

District: 01-ALACHUA

School: 0311-MYRA TERWILLIGER ELEM. SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	95.8%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	87.5%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	79.2%
20	People from preschool special ed offer parents training about preschool special education.	62.5%
24	People from preschool special ed offer supports for parents to participate in training workshops.	62.5%
25	People from preschool special ed connect families with one another for mutual support.	60.9%

SUMMARY	School	District	State
ESE Membership:	27	251	25,761
Number of Completed Surveys:	24	78	4,047
Response Rate:	88.9%	31.1%	15.7%
Number At or Above Standard:	24	68	3,336
Percent At or Above Standard:	100.0%	87.2%	82.4%



District: 01-ALACHUA

School: 0541-C. W. NORTON ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
12	People from preschool special ed value my ideas.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	90.0%
11	People from preschool special ed respect my culture.	90.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	90.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	90.0%
2	My recommendations are included on the IEP/IFSP.	80.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	80.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	80.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	80.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	80.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	80.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	80.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	80.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	77.8%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	70.0%
15	People from preschool special ed give me options concerning my child's services and supports.	70.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	70.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	70.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	60.0%
20	People from preschool special ed offer parents training about preschool special education.	60.0%
25	People from preschool special ed connect families with one another for mutual support.	50.0%

SUMMARY	School	District	State
ESE Membership:	25	251	25,761
Number of Completed Surveys:	10	78	4,047
Response Rate:	40.0%	31.1%	15.7%
Number At or Above Standard:	7	68	3,336
Percent At or Above Standard:	70.0%	87.2%	82.4%



District: 01-ALACHUA

School: 0571-W. W. IRBY ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	92.3%
2	My recommendations are included on the IEP/IFSP.	84.6%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	84.6%
4	My child's evaluation report was written using words I understand.	84.6%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	84.6%
8	People from preschool special ed are available to speak with me.	84.6%
9	People from preschool special ed treat me as an equal team member.	84.6%
10	People from preschool special ed encourage me to participate in the decision-making process.	84.6%
11	People from preschool special ed respect my culture.	84.6%
12	People from preschool special ed value my ideas.	84.6%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	84.6%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	84.6%
15	People from preschool special ed give me options concerning my child's services and supports.	84.6%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	84.6%
17	People from preschool special ed give me enough information to know if my child is making progress.	84.6%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	84.6%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	84.6%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	84.6%
24	People from preschool special ed offer supports for parents to participate in training workshops.	84.6%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	84.6%
27	Overall, I am satisfied with the preschool special education services provided to my child.	84.6%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	83.3%
1	I am part of the IEP/IFSP decision-making process.	76.9%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	75.0%
20	People from preschool special ed offer parents training about preschool special education.	75.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	75.0%
25	People from preschool special ed connect families with one another for mutual support.	69.2%
SUM	MARY School District State	

MARY		School	District	State
	ESE Membership:	27	251	25,761
	Number of Completed Surveys:	13	78	4,047
	Response Rate:	48.1%	31.1%	15.7%
	Number At or Above Standard:	11	68	3,336
	Percent At or Above Standard:	84.6%	87.2%	82.4%



District: 05-BREVARD

School: 1021-PRE-K ESE SERVICES

Item No.	Item	Percent Agree
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	96.4%
8	People from preschool special ed are available to speak with me.	96.4%
11	People from preschool special ed respect my culture.	96.4%
1	I am part of the IEP/IFSP decision-making process.	92.9%
2	My recommendations are included on the IEP/IFSP.	92.9%
4	My child's evaluation report was written using words I understand.	92.9%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	92.9%
10	People from preschool special ed encourage me to participate in the decision-making process.	92.9%
12	People from preschool special ed value my ideas.	92.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	92.9%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	92.9%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	92.9%
9	People from preschool special ed treat me as an equal team member.	89.3%
17	People from preschool special ed give me enough information to know if my child is making progress.	88.9%
27	Overall, I am satisfied with the preschool special education services provided to my child.	85.7%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	84.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	82.1%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	82.1%
15	People from preschool special ed give me options concerning my child's services and supports.	82.1%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	82.1%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	82.1%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	81.5%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	81.5%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	78.6%
24	People from preschool special ed offer supports for parents to participate in training workshops.	69.2%
20	People from preschool special ed offer parents training about preschool special education.	60.7%
25	People from preschool special ed connect families with one another for mutual support.	51.9%

SUMMARY	School	District	State
ESE Membership:	179	851	25,761
Number of Completed Surveys:	28	136	4,047
Response Rate:	15.6%	16.0%	15.7%
Number At or Above Standard:	23	111	3,336
Percent At or Above Standard:	82.1%	81.6%	82.4%



District: 06-BROWARD

School: 1761-HOLLYWOOD PARK ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
4	My child's evaluation report was written using words I understand.	90.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	90.0%
15	People from preschool special ed give me options concerning my child's services and supports.	90.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	90.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	90.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	90.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	88.9%
24	People from preschool special ed offer supports for parents to participate in training workshops.	88.9%
1	I am part of the IEP/IFSP decision-making process.	80.0%
2	My recommendations are included on the IEP/IFSP.	80.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	80.0%
25	People from preschool special ed connect families with one another for mutual support.	77.8%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	60.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	60.0%
20	People from preschool special ed offer parents training about preschool special education.	60.0%

SUMMARY	School	District	State
ESE Membership:	35	3,347	25,761
Number of Completed Surveys:	10	369	4,047
Response Rate:	28.6%	11.0%	15.7%
Number At or Above Standard:	9	302	3,336
Percent At or Above Standard:	90.0%	81.8%	82.4%



District: 06-BROWARD

School: 1811-SHERIDAN HILLS ELEMENTARY SCHL

Item No.	Item	Percent Agree
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	92.3%
4	My child's evaluation report was written using words I understand.	92.3%
8	People from preschool special ed are available to speak with me.	92.3%
9	People from preschool special ed treat me as an equal team member.	92.3%
11	People from preschool special ed respect my culture.	92.3%
12	People from preschool special ed value my ideas.	92.3%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	92.3%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	92.3%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	92.3%
27	Overall, I am satisfied with the preschool special education services provided to my child.	92.3%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	84.6%
10	People from preschool special ed encourage me to participate in the decision-making process.	84.6%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	84.6%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	84.6%
17	People from preschool special ed give me enough information to know if my child is making progress.	84.6%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	84.6%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	84.6%
1	I am part of the IEP/IFSP decision-making process.	76.9%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	76.9%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	76.9%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	76.9%
2	My recommendations are included on the IEP/IFSP.	75.0%
15	People from preschool special ed give me options concerning my child's services and supports.	69.2%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	61.5%
24	People from preschool special ed offer supports for parents to participate in training workshops.	61.5%
25	People from preschool special ed connect families with one another for mutual support.	61.5%
20	People from preschool special ed offer parents training about preschool special education.	53.8%

SUMMARY	School	District	State
ESE Membership:	41	3,347	25,761
Number of Completed Surveys:	13	369	4,047
Response Rate:	31.7%	11.0%	15.7%
Number At or Above Standard:	10	302	3,336
Percent At or Above Standard:	76.9%	81.8%	82.4%



District: 06-BROWARD

School: 2721-RAMBLEWOOD ELEMENTARY SCHOOL

Item		Percent		
No.	Item	Agree		
1	I am part of the IEP/IFSP decision-making process.	90.0%		
2	My recommendations are included on the IEP/IFSP.			
4	My child's evaluation report was written using words I understand.	90.0%		
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.			
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	88.9%		
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	80.0%		
8	People from preschool special ed are available to speak with me.	80.0%		
11	People from preschool special ed respect my culture.	80.0%		
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	80.0%		
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	80.0%		
17	People from preschool special ed give me enough information to know if my child is making progress.	80.0%		
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	80.0%		
27	Overall, I am satisfied with the preschool special education services provided to my child.	80.0%		
9	People from preschool special ed treat me as an equal team member.	60.0%		
10	People from preschool special ed encourage me to participate in the decision-making process.	60.0%		
18	People from preschool special ed give me information about the approaches they use to help my child learn.	60.0%		
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	50.0%		
12	People from preschool special ed value my ideas.	50.0%		
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	50.0%		
24	People from preschool special ed offer supports for parents to participate in training workshops.	50.0%		
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	40.0%		
15	People from preschool special ed give me options concerning my child's services and supports.	40.0%		
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	40.0%		
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	40.0%		
20	People from preschool special ed offer parents training about preschool special education.	30.0%		
22	People from preschool special ed explain what options parents have if they disagree with a decision 3 made by the preschool special education program.			
25	People from preschool special ed connect families with one another for mutual support.	30.0%		
SUM	MARY School District State			

JMMARY	School	District	State	
ESE Membership:	47	3,347	25,761	
Number of Completed Surveys:	10	369	4,047	
Response Rate:	21.3%	11.0%	15.7%	
Number At or Above Standard:	4	302	3,336	
Percent At or Above Standard:	40.0%	81.8%	82.4%	



District: 06-BROWARD

School: 2861-PINES LAKES ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
11	People from preschool special ed respect my culture.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
2	My recommendations are included on the IEP/IFSP.	90.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	90.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	90.0%
8	People from preschool special ed are available to speak with me.	90.0%
9	People from preschool special ed treat me as an equal team member.	90.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	90.0%
12	People from preschool special ed value my ideas.	90.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	90.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	90.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	90.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	90.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	80.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	80.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	80.0%
15	People from preschool special ed give me options concerning my child's services and supports.	66.7%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	66.7%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	60.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	50.0%
20	People from preschool special ed offer parents training about preschool special education.	50.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	50.0%
25	People from preschool special ed connect families with one another for mutual support.	40.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	30.0%

SUMMARY	School	District	State	
ESE Membership:	64	3,347	25,761	
Number of Completed Surveys:	10	369	4,047	
Response Rate:	15.6%	11.0%	15.7%	
Number At or Above Standard:	8	302	3,336	
Percent At or Above Standard:	80.0%	81.8%	82.4%	



District: 06-BROWARD

School: 2891-RIVERGLADES ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
1	I am part of the IEP/IFSP decision-making process.	90.0%
2	My recommendations are included on the IEP/IFSP.	90.0%
4	My child's evaluation report was written using words I understand.	80.0%
11	People from preschool special ed respect my culture.	80.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	80.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	70.0%
12	People from preschool special ed value my ideas.	70.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	70.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	70.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	70.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	60.0%
9	People from preschool special ed treat me as an equal team member.	60.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	60.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	60.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	60.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	60.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	50.0%
8	People from preschool special ed are available to speak with me.	50.0%
15	People from preschool special ed give me options concerning my child's services and supports.	50.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	50.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	50.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	44.4%
20	People from preschool special ed offer parents training about preschool special education.	40.0%
25	People from preschool special ed connect families with one another for mutual support.	40.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	30.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	30.0%

SUMMARY	School	District	State	
ESE Membership:	34	3,347	25,761	
Number of Completed Surveys:	10	369	4,047	
Response Rate:	29.4%	11.0%	15.7%	
Number At or Above Standard:	5	302	3,336	
Percent At or Above Standard:	50.0%	81.8%	82.4%	



District: 06-BROWARD

School: 3171-PARK SPRINGS ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
4	My child's evaluation report was written using words I understand.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
2	My recommendations are included on the IEP/IFSP.	93.8%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	93.8%
9	People from preschool special ed treat me as an equal team member.	93.8%
10	People from preschool special ed encourage me to participate in the decision-making process.	93.8%
17	People from preschool special ed give me enough information to know if my child is making progress.	93.8%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	93.8%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	93.8%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	93.3%
1	I am part of the IEP/IFSP decision-making process.	87.5%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	87.5%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	87.5%
15	People from preschool special ed give me options concerning my child's services and supports.	87.5%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	86.7%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	81.3%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	80.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	78.6%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	75.0%
20	People from preschool special ed offer parents training about preschool special education.	75.0%
25	People from preschool special ed connect families with one another for mutual support.	62.5%

SUMMARY	School	District	State
ESE Membership:	60	3,347	25,761
Number of Completed Surveys:	16	369	4,047
Response Rate:	26.7%	11.0%	15.7%
Number At or Above Standard:	15	302	3,336
Percent At or Above Standard:	93.8%	81.8%	82.4%



District: 06-BROWARD

School: 5521-BAUDHUIN ORAL SCHOOL-NOVA UNI.

Item		Percent		
No.	Item	Agree		
10	People from preschool special ed encourage me to participate in the decision-making process.	91.3%		
11	People from preschool special ed respect my culture.	91.3%		
12	People from preschool special ed value my ideas.	91.3%		
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	91.3%		
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	91.3%		
15	People from preschool special ed give me options concerning my child's services and supports.	91.3%		
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	91.3%		
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	91.3%		
24	People from preschool special ed offer supports for parents to participate in training workshops.	91.3%		
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	91.3%		
27	Overall, I am satisfied with the preschool special education services provided to my child.	91.3%		
4	My child's evaluation report was written using words I understand.	90.9%		
9	People from preschool special ed treat me as an equal team member.	90.9%		
17	People from preschool special ed give me enough information to know if my child is making progress.	90.9%		
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.			
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	90.5%		
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	87.0%		
8	People from preschool special ed are available to speak with me.	87.0%		
18	People from preschool special ed give me information about the approaches they use to help my child learn.	87.0%		
25	People from preschool special ed connect families with one another for mutual support.	87.0%		
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	86.4%		
20	People from preschool special ed offer parents training about preschool special education.	86.4%		
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	86.4%		
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	85.7%		
1	I am part of the IEP/IFSP decision-making process.	84.2%		
2	My recommendations are included on the IEP/IFSP.			
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	72.7%		
SUM	MARY School District State			

ARY		School	District	State	
	ESE Membership:	145	3,347	25,761	
	Number of Completed Surveys:	23	369	4,047	
	Response Rate:	15.9%	11.0%	15.7%	
	Number At or Above Standard:	21	302	3,336	
	Percent At or Above Standard:	91.3%	81.8%	82.4%	



District: 07-CALHOUN

School: 0131-BLOUNTSTOWN ELEMENTARY SCHOOL

Thomas		Deveent
Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	90.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	90.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	90.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	90.0%
20	People from preschool special ed offer parents training about preschool special education.	80.0%
25	People from preschool special ed connect families with one another for mutual support.	80.0%

SUMMARY	School	District	State
ESE Membership:	27	45	25,761
Number of Completed Surveys:	10	15	4,047
Response Rate:	37.0%	33.3%	15.7%
Number At or Above Standard:	10	15	3,336
Percent At or Above Standard:	100.0%	100.0%	82.4%



District: 09-CITRUS

School: 0032-INVERNESS PRIMARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	81.3%
2	My recommendations are included on the IEP/IFSP.	81.3%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	81.3%
4	My child's evaluation report was written using words I understand.	81.3%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	81.3%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	81.3%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	81.3%
8	People from preschool special ed are available to speak with me.	81.3%
9	People from preschool special ed treat me as an equal team member.	81.3%
10	People from preschool special ed encourage me to participate in the decision-making process.	81.3%
11	People from preschool special ed respect my culture.	81.3%
12	People from preschool special ed value my ideas.	81.3%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	81.3%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	81.3%
15	People from preschool special ed give me options concerning my child's services and supports.	81.3%
17	People from preschool special ed give me enough information to know if my child is making progress.	81.3%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	81.3%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	81.3%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	81.3%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	81.3%
24	People from preschool special ed offer supports for parents to participate in training workshops.	81.3%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	81.3%
27	Overall, I am satisfied with the preschool special education services provided to my child.	81.3%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	75.0%
20	People from preschool special ed offer parents training about preschool special education.	75.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	75.0%
25	People from preschool special ed connect families with one another for mutual support.	75.0%
<u></u>	School District State	

SUMMARY	School	District	State
ESE Membership:	21	134	25,761
Number of Completed Surveys:	16	48	4,047
Response Rate:	76.2%	35.8%	15.7%
Number At or Above Standard:	13	41	3,336
Percent At or Above Standard:	81.3%	85.4%	82.4%



District: 10-CLAY

School: 0241-W E CHERRY ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
11	People from preschool special ed respect my culture.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
2	My recommendations are included on the IEP/IFSP.	93.3%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	93.3%
4	My child's evaluation report was written using words I understand.	93.3%
9	People from preschool special ed treat me as an equal team member.	93.3%
10	People from preschool special ed encourage me to participate in the decision-making process.	93.3%
12	People from preschool special ed value my ideas.	93.3%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	93.3%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	93.3%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	93.3%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	93.3%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	92.9%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	92.9%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	92.3%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	86.7%
27	Overall, I am satisfied with the preschool special education services provided to my child.	86.7%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	85.7%
15	People from preschool special ed give me options concerning my child's services and supports.	80.0%
20	People from preschool special ed offer parents training about preschool special education.	78.6%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	73.3%
24	People from preschool special ed offer supports for parents to participate in training workshops.	73.3%
25	People from preschool special ed connect families with one another for mutual support.	73.3%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	66.7%

SUMMARY	School	District	State
ESE Membership:	34	406	25,761
Number of Completed Surveys:	15	139	4,047
Response Rate:	44.1%	34.2%	15.7%
Number At or Above Standard:	13	124	3,336
Percent At or Above Standard:	86.7%	89.2%	82.4%



District: 10-CLAY

School: 0301-KEYSTONE HEIGHTS ELEMENTARY

Thom		Dorcont
Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
11	People from preschool special ed respect my culture.	91.7%
12	People from preschool special ed value my ideas.	91.7%
15	People from preschool special ed give me options concerning my child's services and supports.	91.7%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	91.7%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	91.7%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	91.7%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	91.7%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	83.3%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	83.3%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	83.3%
20	People from preschool special ed offer parents training about preschool special education.	75.0%
25	People from preschool special ed connect families with one another for mutual support.	75.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	66.7%

SUMMARY	School	District	State
ESE Membership:	20	406	25,761
Number of Completed Surveys:	12	139	4,047
Response Rate:	60.0%	34.2%	15.7%
Number At or Above Standard:	11	124	3,336
Percent At or Above Standard:	91.7%	89.2%	82.4%



District: 10-CLAY

School: 0491-J.L. WILKINSON ELEMENTARY SCHL

Itom		Dorcont
Item No.	Item	Percent Agree
2	My recommendations are included on the IEP/IFSP.	83.3%
4	My child's evaluation report was written using words I understand.	83.3%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	83.3%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	83.3%
8	People from preschool special ed are available to speak with me.	83.3%
9	People from preschool special ed treat me as an equal team member.	83.3%
10	People from preschool special ed encourage me to participate in the decision-making process.	83.3%
11	People from preschool special ed respect my culture.	83.3%
12	People from preschool special ed value my ideas.	83.3%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	83.3%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	83.3%
15	People from preschool special ed give me options concerning my child's services and supports.	83.3%
17	People from preschool special ed give me enough information to know if my child is making progress.	83.3%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	83.3%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	83.3%
27	Overall, I am satisfied with the preschool special education services provided to my child.	83.3%
1	I am part of the IEP/IFSP decision-making process.	81.8%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	81.8%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	81.8%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	75.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	75.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	75.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	75.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	75.0%
20	People from preschool special ed offer parents training about preschool special education.	72.7%
24	People from preschool special ed offer supports for parents to participate in training workshops.	70.0%
25	People from preschool special ed connect families with one another for mutual support.	63.6%

SUMMARY	School	District	State
ESE Membership:	24	406	25,761
Number of Completed Surveys:	12	139	4,047
Response Rate:	50.0%	34.2%	15.7%
Number At or Above Standard:	9	124	3,336
Percent At or Above Standard:	75.0%	89.2%	82.4%



District: 10-CLAY

School: 0521-FLEMING ISLAND ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	90.9%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	90.9%
20	People from preschool special ed offer parents training about preschool special education.	90.9%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	88.9%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	81.8%
17	People from preschool special ed give me enough information to know if my child is making progress.	81.8%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	81.8%
24	People from preschool special ed offer supports for parents to participate in training workshops.	80.0%
25	People from preschool special ed connect families with one another for mutual support.	60.0%

SUMMARY	School	District	State
ESE Membership:	41	406	25,761
Number of Completed Surveys:	11	139	4,047
Response Rate:	26.8%	34.2%	15.7%
Number At or Above Standard:	11	124	3,336
Percent At or Above Standard:	100.0%	89.2%	82.4%



District: 10-CLAY

School: 0631-SHADOWLAWN ELEMENTARY SCHOOL

Item No.	Item	Percent Agree
8	People from preschool special ed are available to speak with me.	83.3%
9	People from preschool special ed treat me as an equal team member.	83.3%
10	People from preschool special ed encourage me to participate in the decision-making process.	83.3%
11	People from preschool special ed respect my culture.	83.3%
12	People from preschool special ed value my ideas.	83.3%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	83.3%
15	People from preschool special ed give me options concerning my child's services and supports.	83.3%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	83.3%
17	People from preschool special ed give me enough information to know if my child is making progress.	83.3%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	83.3%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	83.3%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	83.3%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	83.3%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	83.3%
27	Overall, I am satisfied with the preschool special education services provided to my child.	83.3%
20	People from preschool special ed offer parents training about preschool special education.	81.8%
1	I am part of the IEP/IFSP decision-making process.	75.0%
2	My recommendations are included on the IEP/IFSP.	75.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	75.0%
4	My child's evaluation report was written using words I understand.	75.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	75.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	75.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	75.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	75.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	75.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	75.0%
25	People from preschool special ed connect families with one another for mutual support.	66.7%

SUMMARY	School	District	State
ESE Membership:	19	406	25,761
Number of Completed Surveys:	12	139	4,047
Response Rate:	63.2%	34.2%	15.7%
Number At or Above Standard:	10	124	3,336
Percent At or Above Standard:	83.3%	89.2%	82.4%



District: 10-CLAY

School: 0651-PLANTATION OAKS ELEMENTARY SCHOOL

	SCHOOL	
Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	92.9%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	92.9%
10	People from preschool special ed encourage me to participate in the decision-making process.	92.9%
15	People from preschool special ed give me options concerning my child's services and supports.	92.9%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	92.9%
20	People from preschool special ed offer parents training about preschool special education.	92.9%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	92.9%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	92.9%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	92.9%
24	People from preschool special ed offer supports for parents to participate in training workshops.	92.9%
25	People from preschool special ed connect families with one another for mutual support.	92.9%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	92.9%
27	Overall, I am satisfied with the preschool special education services provided to my child.	92.9%
SUM	MARY School District State	

MMARY		School	District	State
	ESE Membership:	33	406	25,761
	Number of Completed Surveys:	14	139	4,047
	Response Rate:	42.4%	34.2%	15.7%
	Number At or Above Standard:	13	124	3,336
	Percent At or Above Standard:	92.9%	89.2%	82.4%



District: 12-COLUMBIA

School: 8001-PREK ESE

Item	The sec	Percent
No. 8	Item People from preschool special ed are available to speak with me.	Agree 100.0%
		90.0%
1	I am part of the IEP/IFSP decision-making process.	
2	My recommendations are included on the IEP/IFSP.	90.0%
4	My child's evaluation report was written using words I understand.	90.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	90.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	90.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	90.0%
11	People from preschool special ed respect my culture.	90.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	90.0%
20	People from preschool special ed offer parents training about preschool special education.	90.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	90.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	80.0%
25	People from preschool special ed connect families with one another for mutual support.	80.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	70.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	70.0%
12	People from preschool special ed value my ideas.	70.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	70.0%
15	People from preschool special ed give me options concerning my child's services and supports.	70.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	70.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	70.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	70.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	70.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	70.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	70.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	70.0%
9	People from preschool special ed treat me as an equal team member.	66.7%
SUM	MARY School District State	

SUMMARY	School	District	State	
ESE Membership:	18	123	25,761	
Number of Completed Surveys:	10	32	4,047	
Response Rate:	55.6%	26.0%	15.7%	
Number At or Above Standard:	7	27	3,336	
Percent At or Above Standard:	70.0%	84.4%	82.4%	



District: 13-MIAMI-DADE

School: 0161-AVOCADO ELEMENTARY SCHOOL

		<u> </u>
Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	90.9%
2	My recommendations are included on the IEP/IFSP.	90.9%
4	My child's evaluation report was written using words I understand.	90.9%
8	People from preschool special ed are available to speak with me.	90.9%
9	People from preschool special ed treat me as an equal team member.	90.9%
10	People from preschool special ed encourage me to participate in the decision-making process.	90.9%
11	People from preschool special ed respect my culture.	90.9%
12	People from preschool special ed value my ideas.	90.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	90.9%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.9%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	81.8%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	81.8%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	81.8%
15	People from preschool special ed give me options concerning my child's services and supports.	81.8%
17	People from preschool special ed give me enough information to know if my child is making progress.	81.8%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	81.8%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	72.7%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	72.7%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	72.7%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	72.7%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	63.6%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	63.6%
24	People from preschool special ed offer supports for parents to participate in training workshops.	63.6%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	54.5%
20	People from preschool special ed offer parents training about preschool special education.	54.5%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	54.5%
25	People from preschool special ed connect families with one another for mutual support.	54.5%

SUMMARY	School	District	State	
ESE Membership:	51	2,075	25,761	
Number of Completed Surveys:	11	454	4,047	
Response Rate:	21.6%	21.9%	15.7%	
Number At or Above Standard:	7	379	3,336	
Percent At or Above Standard:	63.6%	83.5%	82.4%	



District: 13-MIAMI-DADE

School: 0271-BENT TREE ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	90.0%
2	My recommendations are included on the IEP/IFSP.	90.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	90.0%
4	My child's evaluation report was written using words I understand.	90.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	90.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	90.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	90.0%
8	People from preschool special ed are available to speak with me.	90.0%
9	People from preschool special ed treat me as an equal team member.	90.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	90.0%
11	People from preschool special ed respect my culture.	90.0%
12	People from preschool special ed value my ideas.	90.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	90.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	90.0%
15	People from preschool special ed give me options concerning my child's services and supports.	90.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	90.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	90.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	90.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	90.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	90.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	90.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	90.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	90.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.0%
20	People from preschool special ed offer parents training about preschool special education.	80.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	80.0%
25	People from preschool special ed connect families with one another for mutual support.	80.0%

SUMMARY	School	District	State	
ESE Membership:	27	2,075	25,761	
Number of Completed Surveys:	10	454	4,047	
Response Rate:	37.0%	21.9%	15.7%	
Number At or Above Standard:	9	379	3,336	
Percent At or Above Standard:	90.0%	83.5%	82.4%	



District: 13-MIAMI-DADE

School: 1721-EVERGLADES K-8 CENTER

No. Item Agr 1 I am part of the IEP/IFSP decision-making process. 100.0 2 My recommendations are included on the IEP/IFSP. 100.0 4 My child's evaluation report was written using words I understand. 100.0 8 People from preschool special ed are available to speak with me. 100.0 9 People from preschool special ed are available to speak with me. 100.0 10 People from preschool special ed respect my culture. 100.0 3 My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines. 90.9 5 The preschool special education program involves parents in evaluations of whether preschool special education is effective. 90.9 6 I have been asked for my opinion about how well preschool special education services are meeting my child's needs. 90.9 7 People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps). 90.9 10 People from preschool special ed avalue my ideas. 90.9 12 People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals. 90.9 13	0% 0% 0% 0% 0% 0%
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21 People from preschool special ed offer parents different ways of communicating with people from 90.9	%
	%
presenter special education (e.g., race to race meetings, phone cans, e man).	%
22 People from preschool special ed explain what options parents have if they disagree with a decision 90.9 made by the preschool special education program.	%
23 People from preschool special ed give parents the help they may need, such as transportation, to 90.9 play an active role in their child's learning and development.	%
People from preschool special ed offer supports for parents to participate in training workshops. 90.9	%
26 Overall, I am satisfied with the preschool special education program's efforts to facilitate my 90.9 involvement in my child's education.	%
27 Overall, I am satisfied with the preschool special education services provided to my child. 90.9	%
16 People from preschool special ed provide me with strategies to deal with my child's behavior. 81.8	%
25 People from preschool special ed connect families with one another for mutual support. 81.8	%

SUMMARY	School	District	State
ESE Membership:	25	2,075	25,761
Number of Completed Surveys:	11	454	4,047
Response Rate:	44.0%	21.9%	15.7%
Number At or Above Standard:	10	379	3,336
Percent At or Above Standard:	90.9%	83.5%	82.4%



District: 13-MIAMI-DADE

School: 2531-THENA CROWDER EARLY CHILDHOOD

Item		Percent
No.	Item	Agree
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	100.0%
20	People from preschool special ed offer parents training about preschool special education.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	100.0%
25	People from preschool special ed connect families with one another for mutual support.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
1	I am part of the IEP/IFSP decision-making process.	92.9%

SUMMARY	School	District	State
ESE Membership:	40	2,075	25,761
Number of Completed Surveys:	14	454	4,047
Response Rate:	35.0%	21.9%	15.7%
Number At or Above Standard:	14	379	3,336
Percent At or Above Standard:	100.0%	83.5%	82.4%



District: 13-MIAMI-DADE

School: 3661-NATURAL BRIDGE ELEMENTARY SCHL

No. Item Percent 3 My child's Lep/IFSP goals are written in a way that I can work on them at home during daily routines. 100.0% 4 My child's lep/IFSP goals are written using words I understand. 100.0% 5 The preschool special education program involves parents in evaluations of whether preschool special education is effective. 90.9% 2 My recommendations are included on the IEP/IFSP. 90.0% 8 People from preschool special ed are available to speak with me. 87.5% 1 I am part of the IEP/IFSP decision-making process. 81.8% 6 I have been asked for my opinion about how well preschool special education services are meeting my child's needs. 80.0% 12 People from preschool special ed areu value my ideas. 80.0% 13 People from preschool special ed give me enough information to know if my child is making progress. 80.0% 13 People from preschool special ed give me information about the approaches they use to help my child be.0% 80.0% 14 People from preschool special ed give me information about the approaches they use to help my child be.0% 80.0% 15 People from preschool special ed give me information about the decision-making process.	Itom		Dorcont
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preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	24	People from preschool special ed offer supports for parents to participate in training workshops.	63.6%
25 People from preschool special ed connect families with one another for mutual support. 36.4%	21		54.5%
	25	People from preschool special ed connect families with one another for mutual support.	36.4%

SUMMARY	School	District	State	
ESE Membership:	15	2,075	25,761	
Number of Completed Surveys:	11	454	4,047	
Response Rate:	73.3%	21.9%	15.7%	
Number At or Above Standard:	8	379	3,336	
Percent At or Above Standard:	72.7%	83.5%	82.4%	



District: 13-MIAMI-DADE

School: 4511-DR. GILBERT L. PORTER ELEM.

Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
11	People from preschool special ed respect my culture.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	90.0%
12	People from preschool special ed value my ideas.	90.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	90.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	90.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	90.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	90.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	90.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	90.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	80.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	80.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	80.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	80.0%
15	People from preschool special ed give me options concerning my child's services and supports.	80.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	80.0%
20	People from preschool special ed offer parents training about preschool special education.	80.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	70.0%
25	People from preschool special ed connect families with one another for mutual support.	70.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	60.0%

SUMMARY	School	District	State	
ESE Membership:	19	2,075	25,761	
Number of Completed Surveys:	10	454	4,047	
Response Rate:	52.6%	21.9%	15.7%	
Number At or Above Standard:	8	379	3,336	
Percent At or Above Standard:	80.0%	83.5%	82.4%	



District: 13-MIAMI-DADE

School: 5041-SILVER BLUFF ELEMENTARY SCHOOL

Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
2	My recommendations are included on the IEP/IFSP.	90.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	90.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	90.0%
20	People from preschool special ed offer parents training about preschool special education.	90.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	90.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	90.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	80.0%
25	People from preschool special ed connect families with one another for mutual support.	80.0%

SUMMARY	School	District	State	
ESE Membership:	23	2,075	25,761	
Number of Completed Surveys:	10	454	4,047	
Response Rate:	43.5%	21.9%	15.7%	
Number At or Above Standard:	10	379	3,336	
Percent At or Above Standard:	100.0%	83.5%	82.4%	



District: 13-MIAMI-DADE

School: 9013-PREK INTERVENTION

Item		Percent			
No.	Item	Agree			
11	People from preschool special ed respect my culture.	96.7%			
1	I am part of the IEP/IFSP decision-making process.	96.6%			
27	Overall, I am satisfied with the preschool special education services provided to my child.	95.1%			
4	My child's evaluation report was written using words I understand.				
2	My recommendations are included on the IEP/IFSP.	94.9%			
8	People from preschool special ed are available to speak with me.	93.4%			
9	People from preschool special ed treat me as an equal team member.	93.4%			
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	93.4%			
17	People from preschool special ed give me enough information to know if my child is making progress.	93.4%			
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	93.3%			
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	93.2%			
12	People from preschool special ed value my ideas.	91.8%			
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	91.7%			
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	91.7%			
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	90.2%			
10	People from preschool special ed encourage me to participate in the decision-making process.	90.2%			
15	People from preschool special ed give me options concerning my child's services and supports.	90.2%			
18	People from preschool special ed give me information about the approaches they use to help my child learn.				
22	People from preschool special ed explain what options parents have if they disagree with a decision 9 made by the preschool special education program.				
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	90.2%			
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	90.0%			
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	90.0%			
24	People from preschool special ed offer supports for parents to participate in training workshops.	88.1%			
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.				
20	People from preschool special ed offer parents training about preschool special education.	86.7%			
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	85.2%			
25	People from preschool special ed connect families with one another for mutual support. 85				
SIIM	MARY School District State				
5014	ESE Membership: 346 2,075 25,761				

Y		School	DISTRICT	State
	ESE Membership:	346	2,075	25,761
	Number of Completed Surveys:	61	454	4,047
	Response Rate:	17.6%	21.9%	15.7%
	Number At or Above Standard:	55	379	3,336
	Percent At or Above Standard:	90.2%	83.5%	82.4%



District: 16-DUVAL

School: 0261-ESE PRE KINDERGARTEN DISABILITIES CENTER

Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	94.1%
2	My recommendations are included on the IEP/IFSP.	94.1%
9	People from preschool special ed treat me as an equal team member.	94.1%
10	People from preschool special ed encourage me to participate in the decision-making process.	94.1%
4	My child's evaluation report was written using words I understand.	93.8%
5	The preschool special education program involves parents in evaluations of whether preschool special	93.8%
	education is effective.	
12	People from preschool special ed value my ideas.	93.8%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	93.8%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	93.8%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	93.8%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	93.8%
27	Overall, I am satisfied with the preschool special education services provided to my child.	93.8%
11	People from preschool special ed respect my culture.	93.3%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	88.2%
8	People from preschool special ed are available to speak with me.	88.2%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	87.5%
15	People from preschool special ed give me options concerning my child's services and supports.	87.5%
17	People from preschool special ed give me enough information to know if my child is making progress.	87.5%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	86.7%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	82.4%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	81.3%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	81.3%
24	People from preschool special ed offer supports for parents to participate in training workshops.	78.6%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	75.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	68.8%
20	People from preschool special ed offer parents training about preschool special education.	68.8%
25	People from preschool special ed connect families with one another for mutual support.	64.3%

SUMMARY	School	District	State
ESE Membership:	168	1,120	25,761
Number of Completed Surveys:	17	190	4,047
Response Rate:	10.1%	17.0%	15.7%
Number At or Above Standard:	14	152	3,336
Percent At or Above Standard:	82.4%	80.0%	82.4%



District: 16-DUVAL

School: 0911-SALLYE B. MATHIS ELEMENTARY SCHOOL

	SCHOOL	
Item No.	Item	Percent Agree
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
11	People from preschool special ed respect my culture.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
12	People from preschool special ed value my ideas.	90.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	90.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	90.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	90.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	90.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	90.0%
1	I am part of the IEP/IFSP decision-making process.	80.0%
2	My recommendations are included on the IEP/IFSP.	80.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	80.0%
4	My child's evaluation report was written using words I understand.	80.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	80.0%
15	People from preschool special ed give me options concerning my child's services and supports.	80.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	80.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	70.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	70.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	66.7%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	60.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	60.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	60.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	50.0%
20	People from preschool special ed offer parents training about preschool special education.	50.0%
25	People from preschool special ed connect families with one another for mutual support.	40.0%

SUMMARY	School	District	State	
ESE Membership:	48	1,120	25,761	
Number of Completed Surveys:	10	190	4,047	
Response Rate:	20.8%	17.0%	15.7%	
Number At or Above Standard:	7	152	3,336	
Percent At or Above Standard:	70.0%	80.0%	82.4%	



District: 16-DUVAL

School: 2141-HYDE GROVE ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
2	My recommendations are included on the IEP/IFSP.	90.9%
15	People from preschool special ed give me options concerning my child's services and supports.	90.9%
24	People from preschool special ed offer supports for parents to participate in training workshops.	90.9%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	90.9%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.9%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	80.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	80.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	72.7%
20	People from preschool special ed offer parents training about preschool special education.	63.6%
25	People from preschool special ed connect families with one another for mutual support.	63.6%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	60.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	60.0%

SUMMARY	School	District	State
ESE Membership:	64	1,120	25,761
Number of Completed Surveys:	11	190	4,047
Response Rate:	17.2%	17.0%	15.7%
Number At or Above Standard:	9	152	3,336
Percent At or Above Standard:	81.8%	80.0%	82.4%



District: 16-DUVAL

School: 2281-MERRILL ROAD ELEMENTARY SCHOOL

Thoma		Deveent
Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	93.8%
2	My recommendations are included on the IEP/IFSP.	93.8%
8	People from preschool special ed are available to speak with me.	93.8%
11	People from preschool special ed respect my culture.	93.8%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	93.8%
12	People from preschool special ed value my ideas.	93.3%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	87.5%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	87.5%
9	People from preschool special ed treat me as an equal team member.	87.5%
10	People from preschool special ed encourage me to participate in the decision-making process.	87.5%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	87.5%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	87.5%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	87.5%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	87.5%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	87.5%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	87.5%
27	Overall, I am satisfied with the preschool special education services provided to my child.	87.5%
15	People from preschool special ed give me options concerning my child's services and supports.	86.7%
17	People from preschool special ed give me enough information to know if my child is making progress.	86.7%
4	My child's evaluation report was written using words I understand.	81.3%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	75.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	75.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	73.3%
20	People from preschool special ed offer parents training about preschool special education.	68.8%
25	People from preschool special ed connect families with one another for mutual support.	68.8%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	62.5%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	56.3%

SUMMARY	School	District	State
ESE Membership:	63	1,120	25,761
Number of Completed Surveys:	16	190	4,047
Response Rate:	25.4%	17.0%	15.7%
Number At or Above Standard:	13	152	3,336
Percent At or Above Standard:	81.3%	80.0%	82.4%



District: 16-DUVAL

School: 2461-NEPTUNE BEACH ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
1	I am part of the IEP/IFSP decision-making process.	94.7%
2	My recommendations are included on the IEP/IFSP.	94.7%
4	My child's evaluation report was written using words I understand.	94.7%
8	People from preschool special ed are available to speak with me.	94.7%
9	People from preschool special ed treat me as an equal team member.	94.7%
10	People from preschool special ed encourage me to participate in the decision-making process.	94.7%
12	People from preschool special ed value my ideas.	94.7%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	94.7%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	94.7%
17	People from preschool special ed give me enough information to know if my child is making progress.	94.7%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	94.7%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	94.7%
27	Overall, I am satisfied with the preschool special education services provided to my child.	94.7%
11	People from preschool special ed respect my culture.	94.4%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	89.5%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	89.5%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	89.5%
15	People from preschool special ed give me options concerning my child's services and supports.	88.9%
20	People from preschool special ed offer parents training about preschool special education.	88.9%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	88.9%
25	People from preschool special ed connect families with one another for mutual support.	88.9%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	83.3%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	82.4%
24	People from preschool special ed offer supports for parents to participate in training workshops.	73.7%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	61.1%

SUMMARY	School	District	State	
ESE Membership:	29	1,120	25,761	
Number of Completed Surveys:	19	190	4,047	
Response Rate:	65.5%	17.0%	15.7%	
Number At or Above Standard:	17	152	3,336	
Percent At or Above Standard:	89.5%	80.0%	82.4%	



District: 16-DUVAL

School: 2571-ALIMACANI ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
4	My child's evaluation report was written using words I understand.	90.9%
11	People from preschool special ed respect my culture.	90.9%
2	My recommendations are included on the IEP/IFSP.	90.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	81.8%
8	People from preschool special ed are available to speak with me.	81.8%
12	People from preschool special ed value my ideas.	81.8%
1	I am part of the IEP/IFSP decision-making process.	80.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	80.0%
9	People from preschool special ed treat me as an equal team member.	72.7%
10	People from preschool special ed encourage me to participate in the decision-making process.	72.7%
15	People from preschool special ed give me options concerning my child's services and supports.	70.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	66.7%
20	People from preschool special ed offer parents training about preschool special education.	66.7%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	63.6%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	63.6%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	63.6%
17	People from preschool special ed give me enough information to know if my child is making progress.	63.6%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	63.6%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	63.6%
27	Overall, I am satisfied with the preschool special education services provided to my child.	63.6%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	60.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	55.6%
25	People from preschool special ed connect families with one another for mutual support.	55.6%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	54.5%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	54.5%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	50.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	45.5%

SUMMARY	School	District	State
ESE Membership:	42	1,120	25,761
Number of Completed Surveys:	11	190	4,047
Response Rate:	26.2%	17.0%	15.7%
Number At or Above Standard:	6	152	3,336
Percent At or Above Standard:	54.5%	80.0%	82.4%



District: 16-DUVAL

School: 2631-ABESS PARK ELEMENTARY SCHOOL

Item	_ .	Percent
No.	Item My child's evaluation report was written using words I understand.	Agree 95.7%
9	People from preschool special ed treat me as an equal team member.	95.5%
27	Overall, I am satisfied with the preschool special education services provided to my child.	91.3%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	90.9%
8	People from preschool special ed are available to speak with me.	90.9%
11	People from preschool special ed respect my culture.	90.9%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	87.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	87.0%
1	I am part of the IEP/IFSP decision-making process.	86.4%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	86.4%
10	People from preschool special ed encourage me to participate in the decision-making process.	86.4%
12	People from preschool special ed value my ideas.	86.4%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	86.4%
15	People from preschool special ed give me options concerning my child's services and supports.	86.4%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	86.4%
17	People from preschool special ed give me enough information to know if my child is making progress.	86.4%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	86.4%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	86.4%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	86.4%
24	People from preschool special ed offer supports for parents to participate in training workshops.	86.4%
2	My recommendations are included on the IEP/IFSP.	81.8%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	81.8%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	81.8%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	77.3%
20	People from preschool special ed offer parents training about preschool special education.	77.3%
25	People from preschool special ed connect families with one another for mutual support.	72.7%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	63.6%
SUM	MARY School District State	

MARY	School	District	State	
ESE Membership:	60	1,120	25,761	
Number of Completed Surveys:	23	190	4,047	
Response Rate:	38.3%	17.0%	15.7%	
Number At or Above Standard:	20	152	3,336	
Percent At or Above Standard:	87.0%	80.0%	82.4%	



District: 20-GADSDEN

School: 0041-GEORGE W. MUNROE ELEM. SCHOOL

Item	The me	Percent
No.	Item	Agree 100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
1	I am part of the IEP/IFSP decision-making process.	95.0%
2	My recommendations are included on the IEP/IFSP.	95.0%
4	My child's evaluation report was written using words I understand.	95.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	95.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	95.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	95.0%
15	People from preschool special ed give me options concerning my child's services and supports.	95.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	95.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	95.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	95.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	95.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	95.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	90.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	90.0%
20	People from preschool special ed offer parents training about preschool special education.	90.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	90.0%
25	People from preschool special ed connect families with one another for mutual support.	90.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	85.0%
	Cabaal District State	

SUMMARY	School	District	State
ESE Membership:	21	65	25,761
Number of Completed Surveys:	20	69	4,047
Response Rate:	95.2%	106.2%	15.7%
Number At or Above Standard:	18	65	3,336
Percent At or Above Standard:	90.0%	94.2%	82.4%



District: 20-GADSDEN

School: 0201-STEWART STREET ELEMENTARY SCHL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	96.9%
2	My recommendations are included on the IEP/IFSP.	96.9%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	96.9%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	96.9%
8	People from preschool special ed are available to speak with me.	96.9%
10	People from preschool special ed encourage me to participate in the decision-making process.	96.9%
12	People from preschool special ed value my ideas.	96.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	96.9%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	96.9%
15	People from preschool special ed give me options concerning my child's services and supports.	96.9%
17	People from preschool special ed give me enough information to know if my child is making progress.	96.9%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	96.9%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	96.9%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	96.9%
27	Overall, I am satisfied with the preschool special education services provided to my child.	96.9%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	96.8%
9	People from preschool special ed treat me as an equal team member.	96.8%
11	People from preschool special ed respect my culture.	96.8%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	96.8%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	96.8%
20	People from preschool special ed offer parents training about preschool special education.	96.8%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	96.8%
24	People from preschool special ed offer supports for parents to participate in training workshops.	96.8%
25	People from preschool special ed connect families with one another for mutual support.	96.8%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	96.7%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	96.7%
4	My child's evaluation report was written using words I understand.	93.8%

SUMMARY	School	District	State	
ESE Membership:	25	65	25,761	
Number of Completed Surveys:	32	69	4,047	
Response Rate:	128.0%	106.2%	15.7%	
Number At or Above Standard:	31	65	3,336	
Percent At or Above Standard:	96.9%	94.2%	82.4%	



District: 21-GILCHRIST

School: 0032-BELL ELEMENTARY SCHOOL

Item		Dorcont
No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	100.0%
20	People from preschool special ed offer parents training about preschool special education.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	92.3%
17	People from preschool special ed give me enough information to know if my child is making progress.	92.3%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	92.3%
25	People from preschool special ed connect families with one another for mutual support.	84.6%
SUM	MARY School District State	

MMARY	School	District	State
ESE Membership:	40	73	25,761
Number of Completed Surveys:	13	15	4,047
Response Rate:	32.5%	20.5%	15.7%
Number At or Above Standard:	13	15	3,336
Percent At or Above Standard:	100.0%	100.0%	82.4%



District: 29-HILLSBOROUGH

School: 0311-BOYETTE SPRINGS ELEM. SCHOOL

Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	90.0%
15	People from preschool special ed give me options concerning my child's services and supports.	90.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	90.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	90.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	88.9%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	80.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	70.0%
25	People from preschool special ed connect families with one another for mutual support.	70.0%
20	People from preschool special ed offer parents training about preschool special education.	50.0%

SUMMARY	School	District	State
ESE Membership:	12	1,881	25,761
Number of Completed Surveys:	10	298	4,047
Response Rate:	83.3%	15.8%	15.7%
Number At or Above Standard:	9	246	3,336
Percent At or Above Standard:	90.0%	82.6%	82.4%



District: 32-JACKSON

School: 0024-JACKSON COUNTY EARLY CHILDHOOD CENTER

Thomas		Deveent
Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	100.0%
20	People from preschool special ed offer parents training about preschool special education.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	100.0%
25	People from preschool special ed connect families with one another for mutual support.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
SUM	MARY School District State	

NRY	School	District	State
ESE Membership:	60	92	25,761
Number of Completed Surveys:	15	32	4,047
Response Rate:	25.0%	34.8%	15.7%
Number At or Above Standard:	15	32	3,336
Percent At or Above Standard:	100.0%	100.0%	82.4%



District: 35-LAKE

School: 0041-CLERMONT ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
4	My child's evaluation report was written using words I understand.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
2	My recommendations are included on the IEP/IFSP.	94.4%
11	People from preschool special ed respect my culture.	94.4%
1	I am part of the IEP/IFSP decision-making process.	88.9%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	88.9%
8	People from preschool special ed are available to speak with me.	88.9%
9	People from preschool special ed treat me as an equal team member.	88.9%
10	People from preschool special ed encourage me to participate in the decision-making process.	88.9%
12	People from preschool special ed value my ideas.	88.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	88.9%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	88.9%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	83.3%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	83.3%
15	People from preschool special ed give me options concerning my child's services and supports.	83.3%
17	People from preschool special ed give me enough information to know if my child is making progress.	83.3%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	83.3%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	83.3%
27	Overall, I am satisfied with the preschool special education services provided to my child.	83.3%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	82.4%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	77.8%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	72.2%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	66.7%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	66.7%
24	People from preschool special ed offer supports for parents to participate in training workshops.	61.1%
25	People from preschool special ed connect families with one another for mutual support.	61.1%
20	People from preschool special ed offer parents training about preschool special education.	55.6%

SUMMARY	School	District	State
ESE Membership:	31	422	25,761
Number of Completed Surveys:	18	82	4,047
Response Rate:	58.1%	19.4%	15.7%
Number At or Above Standard:	13	62	3,336
Percent At or Above Standard:	72.2%	75.6%	82.4%



District: 35-LAKE

School: 0421-RIMES EARLY LEARN & LITERACY

Item No.	Item	Percent Agree
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
1	I am part of the IEP/IFSP decision-making process.	92.3%
2	My recommendations are included on the IEP/IFSP.	92.3%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	92.3%
9	People from preschool special ed treat me as an equal team member.	92.3%
10	People from preschool special ed encourage me to participate in the decision-making process.	92.3%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	92.3%
17	People from preschool special ed give me enough information to know if my child is making progress.	92.3%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	92.3%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	84.6%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	84.6%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	84.6%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	84.6%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	84.6%
27	Overall, I am satisfied with the preschool special education services provided to my child.	84.6%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	76.9%
15	People from preschool special ed give me options concerning my child's services and supports.	76.9%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	76.9%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	76.9%
24	People from preschool special ed offer supports for parents to participate in training workshops.	69.2%
25	People from preschool special ed connect families with one another for mutual support.	69.2%
20	People from preschool special ed offer parents training about preschool special education.	61.5%

SUMMARY	School	District	State
ESE Membership:	63	422	25,761
Number of Completed Surveys:	13	82	4,047
Response Rate:	20.6%	19.4%	15.7%
Number At or Above Standard:	11	62	3,336
Percent At or Above Standard:	84.6%	75.6%	82.4%



District: 35-LAKE

School: 0561-UMATILLA ELEMENTARY SCHOOL

Thomas		Deveent
Item No.	Item	Percent Agree
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
1	I am part of the IEP/IFSP decision-making process.	90.9%
2	My recommendations are included on the IEP/IFSP.	90.9%
4	My child's evaluation report was written using words I understand.	90.9%
10	People from preschool special ed encourage me to participate in the decision-making process.	90.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	90.9%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	90.9%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	90.9%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	81.8%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	81.8%
15	People from preschool special ed give me options concerning my child's services and supports.	81.8%
17	People from preschool special ed give me enough information to know if my child is making progress.	81.8%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	81.8%
27	Overall, I am satisfied with the preschool special education services provided to my child.	77.8%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	72.7%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	72.7%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	72.7%
25	People from preschool special ed connect families with one another for mutual support.	72.7%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	72.7%
20	People from preschool special ed offer parents training about preschool special education.	63.6%
24	People from preschool special ed offer supports for parents to participate in training workshops.	60.0%

SUMMARY	School	District	State
ESE Membership:	19	422	25,761
Number of Completed Surveys:	11	82	4,047
Response Rate:	57.9%	19.4%	15.7%
Number At or Above Standard:	9	62	3,336
Percent At or Above Standard:	81.8%	75.6%	82.4%



District: 36-LEE

School: 0391-TROPIC ISLES ELEMENTARY SCHOOL

Item		Percent	
No.	Item	Agree	
1	I am part of the IEP/IFSP decision-making process.	100.0%	
2	My recommendations are included on the IEP/IFSP.	100.0%	
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%	
4	My child's evaluation report was written using words I understand.	100.0%	
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%	
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%	
8	People from preschool special ed are available to speak with me.	100.0%	
9	People from preschool special ed treat me as an equal team member.	100.0%	
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%	
11	People from preschool special ed respect my culture.	100.0%	
12	People from preschool special ed value my ideas.	100.0%	
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%	
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%	
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%	
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%	
17	People from preschool special ed give me enough information to know if my child is making progress.		
18	People from preschool special ed give me information about the approaches they use to help my child learn.		
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%	
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%	
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%	
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	90.0%	
20	People from preschool special ed offer parents training about preschool special education.	90.0%	
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	90.0%	
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	90.0%	
24	People from preschool special ed offer supports for parents to participate in training workshops.	90.0%	
25	People from preschool special ed connect families with one another for mutual support.	70.0%	
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	60.0%	
SUM	MARY School District State		

IMARY	School	District	State	
ESE Membership:	40	835	25,761	
Number of Completed Surveys:	10	127	4,047	
Response Rate:	25.0%	15.2%	15.7%	
Number At or Above Standard:	10	116	3,336	
Percent At or Above Standard:	100.0%	91.3%	82.4%	



District: 37-LEON

School: 0071-SABAL PALM ELEMENTARY SCHOOL

Item			Percent
No.			Agree
24	People from preschool special ed offer supports for parents to participate in trainin	ig workshops.	100.0%
2	My recommendations are included on the IEP/IFSP.		90.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home durin	g daily routines.	90.0%
4	My child's evaluation report was written using words I understand.		90.0%
5	The preschool special education program involves parents in evaluations of whether p education is effective.	preschool special	90.0%
6	I have been asked for my opinion about how well preschool special education services child's needs.	s are meeting my	90.0%
7	People from preschool special ed provide me with information on how to get other childcare, parent support, respite, regular preschool program, WIC, food stamps).	services (e.g.,	90.0%
8	People from preschool special ed are available to speak with me.		90.0%
9	People from preschool special ed treat me as an equal team member.		90.0%
10	People from preschool special ed encourage me to participate in the decision-maki	ng process.	90.0%
11	People from preschool special ed respect my culture.		90.0%
12	People from preschool special ed value my ideas.		90.0%
14	People from preschool special ed communicate regularly with me regarding my chi IEP/IFSP goals.	ild's progress on	90.0%
15	People from preschool special ed give me options concerning my child's services a	nd supports.	90.0%
16	People from preschool special ed provide me with strategies to deal with my child'	s behavior.	90.0%
17	People from preschool special ed give me enough information to know if my child	is making progress.	90.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.		
19	People from preschool special ed give me information about organizations that offer parents (for example, Parent Training and Info. Centers, Family Resource Centers, discussional sectors).		90.0%
20	People from preschool special ed offer parents training about preschool special edu	ucation.	90.0%
21	People from preschool special ed offer parents different ways of communicating win preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	th people from	90.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilit involvement in my child's education.	ate my	90.0%
27	Overall, I am satisfied with the preschool special education services provided to my c	hild.	90.0%
22	People from preschool special ed explain what options parents have if they disagree made by the preschool special education program.	e with a decision	88.9%
23	People from preschool special ed give parents the help they may need, such as traplay an active role in their child's learning and development.	insportation, to	88.9%
25	People from preschool special ed connect families with one another for mutual sup	port.	87.5%
1	I am part of the IEP/IFSP decision-making process.		80.0%
13	People from preschool special ed ensure that I have fully understood my rights rel special education.	ated to preschool	80.0%
SUM	MMARY School District	State	

UMMARY	School	District	State	
ESE Membership:	30	592	25,761	
Number of Completed Surveys:	10	108	4,047	
Response Rate:	33.3%	18.2%	15.7%	
Number At or Above Standard:	9	84	3,336	
Percent At or Above Standard:	90.0%	77.8%	82.4%	



District: 46-OKALOOSA

School: 0721-OKALOOSA STEMM CENTER

74		Dever
Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	91.7%
15	People from preschool special ed give me options concerning my child's services and supports.	91.7%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	91.7%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	90.9%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	83.3%
17	People from preschool special ed give me enough information to know if my child is making progress.	83.3%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	81.8%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	75.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	75.0%
25	People from preschool special ed connect families with one another for mutual support.	70.0%
20	People from preschool special ed offer parents training about preschool special education.	
24	People from preschool special ed offer supports for parents to participate in training workshops.	50.0%
SUM	MARY School District State	

MMARY		School	District	State	
	ESE Membership:	47	306	25,761	
	Number of Completed Surveys:	12	40	4,047	
	Response Rate:	25.5%	13.1%	15.7%	
	Number At or Above Standard:	11	31	3,336	
	Percent At or Above Standard:	91.7%	77.5%	82.4%	



District: 46-OKALOOSA

School: 0811-SOUTHSIDE PRIMARY SCHOOL

Ttom		Dorcont
Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	94.1%
4	My child's evaluation report was written using words I understand.	94.1%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	94.1%
2	My recommendations are included on the IEP/IFSP.	93.8%
12	People from preschool special ed value my ideas.	93.8%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	88.2%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	88.2%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	86.7%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	85.7%
15	People from preschool special ed give me options concerning my child's services and supports.	82.4%
17	People from preschool special ed give me enough information to know if my child is making progress.	82.4%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	82.4%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	82.4%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	76.5%
27	Overall, I am satisfied with the preschool special education services provided to my child.	76.5%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	70.6%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	64.7%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	50.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	50.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	40.0%
20	People from preschool special ed offer parents training about preschool special education.	40.0%
25	People from preschool special ed connect families with one another for mutual support.	33.3%

SUMMARY	School	District	State
ESE Membership:	120	306	25,761
Number of Completed Surveys:	17	40	4,047
Response Rate:	14.2%	13.1%	15.7%
Number At or Above Standard:	10	31	3,336
Percent At or Above Standard:	58.8%	77.5%	82.4%



District: 48-ORANGE

School: 0322-WHISPERING OAK ELEMENTARY

		Percent
	Item	Agree
	My child's evaluation report was written using words I understand.	100.0%
	People from preschool special ed are available to speak with me.	100.0%
9 F	People from preschool special ed treat me as an equal team member.	100.0%
11 F	People from preschool special ed respect my culture.	100.0%
12 F	People from preschool special ed value my ideas.	100.0%
1 I	I am part of the IEP/IFSP decision-making process.	90.0%
3 1	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	90.0%
	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	90.0%
10 F	People from preschool special ed encourage me to participate in the decision-making process.	90.0%
17 F	People from preschool special ed give me enough information to know if my child is making progress.	90.0%
16 F	People from preschool special ed provide me with strategies to deal with my child's behavior.	88.9%
2	My recommendations are included on the IEP/IFSP.	80.0%
	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	80.0%
	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	80.0%
	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	80.0%
	People from preschool special ed give me information about the approaches they use to help my child learn.	80.0%
	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	80.0%
	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	80.0%
27 (Overall, I am satisfied with the preschool special education services provided to my child.	80.0%
	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	77.8%
15 F	People from preschool special ed give me options concerning my child's services and supports.	66.7%
	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	66.7%
22 F	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	66.7%
20 F	People from preschool special ed offer parents training about preschool special education.	60.0%
	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	55.6%
	People from preschool special ed offer supports for parents to participate in training workshops.	50.0%
25 F	People from preschool special ed connect families with one another for mutual support.	44.4%

SUMMARY	School	District	State
ESE Membership:	46	1,247	25,761
Number of Completed Surveys:	10	191	4,047
Response Rate:	21.7%	15.3%	15.7%
Number At or Above Standard:	7	157	3,336
Percent At or Above Standard:	70.0%	82.2%	82.4%



District: 48D-UCP

School: 0065-UCP DOWNTOWN CHARTER

TermPercent1I am part of the IEP/IFSP decision-making process.100.0%2My recommendations are included on the IEP/IFSP.100.0%3My recommendations are included on the IEP/IFSP.100.0%4My child's evaluation report was written using words I understand.100.0%5The preschool special education program involves parents in evaluations of whether preschool special education is effective.100.0%6I have been asked for my opinion about how well preschool special education services are meeting my child's needs.100.0%7People from preschool special ed are available to speak with me.100.0%9People from preschool special ed respect my culture.100.0%10People from preschool special ed encourage me to participate in the decision-making process.100.0%11People from preschool special ed ensure that I have fully understood my rights related to preschool special ed on ununicate regularly with me regarding my child's progress on IEP/IFSP goals.100.0%12People from preschool special ed give me ontypin information to know if my child is making progress.100.0%13People from preschool special ed give me enough information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).100.0%14People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).100.0%15People from preschool special ed apro	74.000		Devee
1 I am part of the IEP/IFSP decision-making process. 100.0% 2 My recommendations are included on the IEP/IFSP. 100.0% 4 My child's evaluation report was written using words I understand. 100.0% 5 The preschool special education program involves parents in evaluations of whether preschool special aducation is effective. 100.0% 6 I have been asked for my opinion about how well preschool special education services are meeting my child's needs. 100.0% 7 People from preschool special ed are available to speak with me. 100.0% 9 People from preschool special ed encourage me to participate in the decision-making process. 100.0% 10 People from preschool special ed ensure that I have fully understood my rights related to preschool special ed ensure that I have fully understood my rights related to preschool special ed give me options concerning my child's services and supports. 100.0% 10 People from preschool special ed give me enough information to know if my child is making progress. 100.0% 11 People from preschool special ed give me enough information to know if my child is making progress. 100.0% 12 People from preschool special ed give me enough information to know if my child is making progress. 100.0% 13 People from preschool special ed	Item No.	Item	Percent Agree
4 My child's evaluation report was written using words I understand. 100.0% 5 The preschool special education program involves parents in evaluations of whether preschool special education is effective. 100.0% 6 I have been asked for my opinion about how well preschool special education services are meeting my child's needs. 100.0% 7 People from preschool special ed are available to speak with me. 100.0% 9 People from preschool special ed treat me as an equal team member. 100.0% 10 People from preschool special ed respect my culture. 100.0% 11 People from preschool special ed value my ideas. 100.0% 12 People from preschool special ed value my ideas. 100.0% 13 People from preschool special ed ommunicate regularly with me regarding my child's progress on IEP/IFSP goals. 100.0% 15 People from preschool special ed give me options concerning my child's services and supports. 100.0% 16 People from preschool special ed offer supports for parents to participate in training workshops. 100.0% 17 People from preschool special ed offer supports for parents to participate in training workshops. 100.0% 18 People from preschool special ed offer supports for parents to participat			-
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25 People from preschool special ed connect families with one another for mutual support. 72.7%	23		81.8%
	25	People from preschool special ed connect families with one another for mutual support.	72.7%

SUMMARY	School	District	State
ESE Membership:	63	284	25,761
Number of Completed Surveys:	12	38	4,047
Response Rate:	19.0%	13.4%	15.7%
Number At or Above Standard:	12	31	3,336
Percent At or Above Standard:	100.0%	81.6%	82.4%



District: 48D-UCP

School: 0090-UCP EAST CHARTER

1 I am part of the IEP/IFSP decision-making process. 100.0% 2 My recommendations are included on the IEP/IFSP. 100.0% 1 People from preschool special ed respect my culture. 100.0% 1 People from preschool special ed value my ideas. 100.0% 1 People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail). 100.0% 3 My child's teP/IFSP goals are written using words I understand. 90.9% 4 My child's evaluation report was written using words I understand. 90.9% 8 People from preschool special ed reat me as an equal team member. 90.9% 9 People from preschool special ed give me options concerning my child's services and supports. 90.9% 10 People from preschool special ed give me options concerning my child's services and supports. 90.9% 10 People from preschool special ed give me information about the approaches they use to help my child 90.9% 10 Overall, I am satisfied with the preschool special education services provided to my child. 90.9% 10 Overall, I am satisfied with preschool special education services provided to my child's neaking progress. 81.8% <t< th=""><th>Item No.</th><th>Item</th><th>Percent Agree</th></t<>	Item No.	Item	Percent Agree
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	23	play an active role in their child's learning and development.	60.0%
25 People from preschool special ed connect families with one another for mutual support. 45.5%	24	People from preschool special ed offer supports for parents to participate in training workshops.	55.6%
	25	People from preschool special ed connect families with one another for mutual support.	45.5%

SUMMARY	School	District	State
ESE Membership:	93	284	25,761
Number of Completed Surveys:	11	38	4,047
Response Rate:	11.8%	13.4%	15.7%
Number At or Above Standard:	8	31	3,336
Percent At or Above Standard:	72.7%	81.6%	82.4%



District: 48D-UCP

School: 0900-UCP OSCEOLA CHARTER SCHOOL

Item		Percent
No.	Item	Agree
4	My child's evaluation report was written using words I understand.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
11	People from preschool special ed respect my culture.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
1	I am part of the IEP/IFSP decision-making process.	90.9%
2	My recommendations are included on the IEP/IFSP.	90.9%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	90.9%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	90.9%
12	People from preschool special ed value my ideas.	90.9%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	90.9%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	90.9%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	90.9%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.9%
9	People from preschool special ed treat me as an equal team member.	90.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	81.8%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	81.8%
15	People from preschool special ed give me options concerning my child's services and supports.	81.8%
17	People from preschool special ed give me enough information to know if my child is making progress.	81.8%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	81.8%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	70.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	70.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	70.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	63.6%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	63.6%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	63.6%
20	People from preschool special ed offer parents training about preschool special education.	60.0%
25	People from preschool special ed connect families with one another for mutual support.	60.0%

SUMMARY	School	District	State
ESE Membership:	71	284	25,761
Number of Completed Surveys:	11	38	4,047
Response Rate:	15.5%	13.4%	15.7%
Number At or Above Standard:	7	31	3,336
Percent At or Above Standard:	63.6%	81.6%	82.4%



District: 50-PALM BEACH

School: 0591-MEADOW PARK ELEMENTARY SCHOOL

Item		Percent
No. 3	Item	Agree
	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
11	People from preschool special ed respect my culture.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
2	My recommendations are included on the IEP/IFSP.	93.3%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	93.3%
12	People from preschool special ed value my ideas.	93.3%
15	People from preschool special ed give me options concerning my child's services and supports.	93.3%
1	I am part of the IEP/IFSP decision-making process.	92.9%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	86.7%
8	People from preschool special ed are available to speak with me.	86.7%
9	People from preschool special ed treat me as an equal team member.	86.7%
10	People from preschool special ed encourage me to participate in the decision-making process.	86.7%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	86.7%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	86.7%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	85.7%
24	People from preschool special ed offer supports for parents to participate in training workshops.	85.7%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	80.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	80.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	80.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	80.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	80.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	78.6%
20	People from preschool special ed offer parents training about preschool special education.	73.3%
25	People from preschool special ed connect families with one another for mutual support.	71.4%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	69.2%

SUMMARY	School	District	State
ESE Membership:	109	1,925	25,761
Number of Completed Surveys:	15	212	4,047
Response Rate:	13.8%	11.0%	15.7%
Number At or Above Standard:	13	178	3,336
Percent At or Above Standard:	86.7%	84.0%	82.4%



District: 50-PALM BEACH

School: 1541-DWIGHT D. EISENHOWER ELEM.

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Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	100.0%
20	People from preschool special ed offer parents training about preschool special education.	100.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	100.0%
8	People from preschool special ed are available to speak with me.	94.4%
9	People from preschool special ed treat me as an equal team member.	94.4%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	94.4%
27	Overall, I am satisfied with the preschool special education services provided to my child.	94.4%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	93.8%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	88.9%
17	People from preschool special ed give me enough information to know if my child is making progress.	88.9%
10	People from preschool special ed encourage me to participate in the decision-making process.	88.2%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	88.2%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	83.3%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	82.4%
15	People from preschool special ed give me options concerning my child's services and supports.	82.4%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	81.3%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	81.3%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	76.5%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	76.5%
25	People from preschool special ed connect families with one another for mutual support.	75.0%

SUMMARY	School	District	State
ESE Membership:	173	1,925	25,761
Number of Completed Surveys:	18	212	4,047
Response Rate:	10.4%	11.0%	15.7%
Number At or Above Standard:	15	178	3,336
Percent At or Above Standard:	83.3%	84.0%	82.4%



District: 50-PALM BEACH

School: 1671-WELLINGTON ELEMENTARY SCHOOL

Item No.	Item	Percent Agree
2	My recommendations are included on the IEP/IFSP.	92.9%
4	My child's evaluation report was written using words I understand.	92.9%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	92.9%
8	People from preschool special ed are available to speak with me.	92.9%
9	People from preschool special ed treat me as an equal team member.	92.9%
10	People from preschool special ed encourage me to participate in the decision-making process.	92.9%
11	People from preschool special ed respect my culture.	92.9%
12	People from preschool special ed value my ideas.	92.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	92.9%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	92.9%
15	People from preschool special ed give me options concerning my child's services and supports.	92.9%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	92.9%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	92.9%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	92.9%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	92.9%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	92.9%
1	I am part of the IEP/IFSP decision-making process.	85.7%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	85.7%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	85.7%
17	People from preschool special ed give me enough information to know if my child is making progress.	85.7%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	85.7%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	85.7%
24	People from preschool special ed offer supports for parents to participate in training workshops.	85.7%
27	Overall, I am satisfied with the preschool special education services provided to my child.	85.7%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	84.6%
20	People from preschool special ed offer parents training about preschool special education.	76.9%
25	People from preschool special ed connect families with one another for mutual support.	71.4%

SUMMARY	School	District	State
ESE Membership:	72	1,925	25,761
Number of Completed Surveys:	14	212	4,047
Response Rate:	19.4%	11.0%	15.7%
Number At or Above Standard:	13	178	3,336
Percent At or Above Standard:	92.9%	84.0%	82.4%



District: 50-PALM BEACH

School: 1801-ROYAL PALM SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	100.0%
20	People from preschool special ed offer parents training about preschool special education.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	90.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	88.9%
25	People from preschool special ed connect families with one another for mutual support.	87.5%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	77.8%
U		

SUMMARY	School	District	State
ESE Membership:	142	1,925	25,761
Number of Completed Surveys:	10	212	4,047
Response Rate:	7.0%	11.0%	15.7%
Number At or Above Standard:	10	178	3,336
Percent At or Above Standard:	100.0%	84.0%	82.4%



District: 50-PALM BEACH

School: 1811-CORAL SUNSET ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
2	My recommendations are included on the IEP/IFSP.	92.3%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	92.3%
4	My child's evaluation report was written using words I understand.	92.3%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	92.3%
10	People from preschool special ed encourage me to participate in the decision-making process.	92.3%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	92.3%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	92.3%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	92.3%
1	I am part of the IEP/IFSP decision-making process.	84.6%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	84.6%
15	People from preschool special ed give me options concerning my child's services and supports.	84.6%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	84.6%
17	People from preschool special ed give me enough information to know if my child is making progress.	84.6%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	84.6%
27	Overall, I am satisfied with the preschool special education services provided to my child.	84.6%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	76.9%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	76.9%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	69.2%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	66.7%
20	People from preschool special ed offer parents training about preschool special education.	66.7%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	66.7%
24	People from preschool special ed offer supports for parents to participate in training workshops.	66.7%
25	People from preschool special ed connect families with one another for mutual support.	66.7%

SUMMARY	School	District	State	
ESE Membership:	91	1,925	25,761	
Number of Completed Surveys:	13	212	4,047	
Response Rate:	14.3%	11.0%	15.7%	
Number At or Above Standard:	9	178	3,336	
Percent At or Above Standard:	69.2%	84.0%	82.4%	



District: 50-PALM BEACH

School: 1901-LOXAHATCHEE GROVES ELEMENTARY

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
11	People from preschool special ed respect my culture.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	90.9%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	90.9%
8	People from preschool special ed are available to speak with me.	90.9%
9	People from preschool special ed treat me as an equal team member.	90.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	90.9%
15	People from preschool special ed give me options concerning my child's services and supports.	90.9%
17	People from preschool special ed give me enough information to know if my child is making progress.	90.9%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	90.9%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	90.9%
24	People from preschool special ed offer supports for parents to participate in training workshops.	90.9%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	90.9%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.9%
10	People from preschool special ed encourage me to participate in the decision-making process.	81.8%
12	People from preschool special ed value my ideas.	81.8%
20	People from preschool special ed offer parents training about preschool special education.	81.8%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	72.7%
25	People from preschool special ed connect families with one another for mutual support.	72.7%

SUMMARY	School	District	State
ESE Membership:	112	1,925	25,761
Number of Completed Surveys:	11	212	4,047
Response Rate:	9.8%	11.0%	15.7%
Number At or Above Standard:	10	178	3,336
Percent At or Above Standard:	90.9%	84.0%	82.4%



District: 52-PINELLAS

School: 4331-STARKEY ELEMENTARY SCHOOL

Thomas		Deveent
Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	90.9%
2	My recommendations are included on the IEP/IFSP.	90.9%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	90.9%
4	My child's evaluation report was written using words I understand.	90.9%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	90.9%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	90.9%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	90.9%
8	People from preschool special ed are available to speak with me.	90.9%
9	People from preschool special ed treat me as an equal team member.	90.9%
10	People from preschool special ed encourage me to participate in the decision-making process.	90.9%
11	People from preschool special ed respect my culture.	90.9%
12	People from preschool special ed value my ideas.	90.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	90.9%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	90.9%
15	People from preschool special ed give me options concerning my child's services and supports.	90.9%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	90.9%
17	People from preschool special ed give me enough information to know if my child is making progress.	90.9%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	90.9%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	90.9%
20	People from preschool special ed offer parents training about preschool special education.	90.9%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	90.9%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	90.9%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	90.9%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	90.9%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.9%
24	People from preschool special ed offer supports for parents to participate in training workshops.	81.8%
25	People from preschool special ed connect families with one another for mutual support.	72.7%

SUMMARY	School	District	State
ESE Membership:	22	1,126	25,761
Number of Completed Surveys:	11	206	4,047
Response Rate:	50.0%	18.3%	15.7%
Number At or Above Standard:	10	161	3,336
Percent At or Above Standard:	90.9%	78.2%	82.4%



District: 53-POLK

School: 8031-ACHIEVEMENT ACADEMY

-		
Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	95.2%
17	People from preschool special ed give me enough information to know if my child is making progress.	95.2%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	95.2%
25	People from preschool special ed connect families with one another for mutual support.	95.2%
15	People from preschool special ed give me options concerning my child's services and supports.	95.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	90.5%
20	People from preschool special ed offer parents training about preschool special education.	90.5%
24	People from preschool special ed offer supports for parents to participate in training workshops.	90.5%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	85.7%

SUMMARY	School	District	State
ESE Membership:	157	792	25,761
Number of Completed Surveys:	21	79	4,047
Response Rate:	13.4%	10.0%	15.7%
Number At or Above Standard:	21	65	3,336
Percent At or Above Standard:	100.0%	82.3%	82.4%



District: 55-ST. JOHNS

School: 0021-CROOKSHANK ELEMENTARY SCHOOL

Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	91.7%
2	My recommendations are included on the IEP/IFSP.	91.7%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	91.7%
4	My child's evaluation report was written using words I understand.	91.7%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	91.7%
8	People from preschool special ed are available to speak with me.	91.7%
9	People from preschool special ed treat me as an equal team member.	91.7%
10	People from preschool special ed encourage me to participate in the decision-making process.	91.7%
12	People from preschool special ed value my ideas.	91.7%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	91.7%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	91.7%
15	People from preschool special ed give me options concerning my child's services and supports.	91.7%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	91.7%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	91.7%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	91.7%
27	Overall, I am satisfied with the preschool special education services provided to my child.	91.7%
11	People from preschool special ed respect my culture.	90.9%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	90.9%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	83.3%
17	People from preschool special ed give me enough information to know if my child is making progress.	83.3%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	83.3%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	83.3%
24	People from preschool special ed offer supports for parents to participate in training workshops.	83.3%
25	People from preschool special ed connect families with one another for mutual support.	83.3%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	75.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	75.0%
20	People from preschool special ed offer parents training about preschool special education.	66.7%

SUMMARY	School	District	State	
ESE Membership:	37	343	25,761	
Number of Completed Surveys:	12	83	4,047	
Response Rate:	32.4%	24.2%	15.7%	
Number At or Above Standard:	11	64	3,336	
Percent At or Above Standard:	91.7%	77.1%	82.4%	



District: 55-ST. JOHNS

School: 0381-CUNNINGHAM CREEK ELEM. SCHOOL

Item								Percent
No.	Item							Agree
1	I am part of the IEP/IFSP decision-making process.							100.0%
4	My child's evaluation report was written using words I understa	ind.						100.0%
8	People from preschool special ed are available to speak with	me						100.0%
9	People from preschool special ed treat me as an equal team	mer	mbe	er.				100.0%
11	People from preschool special ed respect my culture.							100.0%
12	People from preschool special ed value my ideas.							100.0%
13	People from preschool special ed ensure that I have fully un special education.	ders	stoo	d my r	ights re	elated to	preschool	100.0%
14	People from preschool special ed communicate regularly wit IEP/IFSP goals.	h me	e re	gardin	g my c	nild's pro	gress on	100.0%
21	People from preschool special ed offer parents different way preschool special education (e.g., face-to-face meetings, phone	e call	ls, e	e-mail)				100.0%
23	People from preschool special ed give parents the help they play an active role in their child's learning and development.	may	y ne	ed, su	ch as ti	ansporta	ation, to	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work of	on th	nem	at hor	ne duri	ng daily	routines.	90.0%
10	People from preschool special ed encourage me to participat	e in:	the	e decisi	on-mal	king proc	cess.	90.0%
16	People from preschool special ed provide me with strategies	People from preschool special ed provide me with strategies to deal with my child's behavior.			90.0%			
17	People from preschool special ed give me enough information	n to	kn	ow if n	ny child	is makir	ng progress	. 90.0%
18	People from preschool special ed give me information about learn.	the	apı	oroach	es they	use to h	elp my child	d 90.0%
26	Overall, I am satisfied with the preschool special education pro involvement in my child's education.	gran	n's	efforts	to facil	itate my		90.0%
27	Overall, I am satisfied with the preschool special education ser	vices	s pr	ovided	to my	child.		90.0%
2	My recommendations are included on the IEP/IFSP.							80.0%
5	The preschool special education program involves parents in eve education is effective.	alua	atio	ns of w	hether	prescho	ol special	80.0%
6	I have been asked for my opinion about how well preschool spechild's needs.	ecial	ed	ucatior	servic	es are m	eeting my	80.0%
15	People from preschool special ed give me options concerning	j my	y ch	ild's se	ervices	and supp	oorts.	80.0%
19	People from preschool special ed give me information about parents (for example, Parent Training and Info. Centers, Family							80.0%
22	People from preschool special ed explain what options parer made by the preschool special education program.	ıts h	ave	if the	/ disag	ree with	a decision	80.0%
24	People from preschool special ed offer supports for parents	to pa	artio	cipate i	n traini	ng work	shops.	80.0%
20	People from preschool special ed offer parents training about preschool special education.				70.0%			
25	People from preschool special ed connect families with one another for mutual support. 7				70.0%			
7	People from preschool special ed provide me with informatic childcare, parent support, respite, regular preschool program,					r service	es (e.g.,	60.0%
SUM	IMARY Scho	ol		Distri	ct	State	e	

IMARY	School	District	State	
ESE Membership:	41	343	25,761	
Number of Completed Surveys:	10	83	4,047	
Response Rate:	24.4%	24.2%	15.7%	
Number At or Above Standard:	9	64	3,336	
Percent At or Above Standard:	90.0%	77.1%	82.4%	



District: 55-ST. JOHNS

School: 0391-OCEAN PALMS ELEMENTARY SCHOOL

Item No.	Item	Percent Agree
4	My child's evaluation report was written using words I understand.	100.0%
11	People from preschool special ed respect my culture.	90.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	90.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	90.0%
1	I am part of the IEP/IFSP decision-making process.	80.0%
2	My recommendations are included on the IEP/IFSP.	80.0%
8	People from preschool special ed are available to speak with me.	80.0%
9	People from preschool special ed treat me as an equal team member.	80.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	80.0%
12	People from preschool special ed value my ideas.	80.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	80.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	70.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	70.0%
15	People from preschool special ed give me options concerning my child's services and supports.	70.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	70.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	70.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	70.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	70.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	70.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	70.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	70.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	60.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	50.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	50.0%
20	People from preschool special ed offer parents training about preschool special education.	50.0%
25	People from preschool special ed connect families with one another for mutual support.	50.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	40.0%
SUM	MARY School District State	

IMARY		School	District	State
	ESE Membership:	37	343	25,761
	Number of Completed Surveys:	10	83	4,047
	Response Rate:	27.0%	24.2%	15.7%
	Number At or Above Standard:	6	64	3,336
	Percent At or Above Standard:	60.0%	77.1%	82.4%



District: 55-ST. JOHNS

School: 0521-PICOLATA CROSSING ELEMENTARY SCHOOL

	SCHOOL	_
Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	91.7%
4	My child's evaluation report was written using words I understand.	91.7%
9	People from preschool special ed treat me as an equal team member.	91.7%
10	People from preschool special ed encourage me to participate in the decision-making process.	91.7%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	91.7%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	83.3%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	83.3%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	83.3%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	83.3%
27	Overall, I am satisfied with the preschool special education services provided to my child.	83.3%
15	People from preschool special ed give me options concerning my child's services and supports.	75.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	75.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	66.7%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	66.7%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	66.7%
17	People from preschool special ed give me enough information to know if my child is making progress.	66.7%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	66.7%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	66.7%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	66.7%
24	People from preschool special ed offer supports for parents to participate in training workshops.	66.7%
20	People from preschool special ed offer parents training about preschool special education.	58.3%
25	People from preschool special ed connect families with one another for mutual support.	58.3%

SUMMARY	School	District	State
ESE Membership:	28	343	25,761
Number of Completed Surveys:	12	83	4,047
Response Rate:	42.9%	24.2%	15.7%
Number At or Above Standard:	8	64	3,336
Percent At or Above Standard:	66.7%	77.1%	82.4%



District: 57-SANTA ROSA

School: 0342-WEST NAVARRE INTERMEDIATE SCHOOL

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Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
11	People from preschool special ed respect my culture.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	90.0%
9	People from preschool special ed treat me as an equal team member.	90.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	90.0%
12	People from preschool special ed value my ideas.	90.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	90.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	90.0%
15	People from preschool special ed give me options concerning my child's services and supports.	90.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	90.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	90.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	90.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	80.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	80.0%
8	People from preschool special ed are available to speak with me.	80.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	80.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	80.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	80.0%
20	People from preschool special ed offer parents training about preschool special education.	70.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	70.0%
25	People from preschool special ed connect families with one another for mutual support.	70.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	60.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	60.0%

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SUMMARY	School	District	State	
ESE Membership:	40	285	25,761	
Number of Completed Surveys:	10	46	4,047	
Response Rate:	25.0%	16.1%	15.7%	
Number At or Above Standard:	8	37	3,336	
Percent At or Above Standard:	80.0%	80.4%	82.4%	



District: 59-SEMINOLE

School: 0202-CASSELBERRY ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	90.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	87.5%
20	People from preschool special ed offer parents training about preschool special education.	85.7%
24	People from preschool special ed offer supports for parents to participate in training workshops.	85.7%
25	People from preschool special ed connect families with one another for mutual support.	57.1%

SUMMARY	School	District	State
ESE Membership:	23	491	25,761
Number of Completed Surveys:	10	75	4,047
Response Rate:	43.5%	15.3%	15.7%
Number At or Above Standard:	10	63	3,336
Percent At or Above Standard:	100.0%	84.0%	82.4%



District: 59-SEMINOLE

School: 0701-PARTIN ELEMENTARY SCHOOL

Item No.	Item	Percent Agree
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	90.0%
9	People from preschool special ed treat me as an equal team member.	90.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	90.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	90.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	90.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	90.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	90.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.0%
1	I am part of the IEP/IFSP decision-making process.	80.0%
2	My recommendations are included on the IEP/IFSP.	80.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	80.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	80.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	80.0%
15	People from preschool special ed give me options concerning my child's services and supports.	80.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	80.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	80.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	80.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	60.0%
20	People from preschool special ed offer parents training about preschool special education.	50.0%
25	People from preschool special ed connect families with one another for mutual support.	40.0%

SUMMARY	School	District	State
ESE Membership:	13	491	25,761
Number of Completed Surveys:	10	75	4,047
Response Rate:	76.9%	15.3%	15.7%
Number At or Above Standard:	8	63	3,336
Percent At or Above Standard:	80.0%	84.0%	82.4%



District: 60-SUMTER

School: 0031-BUSHNELL ELEMENTARY SCHOOL

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Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	90.0%
2	My recommendations are included on the IEP/IFSP.	80.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	80.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	80.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	80.0%
8	People from preschool special ed are available to speak with me.	80.0%
9	People from preschool special ed treat me as an equal team member.	80.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	80.0%
11	People from preschool special ed respect my culture.	80.0%
12	People from preschool special ed value my ideas.	80.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	80.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	80.0%
15	People from preschool special ed give me options concerning my child's services and supports.	80.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	80.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	80.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	80.0%
4	My child's evaluation report was written using words I understand.	70.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	70.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	70.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	70.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	60.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	60.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	60.0%
20	People from preschool special ed offer parents training about preschool special education.	60.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	60.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	60.0%
25	People from preschool special ed connect families with one another for mutual support.	50.0%

SUMMARY	School	District	State
ESE Membership:	25	57	25,761
Number of Completed Surveys:	10	21	4,047
Response Rate:	40.0%	36.8%	15.7%
Number At or Above Standard:	6	14	3,336
Percent At or Above Standard:	60.0%	66.7%	82.4%



District: 67-WASHINGTON

School: 0041-KATE M. SMITH ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	90.0%
20	People from preschool special ed offer parents training about preschool special education.	90.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	90.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	90.0%
25	People from preschool special ed connect families with one another for mutual support.	90.0%

SUMMARY	School	District	State
ESE Membership:	17	34	25,761
Number of Completed Surveys:	10	16	4,047
Response Rate:	58.8%	47.1%	15.7%
Number At or Above Standard:	10	15	3,336
Percent At or Above Standard:	100.0%	93.8%	82.4%