

**CT Department of
Education**

Bureau of Special Education

**Connecticut Special Education
Parent Survey**

2010-2011

Summary Report



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Contents

Executive Summary i

Introduction 1

Section I: Survey Development & Dissemination 2

Section II: Survey Response Rate 5

Section III: Demographics 6

Section IV: Summary of Survey Responses 8

Section V: Differences by Demographics 15

Section VI: Summary of Open-Ended Comments 25

Section VII: Differences by Survey Year 33

Appendix A: Methodological & Data Limitations 36

Appendix B: Overall Survey Response 43

Appendix C: Survey Response by Child Demographics 47

 Appendix C.1: Child’s Primary Eligibility for Services 48

 Appendix C.2: Child’s Age 58

 Appendix C.3: Child’s Race/Ethnicity 68

 Appendix C.4: Child’s Gender 75

Appendix D: Year-to-Year Comparison of Survey Results 82

 Appendix D.1: Survey Demographics by Year 83

 Appendix D.2: Survey Response by Year 85

Appendix E: 2010-2011 CT Special Education Parent Survey 92

Executive Summary

Introduction

In spring 2011, the Connecticut State Department of Education, Bureau of Special Education, conducted a statewide survey of parents of students receiving special education services, ages 3 through 21. The statewide survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Advisory Work Group to collect information on family satisfaction and involvement in special education. The 2010-2011 statewide survey represents the final year of the six-year sampling protocol for the State Performance Plan (SPP.)

Survey Design and Distribution

The parent survey questionnaire includes 40 survey items related to parents' experiences in six topic areas: 1) satisfaction with my child's special education program; 2) participation in developing and implementing my child's program; 3) my child's participation; 4) transition planning for preschoolers and secondary students; 5) parent training and support; and 6) my child's skills. In addition, an open-ended comment section at the end of the survey allows respondents to comment on their overall experiences with their child's special education program.

The 2010-2011 survey was sent to a total of 9,251 parents of children receiving special education services across 29 school districts. Overall, 1,870 surveys were returned, representing a response rate of 20.2%, with the survey response rate by individual school districts ranging from a low of 6.3% to a high of 33.3%.

Key Findings

Key findings of the 2010-2011 parent survey are presented according to the following three themes: 1) areas of strength; 2) areas for improvement; and 3) trends across survey years.

Areas of Strength

- *General Satisfaction:* The majority (86.6%) of survey respondents agreed that they are satisfied with their child's overall special education program [Q1] and 91.7% indicated their child is accepted within the school community [Q5].
- *Parent Involvement:* Over 90% of parents agreed that they have the opportunity to talk with their child's teacher on a regular basis [Q2], and 87.7% of parents agreed that administrators and teachers in their child's school encourage parent involvement in order to improve services and results for children with disabilities [Q12].
- *Parent Understanding:* Almost all (95.3%) parents indicated they understand what is discussed at meetings to develop their child's IEP [Q14] and 91.2% agreed that their child's evaluation report is written in terms they understand [Q16].
- *Child's Participation:* The overwhelming majority (96.5%) of parents agreed that their child has the opportunity to participate in school-sponsored activities, such as field trips and social events [Q24]. Similarly, 91.7% of parents agreed that their child has the opportunity to participate in extracurricular school activities with children without disabilities [Q25].

- *PPT Meeting/IEP Process:* More than 90% of survey respondents agreed that their concerns and recommendations are documented in the development of their child's IEP [Q15], they feel encouraged to give input and express their concerns during PPT meetings [Q13], and the meetings are scheduled at times and places that meet their needs [Q17]. In addition, among parents of children ages 15 or older, 92.4% reported that the school district actively encourages their child to attend and participate in PPT meetings [Q32].
- *Child's Program:* The majority (90.4%) of parents agreed that special education teachers make accommodations and modifications as indicated on their child's IEP [Q9] and 86.1% of parents felt their child's IEP is meeting his or her educational needs [Q6].

Areas for Improvement

- *Support for Extracurricular Activities:* When asked if the school provides supports, such as extra staff, that are necessary for their child to participate in extracurricular activities [Q27], 23.2% of parents disagreed with the statement and 15.5% indicated they did not know.
- *Transition to Adulthood:* About one-fifth (20.2%) of parents with children ages 15 or older disagreed when asked if outside agencies have been invited to participate in secondary transition planning [Q30] and if the PPT introduced planning for their child's transition to adulthood [Q31].
- *Parent Training:* More than one-half (57.8%) of survey respondents disagreed when asked if they attended a parent training or information session that addressed the needs of parents and of children with disabilities within the past year [Q35]. In addition, when asked if there are opportunities for parent training in their district, more than one-third (35.3%) of parents disagreed and 26.2% indicated they did not know [Q37].
- *Parent Support:* Compared to parent training, slightly more (66.8%) respondents disagreed when asked if they are involved in a support network for parents of students with disabilities [Q36]. Almost one-third (32.2%) of parents reported that a support network is not available to them through their school district or other sources, and 29.9% of parents indicated that they did not know if such support is available [Q38].

Survey Trends

There was a trend of slightly increased satisfaction (demonstrated by an increase in the percent of parents to agree with a particular statement) across the five survey years (2005-06 through 2010-2011). Two survey statements pertaining to secondary transition resulted in the largest increase in parent satisfaction across the survey years.

- Nearly 80% of parents in 2010-2011 agreed that the PPT introduced planning for their child's transition to adulthood [Q31] compared to 60.9% of parents in 2005-2006; an increase of about 19 percentage points.
- When asked if the PPT discussed an appropriate course of study at the high school for their child [Q33], 89.2% of parents agreed with the statement in 2010-2011, compared to 71.8% of parents in 2005-2006; an increase of about 17 percentage points.

In the section related to parent training and support [Q35-38], there was a slight *increase* in the percentage of parents to report attending parent training sessions while there was a slight *decrease* in those reporting the availability of such sessions.

- Parents in 2010-2011 were the most likely to indicate participation in parent trainings [Q35] across the survey years; a 5.8 percentage point increase from parents in 2009-2010 and a 2.6 percentage point increase from parents surveyed in the first year.
- However, when asked about the availability of such trainings, parents in 2010-2011 responded no differently to this question as parents in 2009-2010 and were about 3 percentage points less likely to agree than parents in 2005-2006.

Introduction

In spring 2011, the Connecticut State Department of Education (CSDE), Bureau of Special Education, conducted a statewide survey of parents of students receiving special education services, ages 3 through 21. The statewide survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Advisory Work Group to collect information on family satisfaction and parents' involvement in their child's special education program. The 2010-2011 statewide survey represents the final year of the six-year sampling protocol for the State Performance Plan (SPP).

This report summarizes findings from the 2010-2011 statewide survey and is organized into seven sections. Section I presents an overview of survey development and distribution, including a brief description of the survey design and the sampling methodology employed. Section II includes the survey response rate (overall and by district) and Section III presents the demographics of survey respondents. Findings from the survey analysis are provided in Sections IV-VII and include a summary of overall responses, differences by demographics, a summary of open-ended comments, and differences across survey years.

District-level parent survey data is reported in a supplemental district report which can be found on the CSDE website.

Section I: Survey Development & Dissemination

Background

In 2004-2005, the first annual statewide Special Education Parent Survey was disseminated by the Connecticut State Department of Education (CSDE). The objectives of the survey were to identify, from the perspective of parents, areas of strength in Connecticut's special education programs, as well as areas in need of improvement. The development and implementation of the survey was a collaborative effort between the CSDE and the CT Parent Advisory Work Group. The Parent Work Group, which currently continues in its advisory role to the CSDE, includes parents of students with disabilities and representatives from various parent support and advocacy organizations.

Following the first year of the statewide survey, the U.S. Department of Education, Office of Special Education Programs (OSEP) mandated that all states submit a six-year State Performance Plan (SPP) to evaluate the state's efforts to implement the requirements of the Individuals with Disabilities Education Improvement Act (IDEA). The SPP guidelines required each state to establish (with broad input from various stakeholders) data sources and targets for 20 indicators, including the following:

SPP Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

CSDE personnel, in consultation with the Parent Advisory Work Group and various stakeholders, subsequently decided that the existing 2004-2005 parent survey was an appropriate instrument for collecting parent involvement data for SPP Indicator 8. Prior to distribution in 2005-2006, a series of slight modifications were made to the survey; most notably, survey item 12 was added to serve as the primary measure for the SPP indicator. In an effort to maintain the original objectives of the parent survey, additional survey revisions were limited to minor modifications.

Sampling Design

As part of the new OSEP directive, states were encouraged to use sampling in their efforts to collect reliable and accurate parent involvement data over the six-year period. As such, a complex sampling design (two-stage cluster sampling with stratification) was developed in late 2005 for the CT Special Education Parent Survey. The plan was created to generate a six-year cycle for survey distribution to a statewide representative sample of parents of students with disabilities. In the first stage of the sampling design, the state's 169 school districts (clusters) were stratified into one of eight stratum according to: 1) the number of special education students in the district and 2) the District Reference Group (DRG) classification of the district.¹ A proportionate number of districts were randomly sampled from each stratum to obtain an initial sample of 21 districts in 2005-2006, followed by a sample of approximately 30 districts per year thereafter. Districts were sampled without replacement, ensuring that all districts received the survey just once over the 6-year period and that all 169 districts were surveyed by 2010-2011.

The second stage of the sampling design is implemented annually and selects students from districts chosen (in stage one of the sampling plan) to participate in the current year survey. The number of students needed to obtain stable estimates at the district level is considered, and in most

¹ The original sampling plan stratified districts by ERGs (Education Reference Groups). In 2006, the CSDE replaced the ERG classification system with District Reference Groups (DRGs). DRGs are used by the state to group together LEAs with public school students of similar socioeconomic status (SES).

districts, surveys are sent to all parents of students with disabilities. If a student sample is drawn from a particular district, the students are stratified by school level (elementary, middle, or high school) with the number of students randomly sampled at each level determined by disproportionate allocation (-15%, +5%, +10%, respectively).²

Survey Design

The CT Special Education Parent Survey questionnaire includes: 1) demographic items related to the child's age, gender, race/ethnicity, grade, primary eligibility for services and type of placement; 2) 40 survey items related to parents' experiences with their child's special education program over the past 12 months; and 3) one open-ended item regarding parents' overall experiences with special education. The parent survey items ask respondents to answer a series of statements in six topic areas:

- Satisfaction with my child's special education program
- Participation in developing and implementing my child's program
- My child's participation
- Transition planning for preschoolers and secondary students
- Parent training and support
- My child's skills

Respondents are asked to answer based on their experiences over the past 12 months on a 6-point Likert scale ranging from "strongly agree" to "strongly disagree," or to skip the statement by selecting "not applicable." The response option "don't know" is included on 11 survey items that request factual information from the respondent.

Survey Distribution

In May of 2011, surveys were sent to all parents of students with disabilities in 24 of the 29 districts participating in the sixth year of the survey. Surveys were sent to a sample of parents (according to the sampling design previously discussed) in the five largest participating districts (Enfield, Greenwich, Hamden, Hartford, and Stamford School Districts). The survey mailing included an envelope with the student's name, a letter of instruction, the survey questionnaire, an offer of informational materials from the Connecticut Parent Advocacy Center (CPAC) and a stamped return envelope.

Following the initial mailing of the survey questionnaire, a reminder letter was sent to each parent, encouraging them to return their completed survey or to contact the external evaluator directly if they had lost or needed a new questionnaire. All survey materials were printed in both English and Spanish. (See Appendix E for the English version of the survey.) The deadline for returning completed surveys was June 3, 2011.

² Over the past six years, a student sample has been drawn in just 26 of the 169 (15.4%) districts surveyed.

Confidentiality

The external evaluation team has worked closely with the CSDE and the Parent Advisory Work Group since the first year of the annual statewide survey to ensure the confidentiality of all student level data. Student names and mailing addresses are provided to the external evaluator and a unique confidential identification number is assigned to each potential survey respondent. This confidential system facilitates the reporting of district-level data, which is mandated by federal reporting requirements, while ensuring that no individual in the schools or districts can link a parent to his or her survey response. Confidentiality edits are applied to district-level data if fewer than 20 survey responses are received from an individual district or if five or fewer parents respond to a particular survey item.

Strengths and Limitations

The audience for this report includes parents, district personnel, CSDE staff and other stakeholders interested in special education outcomes in Connecticut. Its purpose is to provide an informative summary of the broad views and opinions of a select group of parents of students with disabilities. The data presented here offers stakeholders the opportunity to generate hypotheses and explore potential causal relationships that could be compared with results from other data sources. However, this report is not meant to be a technical report and does not include a comprehensive statistical analysis of the survey data. As such, caution should be used in making inferences about the statewide special education population. (Further discussion regarding the representativeness of the sample, non-response bias and measurement error is provided in Appendix A.)

Section II: Survey Response Rate

The 2010-2011 survey was sent to a total of 9,251 parents of children receiving special education services across 29 districts. The overall survey response rate was 20.2% (n=1,870), with the response rate by district ranging from a low of 6.3% in the Canaan School District to a high of 33.3% in the Hartland School District. A total of 523 surveys were returned undeliverable, representing 5.7% of the total mailing. The undeliverable rate exceeded the survey response rate in both the Hartford School District and the Region 11 School District, with undeliverable rates of 28.2% (n=240) and 24.2% (n=15), respectively.

Table II.1: Survey Response Rate by District

District	Surveys Sent	Surveys Received	
	n	n	%
Hartland	36	12	33.3%
Litchfield	126	39	31.0%
Brooklyn	140	42	30.0%
Tolland	338	101	29.9%
Marlborough	46	13	28.3%
Newtown	459	128	27.9%
East Granby	95	26	27.4%
Eastford	33	9	27.3%
Windsor Locks	209	54	25.8%
North Branford	311	80	25.7%
New Canaan	434	107	24.7%
Rocky Hill	244	58	23.8%
East Hampton	152	35	23.0%
Watertown	358	82	22.9%
Darien	562	121	21.5%
Clinton	264	54	20.5%
Waterford	347	69	19.9%
Enfield	654	129	19.7%
Greenwich	684	133	19.4%
Hampton	21	4	19.0%
Vernon	433	82	18.9%
Windsor	546	95	17.4%
Hamden	699	120	17.2%
Stamford	765	125	16.3%
Region 11	62	10	16.1%
Region 4	135	21	15.6%
USD 2	231	23	10.0%
Hartford	851	82	9.6%
Canaan	16	1	6.3%
Unknown	-	15	-
Total	9,251	1,870	20.2%

Note: Districts have been sorted in descending order based on their response rate. The 15 unknown surveys were returned without a district code.

Section III: Demographics

The following tables include the demographic characteristics of students with disabilities as reported by survey respondents. A comparison to the demographic characteristics of students with disabilities in the statewide population can be found in Appendix A.

Table III.1: Race/Ethnicity

Child's Race/Ethnicity	n	Percent
White not Hispanic	1,383	74.3%
Black not Hispanic	205	11.0%
Hispanic	194	10.4%
Asian/Pacific Islander	65	3.5%
Am. Indian/Alaskan Native	15	0.8%

Table III.2: Age

Child's Age	n	Percent
3 to 5	175	9.4%
6 to 12	778	41.6%
13 to 14	291	15.6%
15 to 17	463	24.8%
18 to 21	162	8.7%

Table III.3: Grade Level

Child's Grade Level	n	Percent
Preschool	144	7.7%
Elementary	612	32.7%
Middle	472	25.3%
High	579	31.0%
Transition	62	3.3%

Table III.4: Gender

Child's Gender	n	Percent
Male	1,281	68.5%
Female	588	31.5%

Table III.5: Type of Placement

Child's Type of Placement	n	Percent
Public	1,623	88.2%
Special Ed. - Out of District	111	6.0%
Residential	34	1.8%
Private/Parochial	25	1.4%
Out of State	6	0.3%
Hospital/Homebound	4	0.2%
Other	37	2.0%

Table III.6: Disability

Child's Disability	n	Percent
Specific Learning Disabilities	523	28.5%
OHI - ADD/ADHD	375	20.4%
Speech or Language Impaired	316	17.2%
Autism	286	15.6%
Multiple Disabilities	112	6.1%
Other Health Impairment (OHI)	102	5.6%
Intellectual Disability/Mental Retardation	98	5.3%
Emotional Disturbance	93	5.1%
Developmental Delay (ages 3-5 only)	79	4.3%
Visual Impairment	28	1.5%
Hearing Impairment	16	0.9%
Orthopedic Impairment	12	0.7%
Deaf-Blindness	8	0.4%
Traumatic Brain Injury	7	0.4%
Don't Know	67	3.6%
To Be Determined	31	1.7%
Total Selected	2,153	-

Note: Survey respondents were asked to select one disability; however, 227 respondents chose multiple disabilities for their child. The percentages included above are based on the number of respondents who answered this question (n=1,836) and therefore do not add up to 100%.

Section IV: Summary of Survey Responses

The following section provides an overall summary of survey responses presented according to the six topic areas on the survey questionnaire. All response tables include “totals” which aggregate the number of parents to select “strongly,” “moderately” and “slightly” in the respective “agree”/“disagree” categories. These response categories were aggregated in order to facilitate a clear comparison of parent responses both within and across different topic areas of the survey.

The total number of respondents (n) provided for each survey statement includes only those parents who selected a response other than “not applicable.” All percentages are based on this number and not on the total number of parents to complete the survey. The number of parents to respond to each statement varied considerably across the 40-item survey, most notably on statements regarding length of the school day, translation services and transition planning. This variation should be considered when comparing results across individual statements in order to provide the appropriate context for interpreting survey findings. (See Appendix B for a visual representation of the data presented below.)

Satisfaction with My Child’s Program

Parents were asked to respond to a series of 11 survey statements in the topic area, “Satisfaction with My Child’s Program” (see Tables IV.1, IV.2 and IV.3). Overall, there was a high level of agreement to this section of the survey.³

- The majority (86.6%) of survey respondents agreed that they are satisfied with their child’s overall special education program [Q1].

Table IV.1: Satisfaction with My Child’s Program

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
1. I am satisfied with my child’s overall special education program.	1,838	44.1%	32.8%	9.7%	86.6%	2.8%	4.5%	6.1%	13.4%	±

± Not a response option for this survey item.

Note: ST=“strongly”; MD=“moderately”; and SL=“slightly” for the respective “agree”/“disagree” categories.

- The highest level of agreement in this topic area was 92.5% of parents who agreed that they have the opportunity to talk to their child’s teachers on a regular basis [Q2]; followed by 91.7% of parents who agreed that their child is accepted within the school community [Q5]. In addition, when compared to all other statements in this topic area, parents were most likely to choose the *strongly* agree rating for these two statements [60.4% and 58.9%, respectively].

³ Two of the 11 survey statements (Q3 and Q4) are negatively-keyed items (a high level of agreement represents a high level of dissatisfaction) and are, therefore, not included in the generalizations in this section.

Table IV.2: Satisfaction with My Child's Program – continued

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	1,844	60.4%	24.2%	7.9%	92.5%	3.3%	1.9%	2.3%	7.5%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	448	16.7%	9.2%	9.2%	35.0%	4.9%	3.6%	56.5%	65.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	731	9.0%	5.7%	5.5%	20.2%	2.1%	2.6%	75.1%	79.8%	±
5. My child is accepted within the school community.	1,821	58.9%	23.3%	9.4%	91.7%	2.9%	2.7%	2.7%	8.3%	±

± Not a response option for this survey item.

Note: ST="strongly"; MD="moderately"; and SL="slightly" for the respective "agree"/"disagree" categories.

- The majority of respondents also indicated agreement on the survey statements concerning their child's IEP. When asked if their child's IEP is meeting his or her educational needs [Q6], 86.1% of parents agreed with the statement. Similarly, 86.2% of parents agreed that all special education services identified in their child's IEP have been provided [Q7].
- More than 90% of parents also agreed that their child's special education teachers make accommodations and modifications as indicated on their child's IEP [Q9]. Parents were somewhat less likely to agree (85.0%) that general education teachers do the same [Q10].

Table IV.3: Satisfaction with My Child's Program – continued

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	1,841	42.7%	32.7%	10.7%	86.1%	3.2%	3.6%	6.5%	13.3%	0.5%
7. All special education services identified in my child's IEP have been provided.	1,843	50.5%	27.7%	8.0%	86.2%	4.0%	3.9%	4.1%	12.0%	1.8%
8. Staff is appropriately trained and able to provide my child's specific program and services.	1,853	48.2%	27.9%	7.9%	84.1%	3.9%	4.1%	5.3%	13.3%	2.6%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	1,811	57.3%	24.8%	8.3%	90.4%	2.7%	2.8%	2.5%	8.0%	1.5%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	1,697	46.4%	26.5%	12.1%	85.0%	4.6%	3.5%	4.4%	12.4%	2.6%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	1,722	50.1%	25.4%	10.2%	85.8%	4.1%	3.3%	4.1%	11.4%	2.8%

Note: ST="strongly"; MD="moderately"; and SL="slightly" for the respective "agree"/"disagree" categories.

Participation in Developing and Implementing My Child's Program

As discussed previously, the CSDE is required to report in its annual submission of the State Performance Plan (SPP) evidence of school districts' efforts to facilitate parent involvement in the area of special education. Survey item Q12 (referred to as Indicator 8 in the SPP) is used as the primary measure of this effort.

- The majority (87.7%) of survey respondents agreed that administrators and teachers in their child's school encourage parent involvement in order to improve services and results for children with disabilities, and almost one-half (49.5%) *strongly* agreed [Q12].⁴

Table IV.4: Participation in Developing and Implementing My Child's Program

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	1,814	49.5%	25.6%	12.6%	87.7%	4.6%	2.5%	5.2%	12.3%	±

± Not a response option for this survey item.

Note: ST="strongly"; MD="moderately"; and SL="slightly" for the respective "agree"/"disagree" categories.

Additional survey statements in this topic area asked respondents about the IEP/PPT process, translation services and their child's classroom placement. Overall, there was a high level of agreement across these statements. More than 90% of parents agreed with 7 of the 11 statements and at least one-half of parents *strongly* agreed with 10 of the 11 statements (see Tables IV.5 and IV.6).

- The highest level of agreement was 95.3% of respondents who agreed that they understand what is discussed at meetings to develop their child's IEP [Q14], and almost two-thirds (65.8%) of these parents *strongly* agreed with this statement.

Table IV.5: Participation in Developing and Implementing My Child's Program - continued

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	1,849	64.6%	20.6%	6.6%	91.8%	2.6%	2.3%	3.3%	8.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	1,849	65.8%	23.7%	5.8%	95.3%	2.2%	1.1%	1.4%	4.7%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	1,831	56.6%	25.3%	8.9%	90.9%	3.4%	2.1%	3.5%	9.1%	±

± Not a response option for this survey item.

Note: ST="strongly"; MD="moderately"; and SL="slightly" for the respective "agree"/"disagree" categories.

⁴ This percentage is slightly below the target of 88.0% set by the CSDE in the State Performance Plan for the 2010-2011 school year.

- The smallest majority of respondents to agree with survey items in this section was the 84.4% of parents who agreed that the school district proposed the regular classroom as the first placement option for their child [Q23]. However despite this slightly lower agreement, almost two-thirds (64.4%) of parents *strongly* agreed with this statement.

Table IV.6: Participation in Developing and Implementing My Child’s Program – continued

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
16. My child's evaluation report is written in terms I understand.	1,846	55.7%	25.8%	9.6%	91.2%	4.4%	2.4%	2.1%	8.8%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	1,853	65.2%	21.4%	6.6%	93.2%	2.4%	1.8%	2.6%	6.8%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	1,822	49.4%	26.9%	11.3%	87.7%	4.6%	2.5%	5.3%	12.3%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	1,833	50.7%	27.5%	11.1%	89.3%	4.4%	2.6%	3.7%	10.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	1,837	68.1%	19.7%	4.7%	92.5%	2.7%	1.0%	3.8%	7.5%	±
21. If necessary, a translator was provided at the PPT meetings.	210	64.3%	20.0%	5.2%	89.5%	2.4%	1.9%	6.2%	10.5%	±
22. The translation services provided at the PPT meetings were useful and accurate.	239	61.5%	25.9%	5.0%	92.5%	1.3%	1.7%	4.6%	7.5%	±
23. The school district proposed the regular classroom for my child as the first placement option.	1,566	64.4%	16.1%	4.0%	84.4%	1.9%	1.7%	5.6%	9.2%	6.4%

± Not a response option for this survey item.

Note: ST="strongly"; MD="moderately"; and SL="slightly" for the respective "agree"/"disagree" categories.

My Child's Participation

In this section of the survey, parents responded to statements concerning their child's opportunity to participate in school and community sponsored activities (see Table IV.7).

- The vast majority (96.5%) of respondents agreed that their child has the opportunity to participate in school-sponsored activities [Q24], and 91.7% also agreed that their child has the opportunity to participate in extracurricular activities with children without disabilities [Q25]. Among the parents who agreed with these statements, more than three-quarters *strongly* agreed as well (83.1% and 77.3%, respectively).
- However, when asked if their child's school provides supports, such as extra staff that are necessary for their child to participate in extracurricular school activities [Q27], close to one-quarter (23.2%) of parents disagreed with the statement, and 15.5% of parents did not know if such supports are available.

Table IV.7: My Child's Participation

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	1,784	83.1%	10.3%	3.1%	96.5%	1.1%	0.9%	1.5%	3.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	1,692	77.3%	10.5%	4.0%	91.7%	2.0%	1.5%	4.8%	8.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	1,134	7.1%	3.5%	3.7%	14.4%	2.5%	4.1%	79.0%	85.6%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	985	38.3%	15.4%	7.5%	61.2%	4.5%	3.9%	14.9%	23.2%	15.5%

± Not a response option for this survey item.

Note: ST="strongly"; MD="moderately"; and SL="slightly" for the respective "agree"/"disagree" categories.

Transition Planning

In the transition planning section of the survey, parents responded to statements focused on their child's transition to preschool, and secondary transition activities and services. Parents were asked to answer the transition questions only if their child had transitioned from early intervention to preschool in the past three years [Q28] or if their child was age 15 or older at his or her last PPT meeting [Q29-Q34]. The age-specific nature of transition planning naturally restricts the number of parents for which questions of this type are applicable and as a result, considerably fewer parents answered statements in this section (see Table IV.8).

- The majority (82.2%) of parents agreed that they were satisfied with the transition activities that took place when their child left Birth to Three [Q28] and 81.1% of parents were satisfied with the secondary transition services provided for their child [Q29]. In addition, when asked if the school district actively encourages their child to attend and participate in PPT meetings [Q32], 92.4% of parents agreed.
- However, in general, when compared to other sections of the survey previously discussed, parents expressed less satisfaction with transition planning than with other survey topics. Approximately one-fifth (20.2%) of parents disagreed when asked if outside agencies have been invited to participate in secondary transition planning [Q30] and the same percentage disagreed when asked whether the PPT introduced planning for their child's transition to adulthood [Q31].

Table IV.8: Transition Planning

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
<i>(Only answer Q28 if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)</i>										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	276	63.4%	13.0%	5.8%	82.2%	4.0%	4.0%	9.8%	17.8%	±
<i>(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)</i>										
29. I am satisfied with the way secondary transition services were implemented for my child.	486	42.2%	25.5%	13.4%	81.1%	4.7%	3.5%	10.7%	18.9%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	346	34.4%	20.8%	11.3%	66.5%	4.6%	3.8%	11.8%	20.2%	13.3%
31. The PPT introduced planning for my child's transition to adulthood.	456	40.4%	25.7%	13.8%	79.8%	4.6%	3.9%	11.6%	20.2%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	566	67.1%	17.5%	7.8%	92.4%	1.8%	1.8%	4.1%	7.6%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	547	54.3%	25.0%	9.7%	89.0%	3.8%	2.2%	4.9%	11.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	494	39.9%	26.1%	14.2%	80.2%	4.9%	5.3%	9.7%	19.8%	±

± Not a response option for this survey item.

Note: ST="strongly"; MD="moderately"; and SL="slightly" for the respective "agree"/"disagree" categories.

Parent Training and Support

In this section, parents were asked to respond to a series of four survey statements regarding their experiences with parent training and support. Compared to earlier topical areas of the survey, parents were more likely to disagree with items in this section, while a considerable percentage also indicated that they did not know if such opportunities are available (see Table IV.9).

- When asked if they attended parent training or information sessions that addressed the needs of parents and children with disabilities [Q35], 57.8% of survey respondents disagreed. In addition, more than one-third (35.3%) of parents reported that their child's school district does not provide these opportunities and approximately one-quarter (26.2%) of respondents did not know whether such opportunities existed [Q37].
- Similarly, 66.8% of respondents disagreed when asked if they are involved in a support network for parents of students with disabilities [Q36]. Almost one-third (32.2%) of parents reported that there is no support network available to them and 29.9% did not know if such a network is available [Q38].

Table IV.9: Parent Training and Support

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	1,143	22.2%	11.3%	8.7%	42.2%	5.3%	5.4%	47.1%	57.8%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	1,103	14.7%	8.6%	9.9%	33.2%	6.1%	7.0%	53.8%	66.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	1,509	17.6%	11.1%	9.9%	38.5%	4.4%	4.9%	26.0%	35.3%	26.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	1,496	18.9%	10.7%	8.4%	37.9%	4.8%	3.5%	23.9%	32.2%	29.9%

± Not a response option for this survey item.

Note: ST="strongly"; MD="moderately"; and SL="slightly" for the respective "agree"/"disagree" categories.

My Child's Skills

In the final section of the survey, parents were asked to respond to two statements regarding the skills that their child is acquiring in school. Parents expressed a high level of agreement with both of the statements.

- The majority (85.2%) of respondents agreed that their child is learning skills that will enable him/her to be as independent as possible [Q39]. Similarly, 86.0% of respondents agreed that their child is learning skills that will lead to a high school diploma, further education, or a job [Q40].

Table IV.10: My Child's Skills

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
39. My child is learning skills that will enable him/her to be as independent as possible.	1,705	47.2%	25.8%	12.2%	85.2%	4.3%	3.5%	7.0%	14.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	1,636	52.1%	23.6%	10.3%	86.0%	4.2%	3.5%	6.2%	14.0%	±

± Not a response option for this survey item.

Note: ST="strongly"; MD="moderately"; and SL="slightly" for the respective "agree"/"disagree" categories.

Section V: Differences by Demographics

In this section, differences in parent responses are presented across three demographic groups, 1) child's disability; 2) child's age; and 3) child's race/ethnicity. Select survey statements have been illustrated with a stacked bar chart to highlight the overall trends. Each chart includes the percentage of respondents within a demographic category to agree to a survey statement (length of the bar); with the strength of the agreement (slightly, moderately, and strongly) represented by the shading of the bar. The total number of respondents (n) for each demographic group includes all respondents who selected a response other than "not applicable" and "don't know."

Bar charts of all survey statements by demographic group can be found in Appendix C, including gender (which is not discussed in this section as there was no evidence of substantial differences). Differences in parent responses across individual school districts were considered in a separate analysis and are discussed in a supplemental district report located on the CSDE website.

Child's Disability

In general, a child's disability was a common determinant of variations found in parents' responses to survey statements. Due to the considerable number of differences, response patterns by disability category are presented by specific topical areas of the survey.⁵ (See Appendix C.1 for bar charts of all survey statements by child's disability.)

Satisfaction with My Child's Program

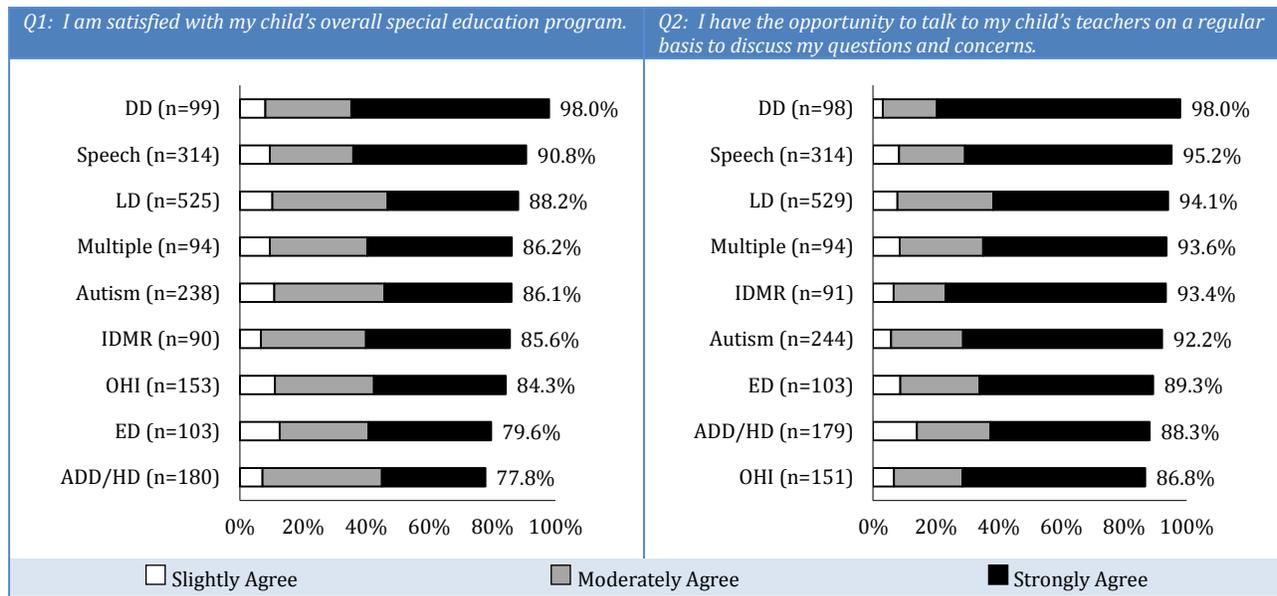
In this section of the survey [Q1-Q11], parents of children with a developmental delay or with a speech and language impairment generally reported higher levels of satisfaction than did parents of children in other disability categories. Parents of children in these two disability categories consistently reported satisfaction levels of 90% or greater, and parents of children with a developmental delay ranked first in satisfaction on eight of the nine statements analyzed.⁶ In contrast, satisfaction levels were below 90% on all survey statements among parents of children with ADD/ADHD, an other health impairment (OHI), and an emotional disturbance (ED).

- When asked if they are satisfied with their child's overall special education program [Q1], parents of children with a developmental delay and with a speech and language impairment, were at least 11 percentage points more likely to agree with the statement than parents of children with an emotional disturbance (ED) and parents of children with ADD/ADHD (98.0% and 90.8% compared to 79.6% and 77.8%, respectively).
- In addition, parents of children with a developmental delay and a speech and language impairment were the most likely to agree that they have the opportunity to talk to their child's teachers on a regular basis (98.0% and 95.2%, respectively) [Q2]. For this question, parents across six of the nine disability categories reported satisfaction levels greater than 90%. Parents of children with OHI were the least likely to agree but this was still the majority (86.8%) of parents.

⁵ Questions related to transition planning for students (Q28-Q34) received lower response rates than other sections of this survey due to the age specific nature of the statements and are therefore not included in this analysis.

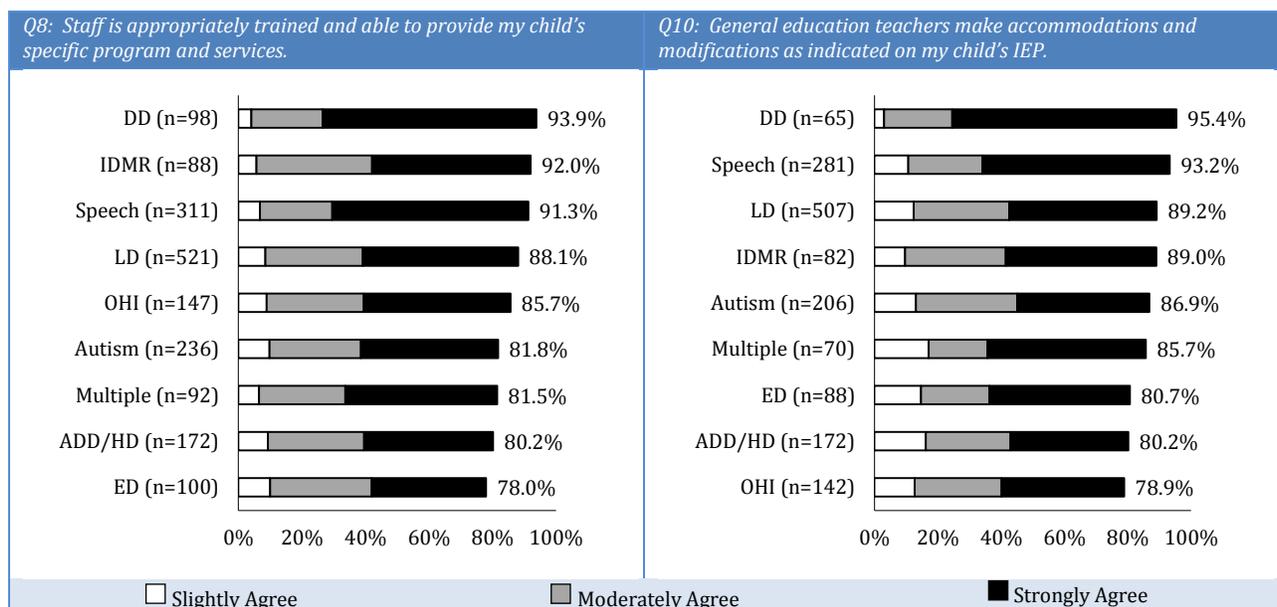
⁶ Two survey statements (Q3 and Q4) are negatively-keyed items (a high level of agreement represents a high level of dissatisfaction) and are therefore not included in this generalization.

Table V.1: Question 1 and Question 2 by Child's Disability



- When asked if staff is appropriately trained to provide their child's specific programs and services [Q8], over 90% of parents of children with a developmental delay, an intellectual disability/mental retardation (IDMR) and a speech and language impairment agreed, compared to 78.0% of parents of children with an emotional disturbance. This was the only question in this section where parents of children with OHI did not have one of the three lowest reported satisfaction levels.
- Parents of children with ADD/ADHD and OHI were the least likely (80.2% and 78.9%, respectively) to agree that general education teachers make changes as indicated on their child's IEP [Q10]. In contrast, parents of children with a developmental delay and with a speech and language impairment were again most likely to agree (95.4% and 93.2%, respectively).

Table V.2: Question 8 and Question 10 by Child's Disability

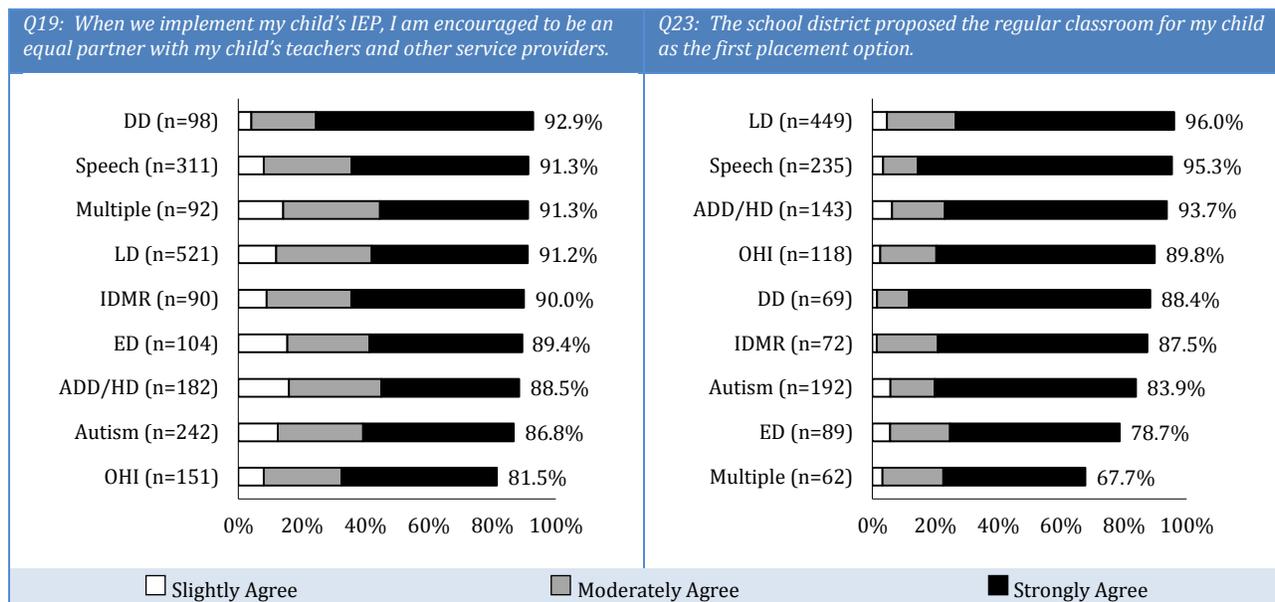


Participation in Developing and Implementing My Child's Program

When compared to other topical areas of the survey, statements concerning parents' participation in their child's program [Q12-23] generated somewhat smaller differences in parent response by disability category. However, response patterns were for the most part, still consistent with those just mentioned under the general program satisfaction section of the survey. Parents of children with a developmental delay ranked first in satisfaction across seven of the ten statements analyzed, and parents of children with OHI were the least satisfied across eight of the ten statements.⁷ One small difference was that parents of children with an emotional disturbance answered slightly more favorably to statements in this section of the survey.

- Parents of children with OHI were the least likely (81.5%) to agree that they are encouraged to be an equal partner with their child's teachers and other service providers [Q19]. In contrast, parents of children with a developmental delay were approximately 11 percentage points more likely to agree with this statement.
- When asked if the district proposed the regular classroom for their child as the first placement option [Q23], parents of children with multiple disabilities responded with considerably lower levels of agreement than parents of children with other disabilities. Parents of children with multiple disabilities were 11 percentage points less likely to agree than the next lowest disability category for this statement (67.7% compared to 78.7%).

Table V.3: Question 19 and Question 23 by Child's Disability



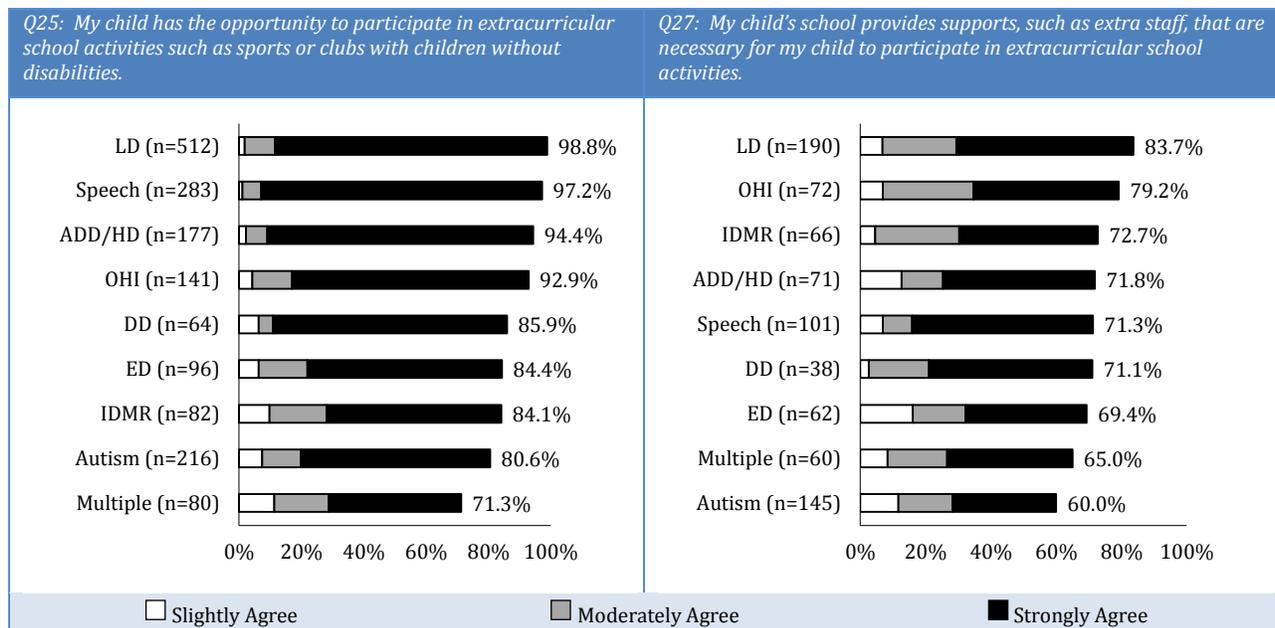
⁷ Two survey items (Q21 and Q22) were excluded from this generalization due to the overall low number of parents to respond to these statements.

My Child's Participation

Statements in this section of the survey [Q24-27] were clearly associated with distinct differences in parent response by child's disability. When contrasted with earlier sections of the survey, parents of children with multiple disabilities reported lower levels of satisfaction on statements concerning their child's participation. Across all questions in this section, parents of children with a learning disability reported the highest levels of satisfaction.⁸

- Less than three-quarters (71.3%) of parents of children with multiple disabilities agreed that their child has the opportunity to participate in extracurricular school activities [Q25]. This represents a sizable response gap (between 23.1 and 27.5 percentage points) when compared to parents of children with ADD/ADHD, a speech and language impairment, and a learning disability. Parents of children with autism were also less likely (80.6%) to agree with this statement.
- Compared to parents of children with a learning disability, parents of children with autism were 23.7 percentage points less likely to agree that the school provides supports that are necessary for their child to participate in extracurricular school activities (83.7% compared to 60.0%) [Q27].

Table V.4: Question 25 and Question 27 by Child's Disability



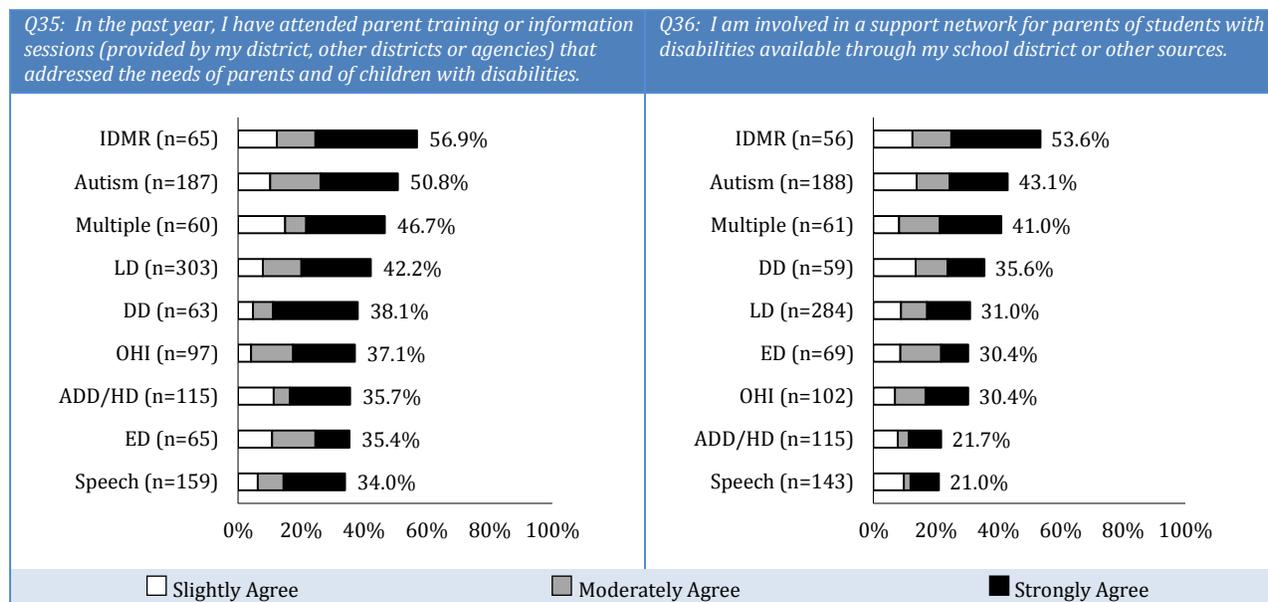
Parent Training and Support

The following section illustrates the four survey statements dedicated to the topic of parent training and support [Q35-Q38]. The first two questions refer to actual attendance or participation in parent training sessions [Q35] and support groups [Q36]; while the last two questions refer to the opportunity to participate in, and availability of such sessions [Q37] and groups [Q38].

⁸ One survey statement (Q26) is a negatively-keyed item (a high level of agreement represents a high level of dissatisfaction) and is therefore not included in this generalization.

- Parents of children with IDMR and autism were the most likely to indicate they had attended a parent training or information session in the past year (56.9% and 50.8%, respectively) [Q35] and to indicate participation in a support network (53.6% and 43.1%, respectively) [Q36].
- In contrast, parents of children with a speech and language impairment were the least likely to indicate that they had participated in such training sessions or support networks (34.0% and 21.0%, respectively).

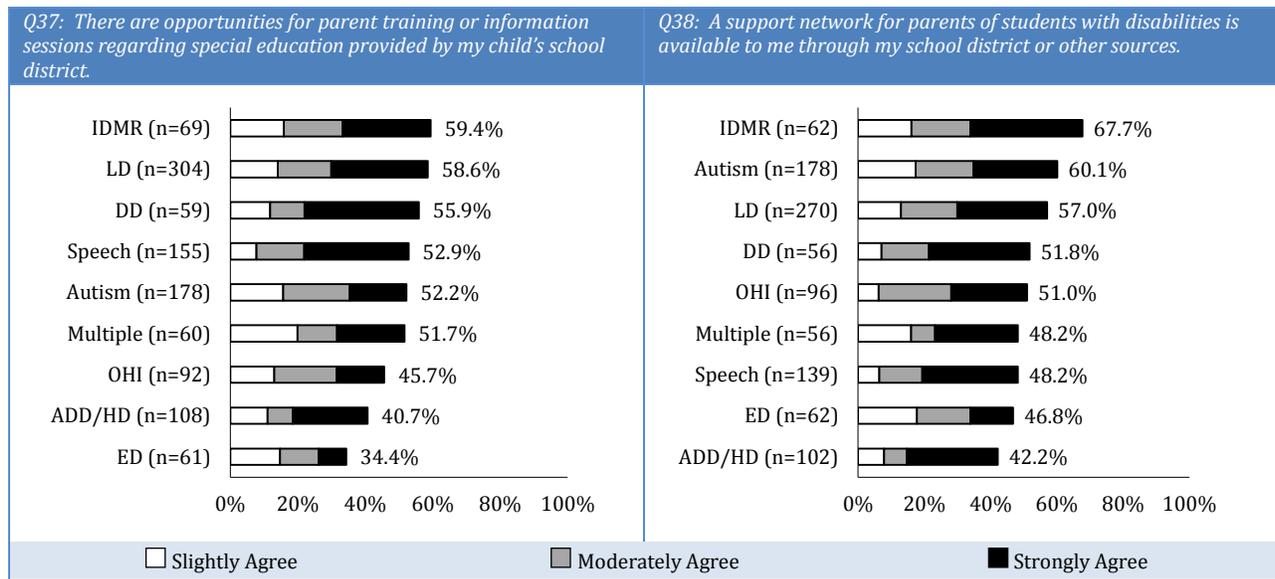
Table V.5: Question 35 and Question 36 by Child's Disability



In general, parents were more likely to report opportunities for parent training [Q37] and the availability of a support network [Q38] than they were to report attending training sessions [Q35] or participating in such networks [Q36].

- While more than one-half of parents of children with a developmental delay and with a speech and language impairment indicated that opportunities for parent training are available (55.9% and 52.9%, respectively) [Q37], approximately one-third (38.1% and 34.0%, respectively) reported having attended a parent training session [Q35]. This represents a difference of approximately 18 percentage points between awareness and attendance.
- Similarly, while 57.0% of parents of children with a learning disability and 48.2% of parents of children with speech and language impairment indicated that a support network is available [Q38], only 31.0% and 21.0%, respectively, reported being involved in a support network [Q36], a difference of about 26 percentage points.

Table V.6: Question 37 and Question 38 by Child's Disability

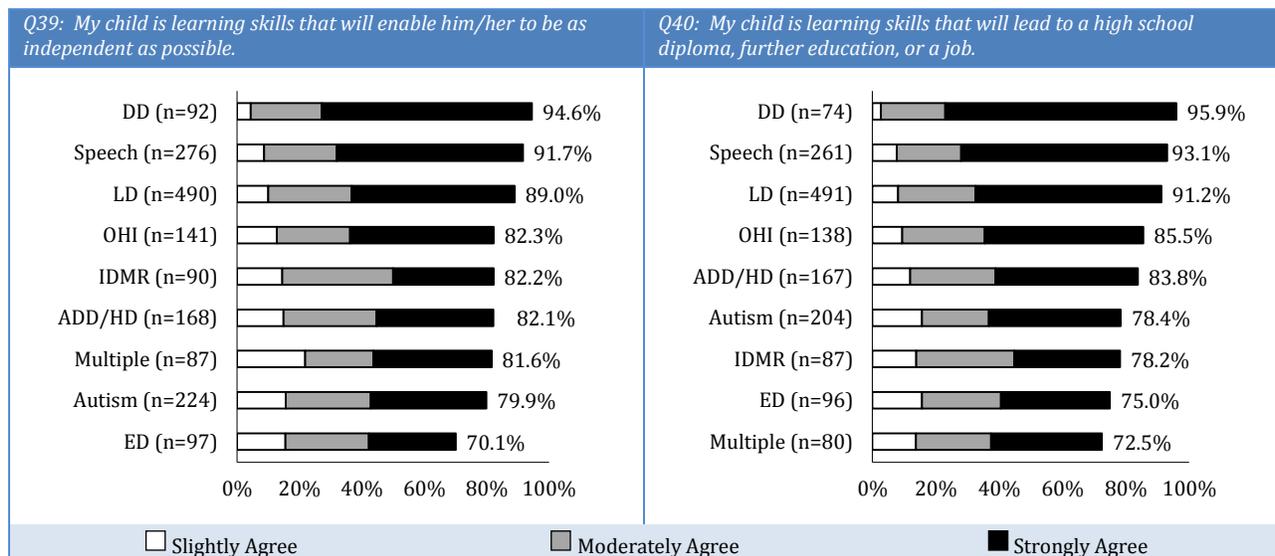


My Child's Skills

Finally, the last section of the survey [Q39-40] asked parents if the skills their child is learning will maximize their independence and improve their prospects for the future.

- Approximately 95% of parents of children with a developmental delay agreed that their child is learning skills that will enable him or her to be as independent as possible [Q39], compared to approximately 70% of parents of children with an emotional disturbance.
- Similarly, slightly more than 95% of parents of children with a developmental delay agreed that their child is learning skills that will lead to a high school diploma, further education, or a job [Q40]; compared to approximately three-quarters of parents of children with an emotional disturbance and multiple disabilities (75.0% and 72.5%, respectively).

Table V.7: Question 39 and Question 40 by Child's Disability

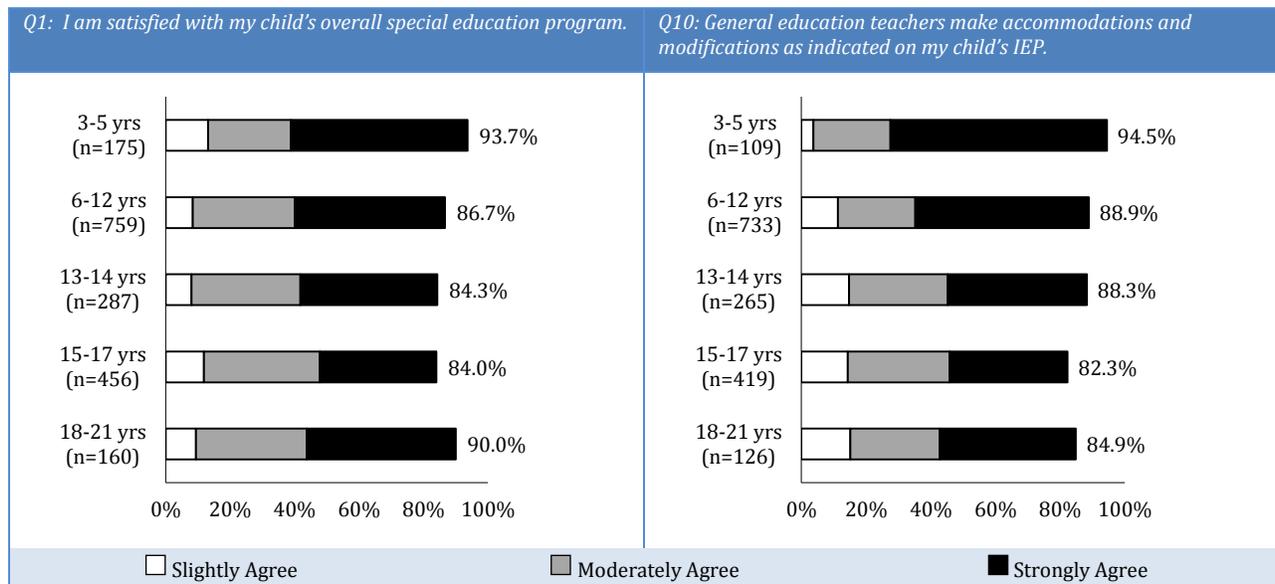


Child's Age

The age of respondents' children was a determinant of variations in responses across survey statements, with parents of children ages 3-5 generally expressing greater satisfaction. For several statements, parents of children at opposite ends of the spectrum (ages 3-5 and ages 18-21) were the most satisfied while parents of children ages 15-17 reported lower levels of satisfaction. (See Appendix C.2 for bar charts of all survey statements by child's age.)

- When asked about satisfaction with their child's overall special education program [Q1], 93.7% of parents of children ages 3-5 and 90.0% of parents of children ages 18-21 indicated that they are satisfied. Parents of children ages 15-17 and ages 13-14 indicated slightly lower levels of satisfaction at just below 85%.
- Similarly, parents of children ages 3-5 were approximately 12 percentage points more likely to agree than parents of children ages 15-17 when asked if general education teachers make accommodations and modifications as indicated on their child's IEP (94.5% compared to 82.3%) [Q10].

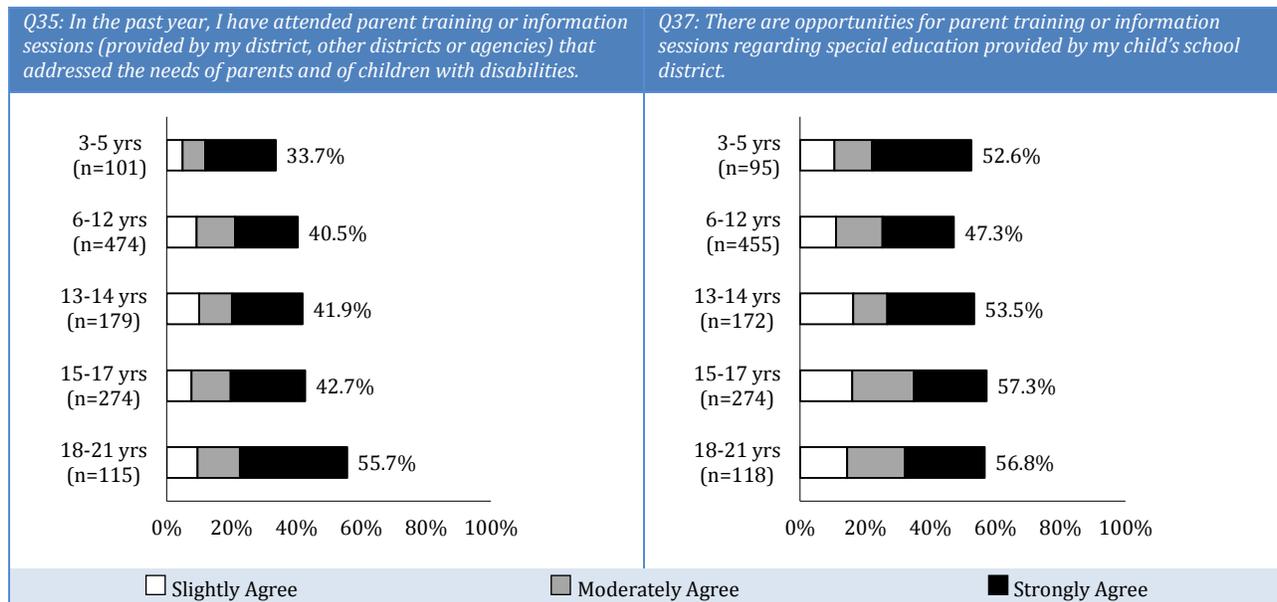
Table V.8: Question 1 and Question 10 by Child's Age



Survey statements in which the response patterns discussed above did not necessarily apply were statements related to parent training and support.

- When asked if they had attended parent training or information sessions in the past year [Q35], parents of children ages 3-5 were the *least* likely to agree. In contrast, the parents of children ages 18-21 were 22 percentage points more likely to agree to this statement (33.7% compared to 55.7%).
- However, when asked if opportunities existed for such trainings [Q37], the differences across age groups became much smaller. In fact, the difference between parents of children ages 3-5 and ages 18-21 narrowed to a 4.2 percentage point gap (52.6% compared to 56.8%).

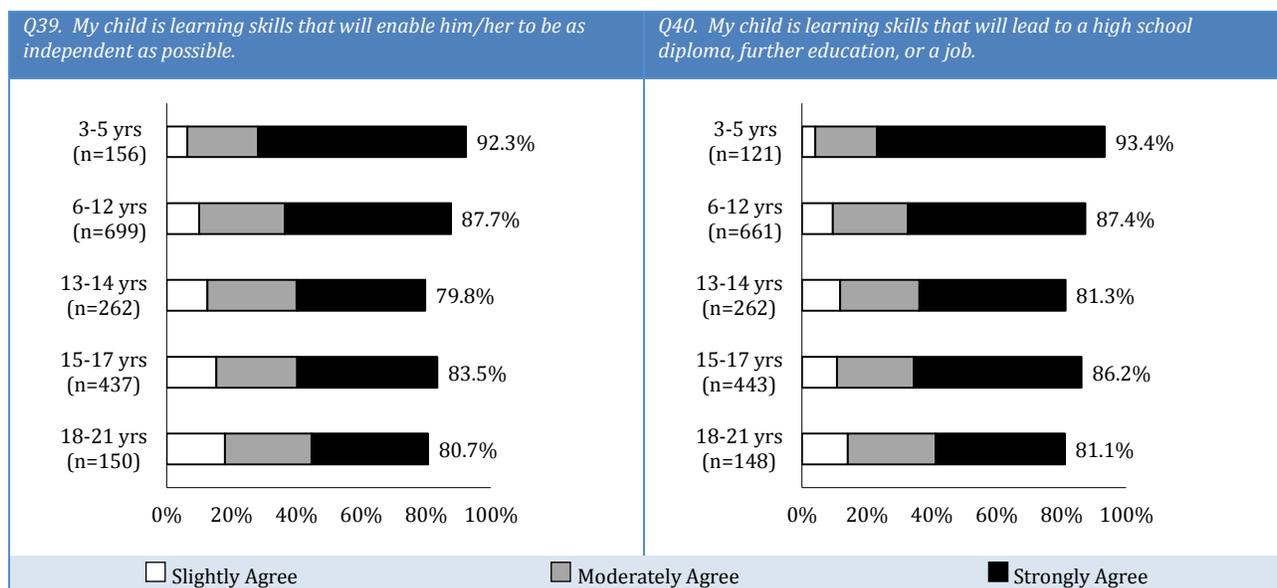
Table V.9: Question 35 and Question 37 by Child's Age



Differences in response patterns observed on earlier statements were repeated on the final two statements of the survey.

- More than 90% of parents of children ages 3-5 agreed that their child is learning skills that will enable him or her to be as independent as possible [Q39] compared to 79.8% of parents of children ages 13-14.
- Similarly, parents of children ages 3-5 were also most likely (93.4%) to agree that their child is learning skills that will lead to a high school diploma, further education or job [Q40]; approximately 12 percentage points higher than parents of children ages 13-14 and 18-21.

Table V.10: Question 39 and Question 40 by Child's Age



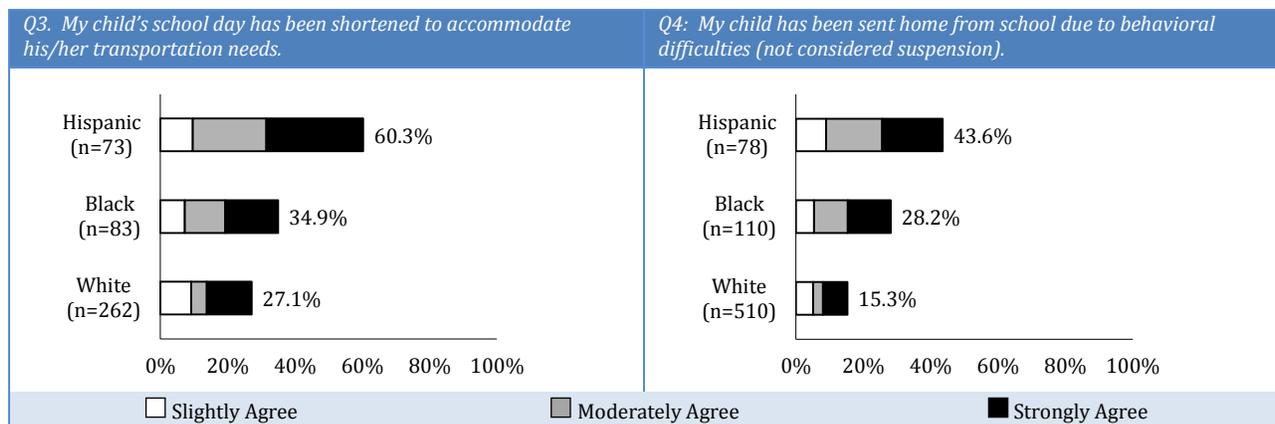
Child's Race

Overall, parents of Black children and parents of Hispanic children tended to answer survey statements slightly more favorably than parents of White children. However, the differences were often very small. In fact, on more than one-half (55.0%) of the 40 statements there was less than a five percentage point difference between the different racial/ethnic groups. (See Appendix C.3 for bar charts of all survey statements by race/ethnicity).

Despite the similar response patterns, there were a few statements in which there were observed differences by race/ethnicity. On the following two statements, parents of Hispanic children tended to answer less favorably than parents of Black children or parents of White children.

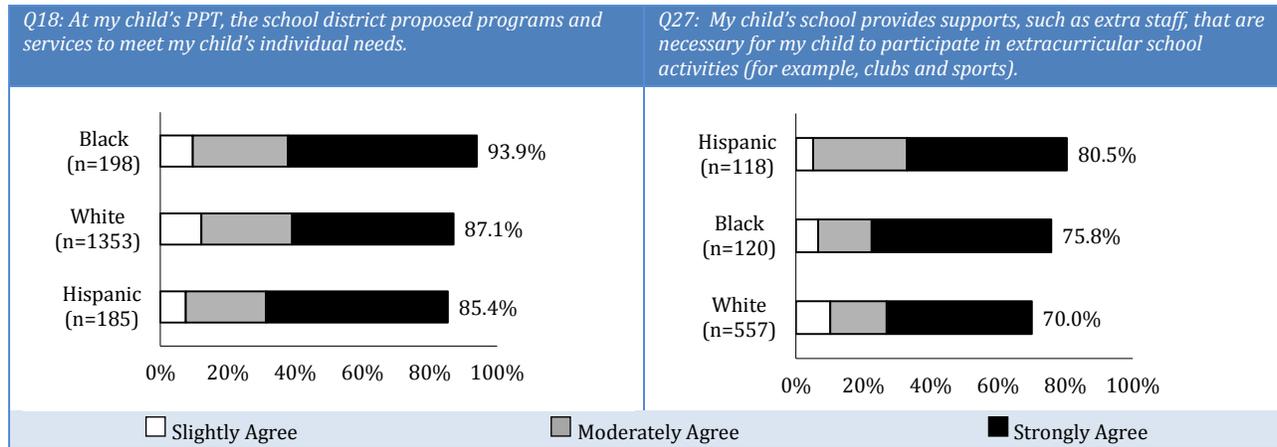
- Parents of Hispanic children were about twice as likely as parents of Black children and parents of White children to agree that their child's school day has been shortened to accommodate his/her transportation needs [Q3]; 60.3% compared to 34.9% and 27.1%, respectively.
- Similarly, when asked if their child has been sent home from school due to behavioral difficulties [Q4], 43.6% of parents of Hispanic children agreed with this statement, compared to 28.2% of parents of Black children, and 15.3% of parents of White children.

Table V.11: Question 3 and Question 4 by Child's Race/Ethnicity



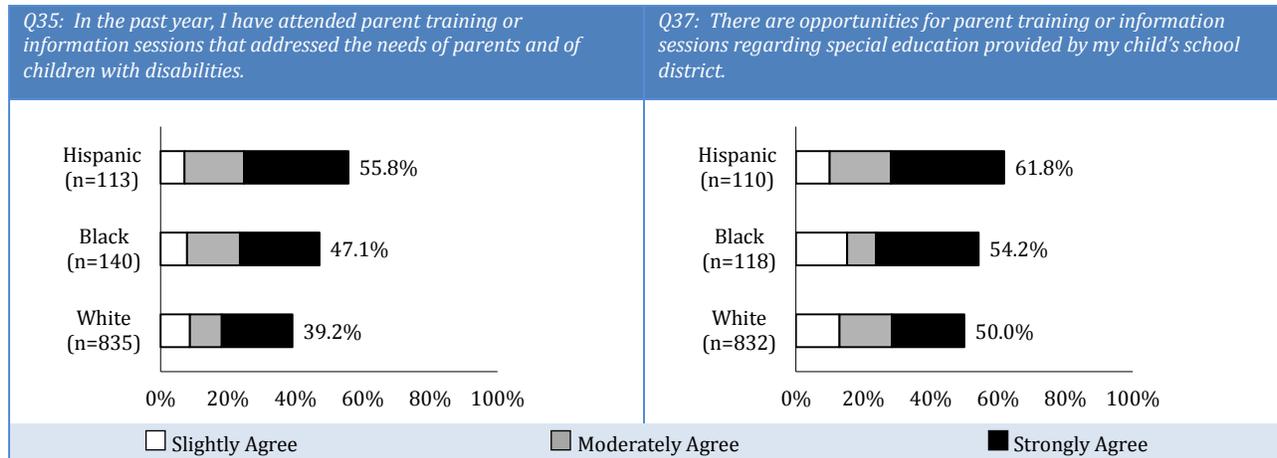
- Parents of Hispanic children also answered less favorably when asked if the school district proposed programs and services to meet their child's individual needs [Q18]. Parents of Hispanic children were 8.5 percentage points less likely to agree compared to parents of Black children (85.4% and 93.9%, respectively).
- However, parents of Hispanic children were more than 10 percentage points more likely to agree that the school provides the supports needed for their child to participate in extracurricular activities [Q27] than parents of White children; and approximately 5 percentage points more likely to agree than parents of Black children.

Table V.12: Question 18 and Question 27 by Child's Race/Ethnicity



- Similarly, parents of Hispanic children were also more likely to agree when asked if they have attended parent training or information sessions that addressed the needs of parents and of children with disabilities in the past year [Q35]. Over one-half (55.8%) of parents of Hispanic children agreed, compared to 47.1% of parents of Black children, and 39.2% of parents of White children.
- Likewise, 61.8% of parents of Hispanic children agreed there are opportunities for parent training or information sessions in their school district [Q37], compared to 50.0% of parents of White children; a difference of almost 12 percentage points.

Table V.13: Question 35 and Question 37 by Child's Race/Ethnicity

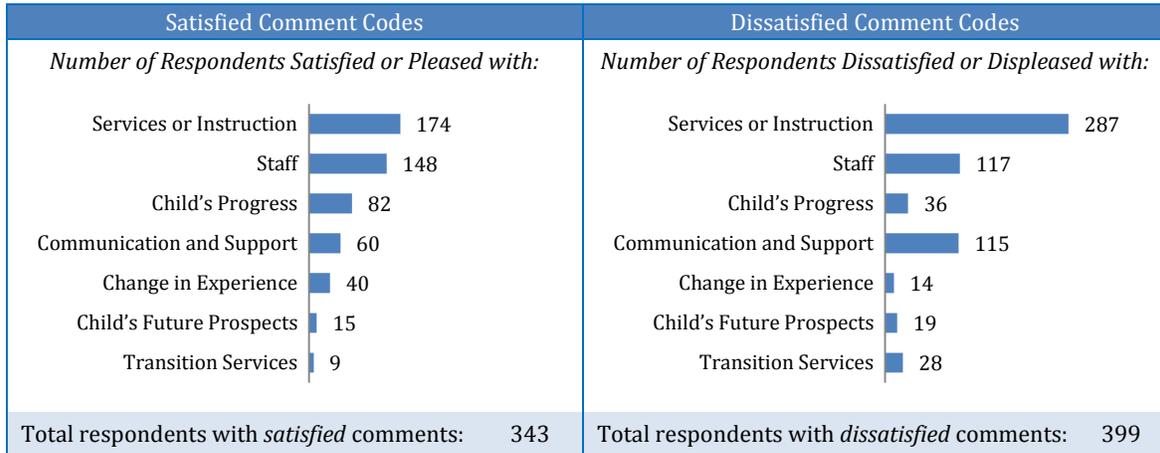


Section VI: Summary of Open-Ended Comments

An open-ended comment section was included at the end of the parent survey to allow respondents to comment on their overall experiences with their child’s special education program. Of the 1,870 surveys completed by parents of children receiving special education services, 36.6% (n=684) included written comments.

The written responses were analyzed through a descriptive coding process which categorizes identifiable topics that occur with some regularity. In most cases, each written response was assigned multiple codes in order to most accurately represent the range of views expressed by each individual. As is shown below in Figure VI.1, 343 (50.2%) respondents offered satisfied remarks about their child’s special education program and 399 (58.4%) respondents provided comments reflecting areas in need of improvement.⁹ It should be noted that respondents who expressed areas of both satisfaction and dissatisfaction are represented in each count due to the process of coding multiple responses per comment.

Figure VI.1: Overall Respondents per Comment Code



Note: Respondents may appear in multiple categories and therefore the sum of the bars may exceed the total respondents listed.

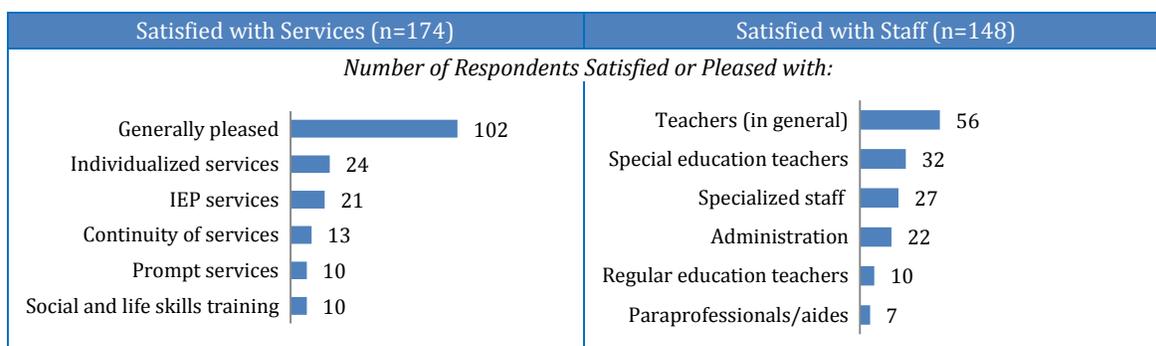
⁹ The results presented in this section reflect the opinions of 7.4% of parents of children receiving special education services in the 29 surveyed districts and should be examined within this context.

Comments Expressing Satisfaction

In an effort to further illustrate the *satisfied* comment codes provided on the previous page, more detailed codes (“sub-codes”) have been provided in Figure VI.2 for the two satisfaction areas most commonly discussed: 1) satisfaction with services (n=174); and 2) satisfaction with staff (n=148). Examples of parents’ written comments (in *italics*) are also provided for these two topic areas.

As can be seen in the figure, of those respondents who were satisfied with *services*, over one-half (58.6%) provided general comments regarding their satisfaction with their child’s special education program. When additional details were provided, respondents most often discussed the individualized services their child has received and their satisfaction with the development and implementation of their child’s IEP (n=24 or 13.8% and n=21 or 12.1%, respectively). Of those who were satisfied with *staff*, 56 (37.8%) discussed their satisfaction with teachers in general, while 32 respondents (21.6%) discussed their satisfaction with their child’s special education teacher.

Figure VI.2: Satisfied with Staff and Satisfied with Services Sub-Codes



Note: Respondents may appear in multiple categories and therefore the sum of the bars may exceed the total “n” listed.

Satisfied with Services (n=174)

- *By working collaboratively with the school district we have been successful in customizing our child’s IEP in a way to ensure the best match of available services for her disability.*
- *I have been pleased with the responsiveness of my district to my son’s needs. Administrators and teachers listen to my concerns and make decisions based on what is best for my son. My son went to school out of district when needed but he was reintegrated as quickly as possible. He is now almost fully integrated into the regular classroom.*
- *My child’s school and teachers have been fantastic with his school curriculum, as well as helping him to maintain his independence and to develop socially. He receives support and encouragement and any accommodations he may need on any given day. He likes to go to school and that is the most important aspect of his education!*
- *My daughter’s special education team has listened to my concerns and changed many things to fit her individual needs. I didn’t like her being taken out of class for her therapies so many of the instructors join her in the classroom for a much more meaningful session. Keeping her with her classmates also helps them understand her better too. Everyone seems to benefit.*
- *Our child’s issues were difficult to diagnose at first. Both regular and special education staff at the elementary school kept digging until we figured out what was wrong - very impressive.*
- *The district has been responsive and has given our child plenty of help. I was pleasantly surprised by the breadth of services offered in our home district.*

- *The school has been proactive developing a plan that fits my child's changing needs as more is discovered about his developmental issues. Amazing progress and effective, consistent help during the school day has helped the process.*
- *The school has done an excellent job educating and providing agreed upon services. It was a collaborative effort with the school sending materials home during the summer months when our child wasn't available for summer school.*

Satisfied with Staff (n=148)

- *I commend my child's teachers, psychologist, and social workers for their tireless efforts to accommodate, understand, and identify my child's special education needs.*
- *I have been enormously satisfied with the assistance given to my daughter. The staff has been very helpful and positive and has reinforced both mine and my daughter's belief that she will be able to graduate from high school and attend a college of her choice.*
- *My son has learned a lot from the teachers in his school. He is confident and loves to read. If it were not for this program and the great teachers at his school my son would be struggling. The PPT meetings I have with the teachers are also very informative and useful.*
- *My son enjoys going to school and he feels an important part of it. The services are amazing and the quality of teachers and aides are over the top – great!*
- *The head of the program at my child's school is a wonderful and perceptive administrator. She should be singled out for her exemplary service. My child is lucky.*
- *The special education program has been wonderful. The people involved are very supportive and are truly concerned and strive to provide for the best outcomes. They have provided my son with the tools he needs to be successful.*
- *The special education teachers go above and beyond to make sure that my daughter is not only meeting, but soaring past our goals!*

Additional Comments Expressing Satisfaction

Parents also discussed their satisfaction with additional components of their child's special education program. Examples of parents' comments are provided below, organized by the common topic areas (see Figure VI.1 on page 25). The number of parents to discuss a particular topic ranged from 82 parents who specifically mentioned their satisfaction with their child's progress to 9 parents who noted their satisfaction with their child's transition services.

Satisfied with Child's Progress (n=82)

- *It is an outstanding program. My son has made unbelievable progress this year and has looked forward to going to school nearly every day. We could not be more pleased or more grateful for the support and services he has received.*
- *I am greatly pleased with all the teachers and services my daughter had. All of the teachers and staff were very helpful. My daughter is now doing regular classwork within the classroom and is doing great.*
- *My daughter moved to this school 3 years ago and has made major improvements due to the special education support. She has developed into a highly intelligent and confident young woman!*
- *The services that the school provided my son have had a tremendous impact on him and I have seen him learn and thrive in school! The staff and my son's paraprofessional have been wonderful and I am very grateful.*

Satisfied with Communication and Support (n=60)

- *Having a preschooler who uses very little language makes it hard to know what exactly is going on at school; however, I find it to be very easy to talk to her teacher and I know I am getting an honest response.*
- *My daughter's support has been only a positive experience over the past 18 months. Communication has been 100% between her special needs support, classroom teacher and parents. We are listened to, acknowledged and respected.*
- *The school system has been very flexible and supportive. They team-up very well. They are always considering my son's individual needs and are also very supportive of his interests and hobbies.*
- *We have found our district to be very receptive to parent input. They attempt and implement ideas as requested.*

Positive Change in Experience (n=40)

- *I think my school has improved its implementation of special education over the past few years. When I first enrolled with my older child, his program seemed to lack focus and had been ineffective. I eventually sought outplacement for him. We have had better results for this child.*
- *Last year with the arrival of new school administration and a new district superintendent in the district, things have greatly improved. There's still a way to go but things are definitely moving in the right direction.*
- *In our situation, the middle school has handled my son's needs and our concerns far better than the elementary school that he attended. The high school has also shown us that they will be very responsive to his needs in the next four years.*

Satisfied with Child's Future Prospects (n=13)

- *I am very satisfied regarding the amount of attention and detail that is put into having my son succeed in preschool. He is now ready to face kindergarten and it's due to all the hours of hard work his teachers have given him.*
- *I strongly feel that had my son not been provided supports, he would not have made the progress he has. He has grown academically, socially and improved his behaviors, particularly over this school year. His staff is trained and he receives 1:1 support, which has allowed him to progress. The program has provided my son with success and gives us hope for his academic and social success in the future.*
- *Our son has worked very hard, and all the efforts from school, home and himself have paid off tremendously. We are really grateful for everything done to help our son. He is going to be a very productive and wonderful adult as a result. Thanks so much.*

Satisfied with Transition Services (n=9)

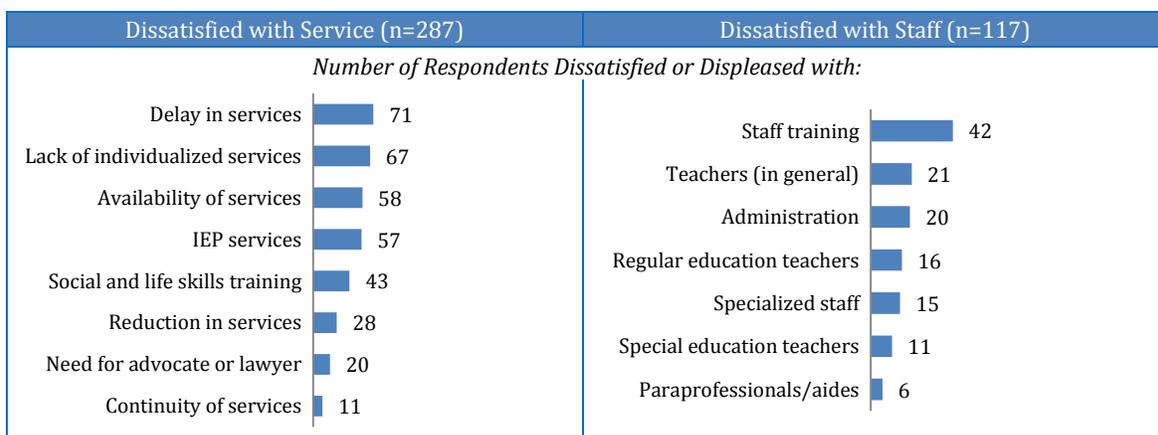
- *I am very much pleased with the transition program and special education that my son receives to help him with job skills, and to help him to grow in the community through life. Both myself and my son are very pleased and happy with this program.*
- *I'm very pleased with my son's experience in high school this year and with his IEP. The transition from middle school to high school was far better than elementary to middle school.*
- *The teachers, therapists, and faculty are always available and attentive to my and my son's needs. They have such a well-rounded curriculum within their program. They work closely with daycares in the town to keep them aware of the curriculum so when the children transition to kindergarten, they are ready and capable.*

Comments Expressing Dissatisfaction

In an effort to further illustrate the *dissatisfied* comment codes provided in Figure VI.1 on the first page in this section, more detailed codes (“sub-codes”) have been provided below for the two dissatisfaction areas most commonly discussed: 1) dissatisfaction with services (n=287); and 2) dissatisfaction with staff (n=117). Examples of parents’ written comments (in italics) are also provided for these two topic areas.

As can be seen in Figure VI.3, of those respondents who were dissatisfied with *services*, 71 (24.7%) indicated that there was a delay in services and 67 respondents (23.3%) mentioned that services were not individualized to meet their child’s needs. Of the 117 respondents that indicated their dissatisfaction with *staff*, 42 (35.9%) mentioned a lack of staff training and 21 (17.9%) respondents discussed concerns related to teachers in general.

Figure VI.3: Dissatisfied with Services and Dissatisfied with Staff Sub-Codes



Note: Respondents may appear in multiple categories and therefore the sum of the bars may exceed the total “n” listed.

Dissatisfied with Services (n=287)

- *By high school, the special education class became focused on students with much more extreme issues and that was hard on my daughter who didn't feel like she belonged in the mix. She has since exited the program.*
- *Due to the No Child Left Behind act my daughter is in the mainstream class at all times. Although she is not regressing, I am sure that she will in the years to come. She learns on constant repetition at a much lower level than her classmates. Not getting the one-on-one with teachers and paraprofessionals isn't making for a productive year.*
- *Education on my child's disability has never been incorporated as part of helping his peers understand him more and possibly eliminate the occurrence of bullying. Bullying has been an ongoing issue since 2nd grade across multiple schools in the district.*
- *I will say that I don't believe the special education teachers have enough time or their schedule doesn't allow them to address my son's specific areas of concern. Their schedule often takes my son out of necessary (core) classes to work on weaknesses (core classes meaning math or writing) or he has been placed in small group classes with students who are not often on the same level.*

- *It was very difficult to get my child identified initially, although there is a family history and his profile had many indicators of special education needs. Once testing was done, it was quite evident that he needed special education services. After his initial placement, it took at least 6 months before he started receiving services. I feel that if I hadn't been knowledgeable about special education and the process, along with my pushing the district, he wouldn't have been identified. I feel like it has been a battle from the beginning.*
- *I feel as though most of the IEP items are implemented but there are consistency issues (i.e. not sending home the work to preview consistently as discussed) and if we ask for what is outside the "normal" accommodations there is resistance. There are 2 paths, regular education and the prescribed IEP – not really a unique IEP.*
- *My child would benefit from more special services and one-on-one learning. There are too many kids in her class for her to learn what she really needs.*
- *The program is cookie-cutter; it does not address individual needs. They try to make the child fit into their program rather than tailor the program to the child. It does not benefit the children unless they are severely handicapped.*
- *The biggest problem with our school was getting help early on and getting the school to accept and agree our son had a learning disability. We feel this caused our son to fall further behind in the early years of elementary school. My wife had our son tested outside of the school at our own cost to prove what we had already known.*
- *Unfortunately, my son's experience throughout most of his years was not very positive. Teachers were unable to pick up on his behaviors and realize that he was avoiding school work due to his disability; instead he was labeled a problem.*
- *We have had to use legal means to get the school district to provide services. When an agreement was signed it was not passed onto the staff and they did not know what to do with our child.*

Dissatisfied with Staff (n=117)

- *I think the school's teachers and support staff need more training on working with students with special needs and the special education teachers. The special education teachers need support staff.*
- *Implementation of the IEP accommodations does not always occur. I find myself having to email general education teachers to get them to provide accommodations. I sometimes feel that they need more training in ADHD and learning disabilities. I often feel they don't understand my son's condition.*
- *My son has mild autism and is in a regular classroom with a special education teacher. I do not believe, however, that she or the other teachers and helpers are trained in dealing with children with autism. There are sometimes communication gaps between us because of this.*
- *Overall, general educators have been extremely reluctant to accommodate or modify their teaching styles to different learning styles. The special education teachers have been very helpful but also have had difficulty with general educators.*
- *Paraprofessionals assigned to my son were never trained for special education. They would attend regular education classes with my son whose regular education teacher would have to teach multiple curriculums to accommodate multiple special education students.*
- *School administrators are not truly willing to design an "individual" education plan for my child. They only fit her into one of two special education rooms that exist in the school, neither one of which meets her individual needs.*
- *The IEP has not been followed on numerous occasions. I have had to call countless meetings to remind teachers and staff of the IEP requirements. Teachers will then follow my requests and plan for about 2 weeks, and then it falls apart again.*

Additional Comments Expressing Dissatisfaction

Parents also discussed concerns with additional components of their child's special education program. Examples of parents' comments are provided below and on the following pages, organized by the topic areas on the first page of this section (see Figure VI.1 on page 25). The number of parents to discuss a particular topic ranged from 115 parents who specifically mentioned their dissatisfaction with communication and support to 14 parents who indicated a negative change in their child's special education programming.

Dissatisfied with Communication and Support (n=115)

- I am always encouraged to voice my concerns, although when I receive my copy of the IEP it is not always what I said. I always leave meetings thinking we are all finally on the same page, only to later find out that most things are never followed through with consistently.*
- I have not found the middle school, in general, to encourage parent involvement regarding anything beyond the PPTs.*
- Paperwork is very difficult to understand, and IEP meetings are rushed with language or terms that are not explained. I do not have any documentation titled "IEP." In every PPT I have the sense that formality takes precedence over working with the parents to meet the child's needs.*
- The school does not contact us if our son is struggling with class work. We find out that he is having a hard time with different assignments when we are doing homework with him, or if he tells us he doesn't understand something.*

Dissatisfied with Child's Progress (n=36)

- Our child's learning has been less than satisfactory. Too many students in the resource room make it impossible for any teacher to teach 8-10 children at a time with all different disabilities. Testing is very low and no progress has been made in 3 years. We expected more progress with the special education program, especially better reading and writing skills.*
- My child has been in special education all her school years. I am very dissatisfied at the progress she has made. I feel the school system did not do all that they could have. She is not graduating until she is 20 and at the most, I hope she can get a job at a supermarket or department store.*
- Despite his potential, my son struggles in every aspect of his daily academic career. His grades are mediocre, he needs assistive technology and the school itself needs to be trained.*

Dissatisfied with Transition Services (n=28)

- I am greatly concerned as my child will be 18 within approximately 6 months. We have had no transition counseling. I fear he will need to be on disability and not complete school.*
- I think the school system waits too long to provide adequate transition time and information. They wait until the student's senior year and they are then not ready to get a job or prepared for college. College does not support students with disabilities as well as they should.*
- The school district did not do a good job in preparing my older child for the transition from high school to work and college. The transition planning was minimal. The job skills started too late and were also minimal. I think a disservice was done in not getting my child more job training because those skills are so necessary for future employment.*

Dissatisfied with Child's Future Prospects (n=19)

- *I, as a parent, am very concerned about my son's transition out of high school. He definitely needs more life skills even though he took classes at his school.*
- *My child will receive a high school diploma but he will not be ready for further education or a job. His classes are watered down versions of their mainstream counterparts and there is no sense of ownership. He does not understand deadlines or the concept of time in general. He still has reading issues and difficulty processing what he reads. His executive functioning (self-management; right versus wrong; consequences of actions, etc.) is erratic and will probably work against him in a job or education.*
- *The progress my son has made is okay; however, there is no way that he will be able to function as a member of society. More focus should be placed on actual circumstances which may be encountered in his life, such as making a purchase at a store and receiving the correct change, and interacting socially with peers.*

Negative Change in Experience (n=14)

- *I feel like once my son left the elementary level and went to the middle school; the staff support became a lot less. I feel with him changing the classrooms for each class the teachers don't have a close connection to him.*
- *In kindergarten through 8th grade, special education services were excellent. In high school they could have helped a little more. She was on her own pretty quickly.*
- *In general, we find the middle school's efforts with respect to our son's IEP to be far inferior to those of his prior elementary school's efforts and support. The elementary school worked more closely with us in developing and implementing our son's program, and presented more opportunities to be a partner in developing his program. The middle school, however, defers to the apathy of our son and doesn't encourage him to do his best or work to his abilities.*

Section VII: Differences by Survey Year

The following section discusses overall trends in parent survey outcomes over the past six years. As previously mentioned, the survey was sent to an initial sample of 21 districts in 2005-2006, followed by a sample of approximately 30 districts per year thereafter. Survey response rates have remained relatively stable across the six years (see Table VII.1) and respondent demographics have also shown little variance. (See Appendix D.1 for a comparison of respondent demographics by survey year.)

Table VII.1: Survey Response Rate by Year

Year	Districts	Surveys Sent	Surveys Received	Response Rate
2005-2006	21	6,305	1,387	22.0%
2006-2007	29	9,877	2,020	20.5%
2007-2008	31	10,323	2,306	22.3%
2008-2009	30	9,152	1,874	20.5%
2009-2010	29	8,427	1,813	21.5%
2010-2011	29	9,251	1,870	20.2%

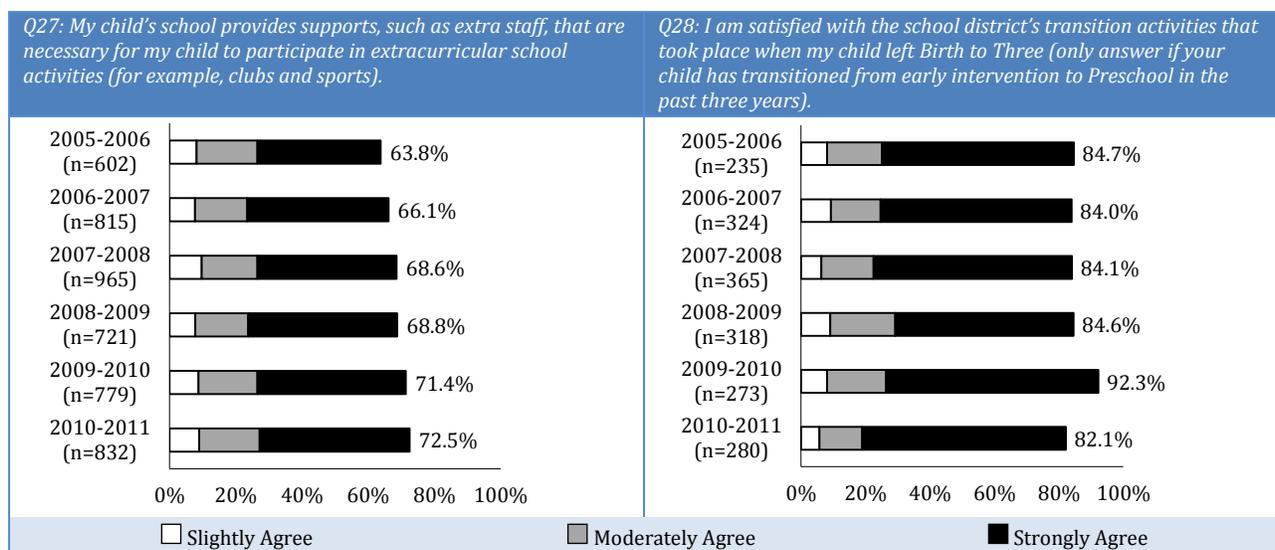
A comparison of parent survey responses in 2010-2011 to *last year's* survey responses (2009-2010) revealed minor differences in parent satisfaction. There was a *decrease* in satisfaction across about two-thirds (67.5%) of the statements, yet the magnitude of this decrease was less than five percentage points for all but one question. Meanwhile, when comparing the most recent survey (2010-2011) to the *first year* of the survey (2005-2006) there was a slight *increase* in satisfaction across more than three-quarters (77.5%) of the 40 survey statements. These changes were also relatively small but do signify a consistent upward trend in several topical areas of the survey.

The subsequent discussion focuses on survey statements in which differences across years were most notable. Each stacked bar chart includes the percentage of respondents within a given year to agree to a survey statement (length of the bar); with the strength of the agreement (slightly, moderately, and strongly) represented by the shading of the bar. The total number of respondents (n) for each year includes all respondents who selected a response other than “not applicable” and “don’t know.” Bar charts of all survey statements by year can be found in Appendix D.2.

Overall, an upward trend in satisfaction was evident across the survey statements in the topic area related to “My Child’s Participation.” Meanwhile, respondents’ satisfaction with their child’s Birth to Three transition was more variable across the survey years.

- When asked whether the school provides the supports necessary for their child to participate in extracurricular activities [Q27], approximately three-quarters (72.5%) of parents agreed to this statement in 2010-2011 compared to 63.8% of parents in 2005-2006; an increase of approximately 9 percentage points.
- In contrast, when asked about Birth to Three transition activities [Q28], parents in 2010-2011 were the *least* likely to agree across the survey years; a decrease of 10.2 percentage points from parents’ responses last year and a decrease of 2.6 percentage points from the 2005-2006 survey year.

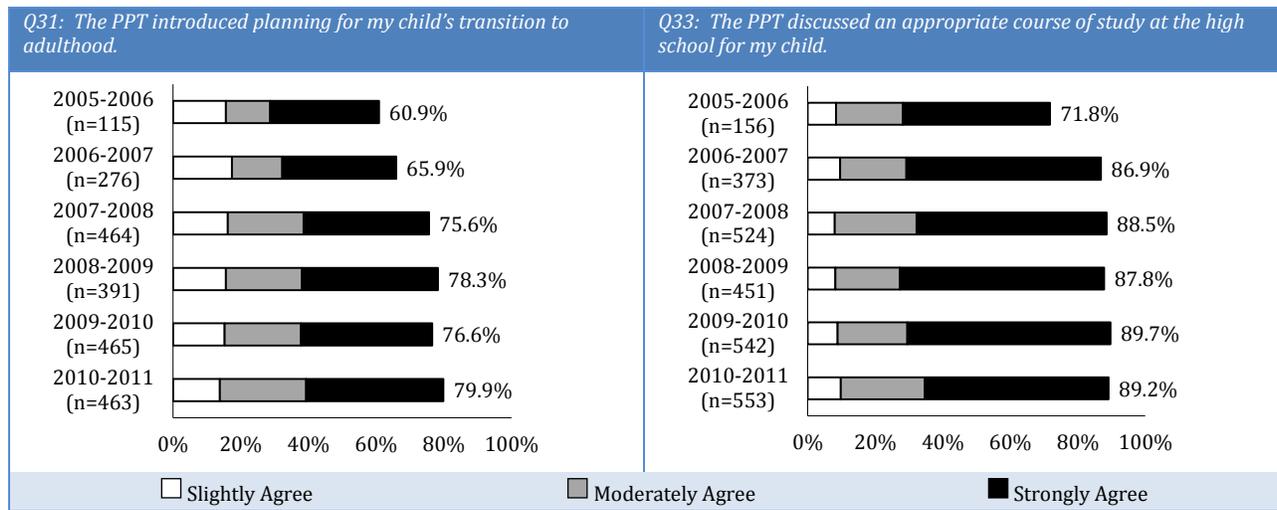
Table VII.2: Question 27 and Question 28 by Year



Two survey statements pertaining to secondary transition resulted in the largest *increase* in parent satisfaction across the survey years, and all six survey statements [Q29-Q34] about secondary transition illustrated some level of increased satisfaction.

- Nearly 80% of parents in 2010-2011 agreed that the PPT introduced planning for their child’s transition to adulthood [Q31] compared to 60.9% of parents in 2005-2006; an increase of 19 percentage points.
- When asked if the PPT discussed an appropriate course of study at the high school for their child [Q33], 89.2% of parents agreed with the statement in 2010-2011, compared to 71.8% of parents in 2005-2006; an increase of about 17 percentage points.

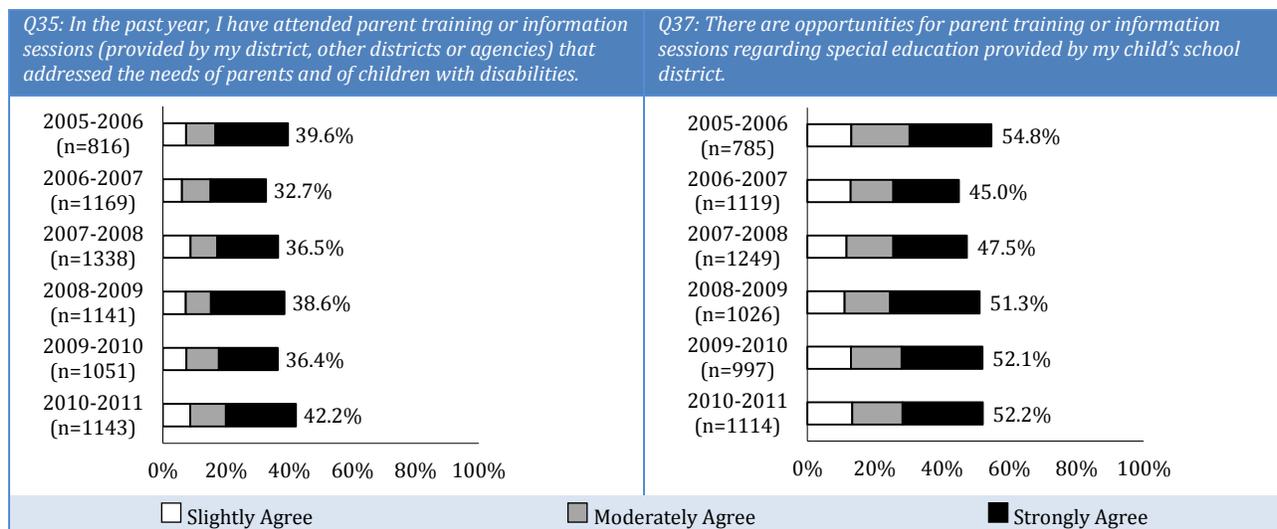
Table VII.3: Question 31 and Question 33 by Year



In the section related to parent training and support [Q35-38], there was a slight *increase* in the percentage of parents to report attending parent training sessions while there was a slight *decrease* in those reporting the availability of such sessions.

- Parents in 2010-2011 were the *most* likely to indicate participation in parent trainings [Q35] across the survey years; a 5.8 percentage point increase from parents in 2009-2010 and a 2.6 percentage point increase from parents surveyed in the first year.
- However, when asked about the availability of such trainings, parents in 2010-2011 responded no differently to this question as parents in 2009-2010 and were about 3 percentage points *less* likely to agree than parents in 2005-2006.

Table VII.4: Question 35 and Question 37 by Year



Appendix A: Methodological & Data Limitations

There are a number of important methodological and data issues that should be considered when interpreting the CT Special Education Parent Survey results. Like all sample surveys, the data collected in the parent survey are an estimate of the true proportion in the population. Consequently, survey results are always subject to some degree of error or bias. Survey error is defined as the “systematic deviation of the survey-estimated value from the true population value; typically composed of two components – sampling error and nonsampling error¹⁰.” The following section discusses two potential sources of nonsampling survey error – nonresponse bias and measurement error – followed by a discussion of sample bias and its relationship to the representativeness of the parent survey sample.

Nonresponse Bias

Nonresponse bias is associated with two factors– the response rate and the degree to which those who respond to a survey are systematically different from those who do not respond. This year’s parent survey response rate was 20.2% and although comparable to other statewide parent survey response rates; it would still be considered relatively low and suggest that the potential for nonresponse bias should be assessed.¹¹ The second component of nonresponse bias is much more difficult to measure as it requires estimating the degree to which differences in respondent and nonrespondent characteristics (such as the child’s disability) may affect the variable of interest (survey response). However, by comparing the response rates of key subgroups of the target population, we can gain insight as to differences that do exist and theorize where the potential for bias may be greatest.

The following tables include the demographic characteristics of students with disabilities included in the 2010-2011 survey sample.¹² “Respondents” include all children with disabilities whose parents returned a completed survey; whereas “nonrespondents” include all students with disabilities whose parents were mailed, but did not return, a completed survey. The differences in percentage points between the respondent and the nonrespondent groups are provided, as well as the margin of error of the differences. (The margin of error of the difference represents the 95% confidence interval around the estimate such that if the difference is +5% with a margin of error of $\pm 1\%$, we can be 95% confident that the true difference is between +4% and +6%.¹³)

Table A.1 includes a comparison of the race distribution of students with disabilities for 2010-2011 parent survey respondents and nonrespondents¹⁴. These data suggest that parents of White students were more likely to respond to the survey (i.e., over-represented in the respondent group) compared to parents of Black/African American and Hispanic/Latino students, whom were under-represented in the respondent group.

¹⁰ Office of Management and Budget. *Standards and Guidelines for Statistical Surveys*. (September 2006).

¹¹ The National Center for Education Statistics (NCES) suggests that any survey with a response rate less than 85% be evaluated for nonresponse bias.

¹² In order to compare the response rates of key subgroups, the CSDE demographic data were aligned with confidential IDs included on all survey mailings (fifteen surveys were returned without IDs and therefore could not be identified as “respondents”). All demographic data presented in this section reflects state-reported data and therefore may not necessarily align with the parent-reported demographic data in Section III.

¹³ Demographic variables were included in this section only if significant differences existed between the respondent and nonrespondent group. No significant differences occurred with respect to Gender and English as a Second Language.

¹⁴ States were required to implement by fall 2010 new federal standards for identifying the race and ethnicity of individuals and for reporting aggregate data to the U.S. Department of Education. Table A.1 reflects the new federal categories.

Table A.1: Response Rate by Race/Ethnicity

Child's Race/Ethnicity	Survey Sample (n=9,251)	Respondents (n=1,855)	Nonrespondents (n=7,396)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
White*	63.4%	74.4%	60.7%	13.7%	± 2.3%
Black or African American*	16.9%	10.6%	18.5%	(7.9%)	± 1.7%
Hispanic/Latino of Any Race*	15.7%	9.9%	17.2%	(7.3%)	± 1.6%
Asian	2.3%	3.1%	2.1%	1.0%	± 0.9%
Am. Indian/Alaskan Native	0.3%	0.5%	0.3%	0.2%	± 0.3%
Native Hawaiian or Other Pacific Islander	0.0%	0.2%	0.0%	0.2%	±0.2%
Two or More Races	1.2%	1.5%	1.2%	0.3%	±0.6 %

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=165.3$, $df=6$, $p=.00$.

Table A.2 suggests that parents of younger children (ages 3 to 5 and ages 6 to 12) were more likely to respond to the survey (over-represented in the respondent group) compared to parents of children ages 15 to 17, whom were underrepresented in the respondent group. This trend is consistent with response rates from prior survey years and the survey sampling plan was designed to try and offset this trend by purposively oversampling parents of older children.

Table A.2 Response Rate by Age

Child's Age	Survey Sample (n=9,251)	Respondents (n=1,855)	Nonrespondents (n=7,396)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
3 to 5*	8.5%	11.5%	7.8%	3.7%	± 1.6%
6 to 12*	41.7%	44.3%	41.0%	3.3%	± 2.5%
13 to 14	17.1%	16.0%	17.4%	(1.4%)	± 1.9%
15 to 17*	26.7%	23.0%	27.6%	(4.6%)	± 2.2%
18 to 21	6.0%	5.2%	6.2%	(1.0%)	± 1.2%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=44.0$, $df=4$, $p=.00$.

Table A.3 illustrates a significant inverse relationship between socioeconomic status and parent survey response rates. Parents of students with disabilities that *are not* eligible for free or reduced price lunch are over-represented in the respondent group, whereas parents of students with disabilities that are eligible for free lunch are under-represented in the respondent group.

Table A.3 Response Rate by Free and Reduced Price Lunch

Eligible for Free and Reduced Price Lunch	Survey Sample (n=9,251)	Respondents (n=1,855)	Nonrespondents (n=7,396)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
Not Eligible*	64.1%	77.4%	60.8%	16.6%	± 2.2%
Free Lunch*	31.0%	18.5%	34.1%	(15.6%)	±2.1%
Reduced Price	4.9%	4.0%	5.1%	(1.1%)	± 1.0%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=183.2$, $df=2$, $p=.00$.

Lastly, among particular disability categories, parents of children with autism showed the largest over-representation (5.0 percentage points) of parents in the respondent group (see Table A.4). In contrast, parents of children with specific learning disabilities showed the largest under-

representation (5.7 percentage points) among respondents, followed by parents of children with an emotional disturbance (3.9 percentage points).

Table A.4 Response Rate by Disability

Child's Disability	Survey Sample (n=9,251)	Respondents (n=1,855)	Nonrespondents (n=7,396)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
Specific Learning Disabilities*	33.5%	29.0%	34.7%	(5.7%)	±2.3%
Speech or Language Impaired	18.3%	17.0%	18.7%	(1.7%)	±1.9%
OHI - ADD/ADHD*	9.7%	9.9%	9.7%	0.2%	±1.5%
Emotional Disturbance*	8.8%	5.7%	9.6%	(3.9%)	±1.7%
Autism*	9.2%	13.2%	8.2%	5.0%	±1.2%
Other Health Impairment (OHI)*	6.8%	8.2%	6.4%	1.8%	±1.4%
Multiple Disabilities	4.6%	5.2%	4.5%	0.7%	±1.1%
Developmental Delay (ages 3-5 only)*	4.0%	5.3%	3.7%	1.6%	±1.1%
IDMR*	3.6%	4.9%	3.2%	1.7%	±1.1%
Hearing Impairment	0.7%	0.4%	0.8%	(0.4%)	±0.4%
Visual Impairment	0.3%	0.7%	0.3%	0.4%	±0.4%
Traumatic Brain Injury	0.2%	0.2%	0.2%	(0.0%)	±0.2%
Orthopedic Impairment	0.1%	0.1%	0.1%	0.0%	±0.2%
Deaf-Blindness	0.0%	0.1%	0.0%	0.1%	±0.2%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=128.5$, $df=13$, $p=.00$.

Measurement Error

Measurement error is typically characterized as the difference between the observed value of a variable and the true value of that variable. In general, the source of measurement error can come from four primary sources; the questionnaire, the data collection method, the interviewer (if applicable) and the respondent.¹⁵ Although the following examples from the 2009-2010 parent survey do not necessarily identify a “source of error,” they do provide evidence of reporting inconsistencies that could potentially bias survey results. Both examples refer to the instructions given on the survey as to how parents should select the appropriate disability for their child.

On the survey questionnaire, parents were asked to select only one disability category to identify their child’s disability. However, as can be seen in the following table, although the majority (87.6%, $n=1,609$) of survey respondents did select just one disability, 227 parents identified at least two disabilities for their child. Of those respondents who selected multiple categories, OHI-ADD/ADHD was chosen slightly more than one-half (50.7%) of the time; followed by a specific learning disability (44.9%) and a speech or language impairment (39.6%) (see Table A.5).

¹⁵ Office of Management and Budget. *Statistical Working Paper 31: Measuring and Reporting Sources of Error in Surveys*. (July 2001).

Table A.5: Surveys with Single and Multiple Disability Selections

Child's Disability	Number of Disabilities Selected by Parent			
	One		More than One	
	n	Percent	n	Percent
Specific Learning Disabilities	421	26.2%	102	44.9%
OHI - ADD/ADHD	260	16.2%	115	50.7%
Autism	252	15.7%	34	15.0%
Speech or Language Impaired	226	14.0%	90	39.6%
Multiple Disabilities	86	5.3%	26	11.5%
Other Health Impairment (OHI)	79	4.9%	23	10.1%
IDMR	64	4.0%	34	15.0%
Emotional Disturbance	58	3.6%	35	15.4%
Developmental Delay (ages 3-5 only)	52	3.2%	27	11.9%
Visual Impairment	15	0.9%	13	5.7%
Hearing Impairment	9	0.6%	7	3.1%
Deaf-Blindness	3	0.2%	5	2.2%
Orthopedic Impairment	3	0.2%	9	4.0%
Traumatic Brain Injury	1	0.1%	6	2.6%
To Be Determined	16	1.0%	15	6.6%
Don't Know	64	4.0%	3	1.3%
Total Disability Categories Selected	1,609	100.0%	544	-

Note: Percentages are based on the number of respondents in each column: 1,609 respondents selected one disability for their child; whereas 227 respondents identified multiple (n=544) disabilities (and 34 respondents did not answer the question).

In selecting a disability for their child, the survey questionnaire asked parents to choose the disability category that corresponds with the disability category listed on their child's IEP form (which school districts report to the CSDE). The responses indicated by parents were compared (through a confidential ID system) to the disability of the child as reported to the CSDE. Again, although it's not clear where the error is occurring, it is evident that the parent's designation of their child's disability was not always consistent with what is on record. Among survey respondents who selected a single disability category for their child, one-third (33.3%) identified a disability different than the one listed on their child's IEP, for a match rate of 66.7% (see Table A.6).

Table A.6: Survey-Reported versus IEP-Reported Child Disability

Child's Disability	Surveys with One Disability Selected		
	Parent Selection	Match to IEP	
	n	n	Percent
Specific Learning Disabilities	421	322	76.5%
OHI - ADD/ADHD	260	113	43.5%
Autism	252	210	83.3%
Speech or Language Impaired	226	176	77.9%
Multiple Disabilities	86	51	59.3%
Other Health Impairment (OHI)	79	46	58.2%
IDMR	64	49	76.6%
Emotional Disturbance	58	49	84.5%
Developmental Delay (ages 3-5 only)	52	44	84.6%
Visual Impairment	15	10	66.7%
Hearing Impairment	9	2	22.2%
Deaf-Blindness	3	0	0.0%
Orthopedic Impairment	3	0	0.0%
Traumatic Brain Injury	1	0	0.0%
To Be Determined	16	-	-
Don't Know	64	-	-
Total Disability Categories Selected	1,609	1,072	66.7%

Note: The survey response options "don't know" and "to be determined" are not available at the CSDE level and are not included in the calculation of the percent total for "match to IEP."

Sample Bias and Representativeness of Survey Sample

The concept of representativeness is often mischaracterized to mean that particular demographics of the sample, such as age, gender and race precisely “match” the characteristics of the population. Although a good sample will most likely closely resemble the larger population, “it will be *representative* in the sense that each sampled unit will represent the characteristics of a *known number of units* in the population.¹⁶” It is the known probability of selection that leads to precise estimates, thus enabling inferences to be made about the larger population.

The parent survey sample is a probability sample with observations (both districts and students) sampled with unequal probabilities of selection. As a result, survey results cannot be generalized to the larger population unless the data is weighted and additional complexities of the survey design, such as stratification (by DRG and size) and clustering (districts sampled first) are considered. However, in consultation with the CSDE, this level of analysis was determined to be beyond the scope of this report, and as such a statistical analysis of the sample representativeness to the larger special education population is not presented. The following tables, which include statewide and sample demographics, are included for reference only.

¹⁶ Lohr, Sharon. *Sampling: Design and Analysis*. Pacific Grove: Brooks/Cole Publishing Company, 1999.

Table A.7: Child's Race/Ethnicity: Statewide and Sample

Child's Race/Ethnicity	Sample (n=9,251)	Statewide (n=68,165)	Difference
White	63.4%	58.6%	4.8%
Black or African American	16.9%	15.9%	1.0%
Hispanic/Latino of Any Race	15.7%	21.7%	(6.0%)
Asian	2.3%	2.0%	0.3%
Am. Indian/Alaskan Native	0.3%	0.5%	(0.2%)
Native Hawaiian or Other Pacific Islander	0.0%	0.1%	(0.1%)
Two or More Races	1.2%	1.2%	0.0%

Table A.8: Child's Age: Statewide and Sample

Child's Age	Sample (n=9,251)	Statewide (n=68,165)	Difference
3 to 5	8.5%	11.6%	(3.1%)
6 to 12	41.7%	46.0%	(4.3%)
13 to 14	17.1%	15.1%	2.0%
15 to 17	26.7%	21.8%	4.9%
18 to 21	6.0%	5.5%	0.5%

Table A.9: Child's Grade: Statewide and Sample

Child's Grade	Sample (n=9,251)	Statewide (n=68,165)	Difference
Preschool	5.2%	6.9%	(1.7%)
Elementary	29.3%	36.9%	(7.6%)
Middle	26.6%	23.8%	2.8%
High	38.9%	32.5%	6.4%

Table A.10: Child's Gender: Statewide and Sample

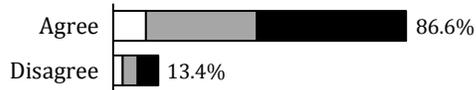
Child's Gender	Sample (n=9,251)	Statewide (n=68,165)	Difference
Male	68.4%	68.8%	(0.4%)
Female	31.6%	31.2%	0.4%

Table A.11: Child's Disability: Statewide and Sample

Child's Disability	Sample (n=9,251)	Statewide (n=68,165)	Difference
Specific Learning Disabilities	33.5%	31.1%	2.4%
Speech or Language Impaired	18.3%	19.0%	(0.7%)
OHI - ADD/ADHD	9.7%	10.0%	(0.3%)
Autism	9.2%	9.2%	0.0%
Emotional Disturbance	8.8%	7.8%	1.0%
Other Health Impairment (OHI)	6.8%	7.3%	(0.5%)
Multiple Disabilities	4.6%	4.0%	0.6%
Developmental Delay	4.0%	6.3%	(2.3%)
IDMR	3.6%	3.6%	0.0%
Hearing Impairment	0.7%	1.0%	(0.3%)
Visual Impairment	0.3%	0.3%	0.0%
Traumatic Brain Injury	0.2%	0.2%	0.0%
Orthopedic Impairment	0.1%	0.1%	0.0%
Deaf-Blindness	0.0%	0.04%	0.0%

Appendix B: Overall Survey Response

Q1. I am satisfied with my child's overall special education program. (n=1,838)



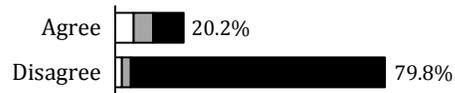
Q2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns. (n=1,844)



Q3. My child's school day has been shortened to accommodate his/her transportation needs. (n=448)



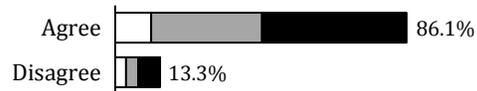
Q4. My child has been sent home from school due to behavioral difficulties (not considered suspension). (n=731)



Q5. My child is accepted within the school community. (n=1,821)



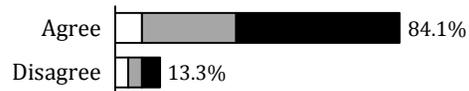
Q6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs. (n=1,841)



Q7. All special education services identified in my child's IEP have been provided. (n=1,843)



Q8. Staff is appropriately trained and able to provide my child's specific program and services. (n=1,853)



Q9. Special education teachers make accommodations and modifications as indicated on my child's IEP. (n=1,811)



Q10. General education teachers make accommodations and modifications as indicated on my child's IEP. (n=1,697)



Slightly
 Moderately
 Strongly

Note: The number of respondents (n) includes all those who selected a response option other than "not applicable." All percentages are based on this number and as a result, the percentage of parents to "agree" and "disagree" will not add up to 100% on survey statements in which "don't know" was an available response option (Q6-Q11, Q23, Q27, Q30, and Q37-38).

Q11. General education and special education teachers work together to assure that my child's IEP is being implemented. (n=1,722)



Q12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. (n=1,814)



Q13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns. (n=1,849)



Q14. I understand what is discussed at meetings to develop my child's IEP. (n=1,849)



Q15. My concerns and recommendations are documented in the development of my child's IEP. (n=1,831)



Q16. My child's evaluation report is written in terms I understand. (n=1,846)



Q17. PPT meetings for my child have been scheduled at times and places that met my needs. (n=1,853)



Q18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. (n=1,822)



Q19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers. (n=1,833)

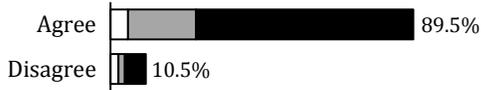


Q20. I have received a copy of my child's IEP within 5 school days after the PPT. (n=1,837)



□ Slightly ■ Moderately ■ Strongly

Q21. If necessary, a translator was provided at the PPT meetings. (n=210)



Q22. The translation services provided at the PPT meetings were useful and accurate. (n=239)



Q23. The school district proposed the regular classroom for my child as the first placement option. (n=1,566)



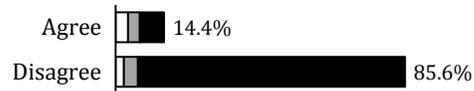
Q24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events). (n=1,784)



Q25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. (n=1,692)



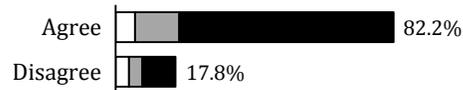
Q26. My child has been denied access to non-school sponsored community activities due to his/her disability. (n=1,134)



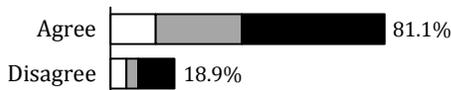
Q27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). (n=985)



Q28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. (n=276)



Q29. I am satisfied with the way secondary transition services were implemented for my child. (n=486)

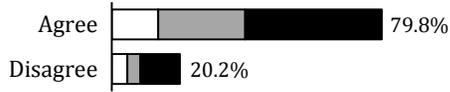


Q30. When appropriate, outside agencies have been invited to participate in secondary transition planning. (n=346)



□ Slightly ■ Moderately ■ Strongly

Q31. The PPT introduced planning for my child's transition to adulthood. (n=456)



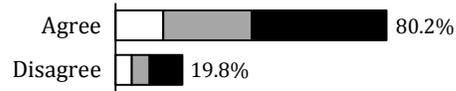
Q32. The school district actively encourages my child to attend and participate in PPT meetings. (n=566)



Q33. The PPT discussed an appropriate course of study at the high school for my child. (n=547)



Q34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation. (n=494)



Q35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities. (n=1,143)



Q36. I am involved in a support network for parents of students with disabilities available through my school district or other sources. (n=1,103)



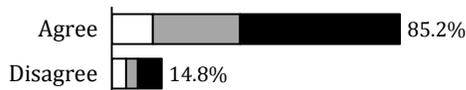
Q37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. (n=1,509)



Q38. A support network for parents of students with disabilities is available to me through my school district or other sources. (n=1,496)



Q39. My child is learning skills that will enable him/her to be as independent as possible. (n=1,705)



Q40. My child is learning skills that will lead to a high school diploma, further education, or a job. (n=1,636)



□ Slightly □ Moderately ■ Strongly

Appendix C: Survey Response by Child Demographics

The following charts illustrate the response pattern of survey respondents by primary eligibility for services, age, race/ethnicity and gender. Each chart includes the percentage of respondents within a demographic category to agree to a survey statement (length of the bar); with the strength of the agreement (slightly, moderately and strongly) represented by the shading of the bar.¹⁷ The total number of respondents (n) for each demographic group includes all respondents who selected a response other than “not applicable” and “don’t know.”

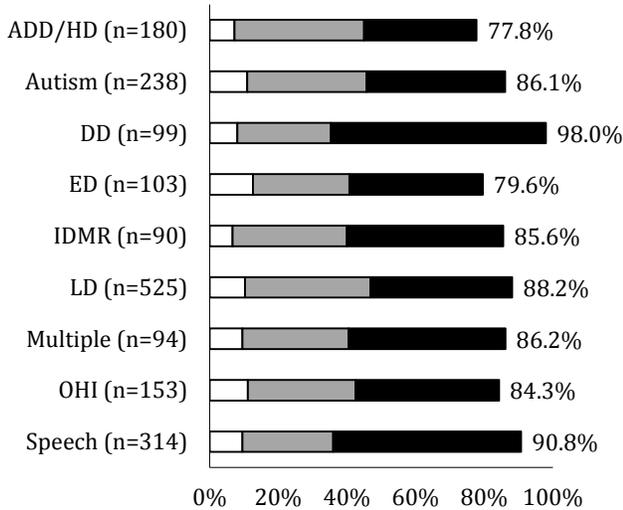
The race/ethnicity categories of Asian/Pacific Islander and American Indian/Alaskan Native, as well as the disability categories of deaf-blindness, traumatic brain injury, and hearing, visual and orthopedic impairment are not included in the charts due to the small number of survey respondents in these categories.¹⁸ In addition, any demographic category with five or less responses to an individual survey statement is not included in the bar chart for that particular statement.

¹⁷ Presenting the information in this format (only representing agreement) allows for a quick visual comparison of response patterns; however, the percentage of respondents to disagree can be found by simply subtracting the percent to agree from 100%.

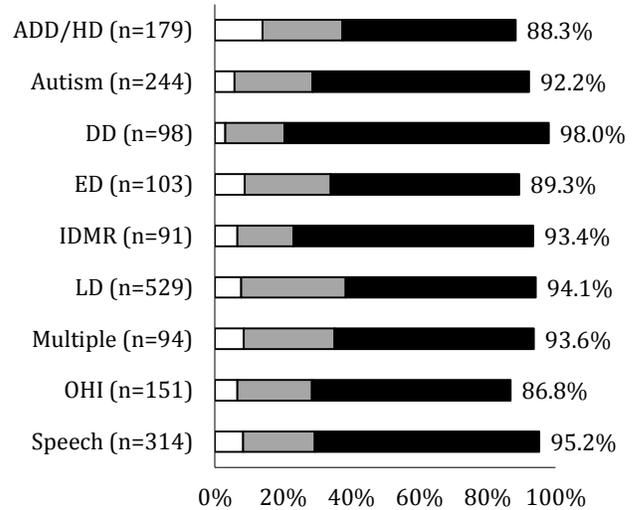
¹⁸ Disability data presented in this section reflects state-reported data. Survey-reported disability data was not used as a substantial number of parents selected more than one disability for their child. As a result, it becomes difficult to interpret differences in survey responses across disabilities, as parents appearing in multiple groups would bias the results.

Appendix C.1: Child's Primary Eligibility for Services

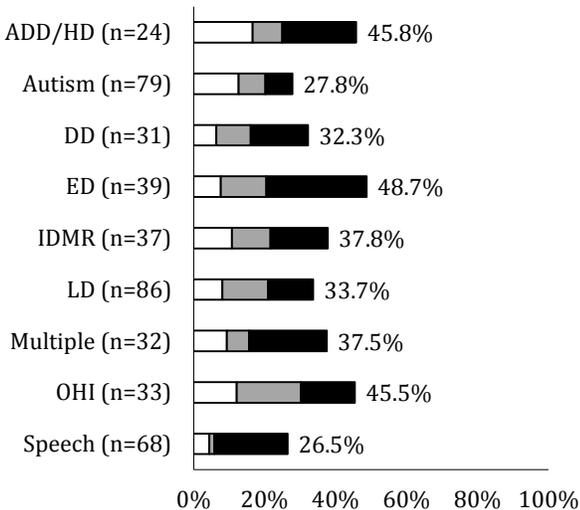
Q1: I am satisfied with my child's overall special education program.



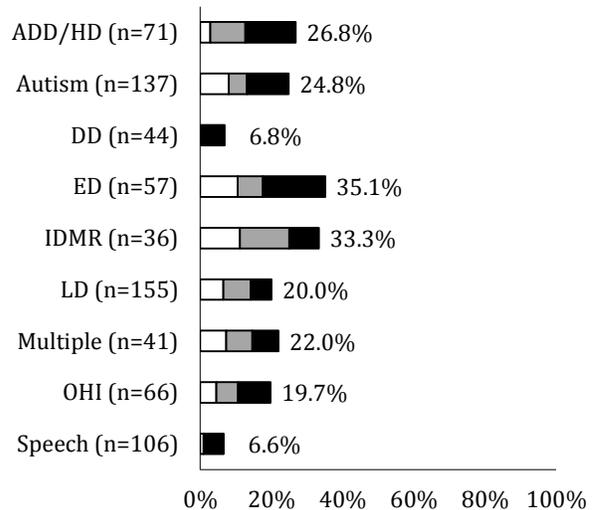
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



Q3: My child's school day has been shortened to accommodate his/her transportation needs.



Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



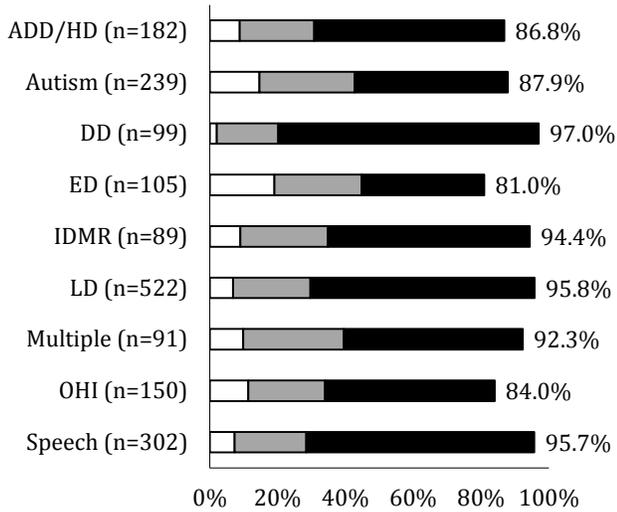
□ Slightly Agree

■ Moderately Agree

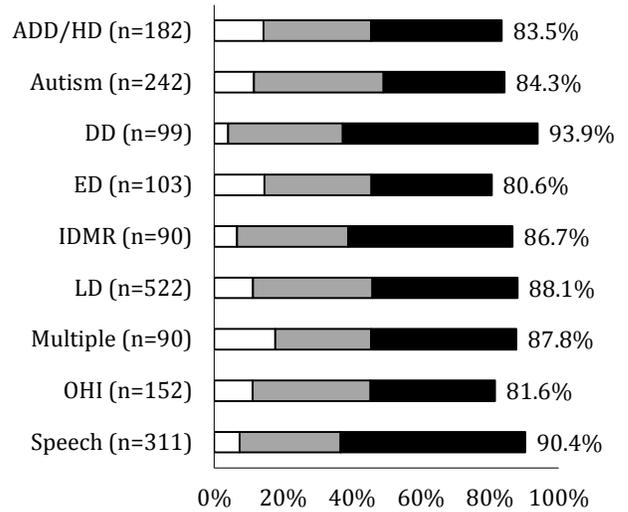
■ Strongly Agree

Note: DD=developmental delay; ED=emotional disturbance; IDMR=intellectual disability/mental retardation; LD=specific learning disability; Multiple=multiple disabilities; OHI=other health impairment; and Speech=speech or language impairment.

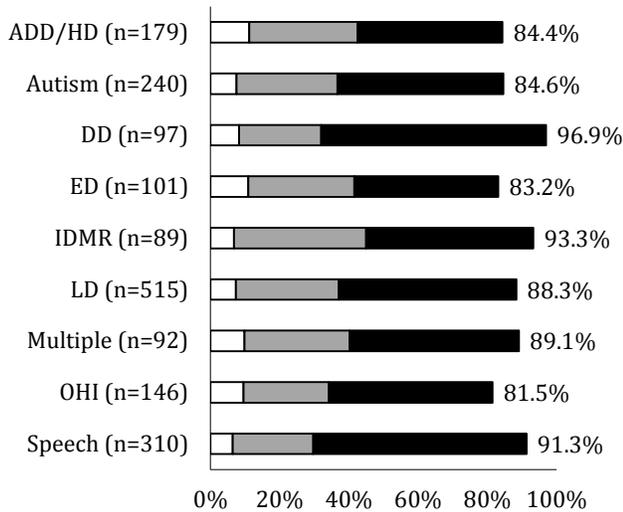
Q5: My child is accepted within the school community.



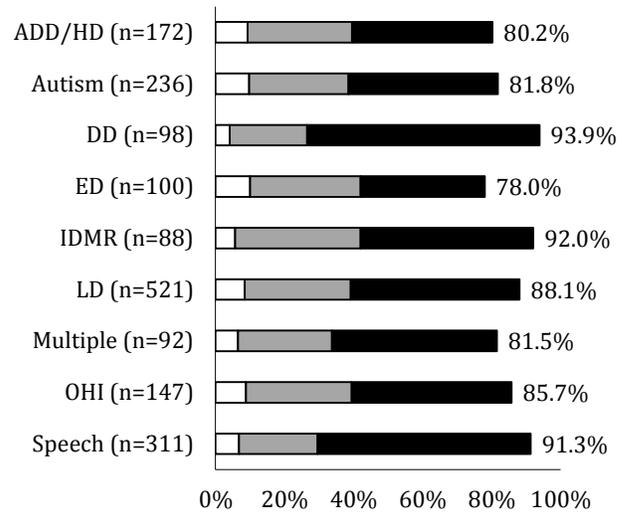
Q6: My child's IEP is meeting his/her educational needs.



Q7: All special education services identified in my child's IEP have been provided.



Q8: Staff is appropriately trained and able to provide my child's specific program and services.

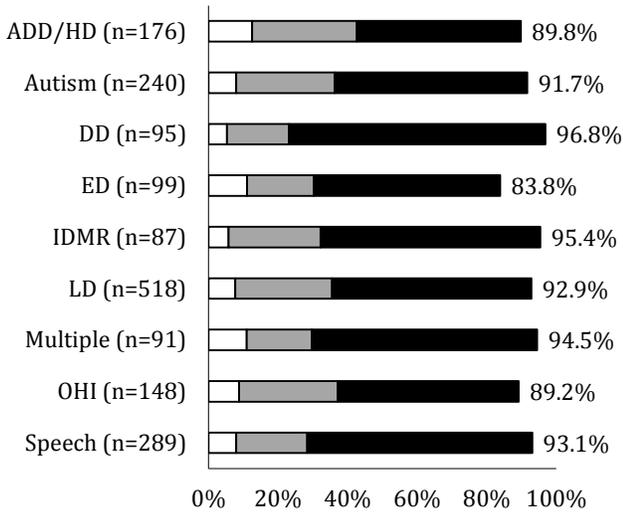


□ Slightly Agree

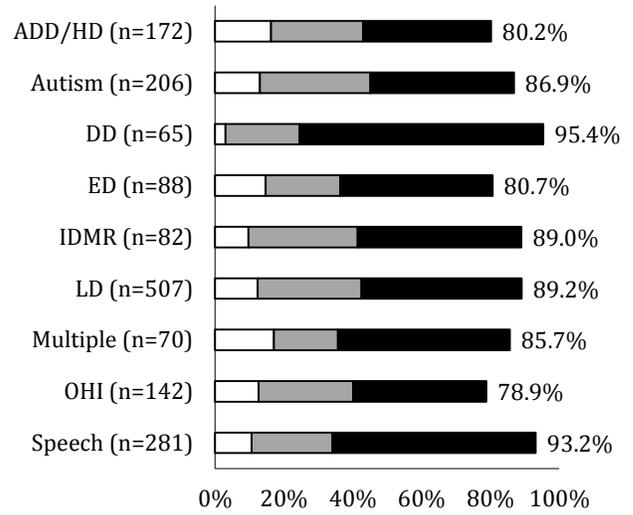
■ Moderately Agree

■ Strongly Agree

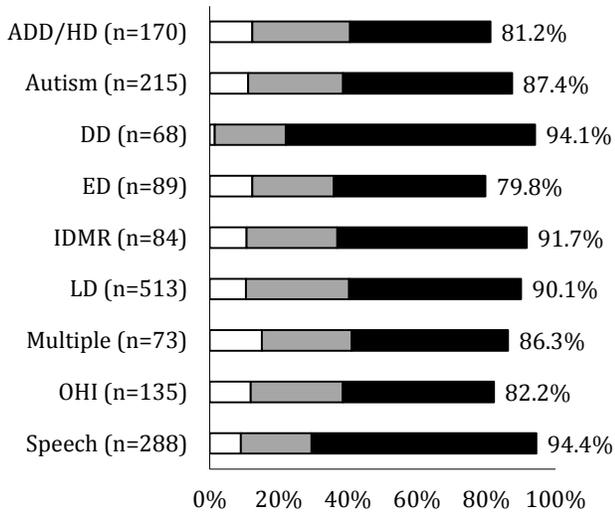
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



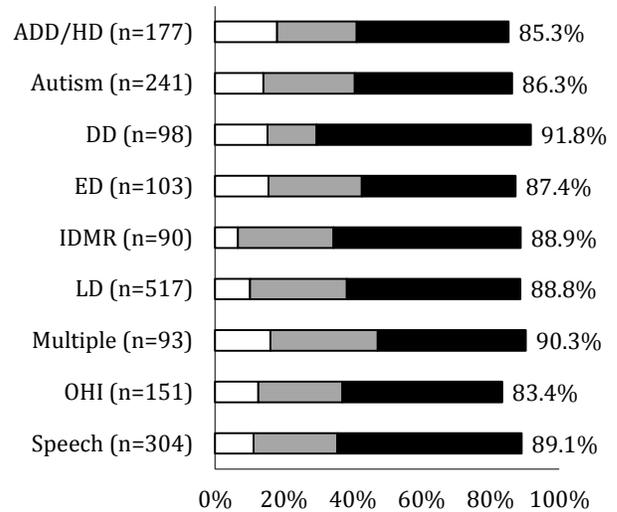
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



Q11: General education and special education teachers work together to assure that my child's IEP is being implemented.



Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.

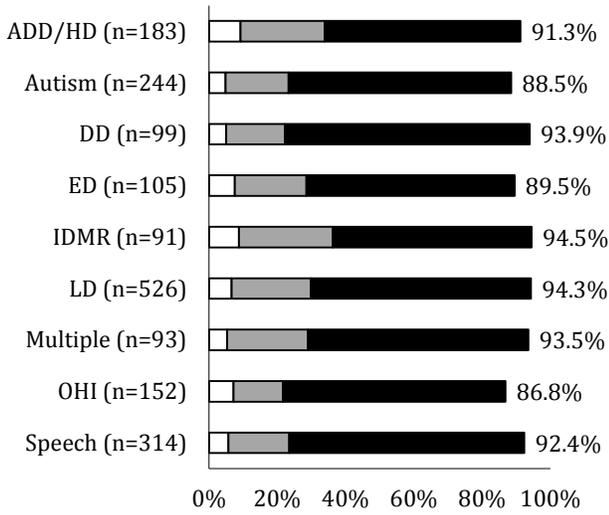


□ Slightly Agree

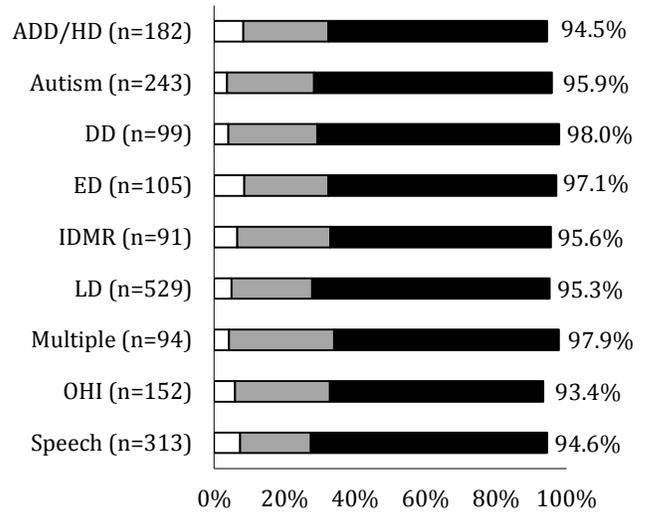
■ Moderately Agree

■ Strongly Agree

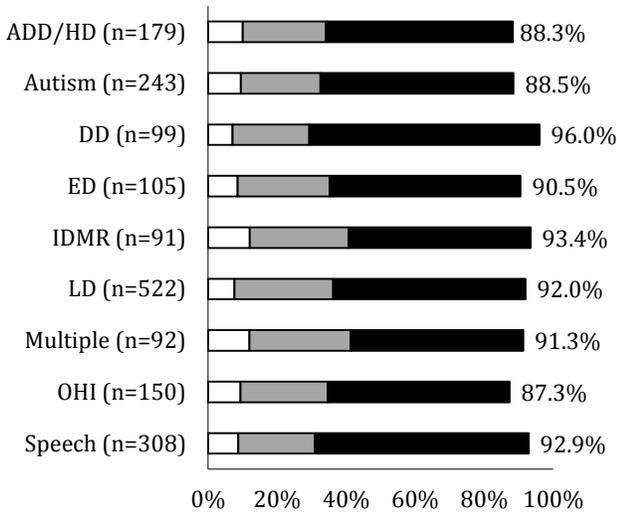
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



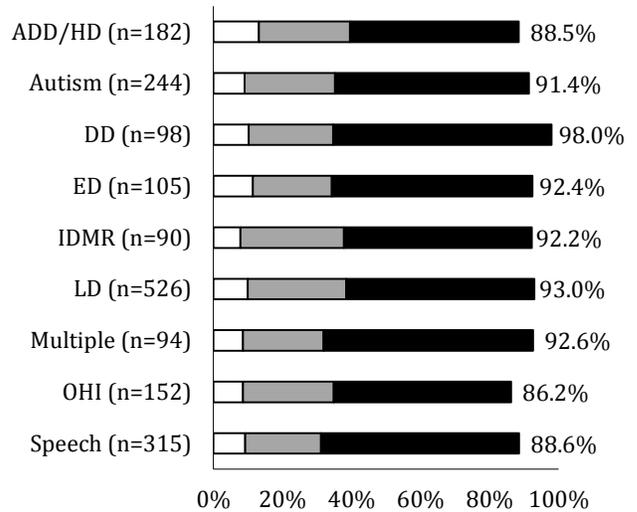
Q14: I understand what is discussed at meetings to develop my child's IEP.



Q15: My concerns and recommendations are documented in the development of my child's IEP.



Q16: My child's evaluation report is written in terms I understand.

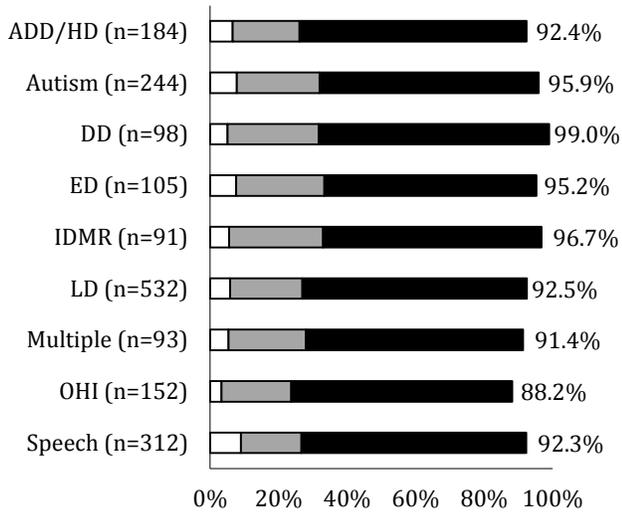


□ Slightly Agree

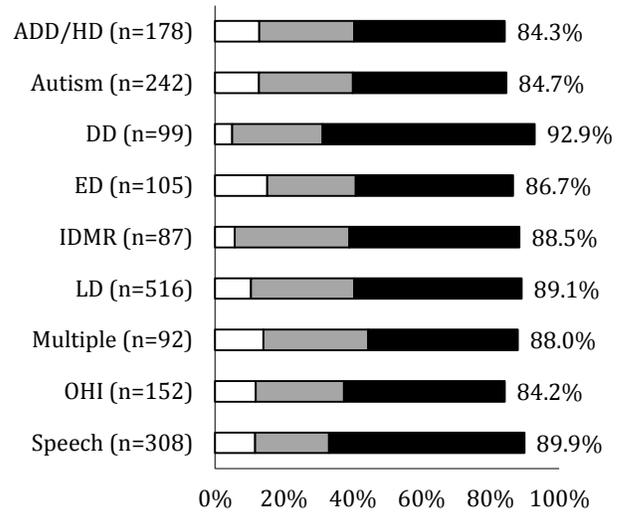
■ Moderately Agree

■ Strongly Agree

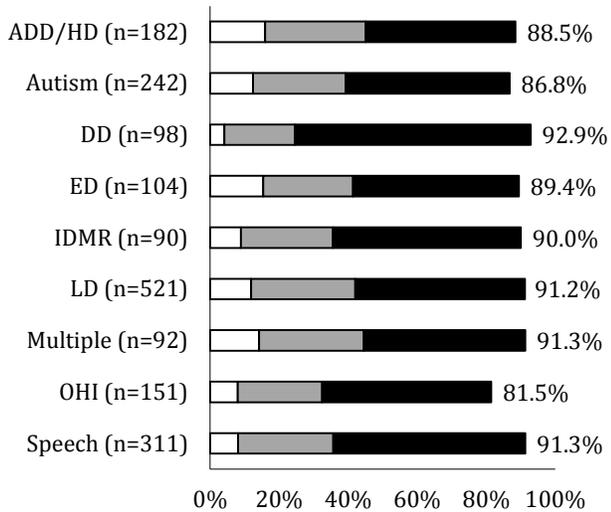
Q17: PPT meetings for my child have been scheduled at times and places that met my needs.



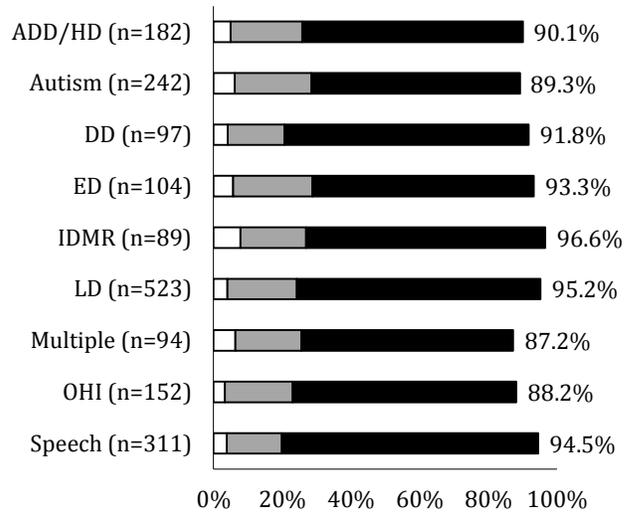
Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.



Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.



Q20: I have received a copy of my child's IEP within 5 school days after the PPT.



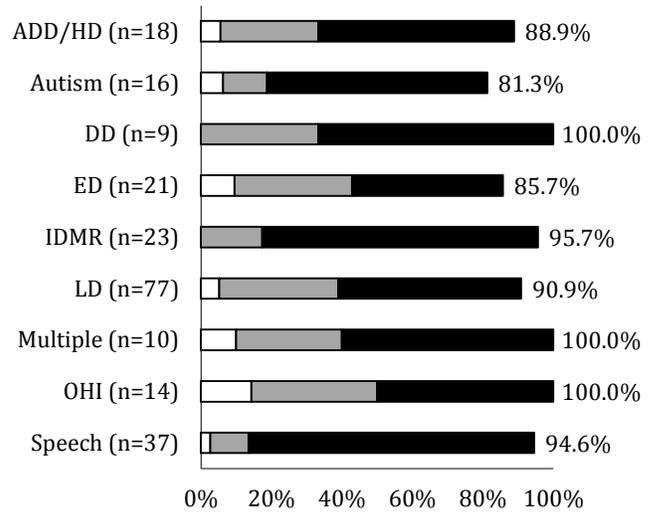
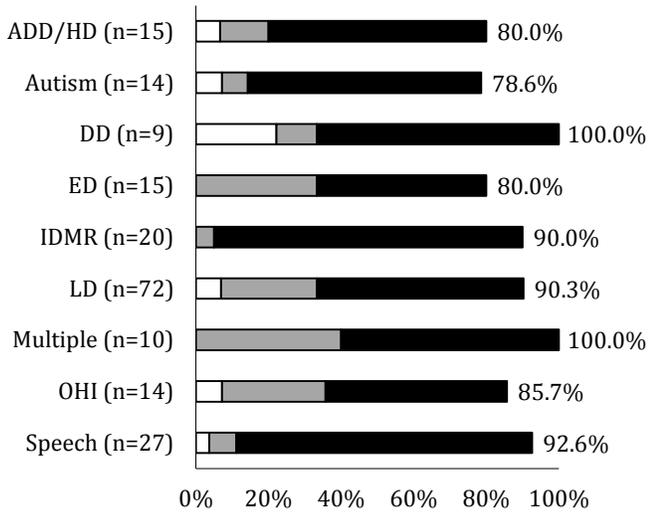
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

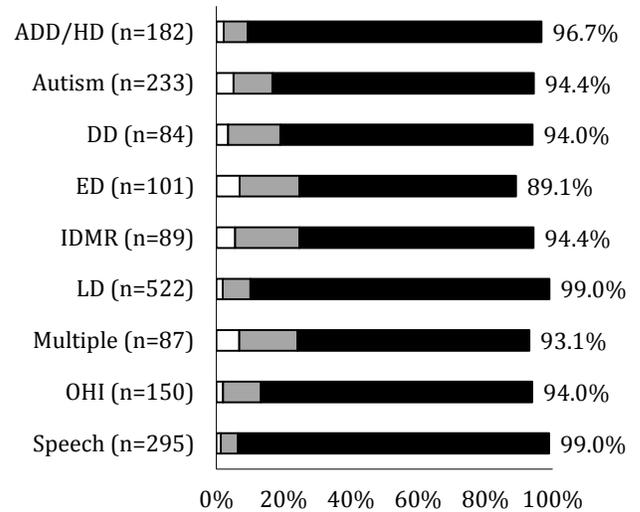
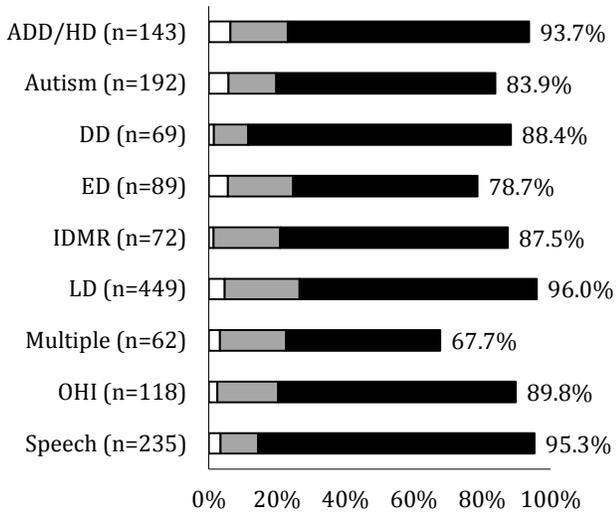
Q21: If necessary, a translator was provided at the PPT meetings.

Q22: The translation services provided at the PPT meetings were useful and accurate.



Q23: The school district proposed the regular classroom for my child as the first placement option.

Q24: My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).

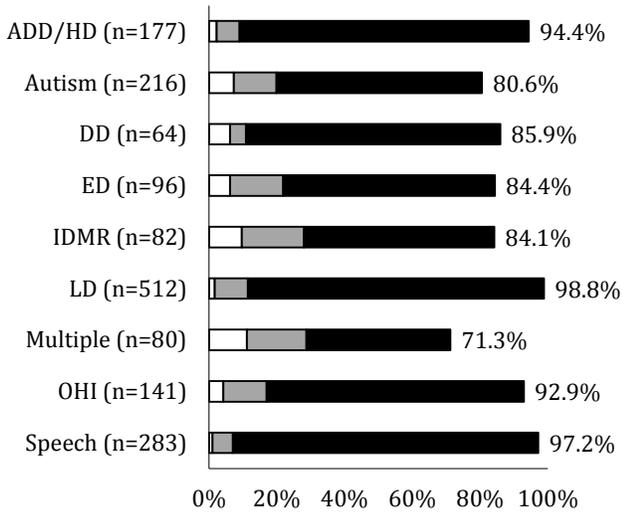


□ Slightly Agree

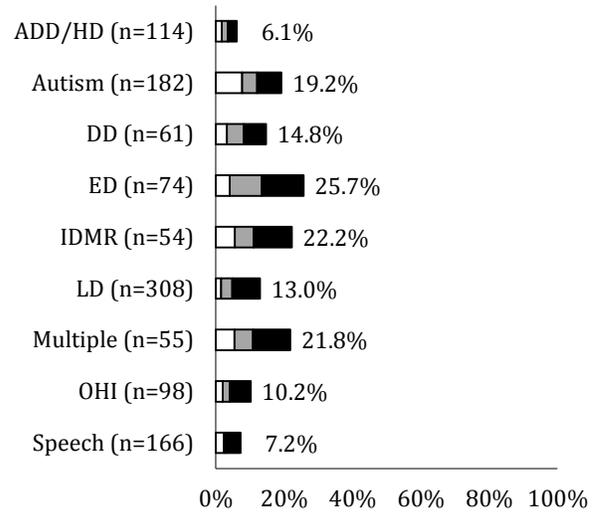
■ Moderately Agree

■ Strongly Agree

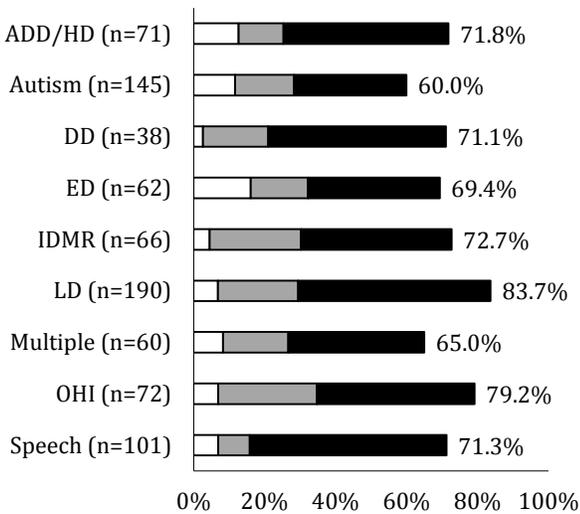
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



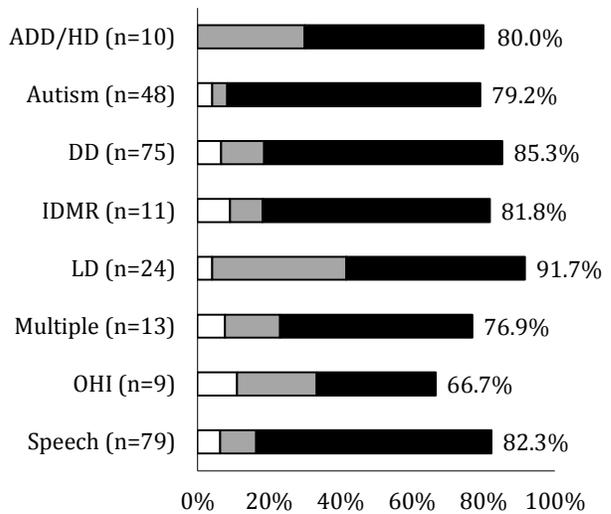
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).



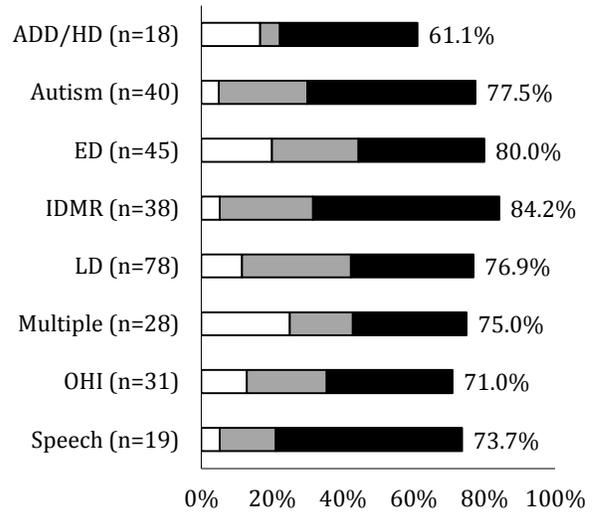
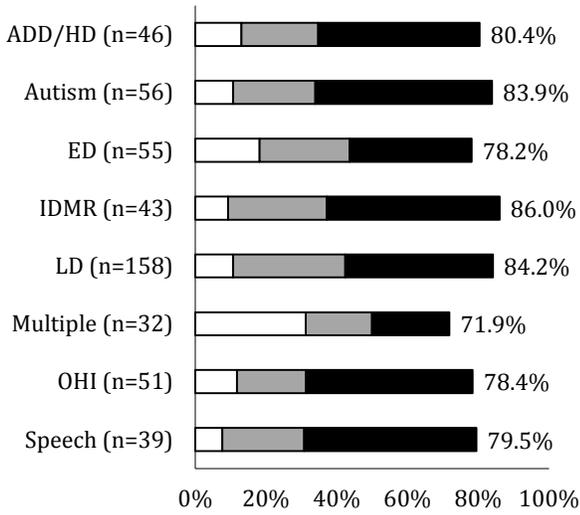
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (only answer if your child transitioned from early intervention to Preschool in the past 3 years).



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

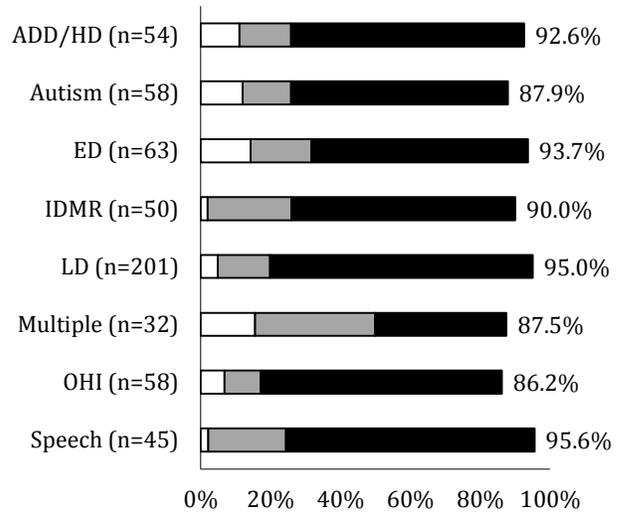
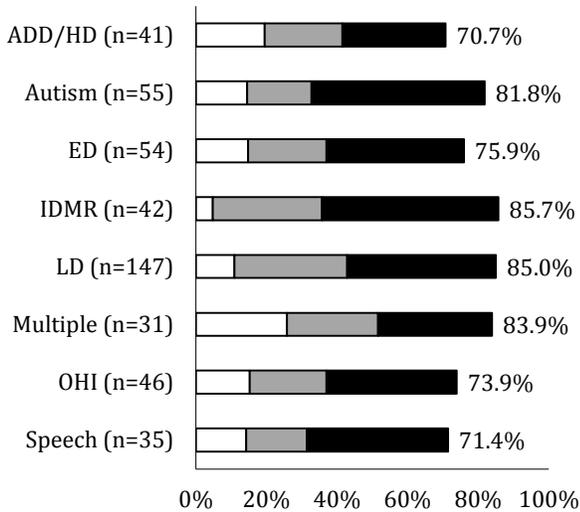
Q29: I am satisfied with the way secondary transition services were implemented for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning (only answer if your child was age 15 or older at his/her last PPT meeting).



Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).

Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



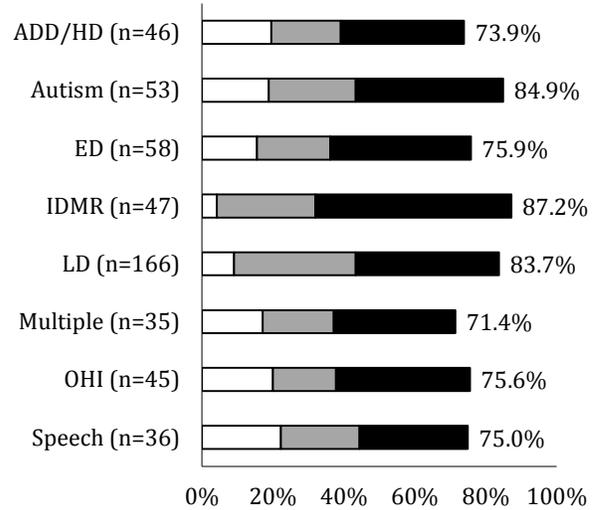
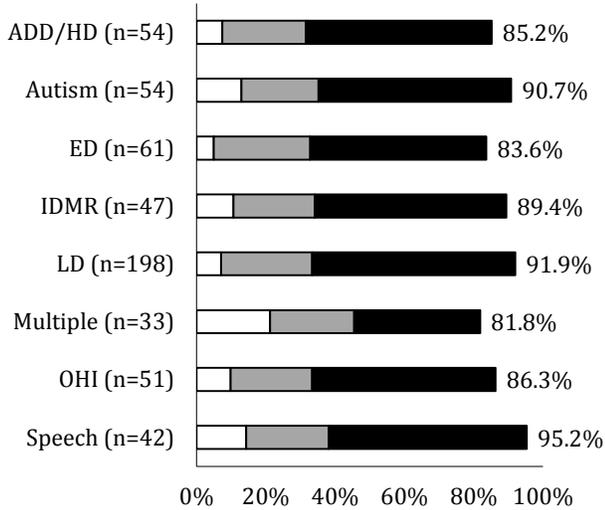
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

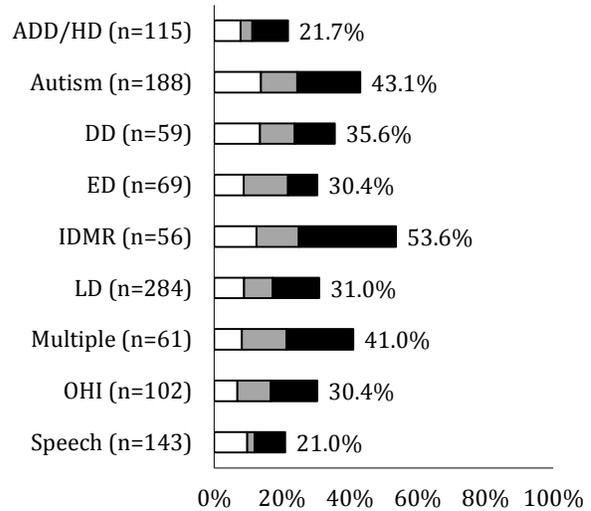
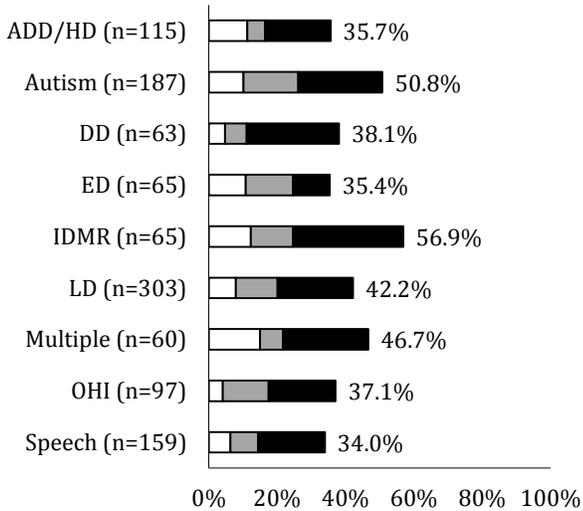
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

Q34: The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



Q35: In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.

Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.



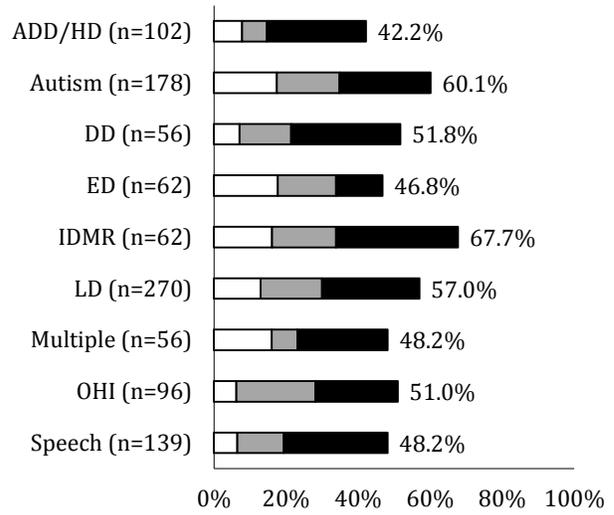
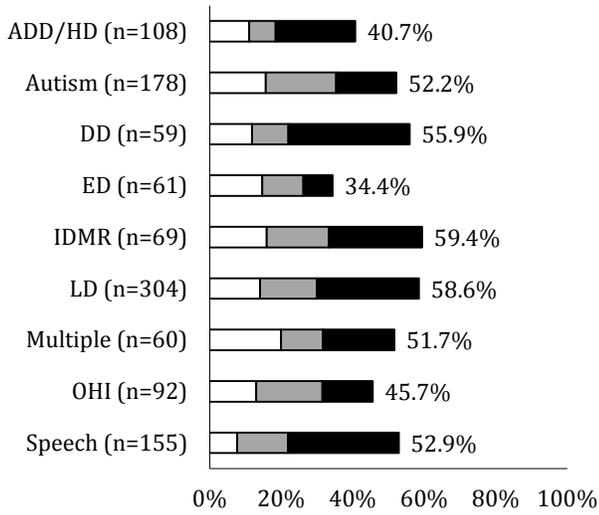
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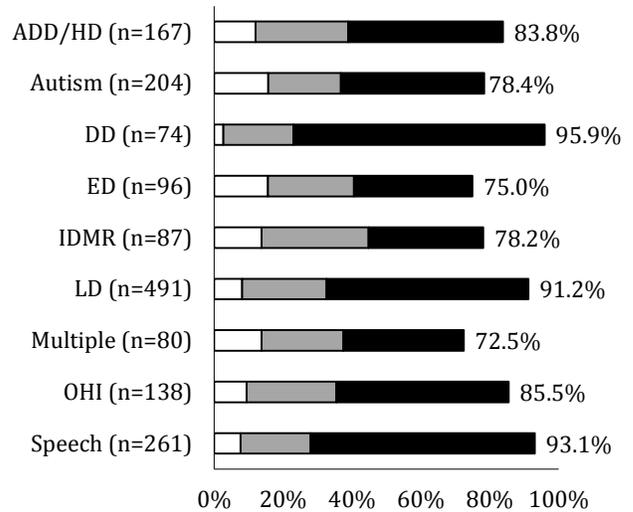
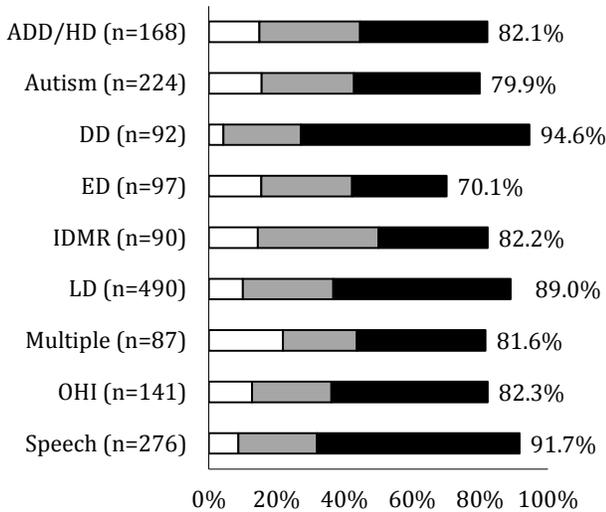
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.

Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



Q39: My child is learning skills that will enable him/her to be as independent as possible.

Q40: My child is learning skills that will lead to a high school diploma, further education, or a job.



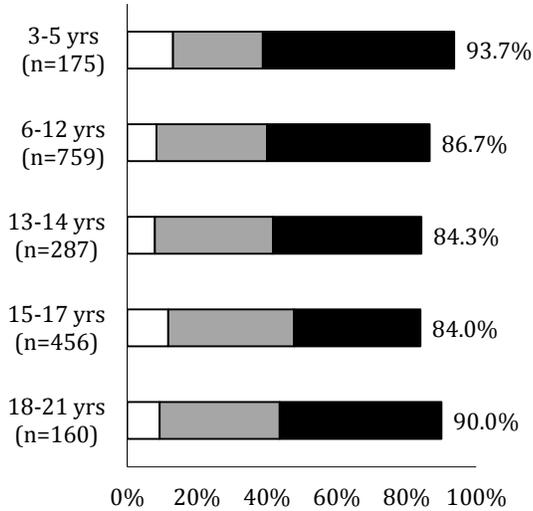
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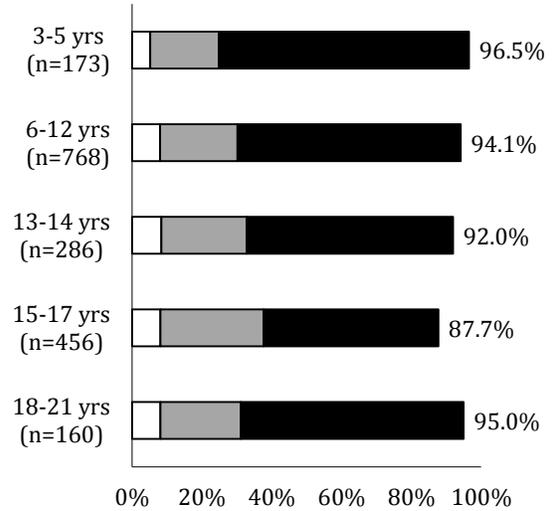
■ Strongly Agree

Appendix C.2: Child's Age

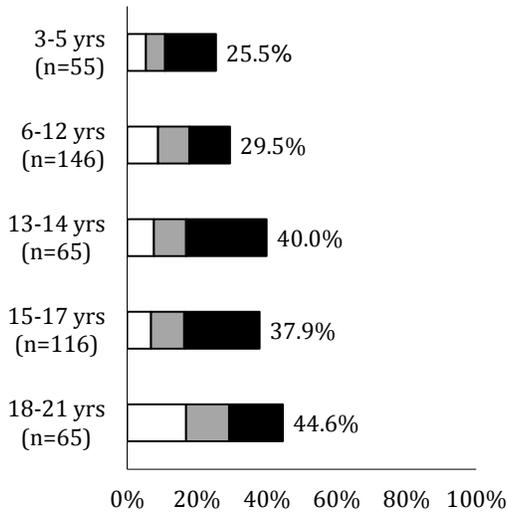
Q1: I am satisfied with my child's overall special education program.



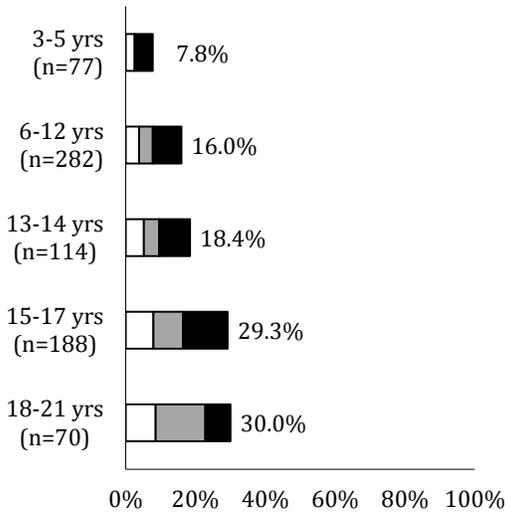
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



Q3: My child's school day has been shortened to accommodate his/her transportation needs.



Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).

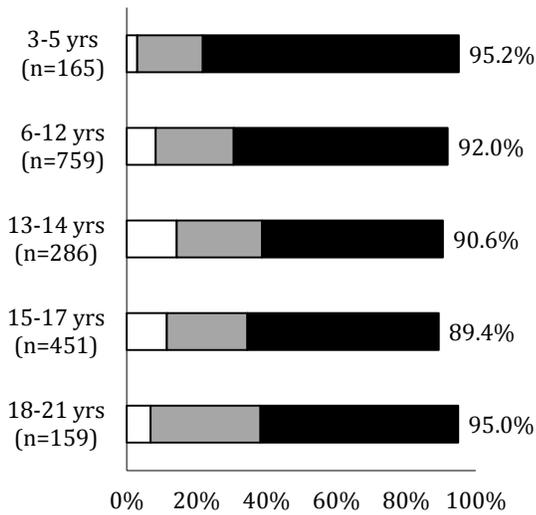


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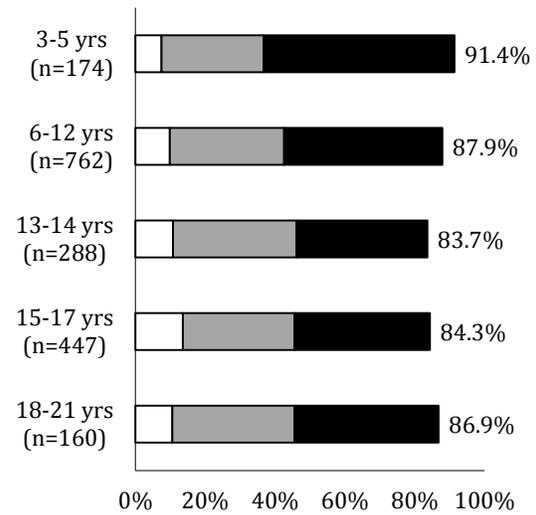
■ Moderately Agree

■ Strongly Agree

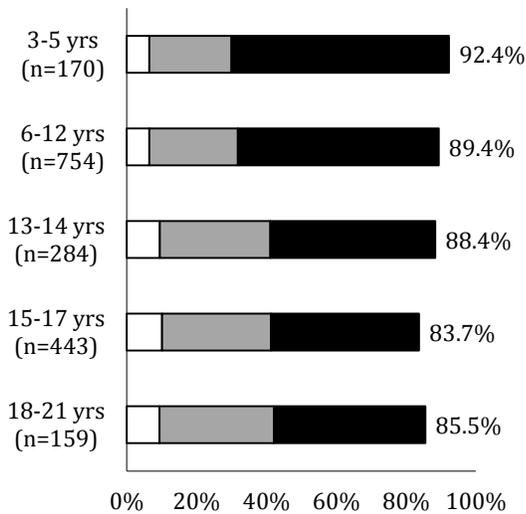
Q5: My child is accepted within the school community.



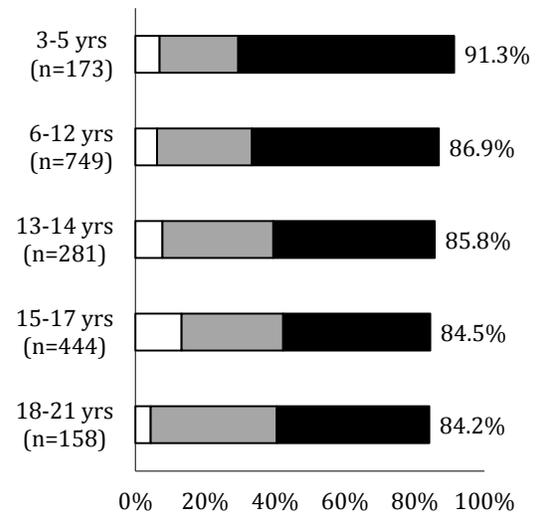
Q6: My child's IEP is meeting his/her educational needs.



Q7: All special education services identified in my child's IEP have been provided.



Q8: Staff is appropriately trained and able to provide my child's specific program and services.

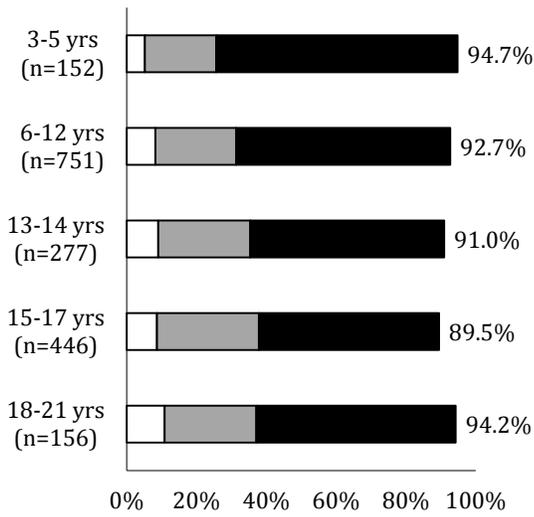


□ Slightly Agree

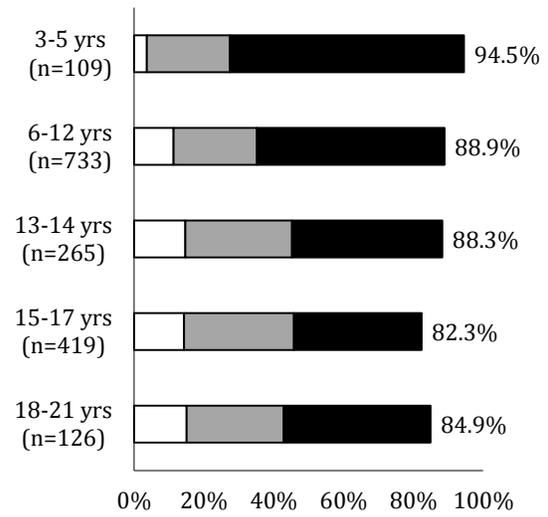
■ Moderately Agree

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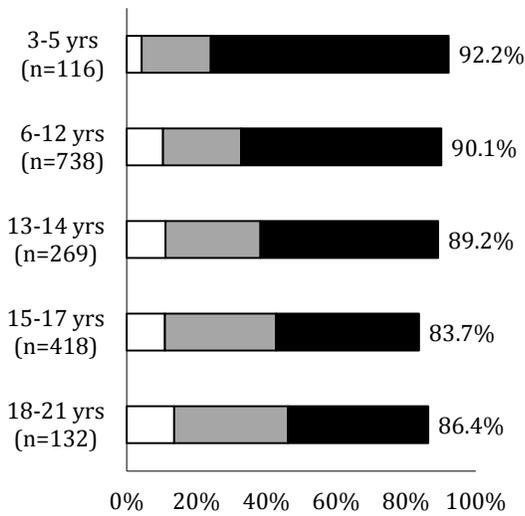
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



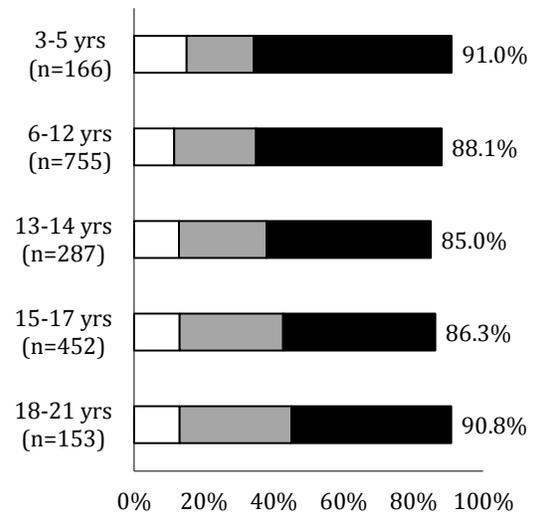
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



Q11: General education and special education teachers work together to assure that my child's IEP is being implemented.



Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.



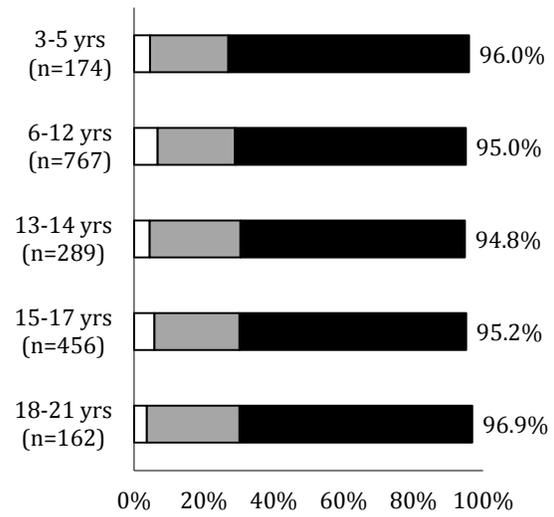
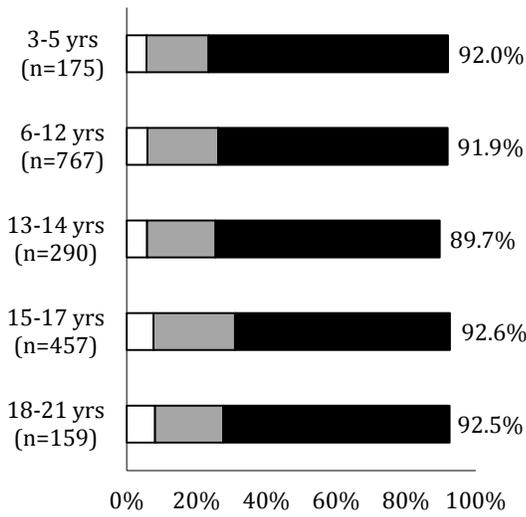
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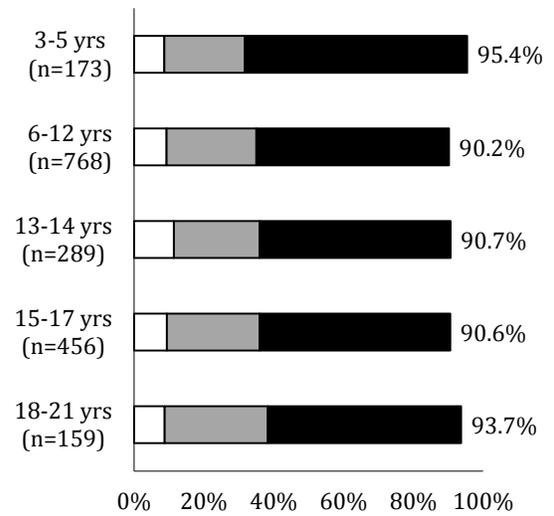
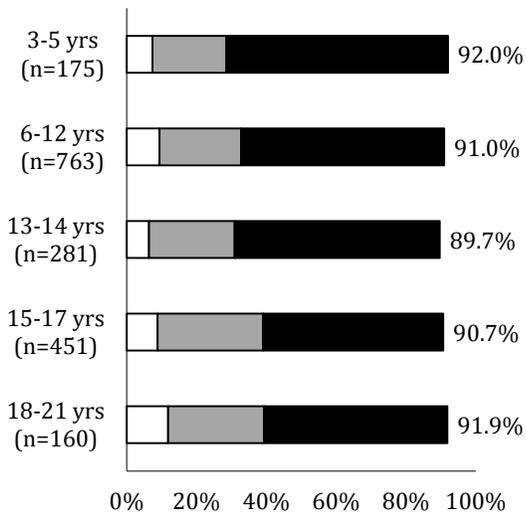
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.

Q14: I understand what is discussed at meetings to develop my child's IEP.



Q15: My concerns and recommendations are documented in the development of my child's IEP.

Q16: My child's evaluation report is written in terms I understand.



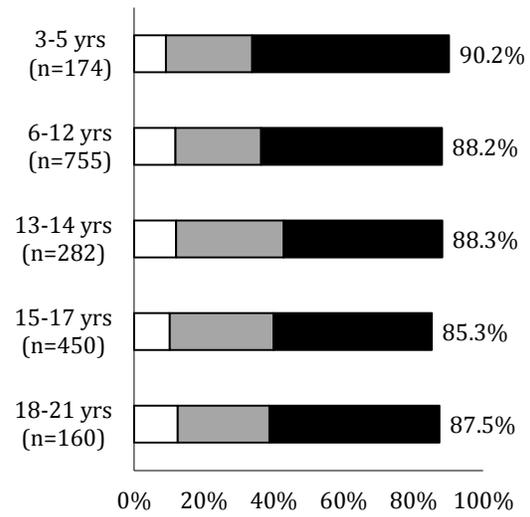
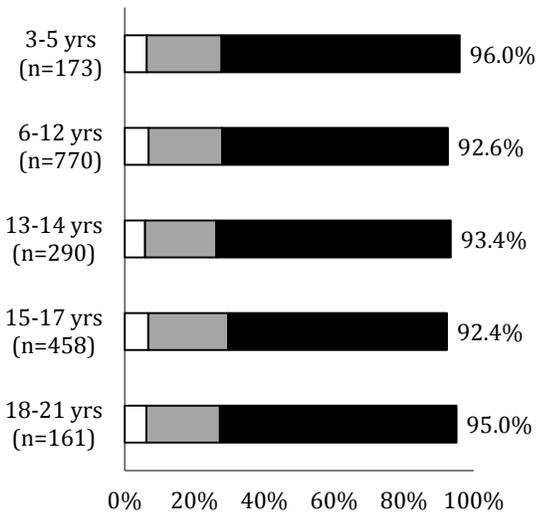
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

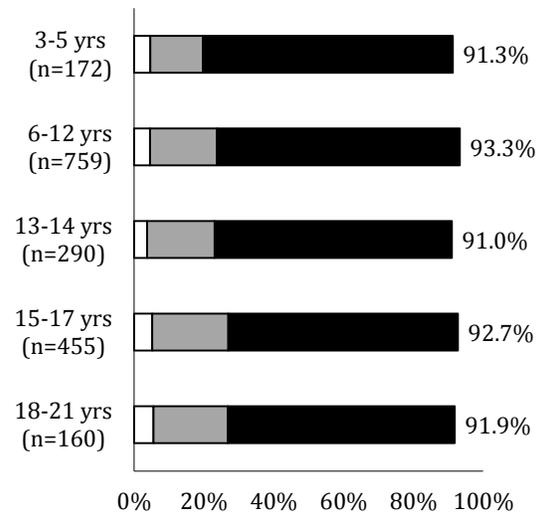
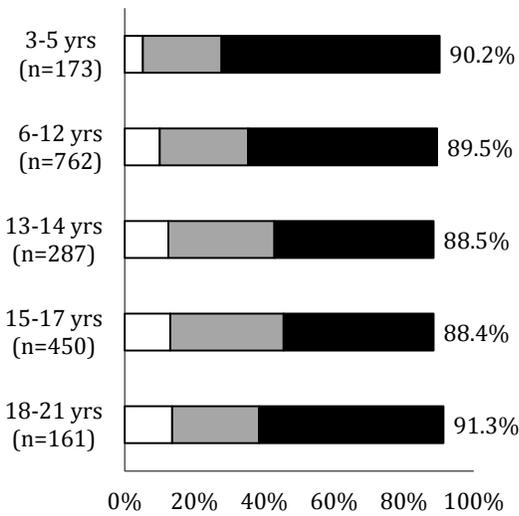
Q17: PPT meetings for my child have been scheduled at times and places that met my needs.

Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.



Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.

Q20: I have received a copy of my child's IEP within 5 school days after the PPT.



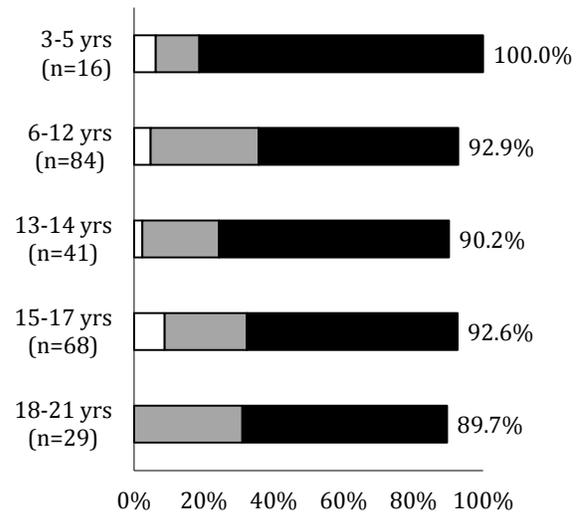
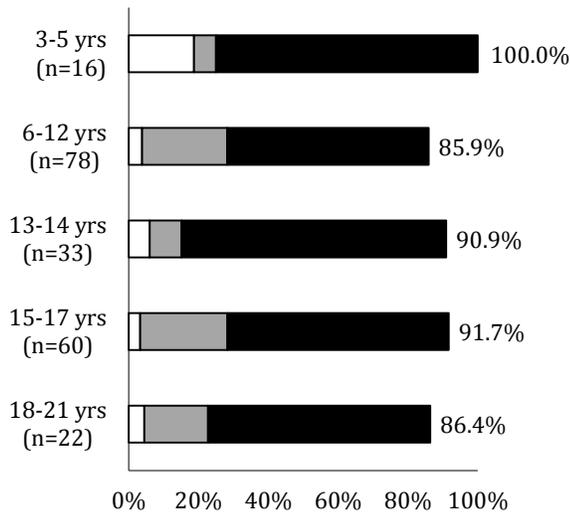
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

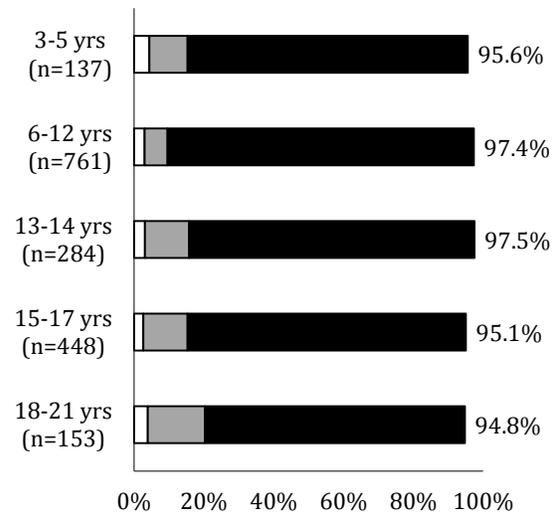
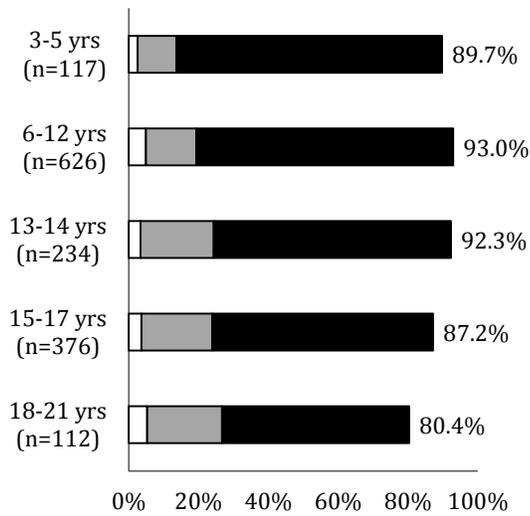
Q21: If necessary, a translator was provided at the PPT meetings.

Q22: The translation services provided at the PPT meetings were useful and accurate.



Q23: The school district proposed the regular classroom for my child as the first placement option.

Q24: My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).



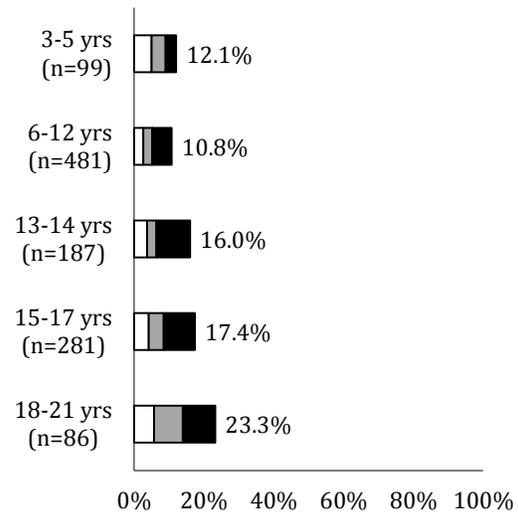
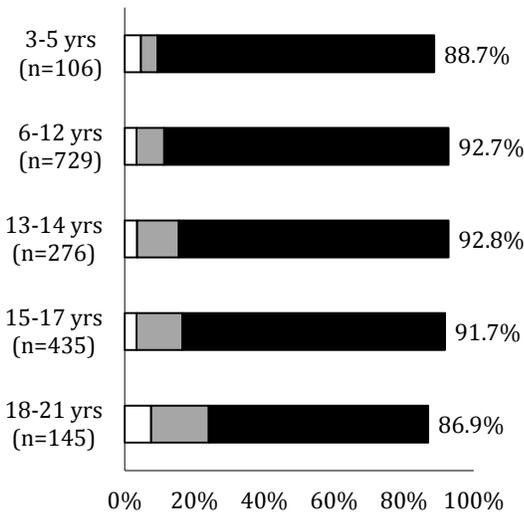
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

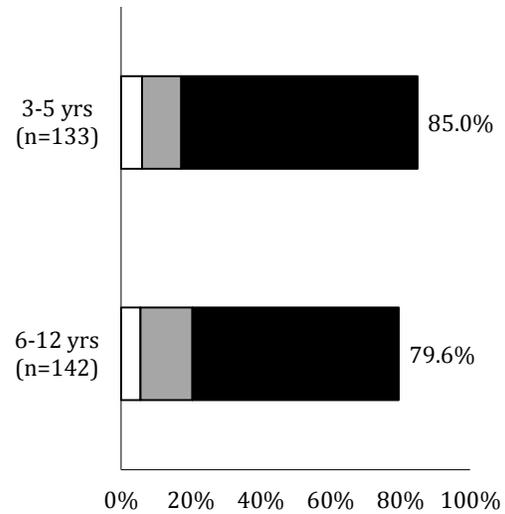
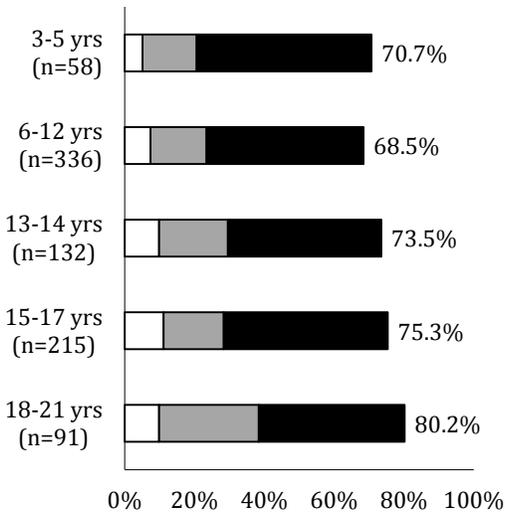
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.

Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).

Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (only answer if your child has transitioned from early intervention to Preschool in the past 3 years).

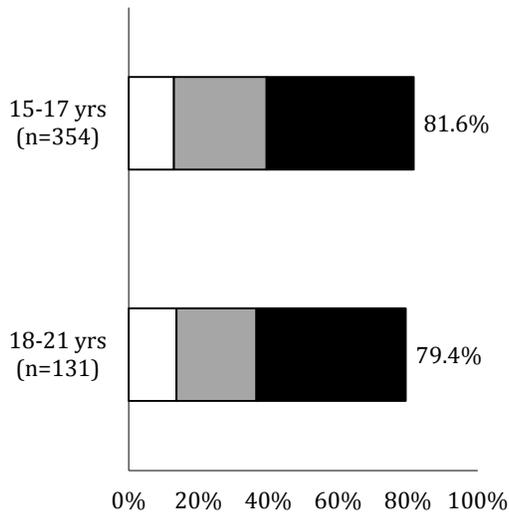


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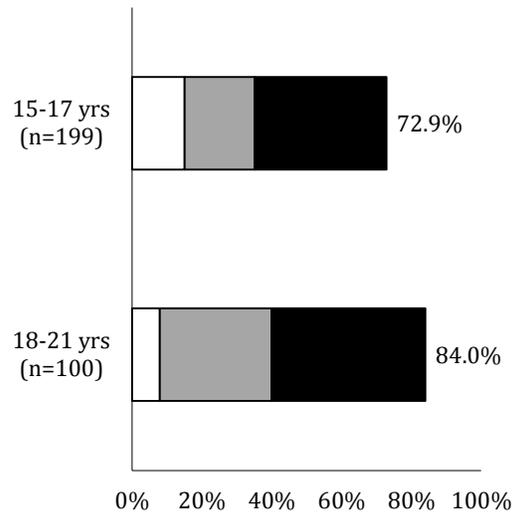
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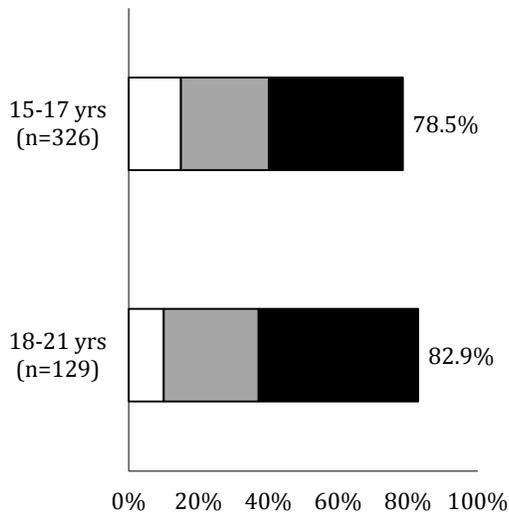
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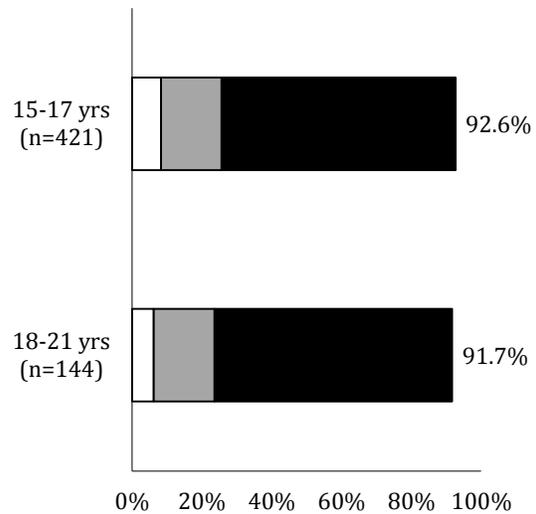
Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning (only answer if your child was age 15 or older at his/her last PPT meeting).



Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



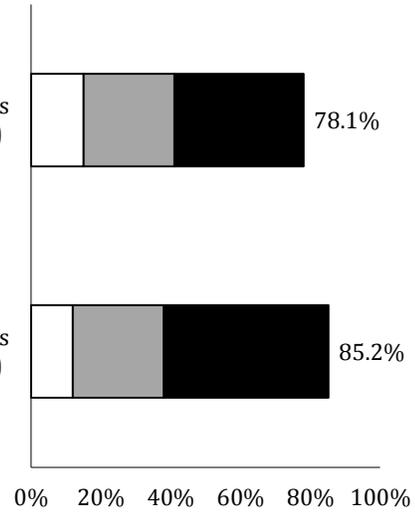
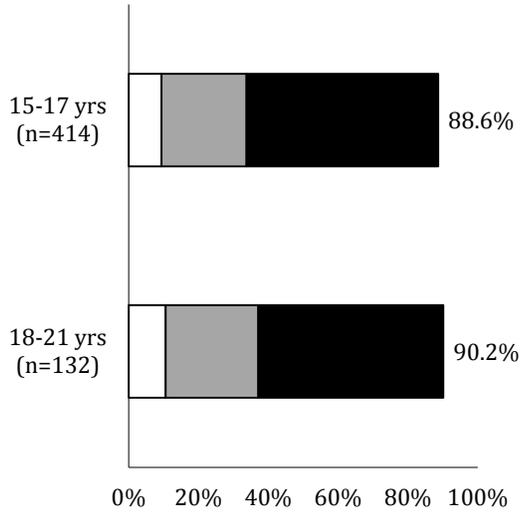
□ Slightly Agree

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■ Strongly Agree

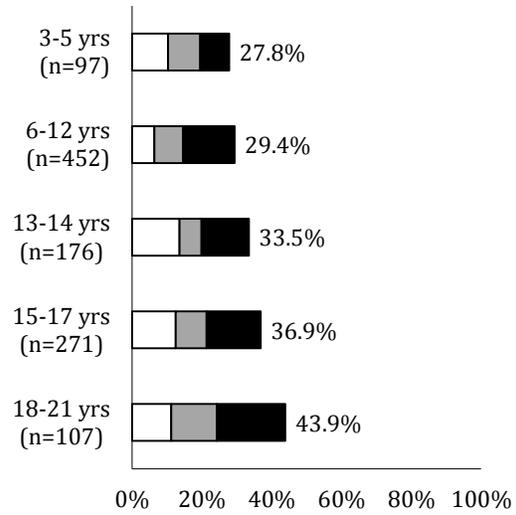
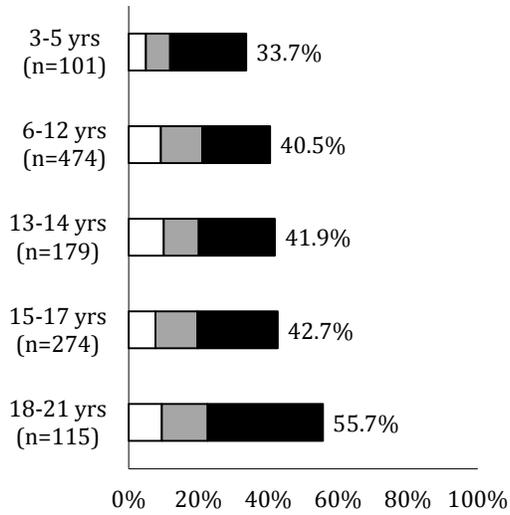
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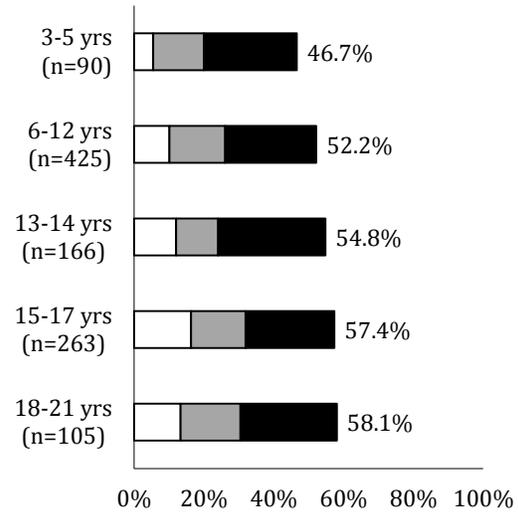
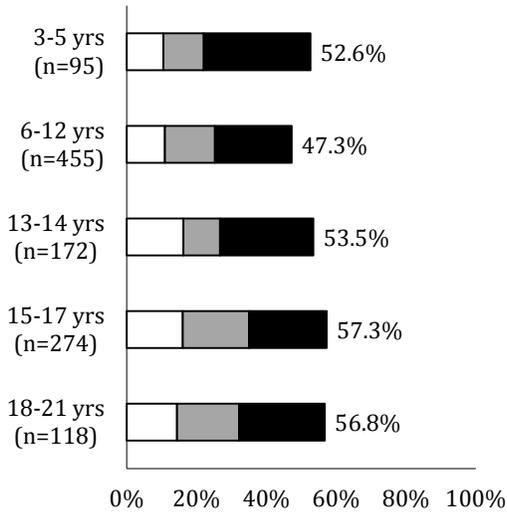
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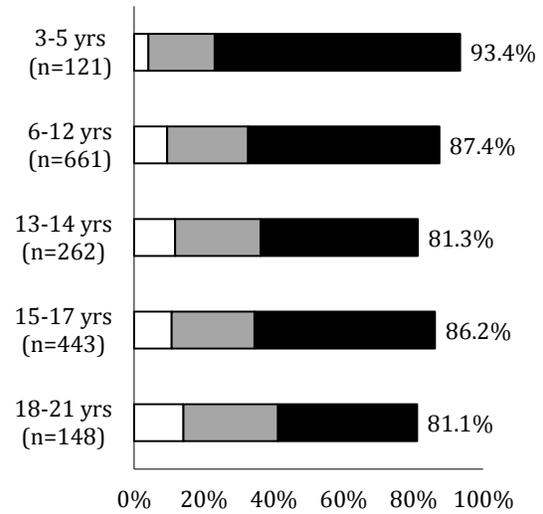
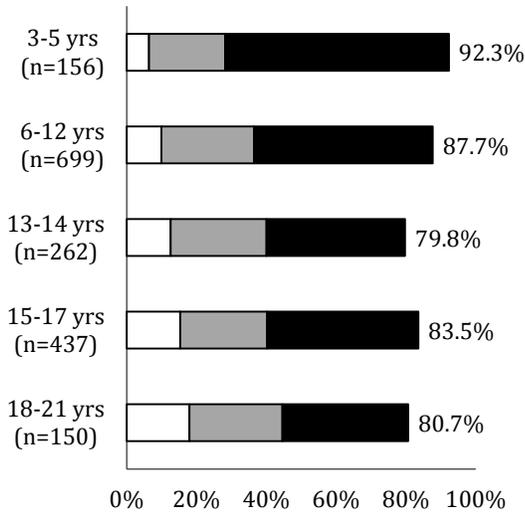
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Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



Q39: My child is learning skills that will enable him/her to be as independent as possible.

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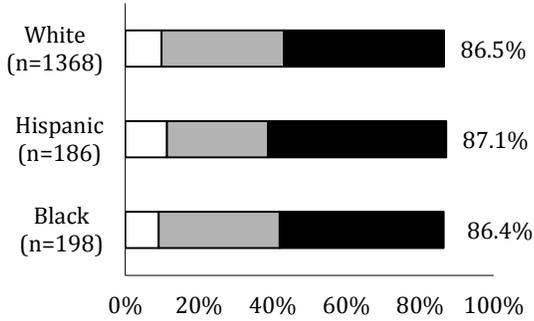
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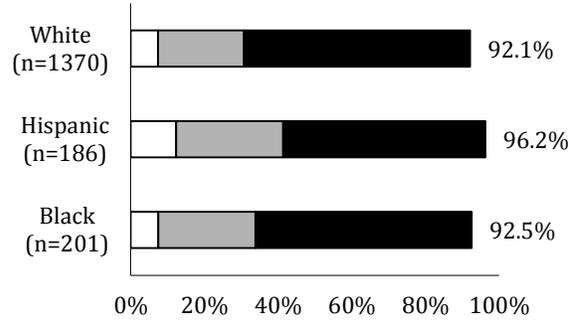
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Appendix C.3: Child's Race/Ethnicity

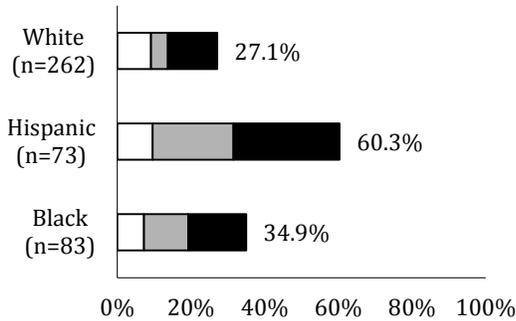
Q1: I am satisfied with my child's overall special education program.



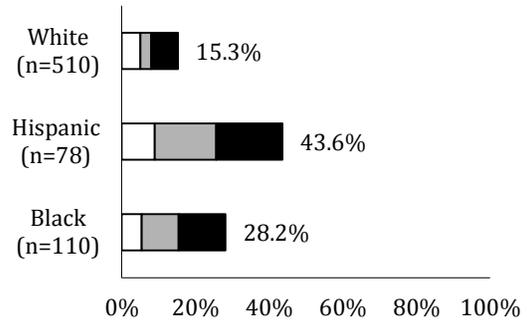
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



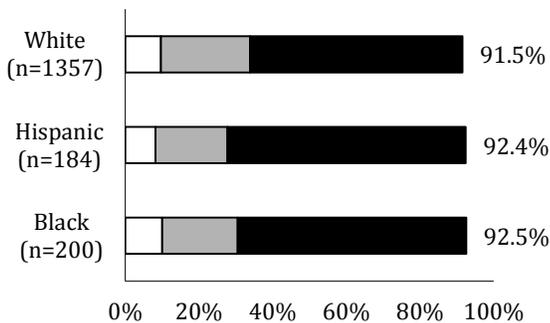
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



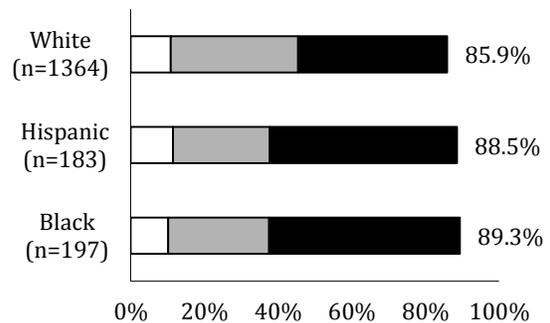
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



Q6: My child's IEP is meeting his/her educational needs.

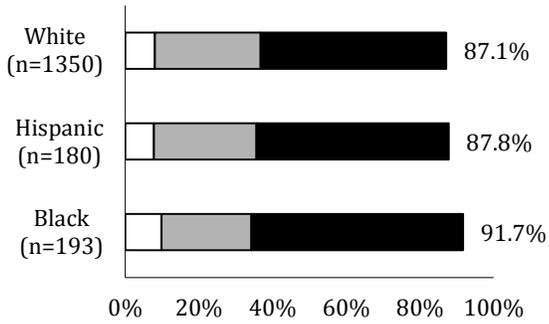


□ Slightly Agree

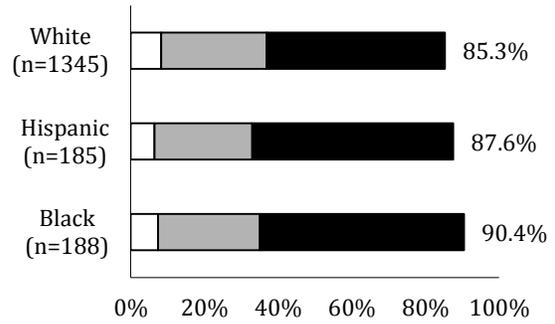
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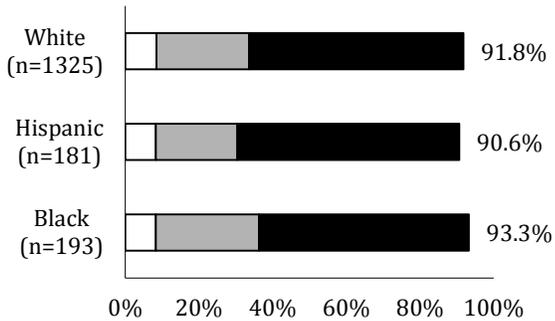
Q7: All special education services identified in my child's IEP have been provided.



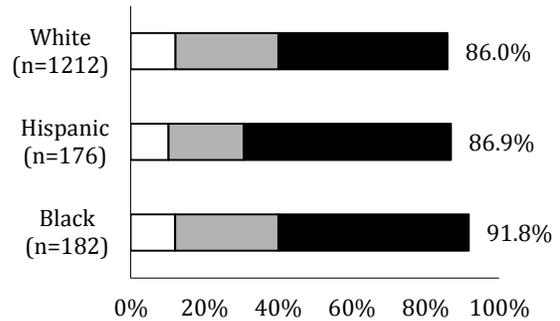
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



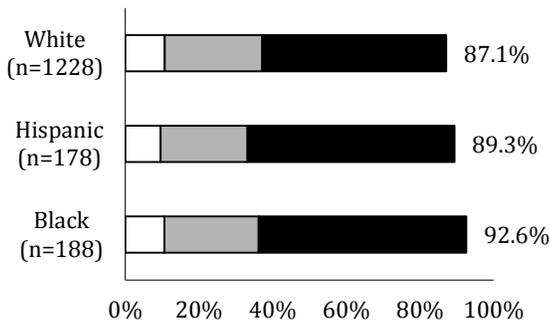
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



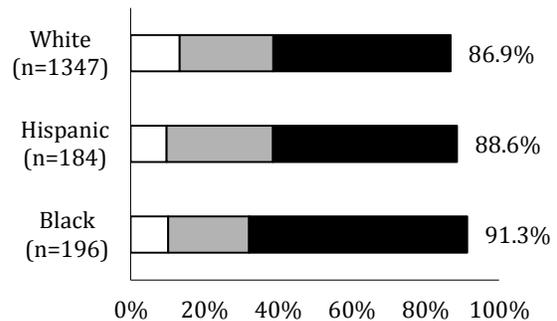
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



Q11: General education and special education teachers work together to assure that my child's IEP is being implemented.



Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.

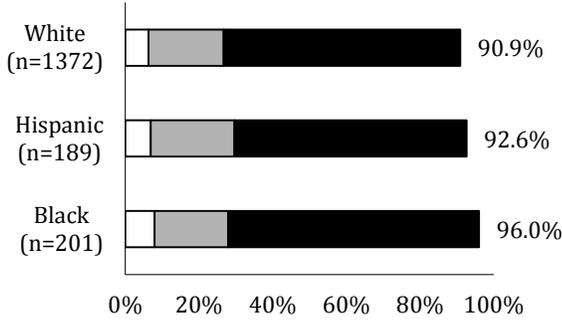


□ Slightly Agree

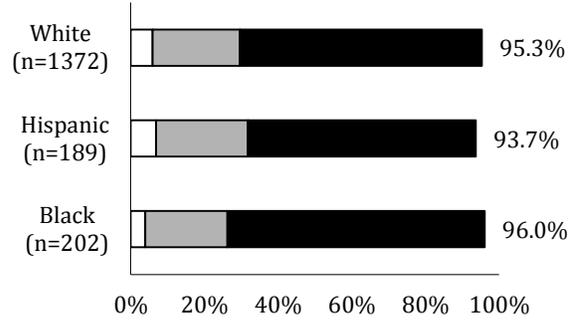
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■ Strongly Agree

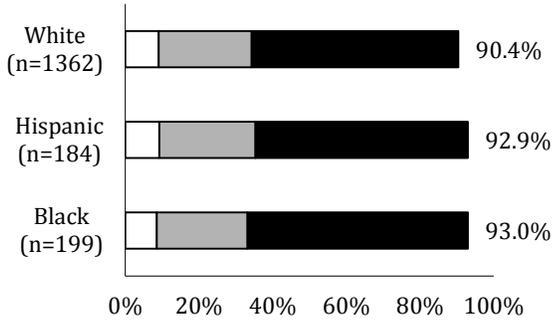
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



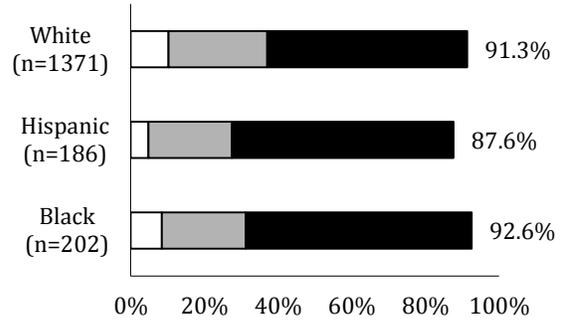
Q14: I understand what is discussed at meetings to develop my child's IEP.



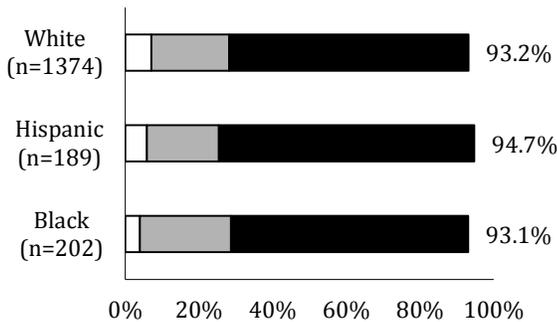
Q15: My concerns and recommendations are documented in the development of my child's IEP.



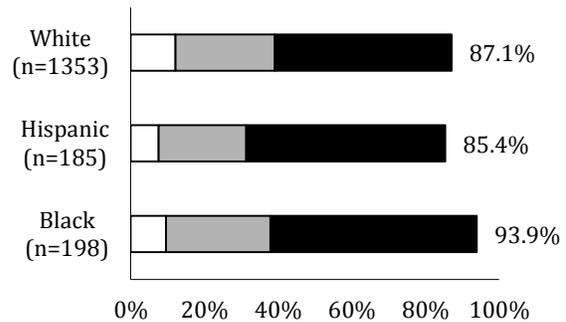
Q16: My child's evaluation report is written in terms I understand.



Q17: PPT meetings for my child have been scheduled at times and places that met my needs.



Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.



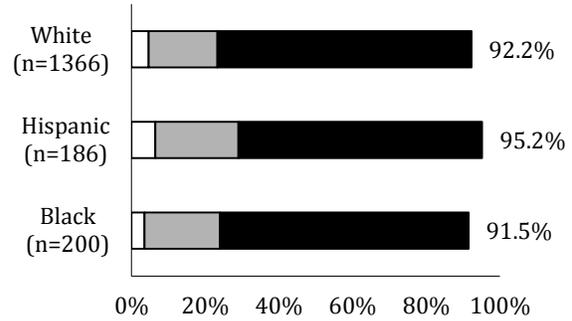
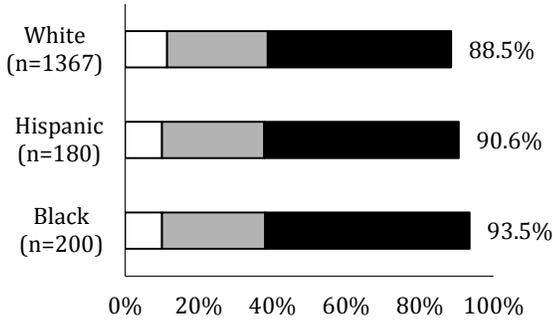
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

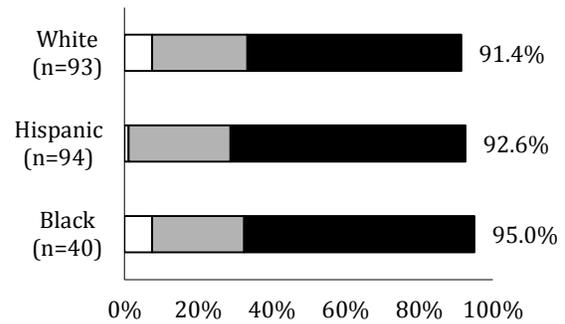
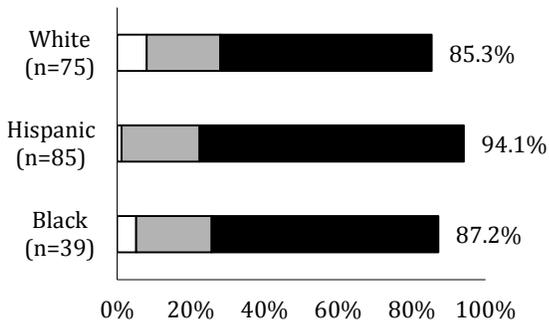
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.

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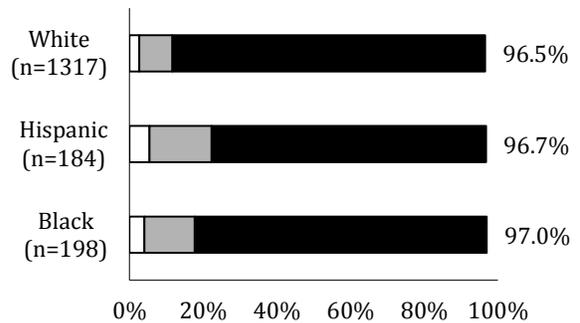
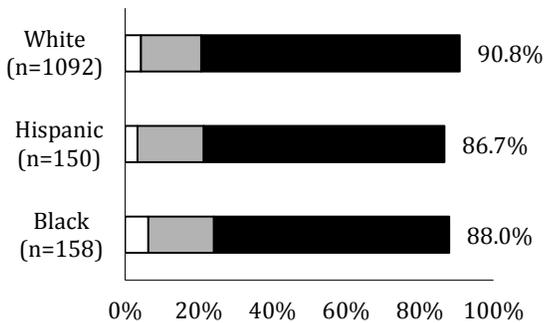
Q21: If necessary, a translator was provided at the PPT meetings.

Q22: The translation services provided at the PPT meetings were useful and accurate.



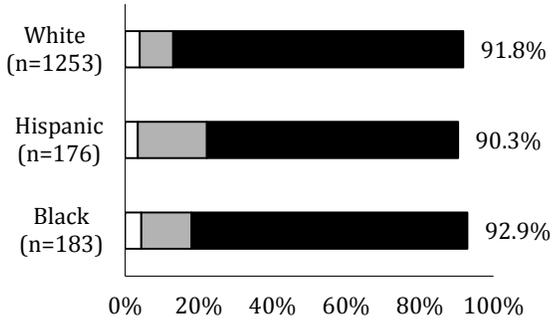
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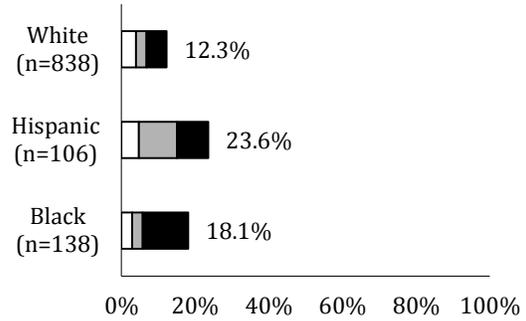


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

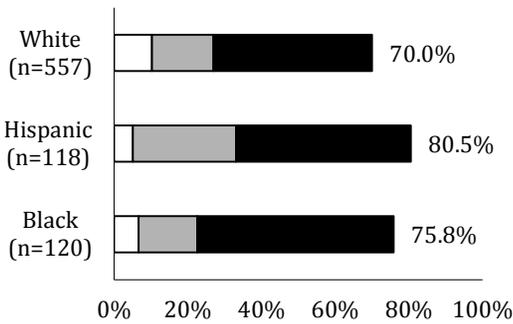
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



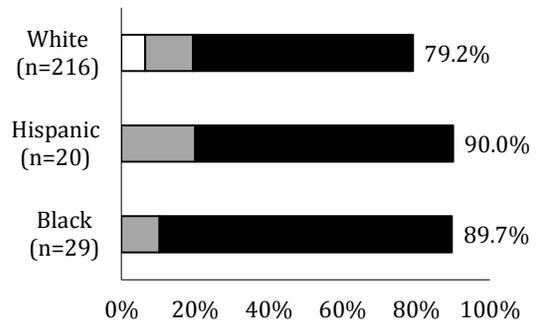
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



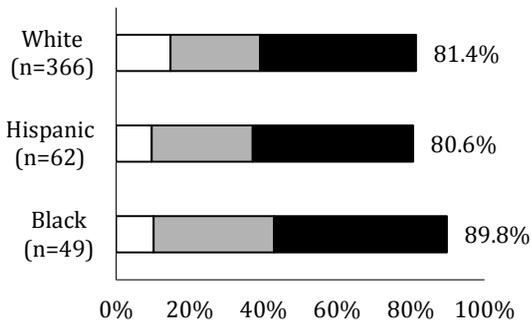
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).



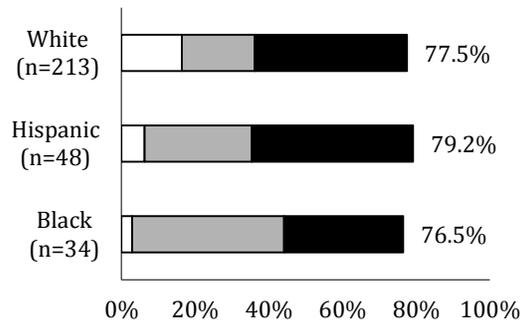
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (only answer if your child has transitioned from early intervention to Preschool in the past 3 years).



Q29: I am satisfied with the way secondary transition services were implemented for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning (only answer if your child was age 15 or older at his/her last PPT meeting).



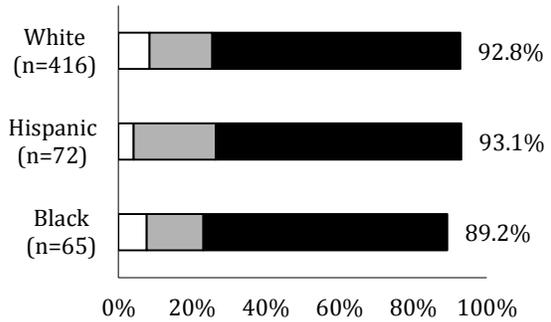
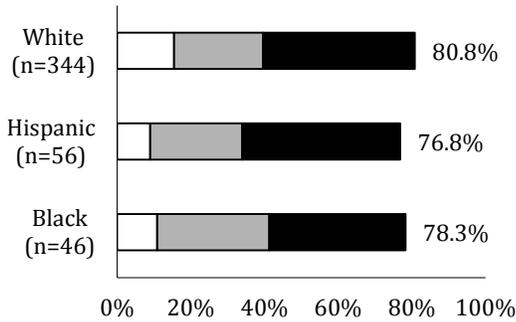
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

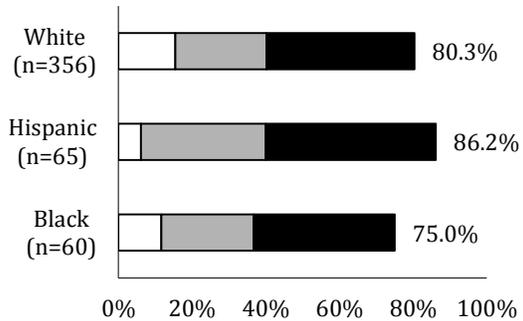
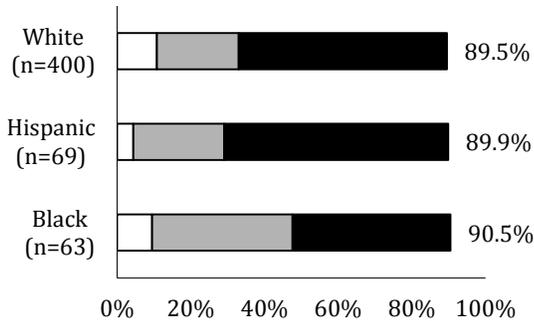
Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).

Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



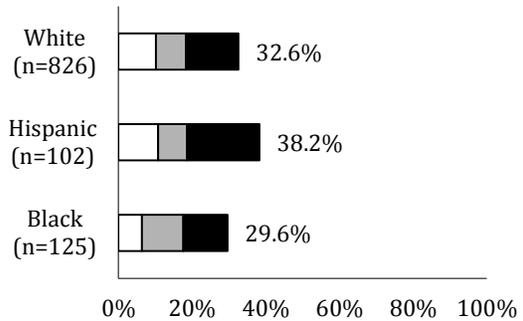
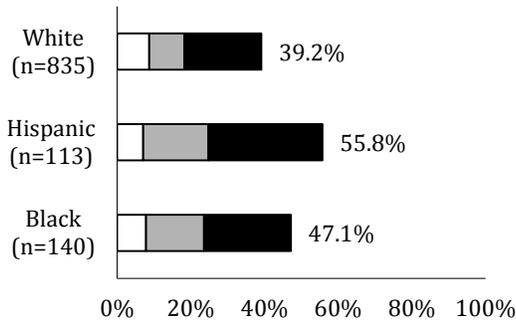
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

Q34: The PPT developed individualized goals for my child related to employment/postsecondary education; independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



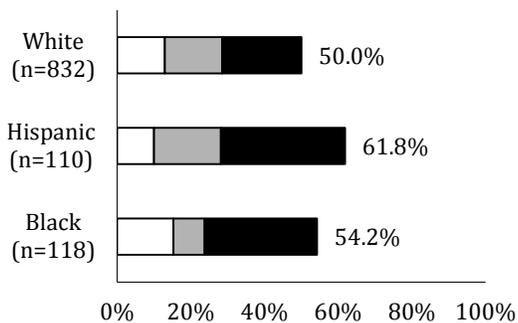
Q35: In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.

Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.

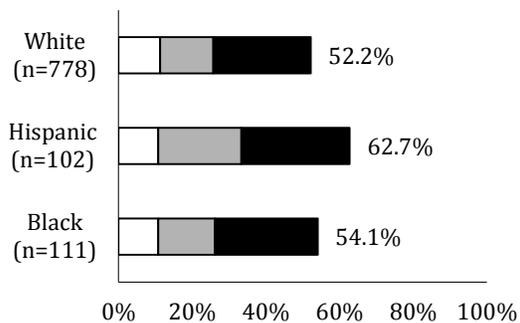


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

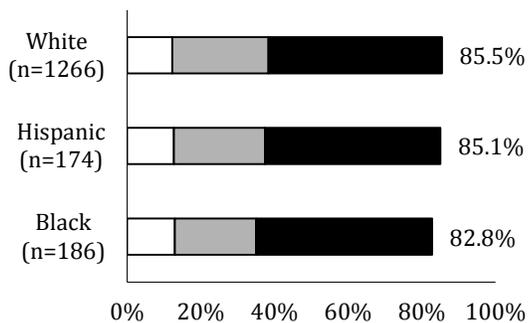
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.



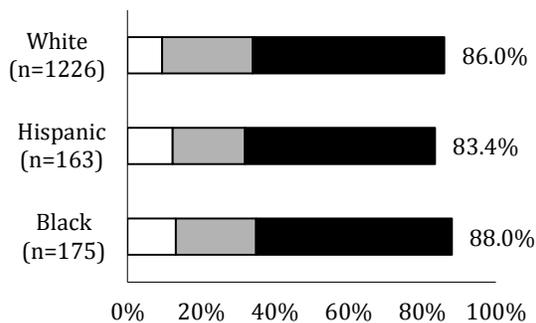
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



Q39: My child is learning skills that will enable him/her to be as independent as possible.



Q40: My child is learning skills that will lead to a high school diploma, further education, or a job.



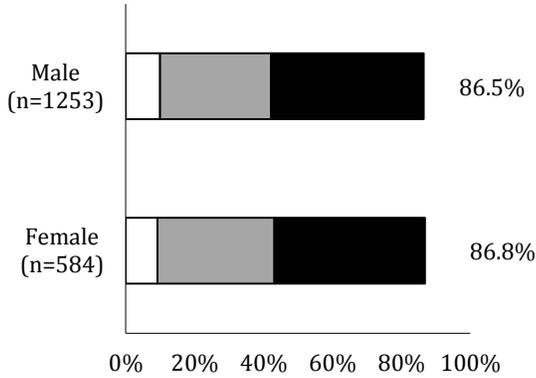
□ Slightly Agree

■ Moderately Agree

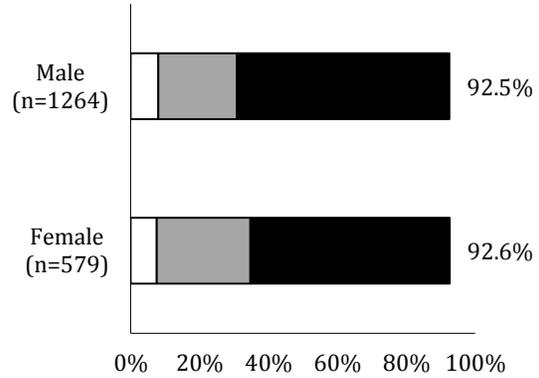
■ Strongly Agree

Appendix C.4: Child's Gender

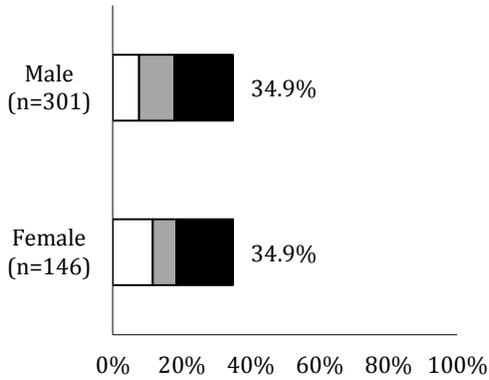
Q1: I am satisfied with my child's overall special education program.



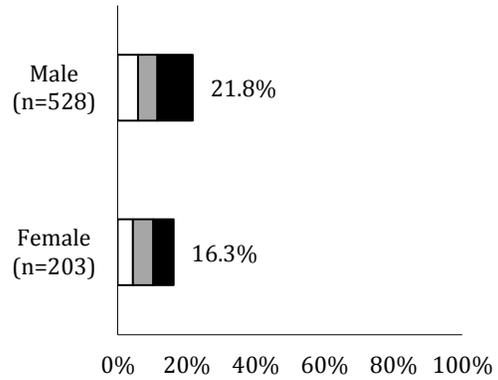
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



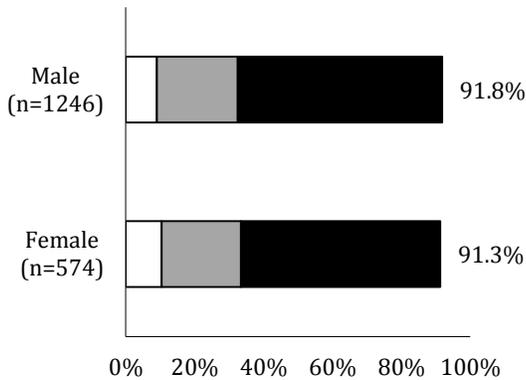
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



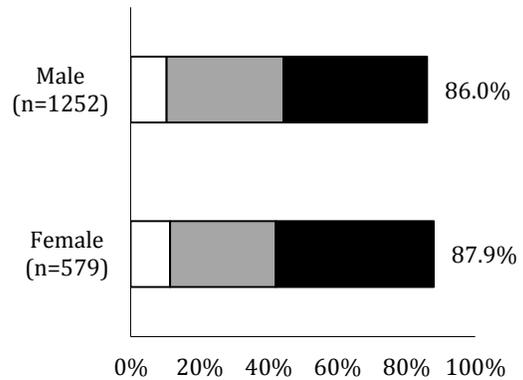
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



Q6: My child's IEP is meeting his/her educational needs.

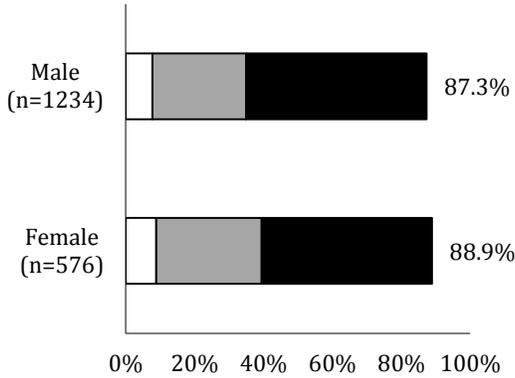


□ Slightly Agree

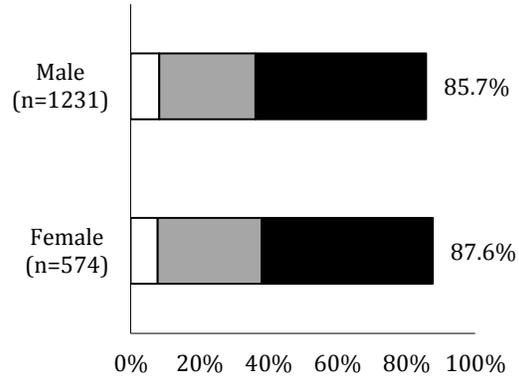
■ Moderately Agree

■ Strongly Agree

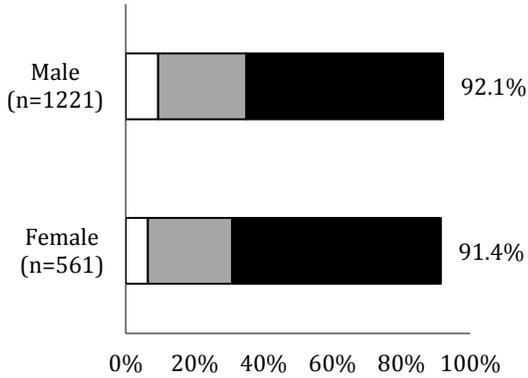
Q7: All special education services identified in my child's IEP have been provided.



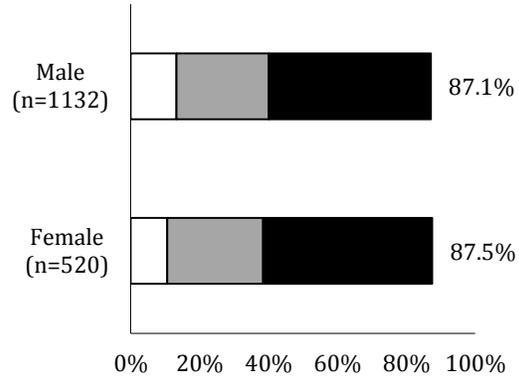
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



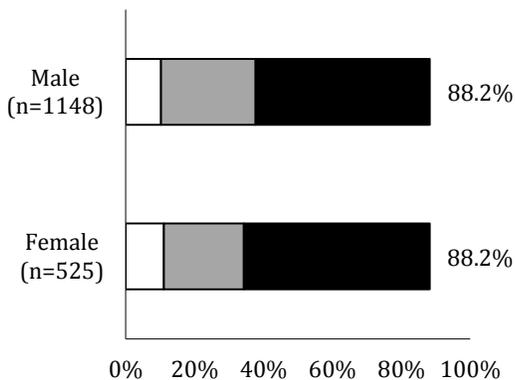
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



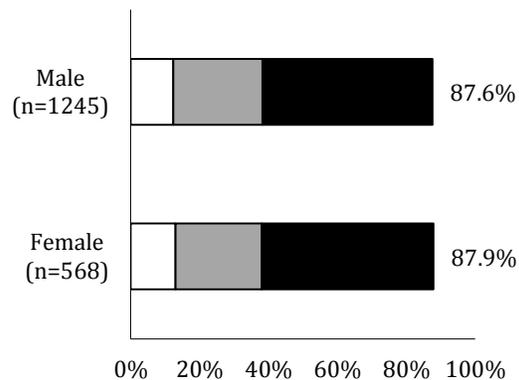
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



Q11: General education and special education teachers work together to assure that my child's IEP is being implemented.



Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.

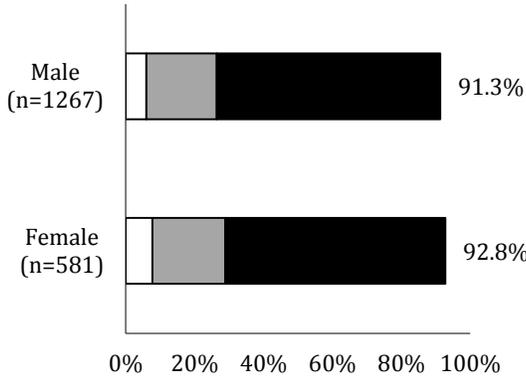


□ Slightly Agree

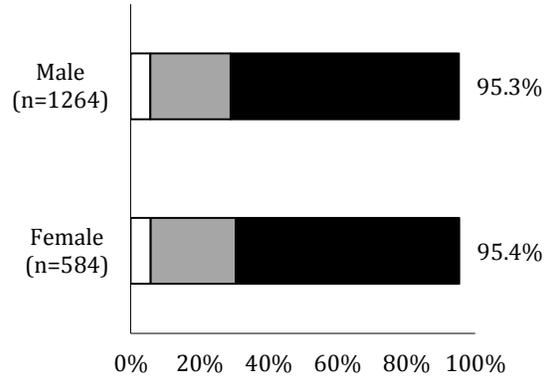
■ Moderately Agree

■ Strongly Agree

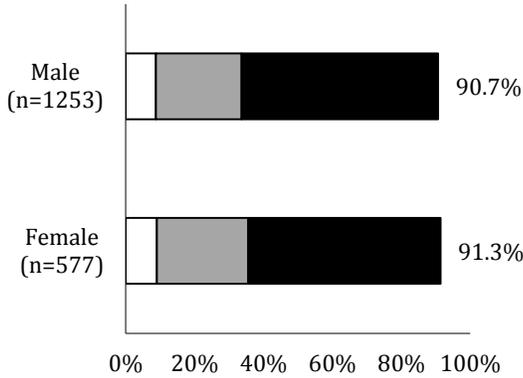
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



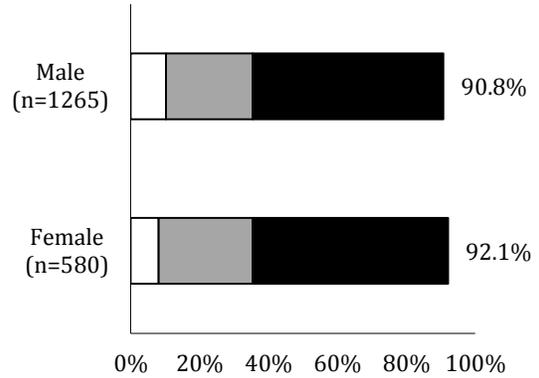
Q14: I understand what is discussed at meetings to develop my child's IEP.



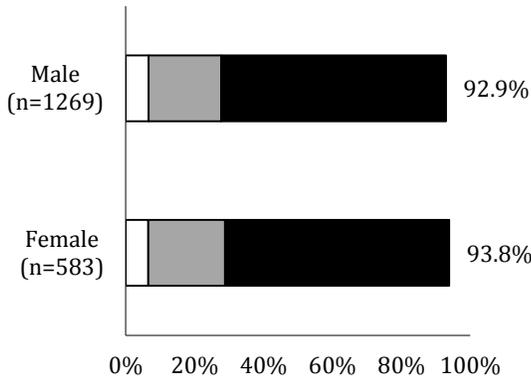
Q15: My concerns and recommendations are documented in the development of my child's IEP.



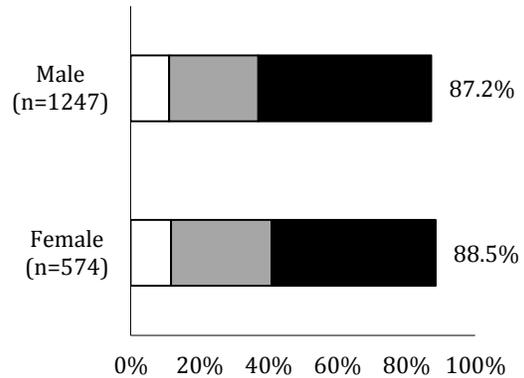
Q16: My child's evaluation report is written in terms I understand.



Q17: PPT meetings for my child have been scheduled at times and places that met my needs.



Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.



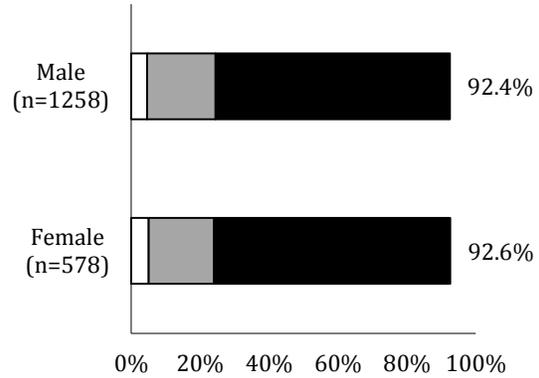
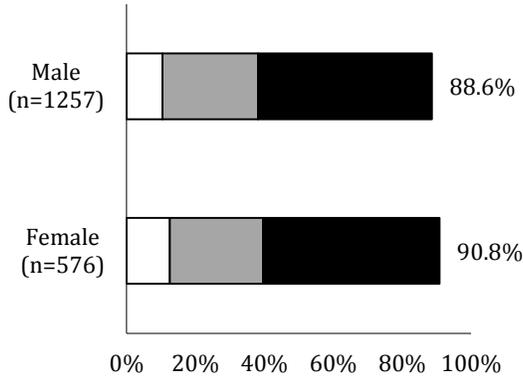
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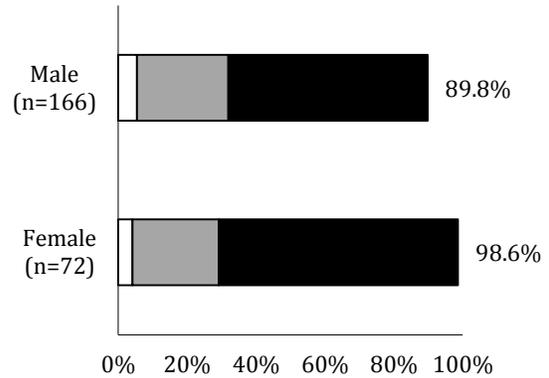
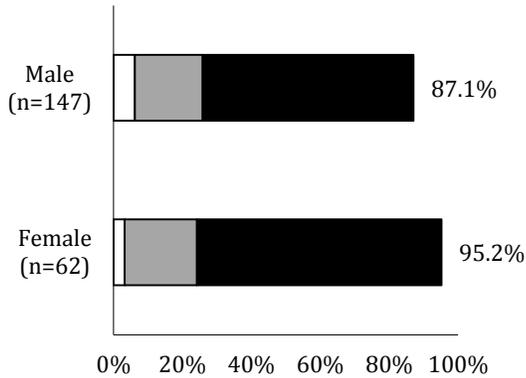
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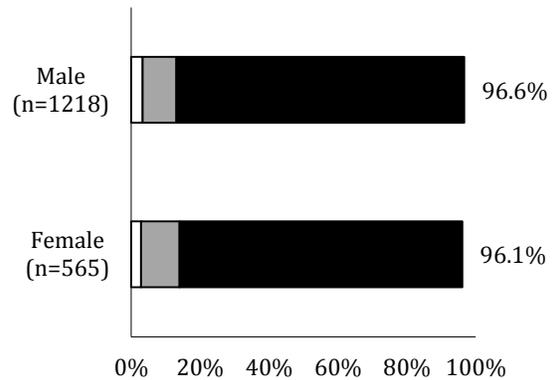
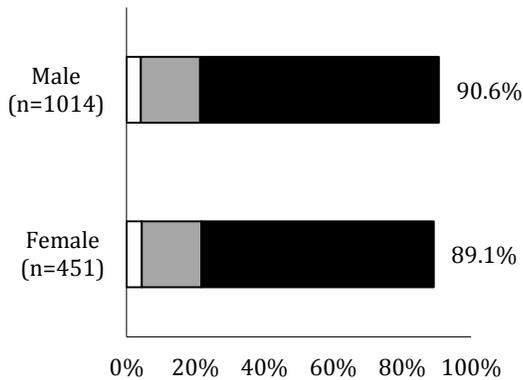
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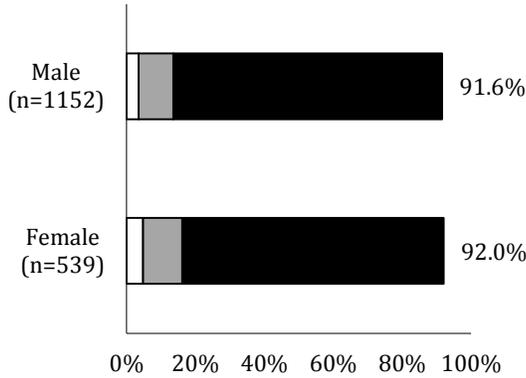


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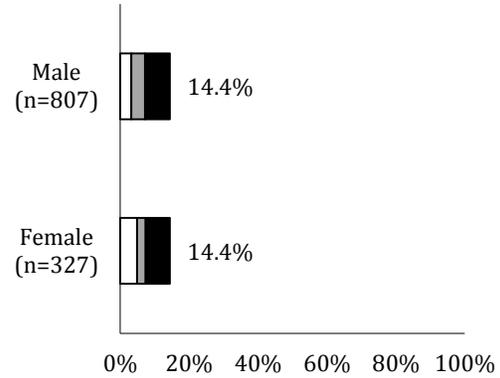
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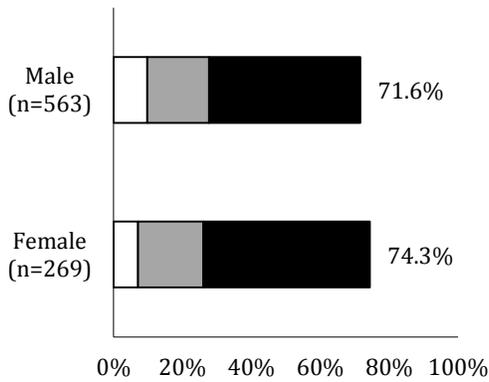
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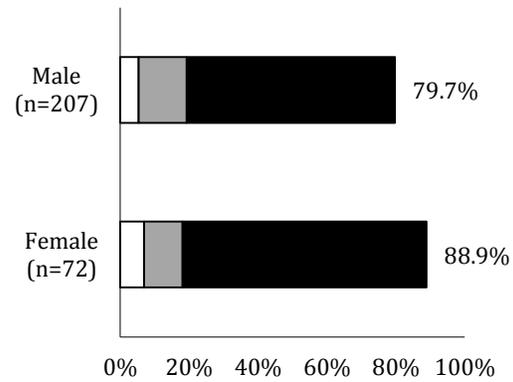
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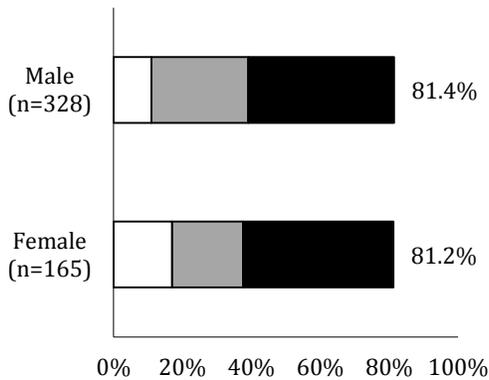
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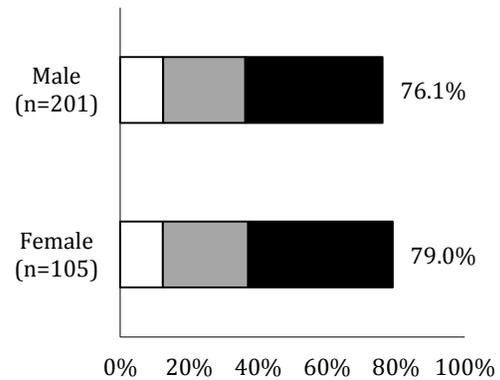
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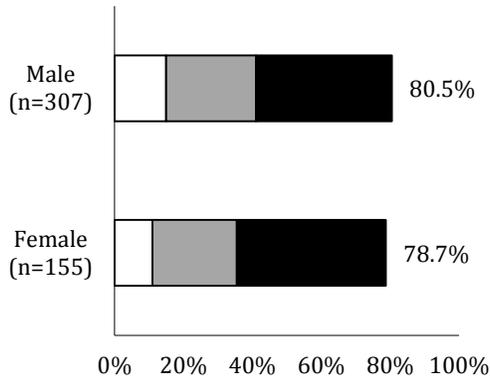


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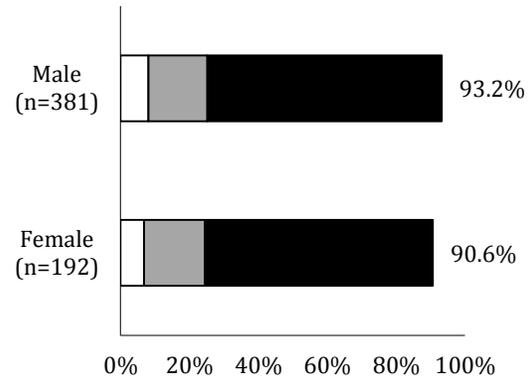


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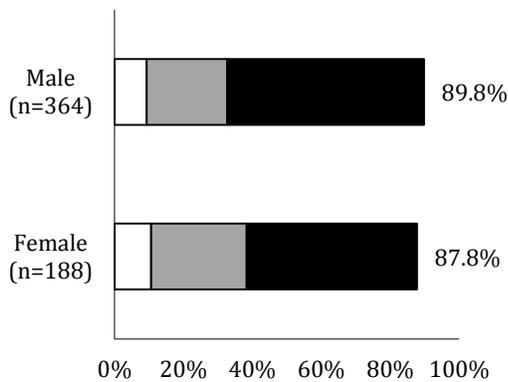
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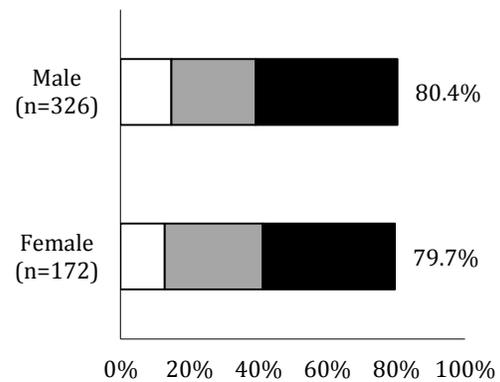
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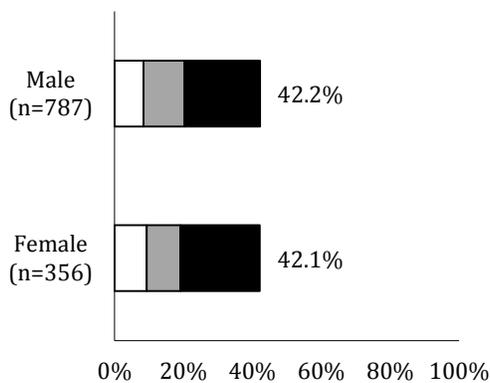
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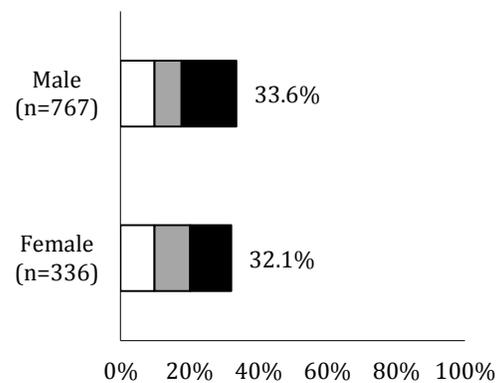
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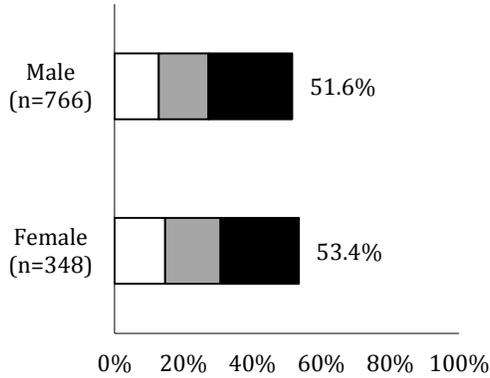


Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.

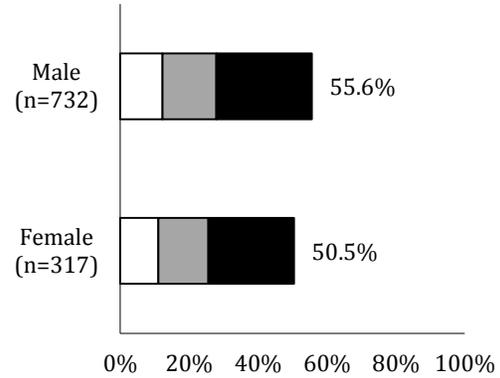


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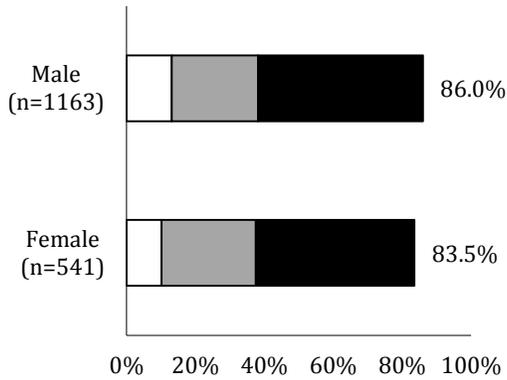
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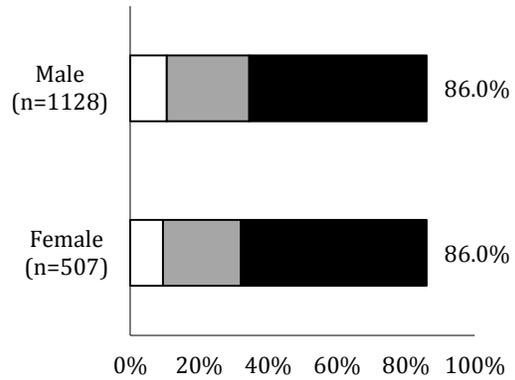
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Q40: My child is learning skills that will lead to a high school diploma, further education, or a job.



□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

Appendix D: Year-to-Year Comparison of Survey Results

The following appendix provides data from districts included in one of the past six survey distribution cycles (See Table D.1 below). Information on the demographics of survey respondents by year is included in Appendix D.1 and Appendix D.2 includes stacked bar charts to illustrate the response pattern of survey respondents by year. Each bar chart presents the percentage of respondents to agree to a survey statement (length of the bar); with the strength of the agreement (strongly, moderately and slightly) represented by the shading of the bar. The total number of respondents (n) includes all respondents who selected a response other than “not applicable” and “don’t know.”

Table D.1: Parent Survey Sampling Matrix

Year		n < 100	100 ≥ n < 400	400 ≥ n < 900	n ≥ 900
2005-2006	DRGs (A-D)	Andover, Easton, Westbrook	East Lyme, Canton, Orange, Preston, Shelton	Madison, Wilton, Windsor	--
	DRGs (E-I)	Ashford, Chester, Sharon	Derby, North Stonington, Lebanon	Killingly, New London	New Britain, Waterbury
2006-2007	DRGs (A-D)	Cornwall, Sherman	Brookfield, Colchester, Oxford, Region 05, Region 08, Region 19, Stonington, Suffield	Branford, Cheshire, New Milford, Simsbury	West Hartford
	DRGs (E-I)	Bozrah, North Canaan, Sterling, Voluntown	East Windsor, Region 16, Stafford, Thompson, Winchester	Naugatuck, Norwich, Windham	Bridgeport, Manchester
2007-2008	DRGs (A-D)	Bolton, Salem, Woodbridge	Avon, Bethel, Cromwell, New Fairfield, North Haven, Region 12, Region 14, Region 17	Glastonbury, Newington, Southington, Wethersfield	Fairfield
	DRGs (E-I)	Canterbury, Chaplin, Lisbon, Region 01, Willington	Ansonia, East Haddam, Griswold, Plainville, Region 06	Torrington, Middletown, Wolcott	East Hartford, Meriden
2008-2009	DRGs (A-D)	Bethany, Columbia, New Hartford	Ellington, Farmington, Guilford, Hebron, Old Saybrook, Region 10, Region 13, Region 18	Monroe, Region 15, Ridgefield, Trumbull	--
	DRGs (E-I)	Franklin, Kent, Norfolk, Salisbury, Scotland	Coventry, Plainfield, Plymouth, Seymour, Woodstock	Groton, USD 1, West Haven	Bristol, New Haven
2009-2010	DRGs (A-D)	Barkhamsted, Essex, Pomfret, Region 09	Granby, Ledyard, Mansfield, Redding, Region 07, Somers, Weston	Berlin, Milford, Wallingford, Westport	--
	DRGs (E-I)	Colebrook, Deep River, Sprague, Union	Bloomfield, Montville, Portland, Putnam, Thomaston	East Haven, Stratford	CTHSS, Danbury, Norwalk
2010-2011	DRGs (A-D)	East Granby, Marlborough, Region 04	Clinton, East Hampton, New Canaan, Rocky Hill, Tolland, Waterford, Watertown	Darien, Newtown, Windsor	Greenwich
	DRGs (E-I)	Canaan, Eastford, Hampton, Hartland, Region 11	Brooklyn, Litchfield, North Branford, USD 2, Windsor Locks	Enfield, Hamden, Vernon	Hartford, Stamford

Note: District size reflects the number of students (n) reported to the CSDE as receiving special education services in 2004-2005 (the most recent data available at the time the sampling plan was developed).

Appendix D.1: Survey Demographics by Year

Table D.1.1: Race/Ethnicity

Child's Race/Ethnicity	2005-2006 (n=1,299)	2006-2007 (n=1,948)	2007-2008 (n=2,220)	2008-2009 (n=1,874)	2009-2010 (n=1,812)	2010-2011 (n=1,862)
White not Hispanic	72.9%	80.5%	81.8%	80.2%	76.6%	74.3%
Hispanic	12.9%	10.5%	9.1%	10.0%	11.0%	10.4%
Black not Hispanic	10.0%	5.4%	6.1%	6.7%	7.8%	11.0%
Asian or Pacific Islander	2.4%	2.4%	2.3%	2.2%	3.4%	3.5%
Am. Indian or Alaskan Native	1.8%	1.2%	0.6%	0.8%	1.2%	0.8%

Table D.1.2: Age

Child's Age	2005-2006 (n=1,343)	2006-2007 (n=1,992)	2007-2008 (n=2,275)	2008-2009 (n=1,874)	2009-2010 (n=1,812)	2010-2011 (n=1,869)
3 to 5	14.7%	11.5%	11.7%	13.6%	9.3%	9.4%
6 to 12	47.7%	42.2%	44.8%	44.6%	40.0%	41.6%
13 to 14	14.9%	15.3%	16.9%	15.0%	17.2%	15.6%
15 to 17	17.5%	23.1%	20.2%	18.9%	24.8%	24.8%
18 to 21	5.3%	7.9%	6.3%	7.9%	8.8%	8.7%

Table D.1.3: Grade Level

Child's Grade Level	2005-2006 (n=1,228)	2006-2007 (n=1,985)	2007-2008 (n=2,263)	2008-2009 (n=1,874)	2009-2010 (n=1,811)	2010-2011 (n=1,869)
Preschool	12.3%	9.2%	10.1%	11.2%	7.6%	7.7%
Elementary	39.5%	35.8%	36.9%	36.7%	32.7%	32.7%
Middle	25.7%	23.7%	25.1%	25.2%	24.8%	25.3%
High	20.0%	28.5%	25.1%	24.1%	31.4%	31.0%
Transition	2.5%	2.9%	2.8%	2.8%	3.5%	3.3%

Table D.1.4: Gender

Child's Gender	2005-2006 (n=1,339)	2006-2007 (n=2,003)	2007-2008 (n=2,287)	2008-2009 (n=1,874)	2009-2010 (n=1,812)	2010-2011 (n=1,869)
Male	69.2%	71.0%	69.4%	69.7%	70.9%	68.5%
Female	30.8%	29.0%	30.6%	30.3%	29.1%	31.5%

Table D.1.5: Type of Placement

Child's Type of Placement	2005-2006 (n=1,335)	2006-2007 (n=2,003)	2007-2008 (n=2,285)	2008-2009 (n=1,874)	2009-2010 (n=1,793)	2010-2011 (n=1,840)
Public	89.7%	90.0%	89.8%	90.3%	87.6%	88.2%
Special Ed. - Out of District	5.2%	5.9%	6.3%	5.4%	5.5%	6.0%
Residential	1.0%	1.7%	0.8%	1.2%	1.2%	1.8%
Private/Parochial	1.4%	0.6%	1.4%	1.1%	1.0%	1.4%
Out of State	0.4%	0.2%	0.1%	0.3%	0.3%	0.3%
Hospital/Homebound	0.3%	0.1%	0.3%	0.2%	-	0.2%
Other	1.9%	1.3%	1.3%	1.6%	4.4%	2.0%

Table D.1.6: Language of Surveys Received

Language	2005-2006 (n=1,387)	2006-2007 (n=2,020)	2007-2008 (n=2,306)	2008-2009 (n=1,874)	2009-2010 (n=1,813)	2010-2011 (n=1,870)
English	94.3%	97.0%	98.1%	98.7%	96.9%	97.1%
Spanish	5.7%	3.0%	1.9%	1.3%	3.1%	2.9%

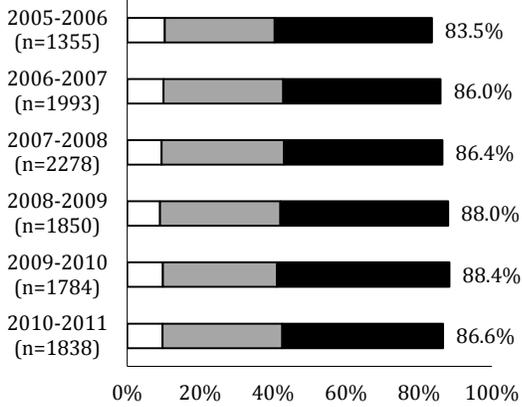
Table D.1.7: Disability

Child's Disability	2005-2006 (n=1,335)	2006-2007 (n=1,984)	2007-2008 (n=2,271)	2008-2009 (n=1,839)	2009-2010 (n=1,813)	2010-2011 (n=1,836)
Specific Learning Disability	27.5%	28.2%	28.2%	29.1%	29.1%	28.5%
Speech or Language Impaired	20.4%	18.9%	20.2%	18.5%	17.1%	17.2%
OHI - ADD/ADHD	19.7%	21.2%	22.0%	18.0%	19.9%	20.4%
Autism	11.5%	11.7%	12.6%	14.2%	15.0%	15.6%
Developmental Delay (ages 3-5 only)	7.3%	5.4%	4.1%	4.3%	2.9%	4.3%
Other Health Impairment (OHI)	5.7%	2.3%	4.1%	5.5%	4.5%	5.6%
Emotional Disturbance	5.6%	5.2%	4.9%	5.2%	4.7%	5.1%
Multiple Disabilities	5.1%	5.3%	5.8%	5.1%	5.4%	6.1%
Intellectual Disability/Mental Retardation	4.5%	6.3%	5.4%	4.9%	4.4%	5.3%
Hearing Impairment	2.3%	3.0%	1.7%	1.7%	1.2%	0.9%
Visual Impairment	1.8%	1.4%	1.1%	1.3%	1.3%	1.5%
Deaf-Blindness	1.0%	0.4%	0.3%	0.5%	0.4%	0.4%
Traumatic Brain Injury	0.9%	0.8%	0.5%	0.7%	0.8%	0.4%
Orthopedic Impairment	0.7%	1.0%	0.7%	0.6%	0.8%	0.7%
Don't Know	2.5%	2.2%	3.7%	3.5%	4.8%	3.6%
To Be Determined	1.0%	1.2%	2.2%	1.6%	1.3%	1.7%
Other	11.8%	11.4%	-	-	-	-

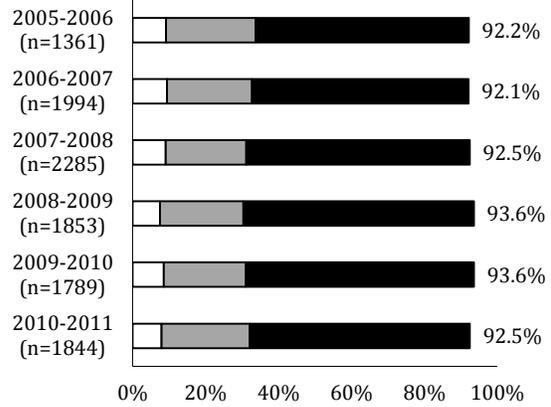
Note: "Other" was only an available response option on the 2005-2006 and 2006-2007 survey questionnaires.

Appendix D.2: Survey Response by Year

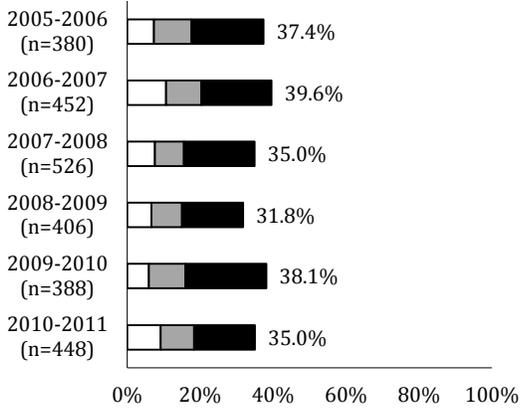
Q1: I am satisfied with my child's overall special education program.



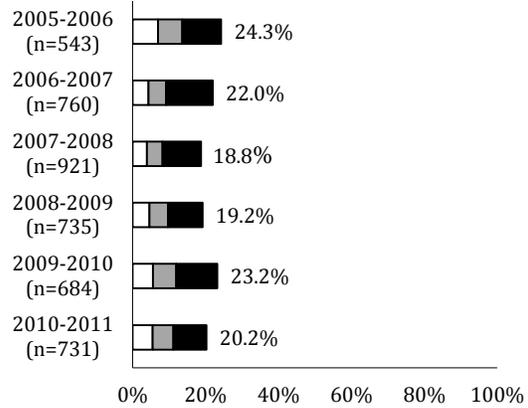
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



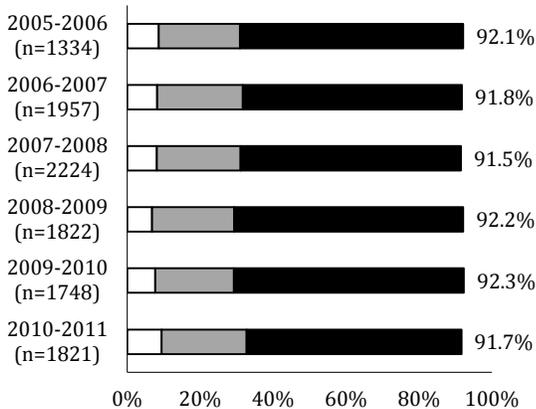
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



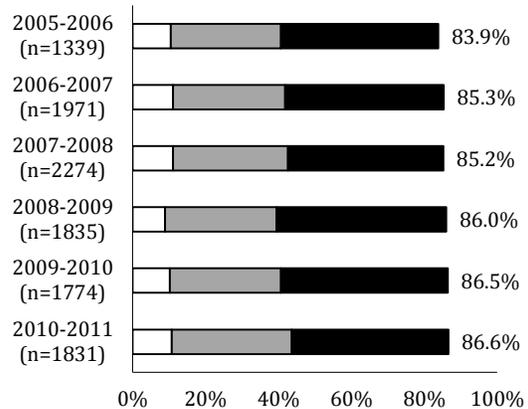
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



Q6: My child's IEP is meeting his/her educational needs.

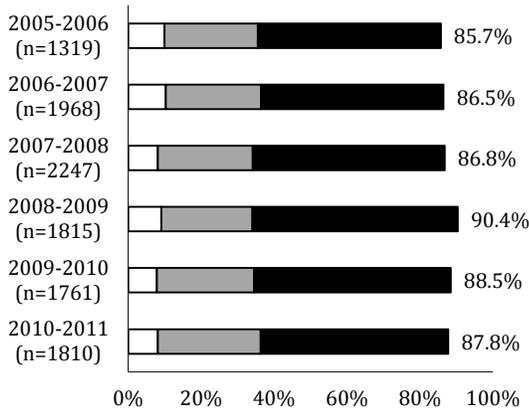


□ Slightly Agree

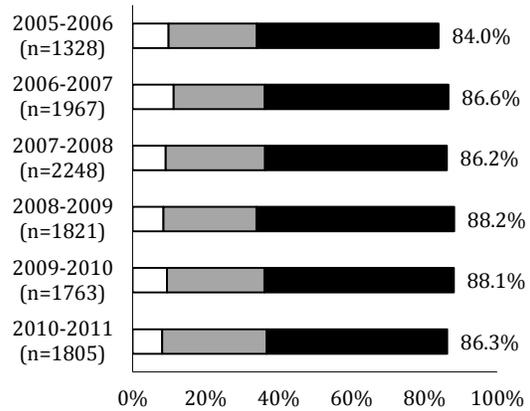
■ Moderately Agree

■ Strongly Agree

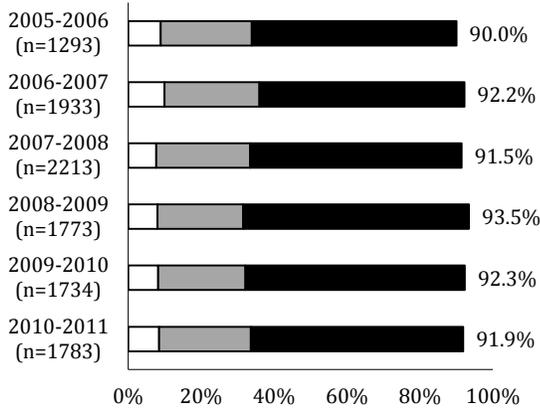
Q7: All special education services identified in my child's IEP have been provided.



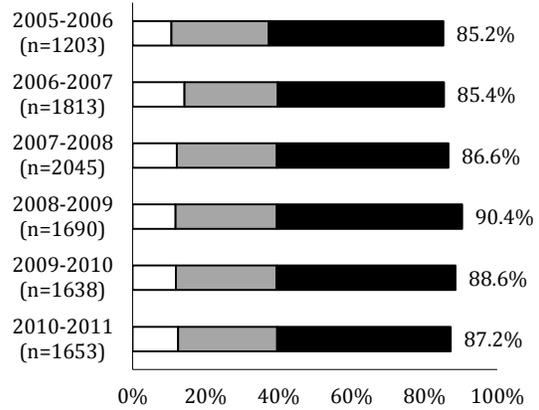
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



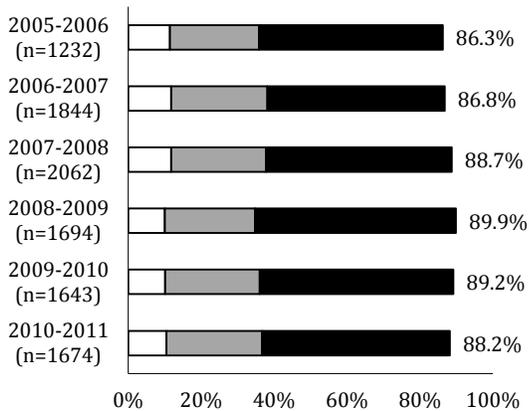
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



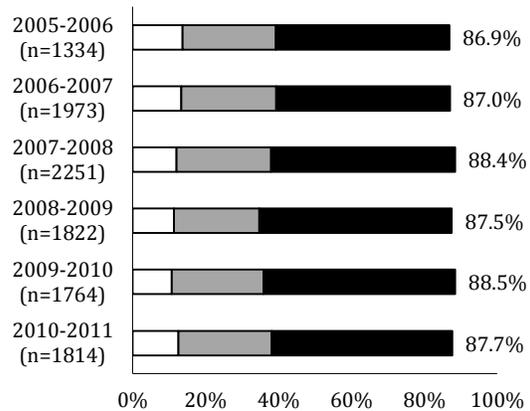
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



Q11: General education and special education teachers work together to assure that my child's IEP is being implemented.



Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.

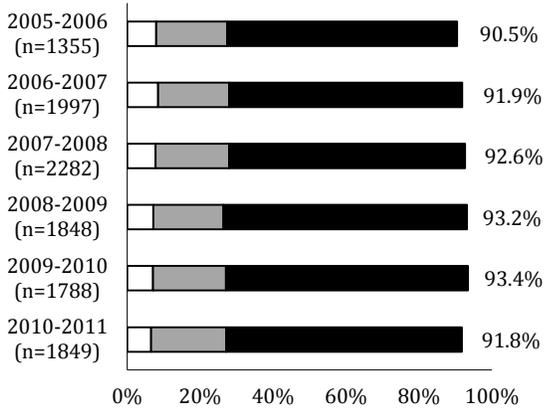


□ Slightly Agree

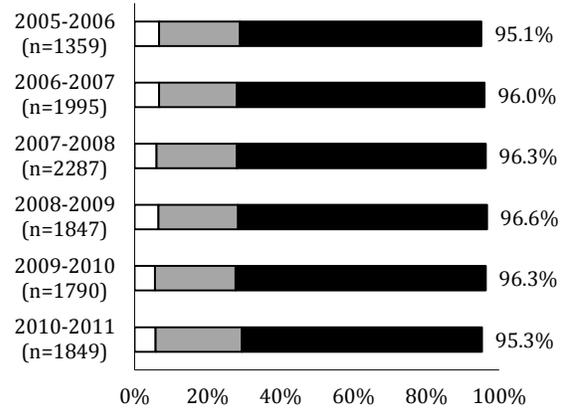
■ Moderately Agree

■ Strongly Agree

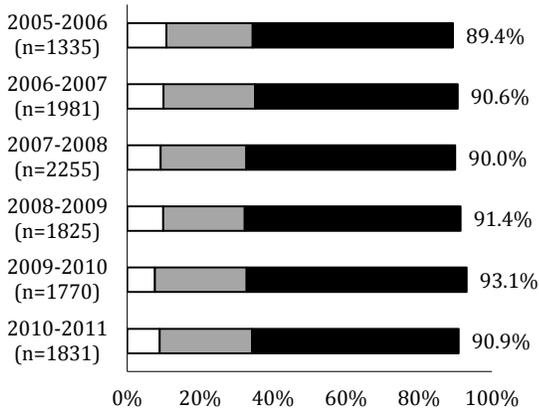
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



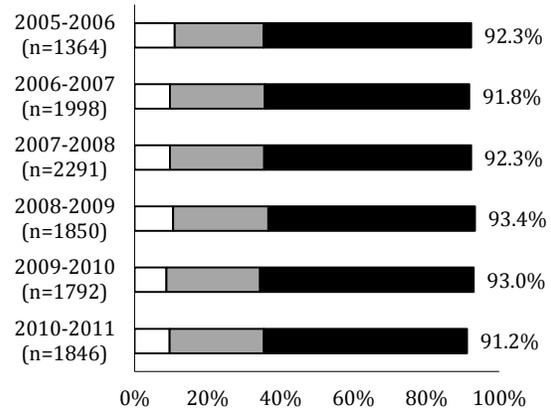
Q14: I understand what is discussed at meetings to develop my child's IEP.



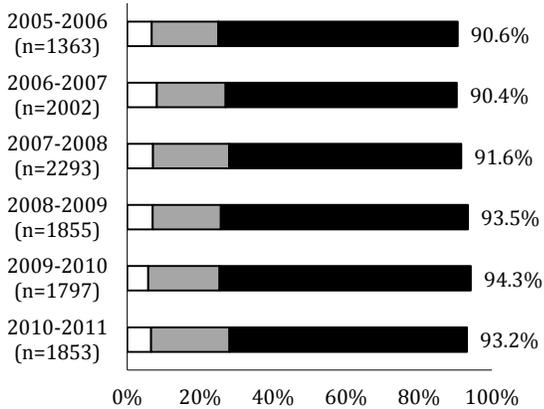
Q15: My concerns and recommendations are documented in the development of my child's IEP.



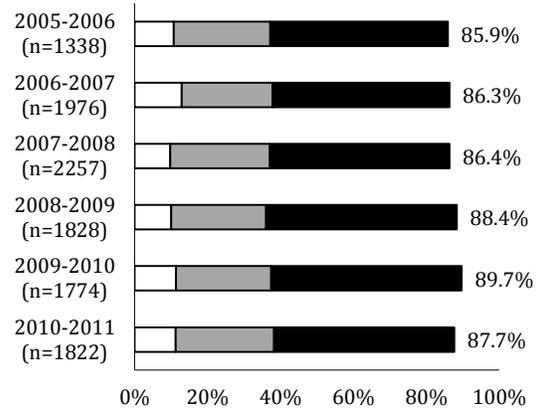
Q16: My child's evaluation report is written in terms I understand.



Q17: PPT meetings for my child have been scheduled at times and places that met my needs.



Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.

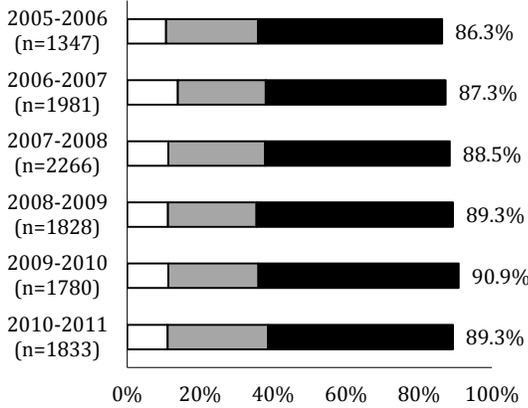


□ Slightly Agree

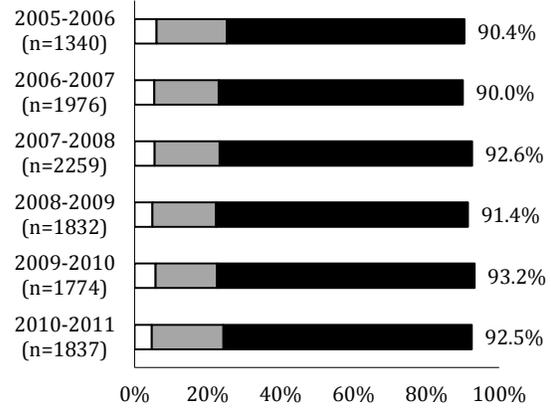
■ Moderately Agree

■ Strongly Agree

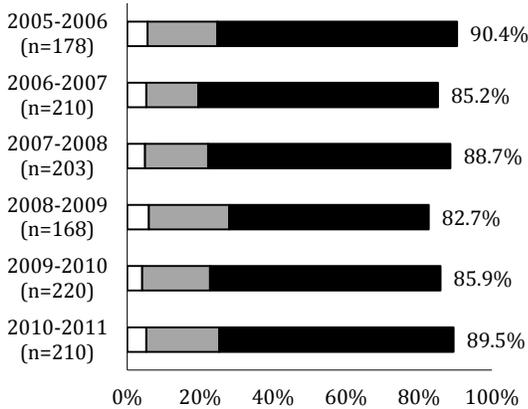
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.



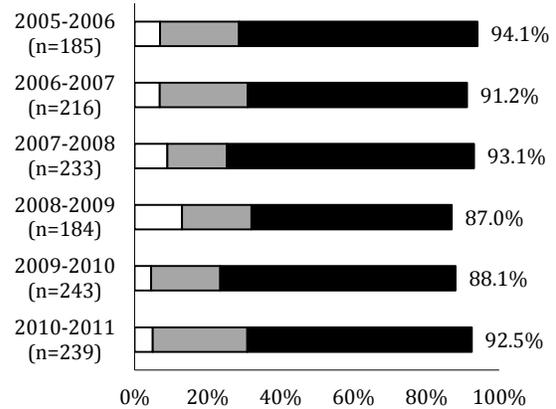
Q20: I have received a copy of my child's IEP within 5 school days after the PPT.



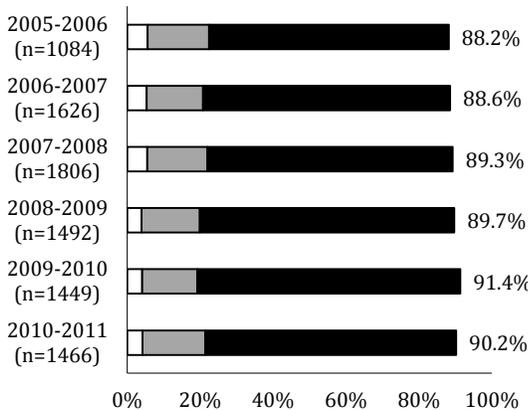
Q21: If necessary, a translator was provided at the PPT meetings.



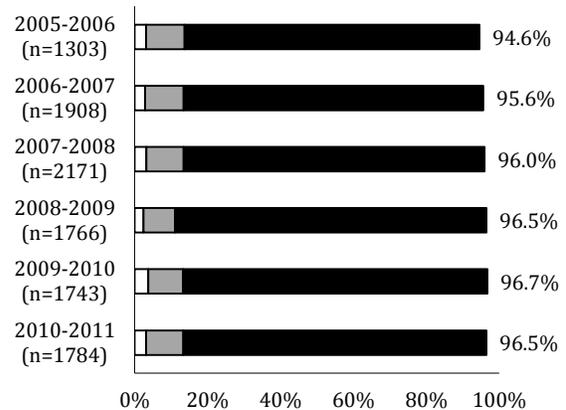
Q22: The translation services provided at the PPT meetings were useful and accurate.



Q23: The school district proposed the regular classroom for my child as the first placement option.



Q24: My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).

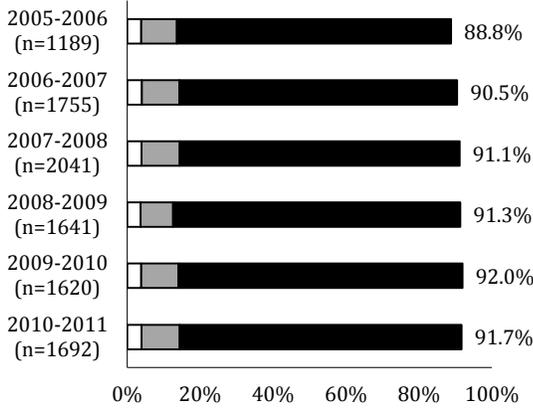


□ Slightly Agree

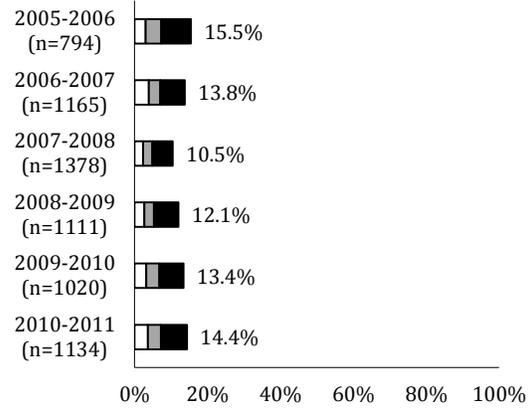
■ Moderately Agree

■ Strongly Agree

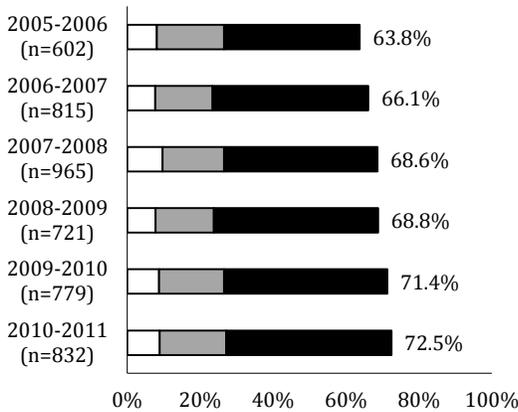
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



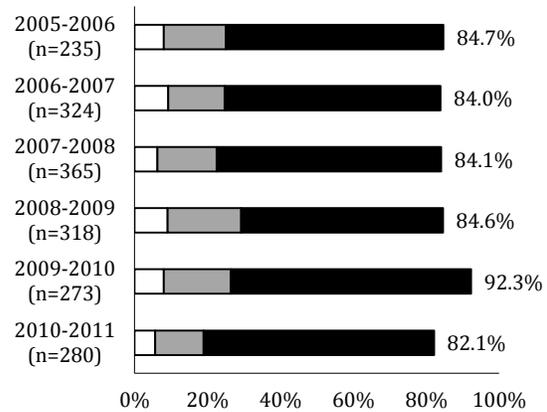
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



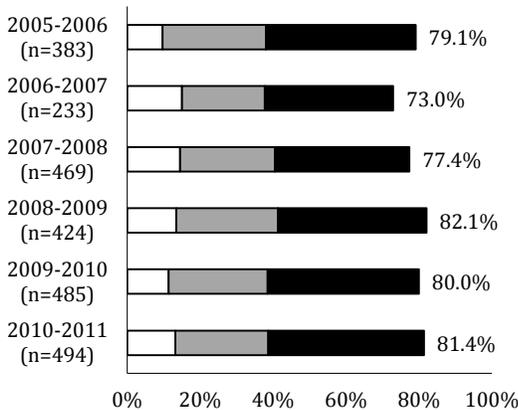
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).



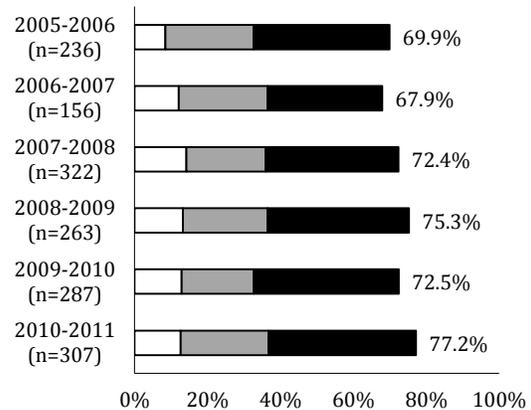
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (only answer if your child has transitioned from early intervention to Preschool in the past 3 years).



Q29: I am satisfied with the way secondary transition services were implemented for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

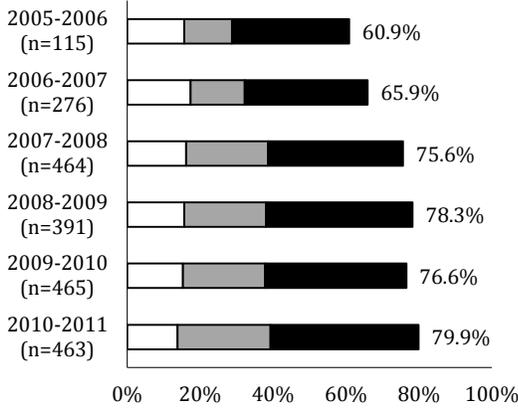


Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning (only answer if your child was age 15 or older at his/her last PPT meeting).

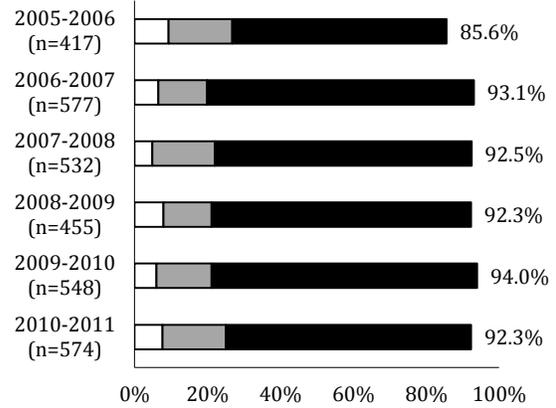


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

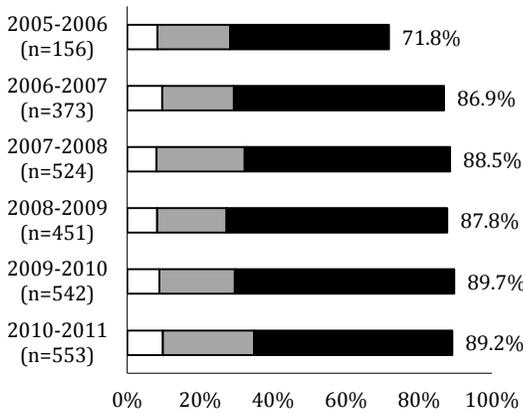
Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



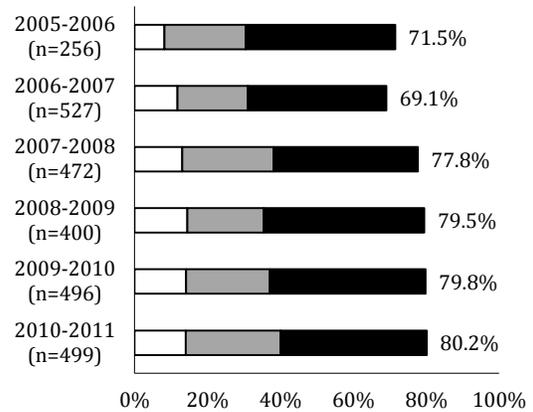
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



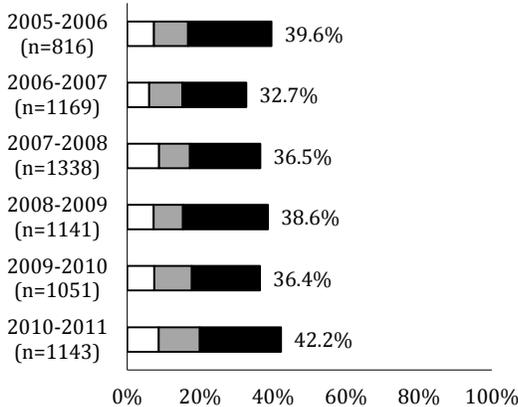
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



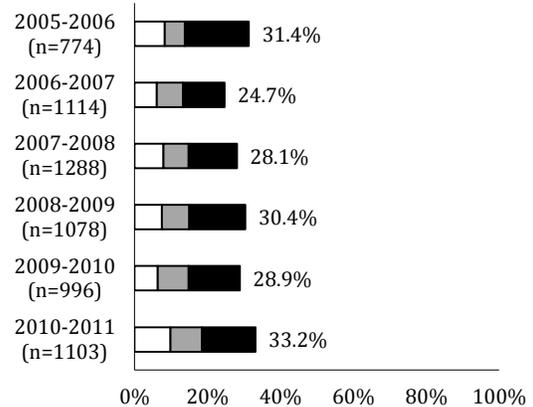
Q34: The PPT developed individualized goals for my child related to employment/postsecondary education; independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



Q35: In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.

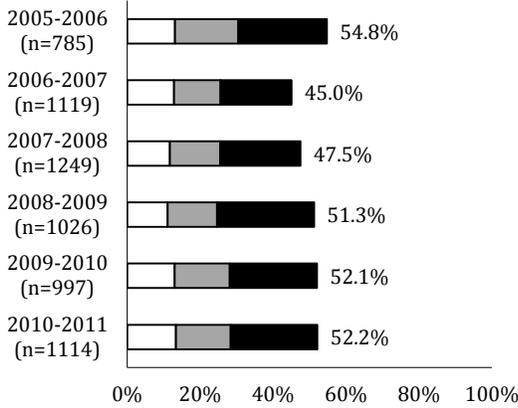


Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.

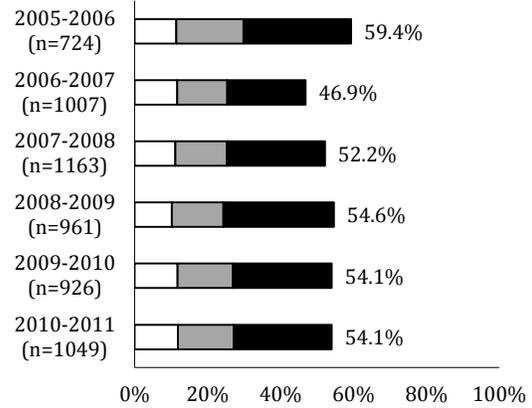


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

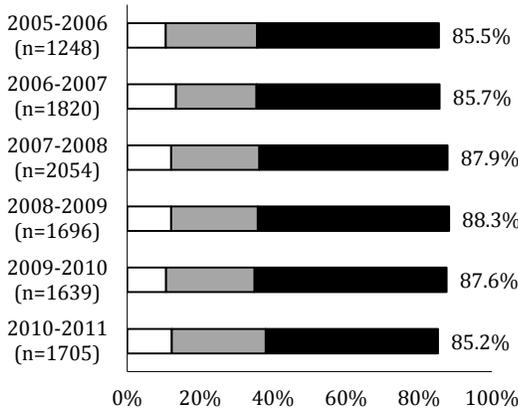
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.



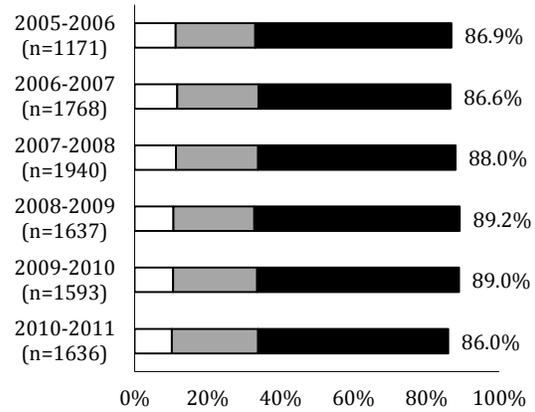
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



Q39: My child is learning skills that will enable him/her to be as independent as possible.



Q40: My child is learning skills that will lead to a high school diploma, further education, or a job.



□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

Appendix E: 2010-2011 CT Special Education Parent Survey



Please share your thoughts and experiences regarding your child's special education program. Information from this survey will be used to monitor progress in improving special education services in Connecticut.

Please mark the circles below to describe your child. If you have more than one child who receives special education services or who has an IEP, please complete the survey according to your experiences with the child identified on the front of your survey envelope. Please return the completed survey by June 3, 2011 in the stamped envelope provided to:

SERC, Attn: Survey, 25 Industrial Park Road, Middletown, CT 06457-1520.

This information will help determine, as mandated by the U.S. Department of Education, whether the Parent Survey response properly represents the state as a whole. It will not be used to identify you, your child or your family in any way. All of your responses will be confidential.



Age	Gender	Race/Ethnicity <i>[Choose One Only]</i>	Grade Level
3 - 5 <input type="radio"/>	Male <input type="radio"/>	American Indian or Alaskan Native <input type="radio"/>	Pre-school <input type="radio"/>
6 - 12 <input type="radio"/>	Female <input type="radio"/>	Asian or Pacific Islander <input type="radio"/>	Elementary (includes Kindergarten) <input type="radio"/>
13 - 14 <input type="radio"/>		Black not Hispanic <input type="radio"/>	Middle <input type="radio"/>
15 - 17 <input type="radio"/>		Hispanic <input type="radio"/>	High <input type="radio"/>
18 - 21 <input type="radio"/>		White not Hispanic <input type="radio"/>	Transition/18-21 yrs. <input type="radio"/>

Primary Disability <i>[Choose One Only; Disability is listed on Page 1 of your child's IEP.]</i>			
Autism	<input type="radio"/>	Specific Learning Disabilities	<input type="radio"/>
Deaf-Blindness	<input type="radio"/>	Speech or Language Impaired	<input type="radio"/>
Developmental Delay (ages 3-5 only)	<input type="radio"/>	Traumatic Brain Injury	<input type="radio"/>
Emotional Disturbance	<input type="radio"/>	Visual Impairment	<input type="radio"/>
Hearing Impairment	<input type="radio"/>	Other Health Impairment (OHI)	<input type="radio"/>
Intellectual Disability/Mental Retardation	<input type="radio"/>	OHI - ADD/ADHD	<input type="radio"/>
Multiple Disabilities	<input type="radio"/>	To Be Determined	<input type="radio"/>
Orthopedic Impairment	<input type="radio"/>	Don't Know	<input type="radio"/>

Type of Placement <i>[Choose One Only]</i>			
Public School	<input type="radio"/>	Out-of-State	<input type="radio"/>
Out-of-District Special Education School	<input type="radio"/>	Hospital/Homebound	<input type="radio"/>
Residential School	<input type="radio"/>	Other _____	<input type="radio"/>
Private/Parochial	<input type="radio"/>		

Please report your experience with your child's special education program over the past 12 months.

CT Special Education Parent Survey	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW	NOT APPLICABLE
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	<input type="radio"/>		<input type="radio"/>					
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	<input type="radio"/>		<input type="radio"/>					
3. My child's school day has been shortened to accommodate his/her transportation needs.	<input type="radio"/>		<input type="radio"/>					
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	<input type="radio"/>		<input type="radio"/>					
5. My child is accepted within the school community.	<input type="radio"/>		<input type="radio"/>					
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	<input type="radio"/>							
7. All special education services identified in my child's IEP have been provided.	<input type="radio"/>							
8. Staff is appropriately trained and able to provide my child's specific program and services.	<input type="radio"/>							
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	<input type="radio"/>							
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	<input type="radio"/>							
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	<input type="radio"/>							
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	<input type="radio"/>		<input type="radio"/>					
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	<input type="radio"/>		<input type="radio"/>					
14. I understand what is discussed at meetings to develop my child's IEP.	<input type="radio"/>		<input type="radio"/>					
15. My concerns and recommendations are documented in the development of my child's IEP.	<input type="radio"/>		<input type="radio"/>					
16. My child's evaluation report is written in terms I understand.	<input type="radio"/>		<input type="radio"/>					
17. PPT meetings for my child have been scheduled at times and places that met my needs.	<input type="radio"/>		<input type="radio"/>					

CT Special Education Parent Survey	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW	NOT APPLICABLE
Participation in Developing and Implementing My Child's Program (con't)								
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	○	○	○	○	○	○		○
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	○	○	○	○	○	○		○
20. I have received a copy of my child's IEP within 5 school days after the PPT.	○	○	○	○	○	○		○
21. If necessary, a translator was provided at the PPT meetings.	○	○	○	○	○	○		○
22. The translation services provided at the PPT meetings were useful and accurate.	○	○	○	○	○	○		○
23. The school district proposed the regular classroom for my child as the first placement option.	○	○	○	○	○	○	○	○
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	○	○	○	○	○	○		○
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	○	○	○	○	○	○		○
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	○	○	○	○	○	○		○
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	○	○	○	○	○	○	○	○
Transition Planning for Preschoolers								
(Only answer Q28 if your child has transitioned from the early intervention (Birth to Three System) to Preschool in the past 3 years.)								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	○	○	○	○	○	○		○
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	○	○	○	○	○	○		○
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	○	○	○	○	○	○	○	○
31. The PPT introduced planning for my child's transition to adulthood.	○	○	○	○	○	○		○

CT Special Education Parent Survey	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW	NOT APPLICABLE
Transition Planning for <u>Secondary</u> Students (con't)								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
32. The school district actively encourages my child to attend and participate in PPT meetings.	<input type="radio"/>		<input type="radio"/>					
33. The PPT discussed an appropriate course of study at the high school for my child.	<input type="radio"/>		<input type="radio"/>					
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	<input type="radio"/>		<input type="radio"/>					
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	<input type="radio"/>		<input type="radio"/>					
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	<input type="radio"/>		<input type="radio"/>					
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	<input type="radio"/>							
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	<input type="radio"/>							
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	<input type="radio"/>		<input type="radio"/>					
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	<input type="radio"/>		<input type="radio"/>					

COMMENTS: Please use this space to comment on your experience with your child's special education program. These comments may refer to your experiences overall and are not limited to the past 12 months.

Thank you for your valuable response!