

**REQUEST FOR QUOTE  
PARENT SURVEY FOR**

**THE WEST VIRGINIA  
DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL PROGRAMS**

---

**EDD370596**

**April 3, 2012**



Thomas J. Keslh  
41 State Street, Suite 403  
Albany, NY 12207  
Ph: 518-427-9840 Fax: 518-462-1728

RECEIVED

2012 APR -5 AM 10:10

WV PURCHASING  
DIVISION



Price Quotations EDD370596

PROJECT COMPONENTS	ACTIVITY
SENDING SURVEYS	Printing, outgoing envelope and postage, business reply envelope
SURVEY RECEIPT	Return postage, opening, scanning and verifying
RESENDING OF SURVEYS, IF NECESSARY TO NON-RESPONDENTS	Printing, outgoing envelope and postage, business reply envelope
RASCH ANALYSIS	Statistical Analysis
REPORTING	Hard Copy and Electronic Reporting
ADDITIONAL OPTION	
SAMPLE DESIGN	Customization, item selection, unique identifiers, pictures, etc.

**\*\*ALL REPORTING WILL MEET STATE AND FEDERAL REPORTING REQUIREMENTS.**

This price quoted in the bidder's proposal will not be subject to any increase and will be considered firm for the life of the contract.

**License Fee** \$ 125.00

**Price per Survey Mailed** \$3.25 X \$15,000 = \$ 48,750.00  
(estimated usage)

(Price per Survey Mailed includes: survey, postage, sending survey, resending of survey to non-respondents, data analysis by State and LEA, report of data analysis and Indicator 8 requirements)

**TOTAL COST** \$ 48,875.00

The basis of award will be on the total cost above.

**Additional Option/Sample Design** \$ negotiable

  
(Signature)

April 4, 2012  
(Date)

Thomas J. Kelsh  
Vice President  
41 State Street, Suite 403  
Albany, NY 12207  
518-427-9840 extension 206  
518-462-1728 fax



State of West Virginia  
 Department of Administration  
 Purchasing Division  
 2019 Washington Street East  
 Post Office Box 50130  
 Charleston, WV 25305-0130

# Request for Quotation

RFQ NUMBER  
 EDD370596

PAGE  
 1

ADDRESS CORRESPONDENCE TO ATTENTION OF  
 SHELLY MURRAY  
 304-558-8801

RFQ COPY

VENDOR

Measurement Incorporated  
 41 State Street Suite 403  
 Albany, NY 12207

SHIP TO

DEPARTMENT OF EDUCATION  
 BUILDING 6  
 1900 KANAWHA BOULEVARD, EAST  
 CHARLESTON, WV  
 25305-0330

DATE PRINTED	TERMS OF SALE	SHIP VIA	FOB	FREIGHT TERMS
03/27/2012				

BID OPENING DATE: 04/10/2012 BID OPENING TIME 01:30PM

LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
----- ADDENDUM NO. 1 -----						
THIS ADDENDUM IS ISSUED TO ADDRESS THE QUESTIONS RECEIVED PRIOR TO THE QUESTION SUBMISSION DEADLINE OF 03/19/2012.						
BID OPENING DATE IS EXTENDED						
FROM: 04/05/2012						
TO : 04/10/2012						
0001	1	LS	924-10	SPECIALIZED EDUCATION SERVICES		
EXHIBIT 10						
REQUISITION NO.: .....						
ADDENDUM ACKNOWLEDGEMENT						
I HEREBY ACKNOWLEDGE RECEIPT OF THE FOLLOWING CHECKED ADDENDUM(S) AND HAVE MADE THE NECESSARY REVISIONS TO MY PROPOSAL, PLANS AND/OR SPECIFICATION, ETC.						
ADDENDUM NO.'S:						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE	TELEPHONE	DATE
TITLE	FEIN	ADDRESS CHANGES TO BE NOTED ABOVE

WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'

**GENERAL TERMS & CONDITIONS  
REQUEST FOR QUOTATION (RFQ) AND REQUEST FOR PROPOSAL (RFP)**

1. Awards will be made in the best interest of the State of West Virginia.
2. The State may accept or reject in part, or in whole, any bid.
3. Prior to any award, the apparent successful vendor must be properly registered with the Purchasing Division and have paid the required \$125 fee.
4. All services performed or goods delivered under State Purchase Order/Contracts are to be continued for the term of the Purchase Order/Contracts, contingent upon funds being appropriated by the Legislature or otherwise being made available. In the event funds are not appropriated or otherwise available for these services or goods this Purchase Order/Contract becomes void and of no effect after June 30.
5. Payment may only be made after the delivery and acceptance of goods or services.
6. Interest may be paid for late payment in accordance with the *West Virginia Code*.
7. Vendor preference will be granted upon written request in accordance with the *West Virginia Code*.
8. The State of West Virginia is exempt from federal and state taxes and will not pay or reimburse such taxes.
9. The Director of Purchasing may cancel any Purchase Order/Contract upon 30 days written notice to the seller.
10. The laws of the State of West Virginia and the *Legislative Rules* of the Purchasing Division shall govern the purchasing process.
11. Any reference to automatic renewal is hereby deleted. The Contract may be renewed only upon mutual written agreement of the parties.
12. **BANKRUPTCY:** In the event the vendor/contractor files for bankruptcy protection, the State may deem this contract null and void, and terminate such contract without further order.
13. **HIPAA BUSINESS ASSOCIATE ADDENDUM:** The West Virginia State Government HIPAA Business Associate Addendum (BAA), approved by the Attorney General, is available online at [www.state.wv.us/admin/purchase/vrc/hipaa.html](http://www.state.wv.us/admin/purchase/vrc/hipaa.html) and is hereby made part of the agreement provided that the Agency meets the definition of a Cover Entity (45 CFR §160.103) and will be disclosing Protected Health Information (45 CFR §160.103) to the vendor.
14. **CONFIDENTIALITY:** The vendor agrees that he or she will not disclose to anyone, directly or indirectly, any such personally identifiable information or other confidential information gained from the agency, unless the individual who is the subject of the information consents to the disclosure in writing or the disclosure is made pursuant to the agency's policies, procedures, and rules. Vendor further agrees to comply with the Confidentiality Policies and Information Security Accountability Requirements, set forth in <http://www.state.wv.us/admin/purchase/privacy/noticeConfidentiality.pdf>.
15. **LICENSING:** Vendors must be licensed and in good standing in accordance with any and all state and local laws and requirements by any state or local agency of West Virginia, including, but not limited to, the West Virginia Secretary of State's Office, the West Virginia Tax Department, and the West Virginia Insurance Commission. The vendor must provide all necessary releases to obtain information to enable the director or spending unit to verify that the vendor is licensed and in good standing with the above entities.
16. **ANTITRUST:** In submitting a bid to any agency for the State of West Virginia, the bidder offers and agrees that if the bid is accepted the bidder will convey, sell, assign or transfer to the State of West Virginia all rights, title and interest in and to all causes of action it may now or hereafter acquire under the antitrust laws of the United States and the State of West Virginia for price fixing and/or unreasonable restraints of trade relating to the particular commodities or services purchased or acquired by the State of West Virginia. Such assignment shall be made and become effective at the time the purchasing agency tenders the initial payment to the bidder.

I certify that this bid is made without prior understanding, agreement, or connection with any corporation, firm, limited liability company, partnership, or person or entity submitting a bid for the same material, supplies, equipment or services and is in all respects fair and without collusion or fraud. I further certify that I am authorized to sign the certification on behalf of the bidder or this bid.

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**INSTRUCTIONS TO BIDDERS**

1. Use the quotation forms provided by the Purchasing Division. Complete all sections of the quotation form.
2. Items offered must be in compliance with the specifications. Any deviation from the specifications must be clearly indicated by the bidder. Alternates offered by the bidder as **EQUAL** to the specifications must be clearly defined. A bidder offering an alternate should attach complete specifications and literature to the bid. The Purchasing Division may waive minor deviations to specifications.
3. Unit prices shall prevail in case of discrepancy. All quotations are considered F.O.B. destination unless alternate shipping terms are clearly identified in the quotation.
4. All quotations must be delivered by the bidder to the office listed below prior to the date and time of the bid opening. Failure of the bidder to deliver the quotations on time will result in bid disqualifications: Department of Administration, Purchasing Division, 2019 Washington Street East, P.O. Box 50130, Charleston, WV 25305-0130
5. Communication during the solicitation, bid, evaluation or award periods, except through the Purchasing Division; is strictly prohibited (W.Va. C.S.R. §148-1-6.6).



State of West Virginia  
 Department of Administration  
 Purchasing Division  
 2019 Washington Street East  
 Post Office Box 50130  
 Charleston, WV 25305-0130

# Request for Quotation

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ADDRESS CORRESPONDENCE TO ATTENTION OF:  
 SHELLY MURRAY  
 304-558-8801

RFQ COPY  
 TYPE NAME/ADDRESS HERE

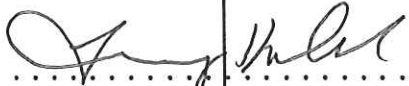
VENDOR

SHIP TO

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 BUILDING 6  
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LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
	NO. 1 .....					
	NO. 2 .....					
	NO. 3 .....					
	NO. 4 .....					
	NO. 5 .....					
<p>I UNDERSTAND THAT FAILURE TO CONFIRM THE RECEIPT OF THE ADDENDUM(S) MAY BE CAUSE FOR REJECTION OF BIDS.</p> <p>VENDOR MUST CLEARLY UNDERSTAND THAT ANY VERBAL REPRESENTATION MADE OR ASSUMED TO BE MADE DURING ANY ORAL DISCUSSION HELD BETWEEN VENDOR'S REPRESENTATIVES AND ANY STATE PERSONNEL IS NOT BINDING. ONLY THE INFORMATION ISSUED IN WRITING AND ADDED TO THE SPECIFICATIONS BY AN OFFICIAL ADDENDUM IS BINDING.</p> <p style="text-align: center;">             .....            SIGNATURE            .. Measurement Incorporated ..            COMPANY            ..... 4/4/12 .....            DATE         </p> <p>NOTE: THIS ADDENDUM ACKNOWLEDGEMENT SHOULD BE SUBMITTED WITH THE BID</p> <p style="text-align: center;">----- END OF ADDENDUM NO 1 -----</p>						

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## Quality of Project Staff and Partners

To fulfill the requirements of this project, we have assembled an exceptional team of professionals with in-depth knowledge and experience in evaluation, survey research methodology, and reporting/dissemination. The evaluation team will consist of a principal investigator, project director, data analyst/statistician, software development specialist and an information technology specialist. This team will be supported by a research assistant, clerical staff, and a graphic designer. The general responsibilities and educational background of this team is summarized below (see **Appendix A** for resumes).

**Principal Investigator:** *Thomas Kelsh, Ed.D., Vice-President, MI Evaluation Services*

Dr. Kelsh will provide executive oversight for the project. He will ensure that all tasks are conducted at a high level of performance, and all products/deliverables are of the highest quality. In addition to these roles, Dr. Kelsh will also be available to the project director and the data team to provide additional expertise in the collection, analysis, and reporting of the data.

Dr. Kelsh holds an Ed.D. in Curriculum & Instruction from the State University of New York at Albany. Prior to his employment at Measurement Incorporated, Dr. Kelsh worked for the Research Foundation of the State University of New York (SUNY) and the New York State Education Department where he conducted academic program reviews and accreditation studies of New York State institutions of higher education offering degree programs in special education and related fields. In addition, he also conducted program evaluation and survey research studies focused on students with disabilities and pre- and in-service teacher education. Since joining MI in 1993, he has directed a number of statewide evaluation studies with national significance: the New York State Title 1 (Schoolwide Program) Evaluation Study (1995 – 1999), the New York State School-to-Work Evaluation Study (1995 – 2000), the Study of Preschool Special Education Quality (2001 – 2003); the New York State Comprehensive School Reform Demonstration Program (1998 – 2001 and 2005 – 2009); and the New York State Reading First Evaluation (2004 – 2008). Findings and products from both the School-to-Work and Title 1 evaluation studies have been shared with the U.S. Department of Education and the education departments in all 50 states. Currently, Dr. Kelsh is directing evaluation a study of teacher quality (Ohio State University and the City of Columbus, OH). Other related evaluation studies which he has directed include the validation study of the New York State Education Department’s Family Literacy Initiative, New York City’s Title 1 School Support Team, and Buffalo City School’s Technology Literacy Challenge Fund Evaluation Study. Dr. Kelsh is an active member of the American Educational Research Association (AERA), the American Evaluation Association (AEA), and member—and former President of—the New York State Council for Exceptional Children (NYCEC).

**Project Director:** *Tina Goodwin-Segal, Ph.D., Senior Research Associate, MI Evaluation Services*

As project director, Dr. Goodwin-Segal will supervise the project and ensure that activities are of the highest quality and carried out according to schedule. She will interface with West Virginia Department of Education staff and partner organizations, as necessary, have major input into the data collection plan and data analysis specifications, and will be responsible for preparing the required reports and supervising the dissemination of results and reports to districts. Dr. Goodwin-Segal also will provide and/or supervise the provision of technical assistance to participating school districts to minimize reporting burden.

Dr. Goodwin-Segal holds a Ph.D. in Curriculum and Instruction from the State University of New York at Albany. She specializes in program evaluation and evidence-based research in education. Prior to joining MI, she taught research design and evidence-based practice at The Sage Colleges, Health and Rehabilitation Sciences Division. Dr. Goodwin-Segal has worked for the Research Foundation at the State University of New York at Albany (SUNYA) where she served as Project Director on an array of state and federally funded projects. She has conducted evaluations on a broad range of programs including special education and was the senior researcher on the *VESID Quality Performance Indicator Study of Preschool Students with Disabilities*. She is the Project Director for the current statewide Parent Involvement Survey project for New Hampshire and has conducted that survey and reported data for Indicator 8 for the past four years. Dr. Goodwin-Segal is an active member of both the American Evaluation Association (AEA) and the American Educational Research Association (AERA).

**Data Analyst:** *Anthony Cinquina, B.A., Data Analyst/Network Administrator, MI Evaluation Services*

Mr. Cinquina will be responsible for managing all electronic databases. He will prepare and oversee all electronic exchanges of data between the Measurement Incorporated offices, as well as electronic export of data to West Virginia Department of Education. He will also interface with and support the data manager as needed for data analyses.

Anthony Cinquina graduated from Baruch College with a BBA in Computer Information Systems. He has been with MI for over 15 years, serving as Data Coordinator/Network Administrator. He is involved in all aspects of data including: data entry, collection, coding, cleaning, and analysis. Mr. Cinquina is experienced in online survey development, website maintenance, and designing/manipulating databases. He also serves as one of MI's in-house statisticians and is proficient in many software applications including Microsoft Access, Excel, Word, WordPerfect, and Lotus, and has designed custom Access databases for various clients. Mr. Cinquina is currently involved in various MI projects including the NH Parent Involvement Survey and has conducted the Rasch Analysis of the NH Parent Involvement Survey for the past four year.

**Software Development Specialist:** *Travis Wicker, B.S., Software Development Manager, MI*

Mr. Wicker will be responsible for the design, development, and implementation of the online surveys. He will manage and provide direction to application development teams and provide technical leadership for the project.

Travis Wicker graduated from Methodist College with a B.S. in Computer Science. He has been with MI for over 10 years, serving as a programmer, analyst, and now the software development specialist. He is involved in creating software solutions for state departments of education and other clients relative to educational assessment, data processing, and score reporting. In addition to managing the software development for the NHDOE parent involvement survey contract, he has also worked on software solutions for the Connecticut Mastery Test, the Maryland High School Assessment, the Michigan Educational Assessment Program, the New Jersey High School Proficiency Assessment, and the Ohio Graduation Test.

**Information Technology Specialist:** *Jason Grover, IT Operations Manager, MI*

Mr. Grover will be responsible for the printing, distribution, and initial analysis of the scannable surveys. Mr. Grover will oversee the administration process as well as the scanning, cleaning, and security management of the surveys. Mr. Grover will ensure that all machine scoring staff know and adhere to MI security procedures. He will work closely with the project director and members of the data team to ensure fail-safe transfer of electronic data.

Jason Grover is the IT Operations Manager at Measurement Incorporated. He supervises scanning, data entry, printing, and production control activities. His team includes both full-time and part-time staff to accommodate seasonal demands of large-scale assessment processing. Mr. Grover has been a Computer Engineer with MI since 2000. He has worked on software development and image scanning on over eight statewide assessments. With many years of outstanding performance and a track record of exceptional expertise, he was promoted in 2010 to IT Operations Manager.

In addition to this seasoned team of professionals from MI, whose resumes can be found in **Appendix A**, we would anticipate collaborating with the West Virginia (WV) Department of Education and WV parent groups/organizations, and school district personnel.



## Organizational Capacity

**M**easurement Incorporated has substantial corporate capability to complete all tasks and services associated with this RFP. Founded in 1980, MI is **one of the nation's leading providers of educational and professional assessment services** and technologies. MI provides a full range of solutions to support the assessment needs of local and state educational agencies, private businesses, government agencies, and certification organizations. We develop educational and professional examinations; provide test administration, scoring, analysis, and reporting services; and manage a diversified portfolio of federal, state, and local evaluation and research projects that include the analysis and reporting of complex data sets. As noted previously, **MI is currently conducting work identical to the requirements of this RFP**, and has a long history of providing comprehensive evaluation services to a broad range of clients. MI offers clients a team of talented and experienced professionals with unparalleled expertise in wide-ranging areas. By consistently providing our clients with services of the highest caliber at the most affordable rates possible, Measurement Incorporated has acquired both a reputation of excellence in the field of educational assessment/evaluation and a depth of experience unrivaled within the industry. We are currently conducting or have previously conducted projects for more than 30 State Education Agencies.

### *Satisfactory Completion of Similar Projects*

Since 2007, MI has been conducting a number of **large-scale, statewide parent involvement survey projects** on an annual basis. These projects require many of the same services and areas of expertise called for by the West Virginia Department of Education, and include the following:

- **Database manipulation and cleaning, including verification** of student/family addresses to ensure accuracy of delivery
- **Large-scale deployment of scannable surveys** and supporting materials within tight timeframes
- **In-process data verification, scanning, and response rate calculations** by state and district; follow-up procedures as necessary to ensure adequate response rates for desired confidence levels and confidence intervals
- **Survey identification and coding procedures** (i.e., barcodes, encryption codes) matched to individual responses for the collection of identifiable data (i.e., parent matched to student)
- **Database construction and manipulation**—preparation for data analysis and secure transfer of raw data to client via secure server FTP (file transfer protocol) connection
- **Rasch data analysis** of district- and state-level survey results; calculation of response rates by race/ethnicity, age, gender, and disability category
- **Preparation of reports** in line with OSEP federal reporting requirements

As a specific example, MI has been working closely with the **New Hampshire Department of Education (NHDOE)** on the implementation of its *Statewide Parent Involvement Survey* for the past four years. This project has required the **statewide distribution of 30,000 scannable parent surveys**, Rasch analysis of survey data by state and district, calculation of response rates and appropriate follow-up procedures, and the preparation of reports closely aligned with federal reporting requirements. In addition, we have provided ongoing technical assistance to the Department toward the implementation of its State Performance Plan, sharing survey results with key audiences, and using survey findings to help strengthen special education services in New Hampshire. Other project supports include a telephone helpline staffed by MI, and survey translation services coordinated on an as-needed basis. This contract was originally awarded for a three-year period; the project continues to be awarded to MI through a competitive bidding process.

Similarly, we have been conducting the *Statewide Parent Involvement Survey* for the **Illinois State Board of Education (ISBE)** since 2007. This work includes the **annual preparation, distribution, and scanning of 60,000 parent surveys**. Much like the West Virginia Department of Education project, ISBE provides MI with a student address data file, which is then cleaned and verified (i.e., identifying duplicates and incomplete information)—we work closely with ISBE at each stage to ensure the final sample of addresses is accurate and up-to-date. MI then prepares a set of scannable barcode labels and address labels to allow parent responses to be matched back to their students while maintaining anonymity throughout the process. Survey data are integrated with the original database, and transferred through a secure FTP connection back to ISBE. This project has been conducted successfully for five rounds of the survey administration.

These projects are further described in **Exhibit 1** below.

**Exhibit 1. Summary of Similar MI Projects:  
Parent Involvement Survey Administration, Data Analysis, and Reporting**

Project Name/Client	Project Description
<p><b>New Hampshire Parent Involvement Survey (2007-2008; 2008-2009; 2009-2010) (2010-2011) (2012-2014)</b></p> <p><b>Client:</b> New Hampshire State Education Department (NHDOE)</p>	<p>NHDOE, Bureau of Special Education, contracted with MI to administer surveys to all NH parents of pre-school and school-age children with disabilities, and to analyze and report on the findings. The two instruments for this evaluation activity were developed by a group of NH stakeholders, including parents; it was based on a carefully selected set of items from the National Center for Special Education Accountability and Monitoring (NCSEAM). Through the survey process, parents can provide their perspective on special education services and the effectiveness of their districts/schools in facilitating their involvement in their child’s program/services. This system of documenting parental input is in compliance with federal accountability requirements reflected in the IDEA Part B State Performance Plan (SPP) and specifically Indicator 8 of New Hampshire’s SPP 2005-2010. As part of the evaluation services, MI conducts a Rasch analysis of state-and district-level results, and provides NHDOE with aggregate and disaggregate data as needed for Annual Performance Reports. Beginning in 2012, MI will provide NHDOE with additional services to administer and evaluate post-school outcome surveys.</p>

Project Name/Client	Project Description
<p><b>Illinois Parent Involvement Survey (2007-2011)</b></p> <p><b>Client:</b> Illinois State Board of Education (ISBE)</p>	<p>The Illinois State Board of Education (ISBE) contracted with MI to conduct an annual statewide survey of parents whose children receive Special Education Services. In each year of the study, a sample of 60,000 parents is selected to complete a survey about the quality of special education services in the state and the effectiveness of their districts/schools in facilitating their involvement in their child's program/services. This system of documenting parental input is in compliance with federal accountability requirements reflected in the IDEA Part B State Performance Plan (SPP)—Indicator 8. The survey items were selected from an item bank developed by the National Center for Special Education Accountability Monitoring (NCSEAM) funded by the Office of Special Education Programs at the U.S. Department of Education. To carry out the study, MI designed an identification coding system that uses barcode labels to link the individual survey data to existing student demographic data currently being collected by the ISBE, while still allowing parents to complete the survey anonymously. MI developed scannable survey forms which are being provided to parents in both English and Spanish. MI merges the individual parent survey data with existing student records for each student to provide ISBE with dis-aggregate data ready for further analysis to meet state reporting requirements.</p>

We have included a sample statewide report (see **Appendix B**) that represents the findings from the Parent Involvement Survey conducted in 2010 – 2011 for the New Hampshire Department of Education. We are also including an example of the district level reports that are prepared annually for each of the 175 school districts in New Hampshire (see **Appendix C**).

## *References*

While neither of the above clients is permitted to offer references because they are part of the State Education Department, we believe that their contract renewals with our firm speak volumes about their satisfaction with our work. We have also worked with staff in the Special Education Department in West Virginia but the same limitation applies.

In lieu of these references we offer the following clients as contacts. We have conducted large-scale comprehensive projects with these individuals and believe they would be able to speak to the high-quality of our work and our excellent reputation.

The following two contacts are provided as references for our work.

Frank San Felice    **The Center for Educational Innovation – Public Education Association (CEI-PEA)**  
 (914) 475-6056  
 Franksanfelice@optonline.net

Susan Megna        **New York State Education Department  
 Charter School Office, New Schools**  
 (518) 474-1762  
 smegna@mail.nysed.gov

# APPENDIX A

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## *Resumes*

## **Thomas J. Kelsh, Ed.D.**

**Vice President**

**Measurement Incorporated**

### **Education**

December 1988	Doctor of Education (Ed.D.) Program Evaluation State University of New York at Albany
August 1983	M.S. – Educational Psychology State University of New York at Albany
May 1979	B.S. – Special Education Bloomsburg University Bloomsburg, Pennsylvania

### **Professional Experience**

<i>September 1993 - Present</i>	<i>Vice President of Evaluation &amp; School Improvement Services Measurement Incorporated Albany and White Plains, New York</i>
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Provide program evaluation, educational measurement, professional development, and technical assistance, services to a wide variety of customers including the U.S. Department of Education, state departments of education (e.g., New York, West Virginia, Maryland, Illinois, Massachusetts, and Pennsylvania); private foundations (e.g., the DeWitt-Wallace Foundation, the Robin Hood Foundation), private industry (e.g., Verizon), school districts, and BOCES. Selected research and evaluation studies for which I have held the project director role are listed below along with the sponsoring agency.

- *Evaluation of New York State Interventions in Persistently Low Achieving (PLA) Schools*; New York State Education Department (2011-present)
- *Evaluation of the Expanding the Reach [of Scientifically Based Reading Research]*; U.S. Department of Education, 2004 – 2010.
- *Evaluation of the Partnership for Innovation in Compensation for Charter Schools (PICCS): A Teacher Incentive Fund Initiative*; Center for Educational Innovation – Public Education Association (2008 – present)
- *Evaluation of the STAR Initiative*; Office of Vocational and Adult Education, U.S. Department of Education (2004-2007)
- *Development of State Reading First Profiles*; U.S. Department of Education (2004)
- *New York State Self Assessment (Alternative Performance Measures for meeting Adequate Yearly Progress (AYP))*; New York State Education Department (2006-2008)

- *Preschool Special Education Quality Indicator Study*; New York State Education Department, VESID (2001-2003)
- *Development and Pilot Study of State Career & Technical Education (CTE) Self Assessment*; U.S. Department of Education, Office of Vocational and Adult Education (2004)
- *Evaluation of New York State Telecommunications Program (the Diffusion Program)*; Verizon (2000)
- *Evaluation of New York State Comprehensive School Reform Demonstration (CSR) Program*; New York State Education Department (1998-2001)

September 1990- September 1993

*Associate in Higher Education  
New York State Education  
Department  
Albany New York*

Directed statewide accreditation project of pre-service special education teacher preparation programs at public and private institutions of higher education in New York. Directed survey research studies of programs and services for individuals with disabilities attending postsecondary schools in New York State. Used both large data sets and small sample analyses to conduct research. Worked with both public (State University of New York and City University of New York) and private institutions. Made public presentations of findings to state and regional leaders including the New York State Board of Regents, college and university presidents, county executives, mayors, and municipal supervisors.

August 1988 - September 1990

*Principal  
St. Anne Institute  
Albany, New York*

Responsible for all educational programs at this Regents-accredited junior-senior high school for students with severe emotional and learning disabilities, including supervision of a teaching staff of 86. Conducted short- and long-term planning, managed budget of over 1.2 million dollars, marketed school to communities throughout Capital District, and made presentations to large and small groups.

January 1984 - August 1988

*Master Teacher*  
*SUNY Pre-Kindergarten Program*  
*State University of New York at*  
*Albany*

Responsible for the comprehensive special educational program for 10-12 preschool students with disabilities. Supervised graduate-level special education interns during an intensive 20 week, competency-based teaching practicum. Taught graduate level courses in special education methods and educational measurement.

January 1980 - February 1982

*Peace Corp Volunteer*  
*Chile, South America*

Worked for the National Ministry of Education and assigned to the Southern Province of Chillan. Worked with faculty from 17 schools to accommodate the learning needs of students with profiles of learning disabilities.

## **Selected Presentations**

- National Title 1 Conference – January 2008  
Dallas, Texas  
Topic: *Evaluating Scientifically-Based Reading Practices*
- National Conference of State Directors of Career and Technical Education (CTE) –  
March 2006 - Washington, DC  
Topic: *Using Program Self Study to Improve the State Monitoring Process*
- Massachusetts Title 1 Annual Network Conference – February 2003  
Boston, MA  
Topic: *Evaluating Whole-School Reform Initiatives*
- Fourth Annual New York State Title I Conference – February 2001  
Rochester, NY  
Topic: *Defining Characteristics of Effective Title I Schoolwide Programs*
- National Conference on School-to-Work Evaluation - March 1999  
Washington, D.C.  
Topic: *Evaluation Strategies for Measuring the Implementation and Impact of School-to-Work Initiatives*
- New York State School-to-Work Advisory Committee – February 1997  
Albany, NY  
Topic: *Results of the New York State School-to-Work Evaluation*
- New York State Board of Regents – February 1985 Full Board Meeting  
Albany, NY  
Topic: *Results of the New York State Workforce Preparation Pilot Initiative*

## Selected Publications

- Musumeci, M. & Kelsh, T. (2007) *Evaluation of the Expanding the Reach [of Scientifically Based Reading Research] Initiative* (Final product submitted to the U.S. Department of Education Office of Student Achievement and School Accountability). Albany, NY: Measurement Incorporated
- Kelsh, T. (2008) *Evaluation of the Partnership for Innovation in Compensation in Charter Schools (PICCS): A Teacher Incentive Fund Initiative – Year 1 Report*. Center for Educational Innovation – Public Education Association
- Kelsh, T. & Musumeci, M. (2006). *Student Achievement in Reading (STAR): Final evaluation report on pilot implementation*. (Final product submitted to the U.S. Department of Education Office of Vocational and Adult Education). Albany, NY: Westchester Institute.
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## **Certifications**

- Special Education – permanent
- School Administration and Supervision
- School District Administrator

## **Professional Affiliations**

- Council of Exceptional Children (*Past President, New York State CEC*)
  - Division of Early Childhood
  - Division of Teacher Education
- National Association of Secondary School Principals
- Association of Supervision and Curriculum Development
- American Educational Research Association

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  - Division of Teacher Education
- National Association of Secondary School Principals
- Association of Supervision and Curriculum Development
- American Educational Research Association

# Tina Goodwin-Segal, Ph.D., P.T.

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## Education:

State University of New York at Albany (SUNYA)  
Ph.D. Program in Curriculum and Instruction  
Educational Theory and Practice (ETAP)  
Specialization in Program Evaluation  
September 1992 - May 1997

State University of New York at Albany (SUNYA)

1400 Washington Ave., Albany, N.Y. 12108  
M.S. in Curriculum and Instruction  
September 1987 - May 1989

Indiana University Medical Center  
Indianapolis, IN  
B.S. in Physical Therapy  
September 1969 - May 1974

## Employment and Positions Held:

**Senior Research Associate**, Measurement Incorporated  
July, 2004-present  
Project management for all aspects of educational research and evaluation projects

**Senior Evaluator**, Evaluation Consortium, University at Albany  
State University of New York, Albany, NY  
October, 2002- July, 2004  
Project management for all aspects of educational evaluations

**Research Consultant**, Measurement Incorporated  
Albany, NY December 2000 – September, 2002  
Consulting on federal and state funded educational research and evaluation projects

**Associate Professor of Physical Therapy**  
Division of Health & Rehabilitation Sciences  
The Sage Colleges, Troy, NY  
September 1989-May 2003  
Primary teaching responsibilities include neuroscience, applied neurology,  
and research design.

## **Professional Activities: Selected Publications and Paper Presentations:**

Goodwin-Segal, T. & Taylor-Thoma, M.(2007) *Teaching Civics in a Comparative Perspective: Research Results*, a paper presented at the Comparative and International Education Society (CIES) Annual Conference, Baltimore, MD.

Goodwin-Segal, T. & Taylor-Thoma, M.(2006) *Comparative Methods in Perspective: Research Results*, a paper presented at the American Educational Research Association (AERA) Annual Meeting, San Francisco, CA (2006)

Musumeci, M, Kelsh, T. & Goodwin-Segal, T. (2003) *Study One Preschool Indicators: Special Education Quality Indicator Study Research Bulletin and Program Self-Assessment and Quality Improvement Guide* (Research reports submitted to the New York State Education Department) Albany, NY: The New York State Education Department.

Goodwin-Segal, T. (2003) *Evaluating Online Professional Development: Documenting Scientific Evidence of Effectiveness*, a paper presented at the American Evaluation Association Annual Meeting, Reno, NV

Goodwin-Segal, T (2003) *Evaluating the Multiple Modes of Technology on Learning: The Impact of Interactive and Digital Resources*, a paper presented at the American Evaluation Association Annual Meeting, Reno, NV

Goodwin-Segal, T. & Newman, D (2003) *Evaluation of a Technology Integration Challenge Grant Program: Using Technology to Connect Museums and Classrooms*, a paper presented at the American Education Research Association, Chicago, IL

Goodwin-Segal, T.(1997). *Outcome Measures for Program Evaluation of Early Intervention Services: Validation of Important Outcomes for Primary Stakeholders*, dissertation New York State University at Albany.

## **Memberships in Professional Organizations:**

**American Evaluation Association**  
September 1993 - Present

**American Educational Research Association**  
September 1993 – present

**Comparative and International Education Society**  
September 2006-Present

## Anthony Cinquina

Data Analyst

Measurement Incorporated

*Highly self-motivated and detail-oriented professional committed to pursuing a career in database management. Maintains a 15-year track record of demonstrating strong analytical and problem solving skills, computer proficiency, and ability to follow through with projects from inception to completion. Strengths include:*

- Database Administration
- Data Center Computer Operations
- Application Systems
- Web/Internet Design & Operations
- PC Desktop & Software Support
- LAN/WAN Network Services

## Professional Experience

### Measurement Incorporated

White Plains, NY

1992 to Present

*Responsibilities as Data Coordinator/Analyst include:*

- Involvement in all aspects of data processing including setting up databases, quality control and supervising co-workers to ensure consistent and accurate processing of research instruments
- Conducting statistical analysis on various databases and survey instruments
- Developing on-line surveys and on-line data collection instruments for several clients
- Creating and maintaining custom Access databases for in-house use and for various clients
- Researching and extracting educational data from the Internet. Manipulating and performing various queries and reports on demand
- Designing spreadsheets and constructing graphical figures and professional tables related to several large projects
- Assisting in the maintenance of company websites
- Provided on-site and off-site training as well as year-round technical assistance to 50 Adolescent Vocational Education Sites located in New York State

*Responsibilities as System Support Analyst include:*

- Maintaining day-to-day computer support for 25 users as well as the networking and training of new users
- Installing, configuring, and updating workstations with Novell and Windows 2000 Clients

- Installing and upgrading all software applications on Windows workstations
- Troubleshooting basic LAN problems such as printing, wiring, and software issues
- Performing network backup procedures including file restorations
- Evaluating, planning, testing, and maintaining network security
- Researching, testing, and ordering new software and hardware

**Key Projects and Achievements:**

- Spearheaded transition from outdated organization-wide and departmental technologies to highly functional, streamlined and cost effective client-server technologies and business solutions that have dramatically improved efficiency, decreased expenses, and optimized data integrity and security
- Coordinated and assisted in the upgrade from Novell 5.0 to Windows 2000 Server, including the configuration of all workstations
- Converted company's manual employee time logging system into an efficient computer-based system
- Established standardization for software applications, PC desktops, and networking systems
- Developed a system utilizing state-of-the-art technology and skilled programming to quickly and accurately turn out individual site reports three times a year to 50 sites throughout New York State
- Developed technique to increase the data collection from a 50% to 95% response rate
- Saved the company thousands of dollars and improved efficiency by creating custom scanning instruments for the Adolescent Vocational Education Program

**Dania Marina Caterers, Inc.**  
Bronx, NY

1987 to 1992

**Affairs Coordinator**

Managed preparations and professional administration of all catered affairs, including weddings, dances, bar mitzvah's, etc. Trained new employees and provided customer service. Assisted as waiter and bartender.

**Education**

Bachelor of Business Administration (BBA), Computer Information Systems, 1992  
Baruch College, New York, NY  
GPA: 3.65

**Honors**

Magna Cum Laude, Deans List  
Beta Gamma Sigma Honor Society  
Golden Key National Honor Society

## **Technical Skills**

### **Computer Software**

- Microsoft Office (Access, Word, Excel, FrontPage, PowerPoint), WordPerfect, Lotus, Outlook, GroupWise, Perseus Survey Solutions, SPSS Base, SPSS DataEntry 4, Adobe Acrobat, Bubble Publishing Form Shop, Dbase, Netscape and Internet Explorer
- Microsoft Windows 2000 Server; Novell 5; Microsoft Exchange; Veritas Backup Exec; Windows 95, 98, 2000, XP

### Education

<b>B.S.</b>	Computer Science, Math Minor; Methodist College, Fayetteville, NC, 2001
<b>Certification:</b>	Information Technology Infrastructure Library (ITIL) v3, Foundation Level
<b>Related Coursework</b>	Database Management, Programming Languages, Machine Architecture, Data Structures, Algorithms, Web Design, Operating Systems, Assembly Language, Theory of Computability

### Skills

<b>Languages</b>	ASP, ASP.NET, C, C#, HTML, Java, JavaScript, Pascal, SQL, T-SQL, Visual Basic, VBScript, VB.Net, XML
<b>Software Tools</b>	Homesite, FrontPage, Microsoft SQL Server, Microsoft Visual SourceSafe, Microsoft Visual Studio, Microsoft Visual Studio .Net, Subversion Source Control, FogBugz
<b>Environments</b>	Linux, Unix, Windows

### Experience

MEASUREMENT INCORPORATED Durham, NC

#### **Software Development Manager, 2007-present**

Manage the design, development, and implementation of computer software solutions for state departments of education and other clients relative to educational assessment data processing and score reporting. Consult with clients to confirm, clarify, and satisfy application specifications and develop timelines. Manage and provide direction to application development teams. Ensure software infrastructure by maintaining, supporting, and upgrading existing systems and applications. Provide technical leadership to project managers and programmers. Review, analyze, and develop strategies for the improved effectiveness and efficiency of existing applications.

#### **Programmer/Analyst, Connecticut Mastery Test, 2006**

Identified and defined the most efficient software solutions (including tailoring existing, tested applications and tools and/or creating custom solutions) for the unique needs of educational assessment clients. Oversaw collection and validation of demographic information, test answers, and other data from student tests. Transformed raw data into clear and meaningful client deliverables such as scaled student scores and score



reports. Generated ancillary materials to facilitate test delivery, administration, and return. Guided software development team in meeting client expectations, strict timelines, and the highest standards of security and confidentiality. Communicated with other departments, management, and client to resolve technology issues. Documented and improved project processes. Team leader for the Data Inspection, Correction and Entry Application and the Document Configuration Application.

**Programmer, 2002-2005**

Utilized and modified standard applications and tools to manage educational assessment data. Created custom software solutions in consultation with client and project managers. Ensured proper collection and validation of data from student tests and transformed it into deliverables such as student, school, district, and state reports. Generated ancillary materials (header sheets, barcode labels, etc.) to facilitate test delivery, administration, and return. Participated in process improvement and project documentation. Maintained commitment to meeting client expectations, strict timelines, and the highest standards of security and confidentiality. Projects included:

Learning Express, 2005

Maryland High School Assessment, 2003

Michigan Educational Assessment Program, 2002-2005

New Jersey High School Proficiency Assessment, 2003-2005

Ohio Graduation Test, 2002

**GROUND CONTROL Fayetteville, NC**

**Software Developer, 2000-2002**

Client/server development of tax software for county government in Visual Basic using SQL Server. Web development with HTML, ASP, VBScript, JavaScript, SQL Server, and ActiveX. Database design for an intranet document management system using SQL Server. Complete project life cycle development from assessment to implementation. GIS custom development (ArcObjects) with VBA and Visual Basic for ArcGis and ArcInfo. Responsibilities included software installation and troubleshooting, customer training, and meeting with customers to determine needs.

**METHODIST COLLEGE Fayetteville, NC**

**Computer Lab Assistant, 1997-2000**

Assisted students in the use of and problems with computers and programs in Pascal and C. Performed general network administration and software installation.

**NORTH CAROLINA DEPT OF TRANSPORTATION Lillington, NC**

**Engineering Aide, Summers 1997-1999**

As a member of the survey crew for the Engineering Office, participated in all phase of road and bridge construction. Calculated soil quantities and located field points from log book and plans. Experience with all field tools and instruments.

**WOMACK CONSTRUCTION Whispering Pines, NC**

**Carpenter/Laborer, Summers 1995-1996**

Experience with all phases of homebuilding: laying out walls, setting trusses, putting on shingles, digging footers, installing baseboard, etc.

**Education**

Computer Engineering; Electronic Computer Programming Institute, Raleigh, NC, 2000

**Knowledge and Skills**

**Software Tools** MS Word, Excel, PowerPoint, Project, FrontPage, VS.NET, Visual Source Safe

**Operating Systems** Windows NT/2000/XP/Vista, UNIX

**Experience**

**MEASUREMENT INCORPORATED** Durham, NC

**Manager of Operations, Information Technology, 2010-present**

Oversee day-to-day activities of IT Operations department, which includes optical scanning, image scanning, data entry, and printing functions. Research hardware and software solutions to facilitate and improve Operations functions. Recruit and supervise department staff. Also responsible for maintenance of adequate supplies to sustain uninterrupted service and the identification of the most cost-effective providers of equipment and supplies.

**Manager IT Scanning, 2006-2010**

Oversee software team responsible for client document setup to attain accuracy during the process of data collection. Manages five direct reports and up to 120 indirect reporting employees that range from Software Supervisors to Scanner Operators. Assist in the planning and implementation of scanning hardware/software to greatly improve scanning quality and overall customer satisfaction. Maintain effective communication with Project Managers and the Manager of Information Technology to ensure all client goals and timelines are met accordingly. Projects have included:

- Alabama Direct Assessment of Writing, 2006-2010
- CCSSO English Language Development Assessment, 2006-Present
- Connecticut Academic Performance Test, 2007-Present
- Connecticut Mastery Test, 2006- Present
- Continental Press Assessment, 2006-Present
- Horizon Research, 2008-2010
- Illinois Standard Achievement Test, 2006-2010
- Folio Assessment, 2006-Present
- Maryland High School Assessment, 2006-2010
- MetaMetrics Evaluation, 2006-Present

- Michigan Educational Assessment Program, 2003-2004 and 2008-Present; Access, 2009-Present
- Michigan Merit Exam, 2007-Present
- New Jersey Assessment of Skills and Knowledge, 2006-Present
- New Jersey High School Proficiency Assessment, 2006-Present
- South Carolina Alternative Performance Assessment, 2006-2010
- Tennessee Comprehensive Achievement Program, 2006-Present
- Tennessee Comprehensive Reading Assessment, 2010-Present

**BANCTEC** Raleigh, NC


**Field Engineer** 2001- 2006

Provided services such as software development, image scanning workload planning, and hardware/software maintenance.

## APPENDIX B

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### *Sample Statewide Survey Report*



New Hampshire  
Department  
of  
Education

NEW HAMPSHIRE

# 2010-2011 Parent Involvement Statewide Survey Results

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September 2011

Prepared by:



**MI**  
MEASUREMENT  
INCORPORATED  
*Evaluation Services*

41 State Street, Suite 403  
Albany, New York 12207  
(518) 427-9840 Fax: (518) 462-1728

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## Executive Summary

In spring 2011, Measurement Incorporated (MI) conducted the fourth year of the statewide New Hampshire Parent Involvement Survey. For the fourth year in a row there was a significant increase in the percentage of parents with a child receiving special education services who indicated that their school facilitated parent involvement as a means of improving services and results for children with disabilities.

Nearly 32,000 surveys were mailed to school districts across NH for distribution to parents. Parents had one month to complete and return their survey in the postage-paid envelope provided. Over the course of the data collection period, 5,932 useable surveys were received. Thirteen percent (13%) of the surveys received were completed by parents through online versions of the surveys. Additionally twice as many parents completed surveys with the assistance of translators for non-English speakers in 2011. The number of parents completing the survey with the assistance of a translator was 16 in 2008 and 33 in 2011.

The statewide response rate for the survey has increased from 16% in 2008 to 19% in 2011. The population of parents responding to the survey is representative of the statewide population of parents of students receiving special education services in terms of gender and ethnicity. However, the population of parents responding to the survey is not representative for certain disability categories and age groups. These disability categories and age groups are presented in Tables 5 and 6 of this report.

For this indicator, the state is required to set a target annually. Baseline data from 2008-2009 were used to establish a starting point and the target for the indicator was increased by one percent for each subsequent year through 2012-2013. In 2008-2009, 32% of parents with a child receiving special education services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Subsequently, the statewide target for 2010-2011 was set at 35%. Based on the statewide results for this year, 50% of parents with a child receiving special education services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. **This is 3% above last year's results and 15% higher than the state target for this year.** Across the past four years of survey administrations there has been continued significant improvement (18%) in parent ratings on this parent involvement indicator. These positive results suggest that the improvement activities implemented for this indicator—by the New Hampshire Department of Education (NHDOE), Bureau of Special Education and their partners—are working and have had a dramatic effect on parent involvement and family-school partnerships.

# I. Background and Survey Administration

In January 2007, the state of New Hampshire Department of Education (NHDOE), Bureau of Special Education, contracted with an independent evaluation firm to conduct a statewide parent involvement survey. The goal of the contract was to provide data for reporting requirements for the Department of Education's Special Education State Performance Plan for 2005-2010. The State Performance Plan (SPP) is required to be submitted from each state to the United States Department of Education (USDOE), Office of Special Education Programs (OSEP), pursuant to the Individuals with Disabilities Education Act (IDEA). OSEP has notified all states that the current SPP needs to be extended through 2012. NHDOE will set continuing targets for all SPP indicators, including Indicator B-8. Federal reporting requirements mandate that states report their progress relating to special education in their Annual Performance Reports (APRs). Specifically, NHDOE reports on Indicator B-8 by measuring "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."

In spring 2011, Measurement Incorporated (MI), the independent contractor, conducted the fourth year of statewide data collection using two parent surveys that were adapted from the National Center for Special Education Accountability and Monitoring (NCSEAM) item banks. In 2007-2008, MI worked closely with NHDOE and the Indicator B-8 Work Group to develop these instruments. One survey was prepared and administered to parents of preschool children (3 - 5 year olds) and the other to parents of school age children (kindergarteners through 21 year olds). These NCSEAM surveys have been shown to be valid and highly reliable in measuring the concept of parent involvement in improving special education services and results. In this fourth year—as in previous years of administering this survey—the *NH Statewide Parent Involvement Survey* was conducted with the support of NHDOE and key stakeholders including representatives from NH parent organizations and school district personnel. Communications have been steadily improved at the district level and additional promotional materials were provided to raise parental awareness about the survey.

Of the 175 NH school districts, twenty-six reported that they had no preschool children receiving special education services. Nearly 32,000 surveys were mailed to school districts across NH for distribution to parents. In total, 2,772 preschool surveys were mailed to parents of preschoolers and 29,190 school age surveys were mailed to parents of school age children receiving special education services (through age 21).

Year 4 surveys were mailed to parents at their homes in March 2011. Parents had one month to complete and return their survey in the postage-paid envelope provided. Over the course of the data collection period, 5,932 useable surveys were received; 665 were from parents of preschoolers and 5,267 were from parents of school age students.



## II. Methodology

In this fourth year of administering the New Hampshire *Statewide Parent Involvement Surveys*, MI worked collaboratively with NHDOE to make improvements in the survey administration process based on the results from the previous year. The summaries below provide details of key elements in the survey administration process and reflect the changes that were implemented in the fourth year of data collection.

*Data Collection Procedures*—MI worked with NHDOE special education directors in each School Administrative Unit (SAU) to coordinate the details of survey administration. Arrangements were made for the surveys to be labeled and mailed to parents directly from each school district. Each survey packet mailed to a parent contained a postage-paid return envelope addressed to MI. In this way, NHDOE was assured that the most accurate contact information for parents would be used in mailing the survey to the parent. Parents were assured that their responses would come directly to the independent contractor to guarantee their confidentiality.

*Strategies to Promote Survey Participation/Provide Survey Access*—as part of the contracted services, MI worked with the Indicator B-8 Work Group to promote survey participation. MI developed and provided copies of a flyer that was shared with the special education directors and NH Connections who then forwarded the information to other key parent advocacy and support groups. Additionally, to promote participation and to ensure survey access, MI provided an online version of the preschool and school age surveys in both English and Spanish. For the past four years MI has tracked the methods of survey administration to report the success of using alternative methods to promote parent participation; **Table 1** presents data for 2008-2011).

**Table 1**  
**Methods of Survey Administration**

Method of Administration	2007-08	2008-09	2009-10	2010-11
	n (%)	n (%)	n (%)	n (%)
Online	385 (6%)	456 (9%)	596 (10%)	660 (13%)
In English	5,473 (99%)	5,007 (99%)	5,979 (99%)	5,857 (99%)
In Spanish	37 (.7%)	35 (.7%)	43 (.7%)	42 (.7%)
In Other Languages	16 (.3%)	16 (.3%)	7 (.1%)	33 (.6%)

Steps to Ensure Validity and Reliability—data tracking procedures continue to be improved over the years of the statewide survey. The procedures implemented in 2011 ensured that surveys were monitored at each step in the administration process. MI provided timely and ongoing “hotline” communication to NHDOE staff, special education directors, school district personnel, and parents throughout the survey administration process. In the analysis phase of the project, MI examined the data in terms of its representativeness on key demographic variables, i.e., race/ethnicity, gender, age group, and disability category. These results allow NHDOE to make determinations about how well the findings can be generalized to the overall population of New Hampshire parents of children receiving special education services.

## III. Findings

In this section of the report, data are presented for all four years of survey administration using the current NH *Statewide Parent Involvement Survey* and census methods. Where it is useful, MI compares the data across four years (2008-2011) and report key findings in three critical areas:

- Response Rates
- Representativeness of the Data
- Survey Results

### *Response Rates*

The overall survey response rate for the New Hampshire 2011 Parent Involvement Survey was 19% which is the same as the response rate for 2010 (see Table 2 for data from 2008-2011).

**Table 2**  
New Hampshire Statewide Parent Involvement  
Survey Administration Summary for 2008-2011<sup>1</sup>

	2007-2008 Administration			2008-2009 Administration		
	Pre-school	School Age	Total	Pre-school	School Age	Total
Surveys sent	2,766	32,698	35,464	2,648	30,393	33,041
Surveys received	576	4,950	5,526	541	4,517	5,058
Statewide response rate	21%	15%	16%	20%	15%	15%
	2009-2010 Administration			2010-2011 Administration		
	Pre-school	School Age	Total	Pre-school	School Age	Total
Surveys sent	2,739	29,762	32,501	2,772	29,190	31,962
Surveys received	654	5,375	6,029	665	5,267	5,932
Statewide response rate	24%	18%	19%	24%	18%	19%

<sup>1</sup> Response rate was calculated on the number of surveys delivered to families. Those surveys that were returned based on invalid addresses or surpluses at the district level were omitted from the count before response rate calculations. Any survey received from a parent is counted in the response rate even if the parent did not respond to any of the survey items.

## Representativeness of the Data

The following set of tables (**Tables 3-6**) compare data from 2011 survey respondents to the NH Child Count data from 2010. These comparisons indicate how well the group of parents, who voluntarily responded to the survey, represents the total population of parents in New Hampshire who have children receiving special education services. The 2011 responding group of parents is compared to the Child Count data on four important variables: race/ethnicity, gender, age, and disability categories. For all of these comparisons the IDEA guidelines are followed, i.e., a difference of 3 percentage points (higher or lower) than the Child Count data is significant, and indicates that the group of parents who voluntarily responded to the survey is different from the total population of statewide parents on that specific category of data for that year.

*The sample of parents who responded to the survey is representative of the statewide population of parents with children with IEPs in terms of race/ethnicity and gender (see Tables 3 and 4).*

**Table 3**  
Comparison of Respondents' Children to Special Education Population:  
Race/Ethnicity

Race Category	December 1, 2010 Child Count of Eligible Population	Percentage of Eligible Population	Count of Respondent Sample	Percentage of Respondent Sample	Over/Under Representation**
White	27,797	93.0%	4,785	92.6%	-0.4%
Black or African American	721	2.4%	93	1.8%	-0.6%
Hispanic or Latino	1,024	3.4%	149	2.9%	-0.5%
Asian or Pacific Islander	287	1.0%	115	2.2%	1.2%
American Indian or Alaskan	72	0.2%	26	0.5%	0.3%
<b>TOTAL*</b>	<b>29,901</b>	<b>100.0%</b>	<b>5,168</b>	<b>100.0%</b>	<b>0.0%</b>

\* over (+)/under (-) representation is the percent of respondent children minus the percent of eligible population; anything greater than +/- 3 is considered significant.

In all four years 2008, 2009, 2010 and 2011 there were ***no significant differences in the race/ethnicity*** of the children whose parents responded to the survey as compared to the most recent Child Count data for each of those four years.

**Table 4**  
**Comparison of Respondents' Children to Special Education Population:**  
**Gender**

Gender Category	December 1, 2010 Child Count of Eligible Population	Percentage of Eligible Population	Count of Respondent Sample	Percentage of Respondent Sample	Over/Under Representation**
Male	19,900	66.5%	3536	68.0%	1.5%
Female	10,020	33.5%	1701	32.7%	-0.8%
<b>TOTAL</b>	<b>29,920</b>	<b>100.0%</b>	<b>5,203</b>	<b>100.0%</b>	<b>0.7%</b>

\* over (+)/under (-) representation is the percent of respondent children minus the percent of eligible population; anything greater than +/- 3 is considered significant.

Parents were asked to provide information about their child's gender in 2009, 2010 and 2011. There were ***no significant differences in gender*** between the children of the survey respondents and the Child Count data reported for the current year of each survey administration. Child gender data were not collected on the 2008 survey administration.

*For three age group categories, the respondent sample either over- or under-represents New Hampshire's percentage for that group, as reported on the 2010 Child Count (see Table 5).*

**Table 5**  
**Comparison of Respondents' Children to Special Education Population:**  
**Age Category**

Age Category	December 1, 2010 Child Count of Eligible Population	Percentage of Eligible Population	Count of Respondent Sample	Percentage of Respondent Sample	Over/Under Representation*
Ages 3-5	3,135	10.5%	703	13.2%	2.8%
Ages 6-11	10,925	36.5%	2,131	40.1%	3.6%
Ages 12-14	7,228	24.2%	1,113	21.0%	-3.2%
Ages 15-21	8,632	28.9%	1,364	25.7%	-3.2%
<b>TOTAL</b>	<b>29,920</b>	<b>100.0%</b>	<b>5,311</b>	<b>100.0%</b>	<b>0.0%</b>

\* over (+)/under (-) representation is the percent of respondent children minus the percent of eligible population; anything greater than +/- 3 is considered significant.

For the 2011 sample of respondents, ***there is significant over-representation*** (3.6%) of parents with children that are 6-11 years old and ***significant under-representation*** of parents with 12-14 and 15-21 year olds.

*For five disability categories, the respondent sample either over- or under-represents NH's percentage for that group, as reported on the 2010 Child Count (see Table 6). Parents voluntarily select their child's disability category. This pattern of over- or under-representation for certain disability categories has been consistent across the four years of statewide data collection for Indicator B-8.*

**Table 6**  
**Comparison of Respondents' Children to Special Education Population:**  
**Disability Category**

<b>Disability Category</b>	<b>December 1, 2010 Child Count of Eligible Population</b>	<b>Percentage of Eligible Population</b>	<b>Count of Respondent Sample</b>	<b>Percentage of Respondent Sample</b>	<b>Over/Under Representation**</b>
AUTISM	1,727	5.8%	595	12.4%	6.6%
DEAF-BLINDNESS	6	0.0%	3	0.1%	0.0%
DEVELOPMENTAL DELAY	2,412	8.1%	641	13.3%	5.3%
EMOTIONAL DISTURBANCE	2,294	7.7%	272	5.7%	-2.0%
HEARING IMPAIRMENTS	251	0.8%	54	1.1%	0.3%
MENTAL RETARDATION	822	2.7%	94	2.0%	-0.8%
MULTIPLE DISABILITIES	401	1.3%	233	4.8%	3.5%
ORTHOPEDIC IMPAIRMENTS	102	0.3%	27	0.6%	0.2%
OTHER HEALTH IMPAIRMENTS	5,038	16.8%	473	9.8%	-7.0%
SPECIFIC LEARNING DISABILITIES	11,266	37.7%	1493	31.0%	-6.6%
SPEECH OR LANGUAGE IMPAIRMENTS	5,433	18.2%	871	18.1%	-0.1%
TRAUMATIC BRAIN INJURY	58	0.2%	33	0.7%	0.5%
VISUAL IMPAIRMENTS	110	0.4%	26	0.5%	0.2%
<b>TOTAL</b>	<b>29,920</b>	<b>100.0%</b>	<b>4812</b>	<b>100.0%</b>	<b>0.1%</b>

\* over (+)/under (-) representation is the percent of respondent children minus the percent of eligible population; anything greater than +/- 3 is considered significant.

## Survey Results—Percentages for Survey Items

**Table 7**  
**Percentage of Parent Agreement on the Preschool Survey Items**

Survey Item Number	Preschool: Partnership Efforts and Quality of Services	% Agree 2008	% Agree 2009	% Agree 2010	% Agree 2011
11.	People from preschool special education, including teachers and other service providers respect my culture	97	97	96	97
1.	I am part of the IEP decision-making process	94	97	95	96
4.	My child's evaluation report (written summary) was written using words I understand	92	96	94	95
8.	People from preschool special education, including teachers and other service providers are available to speak with me	93	96	95	94
12.	People from preschool special education, including teachers and other service providers value my ideas	88	93	94	93
2.	My recommendations are included on the IEP	90	95	93	93
9.	People from preschool special education, including teachers and other service providers treat me as an equal team member	86	91	93	93
13.	People from preschool special education, including teachers and other service providers ensure that I have fully understood my rights related to preschool special education	89	93	92	92
10.	People from preschool special education, including teachers and other service providers encourage me to participate in the decision-making process	85	90	91	91
3.	My child's IEP goals are written in a way that I can work on them at home during daily routines	84	89	86	90
21.	People from preschool special education, including teachers and other service providers offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, email)	83	86	87	86
5.	The preschool special education program involves parents in evaluations of whether preschool special education is effective	79	81	82	86
17.	People from preschool special education, including teachers and other service providers give me enough information to know if my child is making progress	79	82	84	85
14.	People from preschool special education, including teachers and other service providers communicate regularly with me regarding my child's progress on IEP goals	77	84	83	83

Survey Item Number	Preschool: Partnership Efforts and Quality of Services	% Agree 2008	% Agree 2009	% Agree 2010	% Agree 2011
23.	People from preschool special education, including teachers and other service providers give parents the help they may need, such as transportation, to play an active role in their child's learning and development	76	82	82	83
18.	People from preschool special education, including teachers and other service providers give me information about the approaches they use to help my child learn	77	81	84	82
22.	People from preschool special education, including teachers and other service providers explain what options parents have if they disagree with a decision made by the preschool special education program	73	78	79	82
16.	People from preschool special education, including teachers and other service providers provide me with strategies to deal with my child's behavior	75	76	80	81
15.	People from preschool special education, including teachers and other service providers give me options concerning my child's services and supports	70	79	81	80
6.	I have been asked for my opinion about how well preschool special education services are meeting my child's needs	67	73	75	76
7.	People from preschool special education, including teachers and other service providers provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps)	56	73	68	65
19.	People from preschool special education, including teachers and other service providers give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers, disability groups)	53	56	63	65
24.	People from preschool special education, including teachers and other service providers offer supports for parents to participate in training workshops	44	53	53	58
20.	People from preschool special education, including teachers and other service providers offer parents training about preschool special education	55	51	53	58
25.	People from preschool special education, including teachers and other service providers connect families to one another for mutual support	38	45	49	51



**Table 8**  
**Percentage of Parent Agreement on the School Age Survey Items**

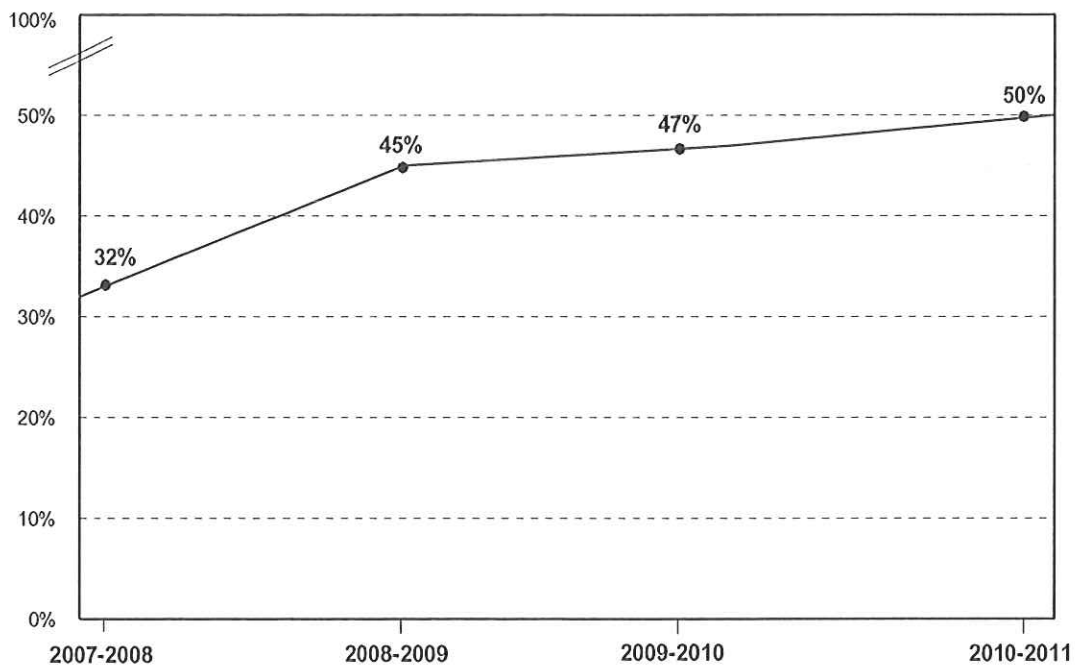
<b>Survey Item Number</b>	<b>School age: School's Efforts to Partner with Parents</b>	<b>% Agree 2008</b>	<b>% Agree 2009</b>	<b>% Agree 2010</b>	<b>% Agree 2011</b>
1.	I was given information about my rights as a parent of a child who is eligible for special education services	88	96	96	97
2.	At the IEP meeting, we discussed accommodations and modifications that my child would need	86	95	96	95
3.	I am comfortable asking questions and expressing concerns to school staff	82	91	91	92
22.	My child's evaluation report (written summary) is written in terms I understand	80	88	89	90
19.	The evaluation results were thoroughly explained to me	79	87	88	88
24.	IEP meetings are scheduled at a time and place that are convenient for me	80	87	87	88
18.	All of my concerns and recommendations were documented on the IEP	75	82	85	86
23.	I have a good working relationship with my child's teachers	76	85	84	85
25.	Teachers treat me as a team member	76	83	84	85
21.	I felt part of the decision-making process	73	81	82	84
20.	Teachers and administrators encourage me to participate in the decision-making process	73	81	81	83
16.	I feel I can disagree with my child's special education program or services without negative consequences for me or my child	71	79	81	83
17.	I am considered an equal partner with teachers and other professionals in planning my child's program	68	76	78	80
11.	The school communicates regularly with me regarding my child's progress on IEP goals	70	76	77	79
13.	I was given all reports and evaluations related to my child prior to the IEP meeting	67	75	77	79
12.	My child's school gives me enough information to know whether or not my child is making adequate progress	67	74	75	78
6.	The school gives parents the help they may need to play an active role in their child's education	62	72	73	75
10.	The school explains what options parents have if they disagree with a decision of the school	63	70	72	74
15.	Teachers and administrators seek out parent input	62	70	71	72
14.	Teachers and administrators at my child's school invite me to share my knowledge and experience with school personnel	61	68	71	72
8.	The school gives me choices with regard to services that address my child's needs	56	68	69	71
7.	I have been asked for my opinion about how well special education services are meeting my child's	56	63	64	66

Survey Item Number	School age: School's Efforts to Partner with Parents	% Agree 2008	% Agree 2009	% Agree 2010	% Agree 2011
	needs				
26.	In preparation for my child's transition planning meeting I was given information about options my child will have after high school	34	54	58	63
9.	I was given information about the research that supports the instructional methods used with my child	41	50	51	54
5.	My child's school has helped me find resources in my community such as after-school programs, social services, etc.	39	47	49	51
4.	The school offers parents training about special education issues	36	43	46	51

## Survey Results– Indicator 8 and Rasch Analysis

In 2011, there was a 3% increase in the statewide percentage of parents who indicated that schools facilitated parent engagement as a means of improving special education services. This represents continued significant improvement (18%) over the past four years in parent ratings on this parent involvement indicator (see Figure 1 and Table 9).

Figure 1  
Percentage of Agreement with Indicator B-8  
Across the Past Four Years



**Table 9**  
**Percentage of Parent Response At or Above the Standard<sup>2</sup>**

2007-2008					
STATEWIDE	TOTAL RESPONSE	RESPONSES AT OR ABOVE THE STANDARD*		95% CONFIDENCE INTERVAL	
		NUMBER	PERCENT	LOW	HIGH
Preschool	574	304	53%	48.9%	57%
School Age	4,935	1,462	30%	28.4%	31%
Combined	5,509	1,766	32%	30.8%	33.3%
2008-2009					
STATEWIDE	TOTAL RESPONSE	RESPONSES AT OR ABOVE THE STANDARD*		95% CONFIDENCE INTERVAL	
		NUMBER	PERCENT	LOW	HIGH
Preschool	539	308	57%	52.9%	61.3%
School Age	4,497	1,945	43%	41.8%	44.7%
Combined	5,036	2,253	45%	43.4%	46.1%
2009-2010					
STATEWIDE	TOTAL RESPONSE	RESPONSES AT OR ABOVE THE STANDARD*		95% CONFIDENCE INTERVAL	
		NUMBER	PERCENT	LOW	HIGH
Preschool	650	393	60%	56.6%	64.1%
School Age	5,353	2,438	46%	44.2%	46.9%
Combined	6,003	2,831	47%	45.9%	48.4%
2010-2011					
STATEWIDE	TOTAL RESPONSE	RESPONSES AT OR ABOVE THE STANDARD*		95% CONFIDENCE INTERVAL	
		NUMBER	PERCENT	LOW	HIGH
Preschool	665	412	62%	58.7%	66.0%
School Age	5,267	2,566	49%	47.5%	50.2%
Combined	5,932	2,978	50%	49.1%	51.6%

\* the standard is set at a Rasch score of 600 based on recommendations from the NCSEAM pilot study

Using the Rasch method of data analysis, each parent survey is scored and then the percentage of parent surveys above the "cut off" score is tallied. A score above the standard (cut-off score) indicates ***agreement that the child's school district facilitated parental engagement as a means of improving the child's special education services.*** In 2011, these results continued the positive trend in all categories, the percentage of preschool parents rose from 60% to 62%, the percentage of school age parents rose from 46% to 49% and the combined percentage of parents (preschool plus school age) rose from 47% to 50%.

<sup>2</sup> The percentage of parents *at or above the standard* is based on the number of surveys received from parents with at least one survey item response. This percentage calculation does not include surveys that were received blank or with only demographic data.

Confidence intervals are provided for the percent of parents who met the standard (**Table 9**). The 95% confidence interval means that we can be 95% sure that the actual percent falls in the range between the low and high values that are reported.

## IV. Conclusions

For the past four years there has been continued significant improvement (18%) in 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. In 2010-2011 the percentage of preschool parents rose from 60% to 62%, the percentage of school age parents rose from 46% to 49% and the combined percentage of parents (preschool plus school age) rose from 47% to 50%. These results suggest a pattern of improvement across the past four years of statewide data collection.

The final section of this report highlights possible reasons for the success of the 2010-2011 *NH Parent Involvement Survey* and makes recommendations to improve the survey administration process, increase response rates, and use data to inform improvement activities.

### *Reasons for Success*

NHDOE and MI...

- In collaboration with parent organizations and school districts successfully promoted and administered the *NH Statewide Parent Involvement Survey* to nearly 32,000 parents of children receiving special education services.
- Worked collaboratively with the Indicator B-8 Work Group to encourage collaboration and engagement with all key stakeholders in facilitating parental involvement with special education services.
- Obtained consensus about ways to promote survey response and to raise parent awareness and understanding of the survey purpose/process. MI provided guidelines about *Effective Practices for Promoting Parent Participation* to NHDOE who then posted this information to their website.
- MI provided data analysis and technical support for NHDOE webinars and conferences as part of the states improvement activities. These presentations were targeted to district staff, advocacy groups, and parent group organizations to improve family and school partnerships.

- Established an on-going system for communicating based on lessons learned from the past three survey administrations. A "hotline" response system was implemented to address questions from school district personnel and/or parents.
- Provided interpreters for 23 other languages, as well as readers for families with limited literacy skills, where these needs were identified by school districts. In 2011 all NH districts were contacted to offer translation services.
- Developed and implemented data monitoring procedures; a data analysis plan; and a reporting format to make information useful for NHDOE, school district personnel and parents.

In this fourth year of the project, MI again would like to acknowledge the contributions made by the New Hampshire Department of Education and the Indicator B-8 Work Group and we thank them for their cooperation throughout the process. Their assistance and support helped to ensure another administration of a high-quality, useful survey. Results from these efforts provide data that the Department can include as part of their Annual Performance Report to the USDOE, OSEP and share with school districts and parents to strengthen partnerships between families and schools.

### *Strategies for Improving the Process*

MI and NHDOE can work together to...

- Continue to improve the accuracy of survey numbers needed for individual school districts and work directly with local school district contacts to reduce dissemination inefficiencies.
- Increase response rates by developing additional promotional efforts for survey participation at the local level (e.g., post flyers in schools, use other local media to promote survey awareness). Continue the process of sending an additional 10 copies of the flyer to each school district to promote participation at the local level.
- Increase the use of alternative survey methods (i.e., interpreters, readers, online access) in more school districts for more families in need of these services.
- Use the evaluation feedback gained from special education directors to revise the process and procedures for the 2012 survey administration.

### *Suggestions for Improving Response Rate and Using the Data*

- Continue the ongoing process of improving the accuracy of school district counts of children receiving special education at the preschool and school age levels.
- Improve addresses by working directly at the school district level to verify addresses.
- Use more public media opportunities at the local and state level to promote survey participation.

- Collaborate with the parent group organizations early in the process and identify proactive strategies based on “lessons learned” from previous survey administrations.
- Use the web site/links established over the past four years to reach all parents whose children are receiving special education services.
- Provide guidance and assist NHDOE in offering technical assistance to school districts to boost their survey return rates and to use the results of the survey to improve services to children and families.
- Develop strategies to specifically address improving response rate from parents with middle school and high school students.



## APPENDIX C

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### *Sample School District Report*

**Sample District Name**  
District Report of the 2009-10 Parent Involvement Survey

	Preschool	School Age	Combined
<b>District Response Rate</b>			
The District Response Rate is calculated by dividing the total number of parents of children receiving special education services who replied to the survey by the number of surveys sent from your district.			
Number of surveys sent	215	2405	2620
Number of surveys received	40	354	394
Response rate	19%	15%	15%
<b>Indicator B-8: Number &amp; Percent of Responses at/above Standard</b>			
The Indicator B-8 District Response at/above the Standard is the measure (the number and percentage) of the respondent parents who reported that the schools facilitated parent involvement as a means of improving services and results for children with disabilities.			
Number of responses at/above standard	19	142	161
Percent of responses at/above standard	49%	40%	41%

Indicator B-8 State Target	Your District's Score	<i>Your District <u>Exceeded</u> the State Target</i>
34%	41%	

# Sample School District

## Analysis of 2009-10 Parent Involvement Preschool Survey: Item Percentages

Preschool Survey Items	2008	2009	2010	2010
	Percent in Agreement (District)	Percent in Agreement (District)	Percent in Agreement (District)	Percent in Agreement (Statewide)
1. I am part of the IEP decision-making process	97.8%	92.3%	88.9%	95.3%
2. My recommendations are included on the IEP	91.1%	90.0%	83.3%	93.1%
3. My child's IEP goals are written in a way that I can work on them at home during daily routines	91.1%	85.0%	77.1%	86.2%
4. My child's evaluation report (written summary) was written using words I understand	95.6%	97.4%	85.3%	94.3%
5. The preschool special education program involves parents in evaluations of whether preschool special education is effective	83.3%	85.0%	68.8%	82.1%
6. I have been asked for my opinion about how well preschool special education services are meeting my child's needs	65.9%	75.0%	61.3%	74.5%
7. provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps)	65.9%	78.4%	64.3%	67.8%
8. are available to speak with me	95.3%	94.7%	83.9%	94.8%
9. treat me as an equal team member	84.4%	82.5%	78.1%	92.9%
10. encourage me to participate in the decision-making process	82.2%	90.0%	75.0%	90.7%
11. respect my culture	100.0%	100.0%	86.7%	96.3%
12. value my ideas	88.9%	97.5%	84.4%	93.9%
13. ensure that I have fully understood my rights related to preschool special education	88.6%	92.5%	81.8%	91.6%
14. communicate regularly with me regarding my child's progress on IEP goals	73.3%	82.5%	75.0%	83.3%
15. give me options concerning my child's services and supports	72.1%	77.5%	68.8%	81.2%
16. provide me with strategies to deal with my child's behavior	76.2%	79.5%	67.7%	80.2%
17. give me enough information to know if my child is making progress	82.2%	85.0%	69.7%	83.6%
18. give me information about the approaches they use to help my child learn	77.3%	75.0%	71.9%	83.6%
19. give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers, disability groups) .....	63.6%	66.7%	50.0%	62.7%
20. offer parents training about preschool special education .....	47.7%	63.2%	42.9%	52.7%
21. offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail)	79.1%	81.6%	83.3%	86.9%
22. explain what options parents have if they disagree with a decision made by the preschool special education program	67.4%	86.8%	81.5%	79.1%
23. give parents the help they may need, such as transportation, to play an active role in their child's learning and development	67.4%	84.2%	75.9%	82.4%
24. offer supports for parents to participate in training workshops	47.6%	66.7%	57.7%	53.2%
25. connect families with one another for mutual support	47.6%	52.6%	40.0%	49.1%

## Sample School District

### Analysis of 2009-10 Parent Involvement School-age Survey: Item Percentages

School-age Survey Items	2008	2009	2010	2010
	Percent in Agreement (District)	Percent in Agreement (District)	Percent in Agreement (District)	Percent in Agreement (Statewide)
Q1. I was given information about my rights as a parent of a child who is eligible for special education services	80.5%	96.0%	94.3%	96.1%
Q2. At the IEP meeting, we discussed accommodations and modifications that my child would need	80.4%	91.4%	90.9%	95.6%
Q3. I am comfortable asking questions and expressing concerns to school staff	78.3%	89.2%	86.4%	91.1%
Q4. The school offers parents training about special education issues	40.0%	42.0%	42.5%	46.2%
Q5. My child's school has helped me find resources in my community such as after-school programs, social services, etc	41.9%	46.9%	48.0%	49.2%
Q6. The school gives parents the help they may need to play an active role in their child's education	58.0%	67.1%	65.1%	73.4%
Q7. I have been asked for my opinion about how well special education services are meeting my child's needs	54.3%	59.5%	59.8%	64.3%
Q8. The school gives me choices with regard to services that address my child's needs	53.9%	67.2%	65.8%	69.3%
Q9. I was given information about the research that supports the instructional methods used with my child	43.5%	49.8%	50.9%	50.8%
Q10. The school explains what options parents have if they disagree with a decision of the school	63.1%	72.9%	72.5%	72.1%
Q11. The school communicates regularly with me regarding my child's progress on IEP goals	66.2%	68.3%	69.4%	77.1%
Q12. My child's school gives me enough information to know whether or not my child is making adequate progress	65.2%	64.1%	68.5%	75.4%
Q13. I was given all reports and evaluations related to my child prior to the IEP meeting	63.4%	69.8%	68.9%	77.0%
Q14. Teachers and administrators at my child's school invite me to share my knowledge and experience with school personnel	54.1%	59.9%	60.6%	70.8%
Q15. Teachers and administrators seek out parent input	56.8%	59.7%	64.9%	70.5%
Q16. I feel I can disagree with my child's special education program or services without negative consequences for me or my child	69.0%	75.9%	73.3%	80.7%
Q17. I am considered an equal partner with teachers and other professionals in planning my child's program	64.5%	70.5%	70.9%	78.1%
Q18. All of my concerns and recommendations were documented on the IEP	71.7%	75.7%	78.2%	84.5%
Q19. The evaluation results were thoroughly explained to me	75.8%	80.5%	81.7%	87.8%
Q20. Teachers and administrators encourage me to participate in the decision-making process	67.8%	73.2%	71.8%	81.1%
Q21. I felt part of the decision-making process	67.6%	75.2%	75.4%	81.8%
Q22. My child's evaluation report (written summary) is written in terms I understand	76.0%	83.0%	82.7%	88.5%
Q23. I have a good working relationship with my child's teachers	69.8%	75.7%	76.2%	84.2%
Q24. IEP meetings are scheduled at a time and place that are convenient for me	77.6%	85.5%	82.5%	86.6%
Q25. Teachers treat me as a team member	70.2%	76.8%	75.4%	83.9%
Q26. In preparation for my child's transition planning meeting I was given information about options my child will have after high school	32.1%	46.2%	42.2%	57.8%