



NEW HAMPSHIRE

2009-2010 Parent Involvement Statewide Survey Results

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I. Introduction

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, pursuant to the Individuals with Disabilities Education Act (IDEA). These federal reporting requirements mandate that states report on a number of performance indicators relating to special education in their Annual Performance Reports (APRs). Specifically, federal Indicator B-8 was the focus of activities under this contract. As stated in New Hampshire's SPP, this indicator is "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 2010 Measurement Incorporated (MI), the independent contractor, conducted the third 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 Input 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 year 3, as in the first two 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, one indicated that they had no children receiving special education services. Twenty-nine of the remaining 174 districts reported that they had no preschool children receiving special education services. Over 32,500 surveys were mailed to school districts across NH for distribution to parents. In total, 2,739 preschool surveys were mailed to parents of preschoolers and 29,762 school age surveys were mailed to parents of school age children receiving special education services (through age 21).

Surveys were mailed to parents' homes in March 2010 and they had one month to complete and return their survey in the postage-paid envelope. Over the course of the data collection period, 6,029 useable surveys were received; 654 were from parents of preschoolers and 5,375 were from parents of school age students.

II. Methodology

In this third 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 third 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 Input 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. In spring 2008, 37 parents (.7%) responded to the survey in Spanish. These numbers and percentages were relatively consistent in 2009 and 2010 with 35 parents (.7%), and 43 (.7%) completing the surveys in Spanish, respectively. In spring 2008, 385 respondents (6%) completed the survey online. This number increased significantly in 2009 to 456 parents or 9% of all survey responses. In spring of 2010, the number of online respondents increased to 596, or 10%. Additionally, in spring 2008 and spring 2009, 16 surveys (.3%) were received that had been completed by families with the assistance of interpreters. In the 2010 administration there were fewer with only 7 or .1% of total survey responses completed by families with the assistance of interpreters.

Steps to Ensure Validity and Reliability—data tracking procedures continued to be improved over the three years of the statewide survey. The procedures implemented in 2010 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 from both the first (2008), second (2009), and third (2010) administrations of the NH *Statewide Parent Involvement Survey*. Where it is useful, we compare the data across the three years 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 2010 Parent Involvement Survey was 19%. This 4% increase represents a significant improvement from the prior two survey administrations (see Table 1).

Table 1
New Hampshire Statewide Parent Involvement
Survey Administration Summary¹

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

The response rate for the 2010 survey administration is significantly improved from that of the 2008 and 2009 administrations. There was a four percentage point increase in the preschool survey response rate, and a three percentage point increase in the school age response rate. To some extent, these differences can be accounted for by both a reduction in the number of surveys sent (greater accuracy of district count) and an

¹ 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.

increase in the number of valid returns. Generally speaking, an overall response rate of 15-25% from parents/families is acceptable. Over 25% is considered a *very good* response rate for parent surveys. Using these guidelines, the response rate for all three statewide NH *Parent Involvement Survey* administrations is adequate.

For the past three years, Measurement Incorporated has tracked the level of response rates of school districts in two categories: those with less than 16% responding and those with more than 16% responding. As presented in **Table 2**, 48% of NH school districts (78) had a response rate (pre-school and school age combined) of less than 16% for the 2007-2008 and the 2008-2009 school years. By comparison, the 2009-2010 administration had 34% of districts (59) with response rates below 16%. There was an increase in the percentage of school districts in the upper two levels of response rates across all three years with a dramatic increase in 2010 in the number and percentage of districts with over a 30% response rate (see **Table 2** for details).

Table 2
Number and Percentage of New Hampshire School Districts
for Different Levels of Response Rate

Levels of Response Rate	2007-2008 (n=162)	2008-2009 (n=159)	2009-2010 (n=174)
	Number and Percentage [n(%)] of School Districts	Number and Percentage* [n(%)] of School Districts	Number and Percentage* [n(%)] of School Districts
< 10%	23 (14%)	17 (11%)	17 (10%)
10% - 15%	55 (34%)	59 (37%)	42 (24%)
16% - 20%	42 (26%)	39 (25%)	41 (24%)
21% - 29%	34 (21%)	35 (22%)	45 (26%)
30% or >	8 (5%)	9 (6%)	29 (17%)

* total percentage for all levels (in 2009 and 2010) equals 101% due to rounding

Representativeness of the Data

The following set of tables (**Tables 3-6**) compare data from 2010 survey respondents to the NH Child Count data from 2009. 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 2010 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/Ethnicity	December 1, 2009 Child Count (Estimate of Eligible Population)	Percentage of Eligible Population	Count of Respondent Sample	Percentage of Respondent Sample	Over/Under Representation*
White	28,092	93.0%	4,790	93.0%	0.0%
Black or African American	704	2.3%	91	1.8%	-0.6%
Hispanic or Latino	993	3.3%	156	3.0%	-0.3%
Asian or Pacific Islander	354	1.2%	98	1.9%	0.7%
American Indian or Alaskan	67	0.2%	16	0.3%	0.1%
TOTALS	30,210	100.0%	5,151	100.0%	0.0%

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

In all three years 2008, 2009, and 2010 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 three years.

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

Gender	December 1, 2009 Child Count (Estimate of Eligible Population)	Percentage of Eligible Population	Count of Respondent Sample	Percentage of Respondent Sample	Over/Under Representation*
Male	20,156	66.7%	3,525	67.7%	1.0%
Female	10,054	33.3%	1,678	32.3%	-1.0%
TOTALS	30,210	100.0%	5,203	100.0%	0.0%

* 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 both 2009 and in 2010. There were no significant differences in gender between the children of the survey respondents and the Child Count data reported for 2008 and 2009, respectively. Child gender data was not collected on the 2008 survey administration.

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

Age Category	December 1, 2009 Child Count (Estimate of Eligible Population)	Percentage of Eligible Population	Count of Respondent Sample	Percentage of Respondent Sample	Over/Under Representation*
Ages 3-5	3,090	10.2%	652	12.3%	2.1%
Ages 6-11	10,853	35.9%	2,102	39.8%	3.9%
Ages 12-14	7,357	24.4%	1,182	22.4%	-2.0%
Ages 15-21	8,910	29.5%	1,347	25.5%	-4.0%
TOTALS	30,210	100.0%	5,283	100.0%	0.0%

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

For the 2010 sample of respondents, there is significant over-representation (3.9%) of parents with children that are 6-11 years old and significant under-representation of parents with 15-21 year olds. The under-representation in the 15-21 year old age group is congruent with the tendency (across all states) for response rates to drop off for parents of older children who receive special education services.

For five disability categories, the respondent sample either over or under-represents NH's percentage for that group, as reported on the 2009 Child Count (see Table 6). This pattern of over or under representation for certain disability categories has been consistent across the three years of statewide data collection for Indicator B-8.

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

Disability Category	December 1, 2009 Child Count (Estimate of Eligible Population)	Percentage of Eligible Population	Count of Respondent Sample	Percentage of Respondent Sample	Over/Under Representation*
Autism	1,539	5.3%	575	11.8%	6.6%
Deaf-Blindness	5	0.0%	11	0.2%	0.2%
Developmental Delay	2,411	8.0%	588	12.1%	4.1%
Emotional Disturbance	2,352	7.8%	272	5.6%	-2.2%
Hearing Impairments	258	0.9%	58	1.2%	0.3%
Mental Retardation	831	2.8%	112	2.3%	-0.4%
Multiple Disabilities	397	1.3%	227	4.7%	3.4%
Orthopedic Impairments	98	0.3%	35	0.7%	0.4%
Other Health Impairments	5,098	16.9%	474	9.8%	-7.1%
Specific Learning Disabilities	11,620	38.5%	1,568	32.3%	-6.2%
Speech or Language Impairments	5,364	17.8%	889	18.3%	0.5%
Traumatic Brain Injury	55	0.2%	16	0.3%	0.1%
Visual Impairments	128	0.4%	36	0.7%	0.3%
TOTALS	30,210	100.0%	4,861	100.0%	0.0%

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

As presented in **Table 6**, there are five disability groups where the respondent sample significantly over or under-represents the NH population as reported on the 2009 Child Count. These categories and the differences they represent are the same as those identified in 2008, and in 2009. On the survey, parents voluntarily indicate the disability category for their child; it is entirely possible that the parent's designation is not consistent with what the school district has on record. For this reason, it is difficult to know if the respondent sample is or is not accurately representing the disability groups or whether there is a difference in the way the data are being reported by parents.

Survey Results-Percentages for Survey Items

Table 7
Percentage of Parent Agreement on the Preschool Survey

Survey Item Number	Preschool: Partnership Efforts and Quality of Services	% Agree 2008	% Agree 2009	% Agree 2010
11.	Respect my culture	97	97	96
1.	I am part of the IEP decision-making process	94	97	95
8.	Are available to speak with me	93	96	95
4.	My child's evaluation report (written summary) was written using words I understand	92	96	94
12.	Value my ideas	88	93	94
2.	My recommendations are included on the IEP	90	95	93
9.	Treat me as an equal team member	86	91	93
13.	Ensure that I have fully understood my rights related to preschool special education	89	93	92
10.	Encourage me to participate in the decision-making process	85	90	91
21.	Offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, email)	83	86	87
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
17.	Give me enough information to know if my child is making progress	79	82	84
18.	Give me information about the approaches they use to help my child learn	77	81	84
14.	Communicate regularly with me regarding my child's progress on IEP goals	77	84	83
23.	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
5.	The preschool special education program involves parents in evaluations of whether preschool special education is effective	79	81	82
15.	Give me options concerning my child's services and supports	70	79	81
16.	Provide me with strategies to deal with my child's behavior	75	76	80

Survey Item Number	Preschool: Partnership Efforts and Quality of Services	% Agree 2008	% Agree 2009	% Agree 2010
22.	Explain what options parents have if they disagree with a decision made by the preschool special education program	73	78	79
6.	I have been asked for my opinion about how well preschool special education services are meeting my child's needs	67	73	75
7.	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
19.	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
24.	Offer supports for parents to participate in training workshops	44	53	53
20.	Offer parents training about preschool special education	55	51	53
25.	Connect families to one another for mutual support	38	45	49

Table 8
Percentage of Parent Agreement on the School Age Survey

Survey Item Number	School age: School's Efforts to Partner with Parents	% Agree 2008	% Agree 2009	% Agree 2010
1.	I was given information about my rights as a parent of a child who is eligible for special education services	88	96	96
2.	At the IEP meeting, we discussed accommodations and modifications that my child would need	86	95	96
3.	I am comfortable asking questions and expressing concerns to school staff	82	91	91
22.	My child's evaluation report (written summary) is written in terms I understand	80	88	89
19.	The evaluation results were thoroughly explained to me	79	87	88
24.	IEP meetings are scheduled at a time and place that are convenient for me	80	87	87
18.	All of my concerns and recommendations were documented on the IEP	75	82	85
23.	I have a good working relationship with my child's teachers	76	85	84
25.	Teachers treat me as a team member	76	83	84
21.	I felt part of the decision-making process	73	81	82
20.	Teachers and administrators encourage me to participate in the decision-making process	73	81	81
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

Survey Item Number	School age: School's Efforts to Partner with Parents	% Agree 2008	% Agree 2009	% Agree 2010
17.	I am considered an equal partner with teachers and other professionals in planning my child's program	68	76	78
11.	The school communicates regularly with me regarding my child's progress on IEP goals	70	76	77
13.	I was given all reports and evaluations related to my child prior to the IEP meeting	67	75	77
12.	My child's school gives me enough information to know whether or not my child is making adequate progress	67	74	75
6.	The school gives parents the help they may need to play an active role in their child's education	62	72	73
10.	The school explains what options parents have if they disagree with a decision of the school	63	70	72
15.	Teachers and administrators seek out parent input	62	70	71
14.	Teachers and administrators at my child's school invite me to share my knowledge and experience with school personnel	61	68	71
8.	The school gives me choices with regard to services that address my child's needs	56	68	69
7.	I have been asked for my opinion about how well special education services are meeting my child's needs	56	63	64
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
9.	I was given information about the research that supports the instructional methods used with my child	41	50	51
5.	My child's school has helped me find resources in my community such as after-school programs, social services, etc.	39	47	49
4.	The school offers parents training about special education issues	36	43	46

Survey Results- Indicator 8 and Rasch Analysis

In 2010, there was an increase by 2% 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 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 3 Years

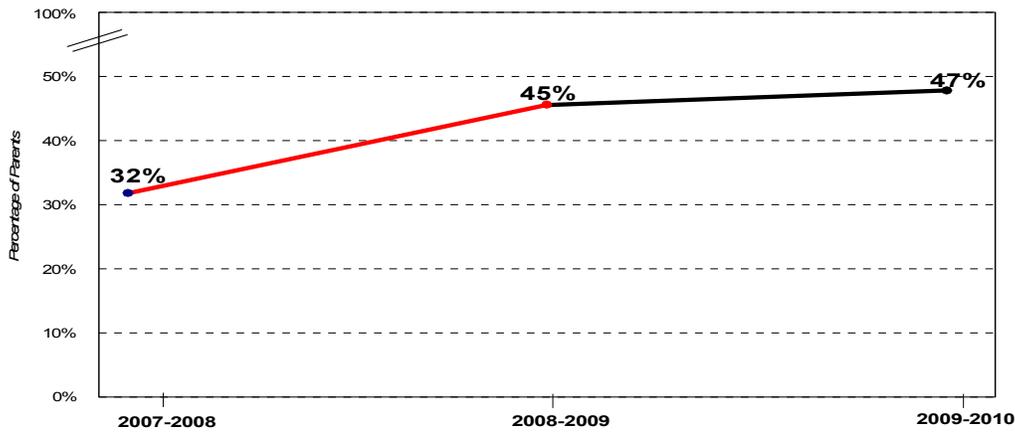


Table 9
Percentage of Parent Response
At or Above the Standard²

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%

² 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. For 2009-2010, there were 4 preschool, and 22 school age for a combined total of 26 surveys that could not be included in the Rasch analysis.

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%

* 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 2010 as in 2009, these results were more positive in all categories, the percentage of preschool parents rose from 57% to 60%, the percentage of school age parents rose from 43% to 46% and the combined percentage of parents (preschool plus school age) rose from 45% to 47%.

Parent responses can also be evaluated by examining Rasch average scores. Looking at the Rasch averages for a particular group allows stakeholders to make a judgment about how close that group came to meeting the standard (a Rasch score of 600 or better). Using these averages it is possible to make comparisons across groups. In **Table 10**, note that the preschool, school age and combined Rasch averages (means) have steadily increased across the three years of statewide data collection using the Rasch analysis for measuring parent engagement.

Table 10
Rasch Score Averages
(Mean scores)

2007-2008					
STATEWIDE	TOTAL RESPONSE	RASCH MEAN SCORE	95% CONFIDENCE INTERVAL		
			CI (+/-)	LOW	HIGH
Preschool	574	616.1	10.5	605.6	626.6
School Age	4,935	548.2	3.5	544.7	551.6
Combined	5,509	555.0	3.3	551.9	558.6
2008-2009					
STATEWIDE	TOTAL RESPONSE	RASCH MEAN SCORE	95% CONFIDENCE INTERVAL		
			CI (+/-)	LOW	HIGH
Preschool	539	640.7	10.9	629.9	651.6
School Age	4,497	595.2	3.8	591.4	598.9
Combined	5,036	600.0	3.6	596.5	603.6
2009-2010					
STATEWIDE	TOTAL RESPONSE	RASCH MEAN SCORE	95% CONFIDENCE INTERVAL		
			CI (+/-)	LOW	HIGH
Preschool	650	642.9	10.2	631.9	652.2
School Age	5,353	601.0	3.6	597.5	604.6
Combined	6,003	605.5	3.4	602.1	608.9

Confidence intervals are provided for both the percent of parents who met the standard (**Table 9**) and for the Rasch mean scores (**Table 10**). The 95% confidence interval means that we can be 95% sure that the actual value (percent or score) falls in the range between the low and high values that are reported.

IV. Conclusions

The final section of this report highlights successes of the 2010 Parent Involvement Survey and makes recommendations to improve the survey administration process, increase response rates, and use data to inform improvement activities.

Successes

NHDOE and MI...

- In collaboration with parent organizations and school districts successfully promoted and administered the NH *Statewide Parent Involvement Survey* to over 32,500 parents of children receiving special education services.
- Worked collaboratively with the Indicator B-8 Work Input 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.
- Established an on-going system for communicating based on lessons learned in 2008 and 2009. A "hotline" response system was implemented to address questions from school district personnel and/or parents.
- Provided interpreters for 7 other languages, as well as readers for families with limited literacy skills, where these needs were identified by school districts. In 2010, we contacted 7 additional districts to offer translation services.
- Developed and implemented effective logging and data monitoring procedures.
- Developed a data analysis plan and a reporting format to make information useful for NHDOE, school district personnel and parents.
- Consulted with NCSEAM experts about data analysis, setting targets and reporting Rasch scores.

In this third 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 Input Group and we thank them for their cooperation throughout the process. Their assistance and support helped to ensure a third year administration of a high-quality, useful survey and results that the Department can include as part of their Annual Performance Report to the USDOE, Office of Special Education Programs (OSEP).

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 started this year 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 2011 survey administration.
- Broaden the base of understanding for the survey process and for what is being measured in Indicator B-8 of the NH SPP.

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.
- Continue to work with school districts that had a rate below the state average to identify specific strategies for their school districts (e.g., post flyers, use local parent groups to promote participation, identify families needing interpreters/readers to be able to complete the survey, etc.).
- 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 in 2009 and 2010 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.



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