Essential Elements

|  |
| --- |
| Indicator Description: |
| 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. |
| Measurement:[[1]](#footnote-2) |
| 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.Provide the actual numbers used in the calculation.Report the number of parents to whom the surveys were distributed. |
| Target Setting: This is a results indicator. Describe the process your state uses to engage stakeholders and set targets. |
|  |
| [GRADS360°](https://osep.grads360.org/#program) Reporting Information: Describe login information, location of manual, etc. |
|  |
| Data Stewards: Provide titles and names, contact information, department, and any notes on persons responsible for collections, validation, and submission. If there are multiple parties responsible or involved in the process, list them all. |
|  |
| Data Source Description: Provide a short description of the database or data system your state uses to process data for this indicator.  |
|  |
| State Collection and Submission Schedule: Provide a list of dates necessary for this data collection, including when the data collection period opens, when data are due from the local education agencies (LEAs), and when assigned staff pull the data after the collection closes. |
|  |

Processes

|  |
| --- |
| Collection: Provide detailed information about the origin and collection of the data including titles of persons responsible. Sampling of parents from whom response is requested is allowed. Describe the sampling methodology and outline how the design will yield valid and reliable estimates. |
| When the state uses a separate methodology for preschool children, the state must provide separate baseline data, targets, and actual target data or discuss the procedures used to combine data from school-age and preschool data collection methodologies in a manner that is valid and reliable. |
|  |
| Data Validation: Describe the data cleaning processes and any other processes your state uses to ensure high-quality data.  |
|  |
| Data Analysis:[[2]](#footnote-3) Describe the process for data analysis. Describe the collection process to ensure that the response data are valid and reliable, including how the data represent the demographics of the state. |
| Describe the State’s analysis of the extent to which the demographics of the parents responding are representative of the demographics of children receiving special education services. States should consider categories such as race and ethnicity, age of the student, disability category, and geographic location in the State. If the analysis shows that the demographics of the parents responding are not representative of the demographics of children receiving special education services in the State, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State distributed the survey to parents (e.g., by mail, by e-mail, on-line, by telephone, in-person through school personnel), and how responses were collected.  |
|  |
| Response to OSEP-Required Actions: Describe the procedures for reviewing Office of Special Education Programs (OSEP) feedback. Following the release of the OSEP determination, indicate who reviews OSEP feedback and how assigned staff make the plan to address concerns and create a response. |
|  |
| Internal Approval Process: Describe any internal approval processes (e.g., who must sign off, timelines). |
|  |
| Submission: Describe process for entering the data and analyses into [GRADS360](https://osep.grads360.org/#program)o. Include information about the person authorized to certify the final report. |
|  |
| Clarification:[[3]](#footnote-4) Describe the process your state uses to prepare a response to OSEP’s request for clarification. |
|  |
| Data Governance: Describe the process for reviewing potential or actual changes to the data collection and associated requirements.  |
|  |
| Public Reporting: Describe the process and format for publicly reporting the performance of each LEA against the target of the state’s State Performance Plan/Annual Performance Report (SPP/APR) data. Note where the state posts the state education agency (SEA) and LEA SPP/APR data. |
|  |

1. **Measurement:** Part B Indicator Measurement Table 2018, for FFY 2016 submission. [↑](#footnote-ref-2)
2. Data Analysis: Review data year to year, looking for patterns statewide and within LEAs, outliers, whether targets are met or not met, and slippage. [↑](#footnote-ref-3)
3. **Clarification:** OSEP generally sends clarification requests to states about 60 days postsubmission. [↑](#footnote-ref-4)