

The background of the slide is a composite image. The top left portion shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom left portion shows a classroom interior with blue walls, decorated with colorful balloons and framed pictures. There are several small white tables and chairs arranged in the room.

District Guide to Indicator 8: Annual Parent Engagement Survey

Presented by: Kentucky Department of Education (KDE)
Office of Special Education and Early Learning (OSEEL)

What is Indicator 8?

Part of the SPP/APR

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

- SPP: Six-year SPP cycle for federal fiscal years (FFY)
- APR: Submitted on or around Feb. 1 of each year

17 Indicators

- Indicator 8: Parent Engagement

State Performance Plan and Annual Performance Report (SPP/APR) Indicator Support Guide

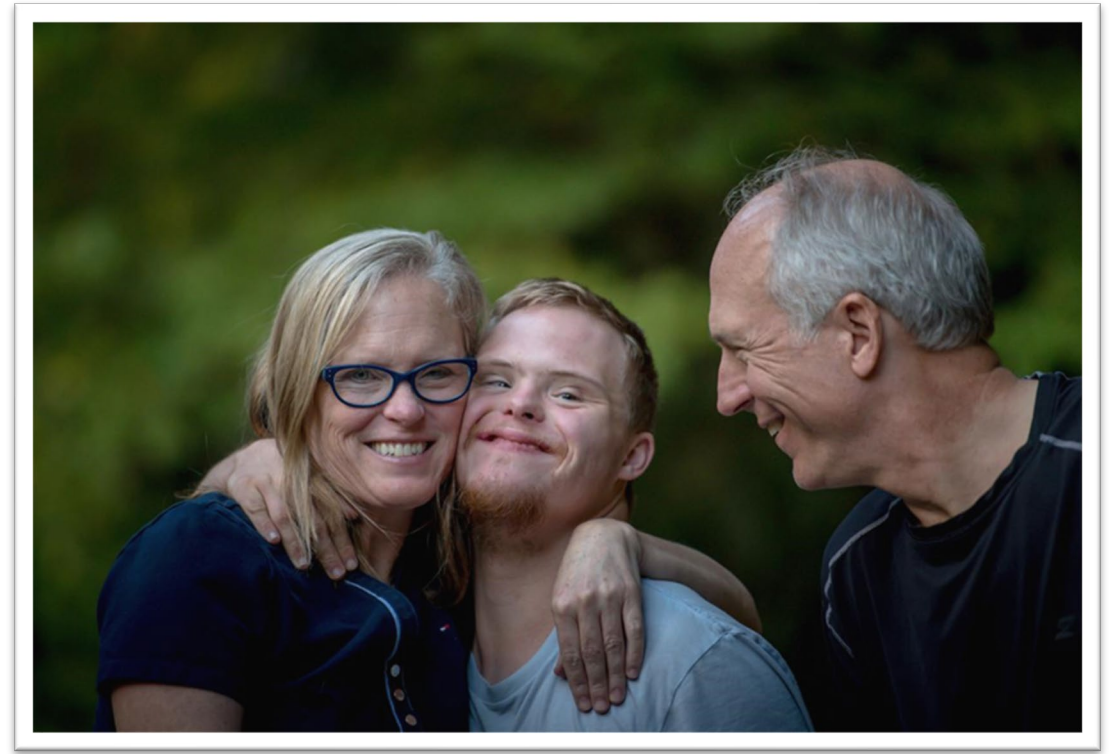


State Performance Plan and Annual Performance Report (SPP/APR) Indicator Support Guide

Navigating through State and Federal Data Requirements

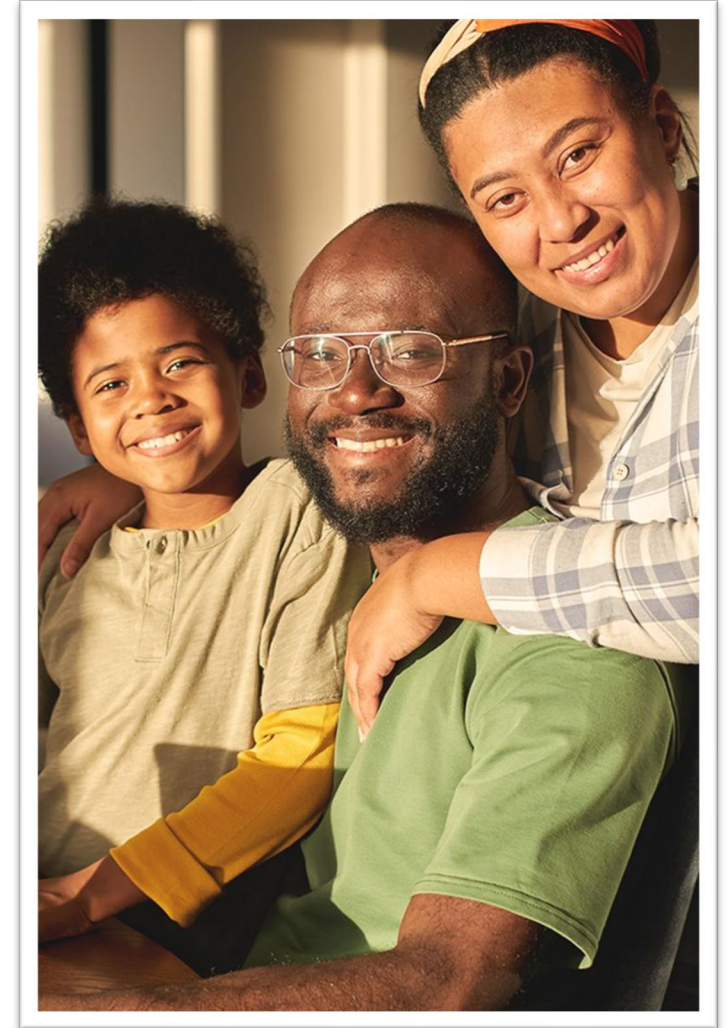
Indicator 8:

Measures 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 (ages 3-21).



Family Engagement

Two-way partnerships between schools and families, where families are involved and meaningfully engaged in their child's education. For students with disabilities, parent engagement includes parents' capacity to meaningfully participate in the special education process.



School Facilitated

- School facilitated means the specific responsibilities schools have in facilitating family engagement and ensuring families are supported through equitable practices, policies and programs.
- The Individuals with Disabilities Education Act (IDEA) outlines the schools' responsibilities in facilitating meaningful engagement with parents of students with Individual Education Plans (IEPs).



More than just an Indicator

A review of 51 studies (Henderson & Mapp, 2002) found that children whose parents were involved with their schooling had better academic outcomes, including:

- Higher grades
- Enrollment in advanced programs
- Passing to the next grade level
- Improved attendance
- Better social skills
- Higher graduation rates



About the Survey



Online and paper options (online preferred)



Six-month window (January to June)



12 Questions (multiple choice, drop-down and short answer)



Multiple Languages: Spanish, Arabic, Swahili, Somali, English, Amish

Who takes the survey?

- Parent of child with IEP
 - Parent according to Kentucky Administrative Regulations for Special Education Programs (KARs): [707 KAR 1:002, Section 1 \(43\)](#)
 - Age of Majority: [707 KAR 1:340, Section 7\(11\)](#)



Survey Questions

APR Question

- “Did the school involve you in a meaningful way to improve services and results for your child?”
- First item of the survey (federally reported data)
- Response options were simply “Yes” and “No.”

Other Questions

- Parents understanding of the IEP process
- Parents feelings about their current involvement in their child's education
- What is working and what's not

Indicator 8 Data

Targets: Indicator 8 Question

School Year	2021	2022	2023	2024	2025
APR Target (Question 1)	80.45%	81.89%	83.34%	86.23%	92.00%
Results (Question 1)	89.10%	92.10%			
Overall Participation Rate	7.52%	14.7%			

Indicator 8 Reports

- [OSEEL Public Reporting](#): Target only
- Human Development Institute (HDI): [Statewide Parent Involvement Reports](#)
- Individual District or Special Education Regional Technical Assistance Center (SERTAC) Reports:
 - Response Rate: Shared monthly with SERTACs and districts (upon request) during survey window
 - Results Report: Contact Tony Lobianco



2022 PARENT SURVEY RESULTS

Did the school involve you in a meaningful way to improve services and results for your child? (This is your indicator 8 score) *

	Number Responded	% Responding "YES"
State	15,373	90.21%
Perry	460	96.52%

On a scale of 1-5, where 1 = "I don't understand the IEP process at all" and 5 = "I fully understand the IEP process," how well would you say that you understand the IEP process?

	Number Responded	Mean Score
State	15,337	4.23
Perry	459	4.36

Do you feel that school staff welcome you to participate in planning for your child's education?

	Number Responded	% Responding "YES"
State	15,278	89.52%
Perry	456	97.15%

Has your school helped prepare your child (14 yrs. or older) for future employment through vocational training (e.g., exploring jobs, paid work experiences)?

	Number Responded	% Responding "YES"
State	2,988	92.30%
Perry	131	98.47%

Which of the following statements describe how you feel about being involved in your child's education? (Check all that apply)

	State	Perry
I want to be more involved, but I don't know how to be.	18.15%	15%
I want to be more involved, but I'm too busy with other commitments.	12.24%	10.43%
I want to be involved in my child's education in my own way and do not need the school's help.	4.77%	9.78%
I am very involved with my child's education	69.02%	67.17%

The following are **state** percentages from multiple choice and open-ended responses (n=15,373):

➤ What do you think the school is doing well in terms of involving you in your child's education?

- Communication – 59.20%
- Skilled/Caring Teachers & Staff – 56.10%
- Following the IEP – 53.62%
- Events/Activities for Parents – 29.16%

➤ What do you think the school could do better to involve you in your child's education?

- Communication – 18.17%
- Skilled/Caring Teachers & Staff – 9.68%
- Following the IEP – 11.34%
- Events/Activities for Parents – 15.84%

* 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.



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Sharing the Survey with Families

Step 1: OSEEL Shares the Survey with Districts and Partner Agencies

Districts: Directors of Special Education (DoSE) and Preschool Coordinators

- Sample parent letter and printer friendly survey sent to DoSE
- DoSE/Preschool Coordinator determines best way to disseminate to families

Parent Partnership Teams

- Example: Kentucky Special Parent Involvement Network (KY-SPIN)

Step 2: Districts Share the Survey with Parents

Use more than one method to communicate

Partner with case managers

After an Admissions and Release Committee (ARC) meeting

Utilize automated systems

Ensure parents know the survey can be accessed from smartphones and other devices (Sample letter includes QR code)

Gather strategies for success from other DoSE or Preschool Coordinators

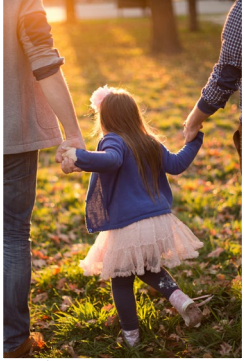
Reminders for Sharing the Survey

Anonymity is
Essential

Encourage
Online
Participation

Timely
Survey
Promotion:
Deadline is
June 30

Indicator 8 Goals:



Response Rate:

- 25% participation minimum



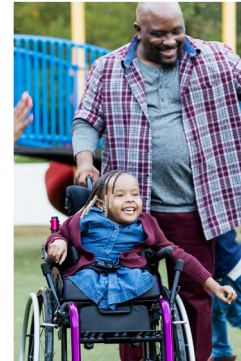
APR Goal (percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities):

- 92.00%



Increase representativeness:

- SERTACs
- Disability Category
- Race/Ethnicity



Using data to improve family engagement

- District specific



Can a school staff member take the survey on behalf of the parent?

- No-responses must remain anonymous



Can a student who is 18 or older represent themselves on the survey?

- Yes-if they have reached the age of majority



Where can I find this year's survey?

- Online



Who can I contact if I have questions?

- HDI and KDE

Frequently Asked Questions



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2024 Survey

- Opens: Jan. 15, 2024
- Closes: June 30, 2024
- Online Survey (in six languages):
<https://www.kypso.org/parent/>
- Paper Survey (in six languages):
DoSE One-Stop
- Parent Letter (in six languages):
DoSE One-Stop



QR Code:

<https://www.kypso.org/parent/>



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Questions



Data specific questions:

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Human Development Institute

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Other Indicator 8 questions:

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