

# Special Education in Michigan Parent Involvement

## 2003-04 Annual Performance Report

### Office of Special Education and Early Intervention Services

The Michigan Department of Education (MDE), Office of Special Education & Early Intervention Services (OSE/EIS) has been surveying parents as part of the Michigan Monitoring Model since 2001. These data are the main source of information utilized for measuring levels of parent involvement in special education in Michigan. The survey consists of nine questions:

- 1) *Were you given the opportunity to participate in the planning of your son's or daughter's most recent evaluation?*
- 2) *Was your son's or daughter's IEP Team meeting scheduled at a mutually agreed upon time and place?*
- 3) *Did you understand your rights in the IEP Team meeting process?*
- 4) *Were your concerns listened to and addressed in the IEP Team meeting?*
- 5) *Did the IEP Team consider a variety of educational options such as general education classes with support, special education classes, or a separate special education school?*
- 6) *Have you received progress reports regarding your son's or daughter's progress toward the achievement of his or her annual goals?*

For students aged at least 14 or (younger if IEP indicates "Transition Services")

- 7) *Are your son's or daughter's current transition services meeting his or her needs?*
- 8) *Are the educational needs of your son or daughter being met through the programs and/or services that are being provided?*

All parents also respond to the following:

- 9) *What letter grade would you give the special education programs and/or services your son or daughter is receiving?*

The first chart on the next page contains the percentage of "Yes" responses to questions 1 through 8 of the Monitoring Parent Survey. The "Yes" responses have consistently been above 80% for seven of the eight questions for three years. These questions address parent participation in planning for evaluation, scheduling at a mutually agreed upon time and place, having concerns listened to and addressed in the IEP, consideration of LRE options, and receipt of progress reports. Question 7, "Are your son's or daughter's current transition services meeting his or her needs?" has historically yielded a much lower "Yes" response (61% in 2001-2002 and 57% in 2002-2003). The 2003-2004 "Yes" rate on question seven is much higher (91%).

#### **IDEA 2004 & Parent Involvement**

Under Section 616 of IDEA 2004 -MONITORING, TECHNICAL ASSISTANCE, AND ENFORCEMENT the legislation requires that states shall develop a performance plan to evaluate the State's efforts to implement the requirements and purposes of IDEA priorities and describe how the State will improve such implementation.

As part of this plan, to be called State Performance Plan (SPP), States shall establish targets for the indicators established under the priorities described in IDEA 2004.

#### **Office of Special Education Programs (OSEP):**

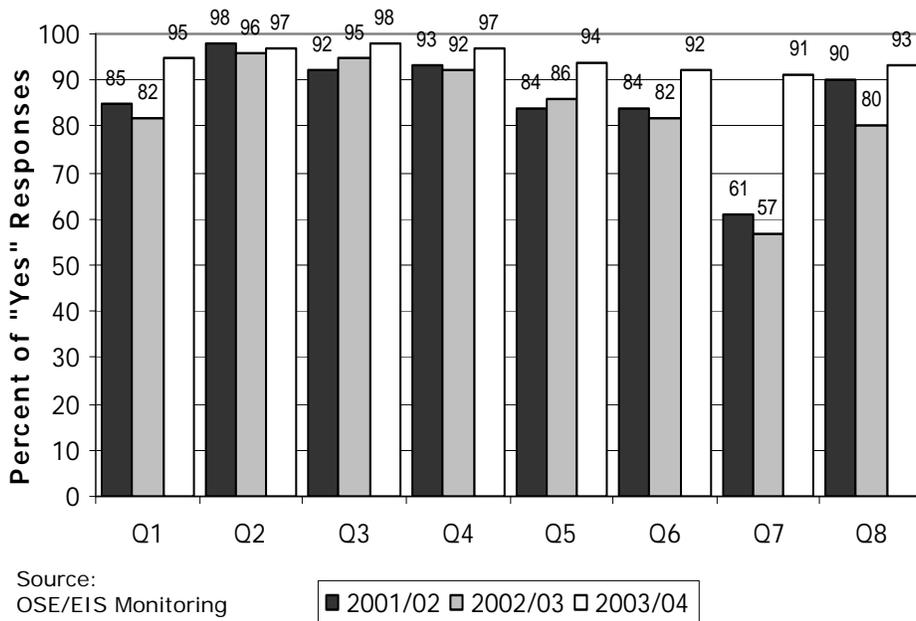
The OSEP is designing a model for SPPs for all states based on the priorities of IDEA 2004. OSEP's perspectives on the amended legislation include the following priorities:

- FAPE in the LRE
- Parent Involvement
- Disproportionality
- Effective Transitions
- General Supervision

Specifically in terms of Parent Involvement, OSEP will monitor state's improvement of the implementation of the parent involvement priority by analyzing the progress on the following indicator:

***Percent of parents who report involvement in the child's program facilitated improved results (20 U.S.C. 1416(a)(4)).***

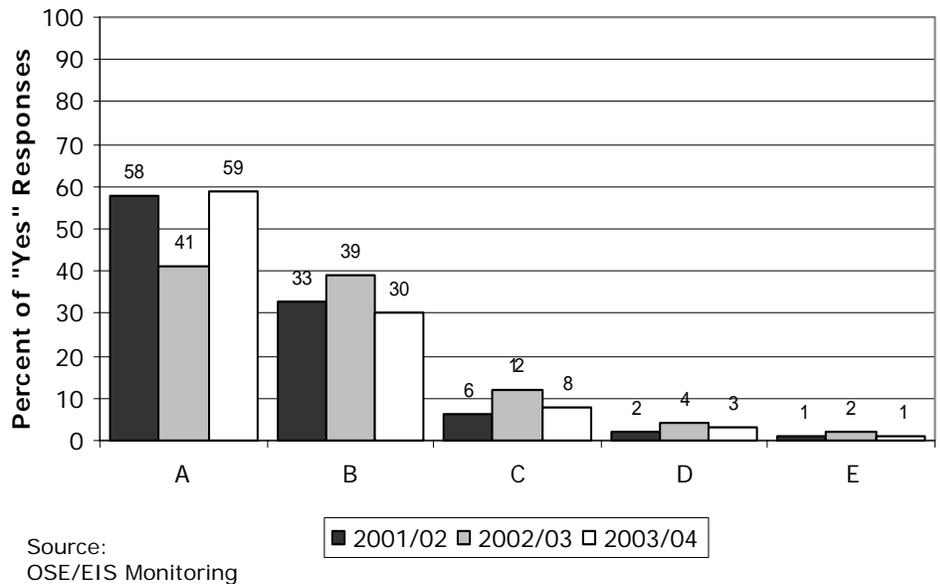
### Monitoring Parent Survey Results 2001-2004



Due to the concerns raised by the responses to question seven in 2001 and 2002, and in conjunction with systemic improvement activities in secondary transition, an extensive statewide survey of parents whose children were of transition age was conducted. Monitoring data for 2003-2004 demonstrate considerable improvement in this area. The MDE, OSE/EIS has initiated systemic improvements in Secondary Transition, described in the Secondary Transition section of the APR. It is felt that these activities have contributed to the improvement demonstrated.

The parent responses to question nine, "What letter grade would you give the special education programs and/or services your son or daughter is receiving?" are contained in the chart below. Over the years that these data has been collected, the vast majority of parents gave their child's programs and services an "A" or "B" grade. This trend continues for 2003-2004. As the MDE, OSE/EIS moves from the Michigan Monitoring Model to the Continuous Improvement & Monitoring System, these data will no longer be collected. This is the last year of data related to these questions; new methodology will need to be developed.

### Monitoring Parent Survey Results 2001-2004



#### OSE-EIS Next Steps on Documenting Parent Involvement

The importance of parent involvement in improving results for students has been well documented in the research. The MDE, OSE/EIS must develop a new method to annually collect and report Parent Involvement data that can be disaggregated by Intermediate School District and Local Education Agency and added to the Data Portraits already available to every district and ISD.