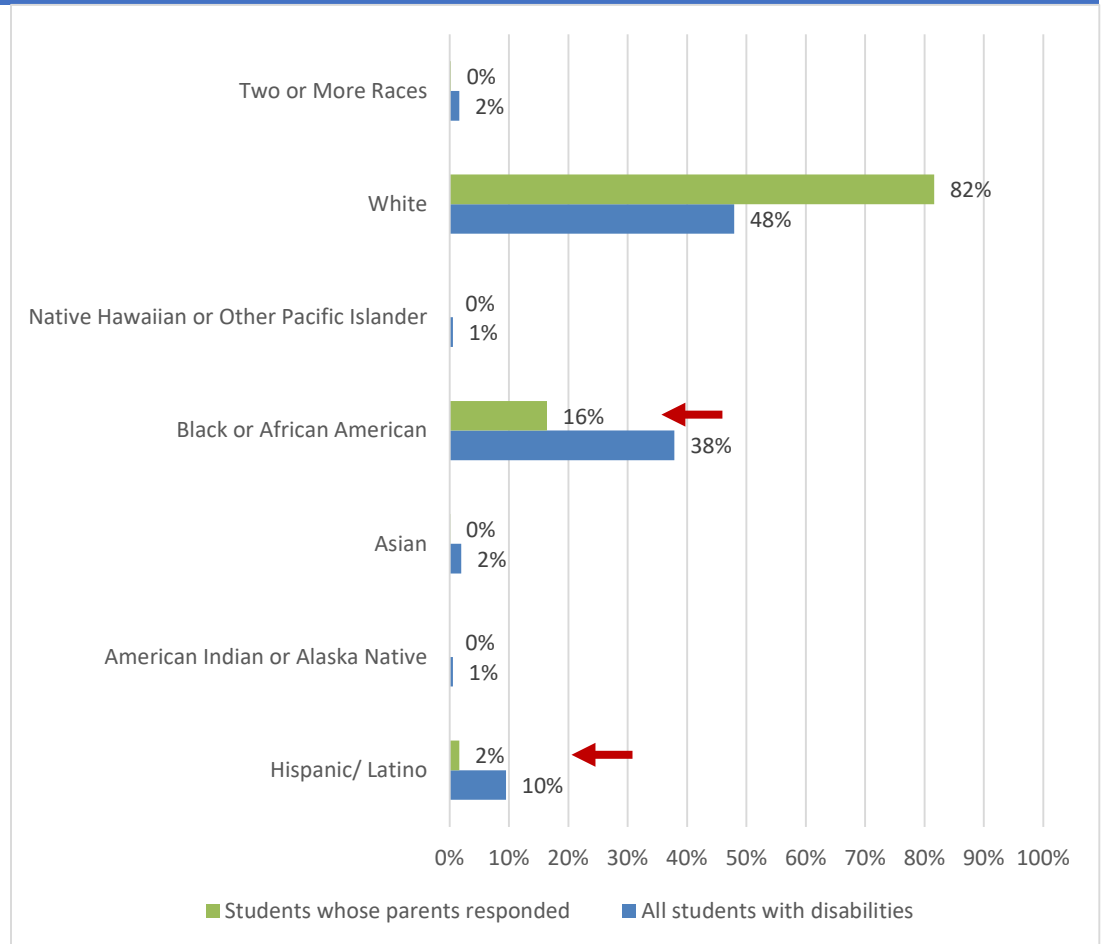
- Instrument design
- Sampling
- Survey mode and distribution method
- Access to or collection of demographic data
- Tracking responses



Measuring Representativeness: What Have States Been Doing?

States commonly assessed representativeness by comparing the characteristics of the children whose parents responded to the characteristics of the entire state population of special education or early intervention children

Source: [2017 Part B FFY 2015 SPP/APR Indicator Analysis Booklet](#) and IDC's survey of states



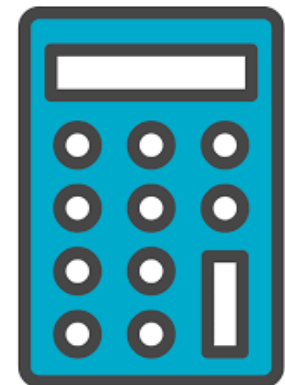
How Can States Assess Representativeness?

- Compare the characteristics of children whose parents complete the survey with those of all children with disabilities or compare the characteristics of children of responders to children of nonresponders
 - Examine multiple characteristics – child’s race/ethnicity, sex, disability, age, geographic location
- Obtain survey responses from a sample of parents who initially did not respond to see if the way they respond to the survey differs from the responses you already have



How Can States Assess Representativeness? (cont.)

- No one threshold for determining whether data are representative
- Tools for calculating representativeness
 - The National Post-School Outcomes Center (NPSO) Response Calculator uses a threshold of ± 3 percent in observed data
 - The Early Childhood Technical Assistance Center (ECTA) Response Rate and Representativeness Calculator uses tests of statistically significant differences to determine representativeness



How Can States Improve Representativeness During Data Collection?

- Conduct periodic checks for representativeness
- Send additional reminders to parents who have the specific characteristics that are underrepresented
- Enlist support from Parent Centers or other key stakeholder groups to encourage parents from underrepresented groups to respond
- Call parents who started but did not complete the survey to encourage them to respond



How Can States Improve Representativeness After Data Collection and in Future Data Collections?

- Weight data to account for nonrepresentative data
- In the future, include larger subsamples of parents from underrepresented groups (called “oversampling”)
- Work with Parent Centers and other stakeholders with connections to underrepresented groups of families to plan activities to improve representativeness in the next data collection



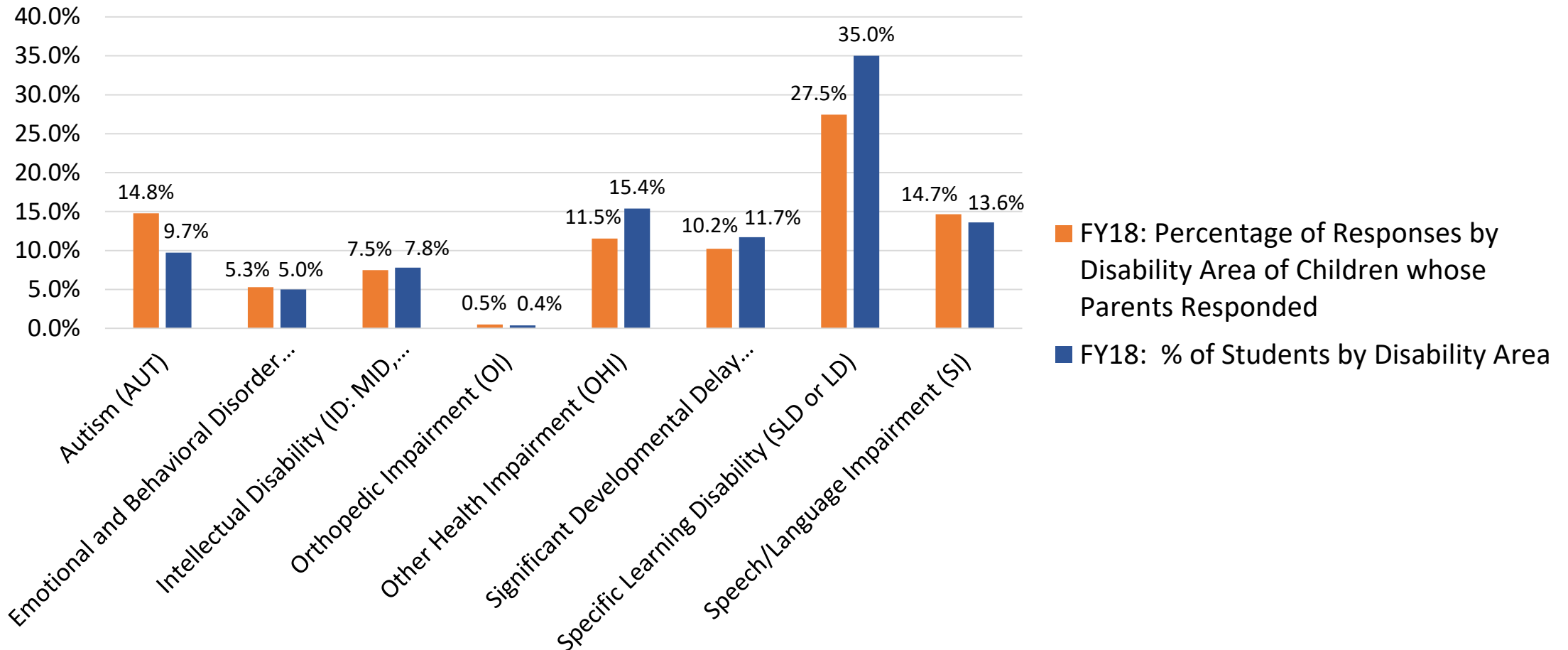
How Georgia Measures and Improves Representativeness

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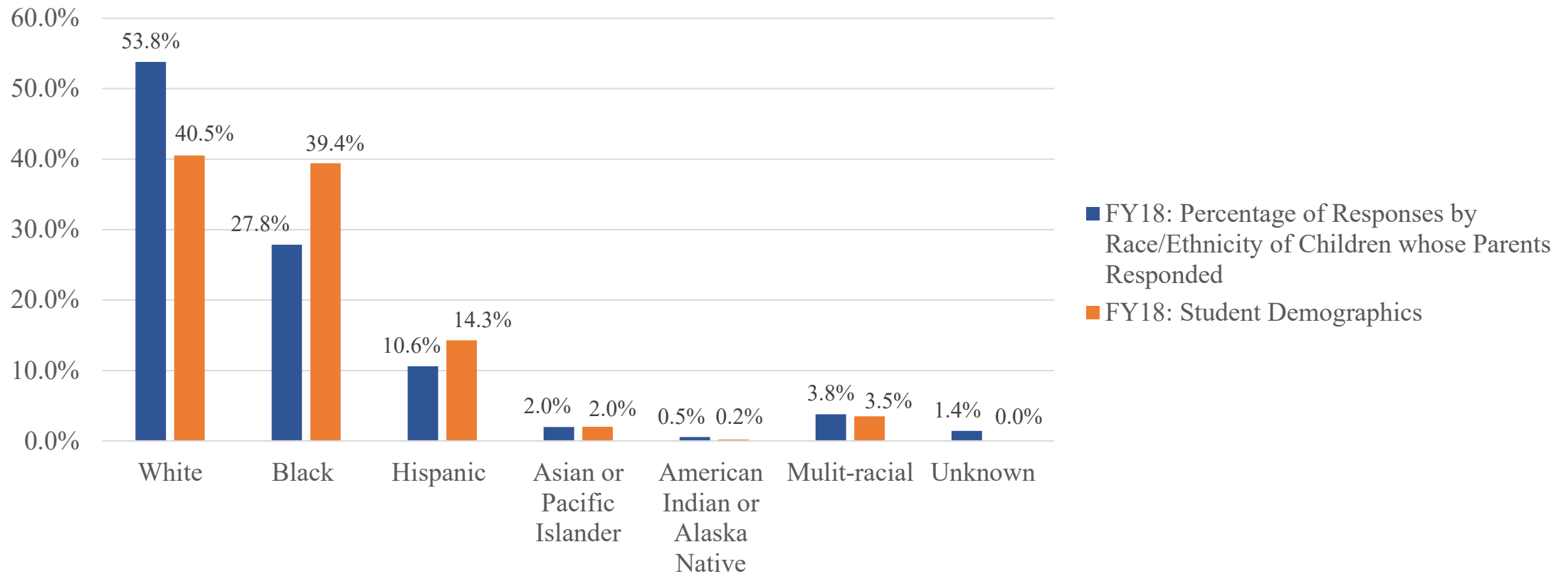
GA FY18 Representativeness – Disability Area

FY18 Parent Survey, Representativeness by Disability Area



GA FY18 Representativeness – Race/ethnicity

Indicator 8: FY18 Parent Survey



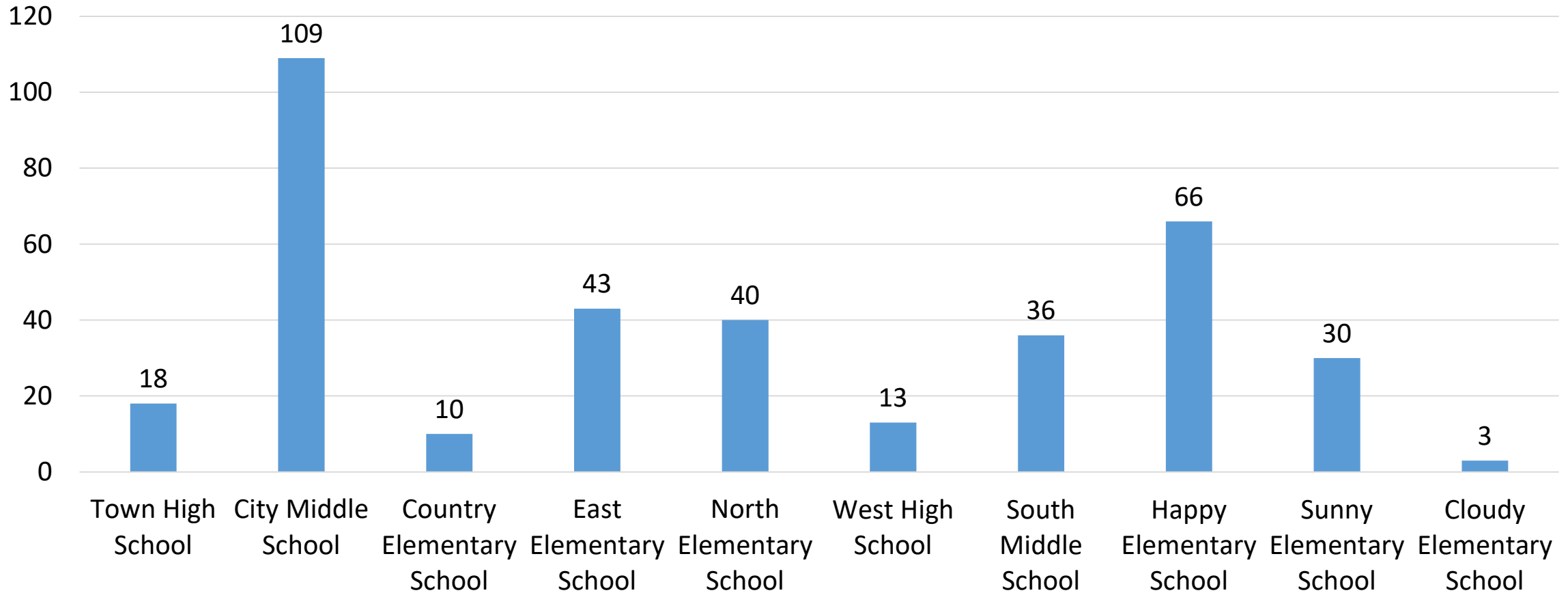
Addressing Representativeness

- Important to note that Georgia offers all families the opportunity to participate in the survey; surveys are not distributed to select families
- Increase overall participation
 - Share results with district and school leaders and teachers and enlist support – real time (during the survey open period) and final results
 - Publicize the survey – newsletters, emails, website
 - Provide technology at meetings, conferences, events
- Analyze real-time data
 - State encourages special education directors to examine their data throughout the survey period to address representativeness



Point-in-Time Data

Number of Completed Parent Surveys, Sample LEA



Parent Mentor Partnership (PMP)

The Georgia Parent Mentor Partnership is parents and professionals working together to improve outcomes for students with disabilities by enhancing communication and collaboration between families, educators and the community.

- Georgia is proud of the work we are doing to engage families
- Parent Mentors play a key role in increasing participation
- Georgia is working to give families a voice and encourage teaming with schools to improve outcomes for children



Discussion: Representativeness

- How have you seen states examine the representativeness of parent and family involvement data?
- What strategies have states used to improve representativeness?
- What works well and what doesn't work?



Using Parent and Family Involvement Data, Beyond the Indicators:

Let's explore the “why” and the “how” of using parent and family involvement data beyond the indicators!



Make the Most of Parent and Family Involvement Data

- Why?
 - Ensure you are providing high-quality services
 - Promote accountability
 - Identify and prioritize needs for improvement
 - Create and support family engagement initiatives
- How?
 - Go beyond the indicator
 - Add qualitative findings
 - Involve stakeholders
 - Combine with other data
 - Share findings



Go Beyond the Indicator to Make Meaning

- Generate descriptive statistics
- Compare performance to investigate patterns or differences across
 - Districts and programs
 - Years
 - Child characteristics
 - Survey items
- Explore hypotheses
- Link back to questions you want answered



Add Qualitative Findings to Provide Depth

- Open-ended items on a Parent or Family Involvement survey are an example of qualitative data that you might already be collecting
- Inclusion of qualitative findings can provide greater understanding of
 - Factors associated with parent or family involvement
 - Parent or family perceptions
 - Barriers to achieving greater parent or family involvement



Involve Stakeholders to Gain Insight

- Stakeholders can help you
 - Quickly identify patterns
 - Understand the meaning behind certain findings
 - Explore different hypotheses
 - Feel confident you understand the true meaning of your data
- And, continue to involve stakeholders in
 - Decisionmaking processes
 - Developing overall program priorities and improvement strategies



Combine With Other Data

- Demographic data
- Title I Parent and Family Engagement data
- State Systemic Improvement Plan (SSIP) data
- Child outcomes data
- Graduation, drop out, and academic achievement data



Share Findings With Various Audiences

- Sharing findings is critical to make the most of your efforts and effect change
- Considerations for sharing findings with families include
 - Share information that is highly relevant to them
 - Focus on plans for improvement
 - Ensure communications are accessible to all families



Share Findings With Various Audiences (cont.)

- Mechanisms for sharing with educators
 - Regular communications, such as newsletters or emails
 - Committee meetings
 - Internal local dashboards for districts
 - Statewide meetings (have districts with improved or high response rates share successful strategies)



How Georgia Makes the Most of Data

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Using the Parent Survey Data in Georgia

State Level

- Family Engagement and Dispute Resolution Unit at the GADOE
 - Special Education Family Engagement staff are part of this unit
 - Coupling family engagement and the 'Help Desk' work with the investigation of state complaints is intentional
- Georgia is exploring ways to correlate the Indicator 8 data with the dispute resolution data
- Data is useful in other ways
 - State staff leads the work for using Parent Survey Data at the LEA and School Level



How Georgia Uses the Data

- More than federal reporting
- The useful data
 - School level
 - Share with school leaders
 - Share with teachers
 - Question-by-question analysis is possible
 - Target efforts to schools and specific areas of need
- Ultimate goal
 - Know and understand where and why families believe they are considered to be a true partner in improving outcomes for their child(ren)
 - Address the issues at the schools where families do not believe they are considered to be a partner



Example 1

Question:

The school provides information on agencies that can assist my child in grade level transition and/or transitions to post-school settings.

In one LEA:

- 32.8% of the respondents disagreed with this at some level

District response: After analyzing their data, an LEA planned a Transition Fair to address this need



Example 2

Question:

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

- School A: 91.3% expressed some level of agreement with this statement
- School B: 62.7% expressed some level of agreement with this statement

Where should valuable time and effort be spent? School B

Be careful to not base decisions on small responses.



Example 3

Question:

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

- School C: 88.5% based on 26 responses
- School D: 0%, based on 1 response
- School E: 100.0% based on 2 responses

District response: Address survey participation at schools D and E, share results with teachers and staff; non-participation is data too

- Celebrate school C



Example 4

- *Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.*
 - School A: 88% with some level of agreement
 - School B: 68% with some level of agreement
- *At the IEP meeting, we discussed accommodations and modifications that my child would need.*
 - School A: 92% with some level of agreement
 - School B: 66% with some level of agreement

District response: provide professional learning to teachers/staff at School B regarding provision of Procedural Safeguards and how to conduct an IEP meeting



Discussion: Making the Most of Your Data

- What ideas do you have for new ways to combine parent and family involvement data with other existing data?
- How have you seen states use parent and family involvement data to make improvements to programs and services for children with disabilities and their families?
- What ideas do you have for new ways that states can use parent and family involvement data to inform action?



IDC Resources and Opportunities for TA

- Parent Involvement Toolkit – [*Making the Most of Parent Involvement Data: Improving Quality and Enhancing Understanding*](#)
- [*Part C IDEA Data Process Toolkit*](#) and [*Part B IDEA Data Processes Toolkit*](#)
- Peer-to-Peer Exchanges for Indicators C4 and B8



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