

# State Performance Plan

## Indicator 8: Parent Involvement



### Description of Stakeholder Engagement Activities & Results:

The New York State Education Department (NYSED) is currently developing the State Performance Plan/Annual Performance Report (SPP/APR) for the new six-year cycle for federal fiscal year (FFY) 2020-2025. NYSED obtained stakeholder input using two central approaches:

- Broad public engagement and input through online surveys between October and November 2021; and
- Virtual meetings with stakeholder groups in November 2021.

The Office of Special Education (OSE) created a [Stakeholder Involvement](#) webpage with SPP/APR resources to promote feedback and engagement. This included a message from a New York State Board of Regent member, Regent Cea, about the [SPP Stakeholder Meetings](#), an [SPP Stakeholder Invitation Letter](#), [At-a-Glance State Performance Plan Summary of Indicators 1-17](#), [Getting to Know New York's SPP/APR Handout](#), and SPP/APR FFY 2020-2025: [General Overview Presentation](#).

For Indicator 8, the OSE created the following resources designed to engage stakeholders and build capacity in data analysis, evaluating progress in meeting the New York State target, the consideration of existing improvement activities, and the development of potential new improvement activities:

#### Resource Links

##### [Indicator 8: Parental Involvement Handout](#)

*A summary of the data used to measure this Indicator and existing improvement activities.*

##### [Introduction and Measurement Description](#)

*An overview of frequently used terms and explanation of the Indicator 8 measurement.*

##### [Sampling Methodology](#)

*Information regarding how districts have been sampled historically and considerations to improve representativeness of the parent sample.*

##### [Accessible Parent Survey Response Options](#)

*A description of how parents receive the survey, modes and methods for district outreach, and the ways parents can submit their responses to NYSED's data vendor for analysis.*

##### [Improvement Strategies](#)

*An explanation of existing improvement activities and presentation of potential new activities to promote outcomes in this Indicator.*

##### [Target Setting Indicator 8](#)

*Presentation of NYSED's proposed Indicator 8 targets and methodology used to establish targets.*

##### [Closing](#)

*Additional resources to provide feedback and to evaluate school district performance on this Indicator.*

# Soliciting Public Input

## *SPP 8 Virtual Stakeholder Meetings*

Five virtual stakeholder meetings were held for Indicator 8. Meetings occurred both during the day and in the evening to accommodate different schedules. A total of 49 stakeholders participated in the meetings, including 14 parents. The meetings included an overview of the SPP/APR and viewing of the pre-recorded webinar modules. Each session sought stakeholder feedback on what stood out to them about the trend data and how to use this data to evaluate New York State's progress in consideration of target-setting and improvement activities, what activities could be installed, maintained, or strengthened to address improvements in parent satisfaction outcomes, whether the proposed SPP target for Indicator 8

- When given a list of five methods for collecting parent responses, participants identified email submissions and response via web portal as the most essential.
- NYSED currently reports parent *participation rate* data disaggregated by race and ethnicity. From a list of seven other possible data points, participants most frequently supported reporting data disaggregated for student disability category, whether the family qualifies as economically disadvantaged, and whether the student is designated as an English Language Learner.
- Similarly, stakeholders most frequently suggested reporting parent *satisfaction rate* data disaggregated for student disability category, whether the family qualifies as economically disadvantaged, and whether the student is designated as an English Language Learner.

Following the collection of stakeholder feedback from the online survey and virtual meetings, internal workgroups comprised of NYSED OSE and Information and Reporting Services reviewed stakeholder responses to identify where recommendations for target-setting and/or improvement strategies could be amended to better align with the input received from parents, school administrators, educators, advocacy organizations, community members and other interested parties. The results of the OSE's incorporation of stakeholder feedback and evaluation of Indicator 8 progress with stakeholders is reflected in NYSED's 2020-2025 SPP/APR targets and OSE's development of improvement strategies as summarized below.

## Feedback on Improvement Strategies

In addition to the Indicator 8 trend data (past targets and performance), stakeholder presentations included a description of improvement strategies with requested feedback on what activities should be considered, maintained, or strengthened to increase the percentage of parents with a child receiving special education services who report that schools facilitated parent involvement. The presented information and solicited feedback from a variety of stakeholders, including parents and educators, is intended to increase capacity to support activities around improving parent satisfaction rates and meeting the objectives of Indicator 8.

### Improvement Strategies Presented:

*Existing Improvement Activities to Improve Indicator 8 Outcomes:* the OSE presentation included a list of activities that impacts our performance by increasing opportunities for parent engagement, such as workshops for families on early childhood or postsecondary transition; providing NYSED materials such as Procedural Safeguards in English and the six identified high frequency languages; dissemination of relevant NYSED materials and resources to established community networks that can reach stakeholders, community groups, developers, government workers (and the agencies they represent), business owners, medical community, neighborhood leaders, etc.; focused trainings on meaningful parent involvement that are provided directly to families, district, and school staff; and local partnership staff work with the Office of Special Education Quality Assurance and district leadership to determine where the trainings should be offered based on local need.

*Potential New Improvement Strategies to Improve Indicator 8 Outcomes:* the OSE presented potential new improvement activities for stakeholder consideration, including improving districts' methods for distributing the survey, following up with parents who have not yet responded, technical assistance to districts with low response rates or low satisfaction levels, increase outreach to non-English speaking parents, and consider using a web portal or electronic submission as the initial/main responder submission method.

### **Stakeholder Feedback on Improvement Strategies:**

Participants of the online survey and virtual meetings were asked to rank the effectiveness of the existing improvement activities to improve Indicator 8 outcomes. Stakeholders ranked workshops for families on early childhood or postsecondary transition as the most effective current activity.

Participants of the online survey and virtual meetings were also given a list of potential improvement activities that could be incorporated and asked to rank their potential effectiveness for improving Indicator 8 outcomes. Two potential activities were ranked the highest by stakeholders:

- (1) Targeting large districts and outlier districts with the lowest response rates to provide technical assistance on the method of survey distribution and follow up, including discussion of what staff will be used for follow up, and
- (2) Using a web portal or electronic submission as the initial/main responder submission method.

The overwhelming majority of participants felt that targeted improvement activities should be provided to districts to improve their distribution of the survey and monitoring of response rates, as well as improving low positive response rates. In particular, stakeholders felt that improvement activities were needed to improve districts' distribution of the survey.

In addition to the improvement activities presented, stakeholders provided the following for consideration:

- Fifteen online survey and/or virtual meeting participants submitted comments suggesting that further outreach is needed to parents from underrepresented demographics regarding whether the survey is understandable and how to increase response rates.
- Several respondents suggested utilizing local parent-teacher groups or community partners to publicize the survey and its importance.
- Other suggestions included having districts provide incentives for verified submissions, ensuring that parents are aware of different survey submission options, and including a statewide contact or hotline where parents can address questions.

**Stakeholder responses for Indicator 8 will be used by the OSE to identify priority areas for improvement and assist in the development of the strategies that will be implemented to increase the percentage 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. These priority areas will be included in the 2020-2025 SPP/APR.**

## Responses on the Indicator 8 Targets:

### Indicator 8 Target Setting:

NYSED proposed the following targets for Indicator 8:

Baseline FFY 2020	FFY	2020	2021	2022	2023	2024	2025
87.80%	Target >=	93.75%	94.00%	94.25%	94.50%	94.75%	95.00%

Based on the responses received, 62.90% of the stakeholders agreed that the Indicator 8 proposed recommended targets were “just right” (20.97% felt the targets are too low while 16.13% felt the targets are too high). **The New York State 2020-2025 SPP/APR will reflect the proposed Indicator 8 targets as the final targets.**