

**South Dakota  
Part B Parent Survey  
November 2006**

*This document describes the process used to determine how to report out on Indicator #8.*

**Background Information**

- Several staff members from the Special Education Programs unit met on November 7, 2006 with Wayne Ball of MPRRC and Susan Wagner of Data Driven Enterprises (a consultant hired by MPRRC) to discuss how to report out on Indicator #8 of the State Performance Plan (SPP).
- For Indicator #8 of the State Performance Plan (SPP), the State Department of Education has to report out on 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.”*
- We’ll call this the **Parent Involvement Percentage**.
- We need to report the Parent Involvement Percentage on the February 2007 SPP.
- The Special Education Programs unit used a short version of the NCSEAM Part B Parent Survey (see Appendix A) and modified a few questions so that parents of preschoolers and parents of K-12 students could complete the same survey. These surveys were mailed out to all parents of a child with a disability in July 2006.

**To calculate the Parent Involvement Percentage, we need to make two decisions.**

1. **What survey items should we use to calculate the Parent Involvement Percentage?**
  - a. Those items that most closely relate to the construct of the school “facilitating parent involvement” should be identified.
  - b. **The team present at the November 7<sup>th</sup> meeting determined that all 26 items related to this construct.**

**How will the selected items be used to calculate a Parent Involvement Percentage?**

- Each respondent will get a Parent Involvement Percentage score based on their responses to the chosen items.
- Let’s say that items 1-10 were selected for the Parent Involvement Percentage.
- A respondent who circled response “6” (Very Strongly Agree) on each of these 10 items would receive a Parent Involvement Percentage score of **100%**. He/she assigned the **highest** number of points possible to his/her experiences with the school.
- A respondent who circled response “1” (Very Strongly Disagree) on each of these 10 items would receive a Parent Involvement Percentage score of **0%**. He/she assigned the **lowest** number of points possible to his/her experiences with the school.
- A respondent who circled response “4” (Agree) on each of these items would receive a Parent Involvement Percentage score of 60%. A respondent who circled response “3” (Disagree) on each of these 10 items would receive a Parent Involvement Percentage score of 40%.
- Please note that there is more than one way of arriving at a particular score. For example, to get an 80% Parent Involvement Percentage, a respondent might have circled response “5” (Strongly Agree) on each of the 10 items. Or a respondent could have rated the school a “6” (Strongly Agree) on 5 items and a “4” (Strongly Disagree) on 5 items – this also would result in an 80% score.
- Depending on the ratings for each of the items, a respondent’s Parent Involvement Percentage score will range from 0-100%.

- 2. Where should we set the “cut-score” for the Parent Involvement Percentage?**
- Once each respondent has his/her Parent Involvement Percentage score, you need to decide where you are going to set the cut-score for saying that a given respondent is “involved.”
  - Do you want to say that a respondent who assigned 60% or more of the total possible points is “involved”? (Or more specifically, if a respondent assigned 60% or more of the total possible points to a school then that school did in fact “facilitate parent involvement as a means of improving services and results for children with disabilities.”)
  - Or do you want to say a respondent must have assigned at least 70% of the points, or 80% of the points, or 90% of the points, or . . . to be “involved”?
  - See the examples in Appendix B of what a Parent Involvement Percentage score of 50%, 60%, 65%, 70%, 75%, 80%, 85%, 90%, 95%, and 100% looks like when all 26 items are used to calculate the Parent Involvement Percentage.
  - The team decided that a cut-score of 60% is most appropriate.**

**What are the results?**

The following tables show the how the parents responded to the 26 items as a whole.

**Table 1: Mean Percentage of Points Earned on the Items**

	# of Participants	Mean Score
All Parents	1,393	67%

Interpretation Example: On the 26 items, respondents awarded an average of 67% of the total possible points to the schools.

**Table 2: Percentage of All Respondents Who Awarded a Given Range of Points to the Schools**

	All Parents
0-9%	2%
10-19%	1%
20-29%	3%
30-39%	3%
40-49%	7%
50-54%	10%
55-59%	12%
60-64%	12%
65-69%	7%
70-74%	7%
75-79%	8%
80-84%	7%
85-89%	5%
90-94%	5%
95-99%	6%
100%	6%

Interpretation Example: On the 26 items, 2% of all respondents awarded between 0-9% of the total possible points to schools; 1% awarded between 10-19% of the total possible points; 6% awarded 100% of the total possible points to schools.

**Table 3: Percentage of All Respondents Who Meet a Certain Cut Score**

	All Parents
50% +	84%
55% +	74%
60% +	62%
65% +	50%
70% +	44%
75% +	37%
80% +	29%
85% +	22%
90% +	17%
95% +	12%
100% +	6%

Interpretation Example: On the 26 Items, 84% of the respondents awarded at least 50% of the total possible points to the school, thus 84% would meet a cut score set at 50%; 74% of the respondents awarded at least 55% of the total possible points; 62% awarded at least 60% of the total possible points.

### What about future Parent Involvement Targets?

**1. What should we set as the targets for each of years 2007-2008, 2008-2009, 2009-2010, and 2010-2011?**

- a. OSEP requires that the performance target for 2010-2011 exceed the margin of error around the state's baseline measure. This is so that we can confidently say that the state **significantly** improved.
- b. Generally, this translates to an increase of 2-5 percentage points (depending on the start point and the number of respondents).
- c. **The team decided on the following targets:**

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006) Baseline</b>	62.2%
<b>2006 (2006-2007)</b>	62.7%
<b>2007 (2007-2008)</b>	63.2%
<b>2008 (2008-2009)</b>	63.7%
<b>2009 (2009-2010)</b>	64.2%
<b>2010 (2010-2011)</b>	65.2%

Analyses conducted by Susan Wagner, Data Driven Enterprises, susanra@comcast.net

## Appendix A

### 2005-06 South Dakota Parent Involvement Survey – Special Education

This is a survey for families of children receiving special education services. Your responses will help guide efforts to improve services and results for children and families. *You may skip any item that you feel does not apply to you or your child.*

<b>School's Effort to Partner with Parents</b>	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program.....	1	2	3	4	5	6
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.....	1	2	3	4	5	6
3. At the IEP meeting, we discussed accommodations and modifications that my child would need .....	1	2	3	4	5	6
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year.....	1	2	3	4	5	6
5. My child received his/her special education services with children without disabilities to the maximum extent possible.....	1	2	3	4	5	6
6. I was given information about organizations that offer information and training for parents of students with disabilities .....	1	2	3	4	5	6
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs .....	1	2	3	4	5	6
8. My child's evaluation report is written in terms I can understand.....	1	2	3	4	5	6
9. Written information I receive is written in an understandable way .....	1	2	3	4	5	6
10. Teachers are available to speak with me.....	1	2	3	4	5	6
11. Teachers treat me as an equal team member .....	1	2	3	4	5	6
12. IEP meetings are scheduled at a time and place that are convenient for me	1	2	3	4	5	6
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services.....	1	2	3	4	5	6
<b>Teachers and Administrators:</b>						
14. Seek out parent input .....	1	2	3	4	5	6
15. Show sensitivity to the needs of students with disabilities and their families .	1	2	3	4	5	6
16. Encourage me to participate in the decision-making process .....	1	2	3	4	5	6
17. Answer any questions I have about Procedural Safeguards (parent rights).	1	2	3	4	5	6
18. Respect my cultural heritage .....	1	2	3	4	5	6
<b>My Child's School:</b>						
19. Has a person on staff who is available to answer questions .....	1	2	3	4	5	6
20. Communicates regularly with me regarding my child's progress on IEP goals.	1	2	3	4	5	6
21. Provides information about options for services/related services that address my child's needs .....	1	2	3	4	5	6
22. Offers parents information/training about special education issues.....	1	2	3	4	5	6
23. Offers parents a variety of ways to communicate with teachers.....	1	2	3	4	5	6
24. Gives parents the help they may need to play an active role in their child's education .....	1	2	3	4	5	6
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).....	1	2	3	4	5	6
26. Explains what options parents have if they disagree with a decision of the school .....	1	2	3	4	5	6

27. On Dec. 1, 2005, my child's age was: \_\_\_\_\_ Years

28. On Dec. 1, 2005, my child was in grade: \_\_\_\_\_

29. My child's race/ethnicity (*circle one*)

- |                      |                                     |                             |
|----------------------|-------------------------------------|-----------------------------|
| 1 White              | 3 American Indian or Alaskan Native | 5 Asian or Pacific Islander |
| 2 Hispanic or Latino | 4 Black or African American         | 6 Multi-racial              |

30. My Child's Primary Disability (*circle one*)

- |                         |                                 |  |
|-------------------------|---------------------------------|--|
| 1 Autism                | 6 Mental Retardation            | 11 Speech/Language Impairment            |
| 2 Deaf-blindness        | 7 Multiple Disabilities         | 12 Traumatic Brain Injury                |
| 3 Deafness              | 8 Orthopedic Impairment         | 13 Visual Impairment Including Blindness |
| 4 Emotional Disturbance | 9 Other Health Impairment       | 14 Developmental Delay                   |
| 5 Hearing Impairment    | 10 Specific Learning Disability |  |

31. The name of my child's school/preschool: \_\_\_\_\_

**Appendix B**  
**2005-06 South Dakota Parent Involvement Survey – Special Education**

**Example 1: 50% of Total Points**

*This respondent awarded 50% of the total possible points to the school.*

<b>School's Effort to Partner with Parents</b>	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program.....	1	2	3	4	5	6
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.....	1	2	3	4	5	6
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.....	1	2	3	4	5	6
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year.....	1	2	3	4	5	6
5. My child received his/her special education services with children without disabilities to the maximum extent possible.....	1	2	3	4	5	6
6. I was given information about organizations that offer information and training for parents of students with disabilities.....	1	2	3	4	5	6
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.....	1	2	3	4	5	6
8. My child's evaluation report is written in terms I can understand.....	1	2	3	4	5	6
9. Written information I receive is written in an understandable way.....	1	2	3	4	5	6
10. Teachers are available to speak with me.....	1	2	3	4	5	6
11. Teachers treat me as an equal team member.....	1	2	3	4	5	6
12. IEP meetings are scheduled at a time and place that are convenient for me.....	1	2	3	4	5	6
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services.....	1	2	3	4	5	6
<b>Teachers and Administrators:</b>						
14. Seek out parent input.....	1	2	3	4	5	6
15. Show sensitivity to the needs of students with disabilities and their families.....	1	2	3	4	5	6
16. Encourage me to participate in the decision-making process.....	1	2	3	4	5	6
17. Answer any questions I have about Procedural Safeguards (parent rights).....	1	2	3	4	5	6
18. Respect my cultural heritage.....	1	2	3	4	5	6
<b>My Child's School:</b>						
19. Has a person on staff who is available to answer questions.....	1	2	3	4	5	6
20. Communicates regularly with me regarding my child's progress on IEP goals.....	1	2	3	4	5	6
21. Provides information about options for services/related services that address my child's needs.....	1	2	3	4	5	6
22. Offers parents information/training about special education issues.....	1	2	3	4	5	6
23. Offers parents a variety of ways to communicate with teachers.....	1	2	3	4	5	6
24. Gives parents the help they may need to play an active role in their child's education.....	1	2	3	4	5	6
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).....	1	2	3	4	5	6
26. Explains what options parents have if they disagree with a decision of the school.....	1	2	3	4	5	6

**2005-06 South Dakota Parent Involvement Survey – Special Education**

**Example 2: 60% of Total Points**

*This respondent awarded 60% of the total possible points to the school.*

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
<b>School's Effort to Partner with Parents</b>						
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program.....	1	2	3	4	5	6
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.....	1	2	3	4	5	6
3. At the IEP meeting, we discussed accommodations and modifications that my child would need .....	1	2	3	4	5	6
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year.....	1	2	3	4	5	6
5. My child received his/her special education services with children without disabilities to the maximum extent possible.....	1	2	3	4	5	6
6. I was given information about organizations that offer information and training for parents of students with disabilities .....	1	2	3	4	5	6
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs .....	1	2	3	4	5	6
8. My child's evaluation report is written in terms I can understand.....	1	2	3	4	5	6
9. Written information I receive is written in an understandable way .....	1	2	3	4	5	6
10. Teachers are available to speak with me.....	1	2	3	4	5	6
11. Teachers treat me as an equal team member .....	1	2	3	4	5	6
12. IEP meetings are scheduled at a time and place that are convenient for me	1	2	3	4	5	6
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services.....	1	2	3	4	5	6
<b>Teachers and Administrators:</b>				4		
14. Seek out parent input .....	1	2	3	4	5	6
15. Show sensitivity to the needs of students with disabilities and their families .	1	2	3	4	5	6
16. Encourage me to participate in the decision-making process .....	1	2	3	4	5	6
17. Answer any questions I have about Procedural Safeguards (parent rights).	1	2	3	4	5	6
18. Respect my cultural heritage.....	1	2	3	4	5	6
<b>My Child's School:</b>				4		
19. Has a person on staff who is available to answer questions .....	1	2	3	4	5	6
20. Communicates regularly with me regarding my child's progress on IEP goals.	1	2	3	4	5	6
21. Provides information about options for services/related services that address my child's needs .....	1	2	3	4	5	6
22. Offers parents information/training about special education issues.....	1	2	3	4	5	6
23. Offers parents a variety of ways to communicate with teachers.....	1	2	3	4	5	6
24. Gives parents the help they may need to play an active role in their child's education .....	1	2	3	4	5	6
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).....	1	2	3	4	5	6
26. Explains what options parents have if they disagree with a decision of the school .....	1	2	3	4	5	6

**2005-06 South Dakota Parent Involvement Survey – Special Education**

**Example 3: 65% of Total Points**

*This respondent awarded 65% of the total possible points to the school.*

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
<b>School's Effort to Partner with Parents</b>						
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program.....	1	2	3	4	5	6
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.....	1	2	3	4	5	6
3. At the IEP meeting, we discussed accommodations and modifications that my child would need .....	1	2	3	4	5	6
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year.....	1	2	3	4	5	6
5. My child received his/her special education services with children without disabilities to the maximum extent possible.....	1	2	3	4	5	6
6. I was given information about organizations that offer information and training for parents of students with disabilities .....	1	2	3	4	5	6
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs .....	1	2	3	4	5	6
8. My child's evaluation report is written in terms I can understand.....	1	2	3	4	5	6
9. Written information I receive is written in an understandable way .....	1	2	3	4	5	6
10. Teachers are available to speak with me.....	1	2	3	4	5	6
11. Teachers treat me as an equal team member .....	1	2	3	4	5	6
12. IEP meetings are scheduled at a time and place that are convenient for me	1	2	3	4	5	6
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services.....	1	2	3	4	5	6
<b>Teachers and Administrators:</b>						
14. Seek out parent input .....	1	2	3	4	5	6
15. Show sensitivity to the needs of students with disabilities and their families .	1	2	3	4	5	6
16. Encourage me to participate in the decision-making process .....	1	2	3	4	5	6
17. Answer any questions I have about Procedural Safeguards (parent rights).	1	2	3	4	5	6
18. Respect my cultural heritage.....	1	2	3	4	5	6
<b>My Child's School:</b>						
19. Has a person on staff who is available to answer questions .....	1	2	3	4	5	6
20. Communicates regularly with me regarding my child's progress on IEP goals.	1	2	3	4	5	6
21. Provides information about options for services/related services that address my child's needs .....	1	2	3	4	5	6
22. Offers parents information/training about special education issues.....	1	2	3	4	5	6
23. Offers parents a variety of ways to communicate with teachers.....	1	2	3	4	5	6
24. Gives parents the help they may need to play an active role in their child's education .....	1	2	3	4	5	6
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).....	1	2	3	4	5	6
26. Explains what options parents have if they disagree with a decision of the school .....	1	2	3	4	5	6

**2005-06 South Dakota Parent Involvement Survey – Special Education**

**Example 4: 70% of Total Points**

*This respondent awarded 70% of the total possible points to the school.*

<b>School's Effort to Partner with Parents</b>	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program.....	1	2	3	4	5	<b>6</b>
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.....	1	2	3	4	5	<b>6</b>
3. At the IEP meeting, we discussed accommodations and modifications that my child would need .....	1	2	3	4	5	<b>6</b>
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year.....	1	2	3	4	5	<b>6</b>
5. My child received his/her special education services with children without disabilities to the maximum extent possible.....	1	2	3	4	5	<b>6</b>
6. I was given information about organizations that offer information and training for parents of students with disabilities .....	1	2	3	4	5	<b>6</b>
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs .....	<b>1</b>	2	3	4	5	6
8. My child's evaluation report is written in terms I can understand.....	1	2	3	4	<b>5</b>	6
9. Written information I receive is written in an understandable way .....	1	2	3	4	5	<b>6</b>
10. Teachers are available to speak with me.....	1	2	<b>3</b>	4	5	6
11. Teachers treat me as an equal team member .....	1	2	3	4	5	<b>6</b>
12. IEP meetings are scheduled at a time and place that are convenient for me	1	2	3	4	<b>5</b>	6
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services.....	1	2	3	<b>4</b>	5	6
<b>Teachers and Administrators:</b>						
14. Seek out parent input .....	1	2	3	<b>4</b>	5	6
15. Show sensitivity to the needs of students with disabilities and their families .	1	2	3	<b>4</b>	5	6
16. Encourage me to participate in the decision-making process .....	1	2	3	<b>4</b>	5	6
17. Answer any questions I have about Procedural Safeguards (parent rights).	1	2	3	<b>4</b>	5	6
18. Respect my cultural heritage.....	1	2	3	<b>4</b>	5	6
<b>My Child's School:</b>						
19. Has a person on staff who is available to answer questions .....	1	2	3	<b>4</b>	5	6
20. Communicates regularly with me regarding my child's progress on IEP goals.	1	2	3	<b>4</b>	5	6
21. Provides information about options for services/related services that address my child's needs .....	1	2	3	<b>4</b>	5	6
22. Offers parents information/training about special education issues.....	1	2	3	<b>4</b>	5	6
23. Offers parents a variety of ways to communicate with teachers.....	1	2	3	<b>4</b>	5	6
24. Gives parents the help they may need to play an active role in their child's education .....	1	2	3	<b>4</b>	5	6
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).....	1	2	3	<b>4</b>	5	6
26. Explains what options parents have if they disagree with a decision of the school .....	1	2	3	<b>4</b>	5	6

**2005-06 South Dakota Parent Involvement Survey – Special Education**

**Example 5: 75% of Total Points**

*This respondent awarded 75% of the total possible points to the school.*

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
<b>School's Effort to Partner with Parents</b>						
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program.....	1	2	3	4	5	6
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.....	1	2	3	4	5	6
3. At the IEP meeting, we discussed accommodations and modifications that my child would need .....	1	2	3	4	5	6
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year.....	1	2	3	4	5	6
5. My child received his/her special education services with children without disabilities to the maximum extent possible.....	1	2	3	4	5	6
6. I was given information about organizations that offer information and training for parents of students with disabilities .....	1	2	3	4	5	6
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs .....	1	2	3	4	5	6
8. My child's evaluation report is written in terms I can understand.....	1	2	3	4	5	6
9. Written information I receive is written in an understandable way .....	1	2	3	4	5	6
10. Teachers are available to speak with me.....	1	2	3	4	5	6
11. Teachers treat me as an equal team member .....	1	2	3	4	5	6
12. IEP meetings are scheduled at a time and place that are convenient for me	1	2	3	4	5	6
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services.....	1	2	3	4	5	6
<b>Teachers and Administrators:</b>						
14. Seek out parent input .....	1	2	3	4	5	6
15. Show sensitivity to the needs of students with disabilities and their families .	1	2	3	4	5	6
16. Encourage me to participate in the decision-making process .....	1	2	3	4	5	6
17. Answer any questions I have about Procedural Safeguards (parent rights).	1	2	3	4	5	6
18. Respect my cultural heritage.....	1	2	3	4	5	6
<b>My Child's School:</b>						
19. Has a person on staff who is available to answer questions .....	1	2	3	4	5	6
20. Communicates regularly with me regarding my child's progress on IEP goals.	1	2	3	4	5	6
21. Provides information about options for services/related services that address my child's needs .....	1	2	3	4	5	6
22. Offers parents information/training about special education issues.....	1	2	3	4	5	6
23. Offers parents a variety of ways to communicate with teachers.....	1	2	3	4	5	6
24. Gives parents the help they may need to play an active role in their child's education .....	1	2	3	4	5	6
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).....	1	2	3	4	5	6
26. Explains what options parents have if they disagree with a decision of the school .....	1	2	3	4	5	6

**2005-06 South Dakota Parent Involvement Survey – Special Education**

**Example 6: 80% of Total Points**

*This respondent awarded 80% of the total possible points to the school.*

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
<b>School's Effort to Partner with Parents</b>						
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program.....	1	2	3	4	5	6
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.....	1	2	3	4	5	6
3. At the IEP meeting, we discussed accommodations and modifications that my child would need .....	1	2	3	4	5	6
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year.....	1	2	3	4	5	6
5. My child received his/her special education services with children without disabilities to the maximum extent possible.....	1	2	3	4	5	6
6. I was given information about organizations that offer information and training for parents of students with disabilities .....	1	2	3	4	5	6
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs .....	1	2	3	4	5	6
8. My child's evaluation report is written in terms I can understand.....	1	2	3	4	5	6
9. Written information I receive is written in an understandable way .....	1	2	3	4	5	6
10. Teachers are available to speak with me.....	1	2	3	4	5	6
11. Teachers treat me as an equal team member .....	1	2	3	4	5	6
12. IEP meetings are scheduled at a time and place that are convenient for me	1	2	3	4	5	6
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services.....	1	2	3	4	5	6
<b>Teachers and Administrators:</b>						
14. Seek out parent input .....	1	2	3	4	5	6
15. Show sensitivity to the needs of students with disabilities and their families .	1	2	3	4	5	6
16. Encourage me to participate in the decision-making process .....	1	2	3	4	5	6
17. Answer any questions I have about Procedural Safeguards (parent rights).	1	2	3	4	5	6
18. Respect my cultural heritage.....	1	2	3	4	5	6
<b>My Child's School:</b>						
19. Has a person on staff who is available to answer questions .....	1	2	3	4	5	6
20. Communicates regularly with me regarding my child's progress on IEP goals.	1	2	3	4	5	6
21. Provides information about options for services/related services that address my child's needs .....	1	2	3	4	5	6
22. Offers parents information/training about special education issues.....	1	2	3	4	5	6
23. Offers parents a variety of ways to communicate with teachers.....	1	2	3	4	5	6
24. Gives parents the help they may need to play an active role in their child's education .....	1	2	3	4	5	6
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).....	1	2	3	4	5	6
26. Explains what options parents have if they disagree with a decision of the school .....	1	2	3	4	5	6

**2005-06 South Dakota Parent Involvement Survey – Special Education**

**Example 7: 85% of Total Points**

*This respondent awarded 85% of the total possible points to the school.*

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
<b>School's Effort to Partner with Parents</b>						
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program.....	1	2	3	4	5	6
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.....	1	2	3	4	5	6
3. At the IEP meeting, we discussed accommodations and modifications that my child would need .....	1	2	3	4	5	6
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year.....	1	2	3	4	5	6
5. My child received his/her special education services with children without disabilities to the maximum extent possible.....	1	2	3	4	5	6
6. I was given information about organizations that offer information and training for parents of students with disabilities .....	1	2	3	4	5	6
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs .....	1	2	3	4	5	6
8. My child's evaluation report is written in terms I can understand.....	1	2	3	4	5	6
9. Written information I receive is written in an understandable way .....	1	2	3	4	5	6
10. Teachers are available to speak with me.....	1	2	3	4	5	6
11. Teachers treat me as an equal team member .....	1	2	3	4	5	6
12. IEP meetings are scheduled at a time and place that are convenient for me	1	2	3	4	5	6
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services.....	1	2	3	4	5	6
<b>Teachers and Administrators:</b>						
14. Seek out parent input .....	1	2	3	4	5	6
15. Show sensitivity to the needs of students with disabilities and their families .	1	2	3	4	5	6
16. Encourage me to participate in the decision-making process .....	1	2	3	4	5	6
17. Answer any questions I have about Procedural Safeguards (parent rights).	1	2	3	4	5	6
18. Respect my cultural heritage.....	1	2	3	4	5	6
<b>My Child's School:</b>						
19. Has a person on staff who is available to answer questions .....	1	2	3	4	5	6
20. Communicates regularly with me regarding my child's progress on IEP goals.	1	2	3	4	5	6
21. Provides information about options for services/related services that address my child's needs .....	1	2	3	4	5	6
22. Offers parents information/training about special education issues.....	1	2	3	4	5	6
23. Offers parents a variety of ways to communicate with teachers.....	1	2	3	4	5	6
24. Gives parents the help they may need to play an active role in their child's education .....	1	2	3	4	5	6
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).....	1	2	3	4	5	6
26. Explains what options parents have if they disagree with a decision of the school .....	1	2	3	4	5	6

**2005-06 South Dakota Parent Involvement Survey – Special Education**

**Example 8: 90% of Total Points**

*This respondent awarded 90% of the total possible points to the school.*

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
<b>School's Effort to Partner with Parents</b>						
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program.....	1	2	3	4	5	6
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.....	1	2	3	4	5	6
3. At the IEP meeting, we discussed accommodations and modifications that my child would need .....	1	2	3	4	5	6
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year.....	1	2	3	4	5	6
5. My child received his/her special education services with children without disabilities to the maximum extent possible.....	1	2	3	4	5	6
6. I was given information about organizations that offer information and training for parents of students with disabilities .....	1	2	3	4	5	6
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs .....	1	2	3	4	5	6
8. My child's evaluation report is written in terms I can understand.....	1	2	3	4	5	6
9. Written information I receive is written in an understandable way .....	1	2	3	4	5	6
10. Teachers are available to speak with me.....	1	2	3	4	5	6
11. Teachers treat me as an equal team member .....	1	2	3	4	5	6
12. IEP meetings are scheduled at a time and place that are convenient for me	1	2	3	4	5	6
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services.....	1	2	3	4	5	6
<b>Teachers and Administrators:</b>						
14. Seek out parent input .....	1	2	3	4	5	6
15. Show sensitivity to the needs of students with disabilities and their families .	1	2	3	4	5	6
16. Encourage me to participate in the decision-making process .....	1	2	3	4	5	6
17. Answer any questions I have about Procedural Safeguards (parent rights).	1	2	3	4	5	6
18. Respect my cultural heritage.....	1	2	3	4	5	6
<b>My Child's School:</b>						
19. Has a person on staff who is available to answer questions .....	1	2	3	4	5	6
20. Communicates regularly with me regarding my child's progress on IEP goals.	1	2	3	4	5	6
21. Provides information about options for services/related services that address my child's needs .....	1	2	3	4	5	6
22. Offers parents information/training about special education issues.....	1	2	3	4	5	6
23. Offers parents a variety of ways to communicate with teachers.....	1	2	3	4	5	6
24. Gives parents the help they may need to play an active role in their child's education .....	1	2	3	4	5	6
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).....	1	2	3	4	5	6
26. Explains what options parents have if they disagree with a decision of the school .....	1	2	3	4	5	6

**2005-06 South Dakota Parent Involvement Survey – Special Education**

**Example 9: 95% of Total Points**

*This respondent awarded 95% of the total possible points to the school.*

<b>School's Effort to Partner with Parents</b>	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program.....	1	2	3	4	5	<b>6</b>
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.....	1	2	3	4	5	<b>6</b>
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.....	1	2	3	4	5	<b>6</b>
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year.....	1	2	3	<b>4</b>	5	6
5. My child received his/her special education services with children without disabilities to the maximum extent possible.....	1	2	3	4	<b>5</b>	6
6. I was given information about organizations that offer information and training for parents of students with disabilities.....	1	2	3	4	<b>5</b>	6
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.....	1	2	3	4	<b>5</b>	6
8. My child's evaluation report is written in terms I can understand.....	1	2	3	4	5	<b>6</b>
9. Written information I receive is written in an understandable way.....	1	2	3	4	<b>5</b>	6
10. Teachers are available to speak with me.....	1	2	3	4	5	<b>6</b>
11. Teachers treat me as an equal team member.....	1	2	3	4	5	<b>6</b>
12. IEP meetings are scheduled at a time and place that are convenient for me.....	1	2	3	4	5	<b>6</b>
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services.....	1	2	3	4	5	<b>6</b>
<b>Teachers and Administrators:</b>						
14. Seek out parent input.....	1	2	3	4	5	<b>6</b>
15. Show sensitivity to the needs of students with disabilities and their families.....	1	2	3	4	5	<b>6</b>
16. Encourage me to participate in the decision-making process.....	1	2	3	4	5	<b>6</b>
17. Answer any questions I have about Procedural Safeguards (parent rights).....	1	2	3	4	5	<b>6</b>
18. Respect my cultural heritage.....	1	2	3	4	5	<b>6</b>
<b>My Child's School:</b>						
19. Has a person on staff who is available to answer questions.....	1	2	3	4	5	<b>6</b>
20. Communicates regularly with me regarding my child's progress on IEP goals.....	1	2	3	4	5	<b>6</b>
21. Provides information about options for services/related services that address my child's needs.....	1	2	3	4	5	<b>6</b>
22. Offers parents information/training about special education issues.....	1	2	3	4	5	<b>6</b>
23. Offers parents a variety of ways to communicate with teachers.....	1	2	3	4	<b>5</b>	6
24. Gives parents the help they may need to play an active role in their child's education.....	1	2	3	4	5	<b>6</b>
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).....	1	2	3	4	5	<b>6</b>
26. Explains what options parents have if they disagree with a decision of the school.....	1	2	3	4	5	<b>6</b>

**2005-06 South Dakota Parent Involvement Survey – Special Education**

**Example 10: 100% of Total Points**

*This respondent awarded 100% of the total possible points to the school.*

<b>School's Effort to Partner with Parents</b>	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program.....	1	2	3	4	5	<b>6</b>
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.....	1	2	3	4	5	<b>6</b>
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.....	1	2	3	4	5	<b>6</b>
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year.....	1	2	3	4	5	<b>6</b>
5. My child received his/her special education services with children without disabilities to the maximum extent possible.....	1	2	3	4	5	<b>6</b>
6. I was given information about organizations that offer information and training for parents of students with disabilities.....	1	2	3	4	5	<b>6</b>
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.....	1	2	3	4	5	<b>6</b>
8. My child's evaluation report is written in terms I can understand.....	1	2	3	4	5	<b>6</b>
9. Written information I receive is written in an understandable way.....	1	2	3	4	5	<b>6</b>
10. Teachers are available to speak with me.....	1	2	3	4	5	<b>6</b>
11. Teachers treat me as an equal team member.....	1	2	3	4	5	<b>6</b>
12. IEP meetings are scheduled at a time and place that are convenient for me.....	1	2	3	4	5	<b>6</b>
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services.....	1	2	3	4	5	<b>6</b>
<b>Teachers and Administrators:</b>						
14. Seek out parent input.....	1	2	3	4	5	<b>6</b>
15. Show sensitivity to the needs of students with disabilities and their families.....	1	2	3	4	5	<b>6</b>
16. Encourage me to participate in the decision-making process.....	1	2	3	4	5	<b>6</b>
17. Answer any questions I have about Procedural Safeguards (parent rights).....	1	2	3	4	5	<b>6</b>
18. Respect my cultural heritage.....	1	2	3	4	5	<b>6</b>
<b>My Child's School:</b>						
19. Has a person on staff who is available to answer questions.....	1	2	3	4	5	<b>6</b>
20. Communicates regularly with me regarding my child's progress on IEP goals.....	1	2	3	4	5	<b>6</b>
21. Provides information about options for services/related services that address my child's needs.....	1	2	3	4	5	<b>6</b>
22. Offers parents information/training about special education issues.....	1	2	3	4	5	<b>6</b>
23. Offers parents a variety of ways to communicate with teachers.....	1	2	3	4	5	<b>6</b>
24. Gives parents the help they may need to play an active role in their child's education.....	1	2	3	4	5	<b>6</b>
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).....	1	2	3	4	5	<b>6</b>
26. Explains what options parents have if they disagree with a decision of the school.....	1	2	3	4	5	<b>6</b>