

State Performance Plan/Annual Performance Report (SPP/APR) Target Setting

Tuesday, May 18, 2021

Special Education Advisory Committee (SEAC)

Michigan Department of Education Office of Special Education



Welcome!

- Meeting called to order
- Approve Agenda
- SCECHs
- Roll Call (Aaron Darling via Zoom logs)

Norms

1. Identify self.
2. Explain all acronyms/jargon (acronym catcher).
3. Be present throughout the meeting, *listening as passionately and respectfully as you wish to be heard.*
4. Mute microphone.
5. Chat box is open and being monitored for questions.
6. Turn off camera. If you have a question, unmute, turn on your camera and wait until called upon.
7. When going to a break-out room, turn your camera and microphone on.

Purpose & Outcomes

Function #3: *Advise re: State Performance Plan (SPP) Targets*

The SPP consists of 17 performance indicators that measure the state's progress. Targets for the results indicators are determined by the MDE Office of Special Education (OSE) with input from the SEAC and other stakeholder groups. In order to provide helpful input into the target setting process, SEAC members must have an understanding of indicators for which targets are to be set.

Indicator 8

Facilitated Parent Involvement

Indicator 8: Facilitated Parent Involvement

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.

Data Collection Methodology

Methodology through FFY 2019

- All parents/caregivers of preschool children ages 3 through 5 years and approximately one-third of all parents/caregivers of students ages 6 through 26 years received a survey.
- Two versions of the survey were developed to meet SPP Indicator 8 reporting requirements: one for parents of children ages 3 through 5 years, and one for parents of students ages 6 through 26 years who received special education services. (Data are reported only through age 21, per OSEP).
- Data were collected via a paper survey, phone call, or online.
- Extensive follow up efforts were made to contact non-respondents.
- Data were merged and analyzed.

Survey Response Rates

Table 1: For FFY 2019 (data collected in 2020)

Description	Age 3-5 Survey (Statewide)	Age 6-21 Survey (Cohort 1)	Age 6-26 Survey (Cohort 1)
Viable Survey Sample	19,595	56,796	57,805
Number of Respondents	4,694	12,925	13,179
Response Rate	23.96%	22.76%	22.80%

Indicator 8: Facilitated Parent Involvement Target Resetting Guidelines

- Reset targets for FFY 2020 and FFY 2025
- Proposed targets should meet OSEP standards:
 - Must be rigorous yet achievable
 - Must show improvement over baseline
- Beginning with the FFY 2021 SPP/APR, due February 1, 2023, states must consider race and ethnicity when testing whether the parents who responded are representative of children receiving special education services.
 - States must also include at least one other category during this assessment, such as age of student, disability category, gender, geographic location, or another category approved through the stakeholder input process.
 - Michigan currently considers children's and students' race and ethnicity, disability category, gender, and ISD peer group.

Indicator 8: Facilitated Parent Involvement Rational for Target Resetting

Rigorous, yet achievable, targets

- The FFY 2020 results (data collected in 2021) will constitute Michigan's new baseline -- the first year in which the surveys will be sent to parents based on the grade or setting of their children (e.g., the parents of children age 5 in kindergarten will now receive the school age survey).
- Using this new methodology, WSU recalculated the FFY 2018 and the FFY 2019 results. When comparing the original results to the alternative results, there were no statistically significant differences in the results.
- Michigan uses a scientifically designed survey instrument (including input from families) and a rigorous scoring methodology that considers individual statements that represent parent experiences (validity and high reliability).

Indicator 8: Facilitated Parent Involvement Rational for Target Resetting (continued)

Rigorous, yet achievable, targets (continued)

- Due to current COVID-19 situation, it is anticipated data may be impacted. Considering the unknown impact, the targets for FFY 2020 to FFY 2021 will be set at the same as FFY 2018 and FFY 2019, with incremental changes in the next couple years to FFY 2025.
- Targets from FFY 2020 to FFY 2025 are lower than the average Michigan results from FFY 2013 to FFY 2019, thus the targets are set at an achievable level.

Show improvement over baseline

- The increase from FFY 2021 to FFY 2025 will be incremental (.10, .20, .30, and .35 percentage points respectively each year).
- The new baseline is currently unknown (this will be the FFY 2020 results) but the targets for FFY 2025 are about a full percentage point higher than the targets for FFY 2020.

Indicator 8: Facilitated Parent Involvement

Measurement

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

Indicator 8: Parent Involvement Proposed Targets Preschool

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.

Table 1: Historic Measurable and Rigorous Targets and Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	≥45.50%	≥46.0%	≥46.5%	≥47.0%	≥47.50%	≥47.5%
Actual Data	65.35%	63.31%	62.96%	64.85%	42.82%	40.72%

Table 2: Measurable and Rigorous Targets

FFY	2020	2021	2022	2023	2024	2025
Proposed Targets	47.50%	47.50%	47.60%	47.80%	48.10%	48.45%

Indicator 8: Parent Involvement Significant Increase in Preschool Results in FFY 2019

- A statistically significantly greater percentage of parents agreed with most (32 of the 37) survey items in FFY 2019, compared to FFY 2018. For example:
 - “I was offered special assistance (such as child care) so that I could participate in the IEP meeting.” (a 7.3 percentage point increase in agreement)
 - “Teachers and other providers give parents the help they may need to play an active role in their child’s learning and development.” (+6.9)
 - “Teachers and other service providers connect families with one another for mutual support.” (+4.6)
 - “Teachers and other providers provide me with information on how to get other services.” (+4.6)
- Parents’ perceptions of some survey items may be connected to changes brought about by the COVID-10 pandemic. The overall increase for FFY 2019 may not be permanent.

Indicator 8: Parent Involvement Proposed Targets School Age

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.

Table 1: Historic Measurable and Rigorous Targets and Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	≥25.2%	≥25.6%	≥26.0%	≥26.4%	≥26.8%	≥26.8%
Actual Data	28.96%	29.59%	28.90%	28.14%	30.36%	31.45%

Table 2: Measurable and Rigorous Targets

FFY	2020	2021	2022	2023	2024	2025
Proposed Targets	26.80%	26.80%	26.90%	27.10%	27.40%	27.75%

Indicator 8: Parent Involvement Proposed Target Summary

OSE Proposed Targets for Preschool and School Age

Table 1: Measurable and Rigorous Targets

<i>FFY</i>	2020	2021	2022	2023	2024	2025
Preschool	47.50%	47.50%	47.60%	47.80%	48.10%	48.45%
School Age	26.80%	26.80%	26.90%	27.10%	27.40%	27.75%

Questions?

OSE Contacts:

- Marci VanHorn: VanhornM1@michigan.gov
- Julie Treviño: TrevinoJ1@michigan.gov
- Jessica Brady: Bradyj@michigan.gov

Wrapping It Up...

Parking Lot

Complete email survey (*check your inbox*) – it matters?

SCECHs link in chat box