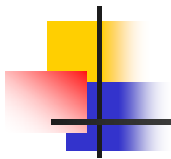


Use of the NCSEAM Preschool/619 Survey to Address the Part B SPP/APR Parent Involvement Indicator

National Center for Special Education
Accountability Monitoring

April 3, 2006
National Conference Call



SPP/APR Part B Indicator #8

“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.”



The NCSEAM Parent Survey – Preschool Special Education

- The preschool parent survey includes 3 scales:
 - ***Efforts/Quality***: Preschool Special Education Partnership Efforts and Quality of Services – 50 items
 - ***Impact***: Impact of Preschool Special Education Services on the Family – 22 items
 - ***Participation***: Parent Participation – 20 items



The NCSEAM Parent Survey – Special Education (school-age)

- The Part B school-age parent survey includes 4 scales:
 - **Efforts:** Schools' Efforts to Partner with Parents – 25 items
 - **Quality:** Quality of Services – 25 items
 - **Impact:** Impact of Special Education Services on Your Family – 22 items
 - **Participation:** Parent Participation – 23 items



Why a combined Efforts/Quality scale for 619?

- Data analyses from NCSEAM's National Item Validation Study indicated that the Efforts and Quality dimensions, which were quite distinct for parents of school-age children, could not be as cleanly separated for parents of children receiving preschool special education services.
- The combined Efforts/Quality scale for the preschool survey parallels the ***Family-Centered Services*** scale on the Part C family survey.



Relevant NCSEAM Scales Across Instruments

	Partnership Efforts	Quality of Services	Impact on Family	Parent Participation
Part B	X	X	X	X
619	X		X	X
Part C	X		X	



Use of a single scale vs. multiple scales

- Data from the 619 **Efforts/Quality Scale** (and data from this scale only) are used to address the SPP/APR parent indicator.
- However, use of the other NCSEAM scales offers two benefits:
 - continuity of measurement from birth to five
 - opportunities to evaluate how improving preschool programs' performance on the indicator affects family outcomes and parent participation



How the 619 Efforts/Quality Scale measures performance on the indicator

- When we analyzed parents' responses to items in this scale, we found that the items showed a consistent order of agreeability across all subgroups of parents.



Sample 619 Efforts/Quality Items (Most agreeable)

- People from preschool special education, including teachers and other service providers:
 - provide me with information in a language I understand.
 - give me enough opportunities to discuss my child's progress.
 - encourage me to participate in the decision-making process.



Sample 619 Efforts/Quality Items (Somewhat less agreeable)

- We discussed special help my child would get so he/she could learn with children without disabilities.
- People from preschool special education are good at working with families.
- I am considered an equal partner in planning my child's preschool special education.



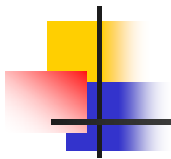
Sample 619 Efforts/Quality Items (Considerably less agreeable)

- People from preschool special education, including teachers and other service providers:
 - provide services to my child in a timely manner.
 - give me information about the instructional methods used with my child.
- Someone explained to me what options parents have if they disagree with a decision made by the preschool special education program.



Sample 619 Efforts/Quality Items (Least agreeable)

- People from preschool special education, including teachers and other service providers, give me options concerning my child's services and supports.
- I was offered special assistance (e.g., child care or transportation) so that I could participate in the IEP/IFSP meeting.
- People from preschool special education connect families with organizations that serve parents of children with disabilities.




Confirmation of invariance

- This same, consistent ordering of items was found regardless of the respondents'
 - state
 - ethnicity
 - age of child
 - language in which the survey was administered (English vs. Spanish)
 - method of administration (self-administered or items read by a facilitator)



The importance of invariance

- The consistency of this order is what allows us to use parents' responses to the items as a true **measure** of the thing we want to evaluate, in particular, for Part B, schools' facilitation of parent involvement



Calculation of the percent reportable to OSEP

- We calculate a measure (score) for each parent, based on the parent's responses to all the items in the relevant scale.
- For the report of state-level performance, we combine the measures of all participating parents in the state.
- The percent we report to OSEP (and the public) is the percent of parents with measures at or above an *established standard*.



Steps in the NCSEAM standard-setting process

- In July 2005, NCSEAM convened a stakeholder group with broad representation of families, state and local agencies, advocates, and researchers.
- Participants were provided with the list of scale items in their order of agreeability.



Steps in the NCSEAM standard-setting process

- The question posed to the group was:
What is the highest item with which you would require an “agree” response in order to have confidence that the meaning of the indicator (i.e., schools are facilitating parent involvement) is being achieved?



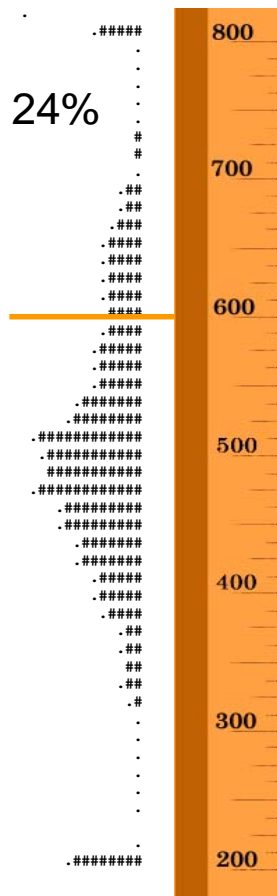
Steps in the NCSEAM standard-setting process

- Participants agreed that the standard would be a .95 likelihood of agreement with the item, *"Someone explained to me what options parents have if they disagree with a decision made by the preschool special education program."*
- **The standard is not about agreement with a single item.** Given the consistent order of agreeability of the items, a high likelihood of agreement with the item cited above *implies the same or greater likelihood of agreement with items located "below" this one on the agreeability scale.*

PART B SCHOOL PARTNERSHIP EFFORTS


S offers parents training about special education issues
S gives parents help to play an active role in child's education
I organizations that offer information and training for parents
I have been asked for my opinion about services
I was offered special assistance so I could participate in IEP
The school provides information on agencies for transition
S gives me choices with regard to services
S explains what options parents have if they disagree with school
S communicates regularly with me regarding my child's progress
We discussed how my child would participate in assessments
Written justification given for services outside regular class
Teachers and administrators seek out parent input
T&A ensure that I have fully understood the Procedural Safeguards
I am considered an equal partner with teachers and professionals
All of my concerns and recommendations were documented on the IEP
T&A show sensitivity to the needs of students with disabilities
S offers parents different ways to communicate with teachers
T&A encourage me to participate in the decision-making process
My child's evaluation report is written in terms I understand
We discussed accommodations and modifications for my child
T treat me as a team member
T&A respect my culture and language
Written information I receive is written in an understandable way
T are available to speak with me
Information is provided to me in a language I understand

ITEM CALIBRATIONS ON THE PART B SCHOOL EFFORTS RULER*



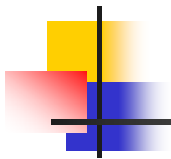
← The school explains what options parents have if they disagree with a decision of the school. [600]

**.95 likelihood of agreement*



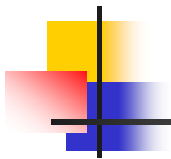
Interpretation of measures from the 619 Efforts/Quality scale

- Measures based on the 619 Efforts/Quality scale can be interpreted as addressing the Part B parent indicator in exactly the same way as measures from the Efforts scale of the Part B school-age survey.
- Measures from the 619 and school-age surveys can be aggregated together to yield a single percentage for the APR, reflecting the percent of all parents of children served under Part B who report that schools facilitated their involvement.



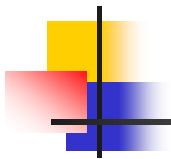
Constructing smaller item sets

- As a result of the National Item Validation Study, we have data on many more items than are needed for any given administration of the survey instrument. (The complete *item banks* related to each scale are available on the NCSEAM website).
- The number of items that need to be administered depends primarily on the level of reliability we want to attain. For most of the NCSEAM scales, 22-25 items per scale will yield a measurement reliability of .90 or above.



Constructing smaller item sets

- The number of items in the 619 Efforts/Quality scale is larger than the number of items in other scales. This is because the items in the 619 scale were not all piloted, or not piloted with exactly the same wording, in the National Item Validation Study. The larger number of items will ensure that the measurement reliability of the scale is at or above .9.



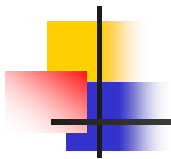
Constructing smaller item sets

- When we analyze parents' responses to this year's 619 survey items, we will be able to determine whether any of the new (or newly worded) items does not "work" as part of the measure. These can then be omitted from the final analysis without compromising the accuracy of performance reports.
- Based on these analyses, we will be able to identify smaller subsets of items that can be used in subsequent administrations.



How the NCSEAM measures can guide improvement efforts

- A state's measure on the indicator can be directly interpreted with respect to the items that define the scale.
- Items below the measure are in large part being accomplished; items above the measure have yet to be accomplished.
- Items *just above the measure* are good targets for improvement.



Further information

- Detailed information on the NCSEAM parent surveys is available on the NCSEAM website:

www.monitoringcenter.lsuhscc.edu