

**CT Department of
Education**

Bureau of Special Education

**Connecticut Special Education
Parent Survey**

2011-2012

Summary Report



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Executive Summary

Introduction

In spring 2012, 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 2011-2012 statewide survey represents the seventh year of distribution.

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 2011-2012 survey was sent to a total of 6,143 parents of children receiving special education services across 21 school districts. Overall, 1,097 surveys were returned, representing a response rate of 17.9%, with the survey response rate by individual school districts ranging from a low of 11.9% to a high of 32.7%. A total of 516 surveys were returned non-deliverable, representing 8.4% of the total mailing. In three districts the non-deliverable rate exceeded the survey response rate.

Key Findings

Key findings of the 2011-2012 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 (86.8%) of survey respondents agreed that they are satisfied with their child's overall special education program [Q1].
- *Child Participation:* When asked if their child has the opportunity to participate in school-sponsored activities [Q24], 96.8% of parents agreed. In regards to PPT participation, over 90% of parents of secondary students agreed that the school district actively encourages their child to participate in PPT meetings [Q32]. These two statements received the most parents to *strongly* agree across the 40-item survey (82.7% and 75.8%, respectively).
- *Child Acceptance:* When asked if their child is accepted within the school community, 91.5% of parents agreed and more than one-half (59.5%) *strongly* agreed [Q5].
- *Parents as Partners:* Over 90% of parents indicated that they have the opportunity to talk to their child's teachers on a regular basis to discuss their questions and concerns [Q2]; that they are encouraged to give input and express their concerns at IEP meetings [Q13]; and their concerns and recommendations are documented in the development of their child's IEP [Q15]. In addition, when asked if they are encouraged to be an equal partner in the implementation of their child's IEP [Q19], 89.0% agreed with this statement.
- *Parent-Friendly Materials and Processes:* Over 95% of parents agreed that they understand what is discussed at meetings to develop their child's IEP [Q14] and 92.9% agreed that their child's evaluation report is written in terms they understand [Q16]. In addition, the overwhelming majority of parents agreed that the PPT meetings have been scheduled at times and

places that met their needs [Q17] and they have received a copy of their child's IEP within 5 school days after the PPT [Q20] (92.6% and 92.3%, respectively).

- *Satisfaction of Specific Parents:* Parents of children with an intellectual disability, a developmental delay, a speech or language impairment, or a specific learning disability tended to report higher levels of satisfaction than other parents. In addition, parents of children at the opposite ends of the age spectrum (ages 3-5 and ages 18-21) also tended to answer more positively.

Areas for Improvement

- *Transition to Adulthood:* Across three of the statements in the secondary transition section of the survey, almost 1 in 5 parents of secondary students disagreed. This included 18.2% of parents who disagreed that outside agencies have been invited to participate in secondary transition planning [Q30], 19.4% of parents who disagreed that the PPT introduced planning for their child's transition to adulthood [Q31], and 18.3% of parents who disagreed that the PPT developed individualized goals for their child related to employment/postsecondary education, independent living and community participation [Q34].
- *Parent Training:* More than one-half (57.9%) of parents disagreed when asked if they have attended parent training or information sessions that addressed the needs of parents and of children with disabilities [Q35]. In addition, more than one-third (33.9%) of parents disagreed when asked if these opportunities existed [Q37] and more than one-quarter (29.1%) did not know if such opportunities existed.
- *Parent Support:* Approximately two-thirds (66.9%) of parents disagreed when asked if they are involved in a support network for parents of students with disabilities [Q36]. In addition, more than one-quarter (29.9%) disagreed that a support network for parents of students with disabilities is

available [Q38] and 31.9% did not know if such a network existed.

- *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], 24.0% of parents disagreed with the statement and 15.0% indicated that they did not know.
- *Dissatisfaction of Specific Parents:* Overall, parents of children with an emotional disturbance, multiple disabilities, and ADD/HD tended to report lower levels of satisfaction than other parents. In addition, parents of children ages 13-14 also tended to respond less favorably than parents of children in other age groups.

Survey Trends

Overall, a very slight upward trend in parent satisfaction has emerged across the seven years of the survey. However, the change has been incremental, with few (if any) substantial differences visible across time. Differences in parent agreement were most evident in the transition planning section of the survey where 6 of the 7 statements had a difference of more than 5 percentage points from Year 1 to Year 7.

- *Transition to Adulthood:* More than 80% of parents agreed that the PPT introduced planning for their child's transition to adulthood [Q31] in Year 7 compared to 60.9% in Year 1, a difference of almost 20 percentage points.
- *Course of Study at the High School:* When asked if the PPT discussed an appropriate course of study at the high school for their child [Q33], approximately 90% of parents agreed in Year 7 compared to less than three-quarters (71.8%) of parents in Year 1, a difference of roughly 18 percentage points.

Introduction

In spring 2012, 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 survey is in its seventh year, with the 2011-2012 survey marking the first year of the state's second 6-year sampling plan developed as part of its IDEA Part B State Performance Plan (SPP).

This report summarizes findings from the 2011-2012 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 are reported in a supplemental district report which can be found on the CSDE website.¹ The district report includes quantitative data for all districts with 20 or more survey responses (16 of the 21 school districts).²

¹ Districts were also emailed an individual report which included their quantitative data, as well as a summary of their open-ended comments organized into satisfied and dissatisfied categories.

² The CSDE standard for confidentiality reporting prohibits district-level data from being publicly reported if fewer than 20 survey responses are received from an individual district.

Section I: Survey Development & Dissemination

Background

In 2004-2005, the Connecticut State Department of Education disseminated the first annual statewide Special Education Parent Survey. 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.

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 data sources and targets for 20 indicators, including 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. As a result, the 2004-2005 statewide survey was modified to serve as the chief instrument for collecting parent involvement data for SPP Indicator 8 with survey item 12 serving as the primary measure for the indicator.

Sampling Design

As part of the OSEP directive, states were encouraged to use sampling in their efforts to collect reliable and accurate parent involvement data. A complex sampling design (two-stage cluster sampling with stratification) was developed 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 strata according to: 1) the number of special education students in the district and 2) the District Reference Group (DRG) classification of the district.³ 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 districts, surveys are sent to all parents of students with disabilities.⁴ 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).

³ 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).

⁴ During the first six years of the survey (2005-2011), surveys were sent to all parents of students with disabilities in 143 districts. A sample of parents were surveyed in the 26 largest districts.

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 2012, surveys were sent to all parents of students with disabilities in 19 of the 21 districts participating in the seventh year of the survey. Surveys were sent to a sample of parents (according to the sampling design previously discussed) in the two largest participating districts (New Britain and Waterbury). The survey mailing included a letter of instruction (including directions for completing the survey online), the survey questionnaire, an offer of informational materials from the Connecticut Parent Advocacy Center (CPAC) and a business reply 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 and available online in both English and Spanish. (See Appendix E for the English version of the survey.) The deadline for returning completed surveys was June 22, 2012.

Steps to Improve Survey Distribution

In year seven, changes were made in an effort to increase response rates and reduce mailing costs. The first was the pilot of an online survey. This year's survey mailing provided parents with a unique identification code for accessing the survey electronically (parents with more than one child receiving special education services received an ID number for each child). Parents who lost their unique ID or encountered technical problems during the survey could call the external evaluator's toll free phone number for assistance. Close to one in five parents completed the survey online (see page 5 for the overall and per district online response rates). A second change – made in conjunction with the new online option – was to replace the more traditional stamped return envelope with a business return envelope so that postage costs would only be incurred on those surveys returned via traditional mail. Other changes included adding the statement "important parent information from the CT State Department of Education" to the envelope of the initial mailing; sending of follow-up correspondence, developed by the CT Parent Advisory Work Group,

to participating districts with specific options to consider for increasing the response rate; and revision of the Spanish survey materials to ensure the content was readily accessible to Spanish-speaking parents, including the availability of CSDE and CPAC representatives who could answer questions in Spanish.

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 2011-2012 survey was sent to a total of 6,143 parents of children receiving special education services across 21 districts. The overall survey response rate was 17.9% (n=1,097), with the response rate by district ranging from a low of 11.9% in the New London School District to a high of 32.7% in the Ashford School District. A total of 516 surveys were returned non-deliverable, representing 8.4% of the total mailing. In three districts the non-deliverable rate exceeded the survey response rate – the Waterbury School District (14.8% compared to 13.4%), the New Britain School District (17.3% compared to 12.3%), and the New London School District (22.2% compared to 11.9%).

Table II.1: Survey Response Rate by District

District	Surveys Sent n	Surveys Received n %		Of Surveys Received:			Surveys Returned Non-Deliverable n %	
				Online %	In Spanish %	With Comments %		
Ashford	55	18	32.7%	11.1%	5.6%	55.6%	7	12.7%
Westbrook	87	26	29.9%	23.1%	0.0%	50.0%	2	2.3%
Orange	138	40	29.0%	25.0%	0.0%	35.0%	1	0.7%
Lebanon	143	41	28.7%	19.5%	0.0%	41.5%	5	3.5%
North Stonington	82	23	28.0%	17.4%	0.0%	17.4%	4	4.9%
Andover	25	7	28.0%	28.6%	0.0%	71.4%	1	4.0%
Canton	170	47	27.6%	25.5%	0.0%	46.8%	2	1.2%
Preston	93	22	23.7%	31.8%	0.0%	40.9%	1	1.1%
Sharon	30	7	23.3%	14.3%	0.0%	28.6%	2	6.7%
Windsor	581	126	21.7%	22.2%	0.8%	34.9%	12	2.1%
Madison	379	77	20.3%	19.5%	1.3%	58.4%	4	1.1%
Shelton	571	110	19.3%	12.7%	3.6%	46.4%	13	2.3%
Easton	86	16	18.6%	37.5%	6.3%	56.3%	0	0.0%
Derby	151	28	18.5%	3.6%	3.6%	28.6%	11	7.3%
Wilton	496	88	17.7%	29.5%	0.0%	34.1%	6	1.2%
Chester	40	7	17.5%	14.3%	0.0%	42.9%	0	0.0%
East Lyme	357	61	17.1%	21.3%	0.0%	47.5%	12	3.4%
Killingly	396	63	15.9%	11.1%	1.6%	30.2%	32	8.1%
Waterbury	850	114	13.4%	7.0%	13.2%	26.3%	126	14.8%
New Britain	782	96	12.3%	14.6%	16.7%	36.5%	135	17.3%
New London	631	75	11.9%	6.7%	24.0%	33.3%	140	22.2%
Unknown	--	5	--	20.0%	80.0%	20.0%	--	--
Total	6,143	1,097	17.9%	17.4%	5.7%	38.7%	516	8.4%

Note: Districts have been sorted in descending order based on their response rate. The 5 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	681	65.8%
Hispanic	188	18.2%
Black not Hispanic	129	12.5%
Asian/Pacific Islander	23	2.2%
Am. Indian/Alaskan Native	14	1.4%

Table III.2: Age

Child's Age	n	Percent
3 to 5	100	9.2%
6 to 12	549	50.6%
13 to 14	151	13.9%
15 to 17	202	18.6%
18 to 21	84	7.7%

Table III.3: Grade Level

Child's Grade Level	n	Percent
Preschool	78	7.3%
Elementary	430	40.4%
Middle	280	26.3%
High	239	22.4%
Transition	38	3.6%

Table III.4: Gender

Child's Gender	n	Percent
Male	734	67.5%
Female	353	32.5%

Table III.5: Type of Placement

Child's Type of Placement	n	Percent
Public School	978	90.6%
Out-of-District Special Education School	62	5.7%
Private/Parochial	11	1.0%
Residential School	5	0.5%
Hospital/Homebound	2	0.2%
Out-of-State	1	0.1%
Other	21	1.9%

Note: 'Other' includes magnet school (n=8), clinical day program (n=2), ARC transition program, charter school, complete transition, Horizons program, in-district special education school, PT home school, therapeutic school and transitional center.

Table III.6: Disability

Child's Disability	n	Percent
Specific Learning Disabilities	294	27.6%
OHI - ADD/ADHD	237	22.2%
Autism	228	21.4%
Speech or Language Impaired	179	16.8%
Multiple Disabilities	73	6.8%
Intellectual Disability	61	5.7%
Other Health Impairment (OHI)	53	5.0%
Developmental Delay (ages 3-5 only)	50	4.7%
Emotional Disturbance	48	4.5%
Hearing Impairment	23	2.2%
Visual Impairment	17	1.6%
Deaf-Blindness	9	0.8%
Orthopedic Impairment	7	0.7%
Traumatic Brain Injury	7	0.7%
Don't Know	23	2.2%
To Be Determined	15	1.4%
Total Selected	1,324	-

Note: Survey respondents were asked to select one disability; however, 144 respondents chose multiple disabilities for their child. The percentages included above are based on the number of respondents who answered this question (n=1,067) 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 a “Total” which aggregates 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 [Q3, Q4], translation services [Q21, Q22] and transition planning [Q28-Q34]. 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 an overall survey response table which includes all data presented in this section.)

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.

- The majority (86.8%) of survey respondents agreed that they are satisfied with their child’s overall special education program [Q1]. Approximately one-half (45.1%) of parents *strongly agreed* with this statement, slightly less than the other statements in this section of the survey.

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.	1,082	45.1%	30.5%	11.2%	86.8%	3.8%	3.4%	6.0%	13.2%	±

Note: ± Not a response option for this survey item. ST=strongly; MD=moderately; and SL=slightly for the respective “agree”/“disagree” categories.

- The highest level of agreement in this topic area was 93.1% of parents who agreed that they have the opportunity to talk to their child’s teachers on a regular basis [Q2]; followed by 91.5% of parents who agreed that their child is accepted within the school community [Q5]. For both statements, the majority of parents chose the *strongly agree* rating [62.7% and 59.5%, respectively].

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.	1,087	62.7%	20.8%	9.6%	93.1%	3.1%	2.0%	1.7%	6.9%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	318	20.8%	11.0%	8.8%	40.6%	4.7%	4.4%	50.3%	59.4%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	480	11.0%	4.0%	6.3%	21.3%	3.8%	3.5%	71.5%	78.8%	±
5. My child is accepted within the school community.	1,063	59.5%	23.0%	9.0%	91.5%	2.9%	3.0%	2.5%	8.5%	±

Note: ± Not a response option for this survey item. ST=strongly; MD=moderately; and SL=slightly for the respective "agree"/"disagree" categories.

- Approximately 90% of parents agreed that their child's special education teachers make accommodations and modifications as indicated on their child's IEP [Q9]. Parents were slightly less likely to agree (87.2%) that general education teachers make the accommodations and modifications on their child's IEP [Q10] and that general education and special education teachers work together to assure that their child's IEP is being implemented (86.1%) [Q11].

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 Program (IEP) is meeting his or her educational needs.	1,084	45.8%	28.8%	10.1%	84.7%	4.8%	4.0%	6.2%	14.9%	0.4%
7. All special education services identified in my child's IEP have been provided.	1,082	53.5%	24.3%	7.9%	85.7%	4.4%	3.6%	4.3%	12.3%	2.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	1,088	52.8%	24.2%	8.8%	85.8%	4.2%	2.8%	5.7%	12.7%	1.5%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	1,071	59.5%	22.8%	7.8%	90.1%	3.1%	2.1%	3.0%	8.1%	1.8%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	1,012	50.7%	26.0%	10.5%	87.2%	3.5%	3.6%	3.6%	10.6%	2.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	1,021	53.6%	23.3%	9.2%	86.1%	3.3%	3.5%	4.2%	11.1%	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 (88.0%) 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 more than one-half (53.7%) *strongly agreed* [Q12].⁵

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.	1,077	53.7%	22.7%	11.6%	88.0%	4.0%	2.8%	5.2%	12.0%	±

Note: ± Not a response option for this survey item. 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 8 of the 11 statements and the majority (ranging from 52.7% to 69.4%) of parents *strongly agreed* with all 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]. More than two-thirds (67.7%) 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 Program (IEP), I feel encouraged to give input and express my concerns.	1,082	66.1%	18.2%	7.6%	91.9%	2.8%	1.8%	3.6%	8.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	1,084	67.7%	20.8%	6.7%	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.	1,078	59.7%	21.8%	9.6%	91.2%	3.2%	2.4%	3.2%	8.8%	±

Note: ± Not a response option for this survey item. ST=strongly; MD=moderately; and SL=slightly for the respective "agree"/"disagree" categories.

⁵ This percentage meets the target of 88.0% set by the CSDE in the State Performance Plan for the 2011-2012 school year.

- The smallest majority of respondents to agree with survey items in this section were the 85.2% 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 (62.3%) 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.	1,086	57.6%	24.8%	10.6%	92.9%	2.7%	1.6%	2.9%	7.1%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	1,085	67.1%	19.3%	6.3%	92.6%	2.8%	1.6%	3.0%	7.4%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	1,075	52.7%	22.9%	11.3%	86.9%	3.9%	3.2%	6.0%	13.1%	±
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.	1,076	55.5%	22.2%	11.3%	89.0%	5.0%	2.4%	3.5%	11.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	1,076	69.4%	17.6%	5.3%	92.3%	3.0%	1.4%	3.3%	7.7%	±
21. If necessary, a translator was provided at the PPT meetings.	174	66.7%	19.5%	6.9%	93.1%	1.1%	1.1%	4.6%	6.9%	±
22. The translation services provided at the PPT meetings were useful and accurate.	179	60.3%	26.3%	6.1%	92.7%	2.2%	1.1%	3.9%	7.3%	±
23. The school district proposed the regular classroom for my child as the first placement option.	955	62.3%	17.1%	5.9%	85.2%	1.0%	1.6%	6.6%	9.2%	5.5%

Note: ± Not a response option for this survey item. 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).

- Across all 40 survey statements, respondents were most likely to agree that their child has the opportunity to participate in school-sponsored activities [Q24]. The overwhelming majority (96.8%) of parents agreed with this statement and more than three-quarters (82.7%) of these parents *strongly agreed*. In addition, 91.8% of parents also agreed that their child has the opportunity to participate in extracurricular activities with children without disabilities [Q25].
- 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 (24.0%) of parents disagreed with the statement, and 15.0% 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, sports events).	1,050	82.7%	10.4%	3.7%	96.8%	0.6%	0.7%	2.0%	3.2%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	975	74.8%	11.5%	5.5%	91.8%	1.8%	0.8%	5.5%	8.2%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	667	6.7%	4.0%	4.0%	14.8%	4.8%	4.6%	75.7%	85.2%	±
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).	625	38.2%	15.0%	7.7%	61.0%	3.7%	4.5%	15.8%	24.0%	15.0%

Note: ± Not a response option for this survey item. 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 (89.0%) of parents agreed that they were satisfied with the transition activities that took place when their child left Birth to Three [Q28] and 85.5% of parents were satisfied with the secondary transition services provided for their child [Q29]; although parents were more likely to *strongly agree* with the Birth to Three statement (61.0% compared to 44.3%).
- Across the seven items in this section, parents were most likely to agree that the school district actively encourages their child to attend and participate in PPT meetings [Q32]. More than 90% of parents agreed with this statement and more than three-quarters (75.8%) of these parents *strongly agreed*.
- In contrast, almost one-fifth of parents disagreed when asked if the PPT introduced planning for their child's transition to adulthood [Q31]; if the PPT developed individualized goals for their child related to employment and postsecondary education, independent living and community participation [Q34]; and whether outside agencies have been invited to participate in secondary transition planning [Q30].

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) 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.	218	61.0%	19.7%	8.3%	89.0%	1.8%	2.3%	6.9%	11.0%	±
<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.	228	44.3%	27.2%	14.0%	85.5%	3.1%	5.3%	6.1%	14.5%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	181	34.8%	20.4%	10.5%	65.7%	5.5%	3.3%	9.4%	18.2%	16.0%
31. The PPT introduced planning for my child's transition to adulthood.	217	41.9%	29.5%	9.2%	80.6%	6.0%	3.2%	10.1%	19.4%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	265	75.8%	13.6%	3.4%	92.8%	1.5%	1.9%	3.8%	7.2%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	253	57.7%	22.9%	9.5%	90.1%	3.6%	1.6%	4.7%	9.9%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	241	46.9%	23.2%	11.6%	81.7%	3.7%	6.2%	8.3%	18.3%	±

Note: ± Not a response option for this survey item. 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 of children with disabilities [Q35], 57.9% of survey respondents disagreed. In addition, approximately one-third (33.9%) of parents reported that their child's school district does not provide these opportunities and more than one-quarter (29.1%) of respondents did not know whether such opportunities existed [Q37].
- Similarly, 66.9% of respondents disagreed when asked if they are involved in a support network for parents of students with disabilities [Q36]. Almost one-third (29.9%) of parents reported that there is no support network available to them and 31.9% 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.	677	25.6%	9.2%	7.4%	42.1%	5.9%	6.2%	45.8%	57.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	659	16.2%	8.8%	8.0%	33.1%	5.9%	7.7%	53.3%	66.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	882	18.0%	10.2%	8.7%	37.0%	4.5%	5.0%	24.4%	33.9%	29.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	889	19.7%	10.8%	7.6%	38.1%	3.8%	4.9%	21.1%	29.9%	31.9%

Note: ± Not a response option for this survey item. 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 (86.9%) of respondents agreed that their child is learning skills that will enable him/her to be as independent as possible [Q39]. Similarly, 86.8% 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.	1,012	52.0%	22.4%	12.5%	86.9%	3.6%	3.3%	6.3%	13.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	972	53.7%	20.9%	12.2%	86.8%	3.7%	2.6%	6.9%	13.2%	±

Note: ± Not a response option for this survey item. 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 five demographic groups, 1) child's disability; 2) child's age; 3) child's race/ethnicity; 4) child's placement; and 5) the language (English or Spanish) in which the parent responded to the survey. 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.⁶ (See Appendix C.1 for bar charts of all survey statements by child's disability.)

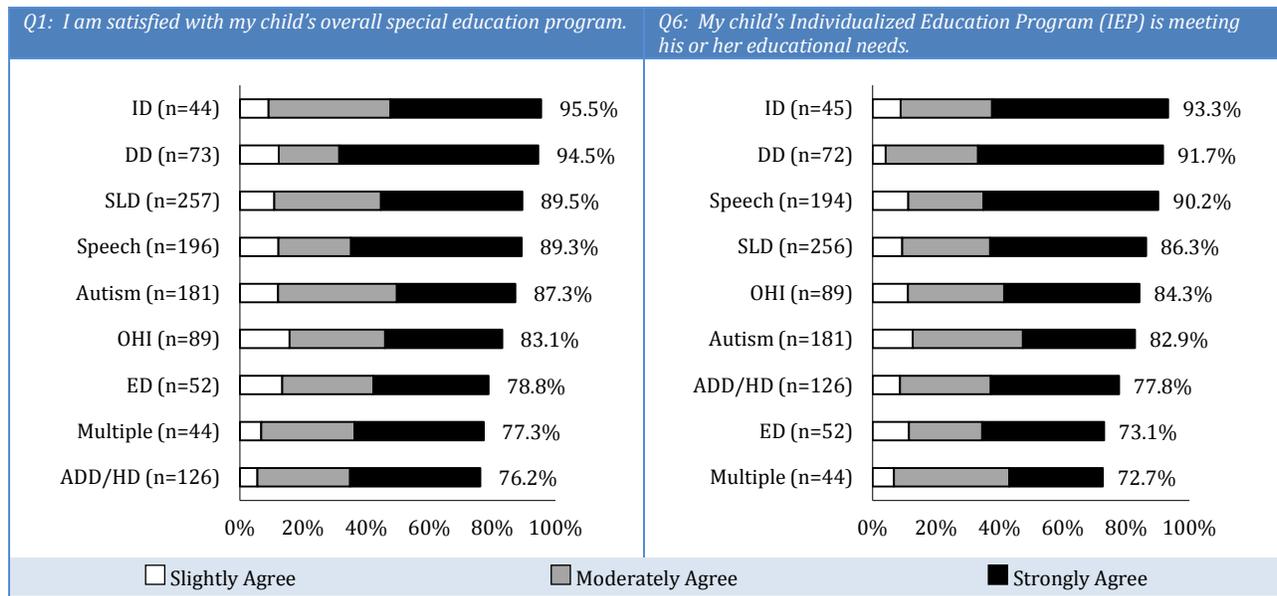
Satisfaction with My Child's Program

In this section of the survey [Q1-Q11], parents of children with an intellectual disability (ID) or a developmental delay (DD) reported higher levels of satisfaction than did other parents surveyed. Parents of children in these two disability categories consistently reported satisfaction levels of 90% or greater while parents of children with a speech or language impairment and specific learning disability (SLD) also showed relatively high levels of satisfaction. In contrast, parents of children with an emotional disturbance (ED) had the lowest levels of satisfaction across six of the nine statements analyzed. Parents of children with ADD/HD also typically reported lower levels of satisfaction when compared to other parents.

- When parents were asked if they are satisfied with their child's overall special education program [Q1], parents of children with an intellectual disability and with a developmental delay, were at least 17 percentage points more likely to agree with the statement than parents of children with multiple disabilities and with ADD/HD (95.5% and 94.5% compared to 77.3% and 76.2%, respectively).
- Parents of children with an emotional disturbance and with multiple disabilities were the least likely to agree that their child's IEP is meeting his or her educational needs (73.1% and 72.7%, respectively) [Q6]. In contrast, parents of children with an intellectual disability and with a developmental delay were again most likely to agree (93.3% and 91.7%, respectively).

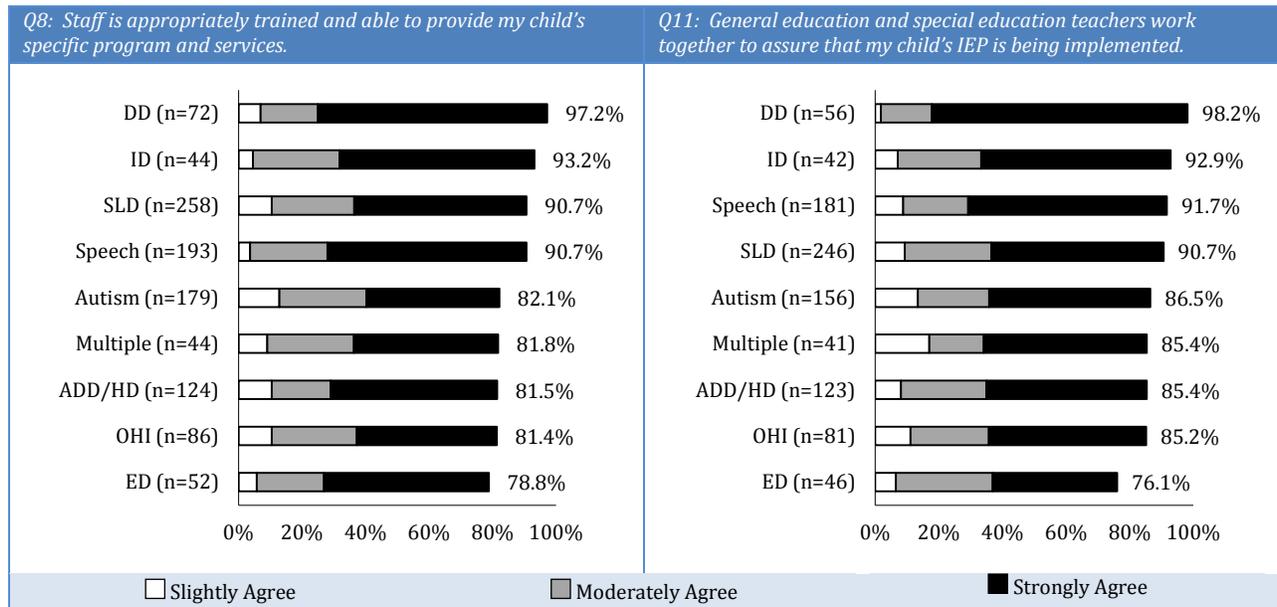
⁶ Questions related to transition planning for students (Q28-Q34) had lower response rates than other sections of this survey due to the age specific nature of the statements and are therefore not included in this analysis.

Table V.1: Question 1 and Question 6 by Child's Disability



- Similar response patterns were evident when parents were asked if staff is appropriately trained and able to provide their child's specific program and services [Q8] and if general education and special education teachers work together to assure that their child's IEP is being implemented [Q11]. Parents of children with a developmental delay and with an intellectual disability again answered most favorably to these statements. In both instances, parents of children with an emotional disturbance were the least likely to agree.

Table V.2: Question 8 and Question 11 by Child's Disability

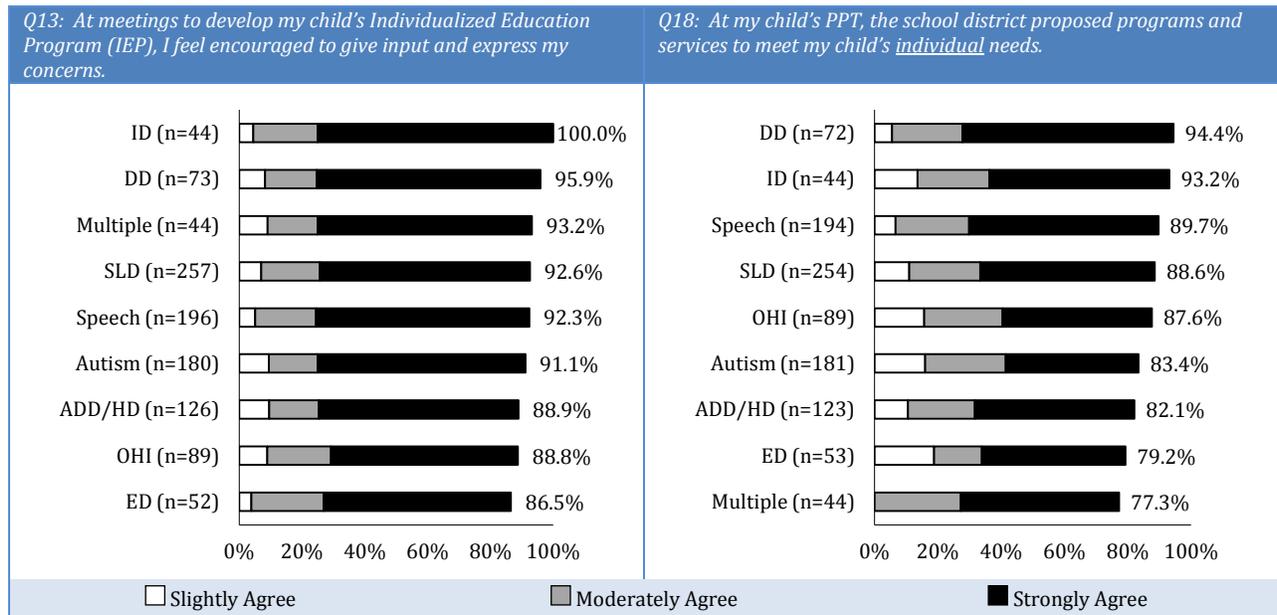


Participation in Developing and Implementing My Child's Program

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.

- All (100%) parents of children with an intellectual disability agreed that they are encouraged to give input and express their concerns at meetings to develop their child's IEP [Q13] compared to 86.5% of parents of children with an emotional disturbance.
- Parents of children with an emotional disturbance and with multiple disabilities were the least likely to agree that at their child's PPT, the school district proposed programs and services to meet their child's individual needs (79.2% and 77.3%, respectively) [Q18]. Parents of children with a developmental delay and with an intellectual disability had satisfaction levels of 90% or greater for this statement (94.4% and 93.2%, respectively).

Table V.3: Question 13 and Question 18 by Child's Disability

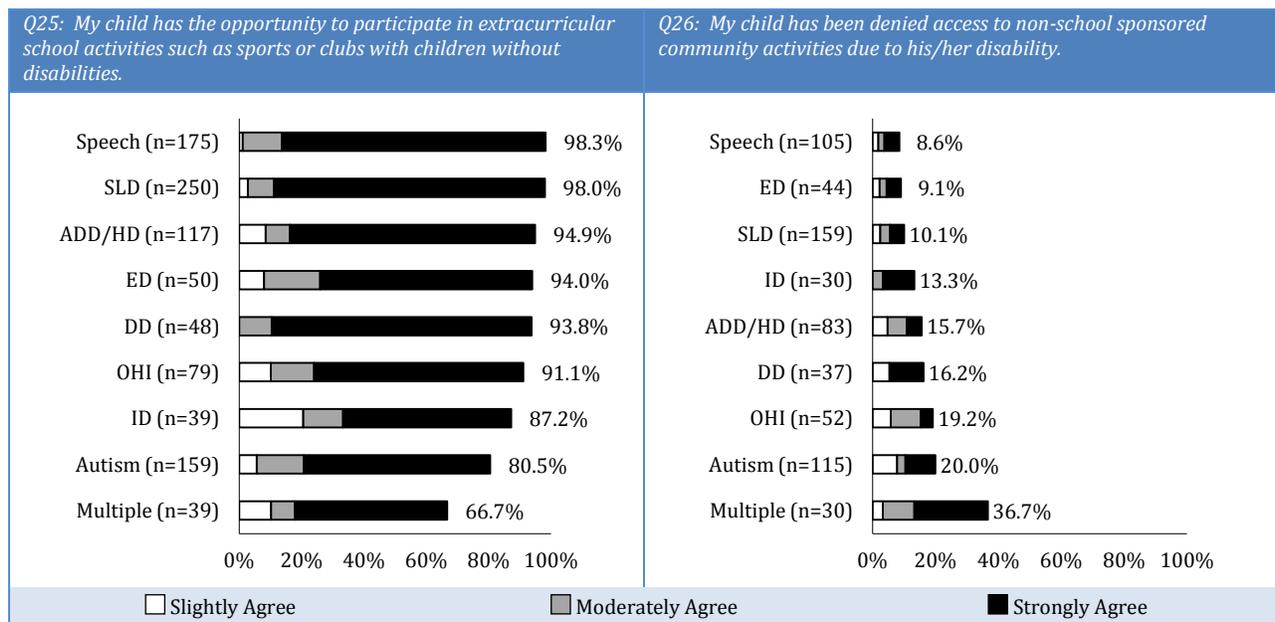


My Child's Participation

In this section of the survey [Q24-27], parents of children with multiple disabilities had the lowest levels of agreement on three of the four statements analyzed while parents of children with a speech or language impairment reported the highest levels of satisfaction across all four statements.

- Approximately two-thirds (66.7%) of parents of children with multiple disabilities agreed that their child has the opportunity to participate in extracurricular school activities [Q25]. This is approximately a 14 percentage point difference than the next lowest disability category for this statement (66.7% compared to 80.5%).
- In addition, approximately one-third (36.7%) of parents of children with multiple disabilities indicated that their child has been denied access to non-school sponsored community activities due to his or her disability [Q26] compared to 8.6% of parents of children with a speech or language impairment.

Table V.4: Question 25 and Question 26 by Child's Disability



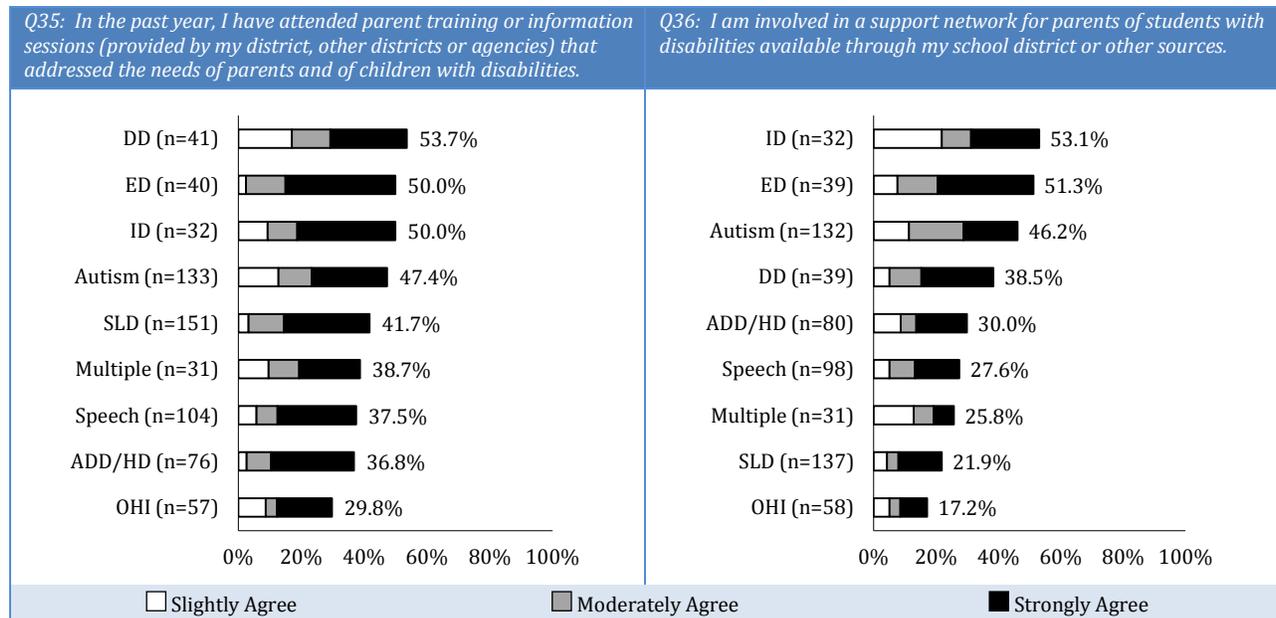
Parent Training and Support

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 or information 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].

- Parents of children with a developmental delay, an emotional disturbance and an intellectual disability were the most likely to indicate they had attended a parent training or information session in the past year (53.7%, 50.0% and 50.0%) [Q35]. In contrast, approximately one-quarter (29.8%) of parents of children with an other health impairment (OHI) noted attending such meetings.

- Parents of children with an intellectual disability and an emotional disturbance were also most likely to indicate participation in a support network (53.1% and 51.3%, respectively) [Q36]. Parents of children with OHI were again the least likely (17.2%) to indicate participation.

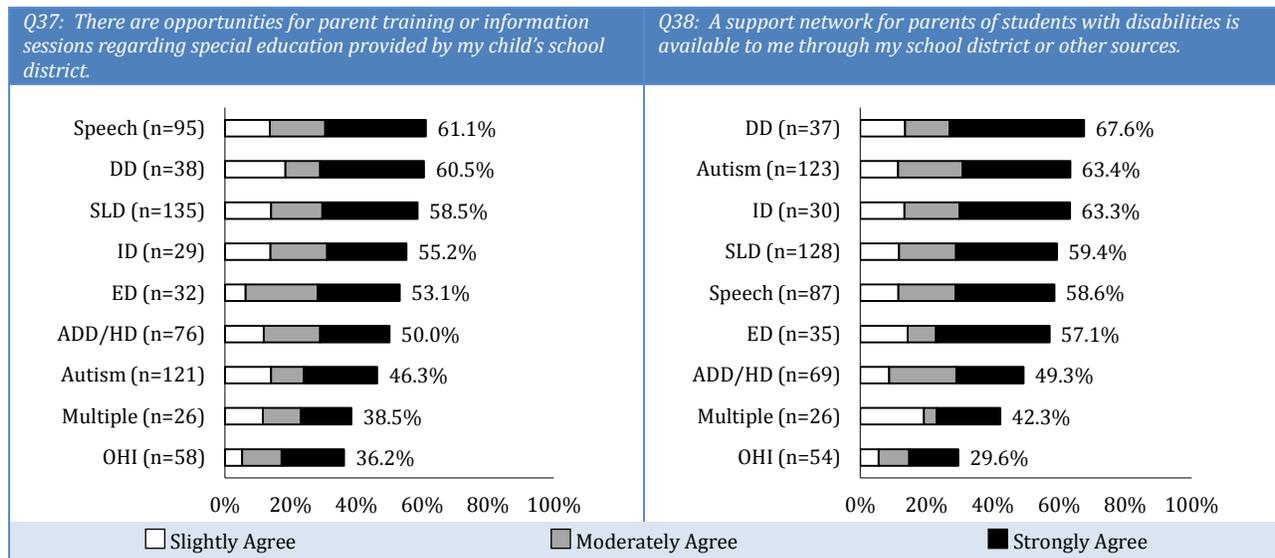
Table V.5: Question 35 and Question 36 by Child's Disability



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 a parent training [Q35] or participating in such networks [Q36].

- While more than one half (61.1% and 58.5%) of parents of children with a speech or language impairment and with a specific learning disability indicated that opportunities for parent training were available [Q37], approximately one-third (37.5% and 41.7%) reported having attended a parent training session [Q35]. This was a difference of more than 16 percentage points between awareness and attendance.
- Similarly, while 59.4% of parents of children with a specific learning disability and 58.6% of parents of children with a speech or language impairment indicated that a support network is available [Q38], only 21.9% and 27.6%, respectively, reported being involved in a support network [Q36], a difference of more than 30 percentage points.

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

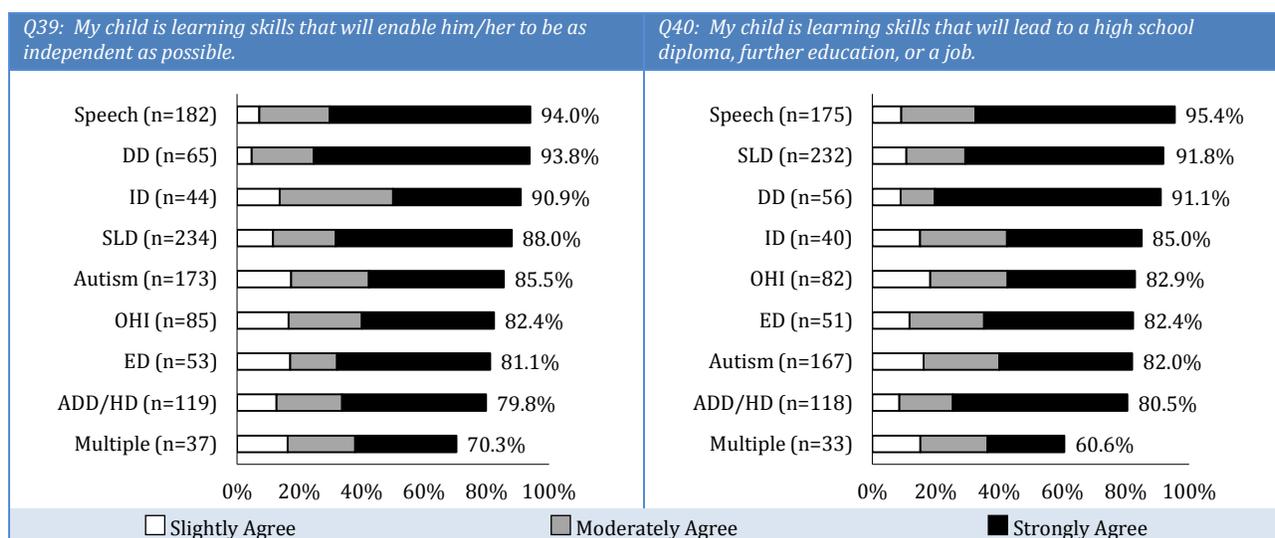


My Child's Skills

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.

- More than 90% of parents of children with a speech or language impairment, a developmental delay, or an intellectual disability agreed that their child is learning skills that will enable him or her to be as independent as possible [Q39], compared to less than 80% of parents of children with ADD/HD and multiple disabilities.
- Slightly more than 95% of parents of children with a speech or language impairment agreed that their child is learning skills that will lead to a high school diploma, further education, or a job [Q40]; compared to less than two-thirds (60.6%) of parents of children with multiple disabilities, a difference of almost 35 percentage points.

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

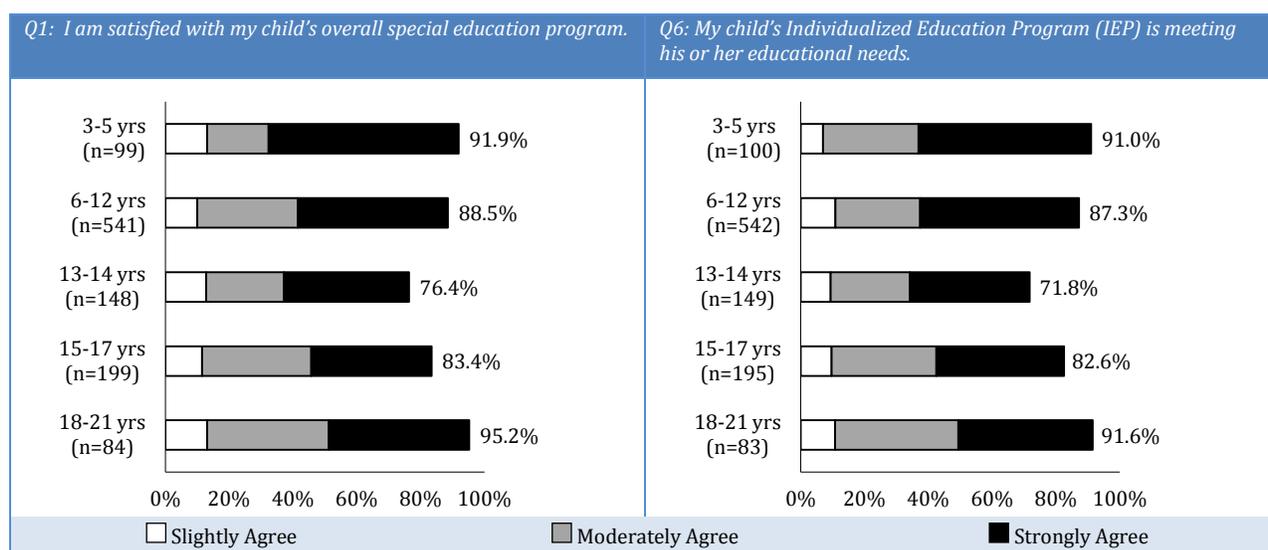


Child's Age

Parents of children at opposite ends of the age spectrum (ages 3-5 and 18-21) generally expressed greater satisfaction than parents of children in the middle age groups. Parents of children ages 3-5 and ages 18-21 ranked first or second in satisfaction across 17 of the 28 statements analyzed.⁷ In contrast, parents of children ages 13-14 reported the lowest levels of satisfaction across 24 of the 28 survey statements. (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], 95.2% of parents of children ages 18-21 and 91.9% of parents of children ages 3-5 indicated that they are satisfied compared to approximately three-quarters (76.4%) of parents of children ages 13-14.
- Similarly, parents of children ages 18-21 were approximately 20 percentage points more likely to agree than parents of children ages 13-14 when asked if their child's IEP is meeting his or her educational needs (91.6% compared to 71.8%) [Q6].

Table V.8: Question 1 and Question 6 by Child's Age

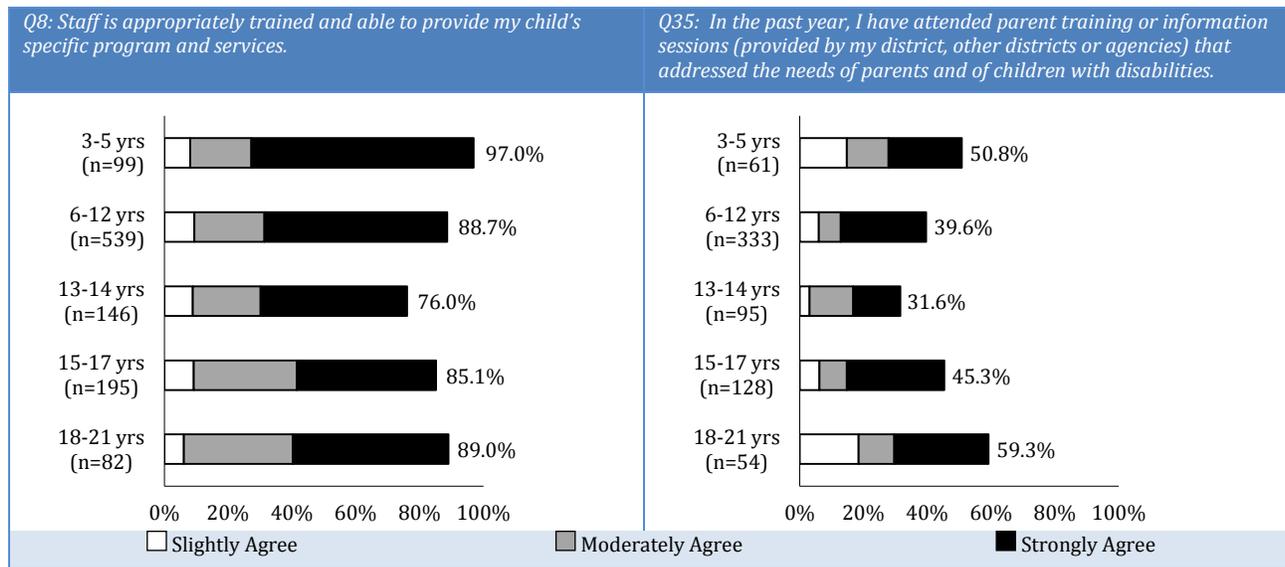


A similarly large gap in satisfaction occurred when parents were asked whether staff is appropriately trained and able to provide their child's services, and whether they have attended parent training information sessions that addressed the needs of parents of children with disabilities.

- When asked whether staff is appropriately trained and able to provide their child's specific program and services [Q8], the vast majority (97.0%) of parents of children ages 3-5 agreed compared to approximately three-quarters (76.0%) of parents of children ages 13-14.
- More than one-half (59.3% and 50.8%) of parents of children ages 18-21 and ages 3-5 indicated that they had attended parent training or information sessions that addressed the needs of parents of children with disabilities [Q35] compared to less than one-third (31.6%) of parents of children ages 13-14.

⁷ Questions that were negatively-keyed items (Q3, Q4 and Q26), with a lower response rate (Q21 and Q22), and age specific (Q28-Q34) were not included in this analysis.

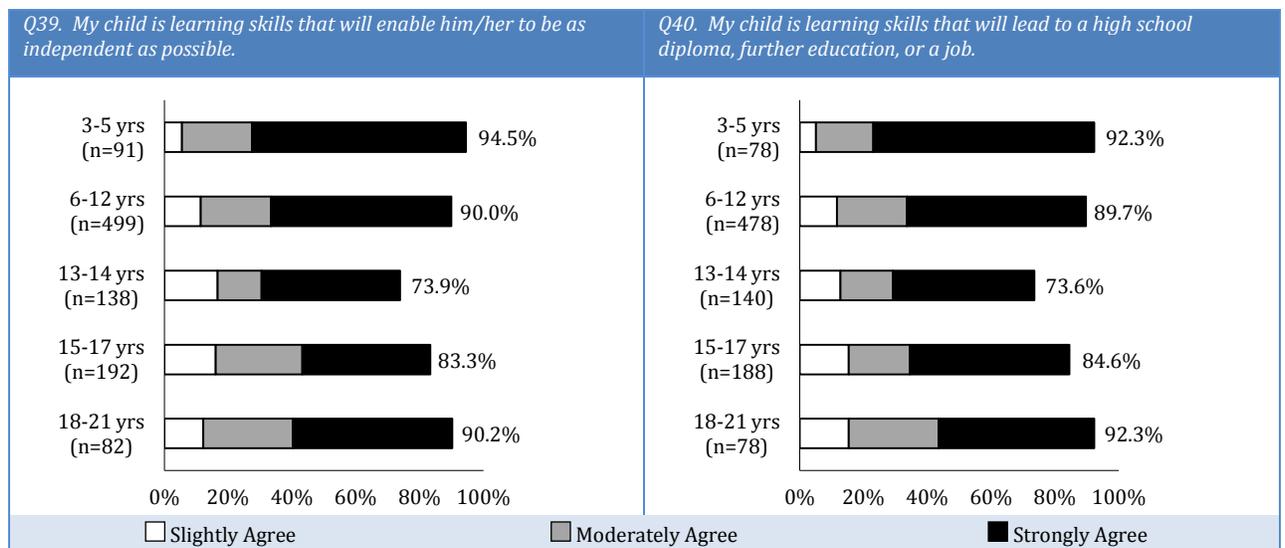
Table V.9: Question 8 and Question 35 by Child's Age



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

- Almost 95% 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 73.9% of parents of children ages 13-14, a difference of approximately 20 percentage points.
- Similarly, parents of children ages 3-5 and ages 18-21 were most likely (92.3%) to agree that their child is learning skills that will lead to a high school diploma, further education or job [Q40]; approximately 19 percentage points higher than parents of children ages 13-14 (73.6%).

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



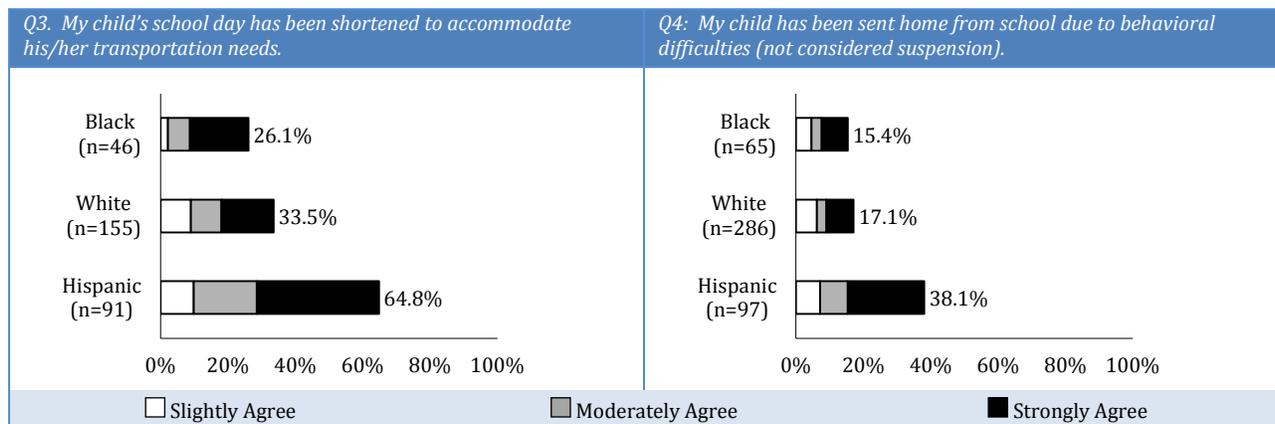
Child's Race

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, across almost one-half (47.5%) of the 40 survey 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. The largest difference between the three racial/ethnic groups occurred on the three negatively-keyed statements [Q3, Q4 and Q26] – statements in which a high level of agreement represents a high level of dissatisfaction. For all three statements, parents of Hispanic children answered the least favorably.

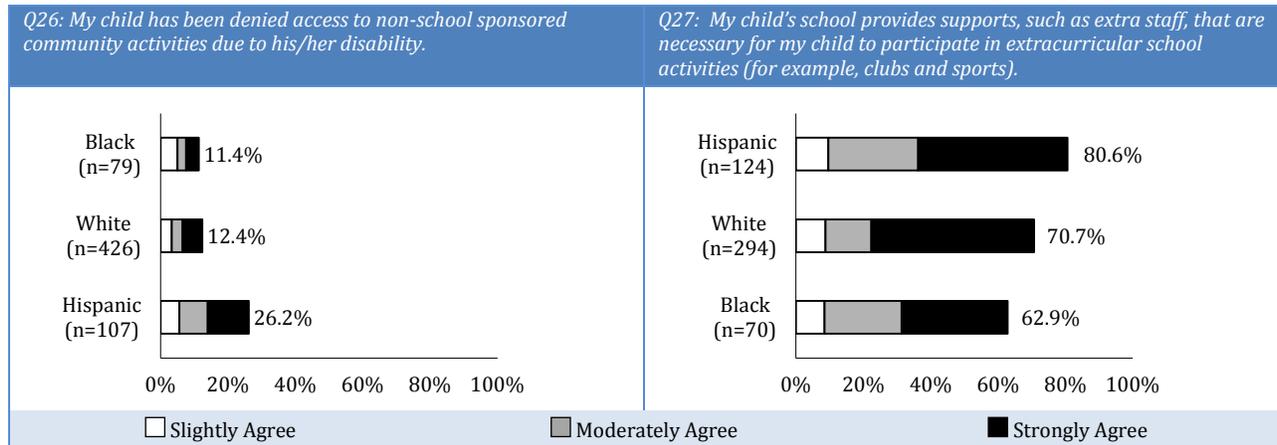
- Parents of Hispanic children were about twice as likely as parents of White children and parents of Black children to agree that their child's school day has been shortened to accommodate his/her transportation needs [Q3]; 64.8% compared to 33.5% and 26.1%, respectively.
- Similarly, when asked if their child has been sent home from school due to behavioral difficulties [Q4], 38.1% of parents of Hispanic children agreed with this statement, compared to 17.1% of parents of White children, and 15.4% of parents of Black children.

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



- Parents of Hispanic children were also more likely to agree than parents of White children and parents of Black children that their child has been denied access to non-school sponsored community activities due to his/her disability [Q26] (26.2% compared to 12.4% and 11.4%, respectively).
- However, when asked whether the school provides supports, such as extra staff, that are necessary for their child to participate in extracurricular school activities [Q27], parents of Hispanic children were more positive than both parents of White children and parents of Black children (80.6% compared to 70.7% and 62.9%, respectively).

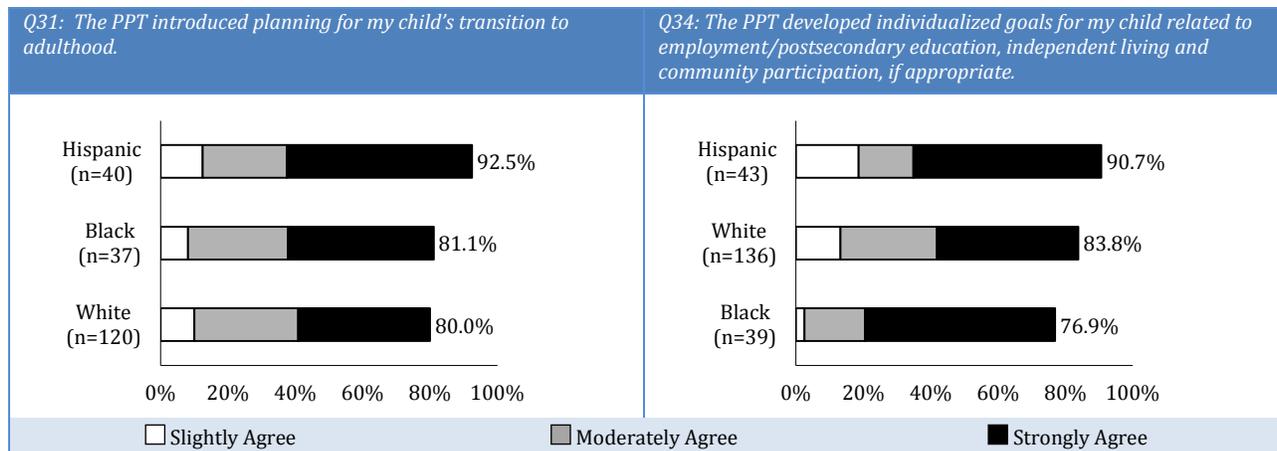
Table V.12: Question 26 and Question 27 by Child's Race/Ethnicity



Parents of Hispanic children were also more positive regarding transition planning for their secondary students. However, the age-specific nature of transition planning naturally restricts the number of parents for which these questions [Q28-Q34] are applicable and as a result, considerably fewer parents answered questions in this section. Comparisons of the results should be considered within this context.

- More than 90% of parents of Hispanic children agreed that the PPT introduced planning for their child's transition to adulthood [Q31] compared to 80.0% of parents of White children.
- Likewise, 90.7% of parents of Hispanic children agreed that the PPT developed individualized goals for their child related to employment/postsecondary education, independent living and community participation [Q34] compared to approximately three-quarters (76.9%) of parents of Black children.

Table V.13: Question 31 and Question 34 by Child's Race/Ethnicity



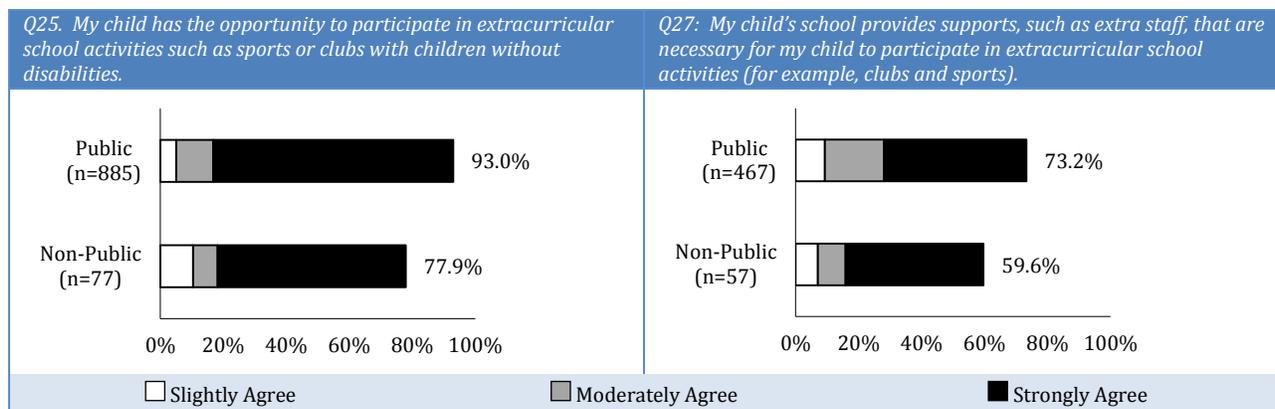
Type of Placement

Parents' responses were analyzed for variations between the responses of parents of children in a public school placement versus parents of children in a non-public school placement.⁸ The majority (90.6%) of parents indicated that their child is in a public school, and as such, the total number of survey respondents varies considerably across the public and non-public placement categories. The differences presented in the following pages should be examined within this context.

Overall, parents of children in a public school placement responded similarly (less than a five percentage point difference) to parents of children in a non-public school placement across approximately two-thirds (62.5%) of the statements. However, differences did emerge in the sections related to a child's participation and secondary transition. (See Appendix C.5 for bar charts of all survey statements by type of placement).

- More than 90% of parents of children in a public school placement agreed that their child has the opportunity to participate in extracurricular activities with children without disabilities [Q25] compared to approximately three-quarters (77.9%) of parents of children in a non-public school placement.
- Similarly, when asked whether their child's school provides supports, such as extra staff, that are necessary for their child to participate in extracurricular activities [Q27], parents of children in a public school placement were more likely to agree than parents of children in a non-public school placement (73.2% compared to 59.6%).

Table V.14: Question 25 and Question 27 by Type of Placement



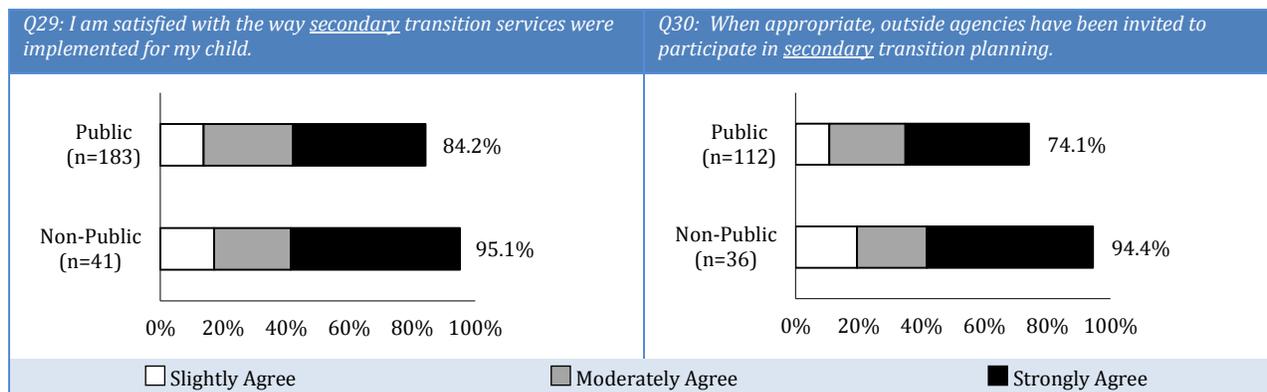
In contrast, parents of children in a non-public school placement tended to answer more favorably than parents of children in a public school placement across statements related to secondary transition.

- The vast majority (95.1%) of parents of children in a non-public school placement indicated that they were satisfied with how secondary transition services were implemented for their child [Q29] compared to 84.2% of parents of children in a public school placement.

⁸ The non-public school placement category includes hospital/homebound, out-of-district special education school, out-of-state, private/parochial, residential school or other.

- Likewise, when parents were asked if outside agencies have been invited to participate in secondary transition planning [Q30], parents of children in a non-public school placement were approximately 20 percentage points more likely to agree than parents of children in a public school placement.

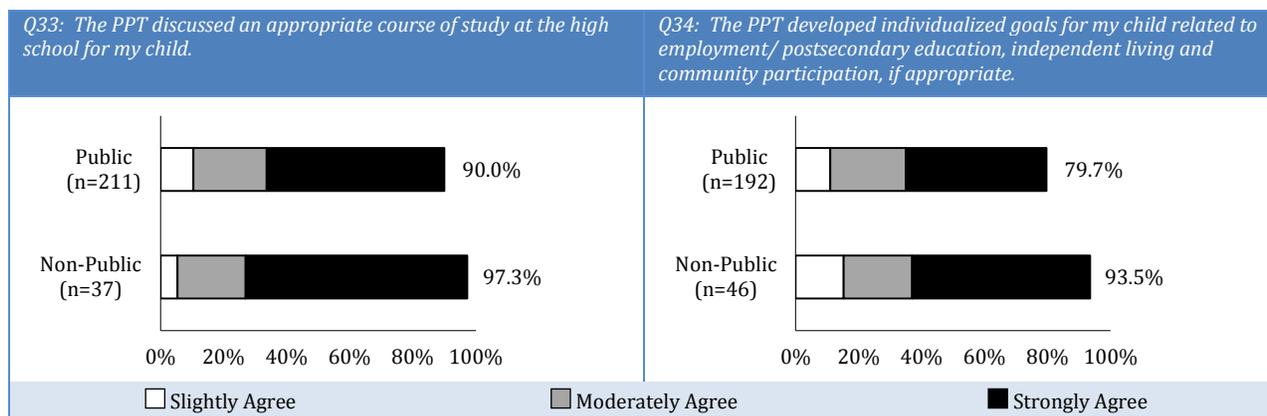
Table V.15: Question 29 and Question 30 by Type of Placement



Parents of children in a non-public school placement also answered more favorably than parents of children in a public school placement to PPT-related secondary transition questions.

- More than 95% of parents of children in a non-public school placement agreed that the PPT discussed an appropriate course of study at the high school for their child [Q33] compared to 90% of parents of children in a public school placement.
- Similarly, when asked if the PPT developed individualized goals for their child related to employment/postsecondary education, independent living and community participation [Q34], parents of children in a non-public school placement were approximately 14 percentage points more likely to agree than parents of children in a public school placement.

Table V.16: Question 33 and Question 34 by Type of Placement



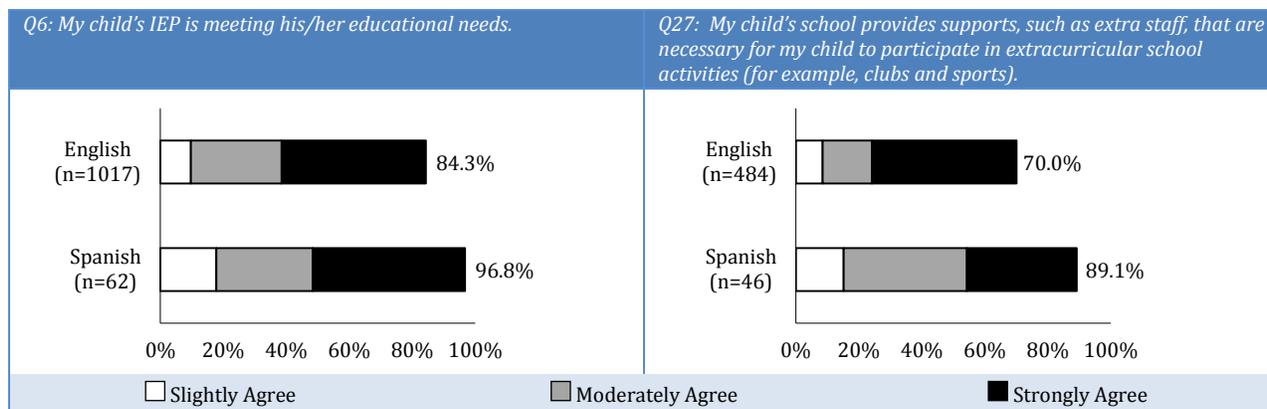
Language of Returned Survey

The following discussion differs from the prior discussions in that it focuses on a parent demographic – whether they chose to complete the survey in English or Spanish – rather than a child demographic. The majority (94.3%) of parents completed the survey in English, and as such, the total number of survey respondents varies considerably across the English and Spanish selection categories. The variations presented in the following pages should be examined within this context.

Overall, parents who completed the survey in Spanish tended to answer more positively than parents who completed the survey in English. Across the 40 statements on the survey, parents who completed the survey in Spanish answered more positively to almost three-quarters (70%) of the survey statements. (See Appendix C.6 for bar charts of all survey statements by the language of returned survey).

- The vast majority (96.8%) of parents who completed the survey in Spanish agreed that their child’s IEP is meeting his/her educational needs [Q6] compared to 84.3% of parents who completed the survey in English (a difference of 12.5 percentage points).
- In addition, when asked if the school provides supports, such as extra staff, that are necessary for their child to participate in extracurricular school activities [Q27], 89.1% of parents who completed the survey in Spanish agreed compared to less than three-quarters (70.0%) of parents who completed the survey in English (a difference of 19.1 percentage points).

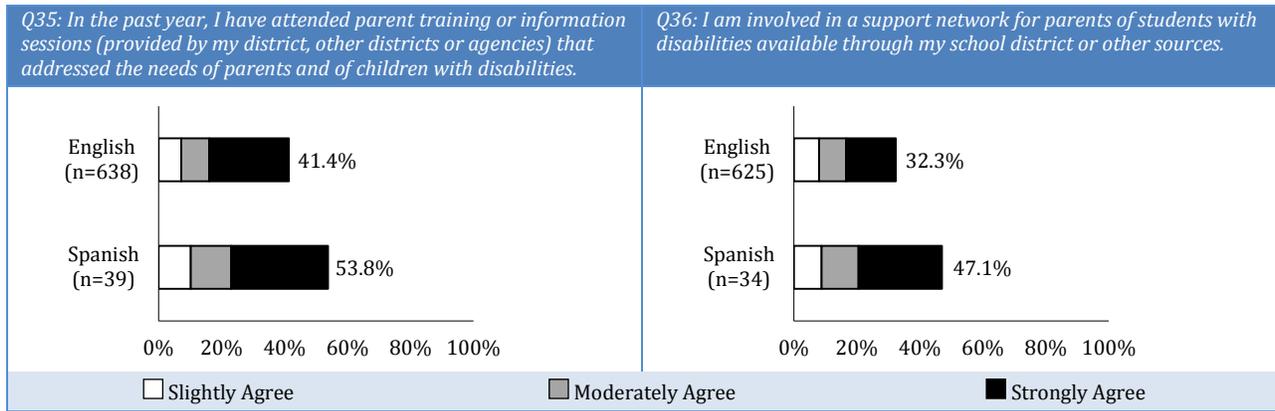
Table V.17: Question 6 and Question 27 by Language of Returned Survey



Likewise, parents who completed the survey in Spanish were more likely to agree that they had attended parent training sessions and have been involved in a support network than parents who completed the survey in English.

- More than one-half (53.8%) of parents who completed the survey in Spanish agreed that they have attended parent training or information sessions that addressed the needs of parents and of children with disabilities [Q35] in the past year, compared to 41.4% of parents who completed the survey in English (a difference of 12.4 percentage points).
- Similarly, when asked if they are involved in a support network for parents of students with disabilities [Q36], parents who completed the survey in Spanish were almost 15 percentage points more likely to agree than parents who completed the survey in English (47.1% compared to 32.3%).

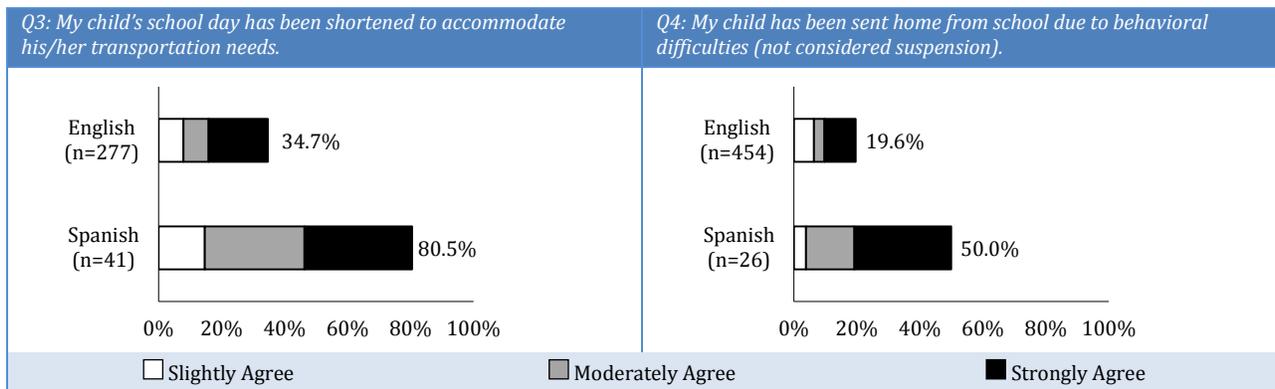
Table V.18: Question 35 and Question 36 by Language of Returned Survey



In contrast, there were 12 statements in which parents who completed the survey in Spanish answered *less* positively. However, for the majority of these statements (9 of 12) the differences between the two groups of parents were relatively small (less than five percentage points). In only three instances, did large differences emerge [Q3, Q4, Q26] and in all three instances, it was on statements in which a high level of agreement represented a high level of *dissatisfaction*. Across the 40-item survey these were the only three negatively keyed items. Given this, it is possible that the responses of parents who completed the survey in Spanish may have been affected by the wording of these questions. Two of the questions are presented below.

- Approximately 80% of parents who completed the survey in Spanish agreed that their child’s school day has been shortened to accommodate his/her transportation needs [Q3], compared to roughly one-third (34.7%) of parents who completed the survey in English (a difference of almost 46 percentage points).
- Similarly, when asked if their child has been sent home from school due to behavioral difficulties [Q4], one-half (50.0%) of parents who completed the survey in Spanish agreed, compared to 19.6% of parents who completed the survey in English (a difference of 30.4 percentage points).

Table V.19: Question 3 and Question 4 by Language of Returned Survey

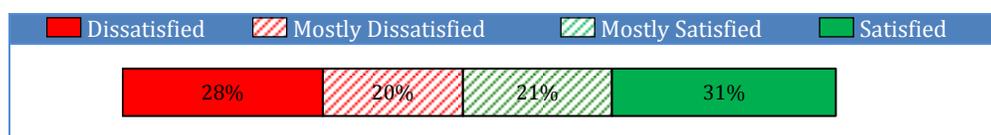


Section VI: Summary of Open-Ended Comments

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 1,097 surveys completed by parents of children receiving special education services, 38.7% (n=425) included written comments.

The written responses were analyzed through a multi-step process. The first step of the coding process was to systematically assess and illustrate the overall level of satisfaction of respondents by assigning each respondent's comment a 4-point satisfaction score. Respondents were coded a "1" if their comment conveyed complete dissatisfaction; a "2" if mostly dissatisfied; a "3" if mostly satisfied; and finally, a "4" if their comment demonstrated complete satisfaction. As is shown in Figure VI.1 below, respondents were fairly evenly distributed across the four-point scale.

Figure VI.1: Respondents' Level of Satisfaction Overall



Note: Percentages are based on 392 comments. The comments of 33 respondents were not coded because their remarks could not be classified as either a reflection of their satisfaction or dissatisfaction with their child's program.

The next step of the coding process was to identify topics within respondents' comments that occurred with some regularity. In total, 16 topics were identified as areas commonly discussed.⁹ The comments specific to each topic were then scored using the same 4-point rubric mentioned above in order to gauge parents' level of satisfaction with particular aspects of their child's program. The figures presented in this section are organized by the six topical areas of the survey. Examples of parents' comments are also included as a way to illustrate, in more detail, the specific areas discussed under each topic. The comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made in order to improve readability, and 3) all identifying information was removed or replaced with text enclosed in [brackets] in order to maintain respondent confidentiality. The number of comments selected is roughly proportionate to their frequency of occurrence, with specific quotes selected to capture the range of responses and themes associated with each code.

My Child's Program

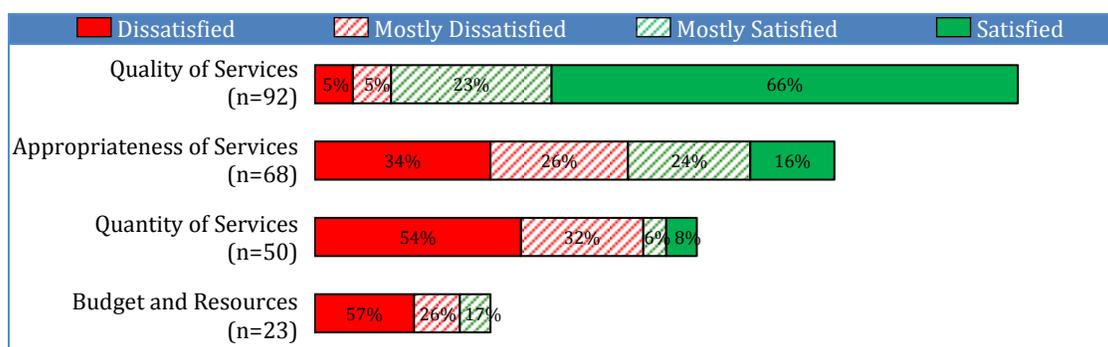
When parents discussed their child's program, a total of 8 common topics emerged as themes within two major categories: services and service providers. The following sections treat services and service providers separately, highlighting the major themes from each overarching category. Within the services section, the major themes focused on the quality, appropriateness, and quantity of services provided, as well as the budget and resources for these services. Meanwhile, within the service providers section, the themes discussed included teachers and other staff, teacher and staff training, and the treatment of children by teachers and staff.

⁹ Individual parent responses could be assigned multiple topic codes in order to most accurately represent the range of topics they discussed.

My Child's Program – Services

As can be seen in Figure VI.2 below, when discussing the services provided for their child, parents most often mentioned the quality of services (n=92) followed by the appropriateness of the services (n=68). Parents tended to provide more general comments when discussing quality and their comments were most often positive, with the majority (89%) of parents falling into the mostly satisfied or satisfied category. In contrast, when parents spoke of the appropriateness of the services, almost two-thirds (60%) of parents were dissatisfied or mostly dissatisfied, often noting that the services were not appropriate for their child's disability or level of achievement. Fewer parents discussed the quantity of services (n=50), and the budget and resources for services (n=23), but when they did, the majority of these parents were dissatisfied or mostly dissatisfied (86% and 83%, respectively).

Figure VI.2: Respondents' Level of Satisfaction with Child's Services



Note: The n represents the total number of parents out of 392 that discussed that particular topic. The percentages in the bar graph illustrate these parents' comments along a four-point rubric of satisfaction.

Comments Expressing Satisfaction

Quality of Services

- *We are very happy with the school's program and our child's progress.*
- *We are very happy with the program at the school. They have provided an environment that has helped our daughter to learn.*
- *The preschool services did a wonderful job working with my son from age 3 until he transitioned to kindergarten this year.*
- *The schools have gone above and beyond to help her. They work with her to keep her caught up with the rest of her classmates.*
- *I am very happy with the services they give to my daughter in the special education department. [English translation]*
- *Special education services for my child have been excellent.*

Appropriateness of Services

- *He's a part of a very small support program so he's been able to receive much individualized attention. He has had the benefit of working with a support teacher, a speech language therapist, and a psychologist.*
- *My husband and I are very pleased with the IEP created for our son. It has been updated and amended several times within this past year to meet his changing educational abilities.*

Quantity of Services

- *I have been very happy with the services provided by my town. I have never felt that I ever had to fight for extra services.*

Budget and Resources

- *The school's program was under-resourced and under-prepared until they brought in [outside experts], it has improved by leaps and bounds since then.*

Comments Expressing Dissatisfaction

Quality of Services

- *All this money and time were spent on programs that show limited progress or no progress at all.*
- *My daughter is improving, but not in the pace I was expecting. The education strategy could be better.*

Appropriateness of Services

- *Bilingual staff should be included in special education because language is my son's biggest problem area. [English translation]*
- *We are very disappointed and dissatisfied with the special education services that our son has received from the school district. The goals and objectives of the IEP were written two years ago and were not written based on his present level performance. The case manager has failed to present any documents that show she has been working with our son on his goals and objectives during the past year.*
- *My daughter said her special education math program moved too slowly and wanted more advanced work, but her classroom teacher would not work with her on an individualized curriculum and they refused to move her into the mainstream math class.*
- *I am very concerned that my child is not being challenged academically...they don't seem willing to increase the level in my daughter's subjects. She has asked me for more demanding work and even wants a tutor because she is afraid of returning to public school and being very behind academically compared to her peers.*
- *I feel that social skills and speech/communication are not appropriately addressed in my son's special education program. Also, adaptive living skills are not appropriately addressed. I feel that much more needs to be done on generalization of skills. I do not feel that the school appropriately provides for these areas.*

Quantity of Services

- *The school is just doing what they need to do. They don't offer extras and they keep saying at the PPT that they set the goals too high...It has been a fight the entire way.*
- *I am generally given the run around and road blocks are constantly blocking my every effort to help my son. The district is interested in doing as little as possible and providing us with as little information about what we are entitled to as possible.*
- *The school system does what is required by law and that's it. They slowly increase your child's improvement so that upon transition to another school in the town, it appears as if the goals set forth have been met.*
- *In order to get the services my son needs, I have had to hire an advocate. What the school has done is minimal and I have spent a large amount of money in providing tutors for my son that average a hundred dollars an hour. Everything is a fight with the school system.*

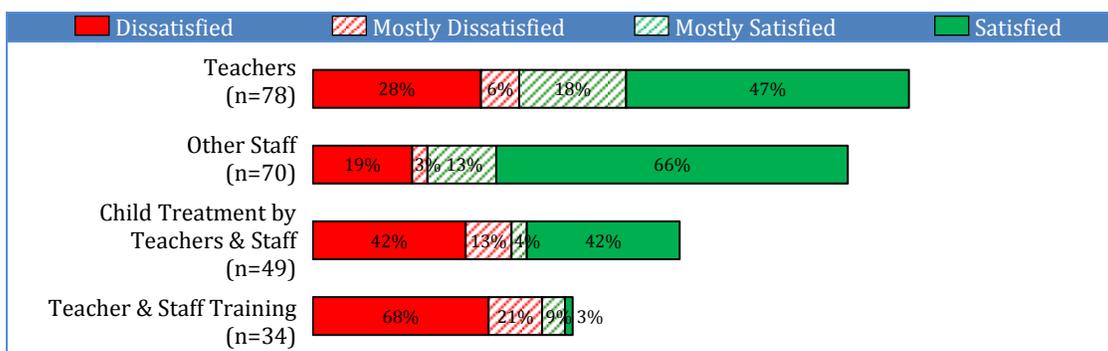
Budget and Resources

- *I feel the administration and up look at my son as a liability not a young man...It is about tests, budgets and laws. They need more money from the state and more resources and people. There needs to be more help for the school as a whole and for individuals.*
- *In the past, money and budget issues had priority over my child's needs and I had to constantly advocate for him otherwise he would not have gotten what he did so far. It seems if the child is not severely impaired he is not recognized as needing help.*
- *The challenges continue to be many with few services being offered. Most times the district makes decisions based on budget not child needs. I often remind them of the "I" in IEP.*

My Child's Program – Service Providers

Overall, approximately one in five parents who provided comments discussed teachers (n=78) and other staff members (n=70) and their comments tended to convey more satisfaction than dissatisfaction. Almost two-thirds (65%) of parents who discussed teachers were satisfied or mostly satisfied, as well as approximately three-quarters (79%) of those who discussed other staff members. Parents used words like “compassionate,” “caring,” and “supportive” when they were satisfied, while dissatisfied parents often cited the lack of accommodations and modifications made for their child. Lastly, some parents also discussed the treatment of their child by teachers and staff (n=49) and their level of training (n=34). Comments related to child treatment were fairly evenly split between satisfaction (45%) and dissatisfaction (55%) while comments focused on training conveyed mostly dissatisfaction (89%).

Figure VI.3: Respondents' Level of Satisfaction with Child's Service Providers



Note: The n represents the total number of parents out of 392 that discussed that particular topic. The percentages in the bar graph illustrate these parents' comments along a four-point rubric of satisfaction.

Comments Expressing Satisfaction

Teachers

- *The special education and regular education teachers have been very supportive of my son and our family. The teachers he has had have all been excellent.*
- *My child is very bright and has improved his learning skills such as reading, writing and mathematics. His teachers are always there to work with him when he has problems. [English translation]*
- *The teachers have been very supportive and attentive to my daughter's needs. All are professional and well informed as to the rules and protocols. Our family appreciates their support.*
- *All of the teachers involved are highly skilled at what they do and show much compassion and concern towards their students.*
- *They are clearly committed to their jobs and seemed to truly care about our child's progress and well-being. They are always available to answer any questions and took all of our concerns seriously. We couldn't have asked any more from the special education program in our town.*

Other Staff

- *The staff at all schools— K- through 12—have been very wonderful, supportive, sensitive, smart, caring, and good humored. We are lucky to live here with this public school system.*
- *I have to say that this year was the first year my district hired an awesome case manager who really enforced our IEP and found helpful technology for my son.*
- *I can't say enough good things about the secondary level. The middle school and high school caseworkers were wonderful.*
- *The support staff always makes him feel comfortable and never makes it a point that he is different or has any special needs, which is very important to my son.*

Child Treatment by Teachers & Staff

- *The high school has been awesome with making our son comfortable and knowledgeable of the course of action we will need to take to get our son through high school and further.*
- *[The school] has done an outstanding job of welcoming, including and nurturing my child—the only child with [this disability] in our district. Where we lived formerly, my daughter was segregated, unsupported and her curriculum was not modified properly. What a difference!*
- *The change we have seen in her—her progress— is due primarily to the outstanding staff...They have been caring and loving towards her and we are forever grateful for what they have been able to accomplish.*

Teacher & Staff Training

- *Doctors of various specialties are continuously impressed by the support and expertise our son receives from the school.*
- *The school does a fabulous, amazing job academically and cognitively, they know their stuff.*

Comments Expressing Dissatisfaction

Teachers

- *The teachers do not consistently follow the agreed upon accommodations...The attitude of one of the teachers is that he needs to be more responsible, but the purpose of the IEP is for teachers to accommodate this part of his disability.*
- *Teachers did not follow through on the 504. We have to continue to fight to enforce his IEP and certain teachers are completely uncooperative in following the plan.*
- *There are a lot of teachers who are not taught to deal with students with disabilities. The teachers lack the knowledge.*
- *I think that my biggest complaint with specifically the high school is that the regular education teachers are not made accountable for following my son's IEP. This responsibility falls strictly on the special education teachers' shoulders alone...The special education teachers and regular education teachers should be working together.*

Other Staff

- *There are untrained and unsympathetic paraprofessionals.*
- *The administrators, counselors, and staff never really understood the best ways to manage my son and his needs successfully.*
- *School staff has little to no knowledge of what the difference is between educational performance and academic performance.*

Child Treatment by Teachers & Staff

- *In elementary and middle school, [our son] reported bullying and harassment to staff and there was a minimal or no action taken. He now does not report it and says he'll "take care of it myself." That should be a red flag. Reports of harassment have been trivialized.*
- *The local district public school was highly restrictive, did not provide the services required by the IEP, and prohibited my child from participating in gym class or recess. She was ostracized from her peers.*
- *I have walked into the school several times and have found paraprofessionals screaming at the kids and mistreating them. I almost thought of homeschooling my child. I don't feel she's safe.*
- *I have filed a formal complaint of bullying but nothing was done. I am concerned about my daughter's safety and lack of academic progress.*

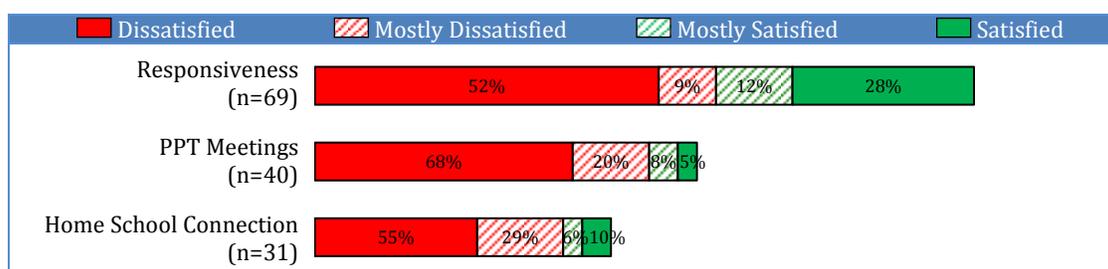
Teacher & Staff Training

- *[My daughter's teacher] doesn't seem equipped to handle 25 students never mind a child with developmental delays...I believe my child is destined to go into a wasteland instead of a school that is equipped and is ready to handle students such as my child. Paraprofessionals need to be screened better and checked periodically for work performance.*
- *I think there needs to be support and training for all teachers not just special education teachers.*
- *Socially, there is perhaps not enough constant effort and training.*
- *Special education training and an overall lack of understanding regarding provisions and support required from the school keeps staff from providing an appropriate educational program.*

Participation in Developing and Implementing Child's Program

As can be seen in Figure VI.4, a number of parents (n=69) commented on the responsiveness of the school with almost two-thirds (61%) of these parents indicating some sort of dissatisfaction. Parents often noted that the school had difficulty communicating with parents or failed to involve parents in their child's program. Other comments focused on the PPT meeting process (n=40) and the home-school connection (n=31). When parents discussed the PPT meetings, they often felt dissatisfied with their role and involvement in the meetings. Meanwhile, parents who discussed the home-school connection often expressed a desire to have a better idea of what their child was learning in school so they could reinforce these skills—both academic and social—at home.

Figure VI.4: Respondents' Level of Satisfaction with Parent Involvement in Child's Program



Note: The n represents the total number of parents out of 392 that discussed that particular topic. The percentages in the bar graph illustrate these parents' comments along a four-point rubric of satisfaction.

Comments Expressing Satisfaction

Responsiveness

- *I have not had any problems with communication between me and the school. As rare as my son's syndrome is, the schools made arrangements to meet my son's needs.*
- *Parent involvement was always welcomed, communication was excellent, and the student's needs always came first.*
- *His needs have always been met and when they were not, the school district was very receptive to our concerns, and changes were made quickly and appropriately.*

PPT Meetings

- *Overall, the meetings are informative, but there never seems to be enough time to cover all the topics in depth.*

Home-School Connection

- *[The school] is exemplary regarding special education and the IEP process because the principal and teachers really understand the age group they are working with and are very responsive to parents. Furthermore, with the implementation of Edline (for all students), I can easily track his progress week by week and catch potential performance discrepancies sooner rather than later and then communicate with staff, as appropriate.*

Comments Expressing Dissatisfaction

Responsiveness

- *The goals and objectives of the IEP were written two years ago without our knowledge and they have not been changed although we have requested several times to modify them.*
- *We have had a terrible time getting the necessary services, after Birth to Three and up until this year.*
- *I have never once been asked my input on his education or how he is doing. My input has been heard but never documented or considered.*
- *There is no communication from school to home (despite years of repeated requests by myself)...I feel completely shut out and unsupported by my school and the district. Emails go unanswered, phone calls are not returned.*
- *We believe the school system was slow to test and identify our child's learning disability ignoring our concerns which we brought to their attention for three years.*

PPT Meetings

- *PPTs can be awkward and boring. The special education teachers and supervisors going back and forth over which phase should be in which block on the form...There's way too much information and jargon, too much reading—there needs to be a concise synthesis of findings, just the essentials, with more time spent looking ahead.*
- *The language used during the PPT meetings is impossible for even educated parents to understand. It is like listening to someone talk in code.*
- *I would like the information provided during the PPT in Spanish so I can understand it better and be more informed, so we can be aware of the aid needed to benefit my son. [English translation]*
- *PPT meetings are a sham, completely lacking in any dialogue, as the discussion and outcome are dictated by a single individual running the meeting. Parent input is not recorded on the IEP.*

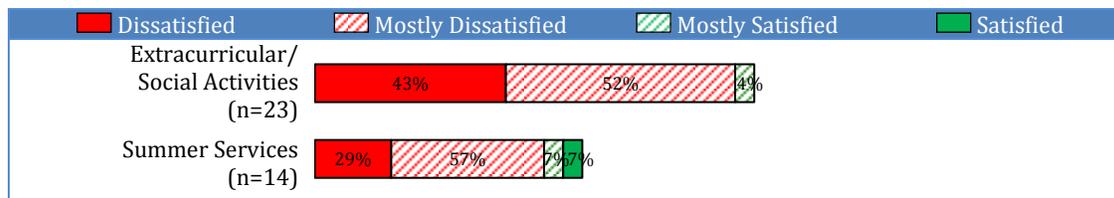
Home-School Connection

- *I think the state should have parenting classes to educate parents about children with special education problems. We as parents can work at home with our kids to reinforce what they are doing in school.*
- *I've learned parents must stay on top of the school, keep in touch as much as I can so I know my son is not falling behind. I also tell teachers not to wait if something goes wrong. I want to know the day it happens.*
- *I feel that my child should have a notebook that lets me know what he worked on when he was taken out of the classroom. I do ask him and he tells me he did not do anything or never went. With the notebook, I can work on it at home also and know what is going on instead of waiting for the next meeting.*

My Child's Participation

Some respondents commented on their child's participation in extracurricular and social activities (n=23) and summer services (n=14). As seen in Figure VI.5, an overwhelming majority of parents expressed dissatisfaction when discussing both extracurricular/social activities (95%) and summer services (86%). For parents commenting on their child's participation in extracurricular/social activities, respondents often expressed dissatisfaction that their child was either unable to participate because of their disability or because services were not available. When expressing dissatisfaction with summer services, parents often mentioned they were unavailable in their district.

Figure VI.5: Respondents' Level of Satisfaction with Child's Participation



Note: The n represents the total number of parents out of 392 that discussed that particular topic. The percentages in the bar graph illustrate these parents' comments along a four-point rubric of satisfaction.

Comments Expressing Satisfaction

- *Each year my son has also been able to attend summer school which has helped him retain his skills.*
- *[The social environment] is my child's greatest challenge. The school is implementing a more team-oriented behavioral approach we hope will help. The school probably does a better job than 90% of U.S. schools.*

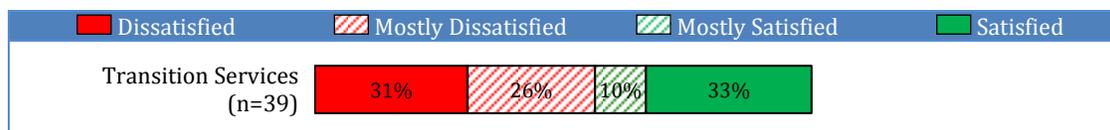
Comments Expressing Dissatisfaction

- *My child does not meet academic standards to participate in extracurricular activities. Consideration should be given for waivers for children with disabilities who might be able and willing to participate in sports, clubs, etc.*
- *My biggest concern with my daughter's programming is the lack of social skills intervention. Especially in the summer, there is nothing. Many of her skills are not transferred across settings and into our community.*
- *[My son] is outgoing. He would like to just be able to try out for sports that are offered at school, but there is no one to assist with his issues, so he always misses out when it is time to sign up.*
- *I wish my son was included in more activities like gym, art, music, library, and computer. It is hard for him to make friends when he is in a class by himself. I know there must be other children like him and wish they had the opportunity to meet him.*
- *We would like to see a more robust summer program. Either all day academics or A.M. academics with a P.M. enrichment program. There are no camps for children with special needs in the district.*
- *Since we are not provided with specific ESY service information until the last week of school (even with requests for information earlier), we are unable to provide appropriate summer program services for our son.*

Transition Planning

As seen in Figure VI.6, one out of every 10 comments mentioned transition services. A little less than half (43%) of the parents who commented on transition services were satisfied, with many noting that consistency and coordination had been key elements in successful transitions between grades and across schools. For the 57% of respondents who were dissatisfied, most of them indicated that there had been a lack of transition-related resources and information provided to them by the school.

Figure VI.6: Respondents' Level of Satisfaction with Transition Planning



Note: The n represents the total number of parents out of 392 that discussed that particular topic. The percentages in the bar graph illustrate these parents' comments along a four-point rubric of satisfaction.

Comments Expressing Satisfaction

- *The special education program at my daughter's elementary school has been incredibly supportive and she's had much success. I believe the biggest reason for this has been consistency. She has had the same special education teacher the whole entire time (she will be entering 4th grade). Not all have had this consistency and I see a difference in those children.*
- *The special education teachers as well as the general education teachers and the guidance counselor did a great job transitioning my son from middle school to high school. About 1 month after school started, he was having difficulty in an advanced math class. Because of this, he was placed in a more general math class and is now doing extremely well.*
- *I felt his entire team really had his best interest at heart and worked diligently to discover how he learns and the best way to evaluate what he knows - not an easy task. We will be sending him out of district next year because we all—teachers and us—feel that he can thrive in an environment geared more to kids with greater needs. The school was instrumental in investigating this option and giving us feedback as well as great transitional help.*

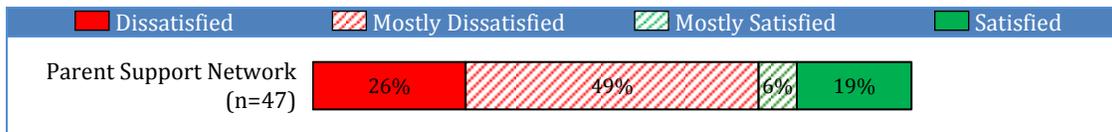
Comments Expressing Dissatisfaction

- *We are now facing the anxiety of transitioning to another middle school. There has been no communication with the district regarding this transition, nor was there any communication when transitioning from elementary school to middle school. I think that schools underestimate the anxiety for the child as well as the parents when faced with these transitions. This is definitely an opportunity to improve communication. I would appreciate being told who the team of teachers assigned for my son will be, as well as be introduced to his special education coordinator for the following year.*
- *There is much needed improvement on the transition from high school. Each child is so different it is hard to find the right placement for your child. I am sure the information is out there but it is not consolidated. I find the next step in life a little grey because my child doesn't have the label of autism, downs, etc. For the children who are high functioning but not high enough to go to school, it is hard.*
- *There were issues about communication of special needs when moving from Birth to Three services. I had to push for additional services.*

Parent Training and Support

Overall, a number of parents who provided comments discussed the parent support network (n=47). Three-fourths of these parents (75%) conveyed dissatisfaction with the network of support provided to parents, with many mentioning the lack of parent training sessions or disappointment with the scheduling or format of parent training and information sessions.

Figure VI.7: Respondents' Level of Satisfaction with Parent Training and Support



Note: The n represents the total number of parents out of 392 that discussed that particular topic. The percentages in the bar graph illustrate these parents' comments along a four-point rubric of satisfaction.

Comments Expressing Satisfaction

- *I cannot say enough about the dedication, professionalism, and support I saw in all with whom I had contact. In the past few years, there has been an increase in the number of opportunities for parent networking and training*
- *[The teachers] were my network of parent support. This year I will be able to get more opportunities to take advantage of the parent training and support I was referred to during the IEP process. Now that I am able to drive, I can be more involved in a support network.*

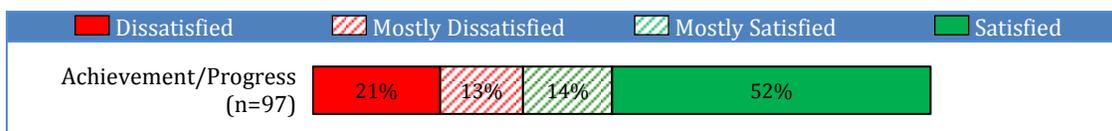
Comments Expressing Dissatisfaction

- *School provides no support network for parents of students with disabilities. Not a lot of other sources in Southeast Connecticut. Parents travel to participate in support activities.*
- *I have not received information on support groups that I can attend. It is very hard with the school system having a child with disabilities. They don't have any information. It's like if you don't ask or find out from someone else it's not offered. I have felt like programs or any help is kept a huge secret until you know about it.*
- *The school is poor at helping parents secure and navigate state resources or providing a network of advice and services to parents that may be helpful to their child.*
- *The parent education sessions are most often, if not exclusively, offered during the day. As a working parent, I am not able to attend these sessions.*
- *E-training or webinars would be more convenient for me to get parent training. I informally network with parents of other children both in and outside of school*

My Child's Skills

As can be seen in Figure VI.8, one in four parents (n=97) commented on their child's achievement levels or progress. Of these 97 respondents, 66% were satisfied with their child's progress. The parents who were satisfied often mentioned academic and cognitive achievement gains, focusing on improving grades and enhanced learning gains. Others focused on changes in behaviors, including increased confidence and improved social skills. For parents who were dissatisfied with their child's progress (34%), the focus was mostly on a failure to improve academically and cognitively.

Figure VI.8: Respondents' Level of Satisfaction with Child's Skills



Note: The n represents the total number of parents out of 392 that discussed that particular topic. The percentages in the bar graph illustrate these parent's comments along a four-point rubric of satisfaction.

Comments Expressing Satisfaction

- *My son has been getting help for the last five years. He has shown progress every year. We are very satisfied by his improvement and by the help he is getting in school. He is more confident and capable than before.*
- *The professional collaboration by everyone in the school has been a great help to the progress my daughter has had and it is very important to have acceptance and constant support for our child. [English translation]*

- *I was very happy with my overall experience with my son's education in high school. I saw him grow from this shy little boy in 9th grade to this very open-minded young man in 12th grade. Thanks to special education team, my son is graduating on Monday with A's and B's.*
- *Our child has received exceptional services from a thoughtful and professional staff. She has made tremendous progress as a result.*
- *[My son] was in the 4th grade and couldn't read at all, and had very bad behavior problem. His behavior problem was a result of his lack of reading. Once we were able to identify this problem, the school officials and I went to work. Today [my son] reads very well and his bad behavior has decreased considerably. He's not acting out in order to hide the fact that he could not read.*

Comments Expressing Dissatisfaction

- *I feel my son is just being pushed through to high school. I also strongly feel he will graduate high school with less than a high school education. He is entering 9th grade with maybe a 5th grade education. We feel our hands are tied with this.*
- *My 4th grade child has had major regression from the beginning of services in 2nd grade to now. The school has provided significant hours of services for years with no improvements, they also never initiated any changes to his regime or a PPT (excluding annual), and they failed to heed the obvious signs of failure.*
- *I am very concerned that my child is not being challenged academically and while the school has been very helpful and informative in regards to the meetings, they don't seem willing to increase the level in my daughter's subjects. She is currently reading at a lower grade level than she should be and the math is way behind for her age level*

Section VII: Comparisons by Survey Year

The following section discusses overall trends in parent survey outcomes over the past seven years. As was previously mentioned, the survey was sent to an initial sample of 21 districts in 2005-06, followed by a sample of approximately 30 districts per year through 2010-11, with the initial sample of 21 districts re-surveyed during this most recent survey cycle (2011-12). The survey response rate and the accompanying non-deliverable rate have remained relatively stable across the seven years; with a slight dip in the response rate and a slight uptick in the non-deliverable rate both occurring this year (see Table VII.1). Respondent demographics have also shown little variance across the years (see Appendix D).

Table VII.1: Survey Response Rate by Year

Year	Districts	Surveys Sent	Surveys Received	Response Rate	Non-Deliverable Rate
2005-2006	21	6,305	1,387	22.0%	3.8%
2006-2007	29	9,877	2,020	20.5%	6.1%
2007-2008	31	10,323	2,306	22.3%	4.7%
2008-2009	30	9,152	1,874	20.5%	6.0%
2009-2010	29	8,427	1,813	21.5%	4.3%
2010-2011	29	9,251	1,870	20.2%	5.7%
2011-2012	21	6,143	1,097	17.9%	8.4%

Overall, a very slight upward trend in parent satisfaction has emerged across the seven years of the survey. However, the change has been incremental, with few (if any) substantial difference visible across time. For the purpose of this section of the report, the subsequent discussion focuses on a select number of survey statements that have been organized into one of three categories: slight upward trend, moderate upward trend, and slight downward trend. Each “sparkline” illustrates the satisfaction trend over the 7-year period, with the lowest and highest data points also listed. (Sparklines for all survey statements are included in Appendix D.)

Slight Upward Trends in Satisfaction

Across the four sections of the survey listed here, there was a slight upward trend from Year 1 to Year 7 across 25 of the 29 statements. However, for all but one of these statements, the difference was less than five percentage points.

- Satisfied with My Child’s Program [Q1-11]:* When parents were asked if they have the opportunity to talk to their child’s teachers on a regular basis [Q2], 92.2% of parents agreed in Year 1 compared to 93.1% in Year 7, a difference of less than 1 percentage point. The greatest difference in this section of the survey occurred when parents were asked if general education teachers make accommodations and modifications as indicated on their child’s IEP [Q10], an increase of 4 percentage points from Year 1 to Year 7 (85.2% compared to 89.2%).
- Participation in Developing and Implementing My Child’s Program [Q12-Q23]:* Similarly, in the next section of the survey the differences between Year 1 and Year 7 were relatively small. Approximately 95% of parents in both Year 1 and Year 7 indicated that they understand what is discussed at meetings to develop their child’s IEP (a difference of 0.2 percentage points) [Q14]. In addition, the majority of parents in both years agreed that they are encouraged to be an equal partner with their child’s teachers and other service providers [Q19] (86.3% compared to 89.0%, an increase of 2.7 percentage points).

Table VII.2: Levels of Satisfaction

CT Special Education Parent Survey Item	Agreement Across Years (05-06 to 11-12)	Low	High
Satisfaction with My Child's Program			
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	92.2% 93.1%	92.1%	93.6%
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.	85.2% 89.2%	85.2%	90.4%
Participation in Developing and Implementing My Child's Program			
Q14: I understand what is discussed at meetings to develop my child's IEP.	95.1% 95.3%	95.1%	96.6%
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.	86.3% 89.0%	86.3%	90.9%

Note: The level of agreement includes all parents that selected strongly, moderately or slightly agree.

- *My Child's Participation* [Q24-Q27]: When asked if their child has the opportunity to participate in school-sponsored activities, such as field trips, assemblies and social events [Q24], 96.8% of parents agreed in Year 7 compared to 94.6% in Year 1, a difference of 2.2 percentage points. However, when asked if their child's school provides the supports that are necessary for their child to participate in extracurricular activities [Q27], a larger difference emerged between Year 1 and Year 7, a difference of 8 percentage points (63.8% compared to 71.8%).
- *My Child's Skills* [Q39-Q40]: Finally, when asked if their child is learning skills that will enable him/her to be as independent as possible, a similar number of parents agreed across the seven years (85.5% in Year 1 compared to 86.9% of parents in Year 7, a difference of 1.4 percentage points).

Table VII.3: Levels of Satisfaction

CT Special Education Parent Survey Item	Agreement Across Years (05-06 to 11-12)	Low	High
My Child's Participation			
Q24: My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	94.6% 96.8%	94.6%	96.8%
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).	63.8% 71.8%	63.8%	72.5%
My Child's Skills			
Q39: My child is learning skills that will enable him/her to be as independent as possible.	85.5% 86.9%	85.2%	88.3%

Note: The level of agreement includes all parents that selected strongly, moderately or slightly agree.

Moderate Upward Trends in Satisfaction

Differences in parent agreement were more evident in the transition planning section of the survey [Q28-Q34]. When Year 1 to Year 7 responses were examined there was a difference of more than 5 percentage points across 6 of the 7 statements. Two survey statements pertaining to secondary transition [Q31 and Q33] resulted in the largest increase in parent satisfaction over the seven years.¹⁰

- More than 80% of parents agreed that the PPT introduced planning for their child’s transition to adulthood [Q31] in Year 7 compared to 60.9% in Year 1, a difference of almost 20 percentage points.
- In addition, when asked if the PPT discussed an appropriate course of study at the high school for their child [Q33], approximately 90% of parents agreed in Year 7 compared to less than three-quarters (71.8%) of parents in Year 1, a difference of roughly 18 percentage points.

Table VII.4: Levels of Satisfaction

CT Special Education Parent Survey Item	Agreement Across Years (05-06 to 11-12)	Low	High
Q31: The PPT introduced planning for my child’s transition to adulthood.	 60.9% to 80.6%	60.9%	80.6%
Q33: The PPT discussed an appropriate course of study at the high school for my child.	 71.8% to 90.1%	71.8%	90.1%

Note: The level of agreement includes all parents that selected strongly, moderately or slightly agree.

Slight Downward Trend in Satisfaction

In the parent training and support section of the survey [Q35-Q38], there were relatively few differences in satisfaction from Year 1 to Year 7. However, for two of these statements [Q37 and Q38], there was a slight decrease in parent satisfaction.

- When asked if there are opportunities for parent training and information sessions regarding special education provided by the school district [Q37], 52.2% of parents agreed in Year 7 compared to 54.8% in Year 1, a decrease of 2.6 percentage points.
- Similarly, 56.0% of Year 7 parents indicated that a support network for parents of students with disabilities is available through the school district or other sources [Q38] compared to 59.4% of parents in Year 1, a decrease of 3.4 percentage points.

Table VII.5: Levels of Satisfaction

CT Special Education Parent Survey Item	Agreement Across Years (05-06 to 11-12)	Low	High
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child’s school district.	 54.8% to 52.2%	45.0%	54.8%
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.	 59.4% to 56.0%	46.9%	59.4%

Note: The level of agreement includes all parents that selected strongly, moderately or slightly agree.

¹⁰ The age-specific nature of transition planning naturally restricts the number of parents for which these statements [Q28-Q34] are applicable and as a result, considerably fewer parents answered statements in this section.

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 error¹¹.” 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 17.9% 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.¹² 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 2011-2012 survey sample.¹³ “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%.)

¹¹ Office of Management and Budget. *Standards and Guidelines for Statistical Surveys*. (September 2006).

¹² The National Center for Education Statistics (NCES) suggests that any survey with a response rate less than 85% be evaluated for nonresponse bias.

¹³ In order to compare the response rates of key subgroups, the CSDE demographic data were aligned with confidential IDs included on all survey mailings (five 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.

Table A.1 includes a comparison of the race distribution of students with disabilities for 2011-2012 parent survey respondents and nonrespondents. 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 Hispanic/Latino and Black/African American students, whom were under-represented in the respondent group.

Table A.1: Response Rate by Race/Ethnicity

Child's Race/Ethnicity	Survey Sample (n=6,143)	Respondents (n=1,092)	Nonrespondents (n=5,051)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
White*	55.4%	65.3%	53.3%	12.0%	± 3.1%
Hispanic/Latino of Any Race*	24.5%	18.1%	25.8%	(7.7%)	± 2.6%
Black or African American*	16.2%	12.5%	17.0%	(4.5%)	± 2.2%
Asian	1.8%	1.9%	1.8%	0.1%	± 0.9%
Am. Indian/Alaskan Native	0.9%	0.7%	0.9%	(0.2%)	± 0.6%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	± 0.0%
Two or More Races	1.2%	1.5%	1.1%	0.4%	± 0.8%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=58.1$, 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=6,143)	Respondents (n=1,092)	Nonrespondents (n=5,051)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
3 to 5	11.3%	12.9%	10.9%	2.0%	± 2.2%
6 to 12*	46.3%	51.5%	45.1%	6.4%	± 3.3%
13 to 14	15.9%	14.3%	16.3%	(2.0%)	± 2.3%
15 to 17*	20.9%	16.4%	21.9%	(5.5%)	± 2.5%
18 to 21	5.6%	4.9%	5.7%	(0.8%)	± 1.4%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=27.1$, 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=6,143)	Respondents (n=1,092)	Nonrespondents (n=5,051)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
Not Eligible*	53.7%	64.5%	51.4%	13.1%	± 3.2%
Free Lunch*	41.2%	29.9%	43.7%	(13.8%)	± 3.0%
Reduced Price	5.0%	5.7%	4.9%	0.8%	± 1.5%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=71.3$, df=2, p=.00.

Tables A.4 and A.5 include a comparison of the gender and ELL status of students with disabilities for parent survey respondents and nonrespondents. These data showed no significant differences.

Table A.4: Response Rate by Gender

Child's Gender	Survey Sample (n=6,143)	Respondents (n=1,092)	Nonrespondents (n=5,051)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
Male	67.0%	66.5%	67.1%	(0.6%)	± 3.1%
Female	33.0%	33.5%	32.9%	0.6%	± 3.1%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=0.17$, $df=1$, $p=.68$.

Table A.5: Response Rate by ELL Status

English Language Learner	Survey Sample (n=6,143)	Respondents (n=1,092)	Nonrespondents (n=5,051)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
Yes	7.7%	6.4%	8.0%	(1.6%)	± 1.6%
No	92.3%	93.6%	92.0%	1.6%	± 1.6%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=3.3$, $df=1$, $p=.07$.

Lastly, among particular disability categories, parents of children with autism showed the largest over-representation (7.7 percentage points) of parents in the respondent group (see Table A.6). In contrast, parents of children with specific learning disabilities showed the largest under-representation (8.9 percentage points) among respondents, followed by parents of children with an emotional disturbance (2.2 percentage points).

Table A.6: Response Rate by Disability

Child's Disability	Survey Sample (n=6,143)	Respondents (n=1,092)	Nonrespondents (n=5,051)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
Specific Learning Disabilities*	31.4%	24.1%	33.0%	(8.9%)	± 2.8%
Speech or Language Impaired	17.2%	18.2%	17.0%	1.2%	± 2.5%
OHI - ADD/ADHD	11.4%	11.5%	11.4%	0.1%	± 2.1%
Autism*	10.5%	16.8%	9.1%	7.7%	± 2.4%
Other Health Impairment (OHI)	7.6%	8.2%	7.5%	0.7%	± 1.8%
Emotional Disturbance*	6.7%	4.9%	7.1%	(2.2%)	± 1.5%
Developmental Delay (ages 3-5 only)	5.7%	6.7%	5.4%	1.3%	± 1.6%
Multiple Disabilities	4.1%	4.0%	4.2%	(0.2%)	± 1.3%
Intellectual Disability	3.7%	4.1%	3.7%	0.4%	± 1.3%
Hearing Impairment	1.1%	1.0%	1.1%	(0.1%)	± 0.7%
Traumatic Brain Injury	0.2%	0.1%	0.2%	(0.1%)	± 0.2%
Visual Impairment	0.2%	0.3%	0.2%	0.1%	± 0.3%
Orthopedic Impairment	0.1%	0.2%	0.0%	0.2%	± 0.3%
Deaf-Blindness	0.0%	0.0%	0.0%	0.0%	± 0.0%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=88.2$, $df=13$, $p=.00$.

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.¹⁴ Although the following examples from the 2011-2012 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 (86.5%, n=923) of survey respondents did select just one disability, 144 parents identified at least two disabilities for their child. Of those respondents who selected multiple categories, OHI-ADD/HD was chosen slightly more than one-half (55.6%) of the time; followed by a specific learning disability (50.7%) and a speech or language impairment (39.6%) (see Table A.7).

Table A.7: 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	221	23.9%	73	50.7%
Autism	192	20.8%	36	25.0%
OHI - ADD/ADHD	157	17.0%	80	55.6%
Speech or Language Impaired	122	13.2%	57	39.6%
Multiple Disabilities	51	5.5%	22	15.3%
Intellectual Disability	36	3.9%	25	17.4%
Other Health Impairment (OHI)	35	3.8%	18	12.5%
Developmental Delay (ages 3-5 only)	30	3.3%	20	13.9%
Emotional Disturbance	28	3.0%	20	13.9%
Hearing Impairment	9	1.0%	14	9.7%
Visual Impairment	5	0.5%	12	8.3%
Deaf-Blindness	4	0.4%	5	3.5%
Orthopedic Impairment	3	0.3%	4	2.8%
Traumatic Brain Injury	3	0.3%	4	2.8%
To Be Determined	7	0.8%	8	5.6%
Don't Know	20	2.2%	3	2.1%
Total Disability Categories Selected	923	100.0%	401	-

Note: Percentages are based on the number of respondents in each column: 923 respondents selected one disability for their child; whereas 144 respondents identified multiple (n=401) disabilities (and 30 respondents did not answer the question).

¹⁴ Office of Management and Budget. *Statistical Working Paper 31: Measuring and Reporting Sources of Error in Surveys*. (July 2001).

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, approximately one-third (34.0%) identified a disability different than the one listed on their child’s IEP, for a match rate of 66.0% (see Table A.8).

Table A.8: 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	221	149	67.4%
Autism	192	153	79.7%
OHI - ADD/ADHD	157	82	52.2%
Speech or Language Impaired	122	102	83.6%
Multiple Disabilities	51	27	52.9%
Intellectual Disability	36	18	50.0%
Other Health Impairment (OHI)	35	26	74.3%
Developmental Delay (ages 3-5 only)	30	21	70.0%
Emotional Disturbance	28	20	71.4%
Hearing Impairment	9	6	66.7%
Visual Impairment	5	3	60.0%
Deaf-Blindness	4	0	0.0%
Orthopedic Impairment	3	2	66.7%
Traumatic Brain Injury	3	0	0.0%
To Be Determined	7	-	-
Don't Know	20	-	-
Total Disability Categories Selected	923	609	66.0%

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.¹⁵” It is the known probability of selection that leads to precise estimates, thus enabling inferences to be made about the larger population.

¹⁵ Lohr, Sharon. *Sampling: Design and Analysis*. Pacific Grove: Brooks/Cole Publishing Company, 1999.

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.

Table A.9: Child's Race/Ethnicity: Statewide and Sample

Child's Race/Ethnicity	Sample (n=6,143)	Statewide (n=68,280)	Difference
White	55.4%	57.2%	(1.8%)
Hispanic/Latino of Any Race	24.5%	22.9%	1.6%
Black or African American	16.2%	15.7%	0.5%
Asian	1.8%	2.1%	(0.3%)
Am. Indian/Alaskan Native	0.9%	0.4%	0.5%
Native Hawaiian or Other Pacific Islander	0.0%	0.1%	(0.1%)
Two or More Races	1.2%	1.6%	(0.4%)

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

Child's Age	Sample (n=6,143)	Statewide (n=68,280)	Difference
3 to 5	11.3%	11.7%	(0.4%)
6 to 12	46.3%	45.7%	0.6%
13 to 14	15.9%	15.5%	0.4%
15 to 17	20.9%	21.6%	(0.7%)
18 to 21	5.6%	5.7%	(0.1%)

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

Child's Grade	Sample (n=6,143)	Statewide (n=68,280)	Difference
Preschool	6.6%	6.8%	(0.2%)
Elementary	36.2%	36.5%	(0.3%)
Middle	25.6%	24.2%	1.4%
High	31.6%	32.5%	(0.9%)

Table A.12: Child's Gender: Statewide and Sample

Child's Gender	Sample (n=6,143)	Statewide (n=68,280)	Difference
Male	67.0%	68.8%	(1.8%)
Female	33.0%	31.2%	1.8%

Table A.13: Child’s Disability: Statewide and Sample

Child’s Disability	Sample (n=6,143)	Statewide (n=68,280)	Difference
Specific Learning Disabilities	31.4%	30.8%	0.6%
Speech or Language Impaired	17.2%	18.1%	(0.9%)
OHI - ADD/ADHD	11.4%	10.7%	0.7%
Autism	10.5%	10.0%	0.5%
Other Health Impairment (OHI)	7.6%	7.1%	0.5%
Emotional Disturbance	6.7%	7.8%	(1.1%)
Developmental Delay (ages 3-5 only)	5.7%	6.3%	(0.6%)
Multiple Disabilities	4.1%	4.0%	0.1%
Intellectual Disability	3.7%	3.6%	0.1%
Hearing Impairment	1.1%	1.0%	0.1%
Traumatic Brain Injury	0.2%	0.2%	0.0%
Visual Impairment	0.2%	0.3%	(0.1%)
Orthopedic Impairment	0.1%	0.1%	0.0%
Deaf-Blindness	0.0%	0.0%	0.0%

Appendix B: Overall Survey Response Table

Overall Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	1,082	45.1%	30.5%	11.2%	86.8%	3.8%	3.4%	6.0%	13.2%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	1,087	62.7%	20.8%	9.6%	93.1%	3.1%	2.0%	1.7%	6.9%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	318	20.8%	11.0%	8.8%	40.6%	4.7%	4.4%	50.3%	59.4%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	480	11.0%	4.0%	6.3%	21.3%	3.8%	3.5%	71.5%	78.8%	±
5. My child is accepted within the school community.	1,063	59.5%	23.0%	9.0%	91.5%	2.9%	3.0%	2.5%	8.5%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	1,084	45.8%	28.8%	10.1%	84.7%	4.8%	4.0%	6.2%	14.9%	0.4%
7. All special education services identified in my child's IEP have been provided.	1,082	53.5%	24.3%	7.9%	85.7%	4.4%	3.6%	4.3%	12.3%	2.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	1,088	52.8%	24.2%	8.8%	85.8%	4.2%	2.8%	5.7%	12.7%	1.5%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	1,071	59.5%	22.8%	7.8%	90.1%	3.1%	2.1%	3.0%	8.1%	1.8%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	1,012	50.7%	26.0%	10.5%	87.2%	3.5%	3.6%	3.6%	10.6%	2.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	1,021	53.6%	23.3%	9.2%	86.1%	3.3%	3.5%	4.2%	11.1%	2.8%

Table is continued on the next page.

Overall Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
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.	1,077	53.7%	22.7%	11.6%	88.0%	4.0%	2.8%	5.2%	12.0%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	1,082	66.1%	18.2%	7.6%	91.9%	2.8%	1.8%	3.6%	8.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	1,084	67.7%	20.8%	6.7%	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.	1,078	59.7%	21.8%	9.6%	91.2%	3.2%	2.4%	3.2%	8.8%	±
16. My child's evaluation report is written in terms I understand.	1,086	57.6%	24.8%	10.6%	92.9%	2.7%	1.6%	2.9%	7.1%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	1,085	67.1%	19.3%	6.3%	92.6%	2.8%	1.6%	3.0%	7.4%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	1,075	52.7%	22.9%	11.3%	86.9%	3.9%	3.2%	6.0%	13.1%	±
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.	1,076	55.5%	22.2%	11.3%	89.0%	5.0%	2.4%	3.5%	11.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	1,076	69.4%	17.6%	5.3%	92.3%	3.0%	1.4%	3.3%	7.7%	±
21. If necessary, a translator was provided at the PPT meetings.	174	66.7%	19.5%	6.9%	93.1%	1.1%	1.1%	4.6%	6.9%	±
22. The translation services provided at the PPT meetings were useful and accurate.	179	60.3%	26.3%	6.1%	92.7%	2.2%	1.1%	3.9%	7.3%	±
23. The school district proposed the regular classroom for my child as the first placement option.	955	62.3%	17.1%	5.9%	85.2%	1.0%	1.6%	6.6%	9.2%	5.5%

Table is continued on the next page.

Overall Survey Response Table (continued)

CT Special Education Parent Survey Item	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
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).	1,050	82.7%	10.4%	3.7%	96.8%	0.6%	0.7%	2.0%	3.2%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	975	74.8%	11.5%	5.5%	91.8%	1.8%	0.8%	5.5%	8.2%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	667	6.7%	4.0%	4.0%	14.8%	4.8%	4.6%	75.7%	85.2%	±
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).	625	38.2%	15.0%	7.7%	61.0%	3.7%	4.5%	15.8%	24.0%	15.0%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from early intervention (Birth to Three) 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.	218	61.0%	19.7%	8.3%	89.0%	1.8%	2.3%	6.9%	11.0%	±
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 secondary transition services were implemented for my child.	228	44.3%	27.2%	14.0%	85.5%	3.1%	5.3%	6.1%	14.5%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	181	34.8%	20.4%	10.5%	65.7%	5.5%	3.3%	9.4%	18.2%	16.0%
31. The PPT introduced planning for my child's transition to adulthood.	217	41.9%	29.5%	9.2%	80.6%	6.0%	3.2%	10.1%	19.4%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	265	75.8%	13.6%	3.4%	92.8%	1.5%	1.9%	3.8%	7.2%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	253	57.7%	22.9%	9.5%	90.1%	3.6%	1.6%	4.7%	9.9%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	241	46.9%	23.2%	11.6%	81.7%	3.7%	6.2%	8.3%	18.3%	±

Table is continued on the next page.

Overall Survey Response Table (continued)

CT Special Education Parent Survey Item	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
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.	677	25.6%	9.2%	7.4%	42.1%	5.9%	6.2%	45.8%	57.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	659	16.2%	8.8%	8.0%	33.1%	5.9%	7.7%	53.3%	66.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	882	18.0%	10.2%	8.7%	37.0%	4.5%	5.0%	24.4%	33.9%	29.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	889	19.7%	10.8%	7.6%	38.1%	3.8%	4.9%	21.1%	29.9%	31.9%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	1,012	52.0%	22.4%	12.5%	86.9%	3.6%	3.3%	6.3%	13.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	972	53.7%	20.9%	12.2%	86.8%	3.7%	2.6%	6.9%	13.2%	±

Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

Appendix C: Survey Response by Demographics

The following charts illustrate the response pattern of survey respondents by primary eligibility for services, age, race/ethnicity, gender, placement and the language (English or Spanish) in which the parent responded to the survey. 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.¹⁶ 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.”

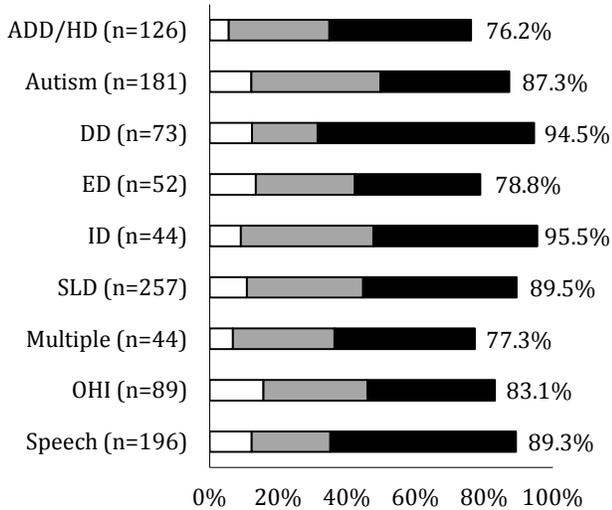
The race/ethnicity categories of Asian/Pacific Islander and American Indian/Alaskan Native, as well as the disability categories of deaf-blindness, traumatic brain injury, and hearing, visual and orthopedic impairment are not included in the charts due to the small number of survey respondents in these categories.¹⁷ 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.

¹⁶ 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%.

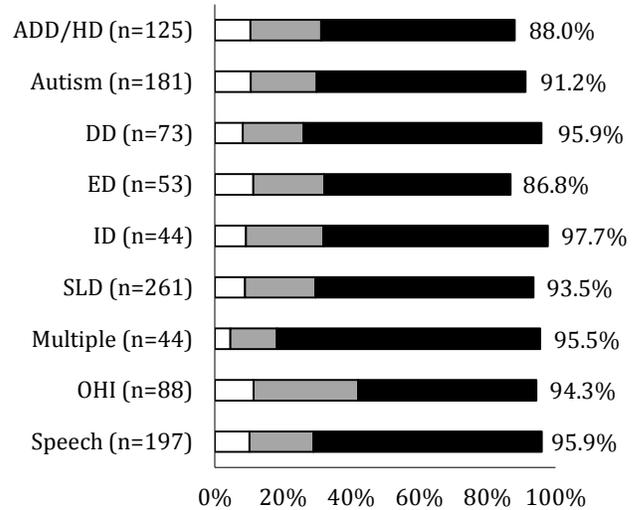
¹⁷ Disability data presented in this section reflects state-reported data. Survey-reported disability data was not used as a substantial number of parents selected more than one disability for their child. As a result, it becomes difficult to interpret differences in survey responses across disabilities, as parents appearing in multiple groups would bias the results.

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

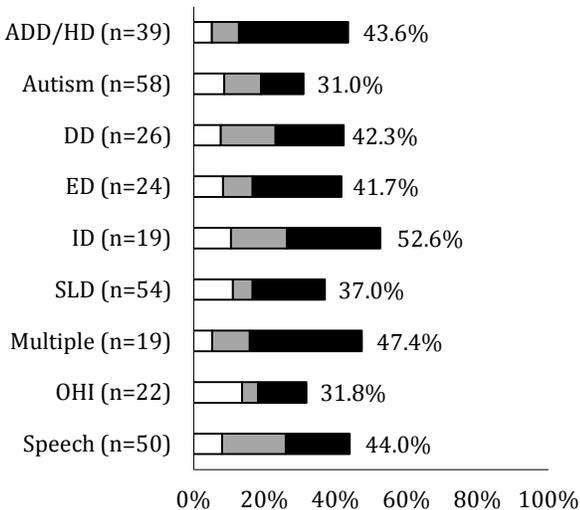
Q1: I am satisfied with my child's overall special education program.



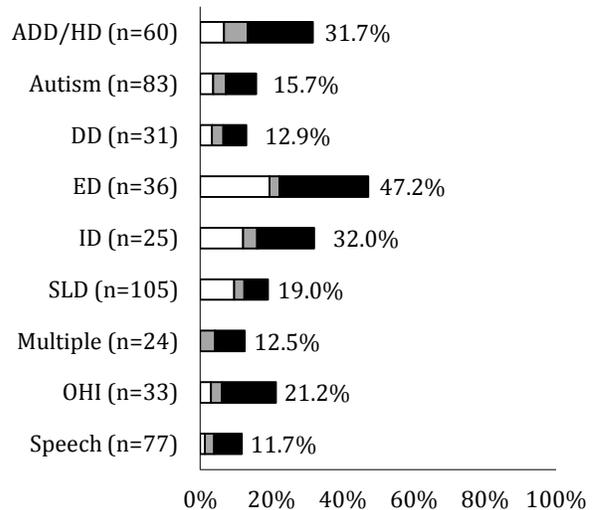
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



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).



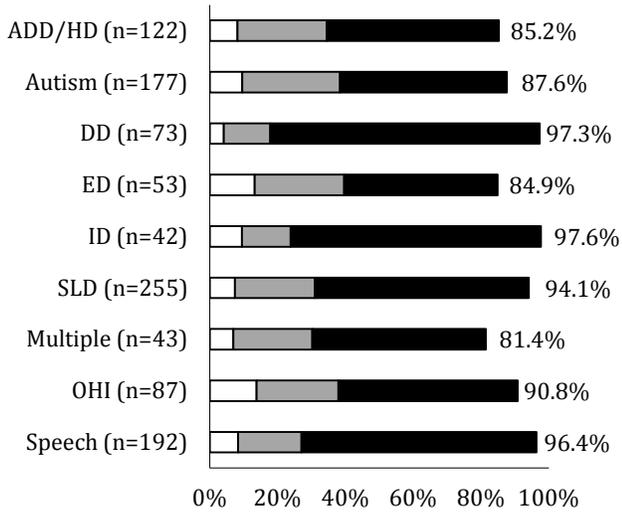
□ Slightly Agree

■ Moderately Agree

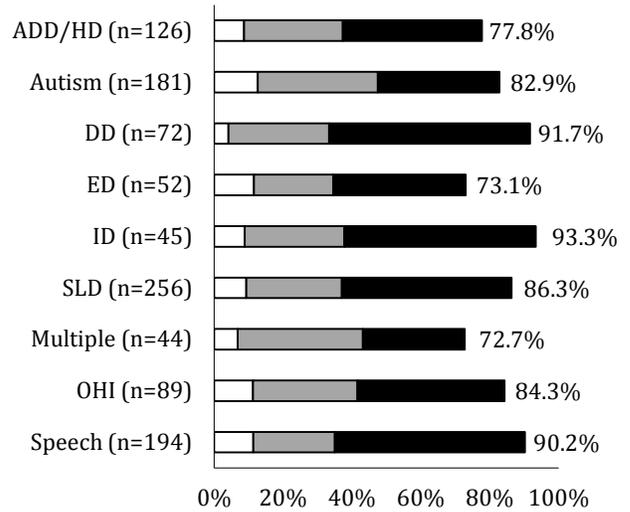
■ Strongly Agree

Note: DD=developmental delay; ED=emotional disturbance; ID=intellectual disability; SLD=specific learning disability; Multiple=multiple disabilities; OHI=other health impairment; and Speech=speech or language impaired.

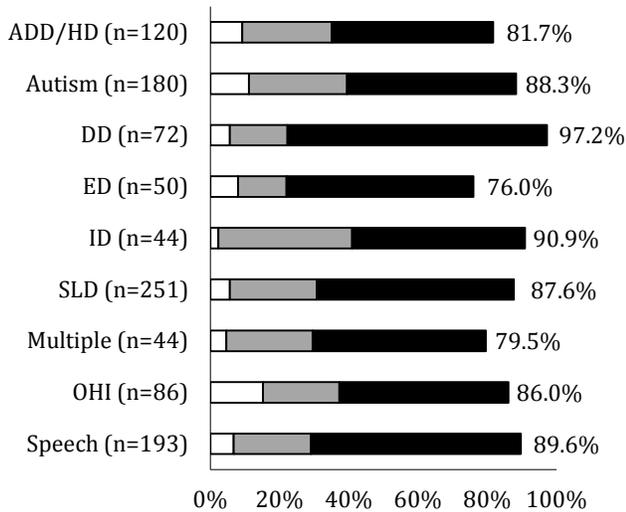
Q5: My child is accepted within the school community.



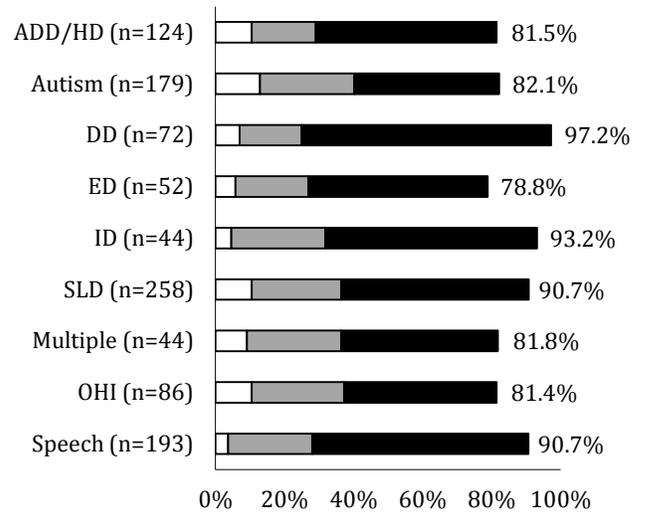
Q6: My child's IEP is meeting his/her educational needs.



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.



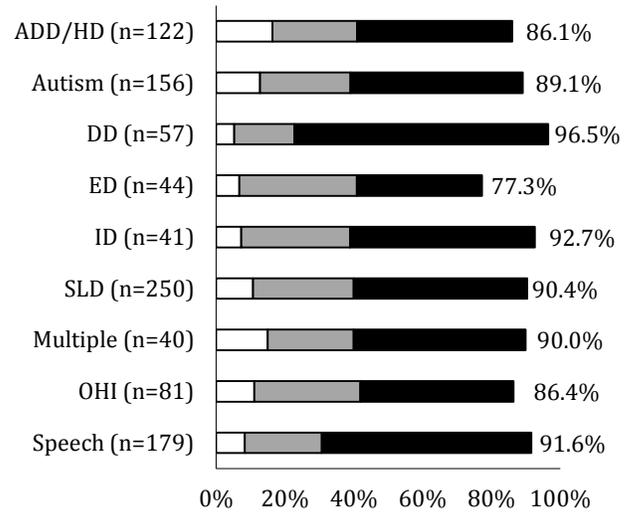
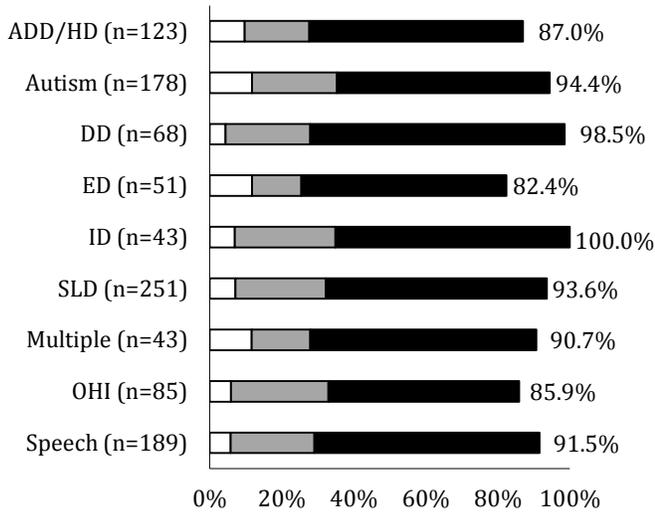
Slightly Agree

Moderately Agree

Strongly Agree

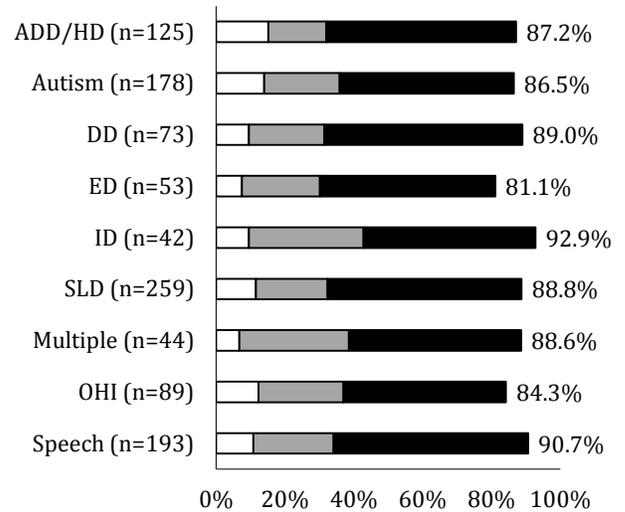
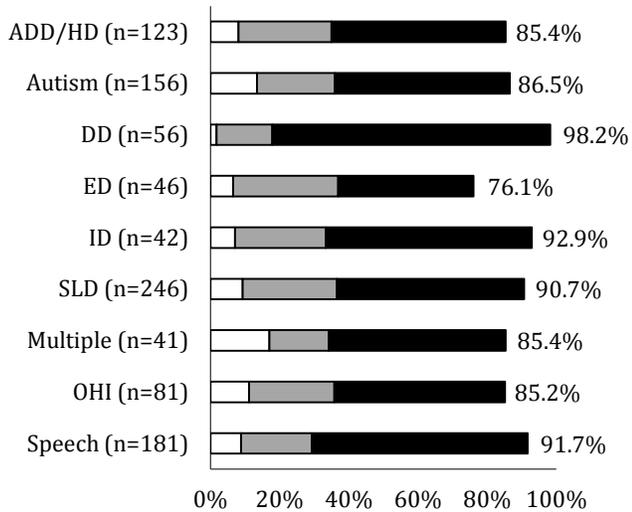
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.

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.

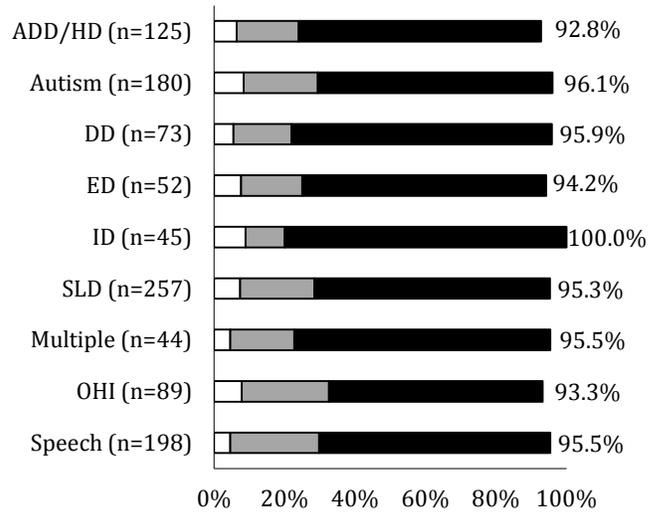
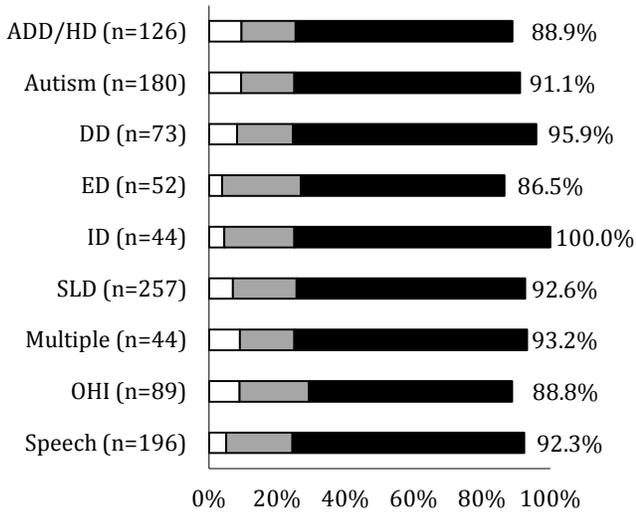
Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

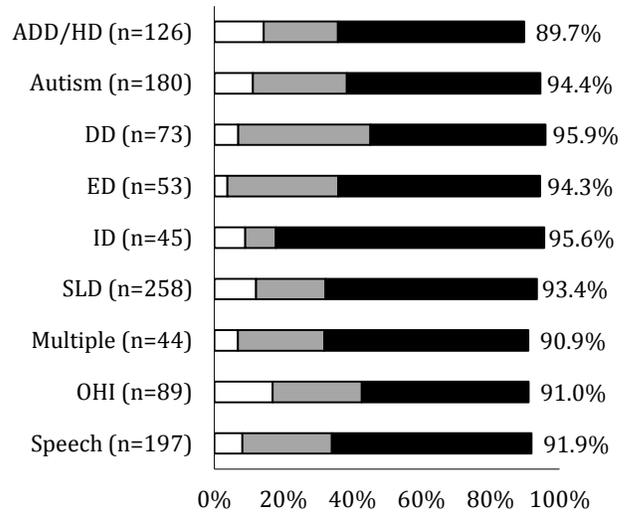
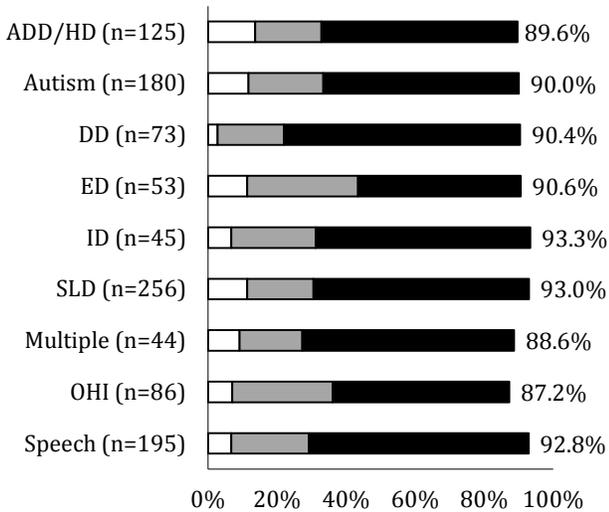
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.

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.



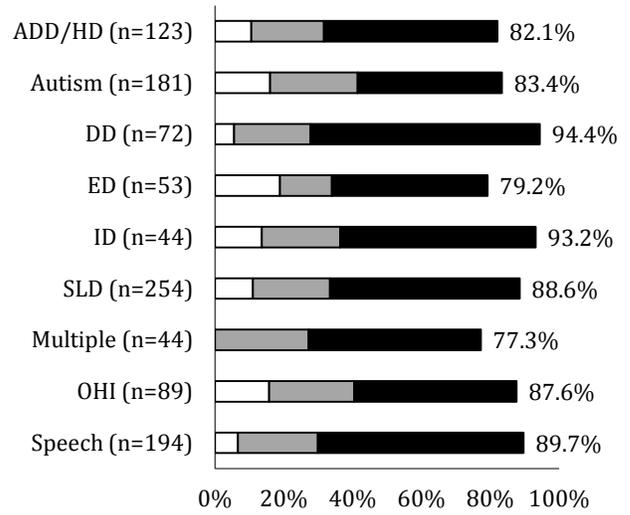
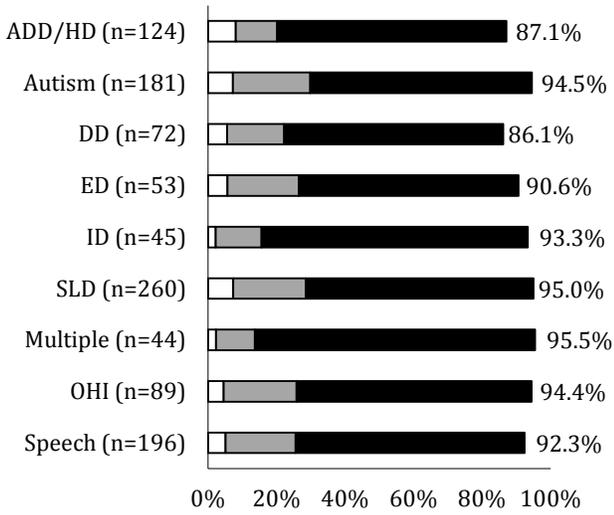
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

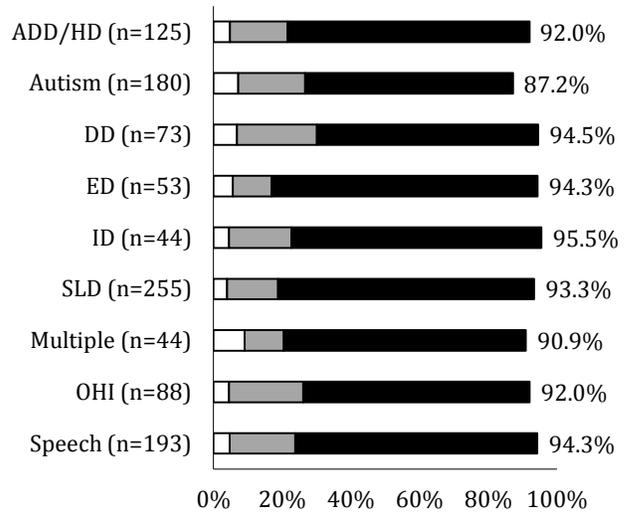
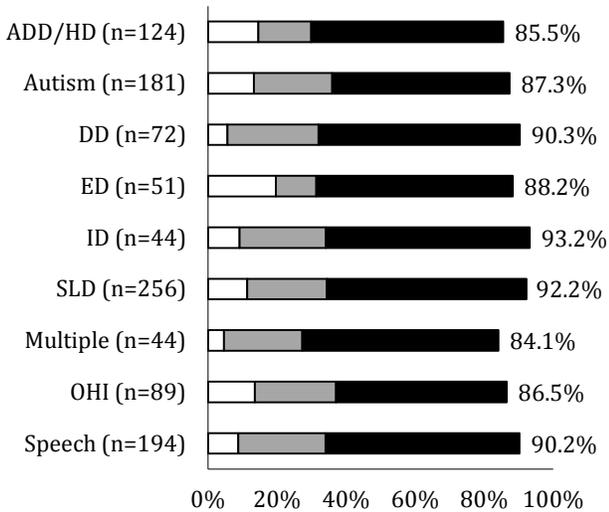
Q17: PPT meetings for my child have been scheduled at times and places that met my needs.

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.



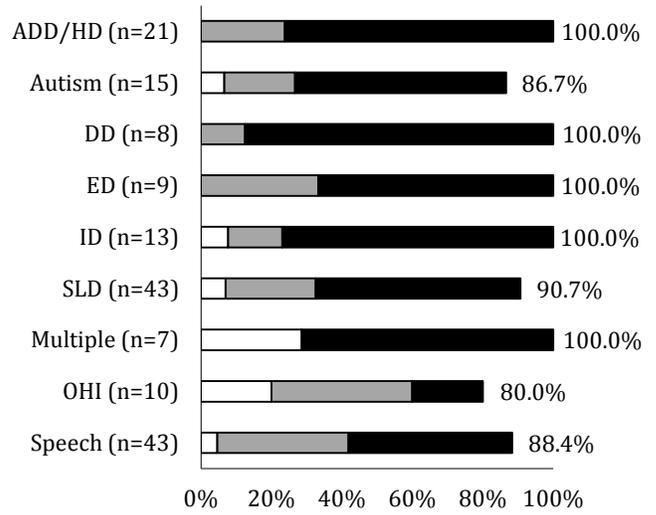
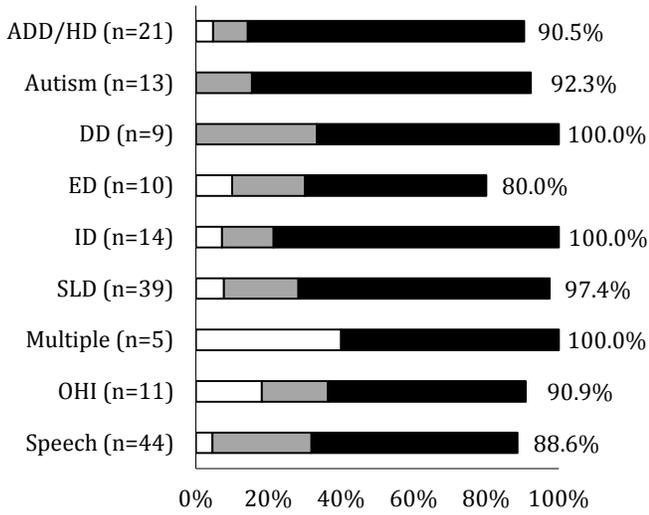
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

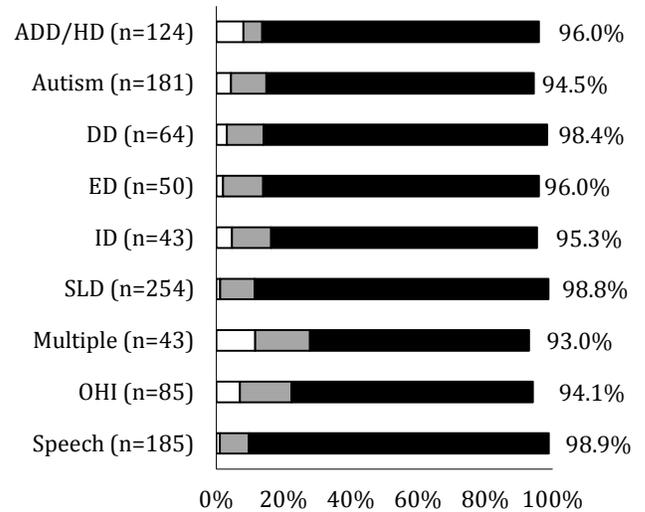
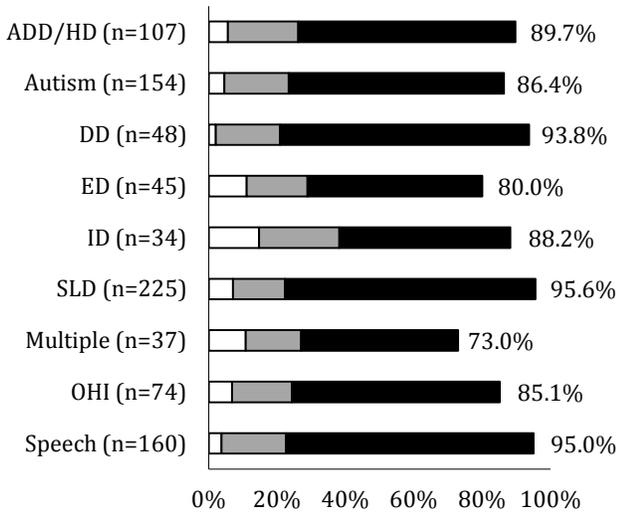
Q21: If necessary, a translator was provided at the PPT meetings.

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).

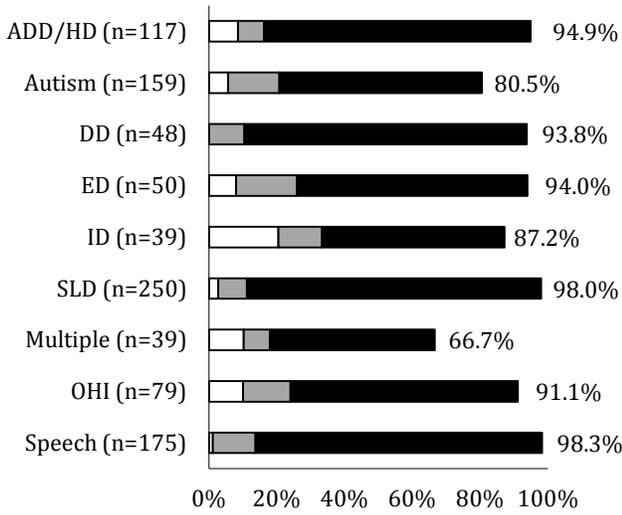


□ Slightly Agree

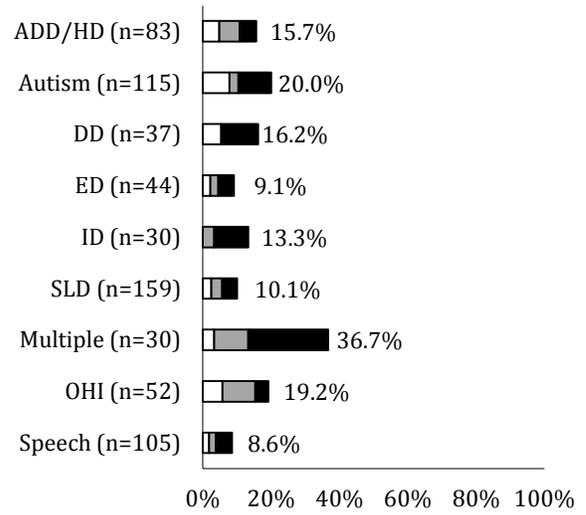
■ Moderately Agree

■ Strongly Agree

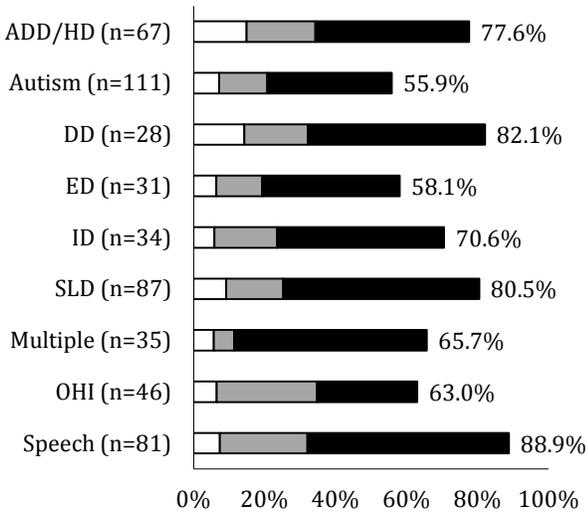
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



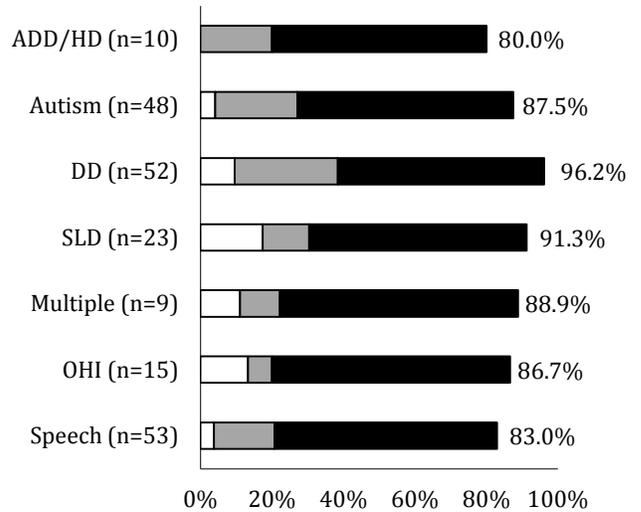
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



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).



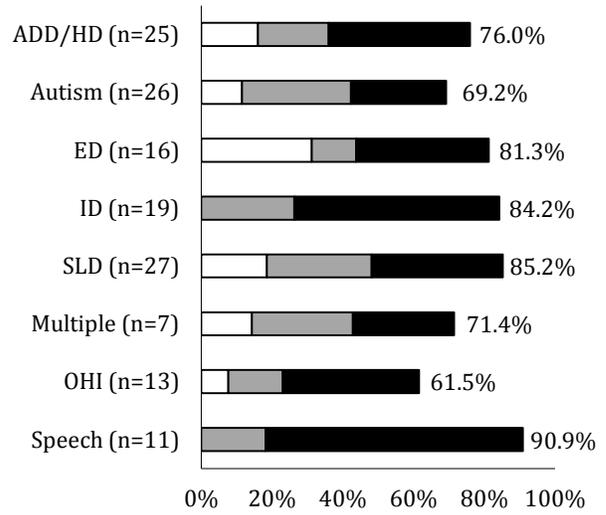
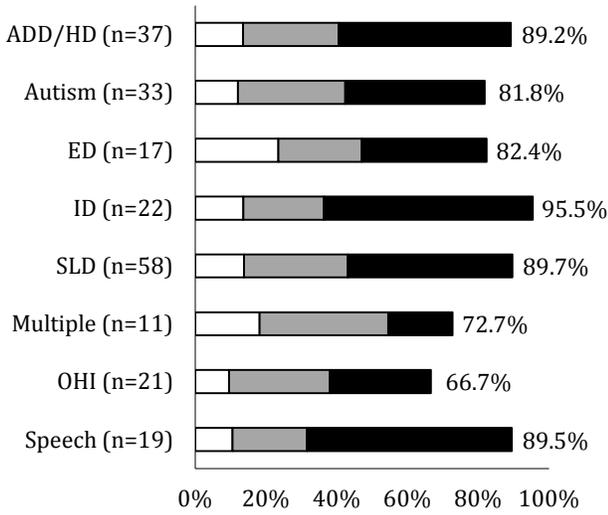
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

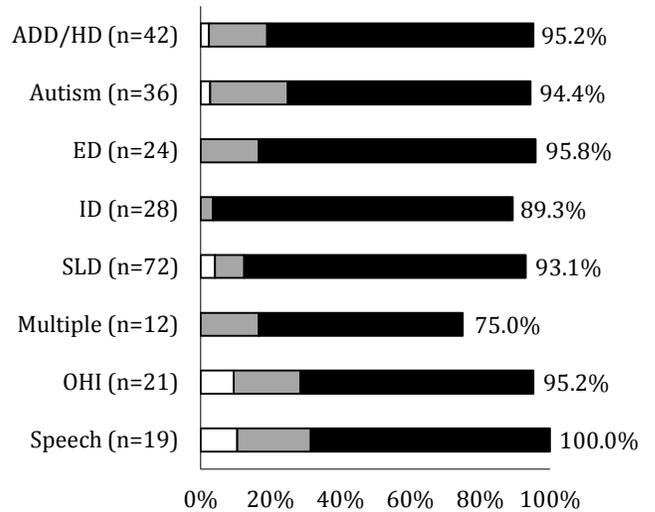
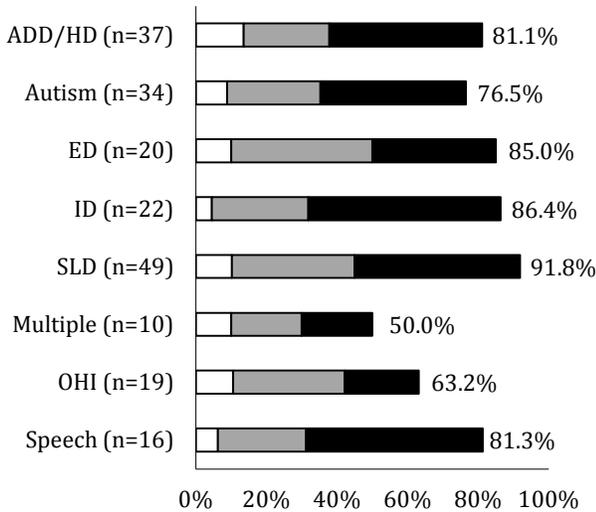
Q29: I am satisfied with the way secondary transition services were implemented for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

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).

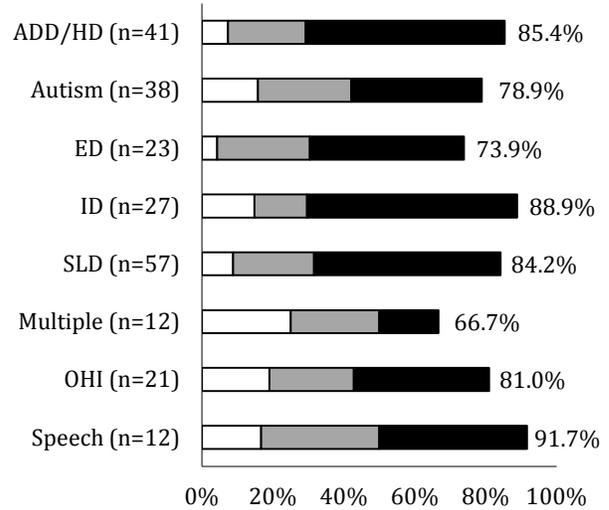
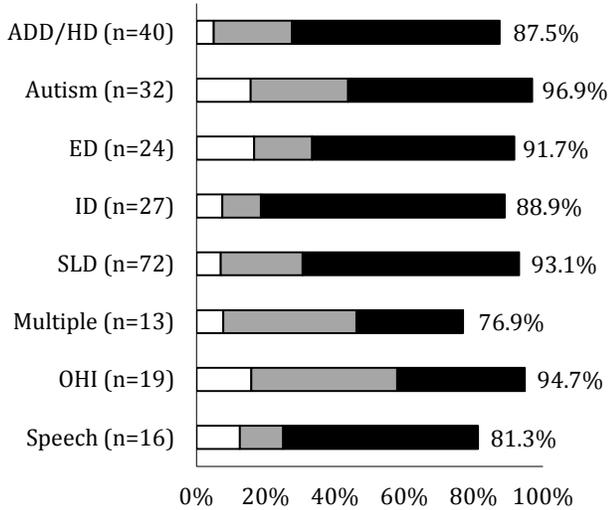
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

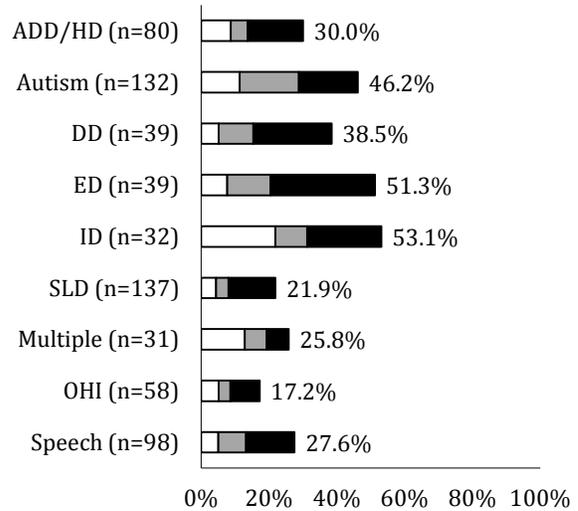
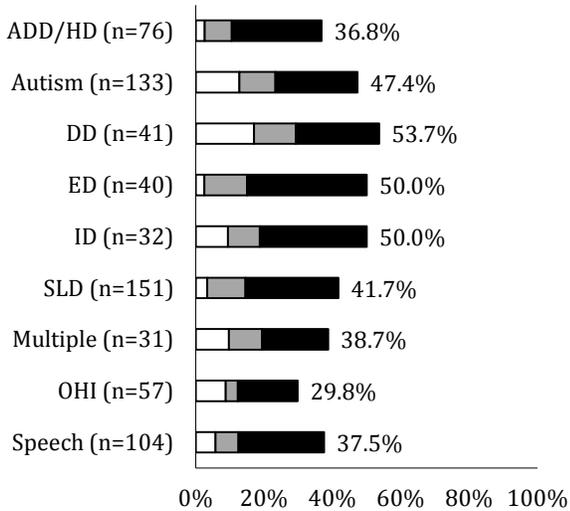
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

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.



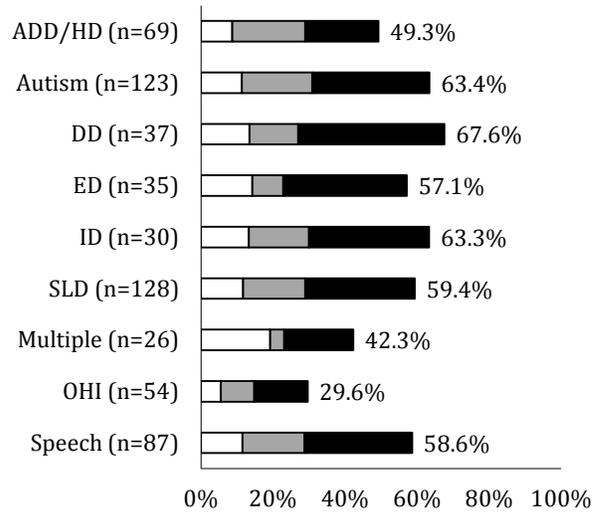
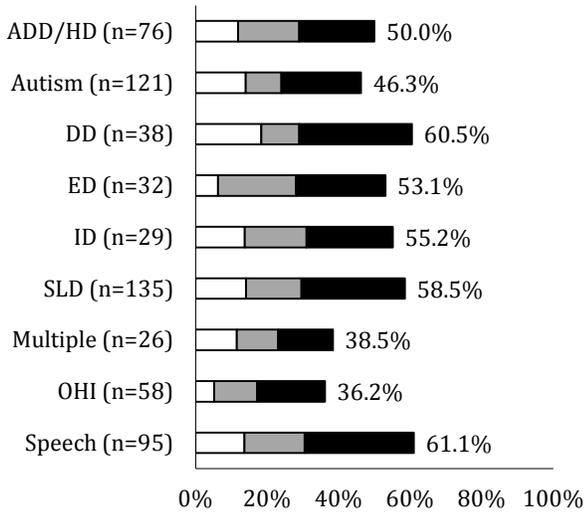
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

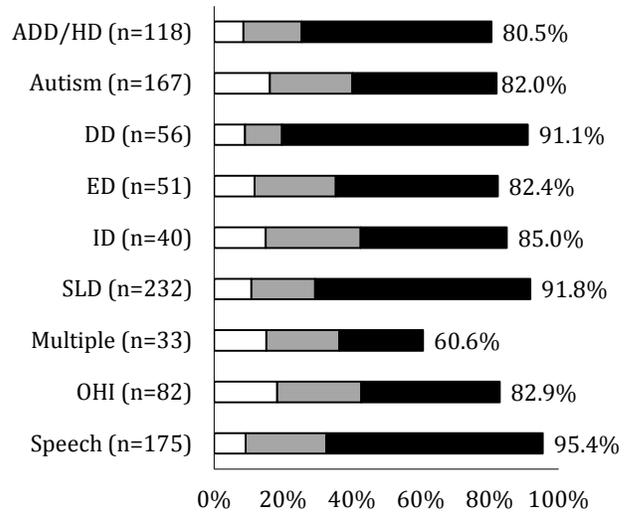
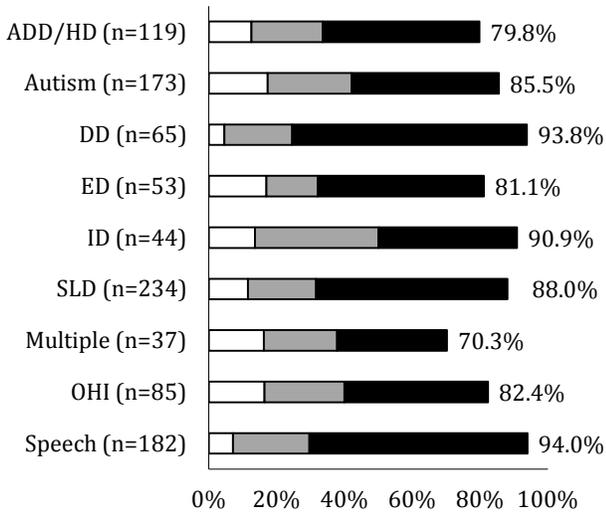
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.

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.



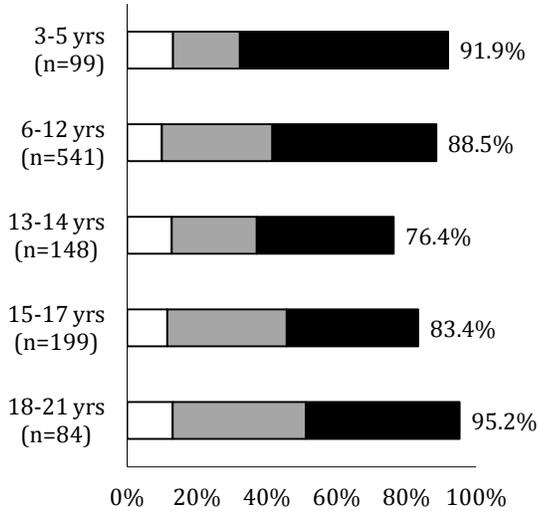
□ Slightly Agree

■ Moderately Agree

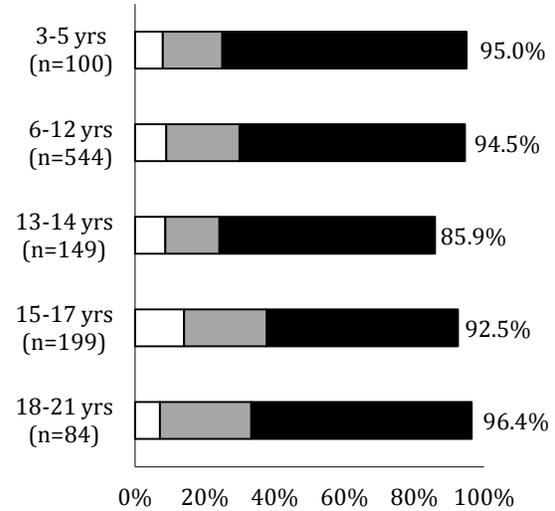
■ Strongly Agree

Appendix C.2: Child's Age

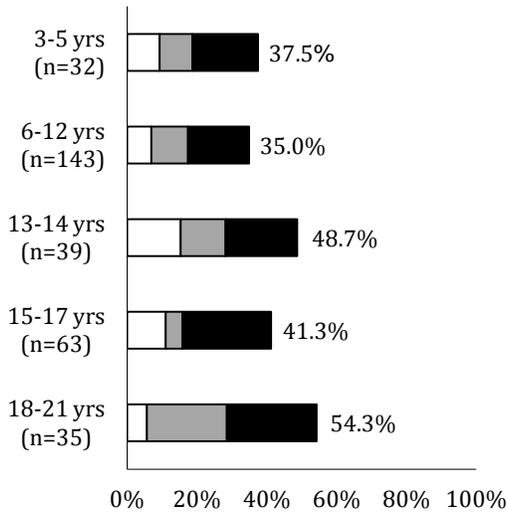
Q1: I am satisfied with my child's overall special education program.



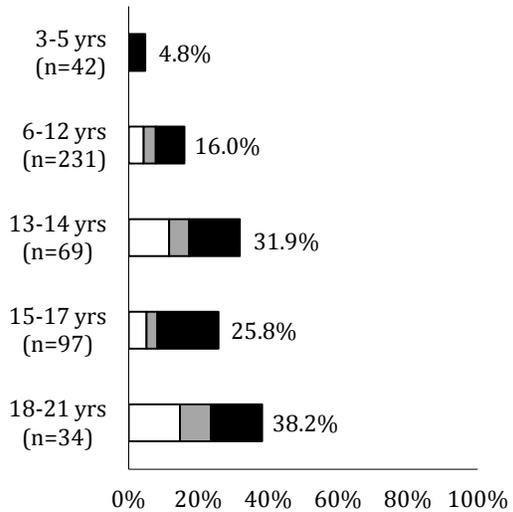
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



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).

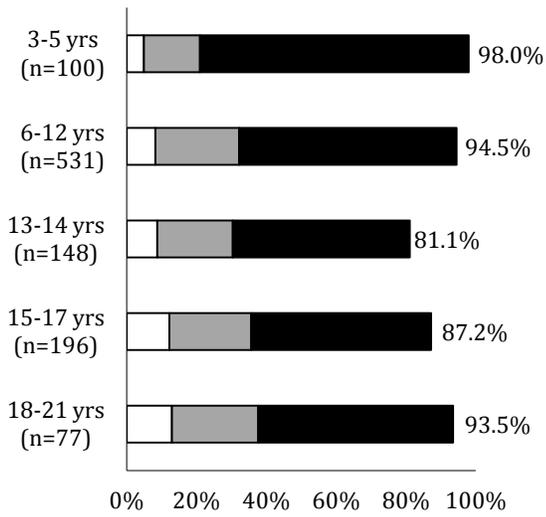


□ Slightly Agree

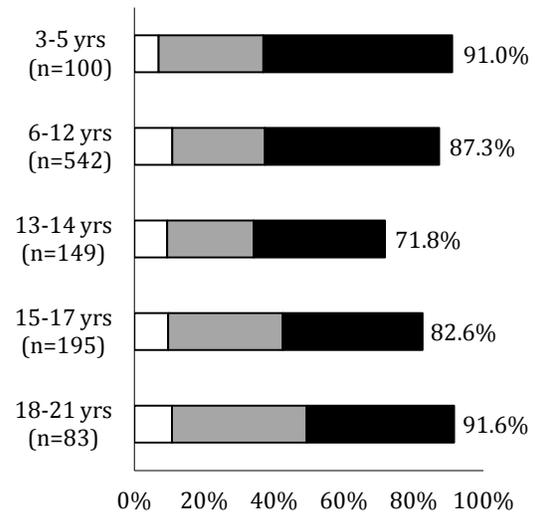
■ Moderately Agree

■ Strongly Agree

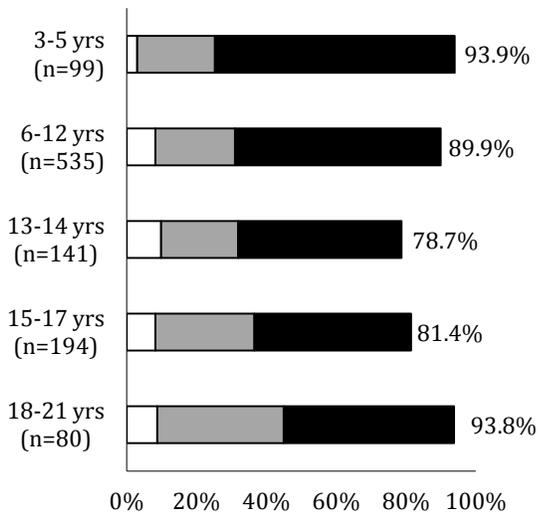
Q5: My child is accepted within the school community.



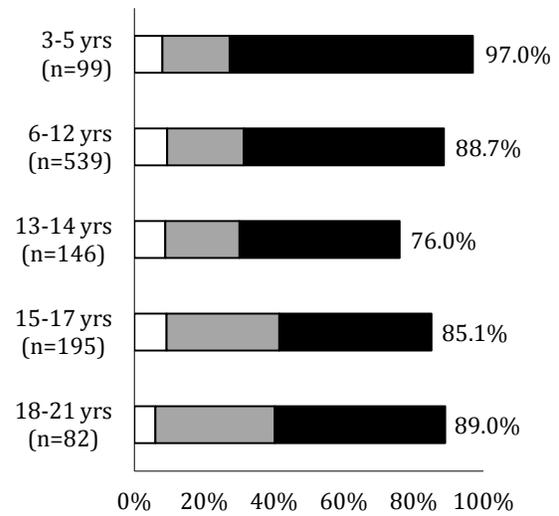
Q6: My child's IEP is meeting his/her educational needs.



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.

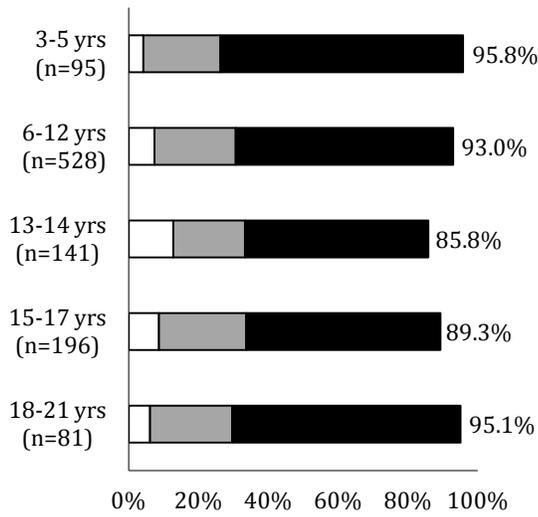


□ Slightly Agree

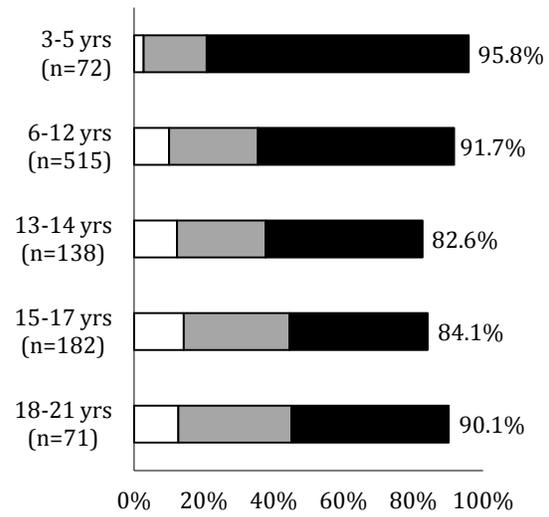
■ Moderately Agree

■ Strongly Agree

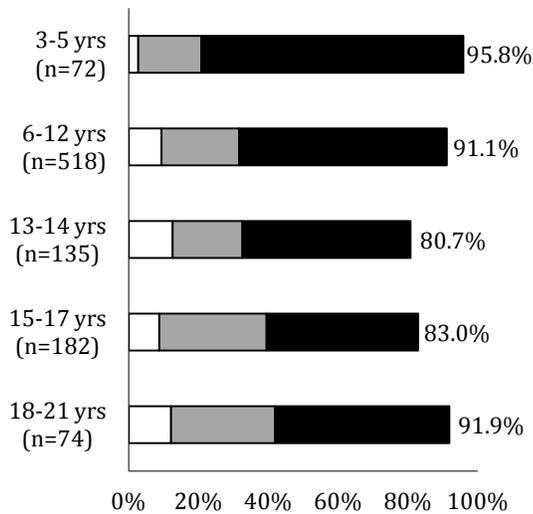
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



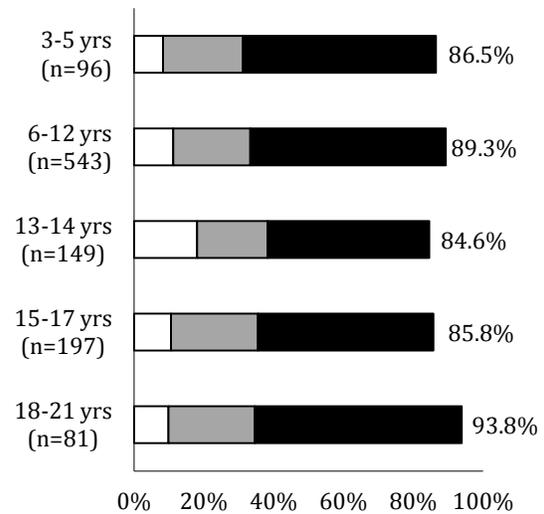
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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.



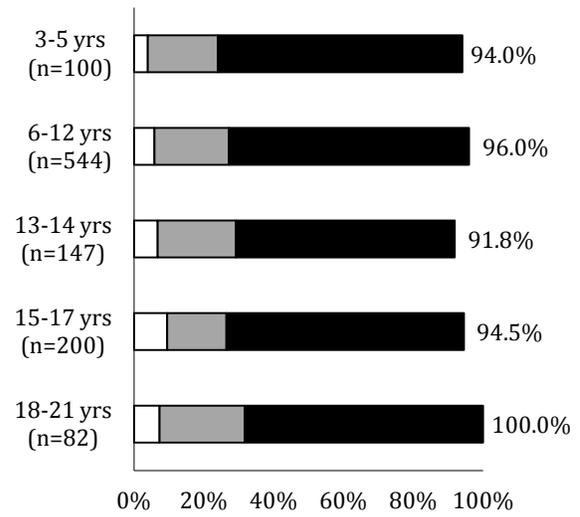
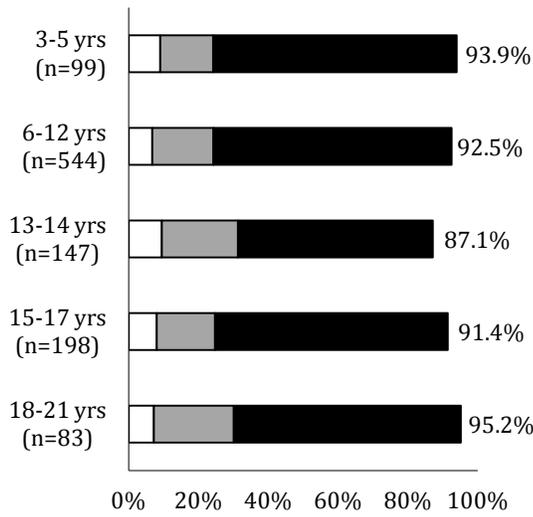
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■ Strongly Agree

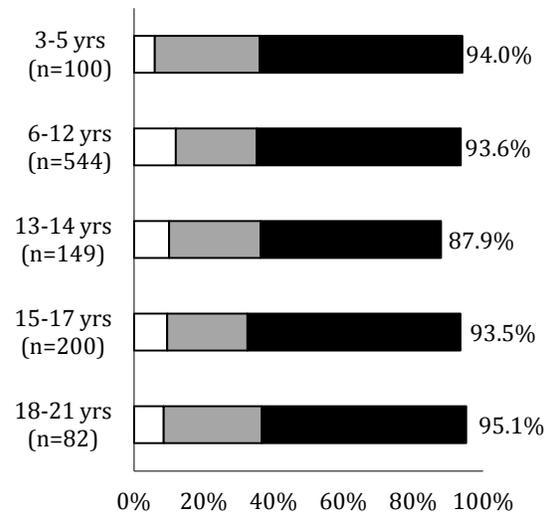
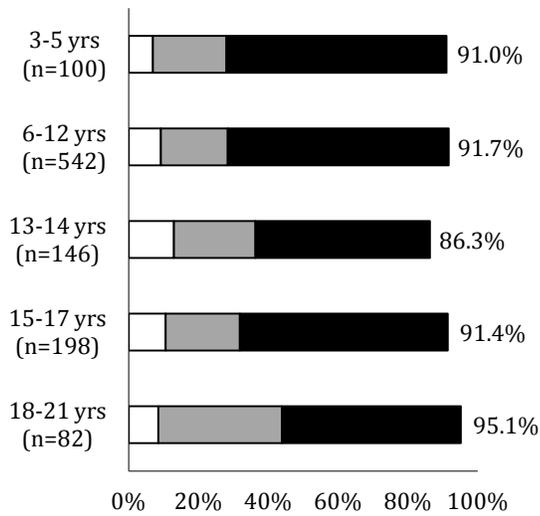
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.

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.



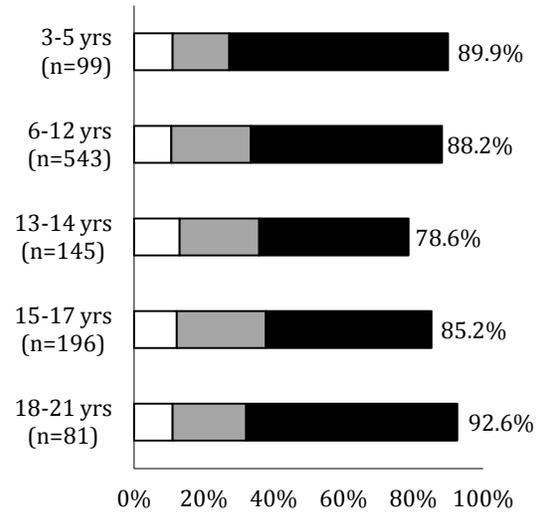
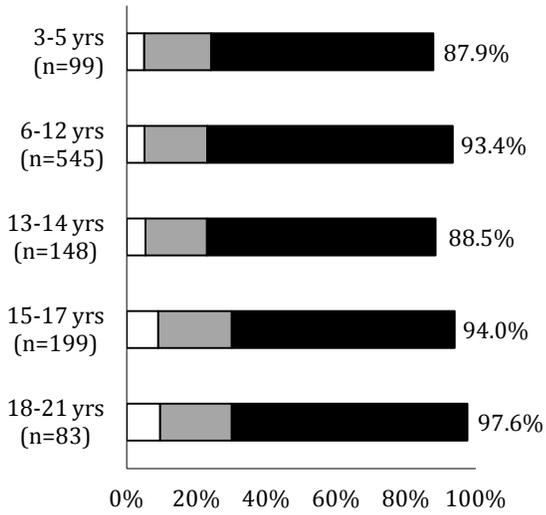
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

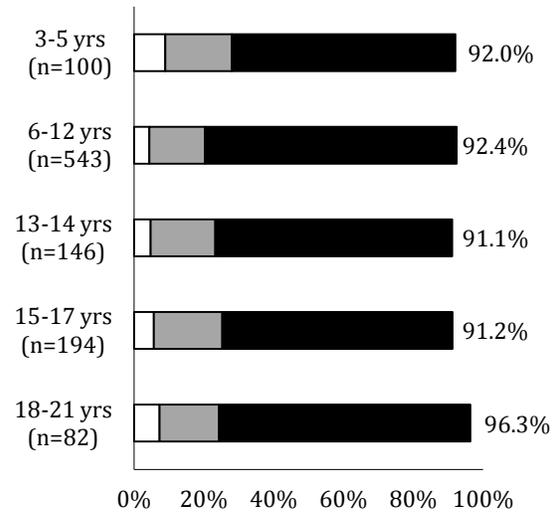
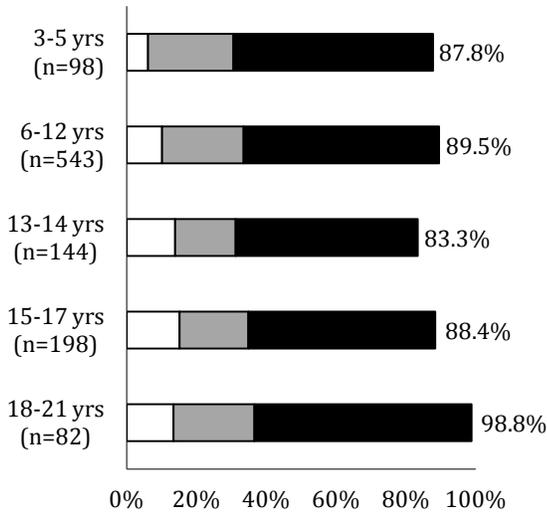
Q17: PPT meetings for my child have been scheduled at times and places that met my needs.

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.



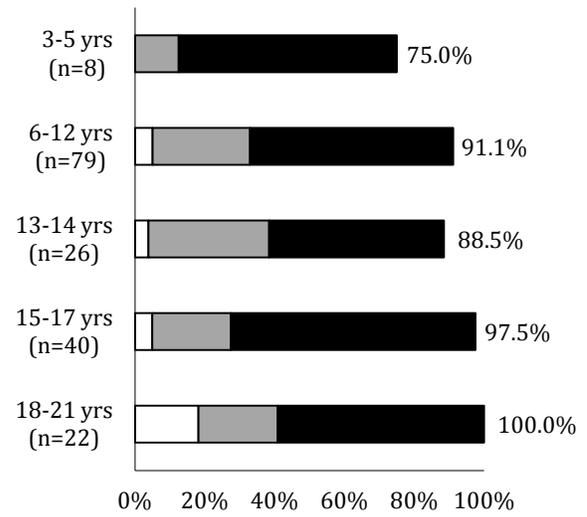
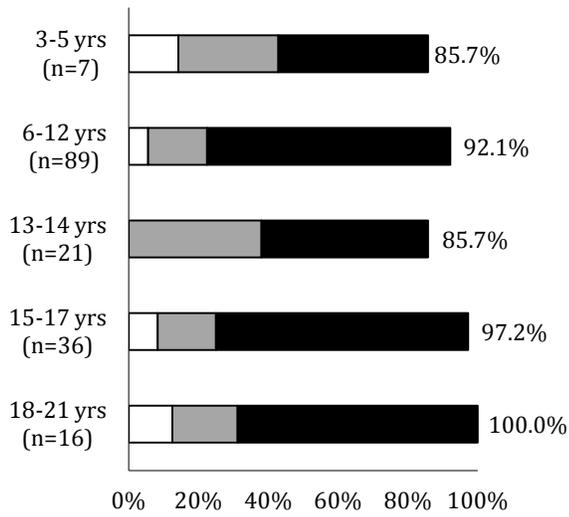
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

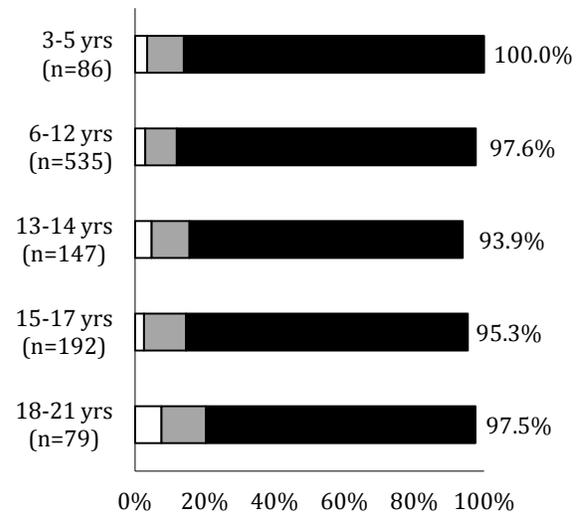
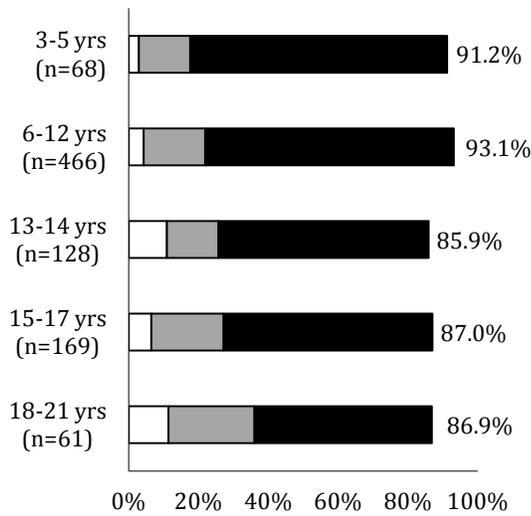
Q21: If necessary, a translator was provided at the PPT meetings.

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).

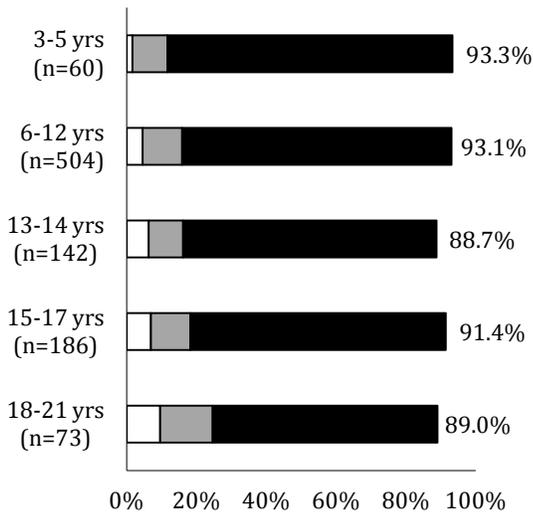


□ Slightly Agree

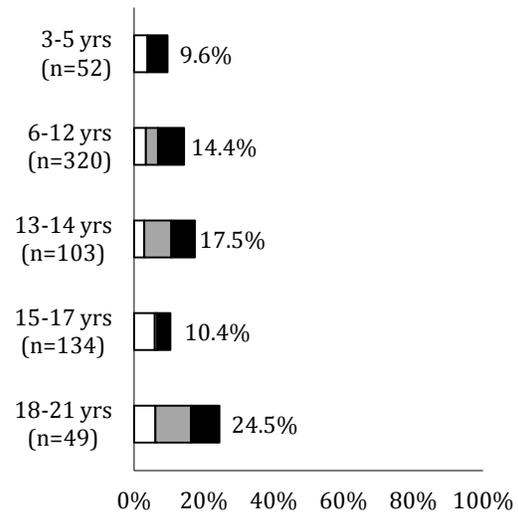
■ Moderately Agree

■ Strongly Agree

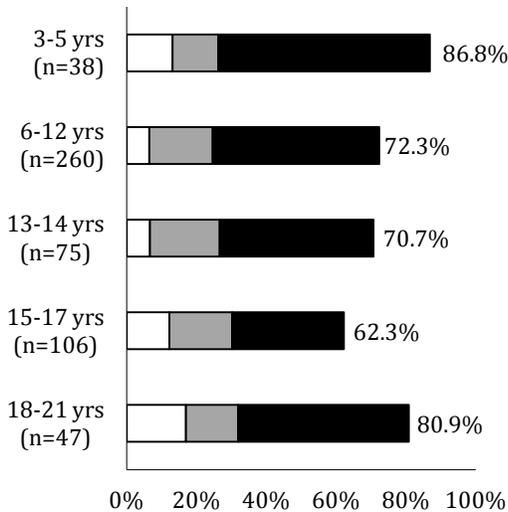
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



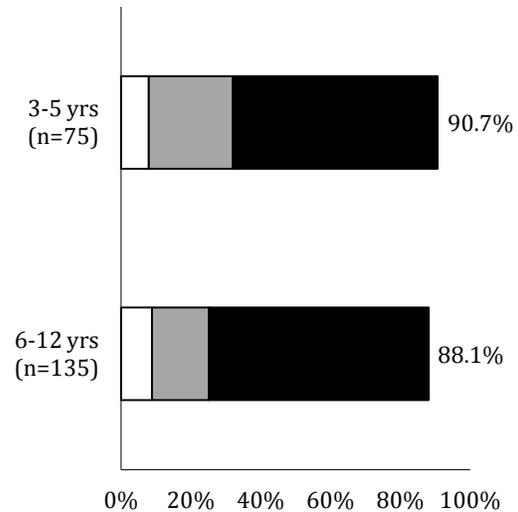
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



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).



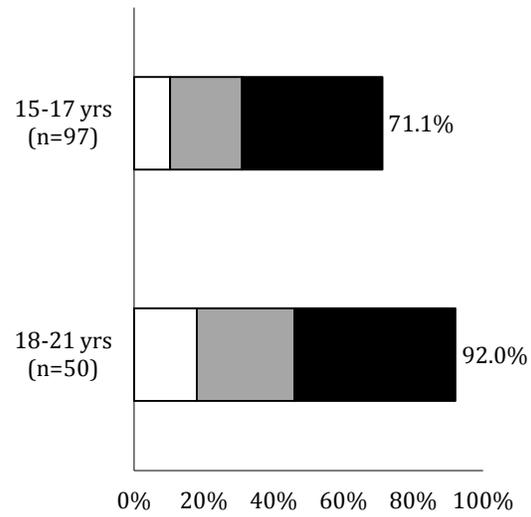
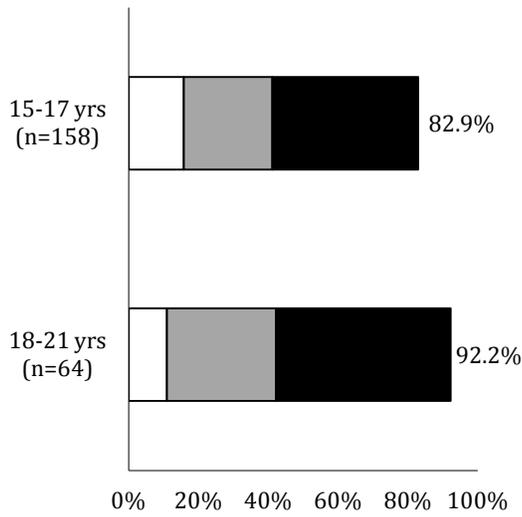
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

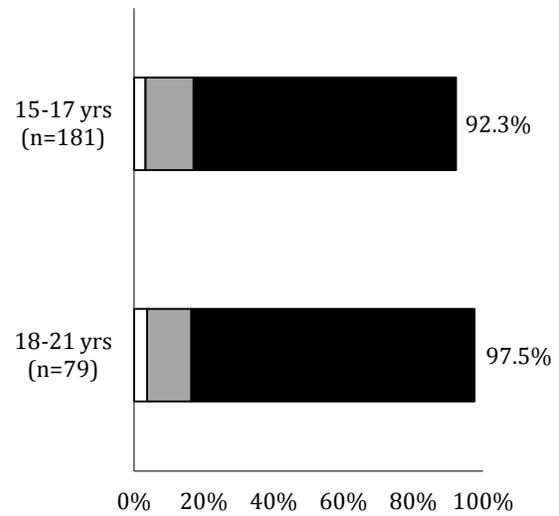
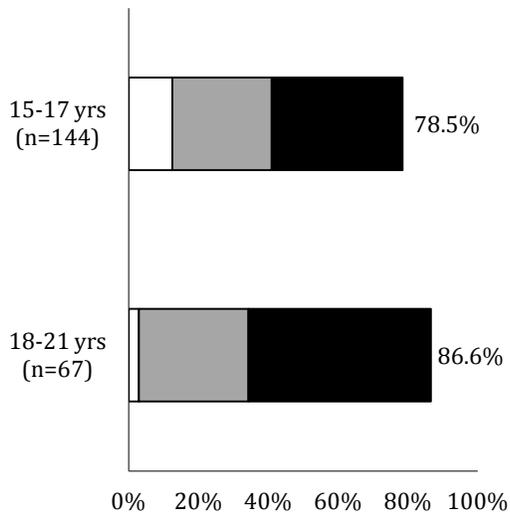
Q29: I am satisfied with the way secondary transition services were implemented for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

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).



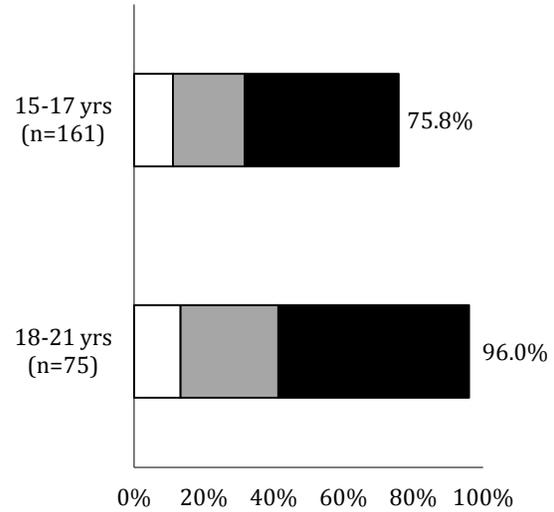
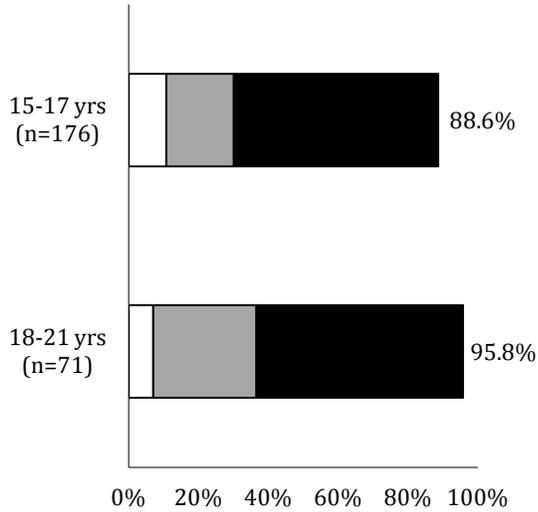
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

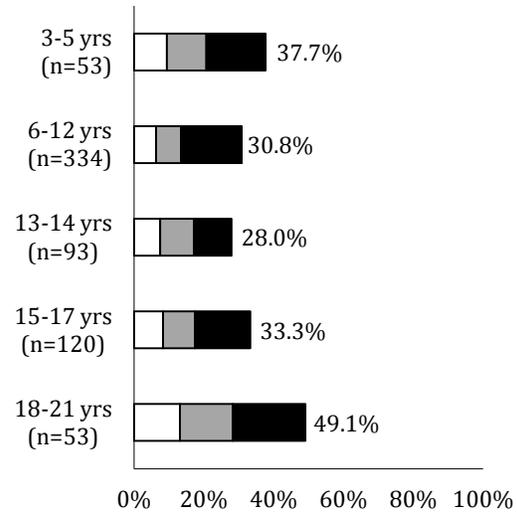
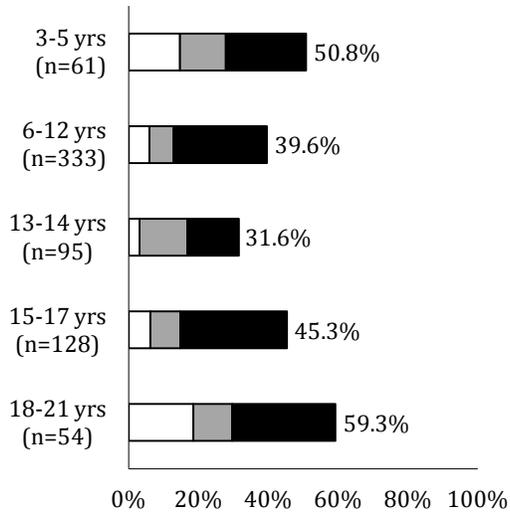
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

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.



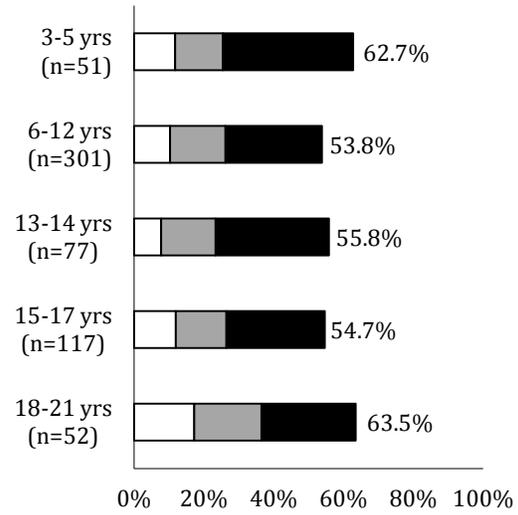
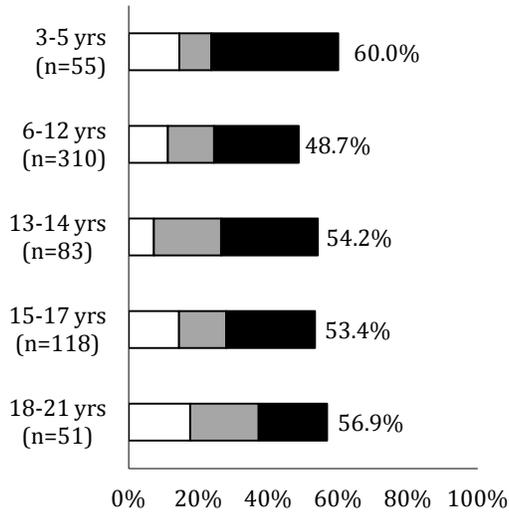
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

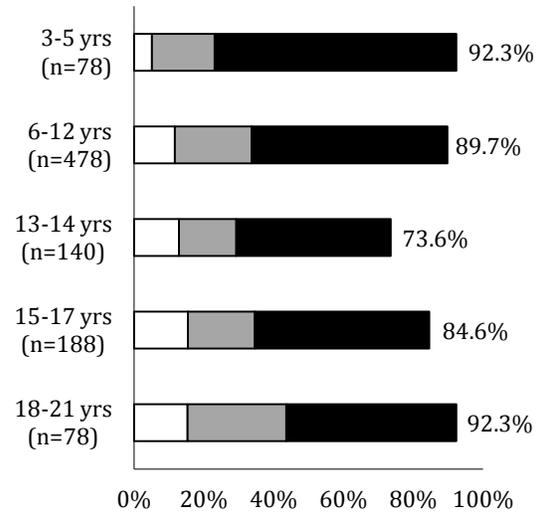
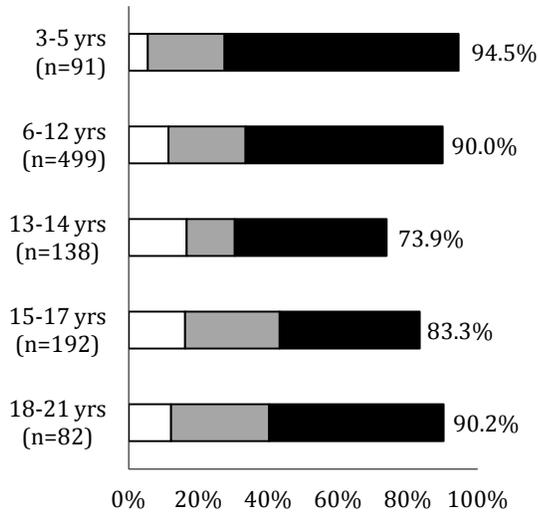
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.

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.



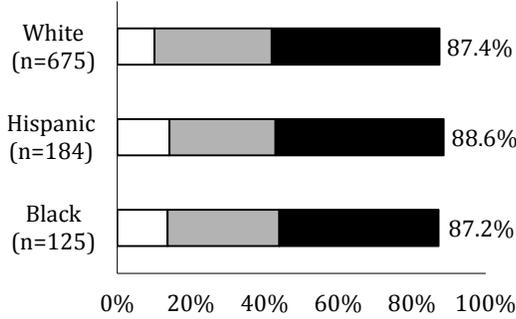
□ Slightly Agree

■ Moderately Agree

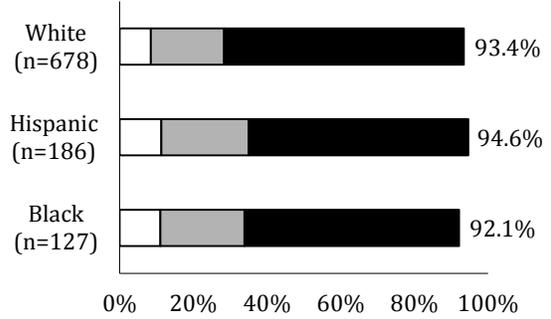
■ Strongly Agree

Appendix C.3: Child's Race/Ethnicity

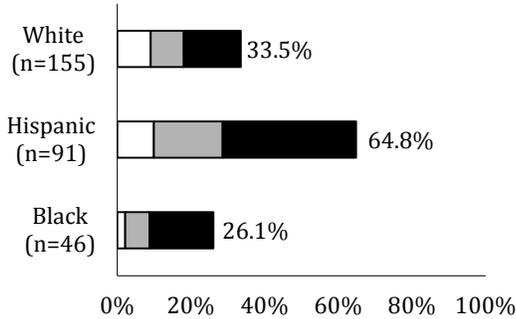
Q1: I am satisfied with my child's overall special education program.



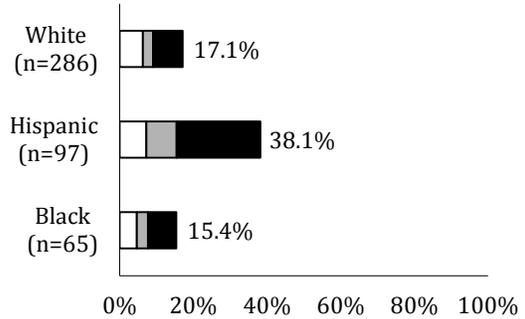
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



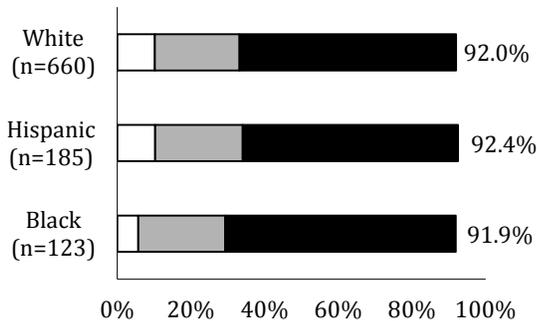
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



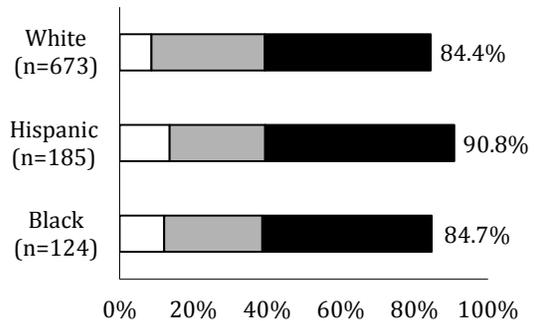
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



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

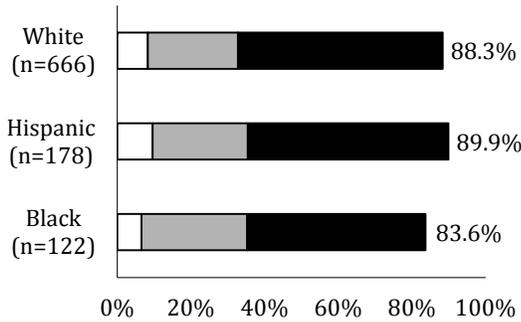


□ Slightly Agree

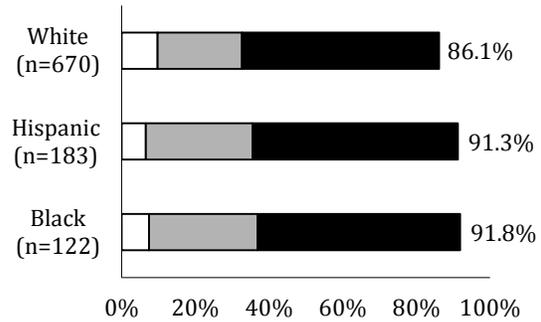
■ Moderately Agree

■ Strongly Agree

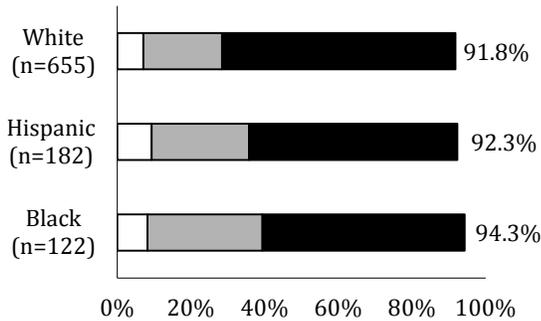
Q7: All special education services identified in my child's IEP have been provided.



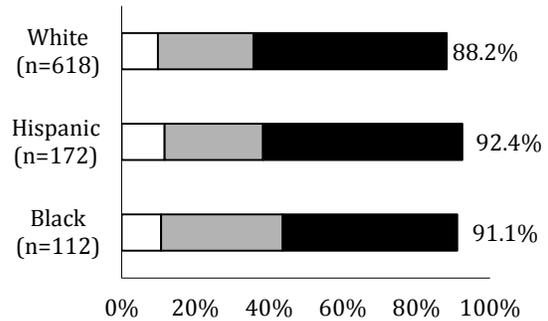
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



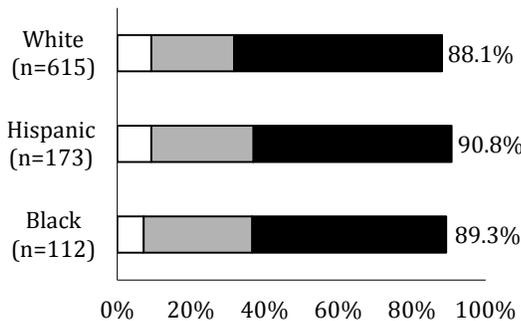
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



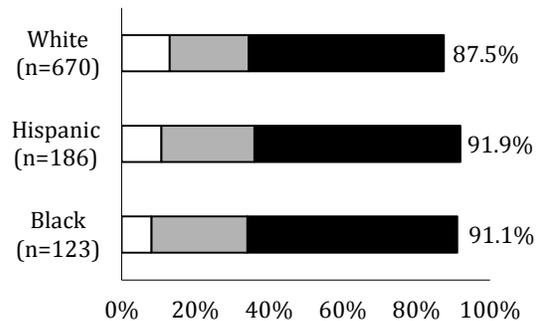
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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.

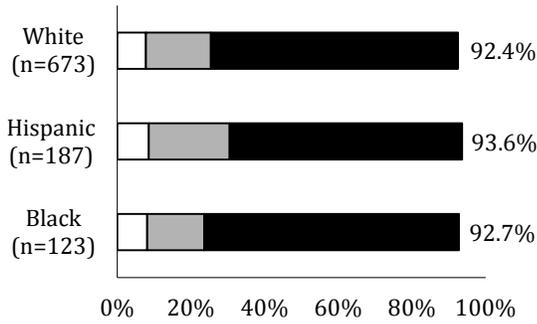


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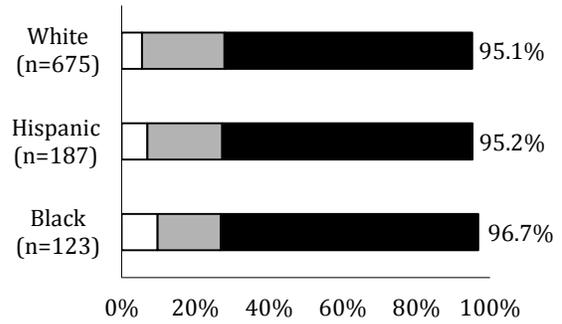
■ Moderately Agree

■ Strongly Agree

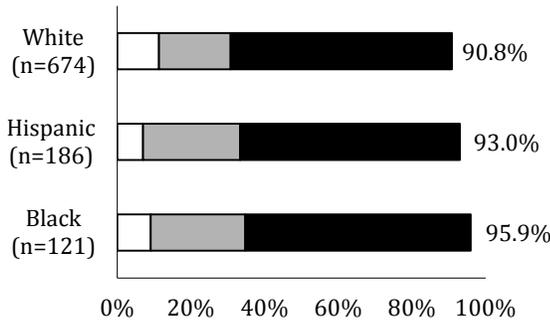
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



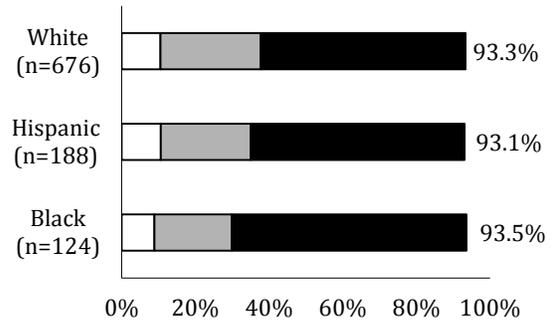
Q14: I understand what is discussed at meetings to develop my child's IEP.



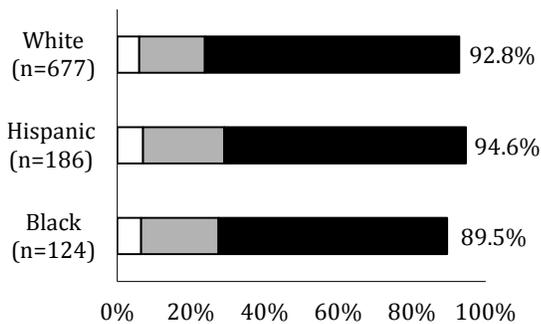
Q15: My concerns and recommendations are documented in the development of my child's IEP.



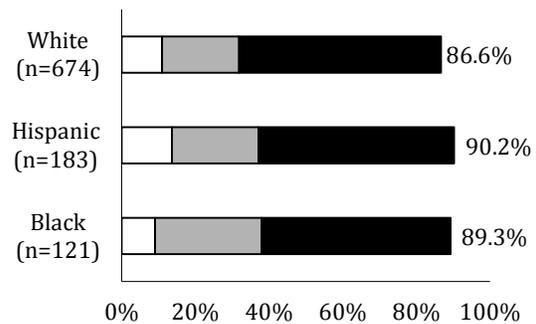
Q16: My child's evaluation report is written in terms I understand.



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



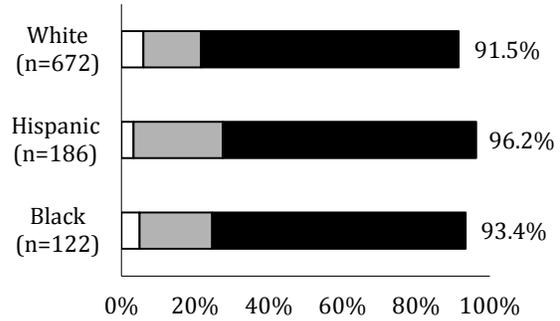
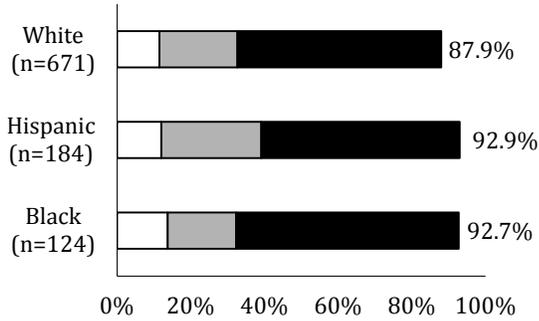
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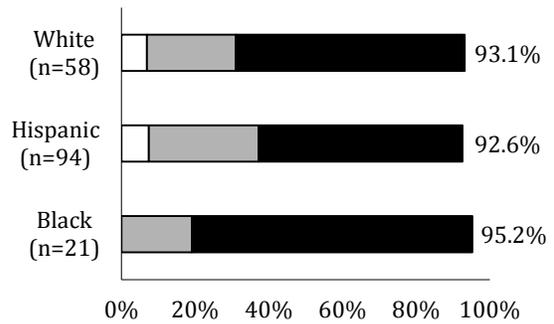
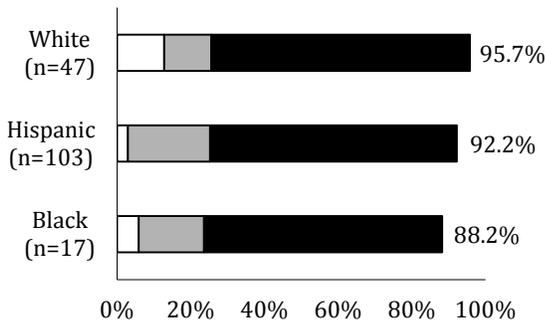
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.

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



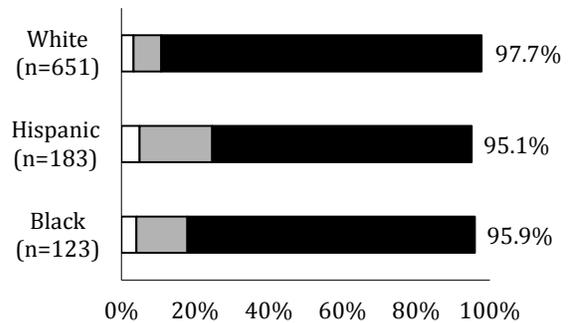
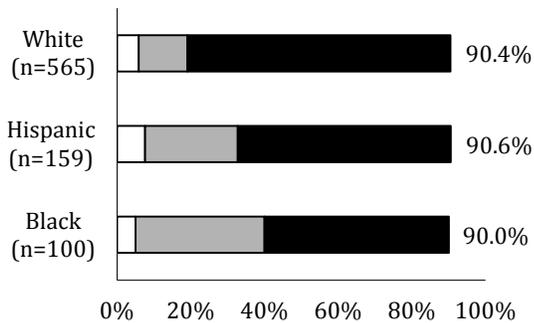
Q21: If necessary, a translator was provided at the PPT meetings.

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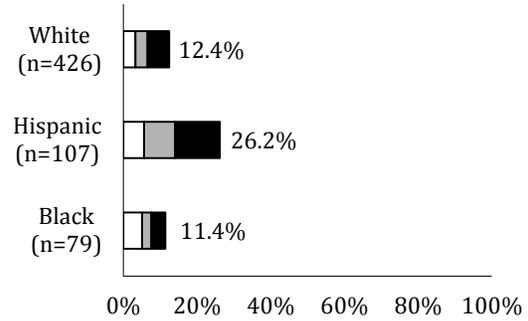
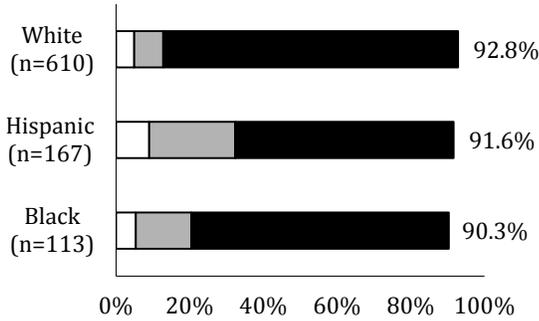
Q24: My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

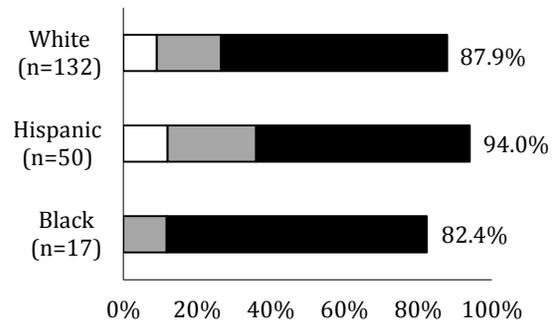
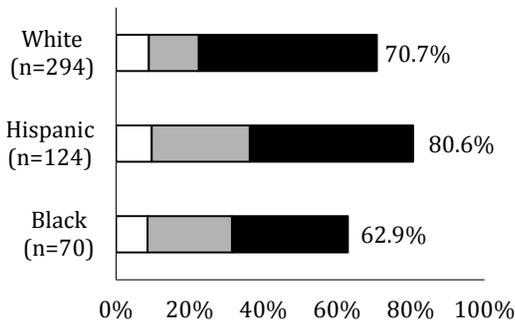
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.

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



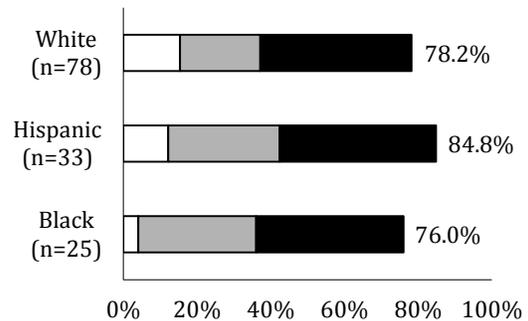
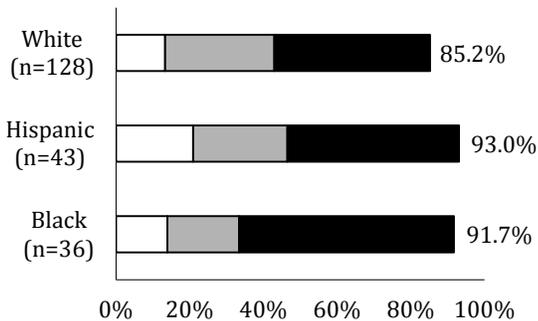
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).

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).



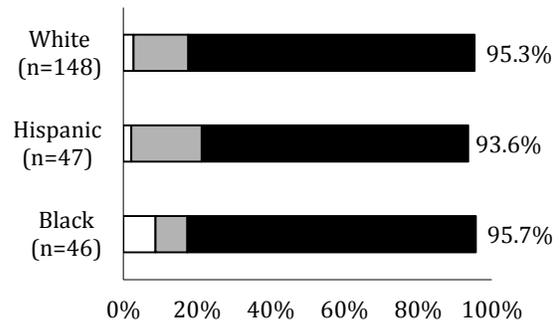
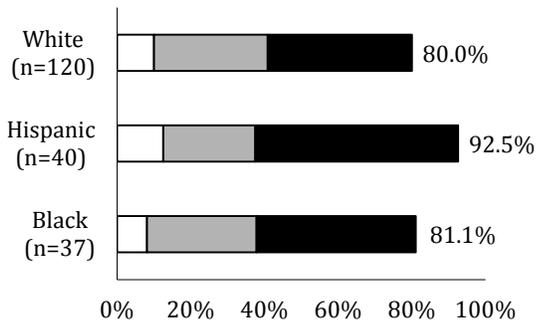
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

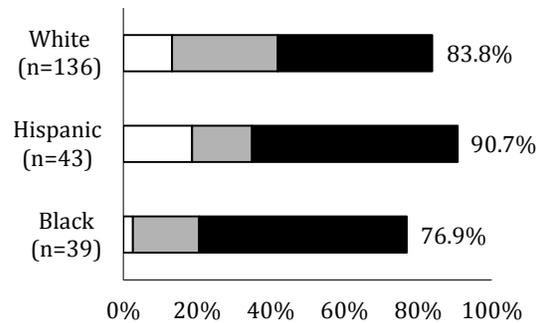
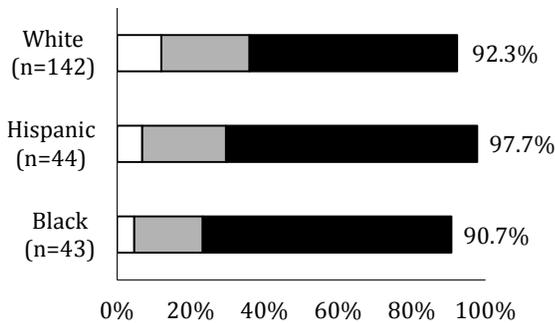
Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).

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).



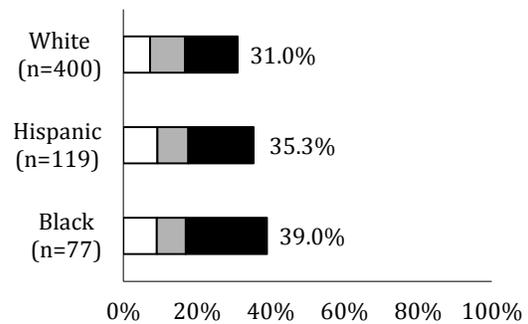
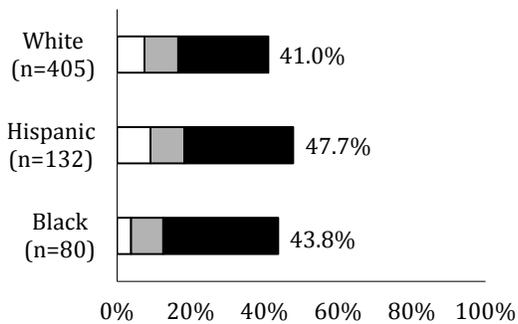
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

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.

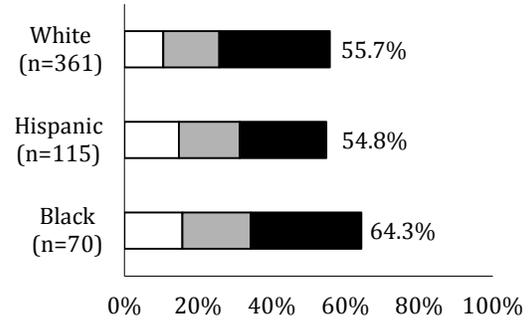
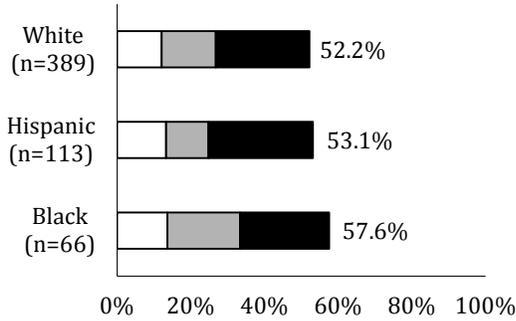
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

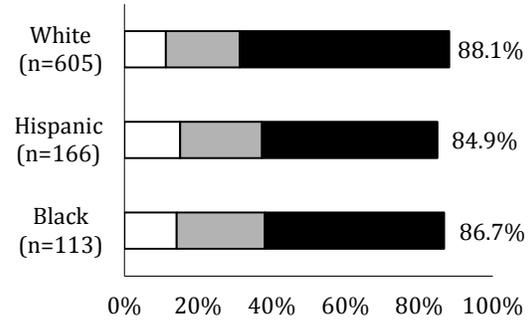
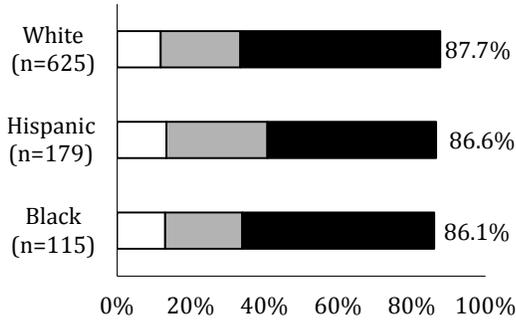
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.

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.



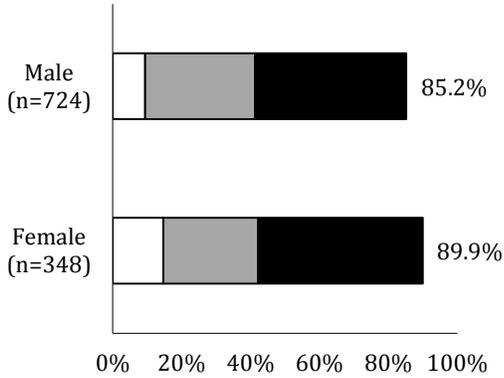
Slightly Agree

Moderately Agree

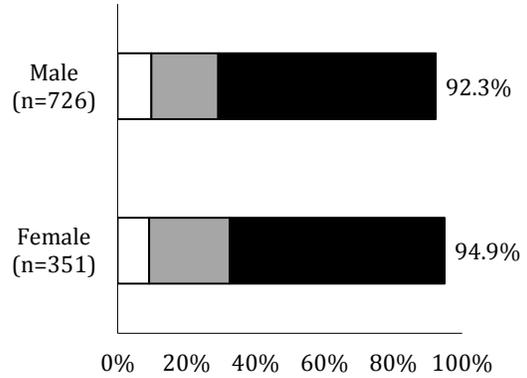
Strongly Agree

Appendix C.4: Child's Gender

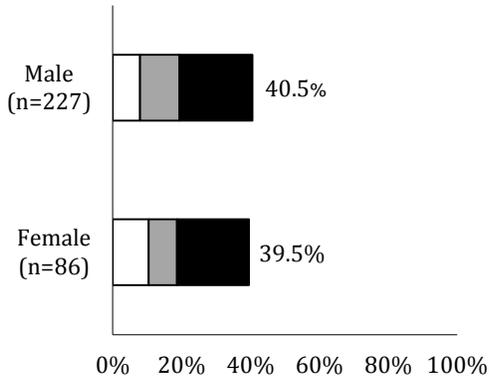
Q1: I am satisfied with my child's overall special education program.



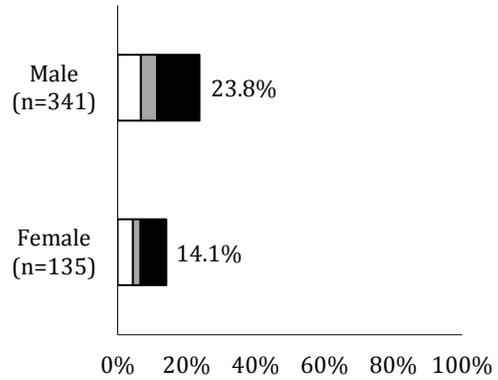
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



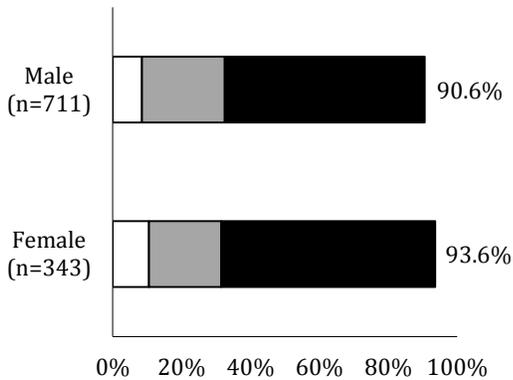
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



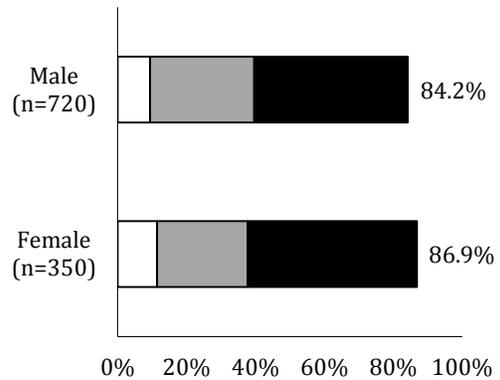
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



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

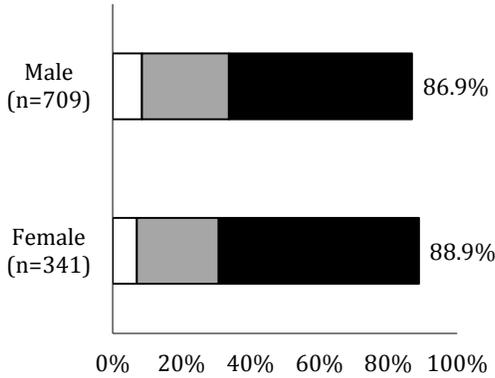


□ Slightly Agree

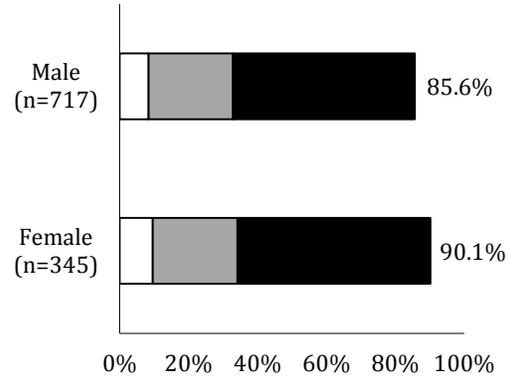
■ Moderately Agree

■ Strongly Agree

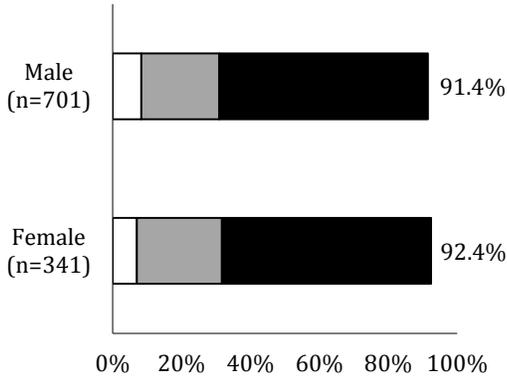
Q7: All special education services identified in my child's IEP have been provided.



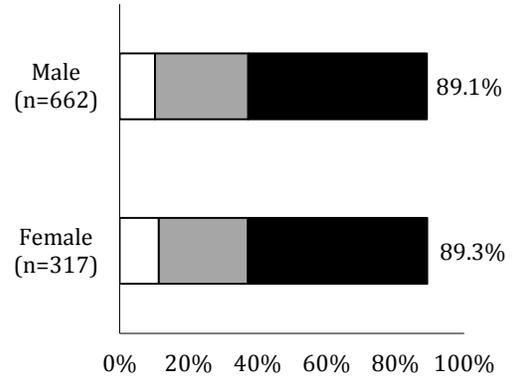
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



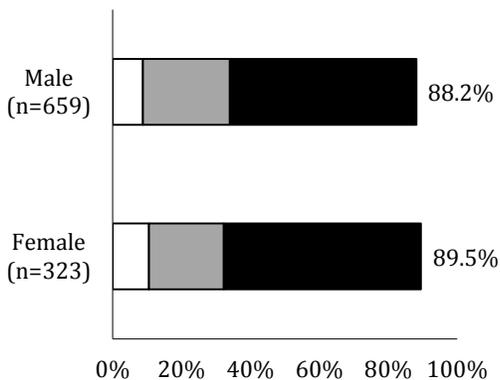
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



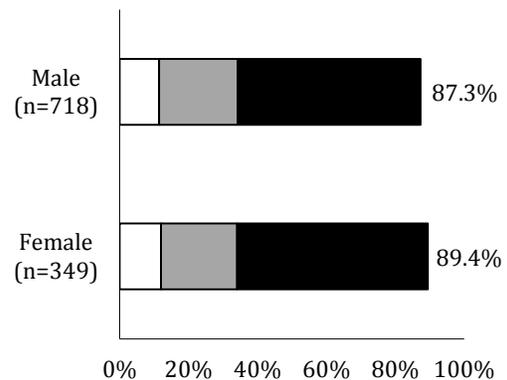
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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.

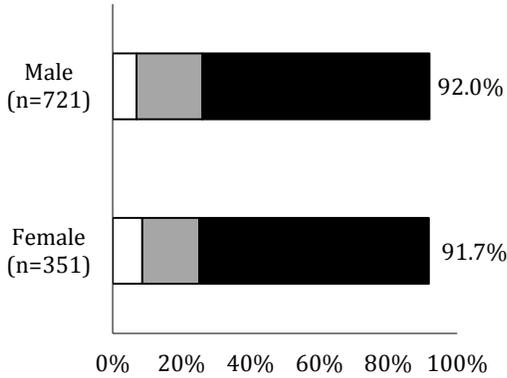


Slightly Agree

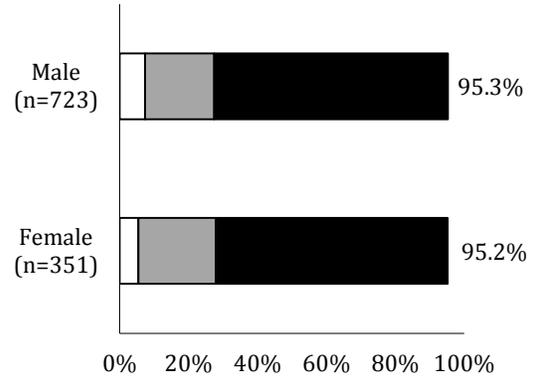
Moderately Agree

Strongly Agree

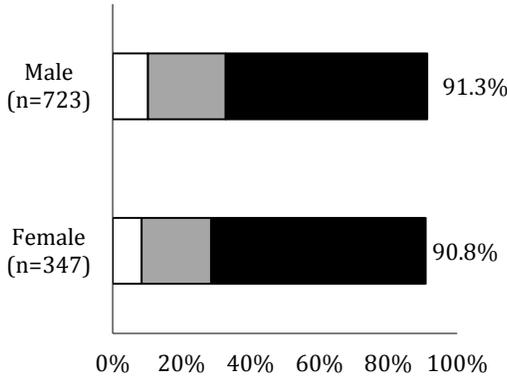
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



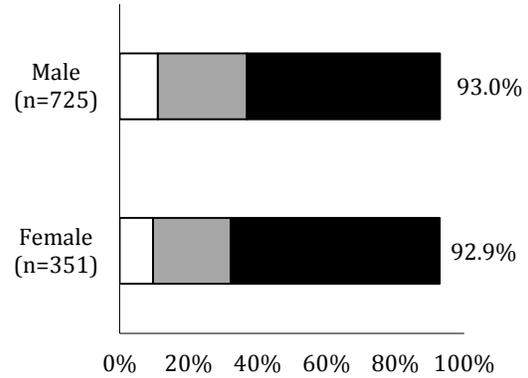
Q14: I understand what is discussed at meetings to develop my child's IEP.



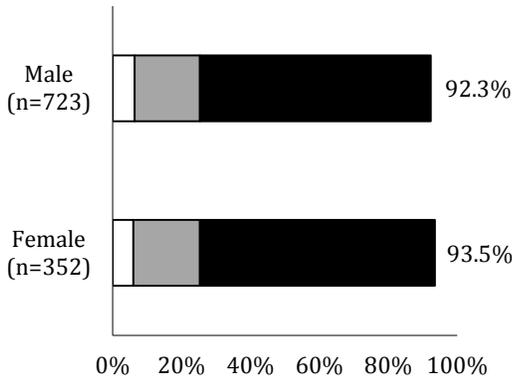
Q15: My concerns and recommendations are documented in the development of my child's IEP.



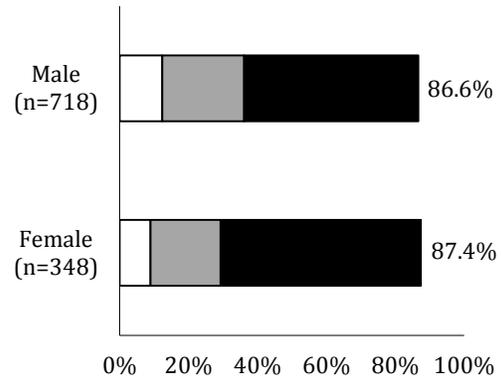
Q16: My child's evaluation report is written in terms I understand.



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.



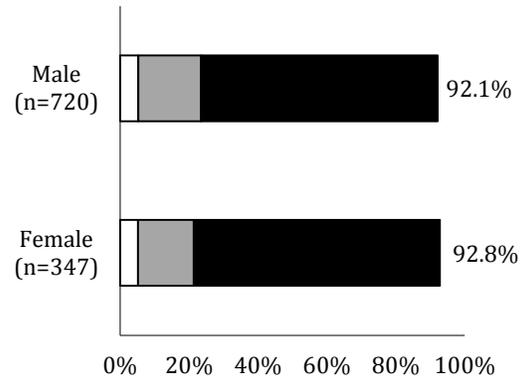
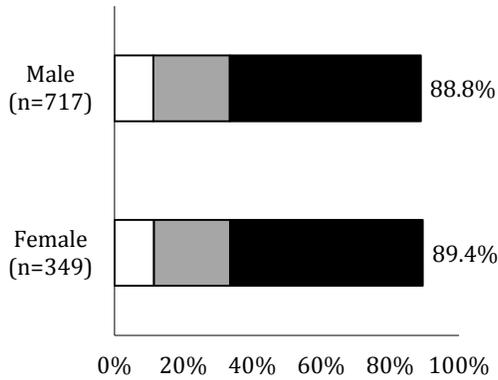
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

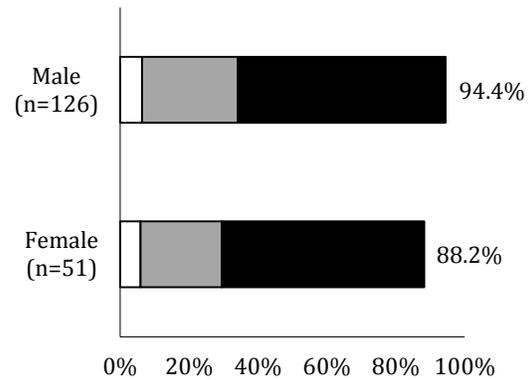
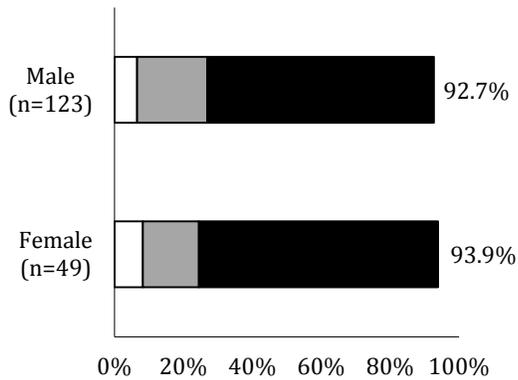
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.

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



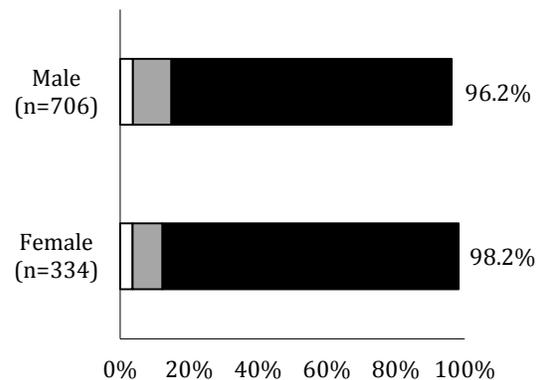
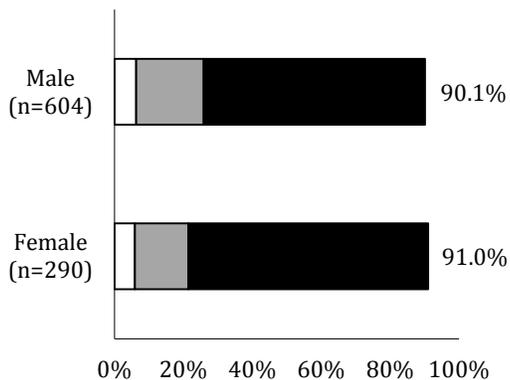
Q21: If necessary, a translator was provided at the PPT meetings.

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).

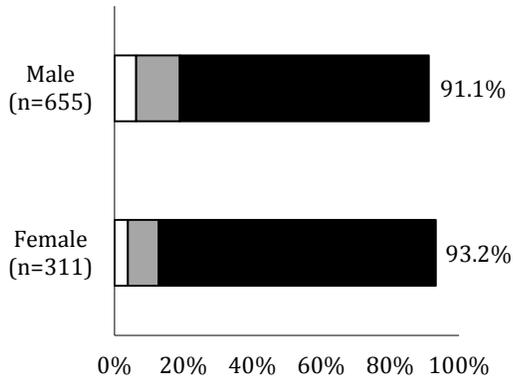


□ Slightly Agree

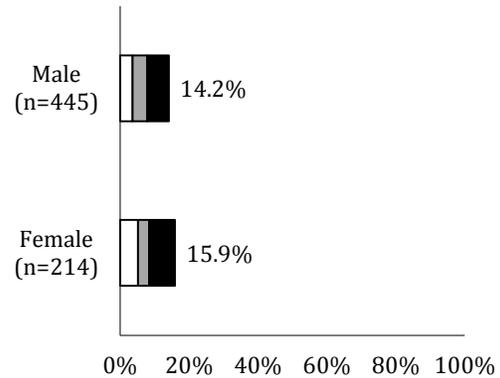
■ Moderately Agree

■ Strongly Agree

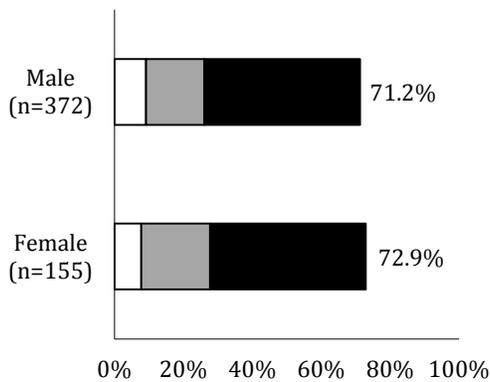
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



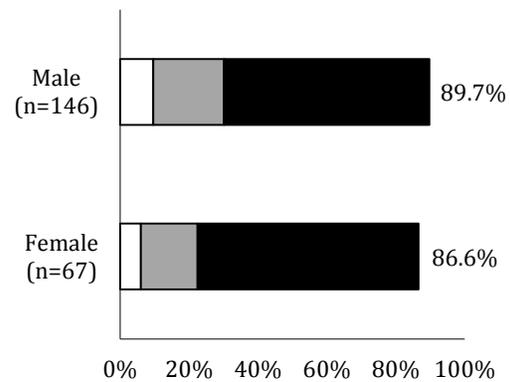
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



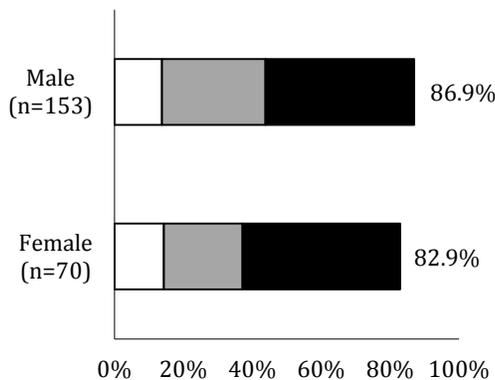
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).



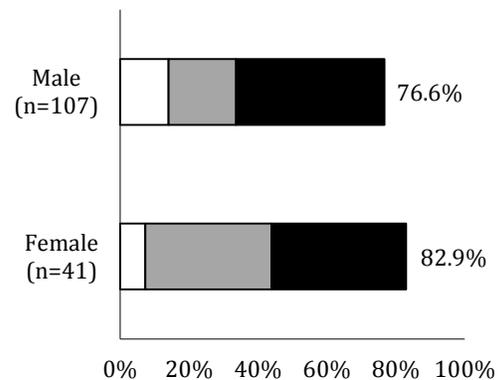
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (only answer if your child has transitioned from early intervention to Preschool in the past 3 years).



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).

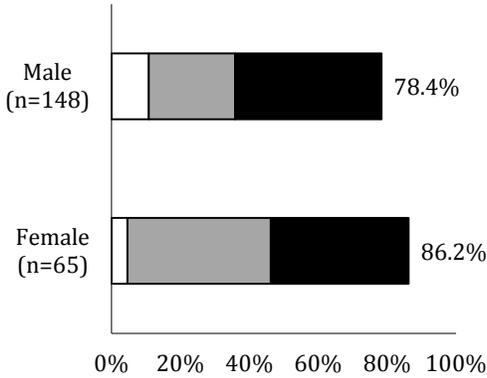


□ Slightly Agree

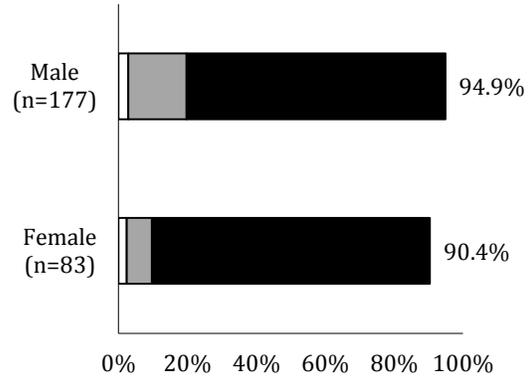
■ Moderately Agree

■ Strongly Agree

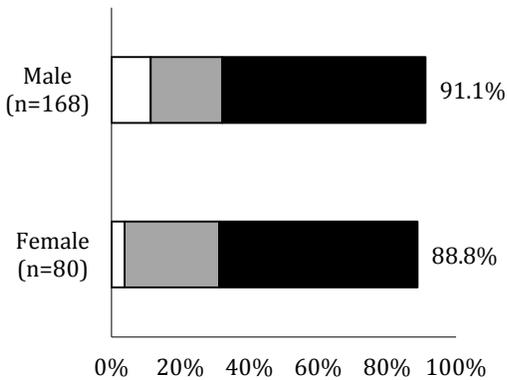
Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



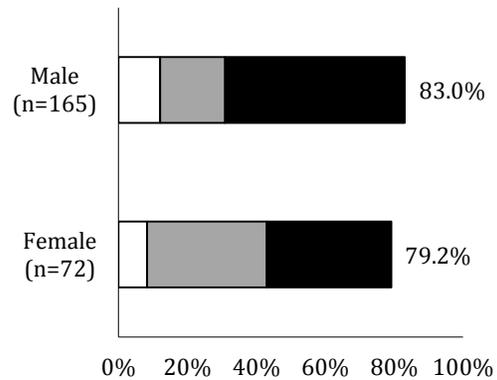
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



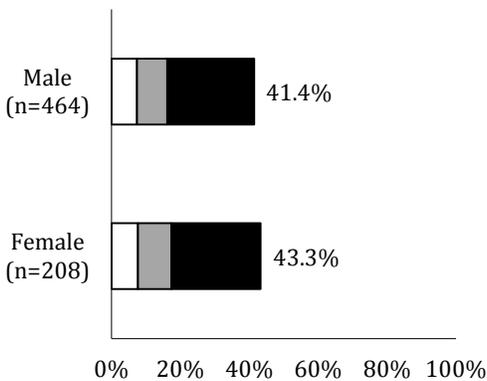
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



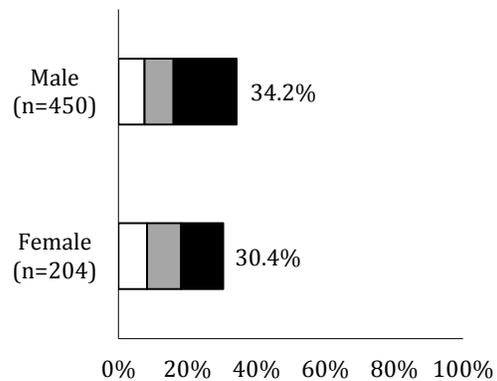
Q34: The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



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.

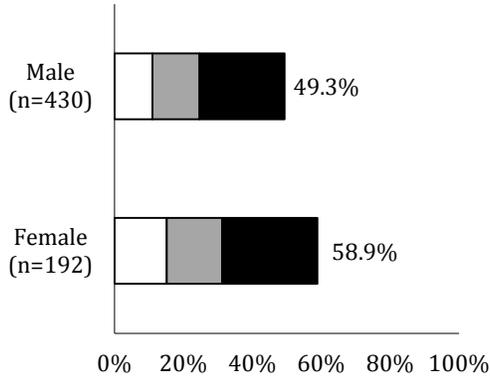


Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.

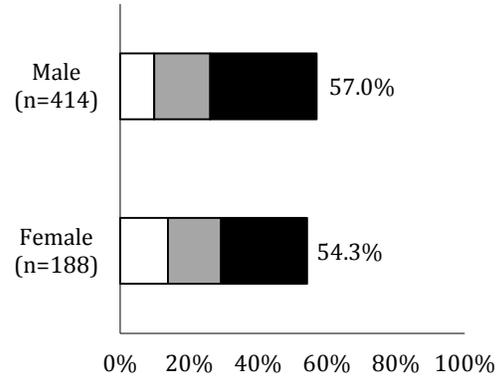


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

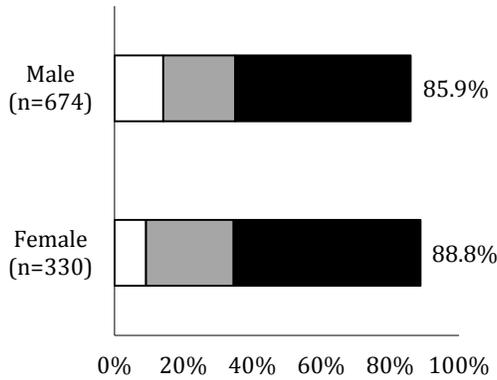
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.



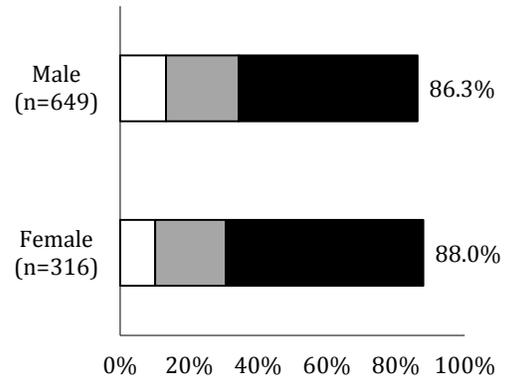
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



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.



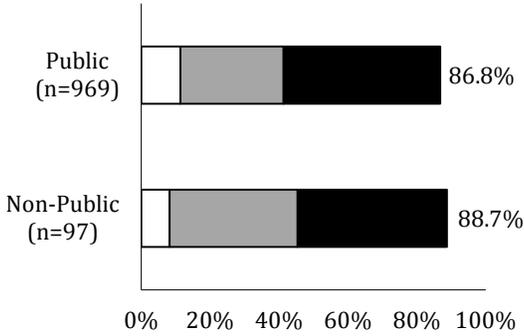
□ Slightly Agree

■ Moderately Agree

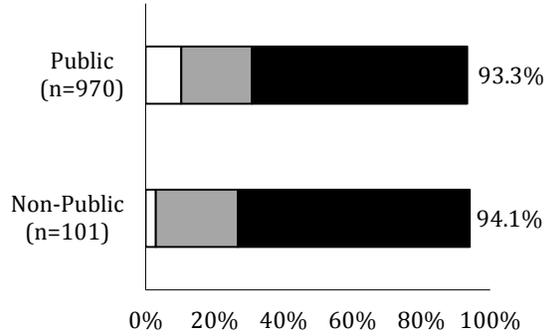
■ Strongly Agree

Appendix C.5: Child's Placement

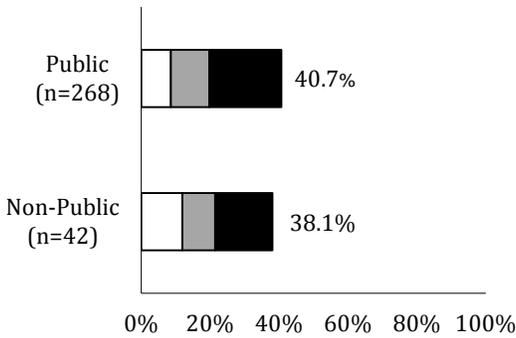
Q1: I am satisfied with my child's overall special education program.



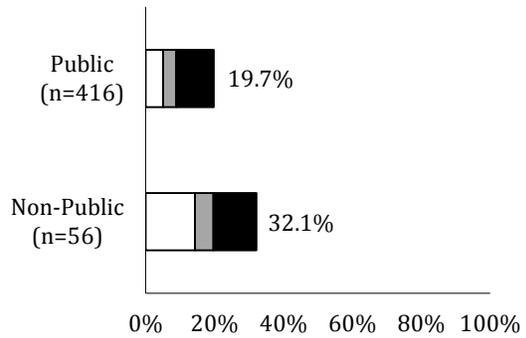
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



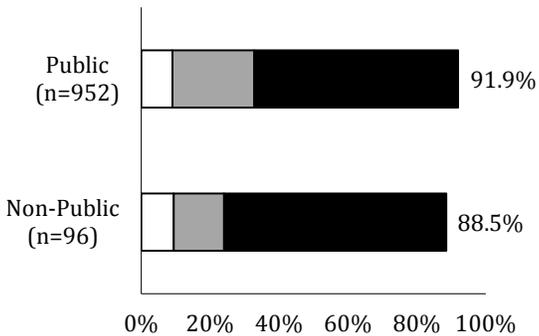
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



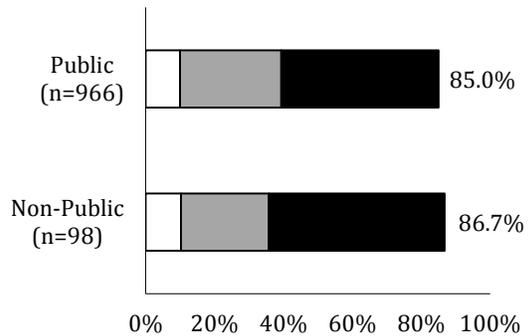
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



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

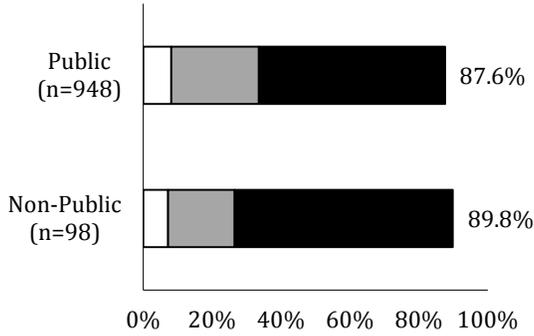


□ Slightly Agree

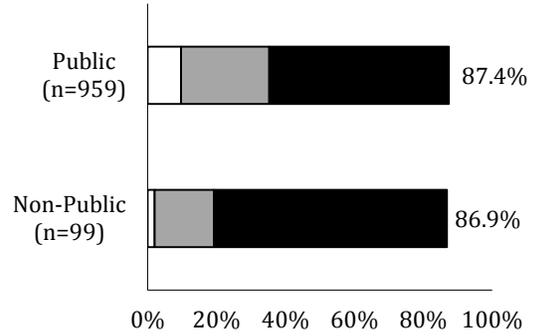
■ Moderately Agree

■ Strongly Agree

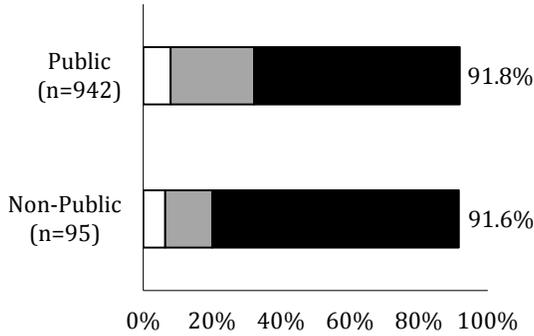
Q7: All special education services identified in my child's IEP have been provided.



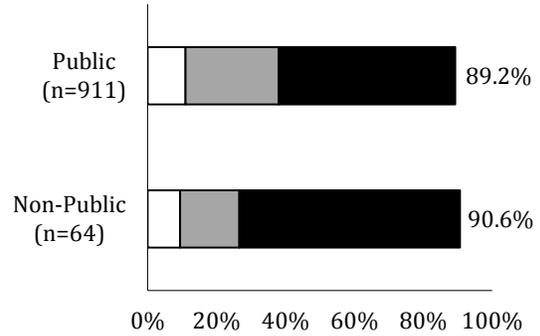
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



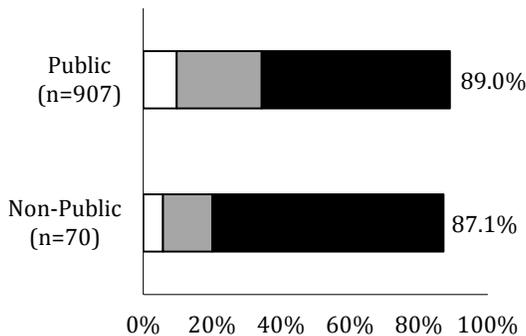
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



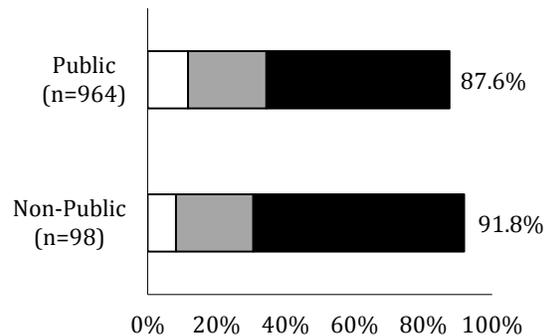
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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.

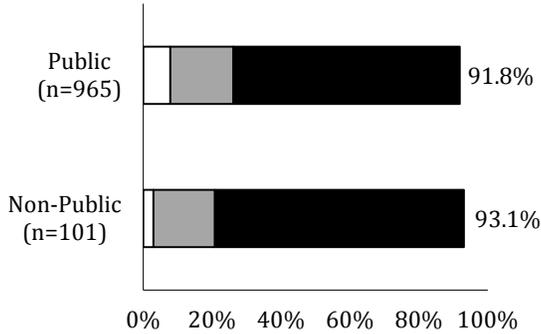


□ Slightly Agree

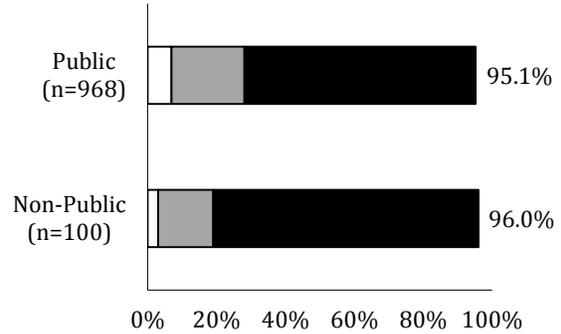
■ Moderately Agree

■ Strongly Agree

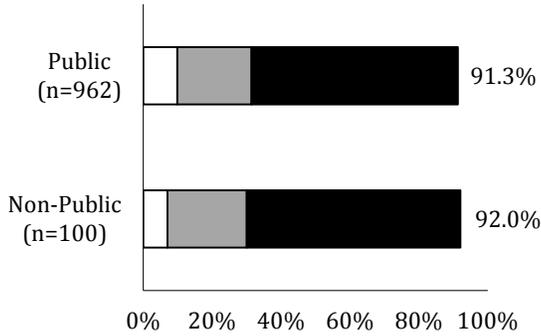
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



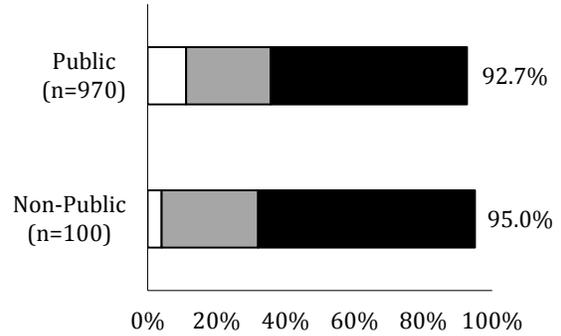
Q14: I understand what is discussed at meetings to develop my child's IEP.



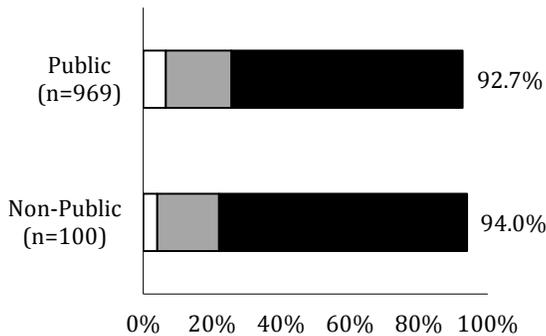
Q15: My concerns and recommendations are documented in the development of my child's IEP.



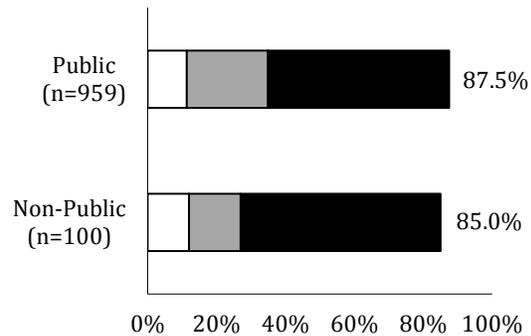
Q16: My child's evaluation report is written in terms I understand.



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.



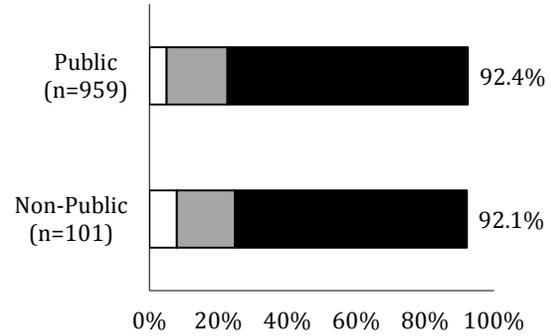
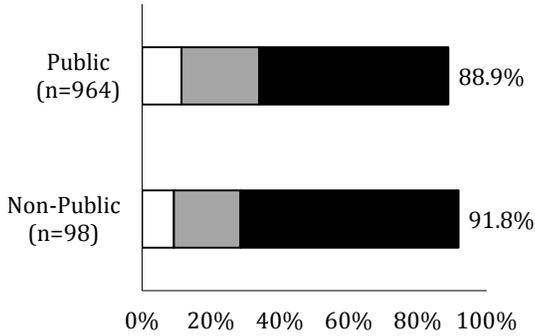
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

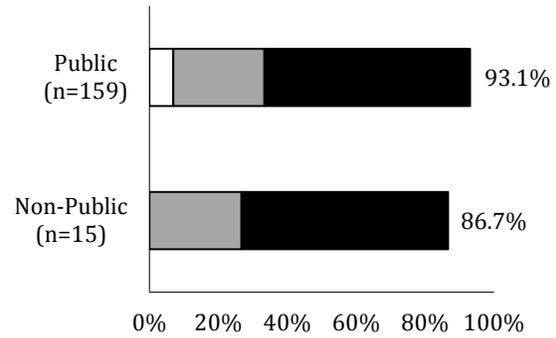
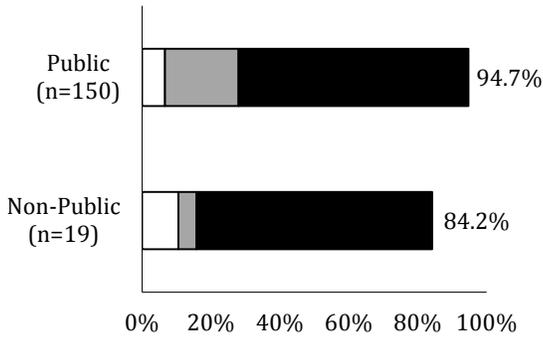
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.

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



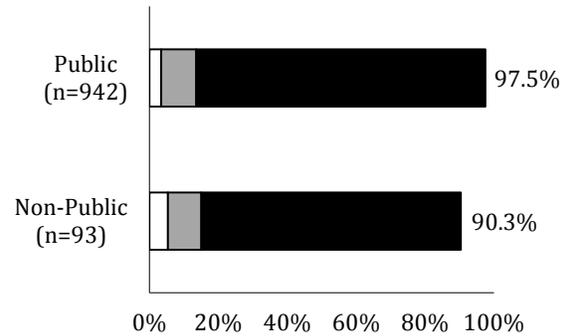
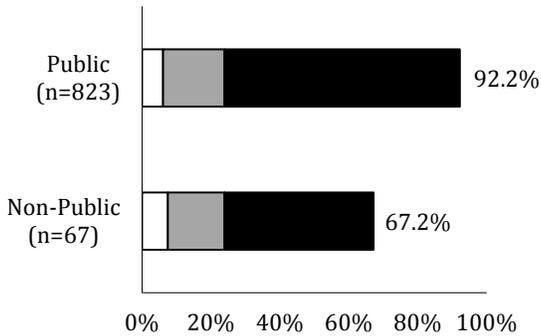
Q21: If necessary, a translator was provided at the PPT meetings.

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).

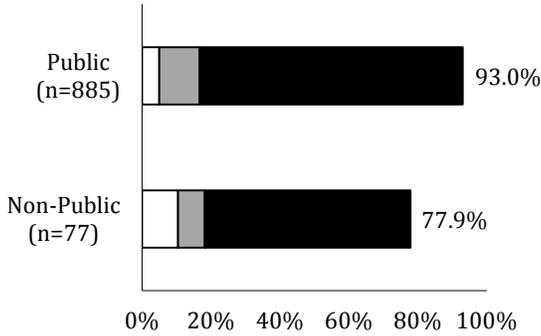


□ Slightly Agree

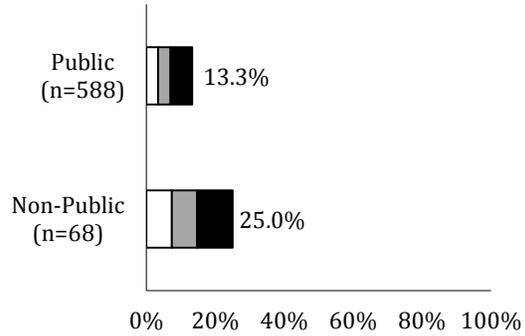
■ Moderately Agree

■ Strongly Agree

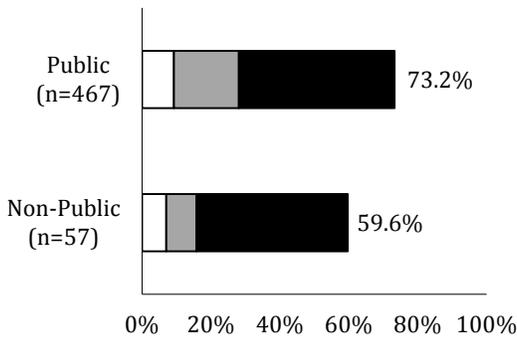
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



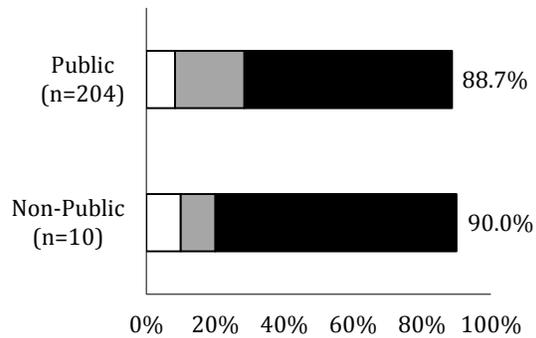
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



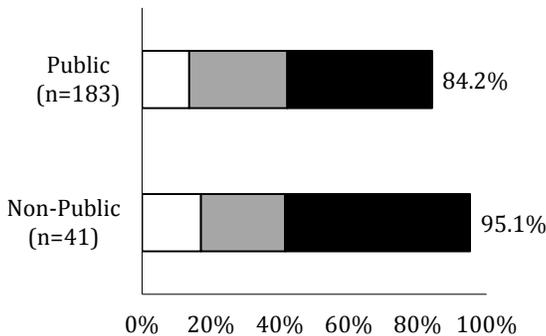
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).



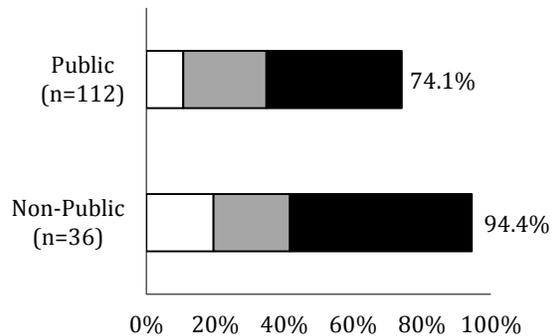
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (only answer if your child has transitioned from early intervention to Preschool in the past 3 years).



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).

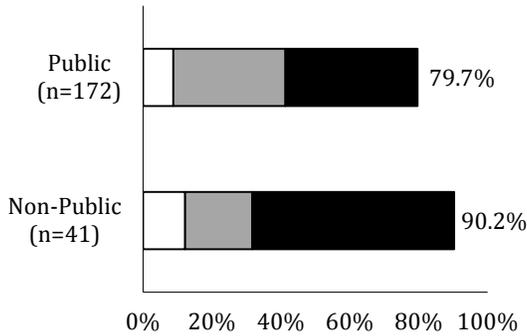


□ Slightly Agree

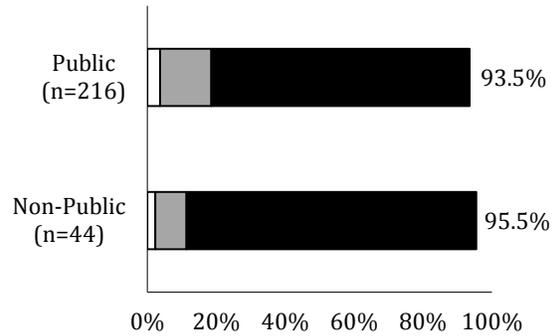
■ Moderately Agree

■ Strongly Agree

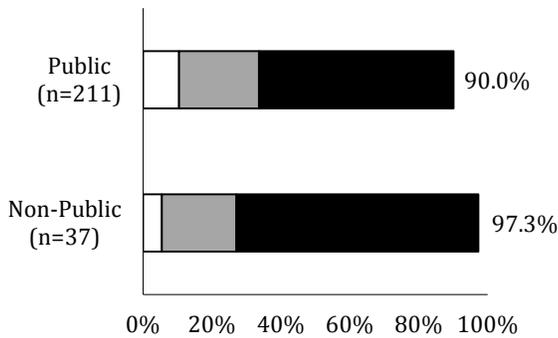
Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



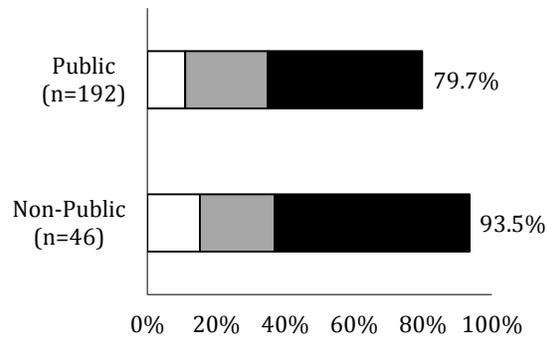
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



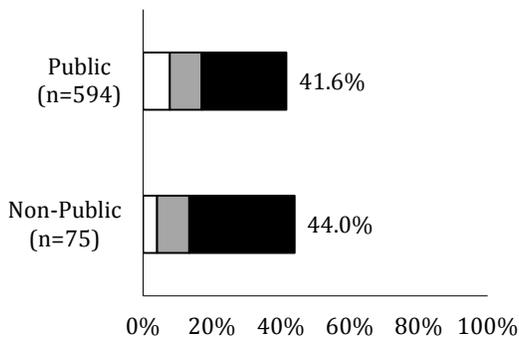
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



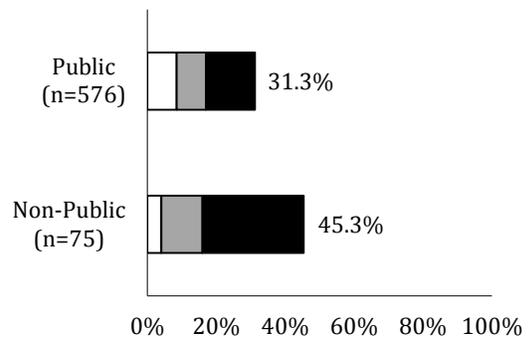
Q34: The PPT developed individualized goals for my child related to employment/postsecondary education; independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



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.



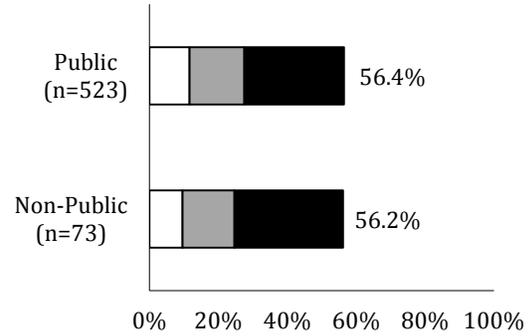
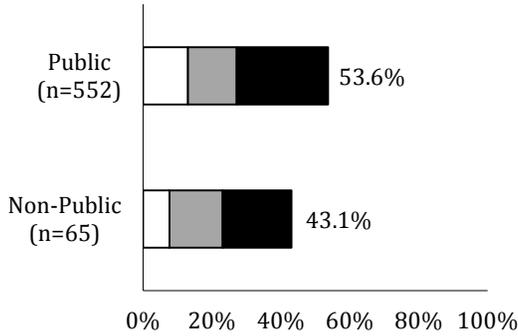
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

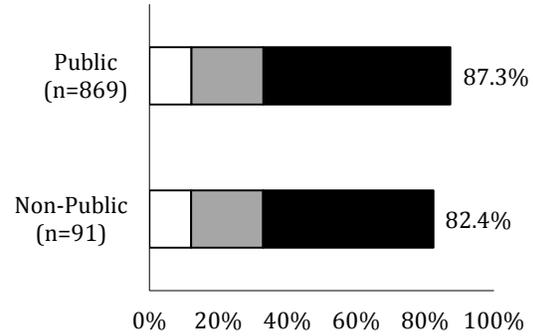
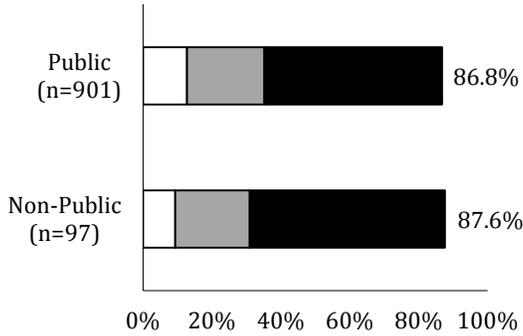
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.

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.



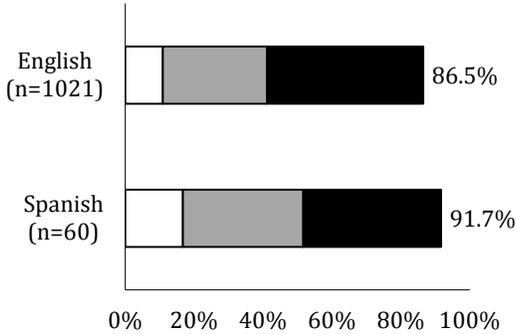
□ Slightly Agree

■ Moderately Agree

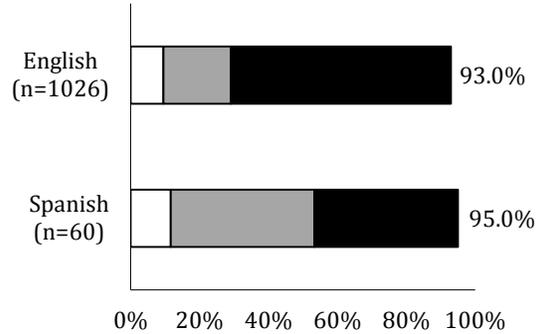
■ Strongly Agree

Appendix C.6: Language of Returned Survey

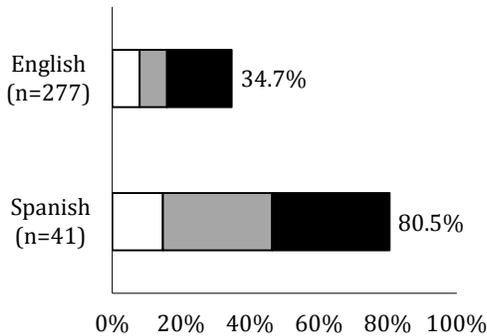
Q1: I am satisfied with my child's overall special education program.



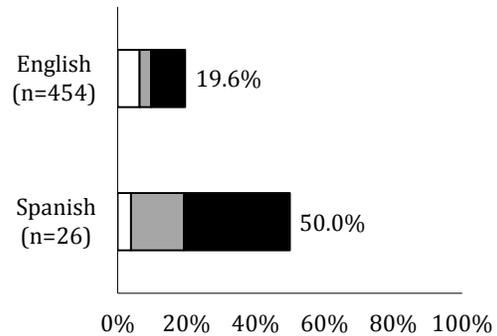
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



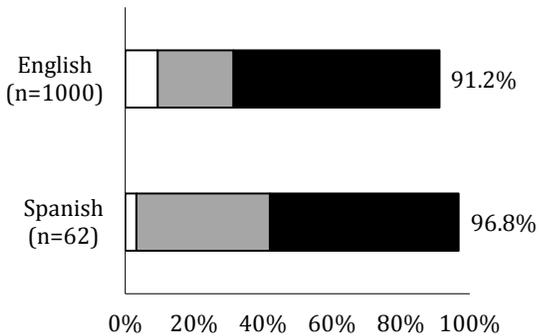
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



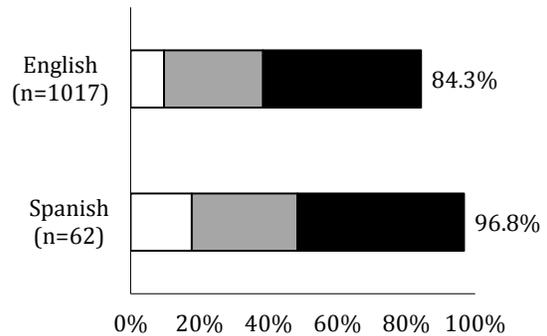
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



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

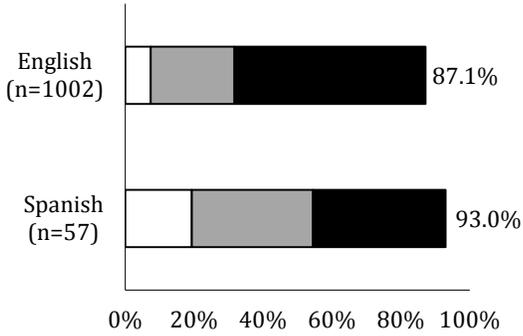


□ Slightly Agree

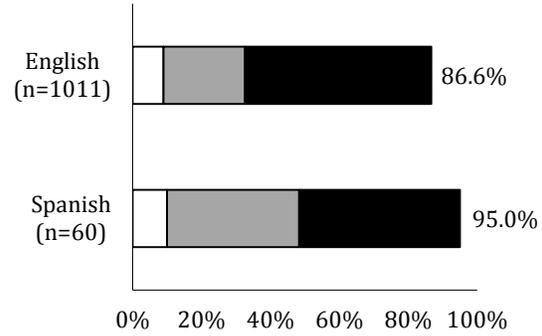
■ Moderately Agree

■ Strongly Agree

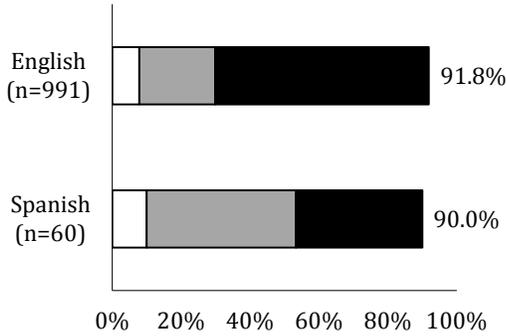
Q7: All special education services identified in my child's IEP have been provided.



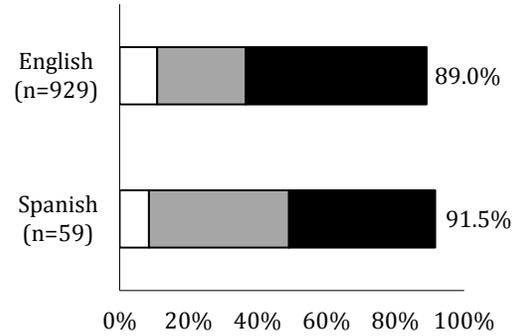
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



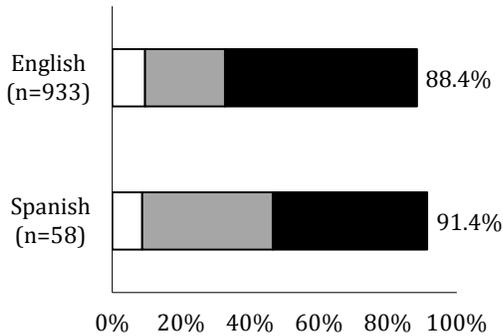
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



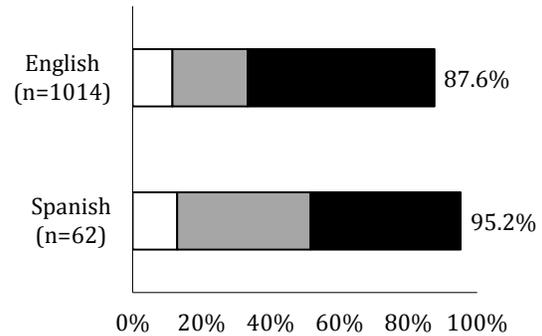
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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.

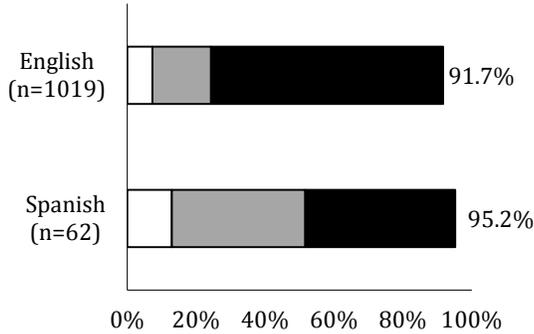


□ Slightly Agree

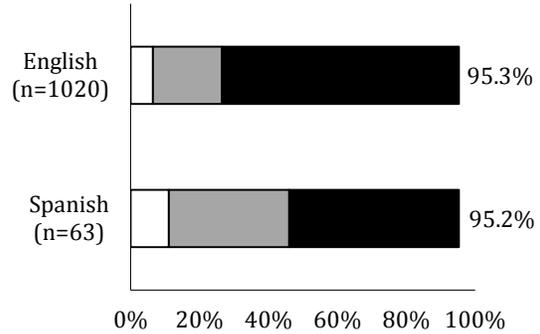
■ Moderately Agree

■ Strongly Agree

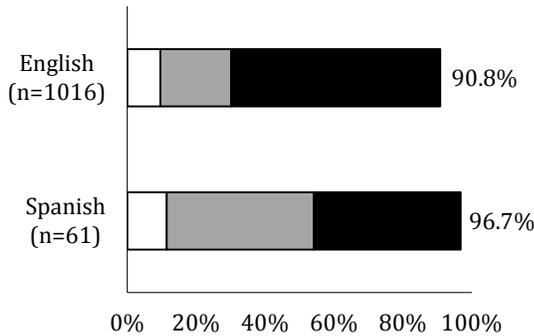
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



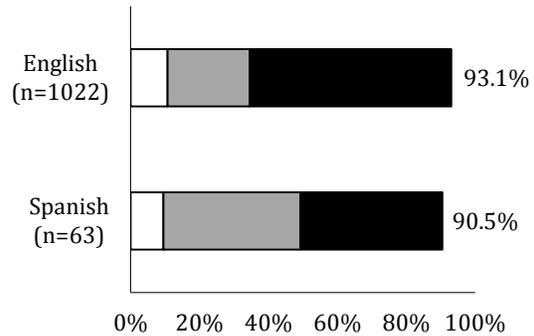
Q14: I understand what is discussed at meetings to develop my child's IEP.



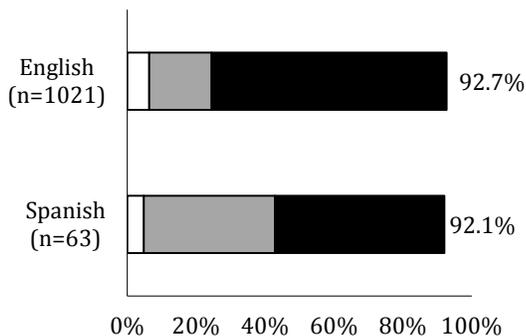
Q15: My concerns and recommendations are documented in the development of my child's IEP.



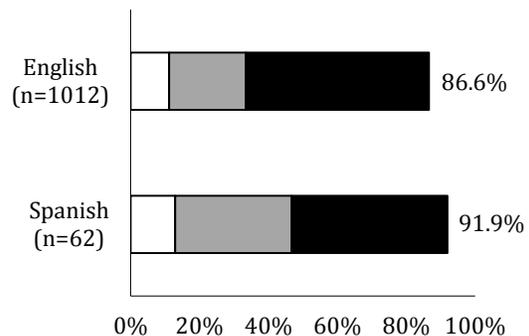
Q16: My child's evaluation report is written in terms I understand.



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.

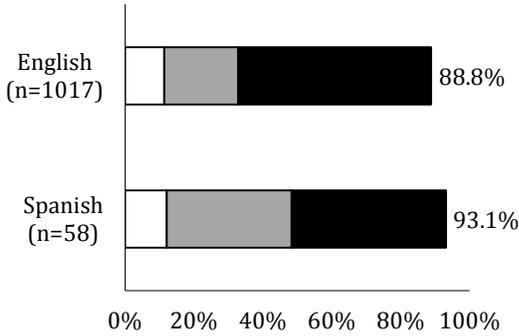


□ Slightly Agree

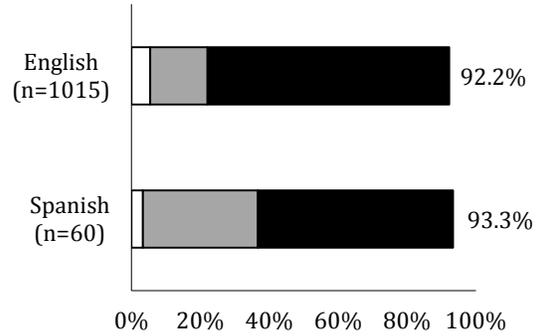
■ Moderately Agree

■ Strongly Agree

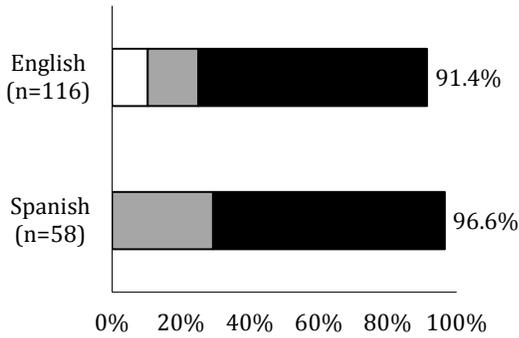
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.



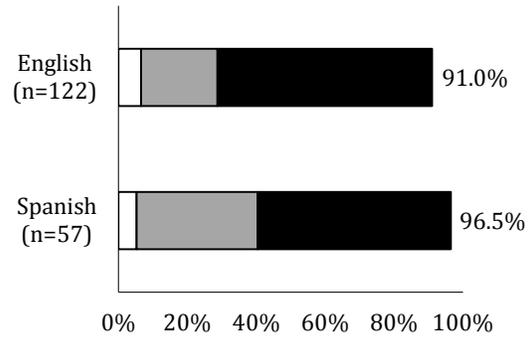
Q20: I have received a copy of my child's IEP within 5 school days after the PPT.



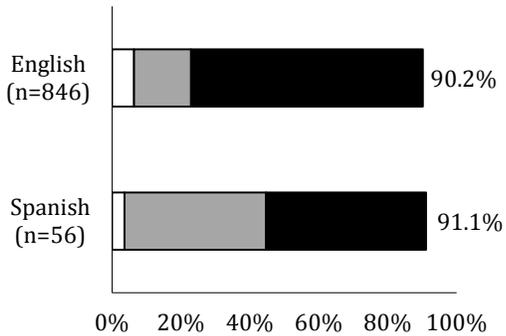
Q21: If necessary, a translator was provided at the PPT meetings.



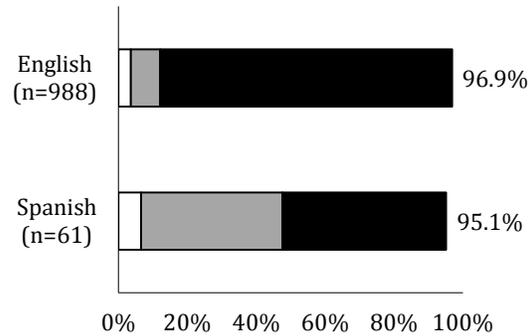
Q22: The translation services provided at the PPT meetings were useful and accurate.



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).

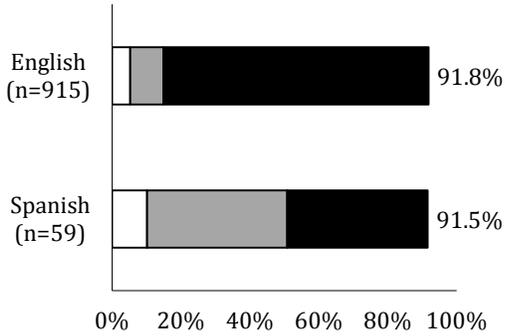


□ Slightly Agree

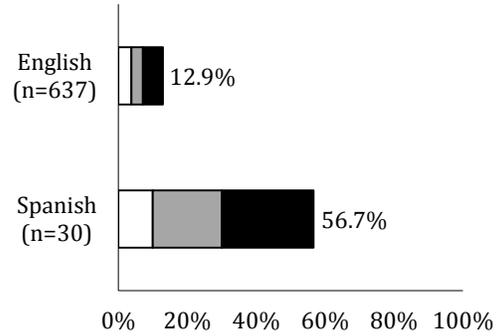
■ Moderately Agree

■ Strongly Agree

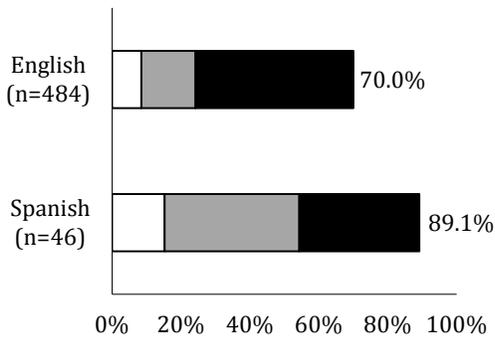
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



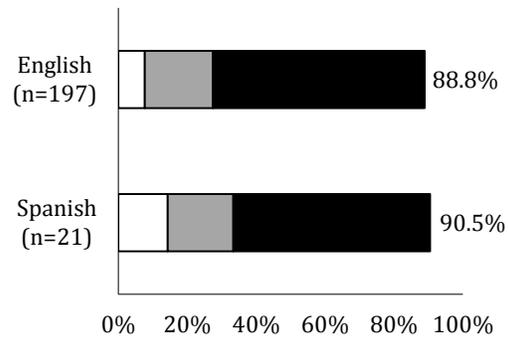
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



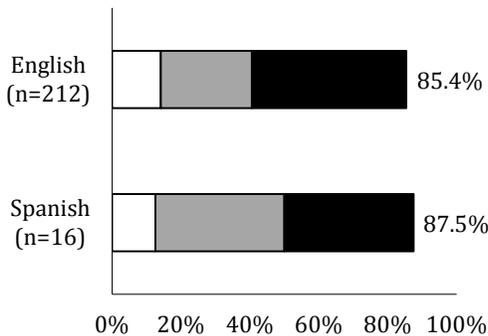
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).



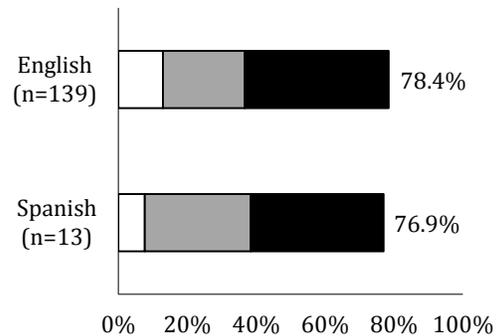
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (only answer if your child has transitioned from early intervention to Preschool in the past 3 years).



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).

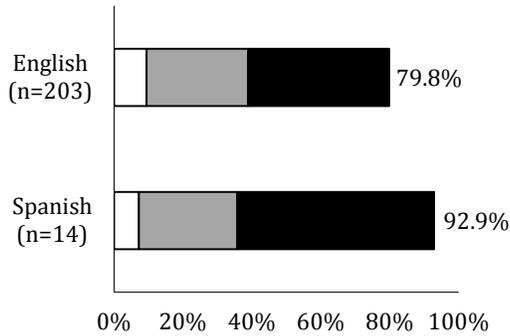


□ Slightly Agree

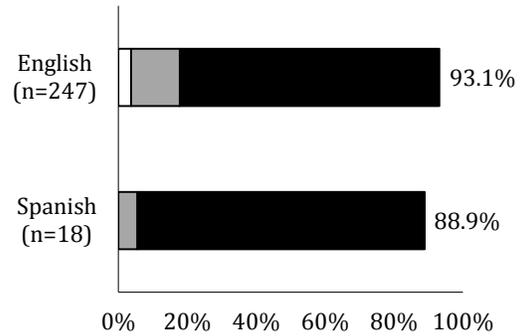
■ Moderately Agree

■ Strongly Agree

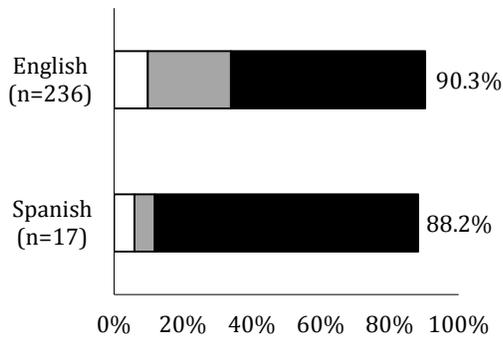
Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



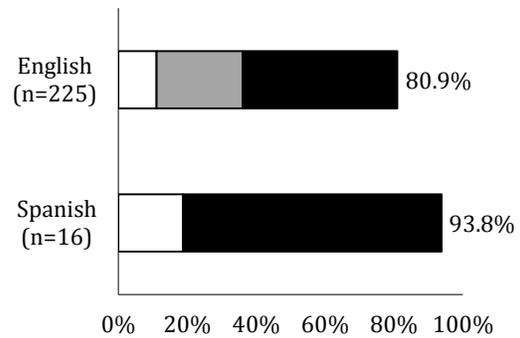
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



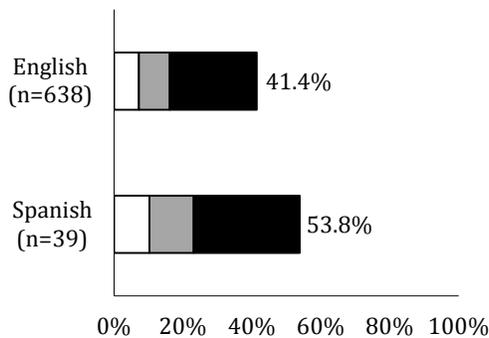
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



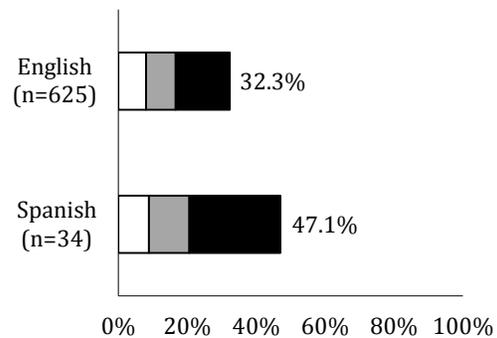
Q34: The PPT developed individualized goals for my child related to employment/postsecondary education; independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



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.



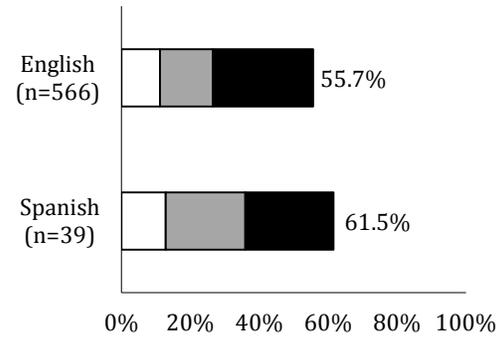
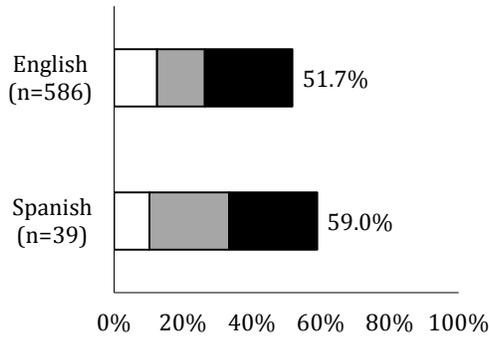
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

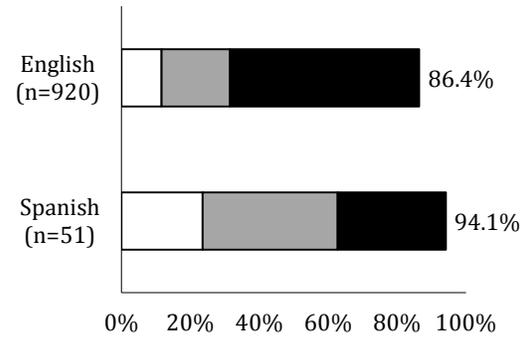
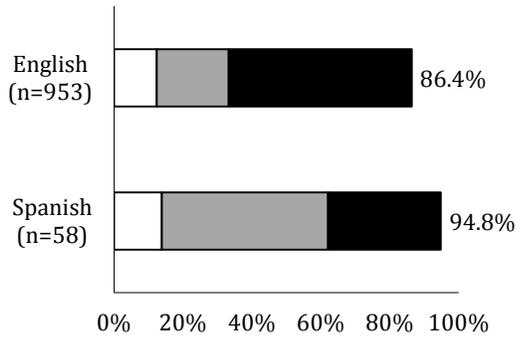
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.

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 D: Year-to-Year Comparison of Survey Results

The following appendix provides data from the districts included in each of the survey distribution cycles over the past seven years. Table D.1 includes “sparklines” to illustrate the satisfaction trend over the 7-year period, with the lowest and highest data points also listed. Information on the demographics of survey respondents by year is included in Tables D.2 through D.8. Lastly, Table D.9 lists the districts surveyed each year.

Table D.1: Trends Over Time

CT SPECIAL EDUCATION PARENT SURVEY ITEM	TOTAL AGREEMENT			
	DIFFERENCES ACROSS YEARS 05-06 TO 11-12	LOW	HIGH	Year 7
Satisfaction with My Child’s Program				
Q1: I am satisfied with my child’s overall special education program.	83.5% 86.8%	83.5%	88.4%	86.8%
Q2: I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns.	92.2% 93.1%	92.1%	93.6%	93.1%
Q3: My child’s school day has been shortened to accommodate his/her transportation needs.	37.4% 40.6%	31.8%	40.6%	40.6%
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).	24.3% 21.3%	18.8%	24.3%	21.3%
Q5: My child is accepted within the school community.	92.1% 91.5%	91.5%	92.3%	91.5%
Q6: My child’s IEP is meeting his/her educational needs.	83.9% 85.0%	83.9%	86.6%	85.0%
Q7: All special education services identified in my child’s IEP have been provided.	85.7% 87.5%	85.7%	90.4%	87.5%
Q8: Staff is appropriately trained and able to provide my child’s specific program and services.	84.0% 87.1%	84.0%	88.2%	87.1%
Q9: Special education teachers make accommodations and modifications as indicated on my child’s IEP.	90.0% 91.7%	90.0%	93.5%	91.7%
Q10: General education teachers make accommodations and modifications as indicated on my child’s IEP.	85.2% 89.2%	85.2%	90.4%	89.2%
Q11: General education and special education teachers work together to assure that my child’s IEP is being implemented.	86.3% 88.6%	86.3%	89.9%	88.6%
Participation in Developing and Implementing My Child’s Program				
Q12: In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	86.9% 88.0%	86.9%	88.5%	88.0%

Table is continued on the next page.

Table D.1: Trends Over Time (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	TOTAL AGREEMENT			
	DIFFERENCES ACROSS YEARS 05-06 TO 11-12	LOW	HIGH	Year 7
Participation in Developing and Implementing My Child's Program (continued)				
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.	90.5% ● ————— ● 91.9%	90.5%	93.4%	91.9%
Q14: I understand what is discussed at meetings to develop my child's IEP.	95.1% ● ————— ● 95.3%	95.1%	96.6%	95.3%
Q15: My concerns and recommendations are documented in the development of my child's IEP.	89.4% ● ————— ● 91.2%	89.4%	93.1%	91.2%
Q16: My child's evaluation report is written in terms I understand.	92.3% ● ————— ● 92.9%	91.2%	93.4%	92.9%
Q17: PPT meetings for my child have been scheduled at times and places that met my needs.	90.6% ● ————— ● 92.6%	90.4%	94.3%	92.6%
Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	85.9% ● ————— ● 86.9%	85.9%	89.7%	86.9%
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.	86.3% ● ————— ● 89.0%	86.3%	90.9%	89.0%
Q20: I have received a copy of my child's IEP within 5 school days after the PPT.	90.4% ● ————— ● 92.3%	90.0%	93.2%	92.3%
Q21: If necessary, a translator was provided at the PPT meetings.	90.4% ● ————— ● 93.1%	82.7%	93.1%	93.1%
Q22: The translation services provided at the PPT meetings were useful and accurate.	94.1% ● ————— ● 92.7%	87.0%	94.1%	92.7%
Q23: The school district proposed the regular classroom for my child as the first placement option.	88.2% ● ————— ● 90.2%	88.2%	91.4%	90.2%
My Child's Participation				
Q24: My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	94.6% ● ————— ● 96.8%	94.6%	96.8%	96.8%
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	88.8% ● ————— ● 91.8%	88.8%	92.0%	91.8%
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.	15.5% ● ————— ● 14.8%	10.5%	15.5%	14.8%
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).	63.8% ● ————— ● 71.8%	63.8%	72.5%	71.8%

Table is continued on the next page.

Table D.1: Trends Over Time (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	TOTAL AGREEMENT			
	DIFFERENCES ACROSS YEARS 05-06 TO 11-12	LOW	HIGH	Year 7
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)				
Q29: I am satisfied with the way secondary transition services were implemented for my child.	79.1% 85.5%	73.0%	85.5%	85.5%
Transition Planning for Secondary Students (Only answer Q29-Q34 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.	69.9% 78.3%	67.9%	78.3%	78.3%
Q31: The PPT introduced planning for my child's transition to adulthood.	60.9% 80.6%	60.9%	80.6%	80.6%
Q32: The school district actively encourages my child to attend and participate in PPT meetings.	85.6% 92.8%	85.6%	94.0%	92.8%
Q33: The PPT discussed an appropriate course of study at the high school for my child.	71.8% 90.1%	71.8%	90.1%	90.1%
Q34: The PPT developed individualized goals for my child related to employment/ postsecondary education; independent living and community participation, if appropriate.	71.5% 81.7%	69.1%	81.7%	81.7%
Parent Training and Support				
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.	39.6% 42.1%	32.7%	42.2%	42.1%
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.	31.4% 33.1%	24.7%	33.2%	33.1%
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	54.8% 52.2%	45.0%	54.8%	52.2%
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.	59.4% 56.0%	46.9%	59.4%	56.0%
My Child's Skills				
Q39: My child is learning skills that will enable him/her to be as independent as possible.	85.5% 86.9%	85.2%	88.3%	86.9%
Q40: My child is learning skills that will lead to a high school diploma, further education, or a job.	86.9% 86.8%	86.0%	89.2%	86.8%

Note: Total agreement is the sum of parents that selected strongly, moderately or slightly in the agree category.

Survey Demographics Across Year

Table D.2: 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)	2011-2012 (n=1,035)
White not Hispanic	72.9%	80.5%	81.8%	80.2%	76.6%	74.3%	65.8%
Hispanic	12.9%	10.5%	9.1%	10.0%	11.0%	10.4%	18.2%
Black not Hispanic	10.0%	5.4%	6.1%	6.7%	7.8%	11.0%	12.5%
Asian or Pacific Islander	2.4%	2.4%	2.3%	2.2%	3.4%	3.5%	2.2%
Am. Indian or Alaskan Native	1.8%	1.2%	0.6%	0.8%	1.2%	0.8%	1.4%

Table D.3: 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)	2011-2012 (n=1,086)
3 to 5	14.7%	11.5%	11.7%	13.6%	9.3%	9.4%	9.2%
6 to 12	47.7%	42.2%	44.8%	44.6%	40.0%	41.6%	50.6%
13 to 14	14.9%	15.3%	16.9%	15.0%	17.2%	15.6%	13.9%
15 to 17	17.5%	23.1%	20.2%	18.9%	24.8%	24.8%	18.6%
18 to 21	5.3%	7.9%	6.3%	7.9%	8.8%	8.7%	7.7%

Table D.4: 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)	2011-2012 (n=1,065)
Preschool	12.3%	9.2%	10.1%	11.2%	7.6%	7.7%	7.3%
Elementary	39.5%	35.8%	36.9%	36.7%	32.7%	32.7%	40.4%
Middle	25.7%	23.7%	25.1%	25.2%	24.8%	25.3%	26.3%
High	20.0%	28.5%	25.1%	24.1%	31.4%	31.0%	22.4%
Transition	2.5%	2.9%	2.8%	2.8%	3.5%	3.3%	3.6%

Table D.5: 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)	2011-2012 (n=1,087)
Male	69.2%	71.0%	69.4%	69.7%	70.9%	68.5%	67.5%
Female	30.8%	29.0%	30.6%	30.3%	29.1%	31.5%	32.5%

Table D.6: 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)	2011-2012 (n=1,080)
Public School	89.7%	90.0%	89.8%	90.3%	87.6%	88.2%	90.5%
Out-of-District Special Ed. School	5.2%	5.9%	6.3%	5.4%	5.5%	6.0%	5.7%
Residential School	1.0%	1.7%	0.8%	1.2%	1.2%	1.8%	0.5%
Private/Parochial	1.4%	0.6%	1.4%	1.1%	1.0%	1.4%	1.0%
Out-of-State	0.4%	0.2%	0.1%	0.3%	0.3%	0.3%	0.1%
Hospital/Homebound	0.3%	0.1%	0.3%	0.2%	-	0.2%	0.2%
Other	1.9%	1.3%	1.3%	1.6%	4.4%	2.0%	2.0%

Table D.7: 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)	2011-2012 (n=1,096)
English	94.3%	97.0%	98.1%	98.7%	96.9%	97.1%	94.2%
Spanish	5.7%	3.0%	1.9%	1.3%	3.1%	2.9%	5.8%

Table D.8: 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)	2011-2012 (n=1,095)
Specific Learning Disability	27.5%	28.2%	28.2%	29.1%	29.1%	28.5%	26.8%
Speech or Language Impaired	20.4%	18.9%	20.2%	18.5%	17.1%	17.2%	16.3%
OHI - ADD/ADHD	19.7%	21.2%	22.0%	18.0%	19.9%	20.4%	21.7%
Autism	11.5%	11.7%	12.6%	14.2%	15.0%	15.6%	20.8%
Developmental Delay (ages 3-5 only)	7.3%	5.4%	4.1%	4.3%	2.9%	4.3%	4.6%
Other Health Impairment (OHI)	5.7%	2.3%	4.1%	5.5%	4.5%	5.6%	4.8%
Emotional Disturbance	5.6%	5.2%	4.9%	5.2%	4.7%	5.1%	4.4%
Multiple Disabilities	5.1%	5.3%	5.8%	5.1%	5.4%	6.1%	6.7%
Intellectual Disability	4.5%	6.3%	5.4%	4.9%	4.4%	5.3%	5.6%
Hearing Impairment	2.3%	3.0%	1.7%	1.7%	1.2%	0.9%	2.1%
Visual Impairment	1.8%	1.4%	1.1%	1.3%	1.3%	1.5%	1.6%
Deaf-Blindness	1.0%	0.4%	0.3%	0.5%	0.4%	0.4%	0.8%
Traumatic Brain Injury	0.9%	0.8%	0.5%	0.7%	0.8%	0.4%	0.6%
Orthopedic Impairment	0.7%	1.0%	0.7%	0.6%	0.8%	0.7%	0.6%
Don't Know	2.5%	2.2%	3.7%	3.5%	4.8%	3.6%	2.1%
To Be Determined	1.0%	1.2%	2.2%	1.6%	1.3%	1.7%	1.4%
Other	11.8%	11.4%	-	-	-	-	-

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

Districts Sampled Across Years

Table D.9: Parent Survey Sampling Matrix

	n < 100	100 ≥ n < 400	400 ≥ n < 900	n ≥ 900
YEAR 1 & YEAR 7 (2005-2006 & 2011-2012)				
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
YEAR 2 (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
YEAR 3 (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
YEAR 4 (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
YEAR 5 (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
YEAR 6 (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 E: 2011-2012 CT Special Education Parent Survey



Please share your thoughts and experiences regarding your child’s special education program. If you have more than one child who receives special education services, please locate the name of the child on the front of your survey envelope and complete the survey according to your experiences with this child. All of your responses will be **confidential**.

- ✎ Please return your completed survey in the **prepaid envelope** to: Glen Martin Associates, 270 River Street, Suite 402, Troy, NY 12180-9906.
- ✎ **This survey is also available online.** If you would like to complete the survey online instead of sending it by mail, please go to <http://ow.ly/adwoo> and log in using the six-digit number located in the upper right hand corner of this page.

The survey due date is **June 22, 2012. Thank you for completing this important survey!**



Directions: Please mark the circles below that describe your child.

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 Individualized Education Program (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	<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"/>		

Directions: 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.	○	○	○	○	○	○		○
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns.	○	○	○	○	○	○		○
3. My child’s school day has been shortened to accommodate his/her transportation needs.	○	○	○	○	○	○		○
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	○	○	○	○	○	○		○
5. My child is accepted within the school community.	○	○	○	○	○	○		○
6. My child’s Individualized Education Program (IEP) is meeting his or her educational needs.	○	○	○	○	○	○	○	○
7. All special education services identified in my child’s IEP have been provided.	○	○	○	○	○	○	○	○
8. Staff is appropriately trained and able to provide my child’s specific program and services.	○	○	○	○	○	○	○	○
9. Special education teachers make accommodations and modifications as indicated on my child’s IEP.	○	○	○	○	○	○	○	○
10. General education teachers make accommodations and modifications as indicated on my child’s IEP.	○	○	○	○	○	○	○	○
11. General education and special education teachers work together to assure that my child’s IEP is being implemented.	○	○	○	○	○	○	○	○
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.	○	○	○	○	○	○		○
13. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	○	○	○	○	○	○		○
14. I understand what is discussed at meetings to develop my child’s IEP.	○	○	○	○	○	○		○
15. My concerns and recommendations are documented in the development of my child’s IEP.	○	○	○	○	○	○		○
16. My child’s evaluation report is written in terms I understand.	○	○	○	○	○	○		○
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	○	○	○	○	○	○		○

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 (continued)								
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 <u>Preschoolers</u>								
(Only answer Q28 if your child has transitioned from early intervention (Birth to Three) 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 <u>Secondary Students</u>								
(Only answer Q29-Q31 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 Secondary Students (continued)								
(Only answer Q32-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"/>							
33. The PPT discussed an appropriate course of study at the high school for my child.	<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"/>							
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"/>							
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"/>							
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"/>							
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	<input type="radio"/>							

Comments: Please use this space to comment on your experiences 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!