

Edmonds School District Special Education Program Review

TECHNICAL PROPOSAL

In Response to Request for Proposals
September 2, 2022

Authors:

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September 2, 2022

Dr. Rebecca Miner
Interim Superintendent of Edmonds School District
20420 68th Ave. W.
Lynnwood, WA 98036
Email: minerr@edmonds.wednet.edu

RE: RFP for Special Education Program Review

Dear Dr. Miner:

The American Institutes for Research® (AIR®) is pleased to submit this proposal to meet your needs for a targeted evaluation of your district's special education practices that impact climate, staffing, and communication. Founded in 1946, AIR is one of the largest not-for-profit behavioral and social science research and evaluation organizations in the world. For more than 25 years, we have provided special education services to schools, districts, states, and the federal government, including conducting comprehensive, mixed methods evaluations of special education programs at the district and school levels. Our approach to the proposed project draws from this vast experience and includes staff who are expert evaluators as well as experienced teachers (special and general education) and administrators. We are committed to using our expertise to empower leaders within Edmonds School District to address their most critical challenges in serving students with disabilities.

The enclosed proposal includes our proposed technical approach.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Allison Gandhi".

Allison Gandhi
Vice President
Human Services Division, Learning Supports

Description of Proposed Review

Edmonds School District (ESD) is located north of Seattle and serves approximately 20,933 students across 34 schools. The purpose of this proposed special education program review is to examine **special education practices that impact climate, staffing, and communication** within ESD. The review aims to identify strengths and areas of need for district leadership to better understand and improve their current system. Upon synthesis of extant data sources and information gained from the activities designed specifically as a part of the review, the American Institutes for Research® (AIR®) will present findings and develop a summative report comprising all elements outlined in the request for proposals (RFP), including

- a clear description of strengths;
- a clear description of needs and challenges;
- a comprehensive list of suggestions to leverage current strengths and address needs/challenges; and
- recommendations for developing a comprehensive special education staff communication plan.

This narrative is organized with the following sections: (a) proposed evaluation questions, (b) the scope of work with details of how we propose to execute each task, (c) the proposed project timeline, (d) staffing and organizational capacity, and (e) proposed project budget.

Proposed Evaluation Questions

AIR proposes the following evaluation questions to guide the scope of this review and examine **special education practices that impact climate, staffing, and communication** in ESD. The evaluation questions will be finalized in collaboration with ESD leadership.

Area 1. District and School Climate

- 1a. How do special education administrators, building administrators, special education staff, and parents of students with disabilities perceive the climate and culture related to special education instruction in ESD?
- 1b. What factors do special education administrators, building administrators, and special education staff identify as facilitators of a positive climate and culture related to special education at the school level?
- 1c. What factors do special education administrators, building administrators, and special education staff identify as barriers that inhibit a positive climate and culture related to special education at the school level?

Area 2. Staffing

- 2a. What factors impact special education staff retention? What factors contribute to special education staff turnover?
- 2b. Do current staffing allocation procedures and practices allow for special education staff to adequately meet the needs of students with disabilities in ESD?
- 2c. To what extent are district resources and supports for special education staff adequate to meet their needs in providing appropriate services to students with disabilities?

Area 3. Communication

3a. What district- and school-level communication practices do administrators and special education staff perceive as effective?

3b. What communication practices do administrators and staff perceive as ineffective or inefficient?

Scope of Work

Task 1. Planning and Protocol Development (September 2022–October 2022)

We propose to convene a virtual kickoff meeting, upon award of the contract in September 2022 (or at another mutually agreeable time). During this meeting, the AIR team and ESD leadership will review and discuss the program evaluation plan; confirm the evaluation questions; confirm extant data sources; finalize a schedule for virtual interviews/focus groups and staff survey distribution; review expectations for the mid-project check-in meeting; and review expectations for the final report and presentation. After the initial kickoff meeting, the AIR project team will hold regular, bi-monthly project meetings with a member of ESD leadership to share routine status updates.

After the kickoff meeting, project staff will develop protocols for the interviews/focus groups and staff survey. Each protocol will align with the evaluation questions and be tailored stakeholder groups as appropriate. For example, we will use skip logic for some questions on the staff survey to gather relevant information from staff and administrators. All protocols will be approved by ESD leadership before data collection begins.

Task 2. Data Collection (October–December 2022)

Task 2a. Extant Data Analysis and Document Review

To develop a comprehensive understanding of the district's special education program, AIR proposes to collect information related to ESD's recruitment, hiring, and staffing practices and communication efforts, as well as data related to staffing and retention. Anticipated extant data may include, but are not limited to, the following items outlined in the RFP:

- Turnover rates among special education staff at ESD as well as in schools in surrounding districts and/or the state
- Review of unfilled positions and barriers to and efforts toward full staffing
- Notes from listening session(s)
- Staffing and organizational charts
- District webpages and policy manuals
- Review of exit interviews conducted with staff
- Review of current communication practices between (a) district staff and school staff; (b) school staff; and (c) district staff and families.

After working collaboratively with ESD to identify and access all extant data sources and documents, the AIR team will summarize key findings from the analysis, using graphs or other visual aids as appropriate. For comparative analyses, we will create tables, graphs, or other visuals to depict trends and differences across groups to aid in visual interpretation.

Task 2b. Virtual Interviews/Focus Groups

To gather perspectives of various stakeholders in ESD, AIR proposes to conduct a total of eight virtual interviews and focus groups. We recognize that it will be most effective for some stakeholder groups to meet with our team during a one-on-one interview (e.g., superintendent; former special education staff) while others may be more conducive to a focus groups (e.g., current special education staff). Therefore, our team will work with ESD leaders to determine a plan for which of the eight sessions will be conducted as an interview and which will be conducted as a focus group. The interview/focus group protocols will align with the evaluation questions and will be tailored to issues relevant to each stakeholder group's roles, including perceptions of district- and school-wide special education practices related to climate, staffing, and communication. Stakeholder groups may include:

- District leadership
- Building leadership
- Current special education staff from both the elementary and secondary levels (e.g., teachers, paraprofessionals, and related service staff)
- Former special education staff
- Community members (including parents/guardians)
- Transportation staff

We will work with ESD leaders to finalize sampling and recruitment procedures. This activity will include establishing lists of participants, recruitment methods (e.g., invitation emails from a district person vs. AIR staff), and procedures for randomly sampling participants as necessary. We recommend any one-on-one interviews be scheduled for 30 minutes. We recommend focus groups contain six to eight participants and last approximately 60 minutes. To the extent possible, interviews/focus groups will be conducted at various times throughout the day, including late afternoon and evening, to accommodate schedules and allow for maximum participation. We will work with ESD to ensure that the schedule accommodates participants' teaching responsibilities or that a substitute teacher is available to cover classes as needed.

Interviews/focus groups will be conducted by project staff who have extensive experience communicating with district- and school-level stakeholders and parents. All interviews/focus groups will be conducted virtually over Zoom and will be recorded to ensure accuracy in transcription. AIR staff will obtain permission from participants to record prior to each session. In our summary of results, individual responses from all interviews/focus groups will remain confidential and will not be attributed to a specific person. For focus group session with multiple participants, the facilitator will set an expectation that participants are expected to uphold confidentiality and not share information discussed outside the session.

After each interview/focus group is complete, a member of the AIR team will prepare the Zoom transcriptions for data analysis. Our team will use NVivo software to code and index all data. Analysts will develop a master codebook that contains an initial coding structure, and all analysts will use this codebook to code the transcribed data from the interviews/focus groups. Our analysis will include procedures to ensure reliability in coding and summarizing data, including frequent meetings of analysis team members, comparison of coding decisions, discussions about the codebook, and clarification of terms.

Task 2c. Staff Survey

AIR proposes to administer an online survey of staff and administrators within ESD schools who serve students with disabilities in the general education settings and in special education settings. The purpose

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of the staff survey will be to collect data on staff perceptions of climate, culture, staffing, and communication across the district. The survey will be brief and include Likert-scale items and open-ended-response questions, which may include (but are not limited to) the following:

- Staff attitudes and beliefs about the inclusion of students with disabilities
- Staff knowledge, experience, and training related to students with disabilities
- Staff perceptions of climate and culture related to special education
- Areas of need, training, and professional development for serving students with disabilities
- Collaboration between general education and special education
- Communication with the district
- Communication with families
- Sufficiency of staff, resources, and district support

Our team will leverage current resources from AIR to draft the survey. For example, we can draw from the [School Climate Survey Compendium](#) through AIR's National Center on Safe Supportive Learning Environments. In addition, through the [Center for Great Teachers and Leaders](#) at AIR, our team has access to resources for teacher pulses checks and a teaching condition survey.

We will invite all ESD special education staff, general education staff, and building administrators to complete a the survey, with specific items varying based on the respondent's role. We will use skip logic to tailor the survey to specific roles, which may include (but are not limited to) the following:

- Building administrators
- Special education teachers
- General education teachers
- Instructional assistants (e.g., paraprofessionals)
- Related services professionals (e.g., social workers, school psychologists, physical therapists, occupational therapists, speech therapists)

AIR will collaborate with ESD leadership, as appropriate, to promote and disseminate the survey by various means to ensure a satisfactory response rate, such as posting to district and/or school staff portals, emailing staff, using social media, including the message in newsletters and academic service memos to teachers and principals, and incorporating it in talking points for the superintendent and other district leaders at relevant meetings. AIR strives for a response rate of 75% or higher. The team will partner with ESD leadership to encourage participation in the survey.

Task 2d. Mid-project Check-in

In addition to regular project check-ins between AIR and ESD, our project team will meet with ESD leadership in November 2022 for a mid-project check-in meeting. During this virtual meeting, the project team will share an overview of tasks completed and share any preliminary data available.

Task 3. Data Analysis and Final Report (January-February 2023)

Upon completion of data collection, AIR project staff will compile, analyze, summarize, and report information using a collaborative process. This process will include three steps: (a) review each data source to identify evidence pertinent to the evaluation questions; (b) review evidence across all data sources to identify overall themes and key findings; (c) summarize and prioritize key findings and recommendations for ESD to address based on impact, urgency, and feasibility.

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After all data are analyzed, the project team will write a summative report and will submit the report to ESD leadership and staff. As identified in the RFP, global outcomes of this report will provide district leadership with:

- a clear description of strengths;
- a clear description of needs/challenges;
- suggestions for a plan that leverages current strengths and addresses needs/challenges; and
- recommendations for developing a comprehensive special education staff communication plan.

Task 4. Virtual Presentation (March 2023)

Key findings and recommendations from the final report will be summarized in a slide presentation that will be shared with ESD leadership virtually in March 2023. Our proposed timeline includes a 1-week period for ESD leadership and community stakeholders to view the report prior to the presentation. (Additional time for ESD leadership to review and provide feedback on the report prior to the presentation may be negotiated but may extend the project timeline and budget.) This proposed reporting process and timeline will be confirmed in collaboration with ESD leaders.

What Is Beyond the Scope of This Project

This proposal includes the activities necessary to conduct a review that examines special education practices that impact climate, staffing, and communication within ESD. The following components are not included in this proposal but can be added as ancillary services:

- implementation support to address findings from the review
- professional development for teachers and administrators of students with disabilities
- coaching for teachers and administrators of students with disabilities
- resources for communicating with parents

Project Timeline

Exhibit 1 provides the proposed timeline organized by major task in an evaluation window between September 15, 2022, and March 31, 2023. After data collection is complete, the project team will write a final report virtually present findings to ESD leadership in March 2023.

Exhibit 1. Timeline of Tasks

Task	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023
1. Planning and protocol development	●————●						
2. Data collection		●————●					
3. Data analysis and final report					●————●		

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Nicholas Coukoulis, project manager, will oversee the project's day-to-day operations, with support from Dr. Bateman where needed. In this role Coukoulis will coordinate the staffing plan, monitor the project budget, and serve as the primary point of contact for ESD. Coukoulis has seven years of experience managing projects, including serving as Project Director for the Rhode Island State Personnel State Personnel Development Grant (SPDG) on Evidence-Based Literacy Interventions (EBLI) within a Multi-Tiered System of Supports (MTSS) and managing evaluation tasks and activities for Research and Evaluation of Special Education in Institutional Settings with the Massachusetts Department of Elementary and Secondary Education, Pennsylvania Dyslexia Screening and Early Literacy Intervention Pilot Program, and the PROGRESS Center. He has worked with both quantitative and qualitative education data in other project capacities, including a study on the impact of Amazon Rapids on children's reading habits and enjoyment and a study of teachers' perceptions of intervention programs for the Texas Comprehensive Center. In other roles, Coukoulis has assisted with analysis of quantitative and qualitative data related to technology markets and voter registration in North Carolina. He provides clean, concise summaries of data, accompanied by informative, accessible visuals. Coukoulis has received a certificate in education program evaluation from the Georgetown University School of Continuing Studies and is completing a master's degree in public policy at Georgetown University's McCourt School of Public Policy.

Stephanie Jackson, PhD, quality assurance reviewer, will provide quality reviews of project materials, including protocols, reports, and presentations. Dr. Jackson is a managing director at AIR, directing policy, technical assistance, and evaluation projects for federal, state, and local policymakers. Dr. Jackson has more than 35 years of experience in a variety of educational environments, including general and special education settings, magnet schools, charter schools, and higher education. Dr. Jackson is co-project director of the Individuals with Disabilities Education Act (IDEA) Part D Analysis, Communication, Dissemination, and Meetings Support contract for the U.S. Office of Special Education Programs (OSEP). In this role, she has assisted OSEP with communicating evidence-based research to practice supporting students with disabilities in schools across the country. Dr. Jackson has directed numerous audit projects that reviewed the quality of special education programs and examined the alignment of curriculum, instruction, assessment, professional development, and staffing through multiple lenses of data collection and analysis. These projects studied how schools provide access to the general education curriculum for special populations and developed recommendations for improvement. In addition, Dr. Jackson serves as the quality assurance reviewer for many projects in the special education practice area at AIR, including federal, state, and locally funded projects.

Project Staff

Staff will include Sarah Willey, EdD, who will serve as task lead for the interviews/focus groups.

Sarah Willey, EdD, task lead, is a senior technical assistance consultant at AIR. Dr. Willey has 20 years of experience as a special education teacher and an administrator. In addition, she has 15 years of experience as a regular education administrator, including the level of superintendent. Her responsibilities have included climate development, staffing of programs, and general district communication. Dr. Willey holds the following degrees: master of science in education in special education, education specialist in educational leadership, and doctor of education in educational leadership from Western Illinois University. Currently, she is serving as a coach for a project with the Texas Education Agency focused on addressing disproportionality in special education identification, placement, and discipline in districts. Specific skill areas include leadership of districts, buildings, and programs, strategic planning, fiscal management, special education instruction and supervision, supervision and evaluation of staff, district and school improvement plan development, continuous school improvement plan implementation, data analysis, curriculum, mentoring, and preparation of written reports and summaries of information.

Budget

Exhibit 2 describes the price associated with project tasks. AIR's budget includes costs for labor (including fringe benefits) and nonlabor expenses (e.g., software licenses). We propose to engage in all project meetings, key informant interviews, focus groups, and presentations virtually and, therefore, have not budgeted any travel. Notwithstanding any budgetary information provided herein, payment for services will be provided on a firm fixed-price basis. The total amount to be paid will be \$39,959. Invoices will be billed monthly based on a mutually agreed schedule to be negotiated.

AIR's proposal is based on a period of performance of September 15, 2022, to March 31, 2023.

Exhibit 2. Overview of Activities Within Budget

Task	Activities	Cost
1. Planning and protocol development	<ul style="list-style-type: none"> Project's day-to-day operations, such as coordinating staff, project planning, and monitoring all aspects of the project. Regular, virtual meetings with district leadership. Development of interview/focus group protocols. Development of survey protocols. 	\$12,835
2. Data Collection	<ul style="list-style-type: none"> Gathering of documents for document review. Gathering of data for extant data analysis. Facilitation of eight interviews/focus groups. Administering electronic staff survey. Virtual mid-project check-in meeting. 	\$7,613
3. Data analysis and final report	<ul style="list-style-type: none"> Analysis of documents. Analysis of extant data. NVivo software. Analysis of transcripts from interviews/focus groups. Analysis of survey data. Summary of data in final report. 	\$14,714
4. Virtual presentation	<ul style="list-style-type: none"> Creation of a customized virtual presentation to share with leadership and stakeholders. AIR will share draft of report with ESD leadership and stakeholders 1 week prior to presentation. 	\$4,797
Total Firm Fixed Price	\$39,959	

This offer is good for 30 days from the proposal submission date of September 2, 2022. AIR reserves the right to review its submitted pricing to determine additional period(s) necessary for extension of the offered pricing or to revise its price quote after expiration of 30 days or any subsequent offered validity period(s).

AIR's proposal is predicated upon current information from the client about project requirements and AIR's technical approach and assumptions to fulfill these requirements. Actual costs may change once the

scope of work is negotiated or finalized. AIR reserves the right to negotiate final scope of work and price. Any contract award resulting from this proposal is subject to negotiations of the final price and will be based upon mutually agreed upon terms and conditions between the parties.

Conclusion

The activities described in this proposal outline the services proposed by AIR to assist ESD in examining special education practices that impact climate, staffing, and communication. We are confident that our team of qualified and experienced staff will meet the needs of the district. Our experience and ability to draw upon past protocols and lessons learned will benefit ESD by allowing us to conduct the program evaluation with efficiency and high quality, yielding actionable recommendations.

Appendices

Appendix A.

AIR Capabilities

Fairfax County Public Schools (FCPS), Virginia: Special Education Program Review (2020–2022)

Fairfax County Public Schools (FCPS) contracted with AIR to conduct an independent, third-party review of its special education program. FCPS is the 10th largest school division in the United States, with approximately 200 schools and centers. FCPS serves a diverse student population of approximately 189,000 students in Grades PK–12. Students in the district speak more than 200 languages. More than 31% of the total student population is economically disadvantaged, 29% are English learners (ELs), and 14.5% are students with disabilities. This comprehensive review covers four broad goals with respect to FCPS’s special education program: (a) evaluate the system’s design, structure, and established processes; (b) evaluate the adequacy of human capital resources; (c) analyze the alignment of services with evidence-based practices; and (d) evaluate the effectiveness of communication with stakeholders. The comprehensive review of FCPS’s special education program is occurring in two phases. Phase I included extant data analysis, document analysis, an audit of a random yet representative sample of individualized education programs (IEPs), staff and parent surveys, and key informant focus groups. Phase I culminated in the delivery of an interim report and presentation to FCPS leadership. Phase II includes on-site classroom observations and additional stakeholder focus groups. Phase II will culminate in the delivery of a final report and presentation to FCPS leadership in fall 2022.

Texas Education Agency Monitoring and Evaluation (2017–2022)

The Texas Education Agency Monitoring and Evaluation is five-year project for which AIR is subcontracted to Gibson Consulting to evaluate Texas Education Agency’s newly created Results Driven Accountability (RDA) process. Project tasks include: consultations on the RDA rubric and process; focus groups with ground-level implementers to capture their experiences with RDA; and an individualized education program (IEP) audit. During the IEP audit, AIR independently audited a selection of IEPs from 14 school districts. All results were reported back to Texas Education Agency so that changes to process and systems could be enacted.

Houston Independent School District (HISD), Texas: Special Education Program Review (2017–2018)

HISD contracted with AIR to conduct a third-party, independent special education program review. AIR conducted the review over a 10-month period and provided an assessment of HISD’s strengths and areas in need of improvement with respect to its special education program as well as recommendations for HISD to consider for improving services for students with disabilities in the district. AIR gathered data from multiple sources, including (a) extant data on student performance, special education identification and placement, and staffing; (b) documents related to HISD infrastructure, strategic planning, guidance on policies and procedures, professional development offerings, and documentation of parent feedback and concerns; (c) IEPs for a randomly selected, representative sample of 300 students with disabilities; (d) an AIR-administered survey of all school staff; (e) an AIR-administered survey of all parents; (f) interviews and focus groups with district leaders; and (g) interviews and focus groups with staff at a randomly selected, representative sample of 27 schools. Using these data sources, the research team generated findings for the report through an iterative process that involved (a) descriptive synthesis and coding of each data source; (b) review of each data source to identify evidence pertinent to eight quality indicators of special education best practice; (c) collective review of evidence across all data sources to identify emerging overall themes; (d) identification of preliminary findings based on emerging themes; (e) an in-depth, follow-up review of select data sources to confirm supporting evidence for preliminary findings; and (f) finalization of findings statements and associated supporting evidence. AIR presented final findings and recommendations in a written report and an oral presentation to the HISD Board of Education.

Shoreline Public Schools, Washington: Special Education Program Review (2018)

The purpose of the special education program review at Shoreline Public Schools (SPS) was to assess the alignment between the structural supports and continuum of services available for students with disabilities and the priorities of the district’s Strategic Instructional Plan and mission statement: “to provide a collaborative learning community which engages all students in learning the academic and work-life skills needed to achieve their individual potential and become responsible citizens.” To examine the extent and nature of the alignment, AIR conducted a mixed-method review of the special education program in SPS. The project included focus groups with stakeholders across multiple roles related to special education and surveys of staff and parents. Data were analyzed by a team of AIR researchers using NVivo, and findings from the review will be used to inform the development of a final summative report for SPS leadership.

District of Columbia Office of the State Superintendent for Education: Audit of Special Education Curriculum and Instruction (2011–2012)

AIR completed a quality review of special education service delivery in District of Columbia Public Schools and charter schools to assess school program quality, with indicators developed in conjunction with special education stakeholders. This project developed a web-based quality review tool to assist schools, local education agencies, and nonpublic schools in assessing the quality of school-level programming for students with disabilities. This quality review tool is described, along with the study’s findings, in the *Quality Review of Special Education Service Delivery in District of Columbia Public Schools and Charter Schools: American Institutes for Research Final Study Report*. The quality review tool allowed school-level staff to easily identify capacity needs and barriers to education service delivery.

Los Angeles Unified School District: Supplemental IEP Audit (2004–2013)

AIR provided technical assistance to the Program and Evaluation Research Branch of the Los Angeles Unified School District as it conducted annual audits of IEPs, using methodology initially developed by AIR. As part of this process, AIR conducted objective annual validations of the Branch’s approach and findings to assess the reliability of the results. AIR also drew samples and conducted analyses to assist the Office of the Independent Monitor in measuring other special education outcomes.

New York State and District Curriculum Audits (2005–2011)

As requested by the New York State Department of Education, AIR conducted curriculum and program audits in districts throughout the state cited as being in corrective action for English language arts, mathematics, or both where all students or subsets of students had not achieved adequate yearly progress. A special education substudy report, including examinations of redacted IEPs and a review of special education services, was an integral piece of this work, as well as an English learner substudy report. The study collected data from student assessments; school, district, and region-level interviews; classroom observations; key document reviews; curriculum alignment; and a classroom practices survey.

School Curriculum Audits (2009–2011)

AIR independently conducted school curriculum audits in various districts in North Carolina (Rocky Mount) and New York State (Utica, New York City, and North Rockland), to name a few. This work included reviews of special education instruction and services. AIR partnered with the schools in conducting interviews, classroom observations, and administering surveys to all instructional staff. The AIR team analyzed data and produced multiple reports for each school. In concert with district and school staff, we utilized our co-interpretationSM process to develop key findings, paired with research-based recommendations for improvement that were targeted to the needs of each school.

Appendix B. Résumés

David Bateman..... B-2

Nicholas Coukoulis..... B-6

Stephanie Jackson B-9

David Bateman

Education

Ph.D.	1992, University of Kansas, Special Education (Law and Policy in Special Education)
M.Ed.	1986, The College of William and Mary, Special Education (Learning Disabilities and Emotional Disturbance)
B.A.	1985, University of Virginia, Government and Foreign Affairs

Present Position

Principal Researcher, American Institutes for Research (AIR) (2022–Present)

Tenured Professor of Special Education, Shippensburg University of Pennsylvania, Department of Educational Leadership and Special Education (1995–Present)

Professional Experience

Professor of Special Education, Shippensburg University of Pennsylvania, Department of Educational Leadership and Special Education, College of Education and Human Services (2004–Present)

Neutral Expert, J.N. v. Oregon Department of Education Class Action Lawsuit (2021–2022)

Special Education Due Process Hearing Officer, Office for Dispute Resolution, Pennsylvania Department of Education, Commonwealth of Pennsylvania (1998–2008)

Extended School Year Teacher, Charlottesville Public Schools, Virginia, Special Education - Hearing Impaired and Deaf, Grades 3-6 (1988)

Teacher, Waynesboro Public Schools, Virginia, Special Education - Learning Disabilities and Emotional Disturbance, Grades 1-6 (1986–1990)

Consultant

Consultant to 12 Law Firms, three State Departments of Education, and 18 Local Education Agencies

Selected Publications

Journal articles

Bateman, D. F., & Yell, M. L. (2022). Compensatory education during COVID 19. *The Journal of Disability Law and Policy in Education*.

Brunner, R., & Bateman, D. F. (2020). Top components of special education for principals. National Association of Elementary School Principals, *Principal Magazine*, 99(3).

Goran, L., Harkins, E., Bateman, D. F., & Yell, M. L. (2020). Pursuing academic and functional advancement:” Writing meaningful, measurable, and legally sound annual goals. *TEACHING Exceptional Children*, 52(5), 333-342.

Yell, M. L., Katsiyannis, A., Ennis, R. P., Losinksi, M., & Bateman, D. F. (2020). Making Legally Sound Placement Decisions. *TEACHING Exceptional Children*, 52(5), 291-303.

- Yell, M. P., Collins, J., Kumpiene, G., & Bateman, D. F. (2020). The individualized education program (IEP): Procedural and substantive requirements. *TEACHING Exceptional Children*, 52(5), 304-319
- Harmon, S., Street, M., Bateman, D. F., & Yell, M. L. (2020). Developing Present Levels of Academic Achievement and Functional Performance Statements for IEPs. *TEACHING Exceptional Children*, 52(5), 320-332.
- Yell, M. L., & Bateman, D. F. (2020). Endrew F. v. Douglas County School District (2017): Free appropriate public education and the U.S. Supreme Court, an update. *TEACHING Exceptional Children*, 52(5), 283-290.
- Chovanes, J. C., & Bateman, D. F. (2020). Bus Behavior - Positive Behavior Supports on the GO! *RETHINKING Behavior*.
- Sayeski, K. L., Bateman, D. F., & Yell, M. L. (2019). Re-envisioning Teacher Preparation in an Era of Endrew F.: Instruction over Access. *Intervention in School and Clinic*.<https://doi.org/10.1177/1053451218819157>
- Yell, M. L., & Bateman, D. F. (2018). Free Appropriate Public Education and Endrew F. v. Douglas County School System (2017): Implications for Personnel Preparation. *Journal of Teacher Education and Special Education*, 41, 1-12.
- Yell, M. L., & Bateman, D. F. (2017). Endrew F. v. Douglas County Supreme Court Decision. *TEACHING Exceptional Children*, 50(10), 7-15.
- Bateman, D. F., Gervais, A., Wysocki, T. A., & Cline, J. L. (2017). Principal competencies for special education. *Journal of Special Education Leadership*, 30(1), 48-56.
- Bateman, D. F., & Cline, J. L. (2017). Introduction to special issue. *Journal of Special Education Leadership*, 30(1), 5-6.

Books and book chapters

- Yell, M. L., Bateman, D. F., & Shriner, J. (2022). *Developing Educationally Meaningful and Legally Sound IEPs*. Rowman and Littlefield Publishing Group.
- Yell, M. L., Bateman, D. F., & Brady, K. (2022). *Special education law annual update*. Rowman and Littlefield Publishing Group.
- Bateman, D. F., Chovanes, K., & Papalia, A. (2022). Section 504 of the Rehabilitation Act. In J. Rodriguez & W. Murkowski (Eds.), *Special education law and policy: From foundations to applications* (pp. 105-128). Plural Publishing.
- Willis, C. B., Bruno, L. P., Scott, L. A., & Bateman, D. F. (2022). Identifying the least restrictive environment. In J. Rodriguez & W. Murkowski (Eds.), *Special education law and policy: From foundations to applications* (pp. 327-358) . Plural Publishing.
- Markletz, A., & Bateman, D. F. (2021). *The essentials of special education law*. Rowman and Littlefield Publishing Group.
- Bateman, D. F., & Cline, J. L. (2021). *A school board members guide to special education*. The Council for Exceptional Children.

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- Chovanes, J. C., Papalia, A. O., Bateman, D. F., & Yell, M. L. (2021). Endrew F. and the future of IEPs and FAPE. In B. G. Cook, M. Tankersley, and T. J. Landrum Eds.), *The Next Big Thing in Learning and Behavioral Disabilities Advances in Learning and Behavioral Disabilities, Volume 31* (pp. 9-28). Bingley. Emerald Publishing Group.
- Rosen, E., & Bateman, D. F. (2020). *Trauma informed IEPs and 504 plans*. LRP Publications.
- Yell, M. L. & Bateman, D. F. (2020). Inclusion, governments, and nongovernmental organizations. In J. M. Kauffman (Ed.) *On educational inclusion: Meanings, history, issues, and international perspectives* (pp. 195-215). Routledge.
- Bateman, D. F., & Yell, M. L. (2019). *Current trends and legal issues in special education*. Corwin Publishing Group.
- Bateman, D. F., & Cline, J. L. (2019). *Special Education Leadership: Building Effective Programming in Schools*. Routledge/Taylor and Francis Group.
- Bateman, D. F., & Cline, J. L. (2019). *Special education law case studies*. Rowman and Littlefield Publishing Group.
- Yell, M. L., & Bateman, D. F. (2019). Special education and charter schools. In M. P. Yell, *The Law and Special Education 5th ed*. Pearson.
- Yell, M. L. , & Bateman, D. F. (2019). Current trends in special education litigation. In D. F. Bateman & M. Yell (Eds.), *Current trends and legal issues in special education*. Corwin Publishing Group.
- Yell, M. L. , & Bateman, D. F. (2019). Current trends in free appropriate public education (FAPE). In D. F. Bateman & M. Yell (Eds.), *Current trends and legal issues in special education*. Corwin Publishing Group.
- Bateman, D. F., & Cline, J. L. (2019). Current trends working with general education teachers. In D. F. Bateman & M. Yell (Eds.), *Current trends and legal issues in special education*. Corwin Publishing Group.
- Bateman, D. F., & Cline, J. L. (2016). *A teacher's guide to special education*. The Association for Supervision and Curriculum Development and the Council for Exceptional Children.
- Bateman, D. F., & Bateman, C. F. (2014). *A principal's guide to special education, Third Edition*. The Council for Exceptional Children. Co-Published by the National Association of Elementary School Principals and the National Association of Secondary School Principals.

Videos

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- Bateman, D. F. (2019). Administrators and legally appropriate IEP development. IRIS Module, Vanderbilt University, Nashville, Tennessee.
- Bateman, D. F. (2019). Legally appropriate IEP development. (Contributor). IRIS Module, Vanderbilt University, Nashville, Tennessee.
- Bateman, D. F. (2019). Roles of principals and special education. Exceptional Child Module, Vector Solutions, Cincinnati, Ohio.
- Bateman, D. F. (2019). Roles of principals and special education. Exceptional Child Module, Vector Solutions, Cincinnati, Ohio.
- Bateman, D. F. (2019). Special education law overview. Exceptional Child Module, Vector Solutions, Cincinnati, Ohio.
- Bateman, D. F. (2017). The basics of special education for principals. Pennsylvania Training and Technical Assistance Center (PaTTAN), Harrisburg, Pennsylvania.
- Bateman, D. F. (2015). *Video tutorial on special education law*. SAGE Publications.
- Bateman, D. F. (2015). *Video tutorial on educational ethics*. SAGE Publications.
- Bateman, D. F. (2015). *Video tutorial on marketing of education*. SAGE Publications.
- Bateman, D. F. (2015). *Video tutorial on special education instruction*. SAGE Publications.

Nicholas Coukoulis

Education

M.P.P. Certificate	Expected 2024, Georgetown University, Public Policy 2021, Certificate in Education Program Evaluation, Georgetown University
B.A.	2015, University of North Carolina at Chapel Hill, Political Science
B.A.	2015, University of North Carolina at Chapel Hill, French and Francophone Studies

Selected Professional Experience

Technical Assistance Associate, American Institutes for Research, Arlington, VA, (2020–present)

Project Director, Rhode Island State Personnel Development Grant (SPDG): Evidence-Based Literacy Interventions (EBLI) within a Multi-Tiered System of Supports (MTSS), American Institutes for Research (2022–Present)

RIDE has called for an evaluation of its State Personnel Development Grant, with the goal of increasing special education teacher retention and improving student-level literacy outcomes. Primary responsibilities include: facilitating ongoing evaluation plan meetings with the client; leading quantitative analyses; conducting interviews and focus groups; drafting surveys; preparing and presenting a final report.

Lead Research Associate, Research and Evaluation of Special Education in Institutional Settings, Massachusetts Department of Elementary and Secondary Education (DESE), American Institutes for Research (2022–Present)

Massachusetts Department of Elementary and Secondary Education (DESE) has called for an evaluation to determine patterns and trends in student achievement and post-secondary opportunities over time for students with disabilities in alternative and/or institutional settings, as well as identifying successful approaches other states are taking to evaluate and support this population. Primary responsibilities include: managing all quantitative data analyses and supporting with qualitative data collection activities.

Task Lead, IDEA Analysis, Communication, Dissemination, and Meetings Support Contract (ACDM), American Institutes for Research (2020–Present)

The purpose of this contract is to provide OSEP with assistance in developing and disseminating technical assistance and communication products; conducting quick turnaround analyses of program issues; providing analytical and logistical support for meetings and project reviews; and conducting activities to promote program improvement and strengthen outcomes and accountability of IDEA grantees. Tasks include communicating with the client about needs; leading evaluation activities; writing reports based on evaluation data; managing external vendors; conducting research; developing products; and assisting with dissemination of products and deliverables.

Technical Assistance Associate, PROGRESS Center, American Institutes for Research (2020–2022)

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The PROGRESS Center is an Office of Special Education Programs (OSEP) funded center aimed at supporting state and local education agencies in improving special education programming for students with disabilities, in accordance with the standards set forth in the 2017 *Endrew F. v. Douglas County Schools* decision by the United States Supreme Court. Primary responsibilities include assisting with internal evaluation activities and coordinating with the Center's external evaluator on formative and summative evaluation activities.

Omdia (formerly IHS Markit Technology), Washington, DC (2018–2020)

Research Associate, Omdia (formerly IHS Markit Technology), (2018–2020)

Assisted with the development of high-quality products for clients; these included subscription quarterly analysis/forecast reports, survey reports, and market trackers related to existing and emerging technology markets worldwide. Responsibilities included contributing to and updating quarterly, biannual, and annual analyses of markets based on quantitative/qualitative data; updating, editing, aggregating and cross-checking data; being accountable for maintaining data integrity throughout production; creating compelling, easy to interpret charts and other data visualizations; documenting findings for clients through PowerPoint presentations, memos, and reports; developing instruments to facilitate data capture; and assisting with the development and revision of surveys based in Qualtrics.

American Institutes for Research, Washington, DC (2015–2018)

Research Assistant, American Institutes for Research (2015–2018)

Managed all tasks related to collecting and managing data, compiling databases, writing programs for data analysis in Stata, and conducting data and statistical analysis. Contributed to writing reports based on quantitative and qualitative analyses and findings. Findings and recommendations were presented and disseminated to a variety of stakeholders, including executive-level audiences. Also contributed to the development and administration of surveys, online and in person. Related tasks included designing questionnaires; programming surveys using Qualtrics, Survey Monkey, and Survey Gizmo; leading in-person interviews; administering online surveys; and conducting outreach via a database of emails.

Employment History

2020–Present	TA Associate, American Institutes for Research
2018–2020	Research Associate, Omdia (formerly IHS Markit Technology)
2015–2018	Research Assistant, American Institutes for Research

Selected Publications

- Coukoulis, N., Alavi, K., Marx, T., & Jackson, S. (2021). *Quick Reference Series: Attracting Effective Personnel*. Washington, DC: Office of Special Education Programs, ED.
- Coukoulis, N., Lundeen, J., Wellington, D., & Jackson, S. (2016). *Intervention IDEAs for Children Impacted by Opioids*. Washington, DC: Office of Special Education Programs, ED.

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Coukoulis, N., Henderson, K., Lundeen, J., & Jackson, S. (2016). *National Center on Leadership in Intensive Intervention 3+2 Evaluation Report*. Washington, DC: Office of Special Education Programs, ED.

Coukoulis, N. Mullet, B., Marx, T., Lundeen, J., & Jackson, S. (2015). *Annotated Bibliography of Evidence-Based Practices in the Use of Technology for Infants, Toddlers, Children, and Youth with Disabilities Related to Secondary Transition*. Washington, D.C.: Office of Special Education Programs, ED.

Wellington, D., Coukoulis, N., Lundeen, J., Kathan, J., Edmiston, M. (2016). *2016 Project Directors' Conference Evaluation Report*. Washington, DC: Office of Special Education Programs, ED.

Stephanie Jackson

Education

Ph.D.	1985, University of South Florida, Curriculum and Instruction, Educational Administration
M.A.	1975, University of South Florida, Special Education
B.A.	1969, Hunter College, Sociology and Elementary Education

Professional Credentials and Certifications

Elementary Teacher License, New York City, New York State, 1969 Elementary Teacher License, Florida, 1974
Special Education Teacher K–12, Specific Learning Disabilities, Emotional Disturbance Certification, Florida, 1976
Elementary Principal Certification, Florida and Maryland (1978–1986)

Honors and Awards

Advisory Board, University of Central Florida’s Intervention Specialist Grant, 2015 NCATE Reviewer for University Leadership Programs, 1996–2006
Oxford International Roundtable on the Principalship and the Superintendency, 1998
Superintendent’s Annual Mark Mann Award for Excellence and Harmony, 1995
“Best of America’s Schools Project,” Best in State, *Redbook*, 1995
Blue Ribbon School of Excellence, U.S. Department of Education (ED), 1994
Nominated for *Washington Post* Outstanding Educational Leadership Award, 1993
Maryland Principal Assessor Program, 1989–1996
Phi Kappa Phi Honor Society, University of South Florida Chapter, 1975
Summer Traineeship, Bureau of Education for the Handicapped, 1974 and 1975

Present Position

Managing Director, American Institutes for Research (AIR) (2006–Present)

Responsibilities include managing day-to-day activities of projects, supervising 15 professional and technical staff, designing and implementing communication plans and products, organizing and coordinating policy meetings and conferences, and preparing policy reports and briefings for decision makers. Provides conceptual leadership for the special education practice area, mentors staff on project management, budget design, and other career development activities; serves as a quality assurance reviewer for deliverables for projects and reviews proposals and project deliverables as needed and requested. In addition, directs and manages a five-year task-ordering contract for ED’s Office of Special Education Programs (OSEP) as well as serves as a senior advisor to several federally funded technical assistance centers.

Prior to becoming a managing director, served as a senior research analyst from 1999 to 2000 and a principal research analyst from 2000 to 2006 with similar responsibilities on smaller projects.

Selected Professional Experience

Co-Project Director, Individuals with Disabilities Education Act (IDEA) Part D Analysis, Communication, Dissemination, and Meetings (ACDM) Support Project, OSEP, ED, AIR (2014–Present)

The IDEA ACDM Support Project supports OSEP's Division of Research to Practice in its implementation of the Part D National Programs of IDEA. Primary responsibilities include developing and disseminating products and resources related to policy and Part D initiatives, supervising on-site and virtual OSEP conferences and workgroups, overseeing the Ideas that work website, and managing daily project activities.

Principal Investigator and Senior Advisor, National Center for Systemic Improvement, AIR (2014–Present)

Funded by OSEP, this project helps states build capacity to transform their state systems to improve outcomes for children with disabilities. As a member of the leadership team, provides guidance on the vision and management of the national center, participates in regularly scheduled leadership meetings, and provides guidance and conceptual leadership for the service-area teams.

Coordinator, Strategic Initiatives for the Education Program, AIR (2014)

Supported the leaders of strategic initiatives within the Education program: quality management including quality assurance, project management, and project reviews; research application; and implementation science. Worked with leaders individually and across initiatives to identify synergies, possibilities for leverage, redundancies, and challenges. Helped teams conceptualize the approach, process, and tools needed to implement the recommendations throughout the Education program.

Director, Center on Response to Intervention (RTI Center), AIR (2013–2019)

The Center on RTI helps states, districts, and schools implement proven and promising RTI models. Responsibilities included overseeing all center activities including knowledge development, professional development, communication, and dissemination.

Project Director, Special Education Quality Review Project, Office of the State Superintendent, District of Columbia, AIR (2012–2013)

The quality review provided a comprehensive analysis of needs at the classroom, school, and district levels as well as information about effective practices that result in quality outcomes for children with disabilities in the District of Columbia. Responsibilities included overseeing and managing all aspects of the project.

Project Director and Co-Principal Investigator, National Center on Response to Intervention, OSEP, ED, AIR (2010–2013)

Oversaw strategic planning, design, and implementation of a national center that helps to build the capacity of state educational agencies to assist local educational agencies in implementing proven and promising RTI models. Responsibilities included overseeing all center activities including knowledge development, technical assistance, dissemination, communication, and evaluation.

Project Director, Special Education and English Language Learner Focused Audits, New York City Department of Education, AIR (2011–2012)

Responsibilities included directing and overseeing a team of senior analysts conducting data collection and analysis in 22 New York City schools and two city districts that did not meet adequate yearly progress (AYP) in English language arts or mathematics for students with disabilities and English language learners under No Child Left Behind (NCLB).

Project Director, Special Education Component of the Audit of the Written, Taught, and Tested Curriculum, New York City Schools in Corrective Action, AIR (2010–2011)

Responsibilities included directing and overseeing a team of senior analysts conducting data collection and analysis in nine New York City schools that did not meet AYP in English language arts or mathematics for students with disabilities under NCLB.

Co-Project Director, IDEA Part D Program Analysis, Communication, Dissemination, and Meetings Task Order, AIR (2009–2014)

This contract is supporting OSEP's Division of Research to Practice (RTP) in its implementation of the Part D National Programs of IDEA. Responsibilities include managing the project and supervising the work of activity coordinators and other staff assigned to conduct the work for OSEP.

Project Director, Tools Development Project, New York City Department of Education, AIR (2009–2010)

AIR developed tools and resources to support New York City Department of Education schools as they developed plans to respond to findings from prior curriculum audits of special education.

Project Director, Special Education Component of the Audit of the Written, Taught, and Tested Curriculum, New York Districts in Corrective Action, AIR (2007–2011)

Responsibilities included directing and overseeing a team of analysts conducting data collection and analysis in 17 New York districts that did not meet AYP in English language arts for students with disabilities under NCLB. The purpose was to provide a districtwide synthesis of data from multiple perspectives on the district's English language arts curriculum, instruction, assessment, and supports as they impacted students with disabilities.

Associate Director, Institute for At-Risk Infants, Children and Youth and Their Families, University of South Florida (1996–1999)

The institute was established to support research, development, and service to meet more effectively the needs of children and families at risk. Responsibilities included providing practical, timely, and objective analyses of current initiatives and projected needs and

programmatically alternatives to policymakers; providing technical assistance and consultative services for implementing related research and evaluation findings; and collecting and disseminating information resources related to services for at-risk children and their families.

Principal (1981–1996)

Served as the principal of two schools in the Montgomery County Public Schools in Rockville, Maryland, from 1986 to 1996 (Chevy Chase Elementary School and Wheaton Woods Elementary School). Served as the principal of two schools in Hillsborough County Public Schools in Tampa, Florida, from 1981 to 1986 (Stephen Foster Elementary School and Florida Mental Health Institute School).

Federal Project Officer, Department of Special Education, Maryland State Department of Education (1986)

Special Educator, Hillsborough County Public Schools (1973–1981)

General Education Teacher, New York City Public Schools (1969–1973)

Employment History

2006–Present	Managing Director, AIR
1999–2006	Principal Research Analyst, Senior Research Analyst, AIR
1996–1999	Associate Director, Institute for At-Risk Infants, Children, Youth and Their Families, University of South Florida
1986	Federal Project Officer, Maryland State Department of Education
1981–1996	Principal, Montgomery County Public Schools and Hillsborough County Public Schools
1973–1981	Special Educator, Hillsborough County Public Schools
1969–1973	General Education Teacher, New York City Public Schools

Professional Affiliations

Council for Exceptional Children
Division for Teacher Education
Division for Learning Disabilities
Council for Administrators of Special Education
Association for Supervision and Curriculum Development

Selected Publications

Journal articles

Jackson, S., & Blair, R. C. (1982). Another look at the robustness of the product-moment correlation coefficient to population non-normality. *Florida Journal of Educational Research*, 24, 11–15.

Books and book chapters

Jackson, S., Berg, J., Williamson, S., & Osher, D. (2018) *Multitiered systems of support*. In D. Osher, D. Moroney, & S. Williamson (Eds.), *Creating Safe, Equitable, and Engaging Schools* (pp. 177-187). Boston, MA: Harvard Education Press.

Diamond, C., Fulcher, A., Jackson, S., McInerney M., O’Cummings, M., Ruedel, K., et al. (2005). *Integrating assistive technology in universal design for learning: A guide for teachers and*

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education professionals. Council for Exceptional Children, Arlington, VA. Pearson Merrill Prentice Hall.

Carl, B., Smith, M., Jackson, S., & Ruedel, K. (2004). *Children with attention deficit hyperactivity disorder: Identification and treatment*. Washington, DC: U.S. Department of Education, Office of Special Education Programs.

Jackson, S., Carl, B., Smith, M., & Ruedel, K. (2003). *Teaching children with attention deficit hyperactivity disorder: Successful instructional strategies and practices*. Washington, DC: U.S. Department of Education, Office of Special Education Programs.

Jackson, S., Osher, D., & Dwyer, K. (2003). *Safe, supportive, and successful schools: Step by step*. Longmont, CO: Sopris West.

Jackson, S., Lavelly, C., Mann, K., & Quing, Y. (1998). *Accountability: A practical guide to assessments for evaluating student performance*. Tampa, FL: University of South Florida.

Jackson, S., Blackman, J., Curry, B., Lavelly, C., & Mann, K. (1997). *Charter schools: Issues and challenges*. Tampa, FL: University of South Florida.

Selected technical reports

Marx, T., Seflek, B., Jackson, S. (2016). *Evaluation Report: Focus Group on Youth With Disabilities in Corrections Facilities*. Washington, DC: U.S. Department of Education, Office of Special Education Programs.

Marx, T., Coukoulis, N., Seflek, B., & Jackson, S. (2015). *Evaluation Report: Focus Groups to Inform OSEP Preparation of Practitioner-level Personnel Serving Infants, Toddlers, Children, and Youth with Disabilities*. Washington, DC: U.S. Department of Education, Office of Special Education Programs.

Edmiston, M. S., Jackson, S., McInerney, M., & Kutner, M. (2014). *Leveraging federal funding gap analysis findings report*. Washington, DC: U.S. Department of Education, Office of Special Education Programs.

Jackson, S., Edmiston, M. S., McInerney, M., & Mark, A. (2013). *Synthesis report of 325T Year 1 reviews*. Washington, DC: U.S. Department of Education, Office of Special Education Programs.

Harr-Robins, J., Jackson, S., Rush, S. J., Myrtle, R., Kutner, M., & Elledge, A. (2012). *Quality review of special education service delivery in District of Columbia schools and charter schools: Study report*. Washington, DC: American Institutes for Research.

Harr-Robins, J., Myrtle, A.R., Rush, S., & Jackson, S. (2012). *Quality review of special education service delivery in District of Columbia schools and charter schools: Literature Review*. Washington, DC: American Institutes for Research.

Kutner, M. R., Coombes, A., Jackson, S., & Edmiston, M. (2012). *Deaf education focus group proceedings*. Washington, DC: American Institutes for Research.

McInerney, M., Jackson, S., & Edmiston, M. S. (2012). *Final report on restraint and seclusion*. Washington, DC: U.S. Department of Education, Office of Special Education Programs.

Edmiston, M. S., Jackson, S., & McInerney, M. (2011). *Focus group on behavior disorders proceedings document*. Washington, DC: U.S. Department of Education, Office of Special Education Programs.

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- McInerney, M., Edmiston, M. S., Jackson, S., & Lundeen, J. (2010). *Draft 2009 annual report to Congress on the Individuals with Disabilities Education Act, Part D*. Washington, DC: U.S. Department of Education, Office of Special Education Programs.
- Shami, M., McInerney, M., & Jackson, S. (Eds.). (2010). *Individuals with Disabilities Education Act (IDEA): Disability categories and topical issues*. Washington, DC: American Institutes for Research.
- Shami, M., Jackson, S., McInerney, M., Milligan, D., & Mark, A. (2010). *325T Year 1 reviews: Synthesis report*. Washington, DC: American Institutes for Research.
- Gandhi, A., Storm, M., Jackson, S., Shami, M., & McInerney, M. (2009). *Making connections: Questions to consider when using ARRA funds*. Washington, DC: American Institutes for Research. Retrieved from <http://osepideasthatwork.org/makingConnections/index.asp>
- Gandhi, A., Shami, M., Jackson, S., McInerney, M., & Milligan, D. (2009). *OSEP evidence-based practice validation report*. Washington, DC: American Institutes for Research.

Selected Professional Presentations

- Jackson, S., & Gray, T. (2014, October). *Bookshare and response to intervention*. Webinar, Washington, DC.
- Jackson, S., Danielson, L., & Fuchs, D. (2011, November). *ESEA and IDEA: Future directions in special education, assessment, and accountability*. Presented at a Capitol Hill briefing, Washington, DC.
- Jackson, S. (2001, November). *Creating a school environment that promotes mental health and addresses the emotional and behavioral needs of all students: A three-tiered approach*. Presented at the IDEA Partnerships National Summit, Washington, DC.
- Jackson, S. (2000, September). *Where have we been and how did we get here?* Presented at the Rethinking Special Education for a New Century Conference, Washington, DC.
- Jackson, S. (2000, March). *Safe schools—healthy students: Putting research based knowledge into practice*. Presented at the 13th Annual Research Conference: A System of Care for Children's Mental Health, Clearwater Beach, FL.

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Established in 1946, with headquarters in Arlington, Virginia, the American Institutes for Research® (AIR®) is a nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance to solve some of the most urgent challenges in the U.S. and around the world. We advance evidence in the areas of education, health, the workforce, human services, and international development to create a better, more equitable world. The AIR family of organizations now includes IMPAQ, Maher & Maher, and Kimetrica. For more information, visit AIR.ORG.



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