

Analysis of the Virginia Family Survey Data Addressing

Part C SPP/APR Indicator #4:

Final Report

Report prepared for the

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## **SECTION 1**

### **EXECUTIVE SUMMARY**

In accordance with federal reporting requirements mandated by the U.S. Department of Education, Office of Special Education Programs (OSEP), Part C Lead Agencies under the Individuals with Disabilities Education Act must report annually on 14 performance indicators related to early intervention services for children ages birth to three. This report presents findings of a survey conducted by the State of Virginia to address Indicator #4, the “percent of families participating in Part C who report that early intervention services have helped the family a) know their rights, b) effectively communicate their children’s needs, and c) help their children develop and learn.”

The survey administered by the State of Virginia included one rating scale developed and validated by the National Center for Special Education Accountability Monitoring (NCSEAM), and four additional items pertaining to the family’s experience with early interventions. The 22-item Impact on Family Scale (IFS) measures the extent to which early intervention helped families achieve positive outcomes, including the three outcomes specified in Indicator #4.

Surveys were returned by 2,240 families receiving early intervention services. From these responses, a random sample of 1,752 families reflecting the distribution of race/ethnicity in the larger population was selected for data analysis.

Data from the IFS were analyzed through the Rasch measurement framework, which produces a measure for each survey respondent. Individual measures can range from 0 to 1,000. For the IFS, each family’s measure reflects the extent to which the family perceives that early intervention has helped them achieve positive family

outcomes. The IFS measures of all respondents were averaged to yield a mean measure reflecting the overall performance of the state in regard to the impact of early intervention on family outcomes.

As noted above, OSEP requires that the state's performance be reported as the *percent* of families who report that early intervention services helped them achieve specific outcomes. Deriving a percent from a continuous distribution requires application of a standard, or cut-score. The State of Virginia elected to apply the Part C standards recommended by a nationally representative stakeholder group convened by NCSEAM. The recommended standards, established based on item content expressed in the scale, were as follows: for Indicator 4a, know their rights, a measure of 539; for Indicator 4b, effectively communicate their children's needs, a measure of 556; and for Indicator 4c, help their children develop and learn, a measure of 516.

The following points represent the major findings related to Indicator #4:

### **1. Statewide Mean Measure on the IFS**

The mean measure on the IFS was 691.6. The standard deviation was 166.2, and the standard error of the sample mean was 4.0. The 95% confidence interval for the population mean was 683.8 – 699.4. This means that there is a 95% likelihood that the true value of the mean is between these two values.

### **2. Statewide Percent on Indicators 4a, 4b, and 4c**

The percent of families who reported that early intervention services helped them *know their rights* (Indicator 4a) was 81.2%. The 95% confidence interval for the true population percentage is 79.3% – 83.0%. This means that there is a 95% likelihood that the true value of the state percentage for Indicator 4a is between these two values.

The percent of families who reported that early intervention services helped them *communicate their child's needs* (Indicator 4b) was 79.1%. The 95% confidence interval for the true population percentage is 77.1% - 80.9%.

The percent of families who reported that early intervention services helped them *help their child develop and learn* (Indicator 4c) was 90.1%. The 95% confidence interval for the true population percentage is 88.6% - 91.4%.

### **3. Comparison to 2024 Outcomes**

The observed percentage of families meeting the standards for Indicators 4a, 4b, and 4c were above those obtained for a sample of families measured in 2024 who were administered the same version of the IFS as was used for the 2025 reporting.

Specifically, the observed percentages of 81.2%, 79.1%, and 90.1% for Indicators 4a, 4b, and 4c in 2025 are consistently higher than the values of 75.9%, 72.2%, and 86.0% observed in 2024.

### **4. Items Pertaining to the Family's Experience in Early Intervention**

The percentage of families responding that they agreed, strongly agreed, or very strong agreed was at or above 97% for each of the four items pertaining to the family's experience in receiving early intervention services. The percentage of families responding that they strongly agreed or very strongly agreed was at or above 77% for each of the four items.

## **SECTION 2**

### **BACKGROUND**

#### 2.1. Federal Requirements

State Lead Agencies under Part C of the Individuals with Disabilities Education Improvement Act (IDEA 2004) are currently required to report data annually addressing 14 key performance indicators. Each state was required to submit a State Performance Plan (SPP) to OSEP detailing its plan to collect data addressing the 14 indicators, as well as baseline data for indicators on which the states had previously been required to report data to the federal government. Indicator #4, the “percent of families participating in Part C who report that early intervention services have helped the family: (a) know their rights, (b) effectively communicate their children’s needs, and (c) help their children develop and learn,” is a new indicator in the federal accountability system. Thus, states did not have to report baseline data on this indicator until February 2007.

State-level performance on the indicator must be reported annually. Data on program-level performance on the indicator must be collected at least once in the 6-year period of the SPP.

#### 2.2. Survey Instrument

The Impact on Family Scale (IFS) was developed by the National Center for Special Education Accountability Monitoring (NCSEAM) to provide states with valid and reliable instruments to measure positive outcomes that families experience as a result of their participation in early intervention. Items were developed with substantial input from families and other key stakeholders across the country.

As part of its National Item Validation Study, NCSEAM collected data from a nationally representative sample of over 1,700 families participating in early intervention. Results of NCSEAM's data analyses supported the high reliability and validity of both scales. It was determined that scale reliabilities of .90 or above could be achieved with 22 items for the IFS. NCSEAM provided states with an appropriate sample item set for each scale, as well as instructions for customizing the scales by drawing on the larger bank of piloted items that NCSEAM made available on its website.

### 2.3. Standards

The State of Virginia elected to apply the standards recommended by NCSEAM as a way of deriving the percents to be reported for Indicators 4a, 4b, and 4c. To establish a recommended standard, NCSEAM convened a group of nationally representative stakeholders, including parents of children with disabilities, state directors of special education, state early intervention coordinators, district and program personnel, advocates, attorneys, and community representatives. Participants were invited to examine a set of items from the IFS, laid out in their calibration order (see Table 4.2). The items towards the bottom of the scale, having lower calibrations, are items that families tend to agree with most. The items towards the top of the scale, having higher calibrations, are items that families tend to agree with least. Because of the robust structure of the scale, a respondent who agrees with a given statement will have a very high likelihood of agreeing, or agreeing even more strongly, with all the items below it on the scale.

For indicator 4a, the stakeholder group agreed that families needed to endorse all items up to and including the item, "Over the past year, early intervention services



have helped me and/or my family know about my child's and family's rights concerning Early Intervention services.” For indicator 4b, the stakeholder group agreed that families needed to endorse all items up to and including the item, “Over the past year, early intervention services have helped me and/or my family communicate more effectively with the people who work with my child and family. For indicator 4c, the stakeholder group agreed that families needed to endorse all items up to and including the item, “Over the past year, early intervention services have helped me and/or my family understand my child's special needs.” These standards were operationalized by designating as the numerical standard the measure that, in each case, corresponds to the threshold item’s calibration. For indicators 4a, 4b, and 4c, the measures representing the standards are 539, 556, and 516, respectively. This ensures that in each case, families with a measure at or above the standard have a .95 likelihood of agreeing with the threshold item.

## SECTION 3

### CHARACTERISTICS OF THE SAMPLE DATA

Surveys were returned by 2,240 families. A random sample of 1,752 cases was drawn to yield a final analytic sample with a distribution of race/ethnicity that was representative of that observed in the population of families served under Part C for the State of Virginia.

#### 3.1. Distribution of Race/Ethnicity in the Sample

The two tables below display the distribution of race/ethnicity in the total survey sample of 2,240 (Table 3.1), and the representative sample of 1,752 (Table 3.2). As can be seen in Table 3.2, the distribution of race/ethnicity in the representative sample is highly reflective of the distribution of race/ethnicity in the population of families receiving early intervention services in Virginia.

<b>Table 3.1. Distribution of Child's Race/Ethnicity in the Total Sample</b>		
<b>Race/Ethnicity</b>	<b>N</b>	<b>Percentage</b>
White	1216	54.3%
Black or African-American	360	16.1%
Hispanic or Latino	227	10.1%
Asian	103	4.6%
American Indian or Alaskan Native	1	<0.1%
Pacific Islander or Hawaiian Native	3	0.1%
Two or More Races	312	13.9%
Missing	18	0.8%
Total	2240	100%

<b>Table 3.2. Distribution of Child's Race/Ethnicity in the Representative Sample</b>		
<b>Race/Ethnicity</b>	<b>N</b>	<b>Percentage</b>
White	870	49.7%
Black or African-American	360	20.6%
Hispanic or Latino	202	11.5%
Asian	91	5.2%
American Indian or Alaskan Native	1	0.1%
Pacific Islander or Hawaiian Native	1	0.1%
Two or More Races	227	13.0%
Total	1752	100%
Note. The distribution of race/ethnicity for the children receiving early intervention services in Virginia under Part C are: White = 49.67%, Black/African American = 20.55%, Hispanic or Latino = 11.51%, Asian = 5.21%, American Indian or Alaskan Native = 0.03%, Native Hawaiian or other Pacific Islander = 0.06%, Two or more races = 12.97%.		

Table 3.3 displays the distribution of race/ethnicity in the total sample for each locality.

*NOTE: Table 3.3 is removed to ensure confidentiality of family survey respondents.*

### 3.2. Distribution of Child's Gender in the Sample

Tables 3.4 and 3.5, below, display the distribution of child's gender in the total and representative samples, respectively.

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<b>Table 3.4. Distribution of Child's Gender in the Total Sample</b>		
<b>Gender</b>	<b>N</b>	<b>Percentage</b>
Male	1333	59.5%
Female	846	37.8%
Missing	61	2.7%
Total	2217	100%

<b>Table 3.5. Distribution of Child's Gender in the Representative Sample</b>		
<b>Gender</b>	<b>N</b>	<b>Percentage</b>
Male	1037	59.2%
Female	667	38.1%
Missing	48	2.7%
Total	1752	100%

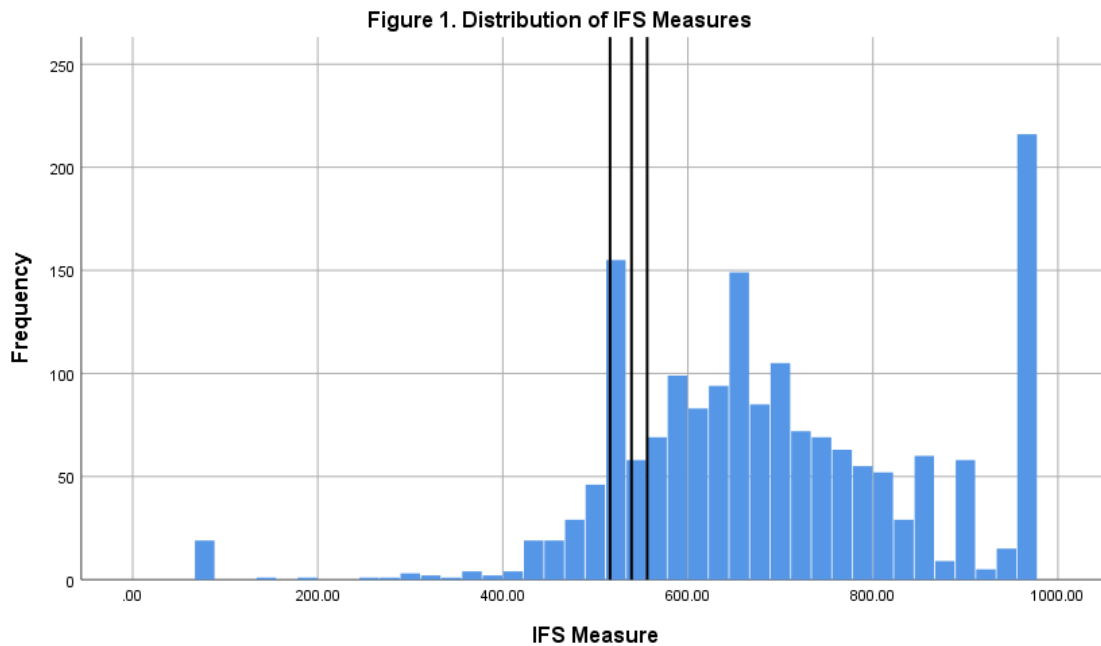
## **SECTION 4**

### **RESULTS PERTAINING TO INDICATOR #4**

#### **4.1 Distribution of IFS Measures**

Of the 1,752 respondents in the representative sample, all had valid responses to the IFS. The distribution of IFS measures for the 1,752 respondents is shown in the figure below.

Each bar indicates the number of respondents with measures at the value indicated on the x-axis. The vertical black lines correspond to the three standards applied to Indicator 4a (539), 4b (556), and 4c (516).



As can be seen in Figure 1, the values representing the three standards lie in the lower half of the measure distribution. That is, the majority of respondents reported a level of impact (i.e., had an IFS measure) that exceeded the three standards.

The distribution of measures approximates a normal distribution, with two exceptions. The first exception is the unexpectedly high number of respondents with measures at the extreme positive end of the scale, represented by the high bar at the extreme right of the graph. These individuals responded in the “very strongly agree” category to each and every item. The second exception is the unexpectedly high number of respondents with measures at a value close to the

standard values, represented by the high bar at the lowest standard value. Many of these individuals responded in the “agree” category to each and every item.

The statistical properties of the IFS measures are displayed in Table 4.1 below.

<b>Table 4.1. Properties of IFS Measures for the Representative Sample</b>			
<b>Sample Mean</b>	<b>Standard Deviation</b>	<b>Standard Error of the Sample Mean</b>	<b>95% Confidence Interval for the Population Mean</b>
691.6	166.2	4.0	683.8 – 699.4

#### 4.2. Interpretation of the Mean IFS Measure

The state’s performance on the IFS conveys information that goes beyond the three outcomes that are addressed in OSEP’s Indicator #4. A mean measure of 691.6 on the IFS indicates that the Virginia early intervention system is helping families to achieve many positive outcomes. These positive outcomes are evident from the response percentages displayed in Table 4.2, below. (The table also displays each item’s calibration value, to be discussed in Section 5.)

<b>Table 4.2. Percent of Families Expressing Agreement with IFS Items</b>			
<b>Item Calibration</b>	<b>Item <i>Stem</i>: Over the past year, Early Intervention services have helped me and/or my family:</b>	<b>% Strongly/ Very strongly agree</b>	<b>% Agree in any category</b>
678	participate in typical activities for children and families in my community	62%	90%

656	know about services in my community	56%	92%
640	know where to go for support to meet my family's needs	58%	92%
625	keep up friendships for my child and family	54%	89%
609	know where to go for support to meet my child's needs	66%	95%
577	find information I need	60%	95%
570	improve my family's quality of life	67%	95%
565	feel that I can get the services and supports that my child and family need	69%	95%
559	feel more confident in my skills as a parent	70%	96%
559	feel that my child will be accepted and welcomed in the community	67%	96%
557	know how to make changes in family routines that will benefit my child	67%	96%
556	communicate more effectively with the people who work with my child and family	67%	96%
554	feel more confident in finding ways to meet my child's needs	70%	97%
553	understand how the Early Intervention system works	65%	95%
546	feel that I can handle the challenges of parenting my child with his/her needs	71%	96%
546	understand the roles of the people who work with my child and family	67%	96%
540	figure out solutions to problems as they come up	67%	96%
539	know about my child's and family's rights concerning Early Intervention services	64%	95%
534	be able to evaluate how much progress my child is making	72%	97%
526	understand my child's needs	74%	98%
498	feel that my efforts are helping my child	75%	97%
498	do things with and for my child that are good for my child's development	75%	98%

As seen in the table, over 97% of families agreed, with over 74% expressing strong or very strong agreement, that early intervention helped them do things with and for their child that are good for their child's development, feel

that their efforts are helping their child, and understand their child's special needs.

Over 95% of families agreed, with somewhat over 65% expressing strong or very strong agreement, that early intervention helped them be able to evaluate how much progress their child is making, figure out solutions to problems as they come up, understand the roles of the people who work with their child and family, understand how the early intervention system works, and communicate more effectively with the people who work with their child and family.

Approximately 95% of families agreed, with over 67% expressing strong or very strong agreement, that early intervention helped them feel that their family will be accepted and welcomed in the community, feel that they can get the services and supports that their child and family need, and improve their family's quality of life.

Approximately 89% of families agreed, with about 54% expressing strong or very strong agreement, that early intervention helped them keep up friendships for their child and family. 90% of families agreed, with 62% expressing strong or very strong agreement, that early intervention helped them participate in typical activities for children and families in their community.

For reference, the frequency distribution of responses to all the items in the IFS is provided in Appendix A.

#### 4.3. Percentage Meeting Each of the Standards for Indicator #4



All 1,752 respondents in the representative sample had an IFS measure. Table 4.3 presents the percentage of these 1,752 respondents in the representative sample for which the IFS measure meets or exceeds each of the three standards for Indicator #4, as well as a 95% confidence interval for the true population percentage. Note that the confidence interval is asymmetric about the sample percentage, in that there is a greater distance in the confidence interval below the sample percentage than above the sample percentage. The asymmetric confidence interval represents a more accurate confidence interval for percentages than normal-distribution based symmetric confidence intervals (due to the fact that percentages are bounded between 0 and 100). The asymmetric confidence interval reported here is the Score interval proposed by Wilson (1927), and described in greater detail in Agresti (1996) and Penfield (2003).

<b>Table 4.3. Percent of Respondents Meeting or Exceeding Each of the Standards for Indicator #4 (Using Representative Sample of n = 1,752)</b>		
<b>Indicator 4A</b>	<b>Indicator 4B</b>	<b>Indicator 4C</b>

	Percent of families who report that early intervention services helped them know their rights	Percent of families who report that early intervention services helped them effectively communicate their children's needs	Percent of families who report that early intervention services helped them help their child develop and learn
<b>Percentage</b>	81.2%  1423 of 1752 met standard	79.1%  1386 of 1752 met standard	90.1%  1579 of 1752 met standard
<b>95% Confidence Interval</b>	79.3% - 83.0%	77.1% – 80.9%	88.6% – 91.4%

#### 4.4 Percentage Meeting Each of the Standards by Race/Ethnicity

Table 4.4. presents the percentage of respondents with IFS measures that met or exceeded each of the three standards, by racial/ethnic category.

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<b>Table 4.4. Percent of Respondents Meeting or Exceeding Each of the Standards for Indicator #4%, by Race/Ethnicity</b>			
<b>Race/Ethnicity</b>	<b>Indicator 4A Percent of families who report that early intervention services helped them know their rights</b>	<b>Indicator 4B Percent of families who report that early intervention services helped them effectively communicate their children's needs</b>	<b>Indicator 4C Percent of families who report that early intervention services helped them help their child develop and learn</b>
White (N = 1215)	83.7%  95% CI: 81.5% - 85.7%	81.0%  95% CI: 78.7% - 83.1%	91.3%  95% CI: 89.6% - 92.7%
Black or African American (N = 360)	77.8%  95% CI: 73.2% - 81.8%	75.3%  95% CI: 70.6% - 79.5%	88.3%  95% CI: 84.6% - 91.2%
Hispanic or Latino (N = 226)	77.0%  95% CI: 71.1% - 82.0%	76.1%  95% CI: 70.1% - 81.2%	88.5%  95% CI: 83.7% - 92.0%
Asian (N = 102)	83.3%  95% CI: 74.9% - 89.3%	81.4%  95% CI: 72.7% - 87.7%	93.1%  95% CI: 86.5% - 96.6%
American Indian Or Alaskan Native (N = 1)	100%  95% CI: --	100%  95% CI: --	100%  95% CI: ---
Pacific Islander Or Hawaiian Native (N = 3)	100%  95% CI: --	100%  95% CI: --	100%  95% CI: --

Two or More Races (N = 312)	83.0%  95% CI: 78.4% - 86.8%	80.1%  95% CI: 75.3% - 84.2%	89.4%  95% CI: 85.5% - 92.4%
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#### 4.5. Percentage Meeting Each of the Standards by Program Location

Table 4.5 presents the percentage of respondents with IFS measures that met or exceeded each of the three standards, by program location.

<b>Table 4.5. Percent of Respondents Meeting or Exceeding Each of the Standards for Indicator #4%, by Program Location</b>				
Program Location	N	Indicator 4A	Indicator 4B	Indicator 4C
Alexandria	25	88%	88%	92%
Alleghany Highlands	*	78%	67%	100%
Arlington	33	91%	88%	97%
Augusta-Highland	27	85%	85%	89%
Blue Ridge	74	86%	84%	88%
Central Virginia	105	82%	79%	93%
Chesapeake	67	84%	82%	93%
Chesterfield	150	87%	83%	93%
Crater District	22	77%	77%	82%
Cumberland Mountain	27	85%	85%	96%
Danville-Pittsylvania	25	72%	72%	80%
Dilenowisco	20	80%	80%	95%
Eastern Shore	19	79%	79%	95%
Fairfax-Falls Church	302	86%	84%	93%
Goochland	20	80%	80%	80%
Hampton-Newport News	41	76%	76%	83%
Hanover	34	85%	82%	94%
Harrisonburg-Rockingham	45	87%	84%	96%
Heartland	26	77%	69%	88%
Henrico	80	76%	71%	83%
Highlands	30	87%	87%	93%
Loudoun	68	76%	72%	88%
Middle Peninsula-Northern Neck	29	72%	66%	83%
Mount Rogers	18	72%	72%	83%

New River Valley	50	82%	80%	92%
Norfolk	85	81%	78%	92%
Piedmont	37	84%	84%	86%
Portsmouth	31	84%	81%	87%
Prince William	103	73%	69%	84%
Rappahannock Area	95	86%	85%	91%
Rappahannock-Rapidan	36	89%	89%	89%
Richmond	77	87%	81%	94%
Roanoke Valley	78	72%	71%	79%
Rockbridge	22	68%	68%	95%
Shenandoah Valley	45	82%	82%	89%
Southside	19	74%	74%	95%
Staunton-Waynesboro	20	85%	85%	100%
Virginia Beach	118	86%	84%	98%
Western Tidewater	70	77%	77%	87%
Williamsburg	55	69%	67%	85%

*NOTE: For confidentiality, an N of less than fifteen (15) in table 4.5 has been replaced with an asterisk (\*).*

#### 4.6. Comparison to 2024 Outcomes

Table 4.6 presents the observed percentage of families meeting indicators 4a, 4b, and 4c, along with the values obtained for the representative sample in the 2024 study. Across all three indicators, the obtained percentage of families meeting the indicator in the 2025 study was above that found in the 2024 study.

<b>Table 4.6. Comparing the Obtained Outcomes in 2025 to the Values Obtained in 2024</b>			
	<b>Target % for Indicator 4A Percent of families who report that early intervention services helped them know their rights</b>	<b>Target % for Indicator 4B Percent of families who report that early intervention services helped them effectively communicate their children's needs</b>	<b>Target % for Indicator 4C Percent of families who report that early intervention services helped them help their child develop and learn</b>
<b>Obtained Outcomes in 2025 for Representative Sample</b>	81.2%	79.1%	90.1%
<b>Obtained Outcomes in 2024 for Representative Sample</b>	75.9%	72.2%	86.0%

## **SECTION 5**

### **MEASUREMENT FRAMEWORK FOR THE IFS**

The measurement approach used by NCSEAM, known as the Rasch framework, applies a series of parametric models to estimate the properties of each survey item and each respondent in a way that places individuals and items

on a common metric (Bond & Fox, 2001; Fischer & Molenaar, 1995; Rasch, 1960; Wright & Masters, 1982). The Rasch approach offers many advantages over typical approaches to survey development. First, it is possible to test whether the items administered belong together, that is, whether they are all related to the construct that the scale is supposed to measure. Ongoing confirmation of the fit of the items helps to maintain the quality of the measurement system. It is also possible to test whether the response categories are operating in the expected fashion. Often, the way in which respondents actually use the response categories does not correspond to the equidistant way in which they are laid out on paper. Extreme categories (e.g., “very strongly disagree”) are sometimes used so infrequently that it makes sense to combine them with an adjacent, less extreme, category (“very strongly disagree/strongly disagree”).

Second, it is possible to determine where each item is located on the measurement ruler. The item’s location is referred to as the item’s “calibration.” Typically, items in a test or survey are not all equal with respect to the amount of the attribute or quality that the items are measuring. It has been empirically demonstrated, in fact, that items in the IFS are not all of equal agreeability. Items range from those that are most likely to draw agree responses to those that are least likely to draw agree responses. Highly agreeable items have low calibrations; less agreeable items have higher calibrations. Table 5.1, below, displays the IFS items in calibration order.

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Table 5.1. IFS Items in Calibration Order	
Item Calibration	Item <u>Stem:</u> Over the past year, Early Intervention services have helped me and/or my family:
678	participate in typical activities for children and families in my community
656	know about services in my community
640	know where to go for support to meet my family's needs
625	keep up friendships for my child and family
609	know where to go for support to meet my child's needs
577	find information I need
570	improve my family's quality of life
565	feel that I can get the services and supports that my child and family need
559	feel more confident in my skills as a parent
559	feel that my child will be accepted and welcomed in the community
557	know how to make changes in family routines that will benefit my child
556	communicate more effectively with the people who work with my child and family
554	feel more confident in finding ways to meet my child's needs
553	understand how the Early Intervention system works
546	feel that I can handle the challenges of parenting my child with his/her needs
546	understand the roles of the people who work with my child and family
540	figure out solutions to problems as they come up
539	know about my child's and family's rights concerning Early Intervention services
534	be able to evaluate how much progress my child is making
526	understand my child's needs
498	feel that my efforts are helping my child
498	do things with and for my child that are good for my child's development

The fact that items have highly stable calibrations (agreeability levels) regardless of the population that is asked to respond to the items is a very important attribute of well-constructed measurement scales. This stability means that items with similar calibrations are, for all intents and purposes,



interchangeable. As an example, this is why the SAT is the “same” test each time it is administered, even though it contains different items each time. The score achieved on any particular version of the SAT is comparable to the score achieved on any other version. Thus, a state can change some of the items on the survey from year to year, and still have validly comparable IFS measures across successive years.

Third, a Rasch analysis condenses information from a person’s responses to all the items in a scale into a single number. That number is the person’s measure on the scale. Since the Rasch framework puts measures on the same metric as item calibrations, a person’s measure on a scale can be meaningfully interpreted in terms of the items on the scale. A person with a higher measure is expressing more agreement with items, overall, than a person with a lower measure. When IFS measures from a representative sample of parents are aggregated, the average value represents a reliable and highly interpretable measure of the extent to which schools are facilitating parent involvement.

Fourth, a Rasch analysis yields an estimate of the reliability of both the calibration values (related to the items) and the measures (related to people’s responses). Scientific approaches to measurement require that the amount of “error,” or imprecision, in the system be estimated, so that interpretations based on the measures can take this into consideration.

For a more detailed explanation of these concepts, please refer to Bond and Fox (2001) and Wright and Masters (1982).

## SECTION 6

### RESULTS PERTAINING TO THE PSYCHOMETRIC PROPERTIES OF THE IMPACT ON FAMILIES SCALE (IFS)

#### 6.1 Psychometric Properties of the IFS Measures

In assessing the quality of the person-level measures derived from the IFS, it is germane to consider the issues of reliability and validity. The reliability of the obtained IFS measures pertains to the extent to which a particular individual is expected to attain the same IFS measure if the IFS were to be administered to the individual multiple times. That is, reliability concerns the stability of the IFS measure<sup>1</sup> (Crocker & Algina, 1986; Lord, 1980; Traub, 1994); low reliability coincides with a low level of stability, and high reliability coincides with a high level of stability. Reliability can range from 0 (lack of any stability) to 1 (perfect stability). In contrast to reliability, the validity of the IFS measures concerns the extent to which they are actually representative of the intended trait (i.e., level of impact on family).<sup>2</sup> The validity of the IFS measures can be assessed using numerous approaches, several of which are described below.

Statistics used to express measurement reliability range from 0 (indicating lack of any stability) to 1 (indicating perfect stability). The reliability of the IFS

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<sup>1</sup> A definition of reliability that is more theoretically accurate describes reliability as the extent to which a given respondent's measure is determined by random error versus his or her true level of the trait being measured; low reliability coincides with a high level of measurement error, and high reliability coincides with a high low level of measurement error (Crocker & Algina, 1986; Lord, 1980; Traub, 1994).

<sup>2</sup> This definition of validity is a simplification of the definition now endorsed by the technical measurement community. The contemporary definition of validity describes it as the extent to which evidence and theory support the interpretations of the scale measures entailed by the proposed use of the scale (AERA/APA/NCME, 2014; Osterlind, 2006). That is, the validity of the IFS measures is based on how much evidence we have that the measures support the intended purposes of the use of the measures (i.e., are the measures behaving as they are supposed to behave, and leading to the correct decisions about individuals).

measures for the Virginia sample was measured in the Rasch framework to be .91. An alternative approach to estimating the reliability of the IFS measures is to employ Cronbach's alpha, which makes no assumptions about the fit of the responses to any particular model (Cronbach's alpha is based on the simpler true score model, and is commonly used in the behavioral sciences as a model-free index of reliability). The value of Cronbach's alpha was 0.97, which is consistent with the value of .91 obtained from the Rasch analysis. These results suggest that the measures obtained from the IFS serve as stable measures of the underlying trait.

Support for the validity of the measures obtained by the IFS comes from several lines of evidence. First, items for the IFS were developed in consultation with multiple groups of individuals, including parents, school personnel, district-level administrators, and advocates, with direct and extensive experience related to schools' efforts to encourage parent involvement and to ensure that parents are active participants in decision-making related to their child's education. Subsequent review of the items by expert panels, researchers, and NCSEAM's Parent/Family Involvement Workgroup confirmed that the item content maps onto the intended content domain of the IFS. Second, dimensionality analysis (i.e., principal components analysis and factor analysis) indicates that the items of the IFS are all measuring one primary construct, which is likely the intended one, i.e., positive family outcomes achieved as a result of early intervention services. A third line of evidence is related to a characteristic of items known as discrimination, discussed in section 6.2 below. The high discrimination indices of

the IFS items (see Table 6.1) indicate that the items are providing useful information concerning the construct that is intended to be measured. All of these types of evidence support the claim that the measures obtained using the IFS are valid.

## 6.2 Psychometric Properties of the IFS Items

Table 6.1, below, gives the calibration of each item (previously presented in Table 5.1 above), along with indices of the item's fit to the Rasch model. The column labeled "Item Calibration" provides the value of the location parameter of the item. The higher the value of the item calibration, the greater the overall positive impact of early intervention services on family outcomes. The "Infit" and "Outfit" columns provide two measures of how well the Rasch model fits the responses provided to each item. In general, values of 1.0 indicate very good fit. Values approaching 2 suggest poorer fit (Bond & Fox, 2001).

<b>Table 6.1. Calibration, Fit, and Discrimination of the IFS Items</b>				
<b>Item</b>	<b>Item Calibration</b>	<b>Infit</b>	<b>Outfit</b>	<b>Discrimination</b>
Q1	677.5	2.52	2.69	0.72
Q2	656.0	1.59	1.70	0.76
Q3	569.8	1.07	1.31	0.79
Q4	608.8	1.05	1.00	0.81
Q5	639.8	1.05	1.03	0.83
Q6	545.9	0.92	1.00	0.81
Q7	559.3	0.88	0.95	0.81
Q8	624.8	1.17	1.19	0.82
Q9	576.8	0.89	0.86	0.84
Q10	556.8	0.83	0.91	0.83
Q11	540.4	0.86	0.84	0.84
Q12	564.5	0.76	0.71	0.83
Q13	552.9	1.08	1.19	0.80
Q14	534.4	0.85	0.93	0.81

Q15	559.1	0.91	1.06	0.81
Q16	553.9	0.65	0.61	0.84
Q17	555.9	0.76	0.75	0.84
Q18	545.5	0.76	0.72	0.84
Q19	538.9	1.27	1.45	0.80
Q20	497.8	0.86	0.97	0.80
Q21	526.1	0.74	0.84	0.81
Q22	498.1	0.93	0.91	0.80

The rightmost column of the table presents an index of discrimination for each item, calculated as the item-measure correlation coefficient. The values in this column are all relatively high ( $> 0.7$ ), indicating that each item is discriminating well between respondents who had more positive versus more negative perceptions of schools' facilitation of parent involvement.

While Item Q1 ("Over the past year, early intervention services helped me and/or my family participate in typical activities for children and families in my community") displays a less than ideal level of fit, it nevertheless has a strong discrimination index, which provides evidence that it is a useful item. Therefore, this item appears to be measuring the intended construct relatively well, but is not a very good fit for the Rasch framework, which employs specific assumptions concerning the properties of the items.

## **SECTION 7**

### **RESULTS OF THE FOUR ITEMS PERTAINING TO THE FAMILY'S EXPERIENCE IN EARLY INTERVENTION**

The survey contained four items that were not part of the IFS, but that addressed family's experiences with the early intervention services they received. These items were:

1. What I say about my child and family is understood and respected.
2. The people who work with my child and family answer our questions.
3. I can easily get in touch with my service coordinator.
4. The services provided to my child and family help reach the outcomes/goals that are important to my family.

Table 7.1 displays the percentage of families reporting: (a) strongly or very strongly agreeing with each of the four items, and (b) any category of agree for each of the four items. Across the four items, the percentage of families strongly or very strongly agreeing met or exceeded 77%, and the percentage of families agreeing in any category met or exceeded 97%. The percentage of respondents in each of the possible response categories for each item is displayed in Appendix A.

**Table 7.1. Percent of Families Expressing Agreement with Items Pertaining to Experiences with Early Interventions**

<b>Item</b>	<b>% Strongly/ Very strongly agree</b>	<b>% Agree in any category</b>
What I say about my child and family is understood and respected.	78%	98%
The people who work with my child and family answer our questions.	79%	98%
I can easily get in touch with my service coordinator.	78%	98%
The services provided to my child and family help reach the outcomes/goals that are important to my family.	77%	97%

## **SECTION 8**

### **CALIBRATION METHODOLOGY FOR THE IFS**

The Rasch calibrations of the IFS were conducted using the Winsteps software program. All items were fit using the Rating Scale Model (Wright & Masters, 1982). The metric of the current calibration was set by fixing the parameters of all items to those obtained in the previous year's analysis. Note that previous calibrations fixed the parameters for 18 of the 22 items to calibrated values obtained by Dr. William Fisher, Consultant to NCSEAM, for a large dataset of five states. Four new items were added to the IFS scale (Items 6, 10, 16, and 21), and the parameters of these four items were estimated during an initial calibration of the updated IFS scale in the 2012 equating study. The parameters of the IFS items for this year's analysis were fixed to those established in the 2012 equating study. The mean and logit scale of the current calibration were also set equal to those generated in the larger analysis on five states conducted by Dr. Fisher. These equating procedures were conducted so that the scale measures obtained in the current calibration have equivalent meanings across multiple years and to those of other states' data calibrated by Dr. Fisher.

Based on the analysis of the current data and on the results of Dr. Fisher's combined multi-state analysis, it was decided to combine the response categories "very strongly disagree" and "strongly disagree" into a single category. The rationale for combining the two categories was based on two factors: (a) low response rates (i.e., < 5%) in these two categories making their corresponding



threshold parameter estimates relatively unstable, and (b) the two category threshold estimates were not far enough apart to indicate that the two categories served to meaningfully distinguish between individuals having substantially different levels of the trait being measured. As a result, the final analysis was based on five-category response structure for each item. The control file used in the current analysis is given in Appendix B. The pertinent output related to the Rasch analysis of the IFS is given in Appendix C.

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## Appendix A: Item Response Frequencies for the Items of the Survey

### participate in typical activities for children and families in my community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	48	2.1	2.2	2.2
	Strongly disagree	32	1.4	1.4	3.6
	Disagree	113	5.0	5.1	8.6
	Agree	571	25.5	25.6	34.2
	Strongly agree	444	19.8	19.9	54.1
	Very strongly agree	779	34.8	34.9	89.0
	Does not apply	245	10.9	11.0	100.0
	Total	2232	99.6	100.0	
Missing	System	8	.4		
Total		2240	100.0		

### know about services in my community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	33	1.5	1.5	1.5
	Strongly disagree	25	1.1	1.1	2.6
	Disagree	105	4.7	4.7	7.4
	Agree	764	34.1	34.5	41.8
	Strongly agree	524	23.4	23.6	65.5
	Very strongly agree	657	29.3	29.6	95.1
	Does not apply	108	4.8	4.9	100.0
	Total	2216	98.9	100.0	
Missing	System	24	1.1		
Total		2240	100.0		

### improve my family's quality of life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	33	1.5	1.5	1.5
	Strongly disagree	15	.7	.7	2.2
	Disagree	52	2.3	2.3	4.5
	Agree	592	26.4	26.7	31.2
	Strongly agree	597	26.7	26.9	58.1
	Very strongly agree	838	37.4	37.8	95.9
	Does not apply	90	4.0	4.1	100.0
	Total	2217	99.0	100.0	
Missing	System	23	1.0		
Total		2240	100.0		

**know where to go for support to meet my child's needs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	38	1.7	1.7	1.7
	Strongly disagree	16	.7	.7	2.4
	Disagree	64	2.9	2.9	5.3
	Agree	624	27.9	28.1	33.4
	Strongly agree	574	25.6	25.8	59.2
	Very strongly agree	865	38.6	38.9	98.1
	Does not apply	42	1.9	1.9	100.0
	Total	2223	99.2	100.0	
Missing	System	17	.8		
Total		2240	100.0		

**know where to go for support to meet my family's needs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	35	1.6	1.6	1.6
	Strongly disagree	16	.7	.7	2.3
	Disagree	111	5.0	5.0	7.3
	Agree	694	31.0	31.3	38.6
	Strongly agree	472	21.1	21.3	60.0
	Very strongly agree	720	32.1	32.5	92.5
	Does not apply	167	7.5	7.5	100.0
	Total	2215	98.9	100.0	
Missing	System	25	1.1		
Total		2240	100.0		

**feel that I can handle the challenges of parenting my child with his/her needs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	30	1.3	1.4	1.4
	Strongly disagree	16	.7	.7	2.1
	Disagree	38	1.7	1.7	3.8
	Agree	555	24.8	25.0	28.8
	Strongly agree	579	25.8	26.1	54.9
	Very strongly agree	963	43.0	43.4	98.2
	Does not apply	39	1.7	1.8	100.0
	Total	2220	99.1	100.0	
Missing	System	20	.9		
Total		2240	100.0		

**feel more confident in my skills as a parent**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	30	1.3	1.4	1.4
	Strongly disagree	14	.6	.6	2.0
	Disagree	50	2.2	2.3	4.2
	Agree	567	25.3	25.5	29.8
	Strongly agree	588	26.3	26.5	56.3
	Very strongly agree	920	41.1	41.4	97.7
	Does not apply	51	2.3	2.3	100.0
	Total	2220	99.1	100.0	
Missing	System	20	.9		
Total		2240	100.0		

**keep up friendships for my child and family**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	31	1.4	1.4	1.4
	Strongly disagree	15	.7	.7	2.1
	Disagree	159	7.1	7.2	9.2
	Agree	622	27.8	28.0	37.3
	Strongly agree	376	16.8	17.0	54.2
	Very strongly agree	588	26.3	26.5	80.7
	Does not apply	427	19.1	19.3	100.0
	Total	2218	99.0	100.0	
Missing	System	22	1.0		
Total		2240	100.0		

**find information I need**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	33	1.5	1.5	1.5
	Strongly disagree	16	.7	.7	2.2
	Disagree	61	2.7	2.7	5.0
	Agree	740	33.0	33.3	38.3
	Strongly agree	493	22.0	22.2	60.5
	Very strongly agree	794	35.4	35.8	96.3
	Does not apply	82	3.7	3.7	100.0
	Total	2219	99.1	100.0	
Missing	System	21	.9		
Total		2240	100.0		

**know how to make changes in family routines that will benefit my child**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	31	1.4	1.4	1.4
	Strongly disagree	8	.4	.4	1.8
	Disagree	56	2.5	2.5	4.3
	Agree	611	27.3	27.5	31.8
	Strongly agree	535	23.9	24.1	55.8
	Very strongly agree	913	40.8	41.1	96.9
	Does not apply	69	3.1	3.1	100.0
	Total	2223	99.2	100.0	
Missing	System	17	.8		
Total		2240	100.0		

**figure out solutions to problems as they come up**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	30	1.3	1.4	1.4
	Strongly disagree	14	.6	.6	2.0
	Disagree	44	2.0	2.0	4.0
	Agree	615	27.5	27.7	31.7
	Strongly agree	535	23.9	24.1	55.8
	Very strongly agree	904	40.4	40.8	96.6
	Does not apply	76	3.4	3.4	100.0
	Total	2218	99.0	100.0	
Missing	System	22	1.0		
Total		2240	100.0		

**feel that I can get the services and supports that my child and family need**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	35	1.6	1.6	1.6
	Strongly disagree	17	.8	.8	2.3
	Disagree	53	2.4	2.4	4.7
	Agree	585	26.1	26.4	31.1
	Strongly agree	523	23.3	23.6	54.6
	Very strongly agree	978	43.7	44.1	98.7
	Does not apply	29	1.3	1.3	100.0
	Total	2220	99.1	100.0	
Missing	System	20	.9		
Total		2240	100.0		

**understand how the Early Intervention system works**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	30	1.3	1.4	1.4
	Strongly disagree	12	.5	.5	1.9
	Disagree	61	2.7	2.7	4.6
	Agree	660	29.5	29.7	34.4
	Strongly agree	499	22.3	22.5	56.9
	Very strongly agree	942	42.1	42.5	99.3
	Does not apply	15	.7	.7	100.0
	Total	2219	99.1	100.0	
Missing	System	21	.9		
Total		2240	100.0		

**be able to evaluate how much progress my child is making**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	23	1.0	1.0	1.0
	Strongly disagree	14	.6	.6	1.7
	Disagree	38	1.7	1.7	3.4
	Agree	548	24.5	24.7	28.1
	Strongly agree	567	25.3	25.6	53.7
	Very strongly agree	1010	45.1	45.5	99.2
	Does not apply	18	.8	.8	100.0
	Total	2218	99.0	100.0	
Missing	System	22	1.0		
Total		2240	100.0		

**feel that my child will be accepted and welcomed in the community**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	27	1.2	1.2	1.2
	Strongly disagree	8	.4	.4	1.6
	Disagree	57	2.5	2.6	4.2
	Agree	582	26.0	26.3	30.4
	Strongly agree	472	21.1	21.3	51.7
	Very strongly agree	924	41.3	41.7	93.4
	Does not apply	146	6.5	6.6	100.0
	Total	2216	98.9	100.0	
Missing	System	24	1.1		
Total		2240	100.0		



**feel more confident in finding ways to meet my child's needs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	26	1.2	1.2	1.2
	Strongly disagree	12	.5	.5	1.7
	Disagree	36	1.6	1.6	3.3
	Agree	582	26.0	26.3	29.6
	Strongly agree	552	24.6	24.9	54.5
	Very strongly agree	969	43.3	43.7	98.2
	Does not apply	39	1.7	1.8	100.0
	Total	2216	98.9	100.0	
Missing	System	24	1.1		
Total		2240	100.0		

**communicate more effectively with the people who work with my child and family**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	30	1.3	1.4	1.4
	Strongly disagree	12	.5	.5	1.9
	Disagree	51	2.3	2.3	4.2
	Agree	593	26.5	26.7	30.9
	Strongly agree	507	22.6	22.9	53.8
	Very strongly agree	901	40.2	40.6	94.4
	Does not apply	124	5.5	5.6	100.0
	Total	2218	99.0	100.0	
Missing	System	22	1.0		
Total		2240	100.0		

**understand the roles of the people who work with my child and family**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	28	1.3	1.3	1.3
	Strongly disagree	8	.4	.4	1.6
	Disagree	40	1.8	1.8	3.4
	Agree	620	27.7	28.0	31.4
	Strongly agree	520	23.2	23.5	54.8
	Very strongly agree	919	41.0	41.5	96.3
	Does not apply	82	3.7	3.7	100.0
	Total	2217	99.0	100.0	
Missing	System	23	1.0		
Total		2240	100.0		

**know about my child's and family's rights concerning Early Intervention services**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	29	1.3	1.3	1.3
	Strongly disagree	13	.6	.6	1.9
	Disagree	72	3.2	3.2	5.1
	Agree	673	30.0	30.3	35.5
	Strongly agree	470	21.0	21.2	56.6
	Very strongly agree	925	41.3	41.7	98.3
	Does not apply	37	1.7	1.7	100.0
	Total	2219	99.1	100.0	
Missing	System	21	.9		
Total		2240	100.0		

**do things with and for my child that are good for my child's development**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	26	1.2	1.2	1.2
	Strongly disagree	6	.3	.3	1.4
	Disagree	13	.6	.6	2.0
	Agree	498	22.2	22.4	24.5
	Strongly agree	508	22.7	22.9	47.3
	Very strongly agree	1152	51.4	51.9	99.2
	Does not apply	17	.8	.8	100.0
	Total	2220	99.1	100.0	
Missing	System	20	.9		
Total		2240	100.0		

**understand my child's needs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	24	1.1	1.1	1.1
	Strongly disagree	10	.4	.5	1.5
	Disagree	16	.7	.7	2.3
	Agree	533	23.8	24.0	26.3
	Strongly agree	523	23.3	23.6	49.9
	Very strongly agree	1096	48.9	49.4	99.3
	Does not apply	15	.7	.7	100.0
	Total	2217	99.0	100.0	
Missing	System	23	1.0		
Total		2240	100.0		

**feel that my efforts are helping my child**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	25	1.1	1.1	1.1
	Strongly disagree	7	.3	.3	1.4
	Disagree	24	1.1	1.1	2.5
	Agree	495	22.1	22.4	24.9
	Strongly agree	486	21.7	22.0	46.9
	Very strongly agree	1159	51.7	52.4	99.4
	Does not apply	14	.6	.6	100.0
	Total	2210	98.7	100.0	
Missing	System	30	1.3		
Total		2240	100.0		

**Your Family's Experience in Early Intervention - What I say about my child and family is understood and respected.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	23	1.0	1.0	1.0
	Strongly disagree	7	.3	.3	1.4
	Disagree	17	.8	.8	2.1
	Agree	435	19.4	19.6	21.8
	Strongly agree	439	19.6	19.8	41.6
	Very strongly agree	1289	57.5	58.2	99.7
	Does not apply	6	.3	.3	100.0
	Total	2216	98.9	100.0	
Missing	System	24	1.1		
Total		2240	100.0		

**Your Family's Experience in Early Intervention - The people who work with my child and family answer our questions.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	23	1.0	1.0	1.0
	Strongly disagree	6	.3	.3	1.3
	Disagree	16	.7	.7	2.0
	Agree	418	18.7	18.8	20.9
	Strongly agree	409	18.3	18.4	39.3
	Very strongly agree	1338	59.7	60.3	99.6
	Does not apply	9	.4	.4	100.0
	Total	2219	99.1	100.0	
Missing	System	21	.9		
Total		2240	100.0		

**Your Family's Experience in Early Intervention - I can easily get in touch with my service coordinator.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	25	1.1	1.1	1.1
	Strongly disagree	6	.3	.3	1.4
	Disagree	24	1.1	1.1	2.5
	Agree	425	19.0	19.1	21.6
	Strongly agree	391	17.5	17.6	39.2
	Very strongly agree	1334	59.6	60.0	99.1
	Does not apply	19	.8	.9	100.0
	Total	2224	99.3	100.0	
Missing	System	16	.7		
Total		2240	100.0		

**Your Family's Experience in Early Intervention - The services provided to my child and family help reach the outcomes/goals that are important to my family.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very strongly disagree	29	1.3	1.3	1.3
	Strongly disagree	6	.3	.3	1.6
	Disagree	31	1.4	1.4	3.0
	Agree	440	19.6	19.8	22.8
	Strongly agree	442	19.7	19.9	42.7
	Very strongly agree	1253	55.9	56.5	99.2
	Does not apply	18	.8	.8	100.0
	Total	2219	99.1	100.0	
Missing	System	21	.9		
Total		2240	100.0		

## Appendix B: Control File for the Winsteps Rasch Analysis of the IFS

&INST ; THIS FILE MUST BE SAVED AS ASCII DOS TEXT BEFORE USE WITH WINSTEPS

Title="Virginia Impact all individuals, 2026 Data New Form"

ITEM1=2

DELIMITER=TAB ; specifies a tab as a delimiter

;FITI=7

;FITP=7

ITLEN=15 ;max length of item label

LCONV=0.0001

RCONV=0.001

RESCOR=2

NEWSCR="112345"

DATA=C:\Virginia\2026\VA\_2025\_Data.txt; Name of data file

NI=22

XWIDE = 1

CODES = "123456"

IAFILE=\*

1 677.5

2 656.0

3 569.8

4 608.8

5 639.8

6 545.9

7 559.3

8 624.8

9 576.8

10 556.8

11 540.4

12 564.5

13 552.9

14 534.4

15 559.1

16 553.9

17 555.9

18 545.5

19 538.9

20 497.8

21 526.1

22 498.1

\*

SAFILE=\*

2 = -220.93

3 = -147.88

4 = 55.95

5 = 128.99

\*

NAME1 = 1; Column containing person name

NAMLEN = 15; Length of person name

PRCOMP=S

UDECIM=2

UMEAN=568.3

USCALE=58.91

CSV=S

HLINES=N

IFILE=ItemStats.sav ;Name of file containing item-level statistics

PFILE=PersonStats.sav ;Name of file containing person-level statistics

REALSE=Y

TABLES=1110000001001100000000100011

&END

q1

q2

q3

q4

q5

q6

q7

q8  
q9  
q10  
q11  
q12  
q13  
q14  
q15  
q16  
q17  
q18  
q19  
q20  
q21  
q22  
END NAMES

## Appendix C: Selected Winsteps Output for the IFS

TABLE 1.2 Virginia Impact all individuals, 2026 ZOU095WS.TXT Jun 28 2025 7: 1  
 INPUT: 2240 PERSON 22 ITEM REPORTED: 2237 PERSON 22 ITEM 5 CATS WINSTEPS 4.4.7

```

MEASURE      PERSON - MAP - ITEM
              <more>|<rare>
900 .##### +
      . T|
      . |
      . |
      .## |
      . |
      .# |
      .# |
800      .# +
      .# |
      .# S|
      .# |
      .## |
      .# |
      .## |
700      .## +
      .## |
      .## | q1
      .## |
      .##### M|T q2
      .## | q5
      .## | q8
      .## |S
600      .## + q4
      .## |
      .## | q9
      .# |M q12 q15 q3 q7
      .# | q10 q13 q16 q17 q18 q6
      .# S| q11 q14 q19
      .##### |S q21
500      .# |
      .# + q20 q22
      . |
      . |T
      . |
      . |
      . |
      . T|
400      . |
      . +
      . |
      . |
      . |
      . |
      . |
300      . |
      . +
      . |
      . |
      . |
      . |
200      . +
      . |
      . |
      . |
      . |
100      . +
              <less>|<freq>
EACH "##" IS 29: EACH "." IS 1 TO 28
  
```

TABLE 3.1 Virginia Impact all individuals, 2026 ZOU095WS.TXT Jun 28 2025 7: 1  
INPUT: 2240 PERSON 22 ITEM REPORTED: 2237 PERSON 22 ITEM 5 CATS WINSTEPS 4.4.7

SUMMARY OF 1893 MEASURED (NON-EXTREME) PERSON								
	TOTAL			REAL	INFIT		OUTFIT	
	SCORE	COUNT	MEASURE	S.E.	MNSQ	ZSTD	MNSQ	ZSTD
MEAN	81.7	21.0	654.20	26.77	1.04	-.17	1.06	-.15
SEM	.4	.1	2.69	.26	.02	.05	.02	.05
P.SD	18.2	2.3	116.97	11.28	.73	2.02	.84	1.99
S.SD	18.2	2.3	117.00	11.28	.73	2.02	.84	1.99
MAX.	109.0	22.0	897.28	105.59	8.15	9.91	8.65	9.91
MIN.	2.0	1.0	151.73	18.06	.00	-6.45	.00	-5.96
REAL RMSE	29.04	TRUE SD	113.30	SEPARATION	3.90	PERSON RELIABILITY	.94	
MODEL RMSE	26.13	TRUE SD	114.01	SEPARATION	4.36	PERSON RELIABILITY	.95	
S.E. OF PERSON MEAN = 2.69								

MAXIMUM EXTREME SCORE: 320 PERSON 14.3%  
MINIMUM EXTREME SCORE: 24 PERSON 1.1%  
LACKING RESPONSES: 3 PERSON

SUMMARY OF 2237 MEASURED (EXTREME AND NON-EXTREME) PERSON								
	TOTAL			REAL	INFIT		OUTFIT	
	SCORE	COUNT	MEASURE	S.E.	MNSQ	ZSTD	MNSQ	ZSTD
MEAN	84.3	21.0	692.25	39.31				
SEM	.4	.1	3.50	.66				
P.SD	20.8	2.5	165.49	31.20				
S.SD	20.8	2.5	165.53	31.21				
MAX.	110.0	22.0	969.89	115.46				
MIN.	2.0	1.0	79.69	18.06				
REAL RMSE	50.19	TRUE SD	157.70	SEPARATION	3.14	PERSON RELIABILITY	.91	
MODEL RMSE	48.81	TRUE SD	158.13	SEPARATION	3.24	PERSON RELIABILITY	.91	
S.E. OF PERSON MEAN = 3.50								

PERSON RAW SCORE-TO-MEASURE CORRELATION = .85  
CRONBACH ALPHA (KR-20) PERSON RAW SCORE "TEST" RELIABILITY = .99 SEM = 1.55

SUMMARY OF 22 MEASURED (NON-EXTREME) ITEM								
	TOTAL			REAL	INFIT		OUTFIT	
	SCORE	COUNT	MEASURE	S.E.	MNSQ	ZSTD	MNSQ	ZSTD
MEAN	8569.9	2130.9	567.41	2.45	1.02	-1.53	1.07	.03
SEM	129.6	20.2	9.98	.06	.08	1.21	.09	1.08
P.SD	593.9	92.7	45.74	.28	.39	5.56	.43	4.94
S.SD	607.9	94.8	46.81	.28	.40	5.69	.44	5.06
MAX.	9344.0	2204.0	677.50	3.58	2.52	9.90	2.69	9.90
MIN.	6674.0	1791.0	497.80	2.27	.65	-9.90	.61	-9.07
REAL RMSE	2.47	TRUE SD	45.67	SEPARATION	18.51	ITEM RELIABILITY	1.00	
MODEL RMSE	2.33	TRUE SD	45.68	SEPARATION	19.60	ITEM RELIABILITY	1.00	
S.E. OF ITEM MEAN = 9.98								

ITEM RAW SCORE-TO-MEASURE CORRELATION = -.81  
Global statistics: please see Table 44.  
UMEAN=568.3000 USCALE=58.9100



TABLE 3.2 Virginia Impact all individuals, 2026 ZOU095WS.TXT Jun 28 2025 7: 1  
INPUT: 2240 PERSON 22 ITEM REPORTED: 2237 PERSON 22 ITEM 5 CATS WINSTEPS 4.4.7

SUMMARY OF CATEGORY STRUCTURE. Model="R"

CATEGORY	OBSERVED	OBSVD	SAMPLE	INFINIT	OUTFIT	ANDRICH	CATEGORY		
LABEL	SCORE	COUNT	%	AVRGE	EXPECT	MNSQ	MNSQ	THRESHOLD	MEASURE
1	1	981	2	-172.6	-216	1.61	1.73	NONE	-295.89
2	2	1314	3	-85.24	-133	1.14	1.12	-220.93A	-185.38
3	3	13324	28	-2.89	1.29	1.02	1.16	-147.88A	-45.97
4	4	11344	24	95.55	86.87	.92	.89	55.95A	93.44
5	5	19916	42	204.86	214.3	1.10	1.17	128.99A	(203.95)
MISSING		2335	5	70.19					

OBSERVED AVERAGE is mean of measures in category. It is not a parameter estimate.

CATEGORY	STRUCTURE		SCORE-TO-MEASURE				50% CUM.		COHERENCE		ESTIM	OBSERVED-EXPECTED	
LABEL	MEASURE	S.E.	AT CAT.	----ZONE----		PROBABILITY	M->C	C->M	RMSR	DISCR	RESIDUAL	DIFFERENCE	
1	NONE		-295.89	-INF	-247.18		75%	30%	1.4516			-7.3%	-33.7
2	-220.93A	3.33	-185.38	-247.18	-127.29	-233.39	31%	29%	.9512	.75		-56.5%	-741.8
3	-147.88A	1.49	-45.97	-127.29	35.36	-137.31	72%	67%	.5951	1.11		6.1%	816.4
4	55.95A	.87	93.44	35.36	155.24	45.39	51%	63%	.5152	.92		6.4%	727.7
5	128.99A	.88	(203.95)	155.24	+INF	141.46	80%	72%	.5895	.92		-5.8%	-768.5
6													

M->C = Does Measure imply Category?

C->M = Does Category imply Measure?

Category Matrix : Confusion Matrix : Matching Matrix							
Predicted Scored-Category Frequency							
Obs Cat Freq	1	2	3	4	5	Total	
1	681.58	120.19	135.84	31.46	11.93	981.00	
2	117.29	329.72	683.49	144.40	39.09	1314.00	
3	193.01	1332.96	7392.05	3248.07	1157.91	13324.00	
4	17.97	216.22	3225.67	4223.54	3660.61	11344.00	
5	4.88	56.75	1070.56	2968.84	15814.97	19916.00	
Total	1014.73	2055.84	12507.61	10616.32	20684.50	46879.00	

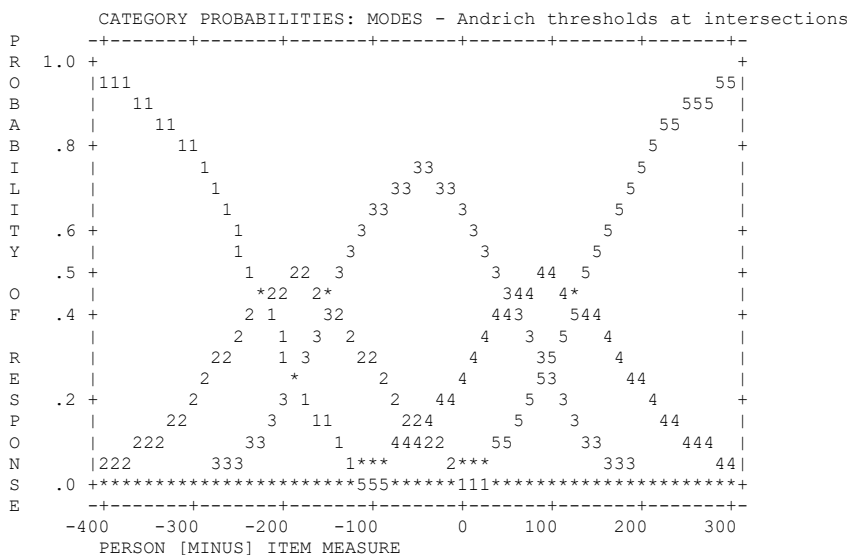


TABLE 10.1 Virginia Impact all individuals, 2026 ZOU095WS.TXTm Jun 28 2025 7: 1  
 INPUT: 2240 PERSON 22 ITEM REPORTED: 2237 PERSON 22 ITEM 5 CATS WINSTEPS 4.4.7

PERSON: REAL SEP.: 3.14 REL.: .91 ... ITEM: REAL SEP.: 18.51 REL.: 1.00

ITEM STATISTICS: MISFIT ORDER

ENTRY	TOTAL	TOTAL	REAL	INFIT	OUTFIT	PTMEASUR-AL	EXACT	MATCH						
NUMBER	SCORE	COUNT	MEASURE	S.E.	MNSQ	ZSTD	MNSQ	ZSTD	CORR.	EXP.	OBS%	EXP%	DISPLACE	ITEM
1	7690	1987	677.50A	3.58	2.52	9.90	2.69	9.90	A .72	.85	33.5	57.7	-80.75	q1
2	7941	2108	656.00A	2.78	1.59	9.90	1.70	9.90	B .76	.84	43.7	57.8	-41.38	q2
19	8710	2182	538.90A	2.64	1.27	7.25	1.45	7.23	C .80	.78	64.3	63.7	33.61	q19
3	8506	2127	569.80A	2.39	1.07	2.01	1.31	5.89	D .79	.80	63.3	62.0	3.13	q3
8	6674	1791	624.80A	2.65	1.17	4.36	1.19	4.08	E .82	.84	58.2	58.7	2.13	q8
13	8850	2204	552.90A	2.38	1.08	2.17	1.19	3.57	F .80	.79	65.7	62.9	14.75	q13
15	8403	2070	559.10A	2.36	.91	-2.67	1.06	1.09	G .81	.80	69.3	62.7	2.29	q15
4	8675	2181	608.80A	2.27	1.05	1.40	1.00	.10	H .81	.83	63.4	59.8	-34.55	q4
5	7843	2048	639.80A	2.31	1.05	1.46	1.03	.67	I .83	.84	59.2	58.8	-35.12	q5
6	8918	2181	545.90A	2.33	.92	-2.45	1.00	-.02	J .81	.79	70.1	63.3	8.86	q6
20	9344	2203	497.80A	2.46	.86	-4.15	.97	-.39	K .80	.74	70.1	66.6	25.61	q20
7	8797	2169	559.30A	2.31	.88	-3.55	.95	-1.08	k .81	.80	68.4	62.7	3.39	q7
14	9075	2200	534.40A	2.34	.85	-4.64	.93	-1.33	j .81	.78	71.5	63.7	12.57	q14
22	9304	2196	498.10A	2.47	.93	-1.90	.91	-1.24	i .80	.74	69.1	66.6	26.52	q22
10	8689	2154	556.80A	2.32	.83	-5.24	.91	-1.83	h .83	.80	70.2	62.7	9.08	q10
9	8333	2137	576.80A	2.29	.89	-3.26	.86	-3.28	g .84	.81	68.0	61.6	13.94	q9
11	8637	2142	540.40A	2.36	.86	-4.04	.84	-3.04	f .84	.78	70.8	63.6	25.99	q11
21	9237	2202	526.10A	2.37	.74	-7.98	.84	-2.88	e .81	.77	75.3	64.4	6.35	q21
12	8895	2191	564.50A	2.28	.76	-7.61	.71	-6.74	d .83	.80	73.1	62.5	-5.14	q12
17	8456	2094	555.90A	2.36	.76	-7.40	.75	-5.20	c .84	.80	71.7	62.9	9.45	q17
18	8651	2135	545.50A	2.36	.76	-7.33	.72	-5.73	b .84	.79	72.1	63.5	16.24	q18
16	8909	2177	553.90A	2.31	.65	-9.90	.61	-9.07	a .84	.79	73.6	62.7	-.37	q16
MEAN	8569.9	2130.9	567.41	2.45	1.02	-1.5	1.07	.0			65.7	62.3	.75	
P.SD	593.9	92.7	45.74	.28	.39	5.6	.43	4.9			9.7	2.4	26.11	