

Measuring and Interpreting Schools' Facilitation of Parent Involvement

SPP Indicator 8

Administrators Management Meeting

September, 2013

Key questions

- What is “parent involvement?”
- What does it mean to “facilitate parent involvement?”
- For purposes of Indicator 8, how can we tell which parents “report that schools facilitate parent involvement”?

Under IDEA, parents are entitled to:

- Participate in meetings related to the evaluation, identification, and educational placement of their child.
- Participate in meetings related to the provision of a free appropriate public education (FAPE) to their child.
- Be members of any group that decides whether their child is a “child with a disability” and meets eligibility criteria for special education and related services.
- Be members of the team that develops, reviews, and revises the individualized education program (IEP) for their child.
- Be members of any group that makes placement decisions for their child.

Example



"AT THAT POINT THE IEP MEETING BECAME CHAOTIC, AS EVERYONE'S MEDICATION SEEMED TO WEAR OFF AT THE SAME TIME."

Under NCLB ...

- NCLB (2001, Part A, Title 1) defines parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- that other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement). [*Section 9101(32), ESEA.*]

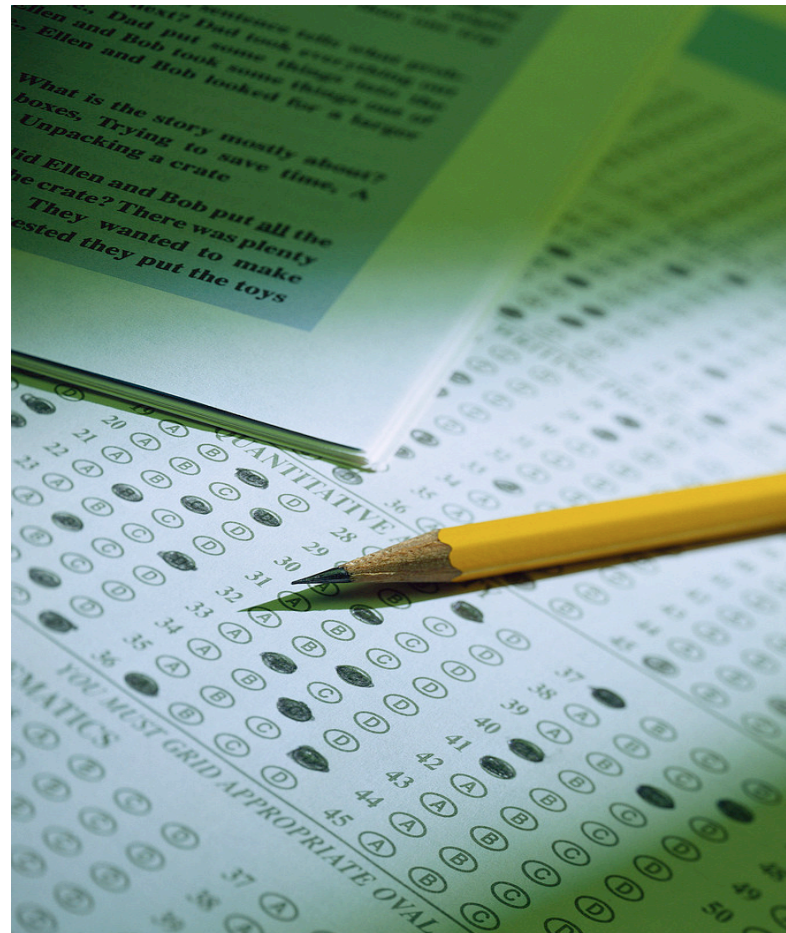
What does it mean to “*facilitate*” parent involvement?

- To find out, the National Center for Special Education Accountability Monitoring (NCSEAM), funded by OSEP in 2002, organized stakeholder group meetings in 6 states.
- Stakeholders offered hundreds of examples of the ways in which schools can or should facilitate parent involvement for parents of students with disabilities.
- These suggestions were condensed into 78 statements that were piloted on a national sample of parents.

The Schools' Efforts to Partner with Parents Scale (SEPPS)

- The items suggested by stakeholders describe a hierarchy of facilitation, beginning with the most basic elements and moving up through the most involved or challenging:
 - *Demonstrating availability, respect, encouragement*
 - *Providing information*
 - *Listening to parents' ideas when offered*
 - *Proactively soliciting parents' ideas*
 - *Explaining/providing options*
 - *Supporting parents' participation*
 - *Providing training and encouraging networking*
 - *Involving parents in evaluating services*

Brief Self-Assessment of Mathematics Skills



Response choices (identical to those used in the SEPPS)

- 6 = Very strongly agree
- 5 = Strongly agree
- 4 = Agree
- 3 = Disagree
- 2 = Strongly disagree
- 1 = Very strongly disagree

Alternative description of response choices

- 6 = No problem!
- 5 = Yep!
- 4 = Um . . . Yeah, probably.
- 3 = I don't think so.
- 2 = No way.
- 1 = You've gotta be kidding!

Without using a computing device, can you correctly solve problems involving ...

- 6-Differential equations 1 2 3 4 5 6
- 5-Polynomials 1 2 3 4 5 6
- 4-Square root 1 2 3 4 5 6
- 3-Long division 1 2 3 4 5 6
- 2-Multiplication 1 2 3 4 5 6
- 1-Simple addition 1 2 3 4 5 6

How survey items differ in agreeability

- Teachers and administrators seek out parent input.
- The school gives parents the help they may need to play an active role in their child's education.
- Teachers are available to speak with me.
- The school explains what options parents have if they disagree with a decision of the school.

The empirically validated order

- Teachers are available to speak with me. [492]
- Teachers and administrators seek out parent input. [544]
- The school gives parents the help they may need to play an active role in their child's education. [581]
- The school explains what options parents have if they disagree with a decision of the school. [600]

% Strongly Agree or Very Strongly Agree

Teachers are available to speak with me.	63.0
Teachers and administrators seek out parent input.	49.5
The school gives parents the help they may need to play an active role in their child's education.	43.9
The school explains what options parents have if they disagree with a decision of the school.	38.1

Measures on the SEPPS and the Florida standard for Indicator 8

- The range of possible scores is 100-900
- OSEP gave states discretion to establish their own standard for Indicator B8
- Florida and 17 other states adopted a score of 600 as the minimum score needed to count a parent as reporting that their child's school facilitated parent involvement

What does a score of 600 represent in terms of parents' agreement with the items?

- To achieve a score of 600, a parent would have to express strong or very strong agreement with all (or almost all) of the items up to and including the item that corresponds to a value of 600 on the measurement ruler.

PART B SCHOOL PARTNERSHIP EFFORTS

- S offers parents training about special education issues
 - I organizations that offer information and training for parents
 - I have been asked for my opinion about services
 - I was offered special assistance so I could participate in IEP
 - The school provides information on agencies for transition
 - S gives me choices with regard to services
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- S explains what options parents have if they disagree with school
 - S gives parents help to play an active role in child's education
 - S communicates regularly with me regarding my child's progress
 - We discussed how my child would participate in assessments
 - Written justification given for services outside regular class
 - Teachers and administrators seek out parent input
 - T&A ensure that I have fully understood the Procedural Safeguards
 - I am considered an equal partner with teachers and professionals
 - All of my concerns and recommendations were documented on the IEP
 - T&A show sensitivity to the needs of students with disabilities
 - S offers parents different ways to communicate with teachers
 - T&A encourage me to participate in the decision-making process
 - My child's evaluation report is written in terms I understand
 - We discussed accommodations and modifications for my child
 - T treat me as a team member
 - T&A respect my culture and language
 - Written information I receive is written in an understandable way
 - T are available to speak with me
 - Information is provided to me in a language I understand

Interpreting LEA-level SEPPS means

SEPPS Mean	Interpretation
Under 400	Schools may need to revisit their commitment to developing meaningful partnerships with parents of students with disabilities.
400-500	Schools need to work on establishing a foundation of mutual understanding and trust with parents.
500-600	Schools have laid the foundation for effective partnerships with parents but need to do more work around communication and support.
600-700	Schools meet the recommended standard for facilitating parent involvement and should continue to build on existing practices.
Over 700	Schools are doing an exemplary job of facilitating parent involvement.

How does FL determine the percent to be reported for Indicator 8 in the APR?

- Up to and including last year, we defined our percentage as the number of parents with scores at or above 600, divided by the number of responding parents.
- Beginning this year, we will report the percent of parents who, for K-12, agreed (at any level of agreement) with 18/25 items, and the percent of parents of children in preschool who agreed (at any level of agreement) with 21/25 items.

References and contact information

- Elbaum, B., Fisher, W. P. Jr., & Coulter, W. A. (2011). Measuring schools' efforts to partner with parents of children served under IDEA: Scaling and standard setting for accountability reporting. *Journal of Applied Measurement, 12*(3), 1-18.
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