

Indicator 8: Family Involvement Fact Sheet

WHAT DOES THIS INDICATOR MEASURE?

Indicator 8 measures 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. To calculate indicator 8:

- (1) Take the number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities;
- (2) Divide that number by number of respondent parents of children with disabilities;
- (3) The result is the percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a way of improving results for children with disabilities.

WHAT ARE THE DATA CONSIDERATIONS?

Data Source

Indicator 8 is measured using an online survey for parents of children with disabilities.

How has this Indicator Changed?

States must prioritize representation by race and at least one other demographic variable in sampling.

Data Notes

1. Districts are selected to collect parent involvement surveys once every six years.
2. Each year's cohort represents a cross section of districts designed to provide an annual survey sample that is representative of Ohio's overall population of students with disabilities. Ohio has chosen to prioritize disability category in addition to the required priority of race when constructing cohorts.
3. The Ohio Department of Education has partnered with The Ohio State University to collect, analyze and use survey results to inform family engagement efforts at all levels.
4. Due to limited response rates, underrepresentation in survey participation and limitations in data utility in past surveys, the Office for Exceptional Children elected to redesign Ohio's indicator 8 survey process by partnering with The Ohio State University's Statewide Family Engagement Center to design an online survey. This partnership improved the representativeness of the survey responses and enhanced the overall quality and utility of the data collected for indicator 8 compared to past years.
5. The redesign included research and development of a new survey instrument that meets the requirements of indicator 8 with fewer questions, along with transitioning to a web-based, smartphone-friendly survey platform. The team also is leveraging existing partnerships with Ohio's regional family engagement specialists and parent mentor network to improve meaningful use of the data and stakeholder input to inform family engagement efforts.
6. The survey used an online platform beginning in 2019-2020 that resulted in an exponentially higher number of participants than in the previous administration. To maximize parent accessibility, the survey and accompanying materials were translated into multiple languages, including Spanish, Somali and Chinese. Survey responses were received from 7,302 parents of children with disabilities in 2019-2020 and from 10,513 parents of children with disabilities in 2020-2021.

HOW HAS OHIO PERFORMED OVER TIME?

Facilitated Parent Involvement



2019-2020

2020-2021

Figure 1. Ohio’s percentage of respondent parents who report facilitated parent involvement as a means of improving services and results for children with disabilities declined from 83.63% in 2019-2020 to 80.8% in 2020-2021.

Table 1. Ohio’s performance on indicator 8 over two years, including the number of respondent parents who reported that schools facilitated parent involvement, total number of respondent parents and resulting percentage as the indicator baseline.

Ind 8: Family Involvement	2019-2020	2020-2021
Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities.	6,107	8,495
Total number of respondent parents of children with disabilities.	7,302	10,513
Indicator 8 Baseline: Percentage of parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities.	83.63%	80.8%

WHAT DO WE LEARN WHEN WE DISAGGREGATE THE DATA IN KEY WAYS?

Survey Question: Taking all things into account, do you believe your child’s school works with you to best meet your child’s needs? Please respond on a scale of 1-10, 1 means “not at all” and 10 means “a great deal.”

Facilitated Parent Involvement - Family Race/Ethnicity 2019-2020 (n = 7,178)

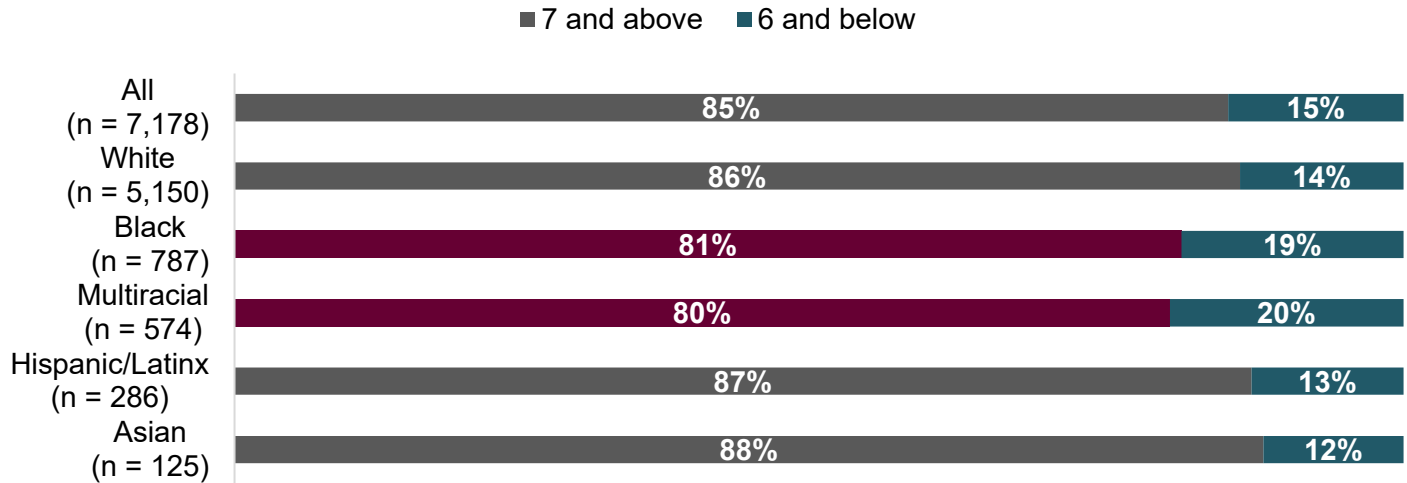


Figure 2. Most parents reported that schools facilitated parent involvement as a means of improving services and results for students with disabilities. Eighty-five percent of all families responded with a ‘7’ or above. Families who are Black and Multiracial reported a lower percentage than families of other races, 81% and 80% respectively.

Survey Question: Taking all things into account, do you believe your child’s school works with you to best meet your child’s needs? Please respond on a scale of 1-10, 1 means “not at all” and 10 means “a great deal.”

Facilitated Parent Involvement - Age of Child 2019-2020 (n = 7,178)

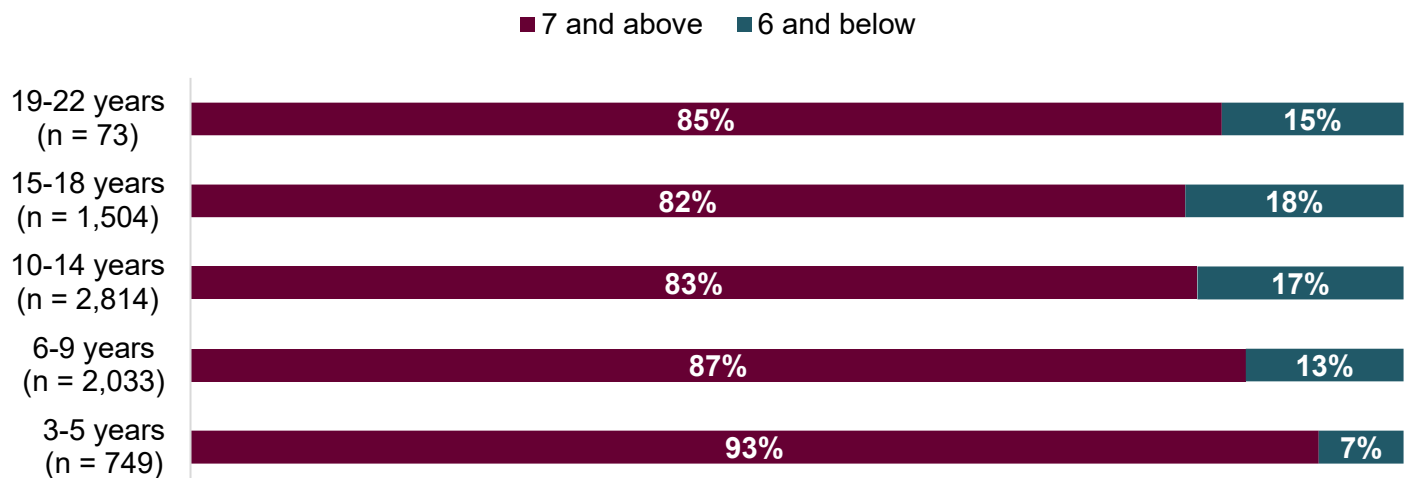


Figure 3. Most parents reported that schools facilitated parent involvement as a means of improving services and results for students with disabilities. Families with children ages 3-5 showed the highest agreement with the question at 93%.

WHAT ARE THE PROGRAMMATIC CONSIDERATIONS?

1. In March 2021, the Office for Exceptional Children released [*Each Child Means Each Child: Ohio's Plan to Improve Learning Experiences and Outcomes for Students with Disabilities*](#). Each of the three major focus areas of this plan contains action steps that call for families to be engaged with educators in more robust ways. The three major focus areas are development and implementation of an integrated model for a statewide multi-tiered system of supports, promotion of ongoing job-embedded professional learning and advancement of postsecondary learning experiences and outcomes. Increased engagement with families across one or more of these areas may contribute to an increase in parents reporting facilitated involvement as measured by this indicator.
2. In June 2021, the Office for Exceptional Children released the *11 District Plan* in response to the [*Doe Settlement*](#). This plan outlines increased supports from the Ohio Department of Education for students with disabilities in 11 targeted districts. However, the resources and other supports developed will be available statewide and therefore accessible to any district. In 2019-2020, the 11 Districts included 15.7% of Ohio's students with disabilities and 12.12% of all Ohio's students. One objective of the *11 District Plan* is to help parents and caregivers understand that students with disabilities may continue to receive special education until they reach age 22 or have met the requirements for graduation that apply to students without disabilities, whichever occurs first. The actions under this objective, including that the Ohio Department of Education will consider updating the Individuals with Disabilities Education Act (IDEA) State Performance Plan indicator 8 Parent Survey and process, may lead for increased parent involvement as measured by this indicator.
3. The Ohio Department of Education continues to build and strengthen relationships and programs for increasingly robust supports for families in Ohio, including:
 - a. Parent Mentors – There are more than 100 Parent Mentors who are parents of children with disabilities and are employed by districts or educational service centers to provide free support to families of children with disabilities and school staff members.
 - b. Ohio Coalition for the Education of Children with Disabilities – This statewide nonprofit organization serves families of infants, toddlers, children and youth with disabilities in Ohio as well as the educators and agency professionals who work with them. They have staff located throughout the state, including bilingual multicultural specialists/trainers.
 - c. Educational Service Center CARES Liaisons – These positions support families of vulnerable youth populations in their educational service center regions covering the state of Ohio. One vulnerable youth population is students with disabilities.

Through the ongoing outreach, resources and supports provided by these groups and others, it is possible that involvement of family members will grow in a way that would be measured on this indicator.

PROPOSED TARGETS

- Targets should be rigorous, yet attainable.
- Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
- The goal for indicator 8 is to be at or above the target.

Table 2. Proposed Target Table Option A – Indicator 8

Indicator 8: Family Involvement	2019-2020 Baseline	2020-2021 Performance	2021-2022 Proposed Target	2022-2023 Proposed Target	2023-2024 Proposed Target	2024-2025 Proposed Target	2025-2026 Proposed Target
Percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a way of improving results for children with disabilities	83.63%	80.80%	81.00%	82.00%	83.00%	84.00%	85.00%

Option A Rationale

- With all the mentioned strategies, initiatives, and legislation consistent growth over the course of the upcoming target years is expected.
- Districts were required to develop new methods of communication to parents during the pandemic, and it is expected new methods and innovations in parent communication will continue and improve reported parental involvement.
- In comparison to Ohio’s 2020-2021 performance, meeting the final target of 85% by 2025-2026 will require 441 more parents to report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Table 3. Proposed Target Table Option B – Indicator 8

Indicator 8: Family Involvement	2019-20 Baseline	2020-21 Performance	2021-22 Proposed Target	2022-23 Proposed Target	2023-24 Proposed Target	2024-25 Proposed Target	2025-26 Proposed Target
Percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a way of improving results for children with disabilities	83.63%	80.80%	82.00%	84.00%	86.00%	88.00%	90.00%

Option B Rationale

- Option B is a more rigorous option in comparison to Option A.
- With all the mentioned strategies, initiatives and legislation, consistent growth over the course of the upcoming target years is expected.
- Districts were required to develop new methods of communication to parents during the pandemic, and it is expected new methods and innovations in parent communication to continue and improve reported parental involvement.
- In comparison to Ohio’s 2020-2021 performance, meeting the final target of 90% by 2025-2026 will require 967 more parents to report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.