

**CT Department of  
Education**

*Bureau of Special Education*

**Connecticut Special Education  
Parent Survey**

2012-2013

**Summary Report**



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## CONTENTS

Executive Summary.....	i
Introduction.....	1
Section I: Survey Development & Dissemination.....	2
Section II: Survey Response Rate.....	5
Section III: Demographics.....	6
Section IV: Summary of Survey Responses.....	8
Section V: Differences by Demographics.....	15
Section VI: Summary of Open-Ended Comments.....	29
Section VII: Comparisons by Survey Year.....	42
Appendix A: Methodological & Data Limitations.....	46
Appendix B: Overall Survey Response Table.....	53
Appendix C: Survey Response by Demographics.....	57
Appendix C.1: Child’s Primary Eligibility for Services.....	58
Appendix C.2: Child’s Age.....	68
Appendix C.3: Child’s Race/Ethnicity.....	78
Appendix C.4: Child’s Gender.....	85
Appendix C.5: Child’s Placement.....	92
Appendix C.6: Language of Returned Survey.....	99
Appendix D: Year-to-Year Comparison of Survey Results.....	106
Appendix E: 2012-2013 CT Special Education Parent Survey.....	112

## Executive Summary

### Introduction

In summer 2013, 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 2012-2013 statewide survey represents the eighth 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 2012-2013 survey was sent to a total of 9,811 parents of children receiving special education services across 29 school districts. Overall, 2,091 surveys were returned, representing a response rate of 21.3%, with the survey response rate by individual school districts ranging from a low of 11.0% to a high of 35.3%. A total of 463 surveys were returned non-deliverable, representing 4.7% of the total mailing. In addition, this year 22 of 29 districts provided emails for some or all parents in an effort to increase online access. Approximately one in three parents completed the survey online compared to about one in five last year, and the overall response rate increased by more than 3 percentage points over the previous year.

### Key Findings

Key findings of the 2012-2013 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 (85.5%) 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], 96.1% 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].
- *Child Acceptance:* When asked if their child is accepted within the school community, 90.8% of parents agreed and more than one-half (55.0%) *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] and that they are encouraged to give input and express their concerns at IEP meetings [Q13]. In addition, when asked if their concerns and recommendations are documented in the development of their child's IEP [Q15] and whether they are encouraged to be an equal partner in the implementation of their child's IEP [Q19], 89.9% and 88.0%, respectively, 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 91.5% 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] (91.7% and 92.1%, respectively).

- *Satisfaction of Specific Parents:* Parents of children with an intellectual disability, a developmental delay, or a speech or language impairment tended to report higher levels of satisfaction than other parents. In addition, parents of younger children (ages 3-5) 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, approximately one out of every four parents of secondary students disagreed. This included 27.8% of parents who disagreed that outside agencies have been invited to participate in secondary transition planning [Q30], 24.8% of parents who disagreed that the PPT introduced planning for their child's transition to adulthood [Q31], and 24.7% 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:* Nearly two-thirds (65.4%) 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 (33.8%) of parents disagreed when asked if these opportunities existed [Q37] and roughly another one-third (31.5%) did not know if such opportunities existed.
- *Parent Support:* Three out of every five (69.9%) parents disagreed when asked if they are involved in a support network for parents of students with disabilities [Q36].

In addition, almost one-third (30.9%) disagreed that a support network for parents of students with disabilities is available [Q38] and 34.7% did not know if such a network existed.

- *Support for Extracurricular Activities:* When asked if the school provides the supports, such as extra staff, that are necessary for their child to participate in extracurricular activities [Q27], 23.0% of parents disagreed with the statement and 16.7% indicated that they did not know.
- *Dissatisfaction of Specific Parents:* Overall, parents of children with an emotional disturbance, ADD/HD, and other health impairments (OHI) tended to report lower levels of satisfaction than other parents. In addition, parents of children ages 15-17 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 eight years of the survey. Differences in parent agreement were most evident in the transition planning section of the survey where 3 of the 7 statements had a difference of more than 5 percentage points from Year 1 to Year 8.

- *Transition to Adulthood:* Approximately three-quarters (75.2%) of parents agreed that the PPT introduced planning for their child's transition to adulthood [Q31] in Year 8 compared to 60.9% in Year 1, a difference of 14.3 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], 86.4% of parents agreed in Year 8 compared to less than three-quarters (71.8%) of parents in Year 1, a difference of roughly 15 percentage points.

## Introduction

In summer 2013, 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 eighth year, with the 2012-2013 survey marking year two 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 2012-2013 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.<sup>1</sup> The district report includes quantitative data for all districts with 20 or more survey responses (25 of the 29 school districts).<sup>2</sup>

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<sup>1</sup> 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.

<sup>2</sup> The CSDE standard for confidential 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.<sup>3</sup> 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.<sup>4</sup> 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).

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<sup>3</sup> 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).

<sup>4</sup> 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 July of 2013, surveys were mailed to all parents of students with disabilities in 25 of the 29 districts participating in this year's survey. Surveys were sent to a sample of parents (according to the sampling design previously discussed) in the four largest participating districts (Bridgeport, Manchester, Norwich and West Hartford). 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. Emails (when available) were also sent to parents informing them of the upcoming mailing and giving them direct access to the online survey through a personalized link.

Following the initial mailing of the survey questionnaire, a reminder letter was mailed (and emailed, as applicable) 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 August 12, 2013.

## Steps to Improve Survey Distribution

In year eight, two modifications were made to the survey distribution process in an effort to increase response rates and reduce non-deliverable rates. The first was an attempt to improve the accuracy of mailing addresses, with each school district asked to confirm the mailing addresses of their parents of students with disabilities prior to this year's survey being mailed out. Mailing addresses were confirmed and/or updated by all 29 school districts. In addition, and in an effort to increase response rates through increased online access, districts were asked to provide, when available, parents' email addresses to allow for direct access to the survey through a personalized link. Emails for some or all parents of students with disabilities were provided by 22 of the 29 districts involved in this year's survey distribution. Approximately one in three parents completed the survey online compared to about one in five last year (this year represented the second year of

the online survey option for all parents). In addition, the overall response rate increased by more than 3 percentage points over the previous year (21.3%, n=2,091 compared to 17.9%, n=1,097) and the non-deliverable mail rate was almost cut in half (4.7%, n=463 compared to 8.4%, n=516).

### **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 2012-2013 survey was sent to a total of 9,811 parents of children receiving special education services across 29 districts. The overall survey response rate was 21.3% (n=2,091), with the response rate by district ranging from a low of 11.0% in the Norwich School District to a high of 35.3% in the Oxford School District. A total of 463 surveys were returned non-deliverable, representing 4.7% of the total mailing.

**Table II.1: Survey Response Rate by District**

District	Surveys Received		Of Surveys Received			Surveys Sent		Non-Deliverable Mail Rate
			Online	In Spanish	With Comments	Mailed	Also Emailed	
	n	%	%	%	%	n	%	%
Oxford	59	35.3%	50.8%	0.0%	59.3%	167	79.6%	0.0%
Simsbury	190	33.8%	44.7%	0.0%	55.3%	562	50.4%	2.1%
Sherman	22	31.9%	63.6%	0.0%	59.1%	69	73.9%	1.4%
Brookfield	90	29.5%	64.4%	1.1%	47.8%	305	77.4%	3.3%
Region 16	91	28.9%	41.8%	0.0%	39.6%	315	65.7%	1.3%
Bozrah	11	26.8%	27.3%	0.0%	36.4%	41	46.3%	2.4%
Region 05	74	26.6%	50.0%	0.0%	52.7%	278	82.0%	1.4%
Region 19	50	25.9%	48.0%	0.0%	48.0%	193	69.4%	0.5%
Region 08	62	25.4%	41.9%	0.0%	50.0%	244	69.3%	0.4%
New Milford	156	25.2%	49.4%	2.6%	36.5%	618	83.5%	1.5%
Sterling	28	24.3%	21.4%	0.0%	25.0%	115	43.5%	2.6%
West Hartford	173	23.9%	28.9%	4.6%	53.2%	723	0.1%	2.2%
Suffield	60	22.9%	26.7%	0.0%	38.3%	262	10.7%	1.9%
Colchester	85	22.5%	47.1%	0.0%	52.9%	377	69.0%	1.6%
Stafford	41	21.5%	19.5%	0.0%	43.9%	191	0.0%	6.3%
Thompson	28	20.7%	28.6%	0.0%	42.9%	135	22.2%	3.0%
Branford	100	20.7%	15.0%	3.0%	31.0%	483	1.0%	1.4%
Windham	103	20.0%	26.2%	36.9%	31.1%	514	33.7%	1.9%
Manchester	135	19.5%	34.1%	4.4%	38.5%	693	44.0%	7.4%
Cheshire	96	19.2%	17.7%	0.0%	41.7%	499	0.0%	2.8%
Naugatuck	118	19.2%	35.6%	0.8%	46.6%	615	45.9%	2.1%
East Windsor	38	16.8%	28.9%	2.6%	42.1%	226	20.4%	4.4%
North Canaan	7	15.6%	28.6%	0.0%	85.7%	45	11.1%	6.7%
Stonington	41	15.0%	19.5%	0.0%	34.1%	273	0.0%	2.9%
Voluntown	6	14.3%	16.7%	0.0%	66.7%	42	0.0%	2.4%
Winchester	37	13.7%	21.6%	2.7%	56.8%	271	0.0%	10.3%
Bridgeport	109	12.9%	10.1%	21.1%	25.7%	848	0.0%	12.4%
Cornwall	2	11.1%	0.0%	0.0%	100.0%	18	22.2%	0.0%
Norwich	76	11.0%	11.8%	5.3%	31.6%	689	0.0%	18.0%
Unknown	3	--	--	66.7%	0.0%	--	--	--
<b>Total</b>	<b>2,091</b>	<b>21.3%</b>	<b>34.3%</b>	<b>4.4%</b>	<b>43.5%</b>	<b>9,811</b>	<b>32.3%</b>	<b>4.7%</b>

Note: Districts have been sorted in descending order based on their response rate. The 3 unknown surveys were returned without a district code.

### Section III: Demographics

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

**Table III.1: Race/Ethnicity**

Child's Race/Ethnicity	n	Percent
White not Hispanic	1,439	71.8%
Hispanic	316	15.8%
Black not Hispanic	151	7.5%
Asian/Pacific Islander	76	3.8%
Am. Indian/Alaskan Native	22	1.1%

**Table III.2: Age**

Child's Age	n	Percent
3 to 5	153	7.4%
6 to 12	835	40.5%
13 to 14	348	16.9%
15 to 17	533	25.9%
18 to 21	191	9.3%

**Table III.3: Grade Level**

Child's Grade Level	n	Percent
Preschool	109	5.3%
Elementary	638	31.0%
Middle	496	24.1%
High	696	33.8%
Transition	118	5.7%

**Table III.4: Gender**

Child's Gender	n	Percent
Male	1,405	68.4%
Female	649	31.6%

**Table III.5: Type of Placement**

Child's Type of Placement	n	Percent
Public School	1,834	88.6%
Out-of-District Special Education School	118	5.7%
Private/Parochial	32	1.5%
Residential School	31	1.5%
Out-of-State	3	0.1%
Hospital/Homebound	2	0.1%
Other	51	2.5%

Note: 'Other' includes placements such as magnet school (n=9), transition program (n=7), multiple school placements (n=6), charter school (n=4), therapeutic school (n=3), preschool (n=3), clinical day program (n=2), alternative education, behavioral placement, college setting, Montessori school, technical high school, and in-district special education school.

**Table III.6: Disability**

Child's Disability	n	Percent
Specific Learning Disabilities	473	23.2%
Autism	439	21.5%
OHI - ADD/ADHD	436	21.4%
Speech or Language Impaired	284	13.9%
Multiple Disabilities	136	6.7%
Intellectual Disability	109	5.3%
Emotional Disturbance	105	5.1%
Other Health Impairment (OHI)	72	3.5%
Developmental Delay (ages 3-5 only)	71	3.5%
Hearing Impairment	33	1.6%
Traumatic Brain Injury	13	0.6%
Visual Impairment	13	0.6%
Orthopedic Impairment	10	0.5%
Deaf-Blindness	3	0.1%
Don't Know	110	5.4%
To Be Determined	43	2.1%
Total Selected	2,350	-

Note: Survey respondents were asked to select one disability; however, 205 respondents chose multiple disabilities for their child. The percentages included above are based on the number of respondents who answered this question (n=2,042) 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 (85.5%) of survey respondents agreed that they are satisfied with their child’s overall special education program [Q1]. Two out of every five (40.2%) 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.	2,057	40.2%	34.7%	10.6%	85.5%	3.6%	5.1%	5.8%	14.5%	±

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 92.6% of parents who agreed that they have the opportunity to talk to their child's teachers on a regular basis [Q2]; followed by 90.8% 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 [57.2% and 55.0%, 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.	2,061	57.2%	25.8%	9.7%	92.6%	2.8%	2.1%	2.5%	7.4%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	536	19.4%	10.4%	9.3%	39.2%	7.6%	5.2%	47.9%	60.8%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	845	10.8%	6.5%	5.7%	23.0%	3.2%	3.1%	70.8%	77.0%	±
5. My child is accepted within the school community.	2,025	55.0%	25.8%	10.0%	90.8%	3.6%	2.8%	2.9%	9.2%	±

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 (85.0%) 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 (86.0%) [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.	2,063	40.7%	32.5%	11.5%	84.7%	4.8%	4.2%	6.0%	15.0%	0.3%
7. All special education services identified in my child's IEP have been provided.	2,051	46.7%	28.8%	10.2%	85.7%	5.1%	3.6%	4.3%	13.0%	1.3%
8. Staff is appropriately trained and able to provide my child's specific program and services.	2,057	46.8%	28.0%	10.3%	85.0%	4.0%	4.1%	5.3%	13.4%	1.7%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	2,028	55.2%	26.5%	8.5%	90.2%	3.4%	2.2%	2.9%	8.5%	1.2%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	1,941	42.8%	28.7%	13.4%	85.0%	5.5%	2.2%	5.0%	12.7%	2.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	1,956	45.6%	27.7%	12.7%	86.0%	4.9%	2.3%	4.4%	11.6%	2.4%

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

## Participation in Developing and Implementing My Child's Program

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

- The majority (87.5%) 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, with slightly less than one-half (48.4%) selecting *strongly agree* [Q12].<sup>5</sup>

**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.	2,020	48.4%	25.5%	13.7%	87.5%	5.1%	2.9%	4.5%	12.5%	±

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 5 of the 11 statements in the section and a considerable number (ranging from 47.1% to 69.3%) of parents *strongly agreed* with all 11 statements (see Tables IV.5 and IV.6).

- The highest level of agreement was 95.4% of respondents who agreed that they understand what is discussed at meetings to develop their child's IEP [Q14]. Nearly two-thirds (64.5%) 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.	2,055	62.0%	21.6%	8.2%	91.9%	3.0%	1.7%	3.4%	8.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	2,054	64.5%	24.0%	6.9%	95.4%	2.1%	1.3%	1.3%	4.6%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	2,036	54.0%	24.5%	11.4%	89.9%	4.3%	2.1%	3.7%	10.1%	±

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

<sup>5</sup> This percentage is below the target of 90.0% set by the CSDE in the State Performance Plan for the 2012-2013 school year.

- The smallest majority of respondents to agree with survey items in this section were the 84.8% 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 (62.0%) 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.	2,057	54.3%	27.6%	9.7%	91.5%	3.7%	2.0%	2.7%	8.5%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	2,063	64.4%	20.7%	6.6%	91.7%	3.5%	1.9%	2.8%	8.3%	±
18. At my child’s PPT, the school district proposed programs and services to meet my child’s individual needs.	2,031	47.1%	27.5%	11.9%	86.5%	4.5%	3.6%	5.4%	13.5%	±
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.	2,039	50.9%	25.6%	11.5%	88.0%	4.9%	3.1%	3.9%	12.0%	±
20. I have received a copy of my child’s IEP within 5 school days after the PPT.	2,046	69.3%	17.2%	5.6%	92.1%	2.8%	1.6%	3.5%	7.9%	±
21. If necessary, a translator was provided at the PPT meetings.	318	59.4%	20.1%	6.3%	85.8%	3.1%	1.6%	9.4%	14.2%	±
22. The translation services provided at the PPT meetings were useful and accurate.	329	56.5%	24.6%	6.4%	87.5%	4.6%	1.5%	6.4%	12.5%	±
23. The school district proposed the regular classroom for my child as the first placement option.	1,829	62.0%	16.8%	6.0%	84.8%	2.4%	1.6%	5.6%	9.7%	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 (96.1%) of parents agreed with this statement and more than three-quarters (80.9%) of these parents *strongly agreed*. In addition, 89.9% 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 (23.0%) of parents disagreed with the statement, and 16.7% 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).	2,005	80.9%	11.3%	3.8%	96.1%	0.8%	1.0%	2.1%	3.9%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	1,887	72.9%	12.5%	4.5%	89.9%	3.0%	2.0%	5.1%	10.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	1,291	7.4%	3.6%	4.2%	15.2%	4.7%	5.4%	74.7%	84.8%	±
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).	1,228	36.6%	16.0%	7.7%	60.3%	6.4%	3.9%	12.7%	23.0%	16.7%

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 (88.0%) of parents agreed that they were satisfied with the transition activities that took place when their child left Birth to Three [Q28] and 78.1% of parents were satisfied with the secondary transition services provided for their child [Q29]. However, more parents chose the *strongly agree* rating for the Birth to Three statement (57.5% compared to 38.1%).
- 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 two-thirds (69.5%) of these parents *strongly agreed*.
- In contrast, approximately one out of every four parents disagreed when asked whether outside agencies have been invited to participate in secondary transition planning (27.8%) [Q30]; if the PPT introduced planning for their child's transition to adulthood (24.8%) [Q31]; and if the PPT developed individualized goals for their child related to employment and postsecondary education, independent living and community participation (24.7%) [Q34].

**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.	351	57.5%	21.7%	8.8%	88.0%	1.7%	2.8%	7.4%	12.0%	±
<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.	593	38.1%	26.8%	13.2%	78.1%	6.2%	4.2%	11.5%	21.9%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	442	31.0%	15.4%	9.7%	56.1%	4.8%	6.6%	16.5%	27.8%	16.1%
31. The PPT introduced planning for my child's transition to adulthood.	593	36.3%	22.6%	16.4%	75.2%	5.7%	6.6%	12.5%	24.8%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	676	69.5%	16.0%	7.0%	92.5%	2.8%	1.9%	2.8%	7.5%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	670	52.4%	23.9%	10.1%	86.4%	4.5%	3.3%	5.8%	13.6%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	612	39.9%	20.6%	14.9%	75.3%	7.5%	5.1%	12.1%	24.7%	±

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], 65.4% of survey respondents disagreed. In addition, approximately one-third (33.8%) of parents reported that their child's school district does not provide these opportunities and slightly less than one-third (31.5%) of respondents did not know whether such opportunities existed [Q37].
- Similarly, 69.9% of respondents disagreed when asked if they are involved in a support network for parents of students with disabilities [Q36]. Almost one-third (30.9%) of parents reported that there is no support network available to them and 34.7% did not know if such a network is available [Q38].

**Table IV.9: Parent Training and Support**

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	1,300	17.8%	10.1%	6.7%	34.6%	5.7%	7.5%	52.2%	65.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	1,272	14.0%	8.3%	7.8%	30.1%	5.3%	6.8%	57.9%	69.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	1,726	13.7%	11.3%	9.8%	34.8%	3.9%	5.6%	24.3%	33.8%	31.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	1,701	15.8%	10.9%	7.7%	34.4%	4.2%	5.1%	21.7%	30.9%	34.7%

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 (86.2%) of respondents agreed that their child is learning skills that will enable him/her to be as independent as possible [Q39]. Similarly, 86.9% 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.	1,906	45.2%	26.8%	14.2%	86.2%	4.4%	4.0%	5.4%	13.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	1,876	48.9%	25.2%	12.8%	86.9%	4.4%	3.6%	5.1%	13.1%	±

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 presented 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.<sup>6</sup> (See Appendix C.1 for bar charts of all survey statements by child's disability.)

#### *Satisfaction with My Child's Program*

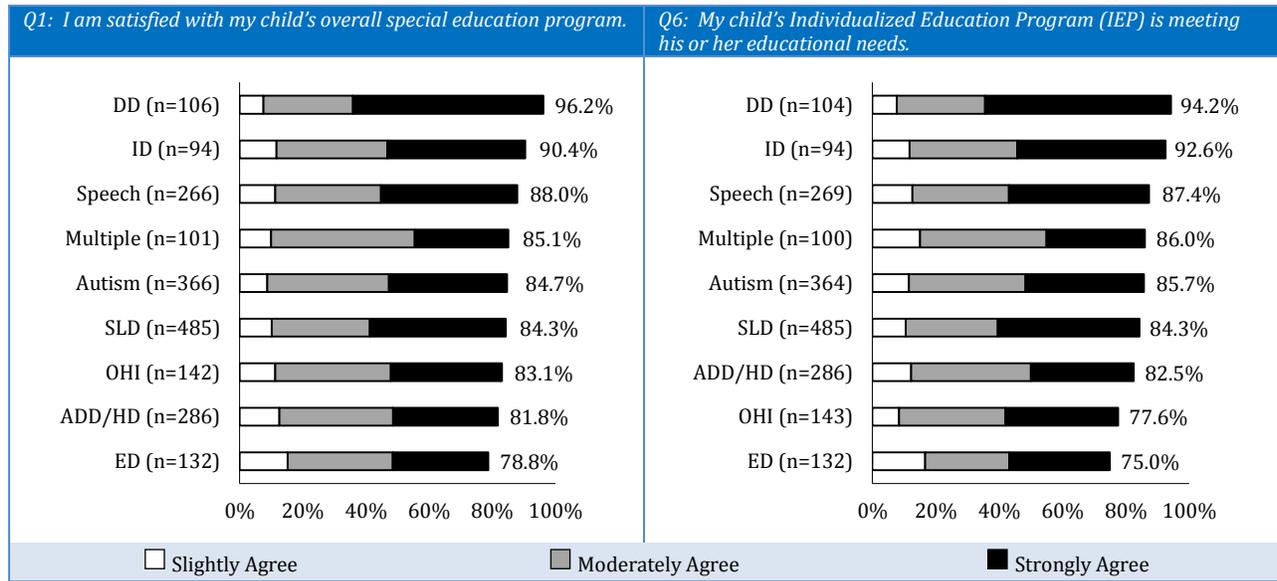
In this section of the survey [Q1-Q11], parents of children with an intellectual disability (ID) or a developmental delay (DD) reported higher levels of satisfaction than did other parents surveyed. Parents of children in these two disability categories consistently reported satisfaction levels of 90% or greater while parents of children with a speech or language impairment also showed relatively high levels of satisfaction. In contrast, parents of children with an emotional disturbance (ED) had the lowest levels of satisfaction across 10 of the 11 statements. Parents of children with a diagnosis of ADD/HD or other health impairments (OHI) also tended to report 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 a developmental delay were 17.4 percentage points more likely to agree with the statement than parents of children with an emotional disturbance (96.2% compared 78.8%). Parents of children with an intellectual disability also demonstrated high levels of satisfaction, with more than 90% of parents agreeing to the statement.
- Parents of children with other health impairments and with an emotional disturbance were the least likely to agree that their child's IEP is meeting his or her educational needs (77.6% and 75.0%, respectively) [Q6]. In contrast, parents of children with a developmental delay and with an intellectual disability were again the most likely to agree (94.2% and 92.6%, respectively).

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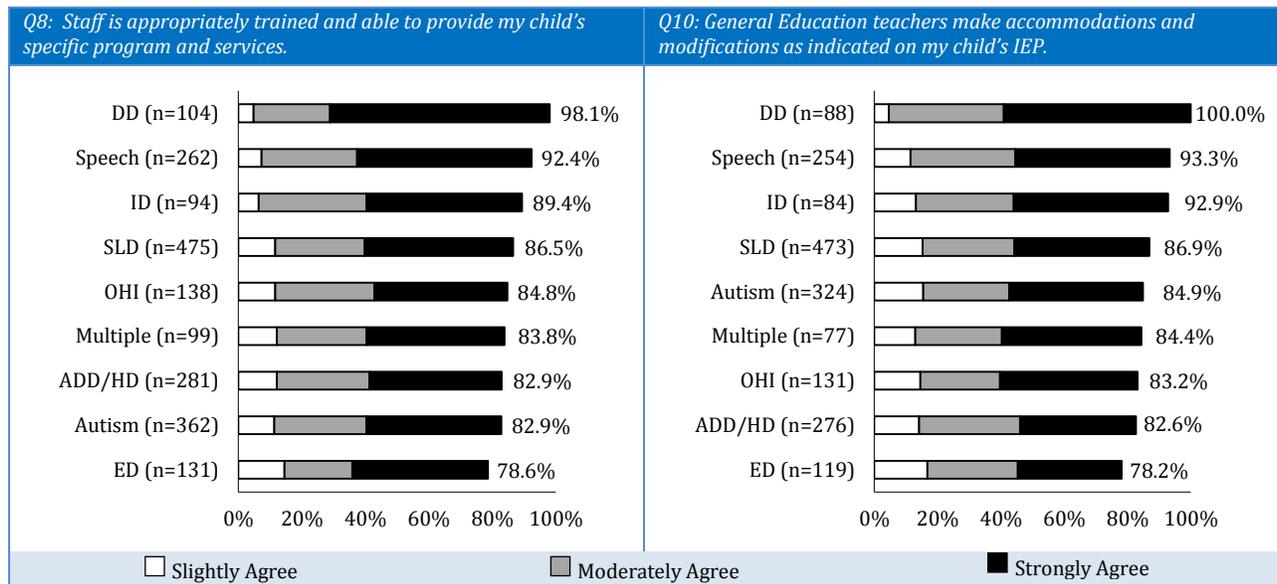
<sup>6</sup> Questions related to transition planning for students (Q28-Q34) had lower response rates than other sections of this survey due to the age specific nature of the statements and are therefore not included in this analysis.

**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]. Parents of children with a developmental delay and with a speech or language impairment answered most favorably to these statements while parents of children with an emotional disturbance were the least likely to agree.
- The largest disparity across the nine statements analyzed in this section occurred when parents were asked if general education teachers make accommodations and modifications as indicated on their child's IEP [Q10]. For this question, all (100%) parents of children with a developmental delay agreed with the statement, a considerable difference when compared to parents of children with an emotional disturbance, ADD/HD, or other health impairments (78.2%, 82.6% and 83.2% respectively).

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

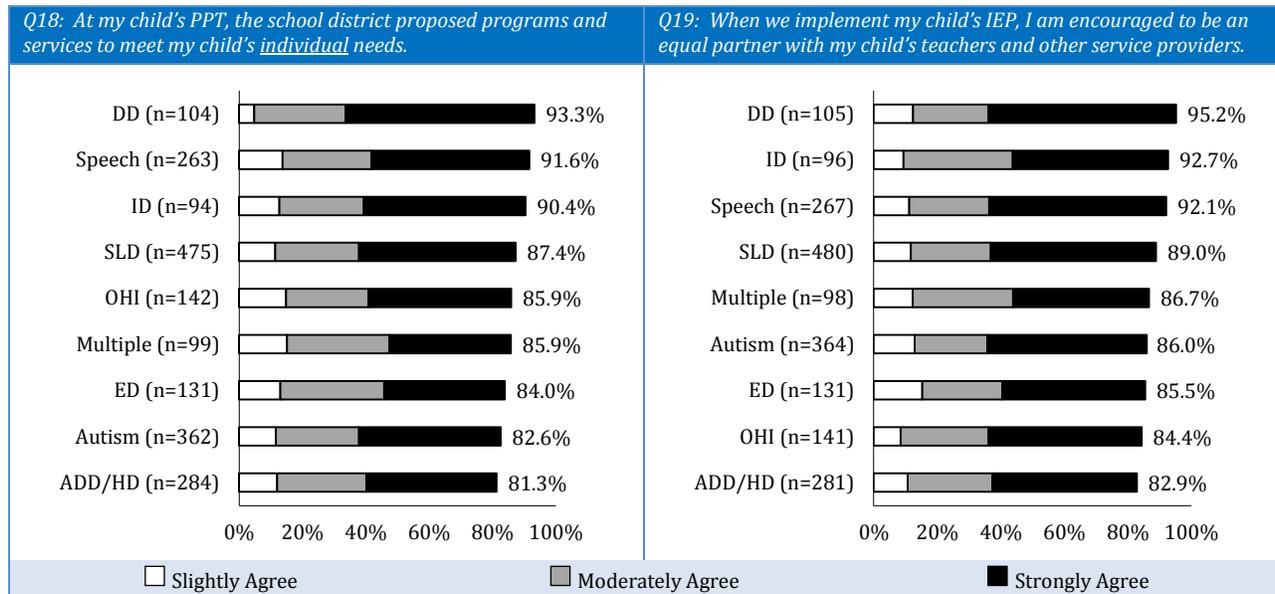


### Participation in Developing and Implementing My Child's Program

When compared to other topical areas of the survey, statements concerning parents' participation in their child's program [Q12-23] generated somewhat smaller differences in parent response by disability category. However, response patterns were for the most part, still consistent with those just mentioned under the general program satisfaction section of the survey.

- Parents of children with ADD/HD and with autism 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 (81.3% and 82.6%, respectively) [Q18]. Parents of children with a developmental delay, a speech or language impairment, or an intellectual disability had satisfaction levels of 90% or greater for this statement (93.3%, 91.6%, and 90.4%, respectively).
- Similarly, when parents were asked if they are encouraged to be an equal partner with their child's teachers and other service providers when implementing their child's IEP [Q19], parents of children with ADD/HD were approximately 12 percentage points less likely to agree than parents of children with a developmental delay (82.9% compared to 95.2%).

**Table V.3: Question 18 and Question 19 by Child's Disability**

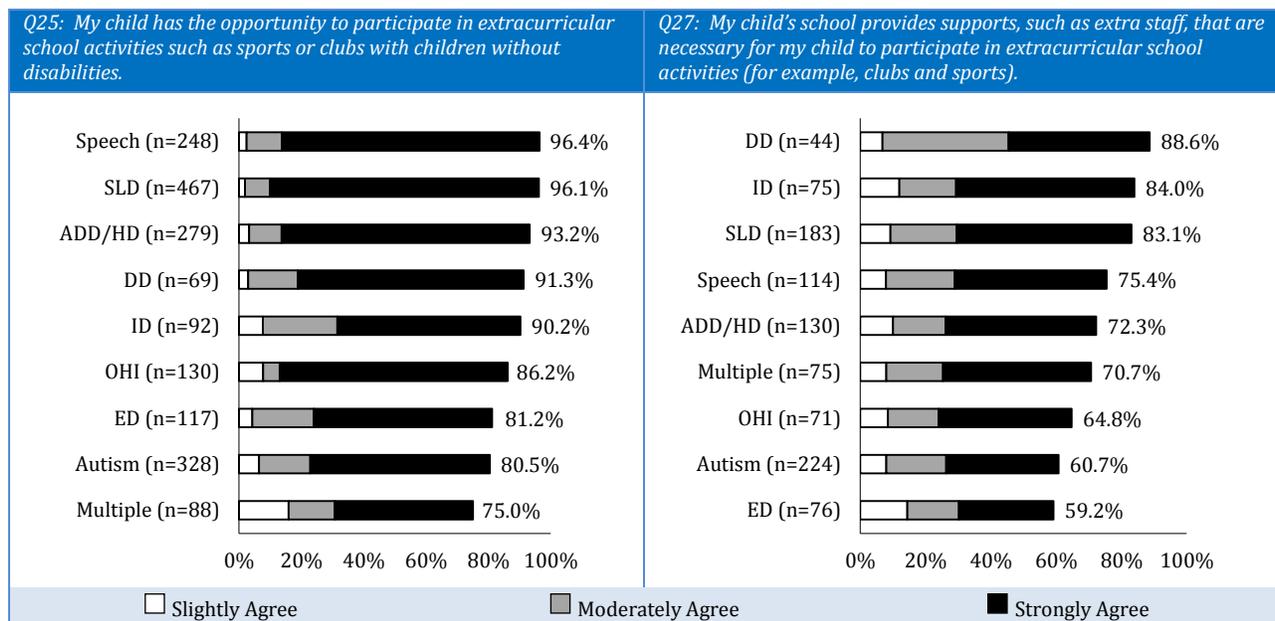


## My Child's Participation

In this section of the survey [Q24-27], parents of children with multiple disabilities had the lowest levels of agreement for two of the statements analyzed while parents of children with an emotional disturbance had the lowest level of agreement for the remaining two statements.

- Three-quarters (75.0%) of parents of children with multiple disabilities agreed that their child has the opportunity to participate in extracurricular school activities with children without disabilities [Q25] compared to 96.4% of parents of children with a speech or language impairment, a difference of approximately 21 percentage points.
- When asked if their child's school provides the supports necessary for their child to participate in extracurricular school activities [Q27], 59.2% of parents of children with an emotional disturbance agreed compared to 88.6% of parents of children with a developmental delay, nearly a 30 percentage point difference.

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



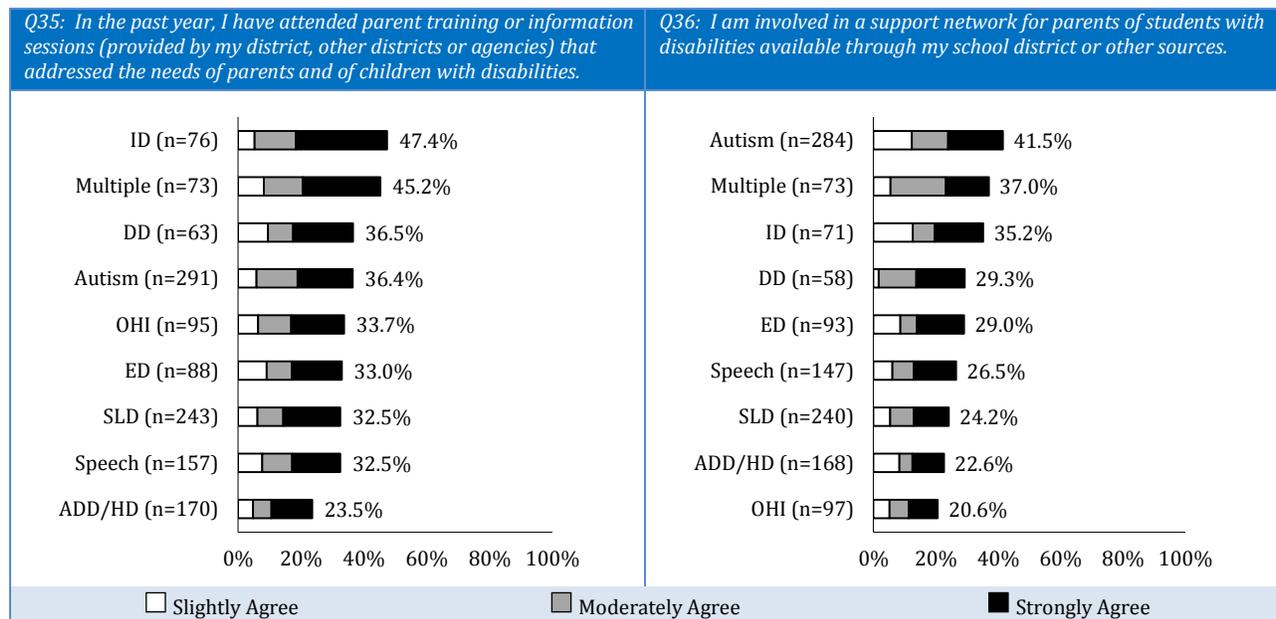
## Parent Training and Support

The following section illustrates the four survey statements dedicated to the topic of parent training and support [Q35-Q38]. The first two questions refer to actual attendance or participation in parent training 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 an intellectual disability and with multiple disabilities were most likely to indicate they had attended a parent training or information session in the past year (47.4%, and 45.2%, respectively) [Q35]. In contrast, less than one-quarter (23.5%) of parents of children with ADD/HD noted attending such meetings.

- Parents of children with autism and with multiple disabilities were most likely to indicate participation in a parent support network (41.5% and 37.0%, respectively) [Q36]. Parents of children with OHI and ADD/HD were the least likely (20.6% and 22.6% respectively) to indicate participation in such a network.

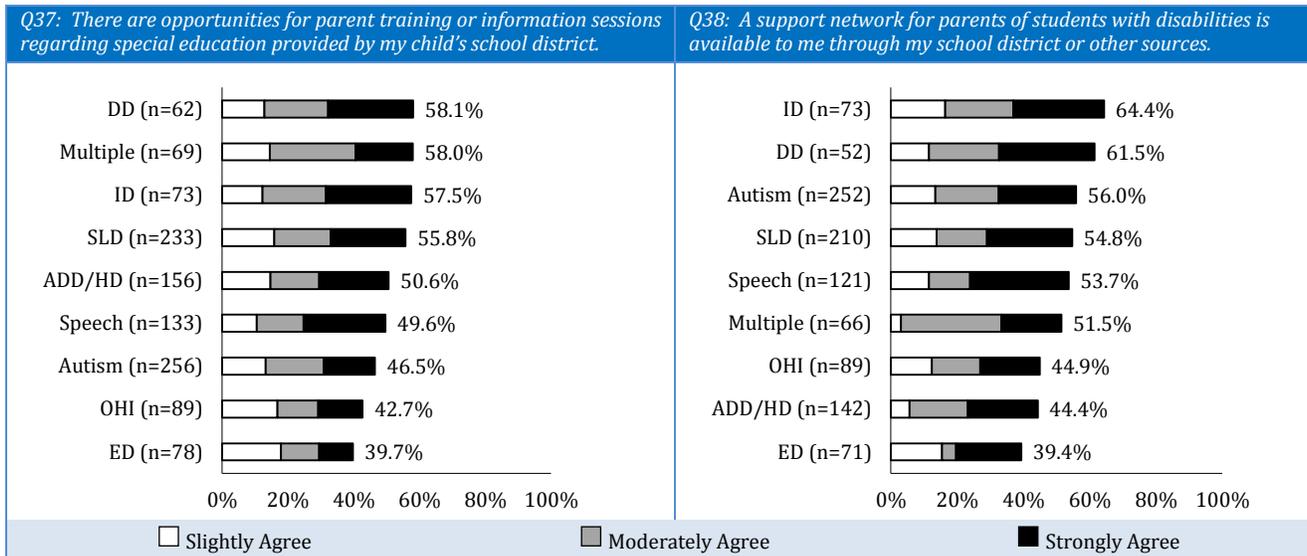
**Table V.5: Question 35 and Question 36 by Child's Disability**



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].

- The greatest discrepancy between awareness and attendance was evident for parents of children with ADD/HD with more than one-half (50.6%) indicating that opportunities for parent training are available [Q37] but less than one-quarter (23.5%) indicating attendance [Q35], a difference of 27.1 percentage points. A similar response pattern was evident for parents of children with a specific learning disability with more than one-half (55.8%) indicating such opportunities are available but less than one-third (32.5%) indicating attendance, a difference of more than 20 percentage points.
- The discrepancy between awareness and attendance was even greater for the support network statements. While 61.5% of parents of children with a developmental delay and 54.8% of parents of children with a specific learning disability indicated that a support network is available [Q38], only 29.3% and 24.2% 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**

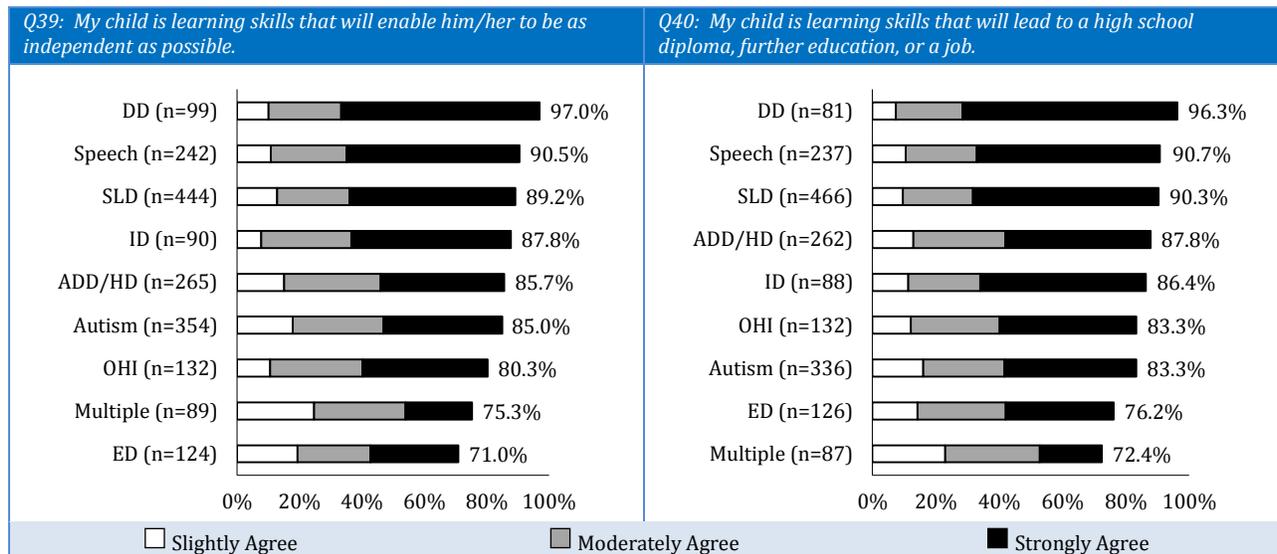


*My Child's Skills*

Finally, the last section of the survey [Q39-Q40] asked parents whether their child is learning skills that will maximize their independence and improve their prospects for the future.

- More than 90% of parents of children with a developmental delay or a speech or language impairment agreed that their child is learning skills that will enable him or her to be as independent as possible [Q39], while fewer parents of children with multiple disabilities or with an emotional disturbance agreed with the statement (75.3% and 71.0%, respectively).
- Slightly more than 95% of parents of children with a developmental delay agreed that their child is learning skills that will lead to a high school diploma, further education, or a job [Q40]; compared to less than three-quarters (72.4%) of parents of children with multiple disabilities, a difference of almost 24 percentage points.

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

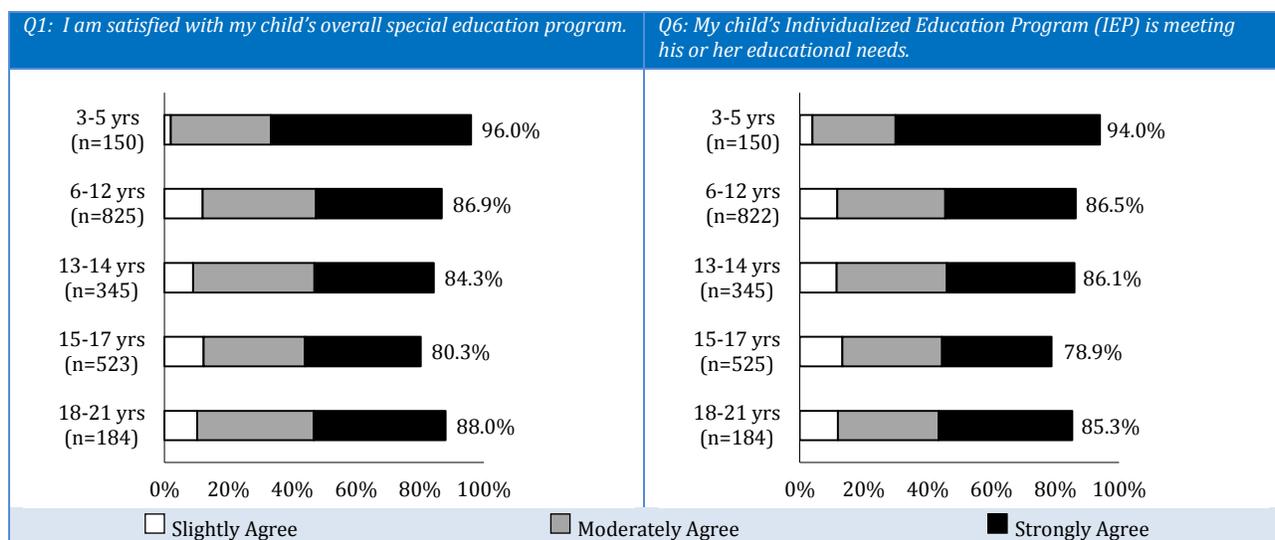


## Child's Age

The age of respondents' children was a determinant of variations in responses across survey statements, with parents of children ages 3-5 generally expressing more satisfaction than parents of older children, especially parents of children ages 15-17. In fact, parents of children ages 3-5 ranked first in satisfaction and parents of children ages 15-17 ranked the lowest in satisfaction for 23 of the 28 statements analyzed.<sup>7</sup> (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], 96.0% of parents of children ages 3-5 indicated that they are satisfied compared to 80.3% of parents of children ages 15-17, a difference of almost 16 percentage points.
- Similarly, parents of children ages 3-5 also responded most positively when asked if their child's IEP is meeting his or her educational needs [Q6], with 94.0% of parents agreeing with the statement. In contrast, slightly more than three-quarters (78.9%) of parents of children ages 15-17 agreed, representing a difference of 15.1 percentage points between the two age categories.

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

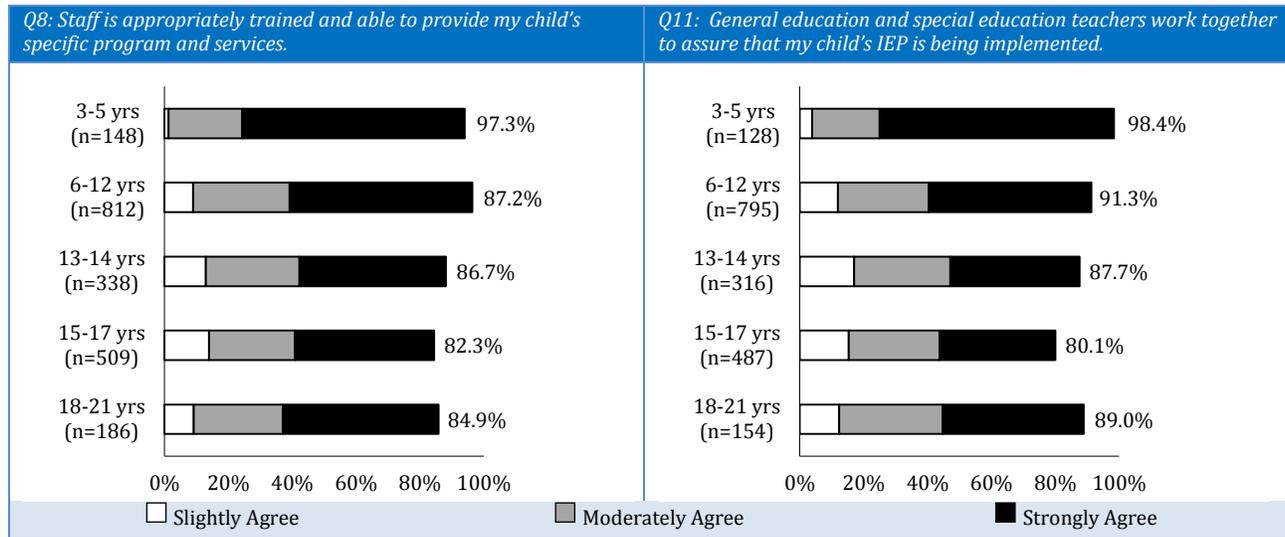


A large gap in satisfaction also occurred when parents were asked whether staff is appropriately trained and able to provide their child's services, and whether general education and special education teachers work together to assure their child's IEP is being implemented.

- When asked whether staff is appropriately trained and able to provide their child's specific program and services [Q8], 97.3% of parents of children ages 3-5 agreed compared to 82.3% of parents of children ages 15-17, a difference of 15 percentage points.
- One of the largest disparities across the 28 statements analyzed by age categories occurred when respondents were asked whether general education and special education teachers work together to assure their child's IEP is being implemented [Q11]. The vast majority of parents of children ages 3-5 (98.4%) agreed with the statement compared to 80.1% of parents of children ages 15-17, a difference of 18.3 percentage points.

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

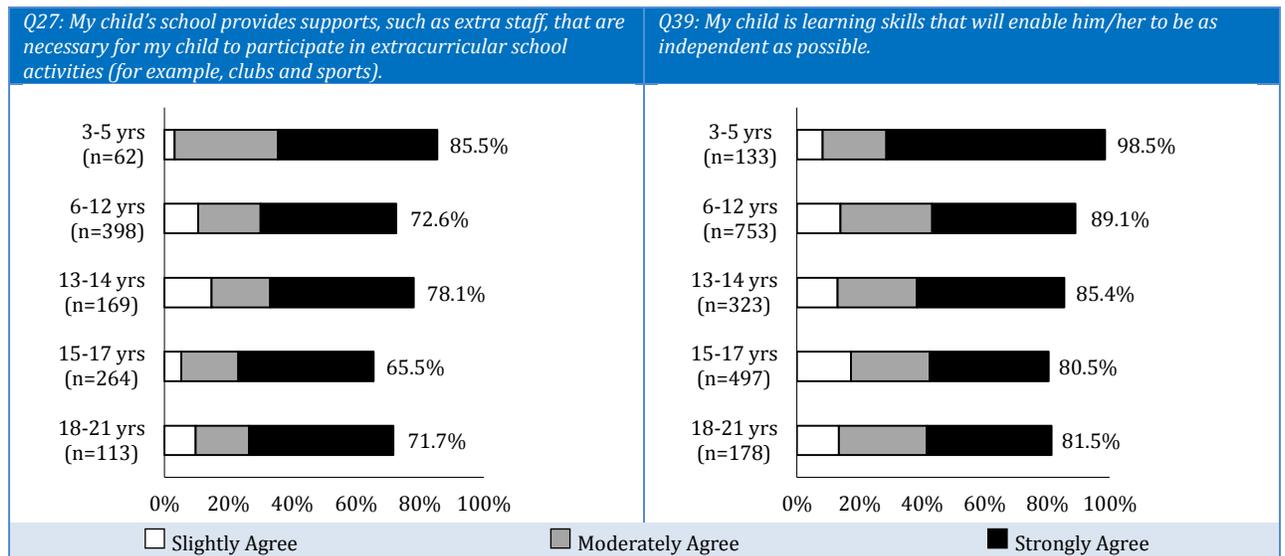
**Table V.9: Question 8 and Question 11 by Child's Age**



Differences in response patterns observed on earlier statements were repeated when parents were asked if their school provides supports that are necessary for their child to participate in extracurricular school activities and if their child is learning skills that will enable him/her to be as independent as possible.

- While 85.5% of parents of children ages 3-5 agreed that their school provides the supports necessary for their child to participate in extracurricular school activities [Q27], less than two-thirds (65.5%) of parents of children ages 15-17 agreed, a difference of 20 percentage points.
- Almost all (98.5%) parents of children ages 3-5 agreed with the statement that their child is learning skills that will enable him/her to be as independent as possible [Q39]. However, fewer parents with children ages 15-17 and 18-21 agreed with this statement (80.5% and 81.5% respectively).

**Table V.10: Question 27 and Question 39 by Child's Age**



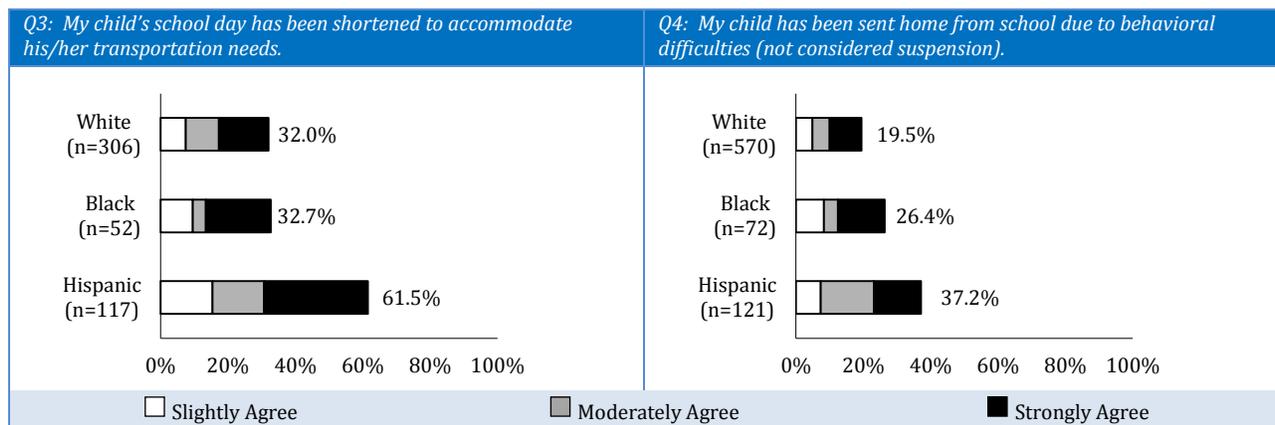
## Child's Race

Overall, parents of Black children tended to answer survey statements slightly more favorably than parents of White children and parents of Hispanic children. However, the differences were often very small. In fact, across more than one-half (55.0%) 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.

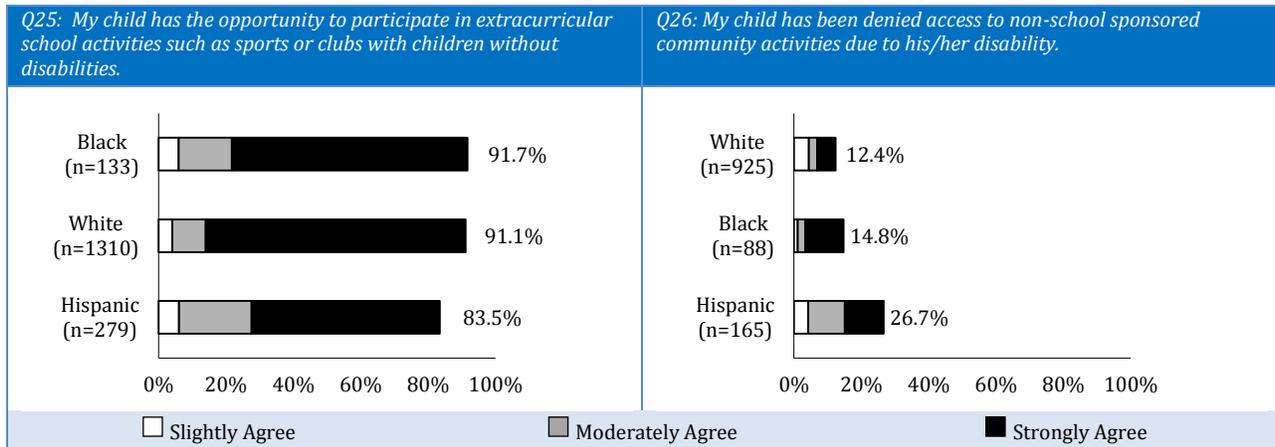
- Parents of Hispanic children were about twice as likely as parents of Black children and parents of White children to agree that their child's school day has been shortened to accommodate his/her transportation needs [Q3]; 61.5% compared to 32.7% and 32.0%, respectively.
- Similarly, when asked if their child has been sent home from school due to behavioral difficulties [Q4], 37.2% of parents of Hispanic children agreed with this statement, compared to 26.4% of parents of Black children, and 19.5% of parents of White children.

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



- In addition, parents of Hispanic children were also more likely to agree that their child has been denied access to non-school sponsored community activities due to his/her disability [Q26] than parents of Black children and parents of White children (26.7% compared to 14.8% and 12.4%, respectively).
- Lastly, parents of Hispanic children answered less favorably than parents of Black children and parents of White children when asked whether their child has the opportunity to participate in extracurricular school activities, such as sports or clubs with children without disabilities [Q25]; however, the difference was smaller than it was for the three negatively-keyed items just discussed, with a difference of approximately 8 percentage points.

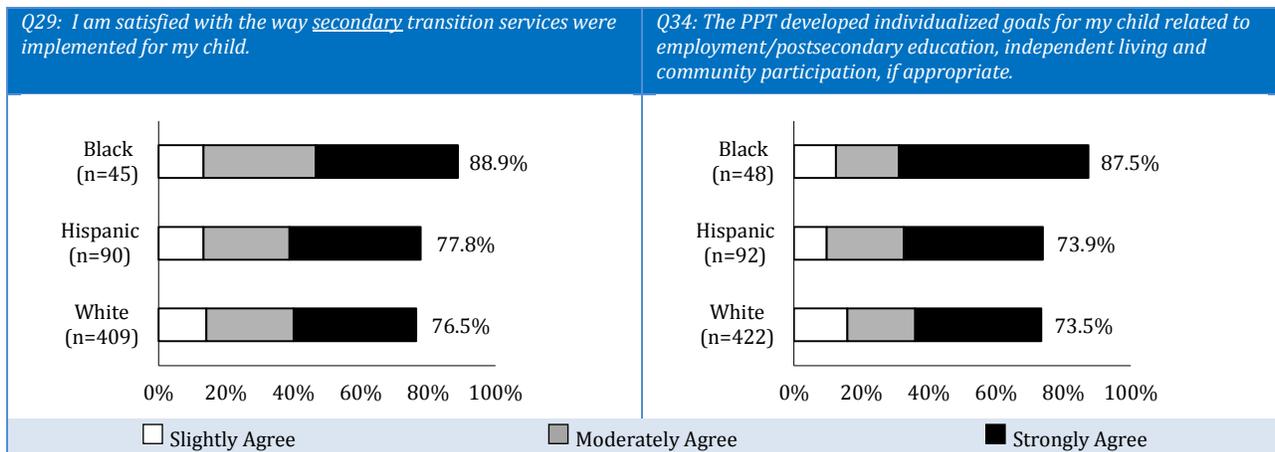
**Table V.12: Question 25 and Question 26 by Child's Race/Ethnicity**



Meanwhile, in the secondary transition planning section of the survey [Q29-Q34] parents of Black children reported the highest levels of satisfaction across 5 of the 6 statements analyzed. However, the age-specific nature of transition planning naturally restricts the number of parents for which these questions are applicable and as a result, considerably fewer parents answered questions in this section. Comparisons of the results should be considered within this context.

- Nearly 90% of parents of Black children were satisfied with the way secondary transition services were implemented for their child [Q29] compared to roughly three-quarters of parents of Hispanic children and parents of White children (77.8% and 76.5%, respectively).
- When asked about whether the PPT developed individualized goals for their child related to employment/postsecondary education, independent living, and community participation [Q34], a similarly high percentage (87.5%) of parents of Black children agreed with the statement compared to 73.9% of parents of Hispanic children and 73.5% of parents of White children.

**Table V.13: Question 29 and Question 34 by Child's Race/Ethnicity**



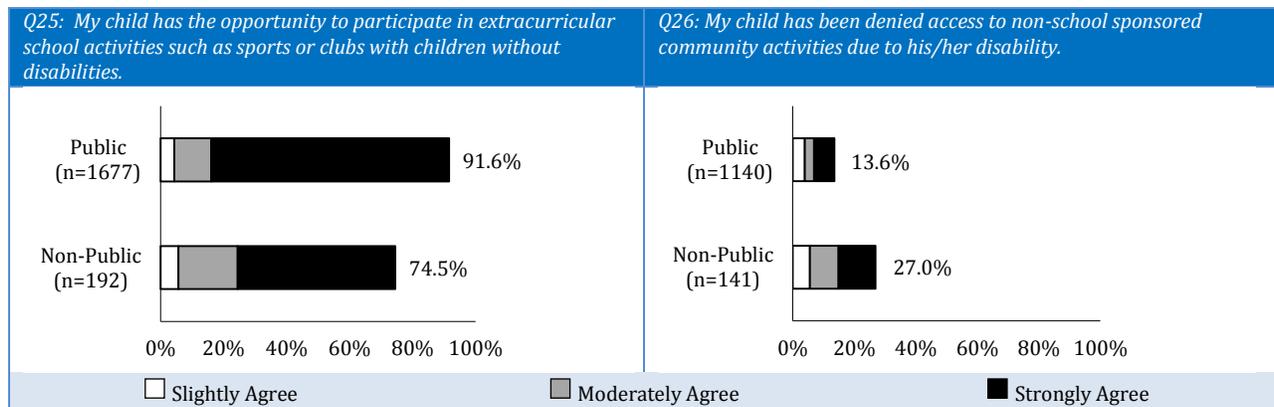
## Type of Placement

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.<sup>8</sup> The majority (88.6%) 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 (67.5%) of the statements. However, differences did emerge in the sections related to a child's participation and transition planning. (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 (74.5%) of parents of children in a non-public school placement.
- When asked if their child has been denied access to non-school sponsored community activities due to his/her disability [Q26], a little more than one-quarter (27.0%) of parents of children in a non-public school placement agreed compared to only 13.6% of parents of children in a public school placement (a difference of 13.4 percentage points).

**Table V.14: Question 25 and Question 26 by Type of Placement**

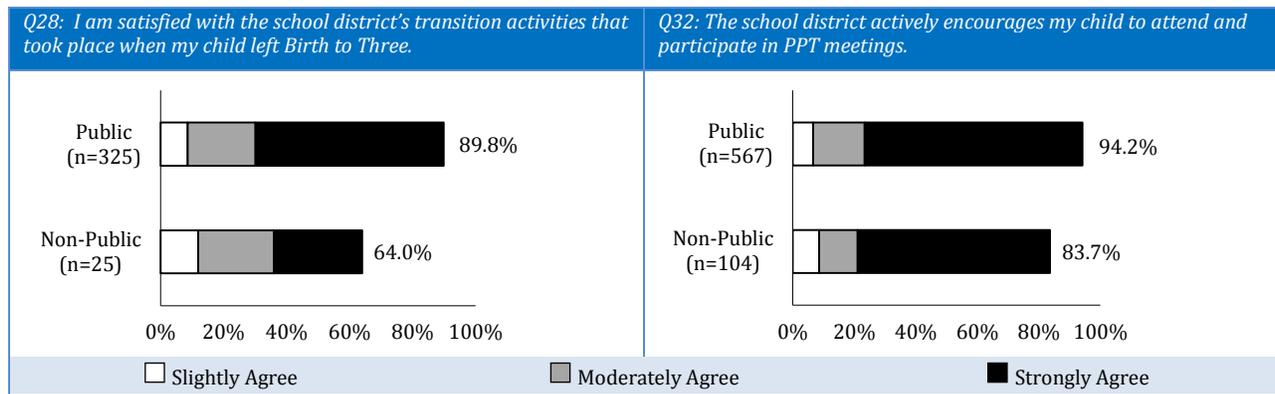


Similarly, parents of children in a public school placement tended to answer more favorably than parents of children in a non-public school placement across statements related to transition planning.

- When parents were asked if they were satisfied with the school district's transition activities that took place when their child left Birth to Three [Q28], parents of children in a public school placement were approximately 26 percentage points more likely to agree than parents of children in a non-public school placement (89.8% compared to 64.0%).
- Likewise, the vast majority (94.2%) of parents of children in a public school placement agreed that the school district actively encourages their child to attend and participate in PPT meetings [Q32] compared to 83.7% of parents of children in a non-public school placement.

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

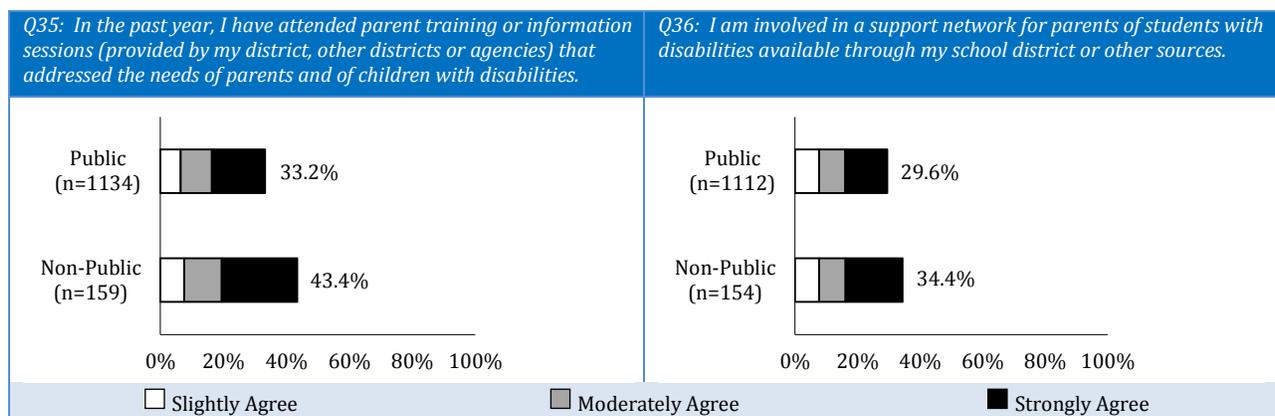
**Table V.15: Question 28 and Question 32 by Type of Placement**



In contrast, parents of children in a non-public school placement were more likely than parents of children in a public school placement to agree with statements regarding their attendance at parent training or information sessions [Q35] or involvement in a support network for parents of students with disabilities [Q36].

- Parents of children in a non-public school placement were more likely to indicate they had attended a parent training or information session in the past year [Q35], with 43.4% of parents agreeing with the statement compared to 33.2% of parents of children in a public school placement, a difference of 10.2 percentage points.
- Likewise, parents of children in a non-public school placement were more likely to indicate involvement in a support network for parents of students with disabilities when compared to parents of children in a public school placement (34.4% and 29.6%, respectively); however, the difference was considerably smaller at 4.8 percentage points.

**Table V.16: Question 35 and Question 36 by Type of Placement**



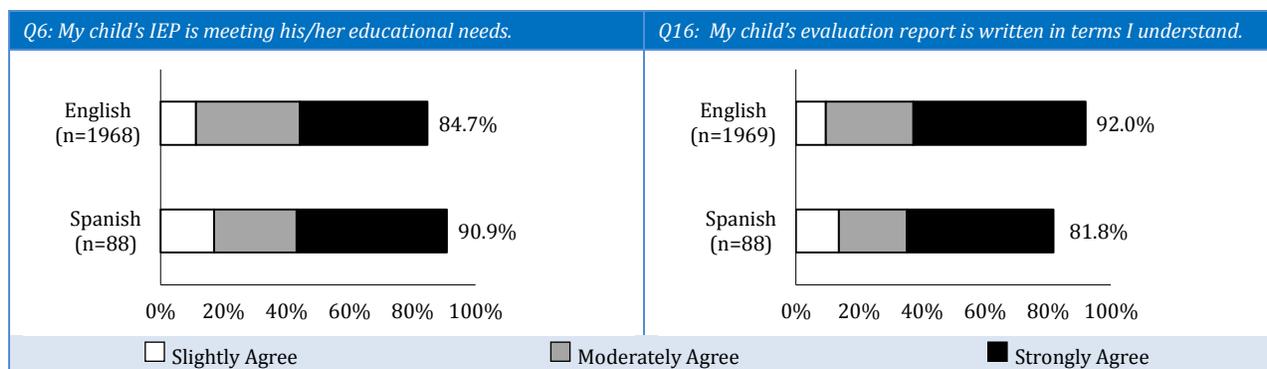
## Language of Returned Survey

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 (95.6%) 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 analyzed, parents who completed the survey in Spanish answered more positively to roughly three-quarters (72.5%) of the survey statements. However, the differences were often very small. In fact, across almost two-thirds (62.5%) of the statements, there was less than a five percentage point difference. The following section focuses on a few statements in which there were larger differences in agreement. (See Appendix C.6 for bar charts of all survey statements by the language of returned survey.)

- Approximately 90% of the parents who completed the survey in Spanish agreed that their child’s IEP is meeting his/her educational needs [Q6] compared to 84.7% of parents who completed the survey in English, a difference of 6.2 percentage points.
- However, when asked if their child’s evaluation report is written in terms they understand [Q16], parents who completed the survey in Spanish were less likely to agree compared to parents who completed the survey in English (81.8% compared to 92.0%).

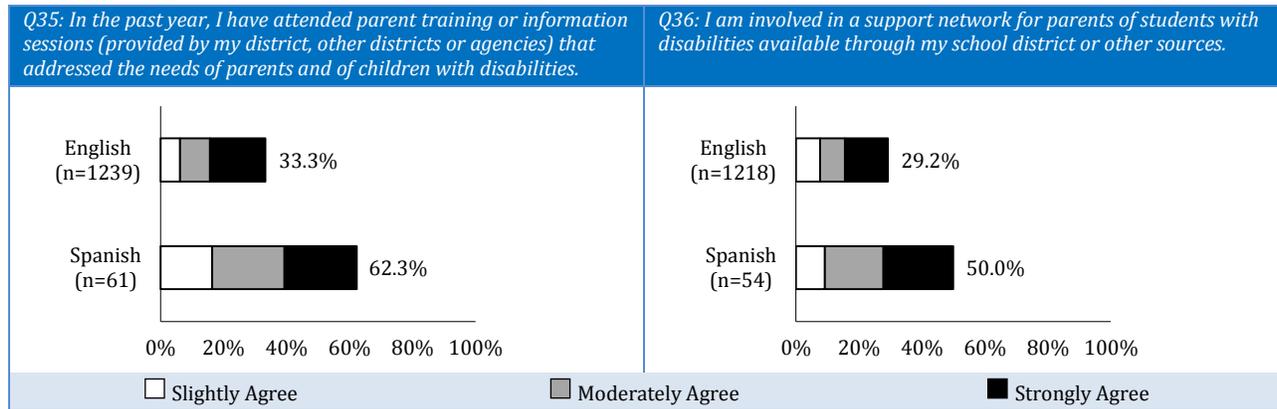
**Table V.17: Question 6 and Question 16 by Language of Returned Survey**



Some of the biggest differences occurred in the section regarding parent training and support with parents who completed the survey in Spanish responding with higher levels of agreement than parents who completed the survey in English across all four statements [Q35-Q38].

- Almost two-thirds (62.3%) 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 one-third (33.3%) of parents who completed the survey in English, a difference of 29.0 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 21 percentage points more likely to agree than parents who completed the survey in English (50.0% compared to 29.2%).

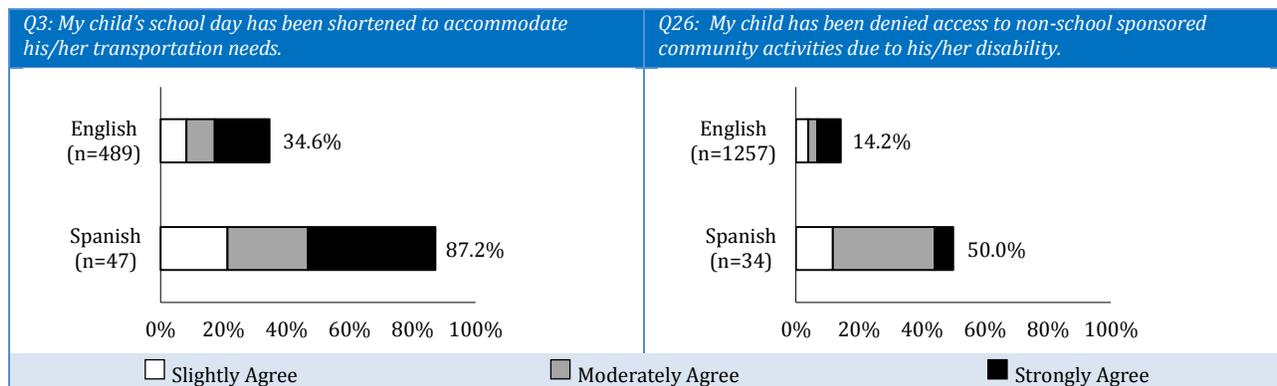
**Table V.18: Question 35 and Question 36 by Language of Returned Survey**



Across the 40-item survey there are only three negatively-keyed statements [Q3, Q4, and Q26] – and for all three statements, large differences emerged between parents who completed the survey in Spanish and parents who completed the survey in English. For these statements, a high level of agreement actually represents a high level of *dissatisfaction* and in all cases parents who completed the survey in Spanish were more likely to agree. Given that the response pattern for these statements is quite different than earlier response patterns, it may be possible that those who completed the survey in Spanish may have been affected by the wording of the statements. Two of the three negatively-keyed statements are presented below.

- Of parents who completed the survey in Spanish, 87.2% agreed that their child’s school day has been shortened to accommodate his/her transportation needs [Q3], compared to roughly one-third (34.6%) of parents who completed the survey in English, a difference of almost 53 percentage points.
- Similarly, when asked if their child has been denied access to non-school sponsored community activities such as sports or clubs with children without disabilities [Q26], one-half (50.0%) of parents who completed the survey in Spanish agreed, compared to 14.2% of parents who completed the survey in English, a difference of 35.8 percentage points.

**Table V.19: Question 3 and Question 26 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 2,091 surveys completed by parents of children receiving special education services, 43.5% (n=910) 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 910 comments. The comments of 39 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. These 39 comments are excluded from the rest of the analyses.

The next step of the coding process was to identify topics within respondents’ comments that occurred with some regularity. In total, 24 topics were identified as areas commonly discussed.<sup>9</sup> 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

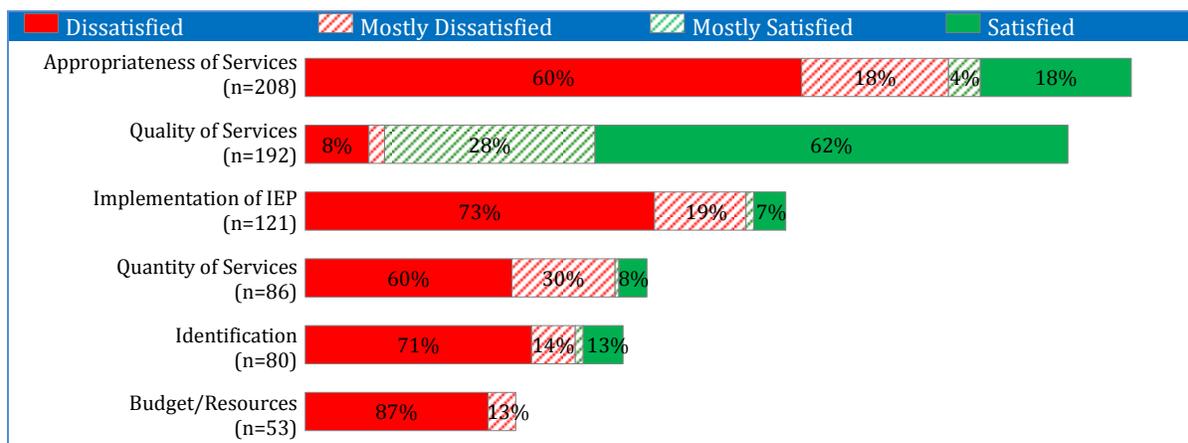
When parents discussed their child’s program, a total of 12 common topics emerged as themes within two major categories: services and service providers. Within the services section, the major themes focused on the appropriateness, quality, and quantity of services provided. In addition, themes emerged regarding the process of identifying a child’s disability, the degree to which the IEP was implemented, and the budget and resources provided to support the delivery services. Within the service providers section, the themes were focused on teachers, administrators, and other staff; teacher and staff training; the treatment of children by teachers and staff; and staff collaboration.

<sup>9</sup> 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 appropriateness of services (n=208) for their child’s disability or level of achievement, with more than three-quarters (78%) of these parents expressing some level of dissatisfaction. Meanwhile, almost 200 parents discussed the quality of services but comments in this category tended to be more positive, with 90% of parents falling into the mostly satisfied or satisfied category. Other topics discussed included the implementation of the IEP (n=121), the quality of services (n=86), the identification of their child’s disability (n=80), and the budget and resources available for services (n=53). Parents tended to express dissatisfaction when discussing these topics, including reporting a lack of “follow-through” with their child’s IEP.

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



Note: The n represents the total number of parents out of 871 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

### Appropriateness of Services

- *I strongly feel that the schedule they made for my daughter was a key part of her success this year. Pulling her for reading services during Expanded Learning Time so she had her literacy class with support, and then providing additional support time was a big part of her success. She truly received RTI this year.*
- *I think that my school district is deeply committed to my child’s education. [The district] has done an outstanding job and has shown commitment to work with the parents as partners, to individualize the educational opportunities, and to provide meaningful feedback and support.*
- *I was very pleased with [the school] and the way they assisted my son...they suggested the FM system he currently wears, and went out of their way to accommodate him in a number of other ways including: increasing and decreasing services such as speech therapy and occupational therapy. I’m thankful to them for the obvious leaps and bounds I have seen happen with my son.*

### Quality of Services

- *During the time that my son went to school I very much agree that he had a great and excellent education. Keep up the good work! [Spanish translation]*
- *My child has attended a preschool for three years. I could not ask for any more than the guidance I have received. [The school] was wonderful and was a great first learning tool for my son.*
- *Overall, we have had a positive experience with the special education services my child has received.*
- *We have been very impressed with the special education services and the responsiveness of the school.*
- *The special education program is an immense support for me as a mother of two children. It has helped with the emotional development of both children. It makes me feel secure to see my children eager to learn every day. [Spanish translation]*
- *We have been very happy with our school system and what they have done for our son.*

### Implementation of IEP

- Overall, I am pleased with the special education department at my child's school – they provide the services on her IEP.
- The goal is to make [my son] more independent. Little by little they have implemented the necessary changes to make him successful.
- Special education services are very well documented and the school system executes the services each year.

### Quantity of Services

- His disability is mild but I still feel that he gets a lot of services and things offered to him to help him improve academically.
- The case manager has done a fantastic job narrowing down appropriate goals and objectives, and offering my child more than adequate time with therapists and the resource room.
- They provide everything that is needed for children with special needs including appropriate amount of teachers, diverse settings, and adequate staff.

### Identification

- Within two months of starting preschool, they recognized that our son needed special services, and quickly began the evaluation process with our notification and approval. We recognized that our son had some issues, but didn't fully realize the extent of his delays. The preschool helped us to understand what was going on with our son, without labeling him, and encouraged us to help him by providing simple tasks and programs that we could do at home, as well as urging us to share his new IEP with our pediatrician.
- I feel very fortunate that I was able to gain support at the school level because of early intervention. I have heard parents of children identified later who do not have good access to the system because they come into the process too late.

## Comments Expressing Dissatisfaction

### Appropriateness of Services

- My child's diagnosis is ADHD and high functioning autism. He has been placed in a room with children that are much lower functioning. I have been told that his behavioral issues have to be addressed before academics.
- My [child] needs one-on-one assistance. Last year, [my child] was with six other kids with special needs, and had only one teacher and two staff aides in the classroom. His performance is lacking because there are no special teachers or staff to meet his individualized needs. I am very disappointed. [Spanish translation]
- When our child was entering kindergarten, the director insisted she be taught in the resource room separately from her peers, even though all pre-K teachers agreed that a regular educational classroom was appropriate.
- I felt that my son's learning needs in math may have been overlooked, and that the work he was doing was below his present level of performance. Because of this, he appeared to do so well in the math class that he will not be attending a special education math class this coming year, but will instead move on to Algebra I...I am anxious that he was not properly prepared for this move.
- My child's IEP was changed from autism to intellectual disability which turned out to be incorrect. He needs an ABA program with certified educators. I sent research-based evidence to the previous special education manager, but I have been manipulated, lied to, and have only received promises of getting these services. There is now a pending mediation with an attorney.
- Overall, most educators in our district do not understand the intricacies of autism and resort to a cookie cutter approach that isn't even implemented consistently. Any tool or therapy that has worked for my daughter has been provided by myself, not the district—from assistive technology like an iPad to sensory tools.
- Dyslexia is a gift in many ways but its learning style clashes with current learning environments which rely on fact recall rather than fact integration.
- Requiring [my daughter] to comprehend works of literature or understand civics when she has trouble reading at a 3rd grade level and has never taken a United States history course seems inappropriate. [My daughter] would have been better served learning coping and life skills. Making her sit through these classes just to put a check in some box seemed like a waste of time and only seemed to frustrate her.

### Quality of Services

- I have so much to say and can't explain it all in this letter. But, I am not happy with my child's education and how he has been learning.
- Overall, I am not happy with the experiences my daughter has had with the [district]. I feel that she is being pushed through the system.

### Implementation of IEP

- *The school seems to do the bare minimum needed for my son. At the open house this past year, I wish that I didn't have to discuss my son's IEP or spend time making sure the teacher was aware he had one. She said she was aware, yet his seat assignment was next to the busy door, and not the preferred seating specifically mentioned in his IEP.*
- *Over the years, my only concern has been with the teachers taking the time to know my child's plan at the beginning of the school year, and following the modifications set in the plan throughout the year. Teachers do not always follow plans—I am a supportive parent, but if I was not involved in my son's plan I feel he would be lost and just passed on.*
- *In the past, we have included many modifications in the IEP to assist my child in regular education classrooms, including accommodations like using lined paper and assistive technology, as well as providing an extra person. None of these were ever implemented. It is extremely disappointing because it shows no one really plans to carry out or execute the ideas.*
- *My daughter's situation is a little different than typical students who have an IEP because her issues are not cognitive or academic. She is extremely intelligent, but has a serious emotional disability, which has caused her to miss a lot of school over the past six years. I think it has been very difficult for the teachers, both special education and regular education, to understand her disability because she is bright. I find that I have to remind her teachers on a regular basis of her issues. She has accommodations in her IEP mainly related to the quantity of work and the timelines and deadlines for the completion of work. The teachers don't always understand that just because she doesn't appear stressed at school, it doesn't mean she doesn't have a significant disability.*

### Quantity of Services

- *My son has transitioned from Birth-to-Three to an Early Learning Center preschool program. He was only granted two days per week and he clearly needs the full program. There is a lot he misses because he hasn't been given the full services. He also needs the time to interact with other children.*
- *My child's main disability is a speech issue, but she has only been given limited time each week for assistance with this. I believe it was 30 minutes or less per week. Because of this, she has had extremely limited progress in improving her speech which is leading to issues with her fellow classmates as she gets older as they have difficulty understanding her.*
- *I was refused all services including full time paraprofessional, occupational therapy, and physical therapy. My child cannot write, but was refused occupational therapy to help with writing skills...I was told he could only attend school for three hours per day which includes lunch, recess, breakfast, a snack, and special education. The total learning time at school is about a half hour per day. [My child] failed to meet any goals for the whole school year.*

### Identification

- *From the time my son entered preschool, the district has told me to just wait and see. I expressed concern, and felt there was more than a developmental delay and was told "Let's wait and see." All recent scientific and medically documented research on the treatment of autism proclaims that early intervention is the key. The last thing you want to do is wait and see. Annual testing, triennial testing all ended with the vague proclamation that we need to dig deeper into what is going on with my child.*
- *As a parent, I tried to have my son identified as special needs throughout all of his schooling. The school only approved him in 12th grade. At that point it was too late. I would have done many things differently if I could go back in time. I would have hired an attorney to get him all the support needed so he could be as successful as possible.*
- *My issue has been the difficulty we had identifying my son's learning disability. It took us two years and much heartache before we were able to access the needed services. I hope that the district has looked at their practices so that other parents are not demeaned and invalidated as we were. We were only advocating for a child that was never performing at grade level despite being retained in 1st grade.*

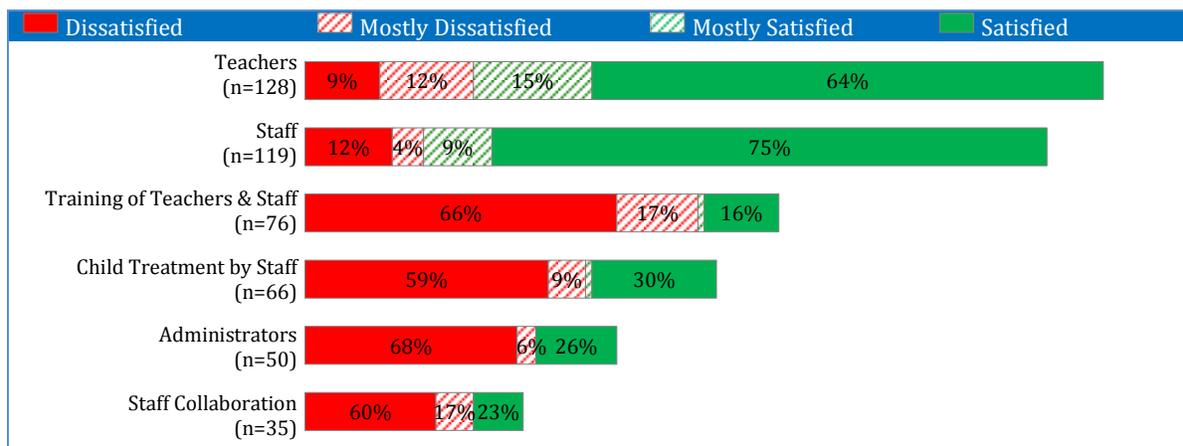
### Budget/Resources

- *We learned quickly that the district was not an ally as we had envisioned, but a group of people always seeming to focus on the "bottom line," rather than the specific needs of our daughter.*
- *The [school district] has sacrificed school social work and psychologist positions for additional and unnecessary administrative positions. In no way do the elementary schools need to add vice principals [or other administrative positions]. These positions have done nothing but add to the budget.*
- *I don't feel there is enough support in our school, budgets have been cut. I feel my son would benefit from more one-on-one sessions to work on his speech and language issues, but the budgets and schedules only allow for minimal sessions.*

## My Child’s Program – Service Providers

Overall, approximately one in seven parents who provided comments discussed teachers (n=128) and other staff members (n=119), and their comments predominantly expressed some level of satisfaction (79% and 84%, respectively). Parents used words like “compassionate,” “dedicated,” “patient,” and “understanding” to describe teachers and staff. In contrast, fewer parents (n=50) commented on administrators and when they did, their comments largely expressed dissatisfaction (74%). Lastly, other discussions included a focus on teacher’s and staff’s level of training (n=76); the treatment of their child by teachers and staff (n=66); and staff collaboration (n=35), with the majority of comments indicating some level of dissatisfaction.

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



Note: The n represents the total number of parents out of 871 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 key to my son’s progress and successful year hinged on regular education teacher(s) being accepting, patient and willing to work with my son’s paraprofessional and special education teacher in order to modify the work ahead of time. This past year was my son’s best year yet. The regular education teachers were extremely understanding and willing to work with the paraprofessional in order to make adjustments to his work so he was able to learn the same material as the rest of the class.*
- *There have been some wonderful teachers in both the general classroom and the resource room who have gone above and beyond to help my son be successful through his 7th grade year. He has the potential and support to have a great future which could—if he so chooses to apply the effort—lead to higher education after his high school graduation.*
- *My child’s special education teacher during grades 2-5 has been outstanding. She should be a mentor and trainer to all other special education teachers in the district. The teachers have been understanding and accommodating.*
- *My son’s teachers have been invaluable. His special education teacher is a great communicator, thoughtful and thorough, and I truly believe she has great affection for my child. She believes in my son and she believes in us as parents.*

### Staff –General

- *Overall, I am very satisfied with the staff’s expertise and willingness to be a team.*
- *I have received much support and worked closely with my child’s special education supporter. She is great at allowing him independence and communicating with me whenever there is a problem or when she is worried that he may be falling behind. She is wonderful and I wouldn’t be able to keep up with his progress without her. She works with [his teachers] to get the accommodations he needs while still providing him with challenges so that he is not using special education as a crutch for laziness. She also ensures that he is keeping up with his assignments. I honestly don’t know what I would do without [her].*
- *My experiences with my child’s special education program have been very good. The people who worked with my child and me were very professional. They work hard to meet my child needs. I feel very lucky to have had this group of people to help to get my child in the right school setting that fit her needs.*

- *Without a doubt, the aides are one of the district's biggest strengths. The aides are amazing people who have personally supported my son in the classroom. They have helped him with his homework, and have helped him believe in himself year in and year out at every level. They are individuals who I believe go unnoticed. They are people who deserve so very much of the credit behind any and all positive feedback you receive.*
- *We have been extremely happy with the support we have received in the [district]. The staff is very professional and always willing to address any questions and concerns which we have. A great deal of our daughter's progress is due to the teachers, support staff, and educational support system in place at [the school].*

### *Teacher & Staff Training*

- *[My child's outplacement] school is amazing. The members of the staff are well trained, encouraging, and joyful to be around. They provide a great environment for each child to reach his/her potential. The [district school] has been wonderful to work with—my impression is that they truly want each child to excel.*
- *Overall, I am very satisfied with my child's special educational program - the teachers, and other licensed professionals who support my child are very knowledgeable.*

### *Child Treatment by Staff*

- *The staff at the school are very caring and considerate to the needs of these children. I'm very involved at the school and I hear all kinds of stories about my son from the staff. Even teachers who never had him as a student will stop me and comment on how well he is doing and how he always has a smile on his face. His ABA teachers have always impressed me with their compassion and understanding of his little mind. Dropping my child off to school used to be one of the scariest things I had to do, but now I know and understand that these teachers have his best interest at heart.*
- *I want to express and applaud the [district's] middle and elementary school for their devotion and compassion for my son. Despite his behavior problems and lack of interest, they continued to find a means of getting his attention and never gave up. The teachers, administrators, and psychologist were deeply involved and went outside of the standard education.*

### *Administrators*

- *Our new director provided unique opportunities for my child to build his skill set through work study programs such as Roses for Autism.*
- *I was very happy when the school principal took time, not just once, but on a couple of occasions to sit down and talk with me. She wanted to know how things were going with my son at home, but she also asked how I was doing as a parent and a person. It felt so genuine and from the heart to me.*

### *Staff Collaboration*

- *My daughter's regular education team and special education team have always worked together to make sure that her programs and ABA work were tailored towards her needs and challenges. The team includes us in the decision making process and communicates regularly when there is an issue or a success story.*
- *In kindergarten, the team consisted of a teacher, a case worker, and a speech therapist. The team worked well together and provided us with updates so we knew current status and areas to work on at home.*

## **Comments Expressing Dissatisfaction**

### *Teachers*

- *I've never experienced the things I've seen this past school year. My son's teacher seems as if she was only there for a paycheck. The communication was awful, and there really are no words to describe her attitude.*
- *The special education teacher did not know how to work with [my daughter] and spent more time working on her computer than with our daughter. And her speech and language teacher just kept trying to exit her. So frustrating!*
- *My son was placed in a transitional class for school readiness this past year. I was not impressed with his teacher. Every time I talked to her, she made me feel like my son was an inconvenience and too disruptive for her. I am glad to be out of her class.*

### *Staff—General*

- *I have issues with the teacher's aides not doing what they should be doing. They are on their cell phones texting. They don't make sure my son brings home his work so I can see how he is doing in class, which is outlined on his IEP. His special education teachers don't seem to push him to advance.*
- *With one exception, none of the special education staff seemed to have the time or inclination to help a student overcome an understandable teenage reluctance to be "labeled" as special education. Our student has left the system.*

### Teacher & Staff Training

- *My son has extremely high functioning PDD-NOS. I am surprised by how many educators don't care or consider this when dealing with him or us. I am further surprised that there are so many teachers who do not know about PDD/Asperger's today. We need to educate our educators and they need to consider the disability when dealing with our children in classrooms and when assisting them in social situations.*
- *Even though my child was labeled with ADD/ADHD, she has Reactive Attachment Disorder (RAD). Neither of the two school districts we have been a part of has had any knowledge and/or training in this field. My husband and I have had to take responsibility for educating the professionals regarding RAD. With each school and each new year, we have had to begin anew. It has been frustrating. The course outlined for ADD/ADHD children is different than for children with RAD.*
- *The special education programs available to us seem to be limited by the training of the staff. Work is needed to educate teachers about the importance of reviewing their student's IEPs.*
- *Many of the paraprofessionals and some of the professionals are inadequately trained and lack the education to meet the needs of their students. Some are exceptional but many are less than adequate for the tasks they are asked to perform.*
- *There are wonderful programs at the school, but they are not being utilized because teachers aren't trained in them (i.e., Kurzweil).*

### Child Treatment by Staff

- *Prior to his placement at a special education school, my child was treated unfairly and with prejudice by one staff member at his elementary school. This made him feel like he was constantly being observed (which he was), and this made him develop a negative self-impression. He felt like he was always in trouble.*
- *[My child] was yelled at and put in corners—he was put in a dunce chair. I've never seen a child who did not want to go to school or scream at the thought of going to school.*
- *My son has autism and had to endure his whole 3rd grade by being told he can do the work, and that he was just not trying or was acting immaturely.*
- *I am unhappy with my son's special education teacher. For the past three years, she has made my son cry nearly every day. Sometimes she makes him work during recess. I have tried to talk with her about changing her approach with him but to no avail.*

### Administrators

- *This is consistent with all our experiences with [the district]: wonderful, compassionate teachers supervised by administrators who are detached, disinterested, and not very knowledgeable about special education. In general, I think the [special education department] are treated like unwanted stepchildren of the school system, probably because of the cost of providing the services.*
- *My past year's experience with our "district" has been hostile, abusive, demeaning, harassing, and fraught with constant lies from the district and has caused irreversible damage to my children, family, marriage, and health. The abuse from our corrupt superintendent is taking away from what should be the focus—the child, the student. This district laughs in our faces when we say that we will complain to the State Department of Education because they do not have anything to fear.*
- *The special education director is unable to do her job because the superintendent overrides her decision-making capabilities every time even though the superintendent is not knowledgeable about the child or the child's needs. The superintendent does this repeatedly, violating rights at will, and with complete disregard for the law or the fact that IEPs are binding.*

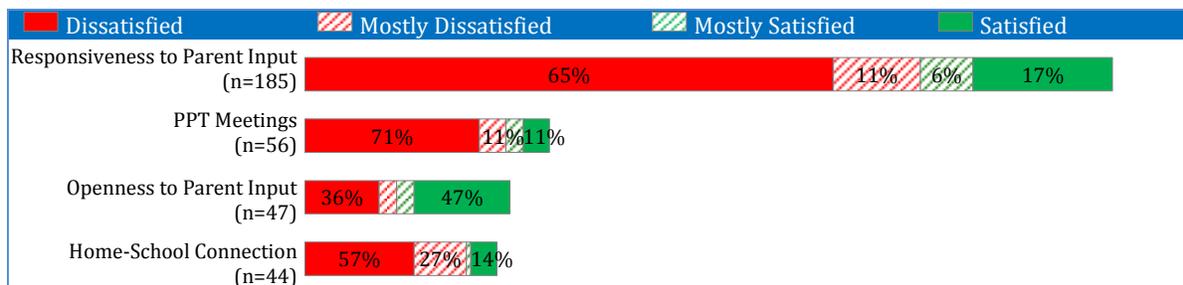
### Staff Collaboration

- *There is a lack of communication between the staff, the special education department, and the parents. For example, during one meeting, 4 out of 5 of my child's teachers had not even read the IEP, and one of those teachers had been continually denying our child access to an alternative setting to take an exam.*
- *I realize that establishing individualized programs is difficult in the public school setting. However, the communication between special education, regular education, and the administration needs further evaluation. They should work together to ensure all educational needs are met, as the student is the most important person. Especially when a student is self-advocating and striving to do their best.*
- *While I know that there are a lot of students for the classroom teacher to manage, I find that sometimes there is a disconnect between the classroom teachers and the special education teacher with regards to the specific needs of the child. This can be challenging.*

## Participation in Developing and Implementing Child's Program

A number of parents (n=185) commented on whether the school was responsive to their input, and about three-quarters (76%) of these parents indicated some sort of dissatisfaction. Parents often noted that the school had difficulty communicating with them, lacked consideration for their viewpoint, or repeatedly denied their requests and recommendations. The next frequently discussed topic (n=56) was the PPT meeting process, with some parents dissatisfied with the PPT scheduling process, their involvement in the PPT meetings, or the information provided during the meetings.

**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 871 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 to Parent Input

- *I have been very pleased with the district. They have listened to my concerns, and have taken the time to troubleshoot with me in order to come up with an academic program that my son is comfortable with and will lead to his success.*
- *Overall, my experience with my son's school has been good. We have worked together collaboratively. If I had any concerns, they would respond immediately. If they didn't know the answer, they would get back to me ASAP.*

### PPT Meetings

- *I have always been an active participant in his PPT meetings. The school has always been very accommodating, and has set dates for meetings for when I can attend. My opinions have always been heard, and I have always been a very active member of the PPT team.*
- *The meetings are informative, and we as parents are given the opportunity for our input and opinions about anything relating to our child's learning.*
- *I am very satisfied with the meetings, I have an interpreter and information is explained well and I am asked for my input about my son. I like that there is good communication between the school and me. [Spanish translation]*

### Openness to Parent Input

- *Although there might be bumps in the road we are always able to talk to someone, whether it is a teacher or administrator. This helps resolve issues.*
- *I found his pre-K and kindergarten faculty to be more willing to meet with me and discuss his progress.*
- *In middle school, the communication between the team and me was constant. I did not feel intimidated communicating with them. I always felt encouraged and supported.*

### Home-School Connection

- *[The school] has very good teachers for everything including speech. I have a meeting with her teachers every couple of months to go over her progress and they send home papers that show her progress.*
- *The special education team at the school is very helpful and caring. They communicate with me often to ensure there is consistency between home-school expectations.*

## Comments Expressing Dissatisfaction

### Responsiveness to Parent Input

- *I feel the school staff does not listen or take into consideration the requests of parents; they only go by the testing they do in school and deny outside testing when requested.*
- *No real plan ever materializes until you get very mad and create a fuss or hire an advocate, and even then it is poorly implemented. The bottom line is that it is always a fight, the onus is always on the parent, and short of home schooling you are stuck with a mediocre district that just doesn't seem to get it.*
- *I made a number of suggestions but none were followed. I may not have a teaching degree but I could have done a much better job than most of his teachers in elementary school, certainly made a much better effort.*
- *I have personally requested to meet with the state on four different occasions and so far there has been no response. I feel limited because I am not able to help my child because I do not speak or write English. [Spanish translation]*

### PPT Meetings

- *The scheduling of PPT conferences is another very poor area. Each time, I would tell the scheduler that we needed more than one hour because my son has a large team. Constantly I was told that an hour was the norm and it was too difficult to schedule a longer meeting. We also did not have much choice in dates and times. Often we had to have a continued PPT or we were constantly told to 'move it along,' making it unable to converse as to how to help my son as a team.*
- *In the last PPT, my son was present but not all the people responsible for my son's services were involved. I did not have an interpreter. You must provide me with clear information for the future of my son. [Spanish translation]*
- *When you go to a PPT, it is very intimidating. You sit at a huge table surrounded by school staff. At many PPTs, I have felt ganged up on and bullied. The school says that they are on your child's side, but I very rarely see evidence of that. I no longer go to PPTs by myself for this reason.*
- *During all of the elementary years, I never had one PPT where all the service providers stayed the whole time. Most would leave after giving their report.*

### Openness to Parent Input

- *Parent involvement is blocked. Parents can only observe their child with advance notice, within a window of time and cannot observe the entire program. Communication with paraprofessionals is not allowed, so I end up having to do it without permission.*
- *Parent involvement is discouraged in secondary education. I requested to shadow my child to assist in any way possible and was denied. I was not allowed to sit in on any of his classes or therapy sessions.*

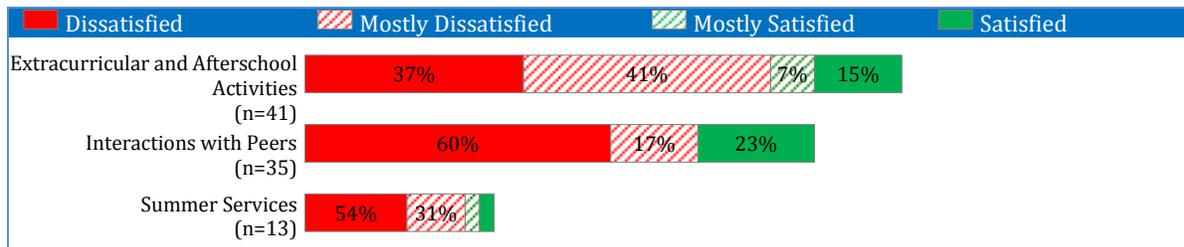
### Home-School Connection

- *If there are assignments that are missed, I would prefer to hear about it prior to the quarter ending. I fill out paperwork in triplicate with my contact information including my email address. If it is missing, or if there is a question, I would like to be contacted before the next PPT, IEP, or report card conference.*
- *On many occasions, I asked for materials to be sent home. The answer to my request was "I don't provide lists for spelling or vocabulary—we don't do it that way."*
- *Teachers should be required to use the schools website to post school work and homework for each of their classes on a daily basis. It is expected that parents work with their children at home to ensure the child has completed their homework on a daily basis but there is a huge gap in that entire process. A parent could do a much better job partnering with the teacher if all teachers were required to keep this information updated daily.*
- *At every PPT over the past ten years we have asked the school as parents what more can be done at home to reinforce learning to be more successful at school. The school has never given any extra work or provided any extra help that would benefit her learning and help with closing her educational gap.*
- *It is important that the school recognize that effective and timely communication with parents is critical. Also, the student's disability extends beyond the four walls of the school. Coordination should occur to ensure consistent carryover of academic, behavioral and social interventions to the home environment.*

## My Child's Participation

As can be seen in Figure VI.5 on the next page, 41 parents commented on their child's participation in extracurricular/after-school activities and these parents tended to express dissatisfaction with the opportunities available or the supports in place to help their child participate. Fewer parents (n=13) commented on the summer services available but those that did tended to express dissatisfaction. Lastly, a total of 35 parents also discussed their child's interactions with peers at school, with some discussing problems such as bullying and mistreatment.

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



Note: The n represents the total number of parents out of 871 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

- *[My son] has been able to participate in the 'specials', art, music, and gym programs, though the gym was difficult because of his focus and sensory issues. He also was given the opportunity to play drums in the school band and sing with the school chorus. In order for this to happen, his paraprofessional had to be approved to work after hours for the winter and spring concerts. This ended up being a large confidence boost for my son. He was also approved for the spring afterschool program that the town recreation department runs.*
- *Our son has always been included in all field trips, and extracurricular activities that are provided by the preschool, and we anticipate that this will continue in kindergarten.*
- *He has been accepted and supported in all of his special education and regular education classroom activities. He even was a member of the school's play two years in a row. It was wonderful to see his self-esteem grow.*
- *The children in our school district have always been very supportive of my son, and the school system as a whole has made practicing kindness, and acceptance of those who are different from you a focus. Much of his day is now spent with his peers. He has a school arranged small social group which meets once a week with him.*

### Comments Expressing Dissatisfaction

- *I feel that my child should have the opportunity to do a sport with the help of an aide after school if he decided to make that choice, but the option isn't there.*
- *I do not think that adequate preparation is made for field trips. Also, I don't think teachers or aides assigned to supervise special needs students take this responsibility seriously.*
- *Best Buddies needs some restructuring. The vast majority of the students participating in Best Buddies were all on the same special education teacher's case load...Also, I found nearly all the parties consisted of eating and playing board games—there was not much variety.*
- *My daughter began cheerleading, first with unified sports, then on the varsity team. A very compassionate cheerleading coach who assisted with unified cheerleading knew [my daughter] crossed the special needs aisle, and invited her to cheer on her team. Although teachers were very happy for [my daughter], there was no outreach to me by administration to see if she needed any extra support. It was I and I alone who attended all practices with her and used my tablet to video tape the cheers so she would remember them when she practiced. I wondered all the time how many kids with special needs might be excluded from participating from extracurricular activities because: 1) they are not aware they can join because there is no outreach for them, and 2) they have no support if they do happen to join something on their own.*
- *The school district needs to do a better job on all types of bullying. The school district must not and should not assume that students with disabilities can adapt themselves socially to interact with other children.*
- *The previous two summers he was given services and I was told that this summer it was not necessary. I was told to let him have fun and be a typical child. I enrolled him in our town's day camp program at the preschool's urging.*
- *This summer has been difficult for him because there is no structure and schedule in the summer. Summer school was not even offered to him.*

### Transition Planning

About one out of every 20 comments mentioned transition services. A large majority (85%) of parents who commented on transition services were dissatisfied, with many noting a lack of consistency and coordination in the planning of transitions (see Figure VI.6 on the next page).

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



Note: The n represents the total number of parents out of 871 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 transition to high school was very successful because of the regular and support staff.*
- *He is entering middle school and the transition from elementary school to middle school has been well-planned.*

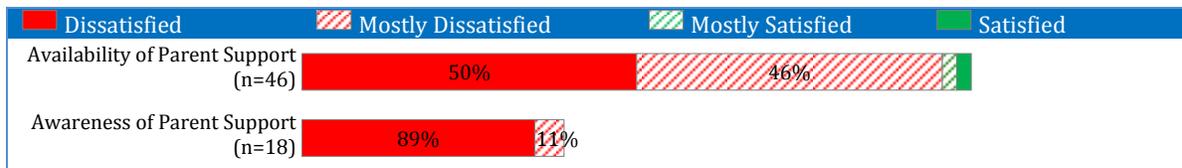
### Comments Expressing Dissatisfaction

- *I am disappointed in the way the school is handling my son's transition. The school's guidance department is not helpful if your child is not going to attend a college. All the transitioning activities are done by me researching and contacting the state agencies. I feel the school system just wants to pass my son and give a check mark to a successful exit. They are doing nothing to prepare him for a life after high school. I feel the system has dropped the ball when it comes to helping my son become a successful adult.*
- *I would like to have more communication before the new school year starts, especially when it comes to relaying information to paraprofessionals. There should be introductions to special education teachers when transitioning to a new school, such as the high school.*
- *My daughter's transition from the middle school to the high school was difficult as the high school special education program seemed much more hands off. My daughter felt somewhat lost the first half of the year. I also noticed that the special education teachers were not keeping us informed at all.*
- *Our school system offered one 90-minute session on "transitions." I was unable to attend due to work responsibilities. As my child was 14 at the time, I assume it will be offered next year.*
- *Our transition into the middle school was very difficult, and I felt that my son's file and needs were not used to plan his transition. It has taken awhile to get things ironed out...I think that the communication between the school levels should be better. I don't think the staff at one level knows what really happens at the next level. This makes it difficult to make accurate recommendations for the next school. If the parent has not had any experience with a particular school level (i.e. middle school), it can produce an unsuccessful transition.*

### Parent Training and Support

When parents discussed parent training and support, some (n=46) discussed the availability of such opportunities while a few others (n=18) discussed whether they were aware of such support. In both cases, parents tended to express comments in terms of areas for improvement, including a need for more or improved networks of support.

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



Note: The n represents the total number of parents out of 871 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 CT Parent Advocacy group is a great resource for parents.*
- *Through social networking, a support group has been set up for parents of autistic children, where we can talk freely about IEPs, PPTs, and the teachers involved. This is also a place where we can talk about issues that have arisen with our children, solutions, as well as recommendations for doctors, other services, field trips, etc.*

## Comments Expressing Dissatisfaction

### Awareness

- Overall, I would like to know about a support network for myself so I can be more involved through my school district or other services. Also, I would like to know if there is parent training or information sessions provided by my district that addresses my needs as a single mom and the needs of my son's disability.
- I am unaware of any support system for my husband and myself. We are just moving with the flow of what the school is allowing us to know.
- I have not been made aware of any parent support groups or programs, if there are any. I would be very interested in joining such a group and/or having the opportunity to learn new ways to help my child succeed.

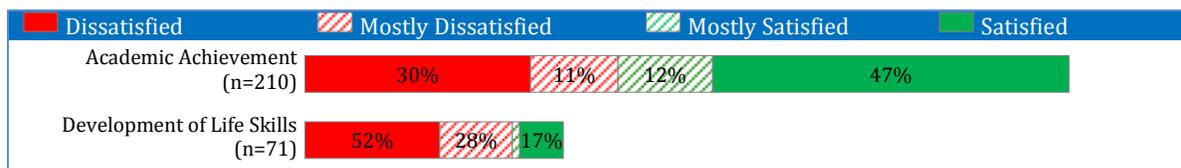
### Availability

- There is a SEPTA organization. However, its head members are very negative about the school district and have "scared" away many potential new members with their negativity...this organization currently is filled with bitterness which is not helpful to parents.
- There is lack of support to the parents and families of children with disabilities. The school system should have a list of psychologists, organizations, and groups that are available for extra support or after school activities...It's hard as a parent to go on-line and try to find resources. The school system wouldn't be responsible for the actions or reputations of those particular programs or services, but could list sources they know, other families have used, or other students have used.
- There really are no parent training or support groups for parents with children of special needs other than play groups. It really is up to us to take advantage of the time we have together when we meet at field trips or Best Buddies. I have tried several times to develop groups but it's difficult due to confidentiality. As a parent advocate I leave myself open for other parents to contact me as needed.
- It would be helpful to have had someone explain to us what the entire experience might be like, what an IEP is, what a PPT is, what kinds of questions we can or should ask, what kinds of things we should advocate for. Having some type of mentor support program for new parents would be wonderful. Creating a special education community within the school community would be helpful. At times we've felt very alone.
- I would very much like a support system with other parents but none exists. I feel very isolated and alone sometimes. I have had to seek out parents of other special needs students in the school myself to have my own "support system."

## My Child's Skills

As can be seen in Figure VI.8, one in four parents (n=210) commented on their child's achievement levels or progress; and of these parents, more than one-half (59%) expressed satisfaction. Comments often focused on improved grades, enhanced learning gains, and the acquisition of specific skills (i.e. reading or writing). Meanwhile, 71 parents commented on their child's development of life skills, but these parents largely expressed dissatisfaction with their child's progress in these areas, noting that their child was not developing social skills, increasing their self-confidence, or learning behaviors that could help in school or when they transition out of school.

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



Note: The n represents the total number of parents out of 871 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

### Academic Achievement

- She's been reading very well and enjoys it very much. She's reading at a level 8. I am very happy with the special education program that she is in. My daughter even made student of the month.

- *We are my granddaughter's guardians. When [my granddaughter] came to us three years ago, she couldn't read. Now she can read fluently.*
- *I love it because my son learns slowly, but it has helped him very much. Thank you very much for the help you have given my son, and for all the children you help. [Spanish translation]*
- *Since my son has been at [the school], he has come a long way and I see a lot of improvements in his speech and other things the school has been working with him on. I'm happy to know his teachers work well with him! I hope he comes even further in his learning abilities.*
- *My son has just graduated high school, is entering his first choice of college in the fall, and he could not have gone through the public school system successfully without the services and dedicated teachers that he has had over the years.*

#### *Development of Life Skills*

- *My child has made great progress socially in the time he has spent in the public school system. His regular education and special education support staff provide him many opportunities to work and socialize with his peers through necessary accommodations such as the use of sign language and programs on his iPad to communicate with others.*
- *My child has shown significant growth in maturity, social situations, and independence after going to [the special needs school].*

### **Comments Expressing Dissatisfaction**

#### *Academic Achievement*

- *I feel my child has been left behind for many years. He struggles so much with school and understanding reading and writing. I'm actually very upset with my son's years of special education and movement forward.*
- *My son is now entering 7th grade and he cannot read. I am told he reads at a 2nd grade level. When I can get him to read at home, he enjoys it, but he is only able to independently read books such as The Magic Tree House series, and even then he reads them word by word and slowly. He is greatly embarrassed to read at school or even outside the house. He says things to me like "Is there a place in this world, for me Mom, if I can't read?"*
- *I feel that our school has just pushed our son along each year to the next grade even though we feel he is nowhere near where he should be for his age. They continue to make modifications that let him "pass" his quizzes and classes, rather than making modifications that provide him the education he actually needs to learn.*
- *It seems the older my son gets the further behind he gets. I know content and curriculum get harder, but he does not have the basic skills to meet grade level Common Core Standards. He gets very frustrated most of the time especially on homework that sometimes takes him hours to complete.*
- *Every year, my daughter, who is going into 6th grade, but reads at an end of 4th/beginning 5th grade level, struggles to read and complete her work. On her state tests, even with the testing modifications, she scores at the lowest level. Her self-esteem has suffered as a result and she is not motivated to read for pleasure or information.*

#### *Development of Life Skills*

- *According to school records, she is academically doing ok. I feel more can be done in the school setting to address her social inadequacies. There will be a time when she recognizes her differences. When this happens, if she is not prepared on how to cope, it will then affect her academics. Why are we waiting for this to happen?*
- *Junior high and high school totally ignored social skills needs of my son. If he misbehaves or gets frustrated by bullying, teasing, or baiting by other students, he is punished but root social difficulties are not addressed. He needs support to learn art of small talk and socially acceptable behavior. It is totally not addressed. He is lonely, depressed, and frustrated.*
- *Our biggest frustration is that that social skills development is the most important frontier for our son. While we have said for this for the last seven years, the district has not really put any incremental effort into that area, and has instead remained to a framework that requires graduation requirements that don't make sense for him.*

## Section VII: Comparisons by Survey Year

The following section discusses overall trends in parent survey outcomes over the past eight 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. The initial sample of 21 districts was re-surveyed last year (2011-12) and this year (2012-13) marks year two of this new cycle.

### Response Rate

The survey response rate and the accompanying non-deliverable rate have remained relatively stable across the eight years; with a slight uptick in the response rate and a slight dip in the non-deliverable rate 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%
2012-2013	29	9,811	2,091	21.3%	4.7%

### Parent Satisfaction

The subsequent discussion focuses on select survey statements within each section of the survey and is organized into three categories: slight upward trend, moderate upward trend, and slight downward trend. Each “sparkline” illustrates the satisfaction trend over the 8-year period, with the lowest and highest data points also listed. The sparklines represent the percentage of parents to select “strongly,” “moderately,” and “slightly” agree and are based on the total number of parents who selected a response other than “not applicable” and “don’t know.” (Sparklines for all survey statements are included in Appendix D.)

#### *Slight Upward Trends in Satisfaction*

Across the four sections of the survey highlighted below there was a slight upward trend from Year 1 to Year 8 across 23 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 92.6% in Year 8, a difference of less than 1 percentage point. The greatest difference in this section of the survey occurred when parents were asked if staff is appropriately trained and able to provide their child’s specific program and services [Q8], an increase of 2.4 percentage points from Year 1 to Year 8 (84.0% compared to 86.4%).

- *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 8 were relatively small. For example, 90.6% of parents agreed that PPT meetings for their child have been scheduled at times and places that met their needs [Q17] in Year 1, while 91.7% agreed with the statement in Year 8 (a difference of 1.1 percentage points). 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 88.0%, an increase of 1.7 percentage points).

**Table VII.2: Levels of Satisfaction**

CT Special Education Parent Survey Item	Agreement Across Years (05-06 to 12-13)	Low	High
<b>Satisfaction with My Child's Program</b>			
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	92.2%  92.6%	92.1%	93.6%
Q8: Staff is appropriately trained and able to provide my child's specific program and services.	84.0%  86.4%	84.0%	88.2%
<b>Participation in Developing and Implementing My Child's Program</b>			
Q17: PPT meetings for my child have been scheduled at times and places that met my needs.	90.6%  91.7%	90.4%	94.3%
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%  88.0%	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 extracurricular school activities, such as sports or clubs with children without disabilities [Q25], 89.9% of parents agreed in Year 8 compared to 88.8% in Year 1, a difference of 1.1 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 8, a difference of 8.6 percentage points (63.8% compared to 72.4%).
- *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 eight years with a difference of less than 1 percentage point (85.5% in Year 1 compared to 86.2% of parents in Year 8).

**Table VII.3: Levels of Satisfaction**

CT Special Education Parent Survey Item	Agreement Across Years (05-06 to 12-13)	Low	High
<b>My Child's Participation</b>			
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	88.8%  89.9%	88.8%	92.0%
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%  72.4%	63.8%	72.5%
<b>My Child's Skills</b>			
Q39: My child is learning skills that will enable him/her to be as independent as possible.	85.5%  86.2%	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 8 responses were examined there was an upward trend for 5 of the 7 statements and for 3 of these statements, the difference was greater than 5 percentage points. Two of the statements are presented below.<sup>10</sup>

- More than 75% of parents agreed that the PPT introduced planning for their child's transition to adulthood [Q31] in Year 8 compared to 60.9% in Year 1, a difference 14.3 percentage points.
- In addition, when asked if the PPT discussed an appropriate course of study at the high school for their child [Q33], 86.4% of parents agreed in Year 8 compared to less than three-quarters (71.8%) of parents in Year 1. This represented the largest increase in parent satisfaction across the eight years, a difference of 14.6 percentage points.

**Table VII.4: Levels of Satisfaction**

CT Special Education Parent Survey Item	Agreement Across Years (05-06 to 12-13)	Low	High
<b>Transition Planning</b>			
Q31: The PPT introduced planning for my child's transition to adulthood.	60.9%  75.2%	60.9%	80.6%
Q33: The PPT discussed an appropriate course of study at the high school for my child.	71.8%  86.4%	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 was a downward trend in satisfaction across all 4 items from Year 1 to Year 8, but the differences were relatively small, ranging from a decrease of 1.3 percentage points [Q36] to a decrease of 6.7 percentage points [Q38]. Two of the four statements are presented below.

<sup>10</sup> 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.

- When asked if they have attended parent training or information sessions in the past year regarding the needs of parents and of children with disabilities [Q35], 34.6% of parents agreed in Year 8 compared to 39.6% in Year 1, a decrease of 5.0 percentage points.
- Similarly, 52.7% of Year 8 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 6.7 percentage points.

**Table VII.5: Levels of Satisfaction**

CT Special Education Parent Survey Item	Agreement Across Years (05-06 to 12-13)	Low	High
<b>Parent Training and Support</b>			
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.	<p>39.6% ● ————— ● 34.6%</p>	32.7%	42.2%
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.	<p>59.4% ● ————— ● 52.7%</p>	46.9%	59.4%

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

## 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 error<sup>11</sup>.” 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 21.3% 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.<sup>12</sup> 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 2012-2013 survey sample.<sup>13</sup> “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%.)

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

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

<sup>13</sup> In order to compare the response rates of key subgroups, the CSDE demographic data were aligned with confidential IDs included on all survey mailings (three surveys were returned without IDs and therefore could not be identified as “respondents”). CSDE disability data were not available for 310 respondents and for 61 of these respondents CSDE data were also not available for the remaining demographic categories (i.e. age, race). As such, the survey “n” in each table in this section will vary. 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 2012-2013 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. However, the magnitude by which parents of Hispanic/Latino students were under-represented in the respondent group improved. In 2012-13, parents of Hispanic/Latino students represented 15.8% of respondents and 19.4% of nonrespondents (a difference of 3.6 percentage points); while last year, parents of Hispanic/Latino students represented 18.1% of respondents but more than one-quarter (25.8%) of nonrespondents, a difference of 7.7 percentage points.

**Table A.1: Response Rate by Race/Ethnicity**

Child's Race/Ethnicity	Survey Sample (n=9,750)	Respondents (n=2,076)	Nonrespondents (n=7,674)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
White*	65.1%	71.5%	63.4%	8.1%	± 2.2%
Hispanic/Latino of Any Race*	18.6%	15.8%	19.4%	(3.6%)	± 1.8%
Black or African American*	11.2%	6.9%	12.4%	(5.5%)	± 1.3%
Asian*	2.3%	3.5%	2.0%	1.5%	± 0.9%
Am. Indian/Alaskan Native*	0.4%	0.1%	0.5%	(0.4%)	± 0.2%
Native Hawaiian or Other Pacific Islander	0.2%	0.1%	0.2%	(0.1%)	± 0.2%
Two or More Races	2.1%	2.1%	2.1%	0.0%	± 0.7%

Note: A \* denotes statistical significance at the 95% confidence interval;  $\chi^2=93.9$ , df=6, p=.00.

As can be seen in Table A.2, differences between parent survey respondents and nonrespondents were much smaller for age than those just discussed for race/ethnicity. The survey sampling plan purposively oversampled parents of older children as these parents tend to be underrepresented in respondent groups.

**Table A.2: Response Rate by Age**

Child's Age	Survey Sample (n=9,750)	Respondents (n=2,076)	Nonrespondents (n=7,674)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
3 to 5*	9.3%	10.5%	8.9%	1.6%	± 1.5%
6 to 12	42.4%	44.2%	41.9%	2.3%	± 2.4%
13 to 14*	18.5%	17.0%	18.9%	(1.9%)	± 1.8%
15 to 17	24.3%	23.3%	24.6%	(1.3%)	± 2.1%
18 to 21	5.6%	5.1%	5.7%	(0.6%)	± 1.1%

Note: A \* denotes statistical significance at the 95% confidence interval;  $\chi^2=11.9$ , df=4, p=.01.

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 a free priced lunch are under-represented in the respondent group.

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

Eligible for Free and Reduced Price Lunch	Survey Sample (n=9,750)	Respondents (n=2,076)	Nonrespondents (n=7,674)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
Not Eligible*	57.9%	68.7%	55.0%	13.7%	± 2.3%
Free Lunch*	36.4%	26.0%	39.2%	(13.2%)	± 2.2%
Reduced Price	5.7%	5.3%	5.7%	(0.4%)	± 1.1%

Note: A \* denotes statistical significance at the 95% confidence interval;  $\chi^2=132.2$ , 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=9,750)	Respondents (n=2,076)	Nonrespondents (n=7,674)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
Male	68.1%	68.5%	68.0%	0.5%	± 2.3%
Female	31.9%	31.5%	32.0%	(0.5%)	± 2.3%

Note: A \* denotes statistical significance at the 95% confidence interval;  $\chi^2=.22$ ,  $df=1$ ,  $p=.63$ .

**Table A.5: Response Rate by ELL Status**

English Language Learner	Survey Sample (n=9,750)	Respondents (n=2,076)	Nonrespondents (n=7,674)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
Yes	5.9%	5.6%	6.0%	(0.4%)	± 1.1%
No	94.1%	94.4%	94.0%	0.4%	± 1.1%

Note: A \* denotes statistical significance at the 95% confidence interval;  $\chi^2=.43$ ,  $df=1$ ,  $p=.51$ .

Lastly, among particular disability categories, parents of children with autism showed the largest over-representation (8.1 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 (7.4 percentage points) among respondents, followed by parents of children with an emotional disturbance (2.8 percentage points) and speech or language impairment (2.3 percentage points).

**Table A.6: Response Rate by Disability**

Child's Disability	Survey Sample (n=9,501)	Respondents (n=2,036)	Nonrespondents (n=7,465)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
Specific Learning Disabilities*	30.1%	24.3%	31.7%	(7.4%)	± 2.1%
Speech or Language Impaired*	15.2%	13.4%	15.7%	(2.3%)	± 1.7%
OHI - ADD/ADHD	14.4%	14.1%	14.4%	(0.3%)	± 1.7%
Autism*	11.7%	18.1%	10.0%	8.1%	± 1.8%
Emotional Disturbance*	8.8%	6.6%	9.4%	(2.8%)	± 1.3%
Other Health Impairment (OHI)*	5.9%	7.1%	5.5%	1.6%	± 1.2%
Developmental Delay (ages 3-5 only)	4.9%	5.3%	4.7%	0.6%	± 1.1%
Multiple Disabilities*	3.8%	5.0%	3.5%	1.5%	± 1.0%
Intellectual Disability*	3.8%	4.7%	3.6%	1.1%	± 1.0%
Hearing Impairment	1.1%	1.0%	1.1%	(0.1%)	± 0.5%
Visual Impairment	0.2%	0.2%	0.2%	0.0%	± 0.2%
Deaf-Blindness	0.1%	0.0%	0.1%	(0.1%)	± 0.1%
Orthopedic Impairment	0.1%	0.1%	0.1%	0.0%	± 0.2%
Traumatic Brain Injury	0.1%	0.0%	0.1%	(0.1%)	± 0.1%

Note: A \* denotes statistical significance at the 95% confidence interval;  $\chi^2=165.43$ ,  $df=13$ ,  $p=.00$ .

## 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.<sup>14</sup> Although the following examples from the 2012-2013 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 (90.0%, n=1,837) of survey respondents did select just one disability, 205 parents identified at least two disabilities for their child. Of those respondents who selected multiple categories, specific learning disability was chosen slightly more than one-half (53.2%) of the time; followed by OHI-ADD/HD (51.2%) and a speech or language impairment (39.5%) (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
Autism	404	22.0%	35	17.1%
Specific Learning Disabilities	364	19.8%	109	53.2%
OHI - ADD/ADHD	331	18.0%	105	51.2%
Speech or Language Impaired	203	11.1%	81	39.5%
Multiple Disabilities	104	5.7%	32	15.6%
Intellectual Disability	79	4.3%	30	14.6%
Emotional Disturbance	75	4.1%	30	14.6%
Other Health Impairment (OHI)	60	3.3%	12	5.9%
Developmental Delay (ages 3-5 only)	45	2.4%	26	12.7%
Hearing Impairment	19	1.0%	14	6.8%
Visual Impairment	10	0.5%	3	1.5%
Traumatic Brain Injury	6	0.3%	7	3.4%
Orthopedic Impairment	4	0.2%	6	2.9%
Deaf-Blindness	1	0.1%	2	1.0%
To Be Determined	29	1.6%	14	6.8%
Don't Know	103	5.6%	7	3.4%
<b>Total Disability Categories Selected</b>	<b>1,837</b>	<b>100.0%</b>	<b>513</b>	<b>-</b>

Note: Percentages are based on the number of respondents in each column: 1,837 respondents selected one disability for their child; whereas 205 respondents identified multiple (n=513) disabilities (and 49 respondents did not answer the question).

<sup>14</sup> 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 (34.5%) identified a disability different than the one listed on their child’s IEP, for a match rate of 65.5% (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
Autism	400	330	82.5%
Specific Learning Disabilities	354	260	73.4%
OHI - ADD/ADHD	323	192	59.4%
Speech or Language Impaired	194	133	68.6%
Multiple Disabilities	104	59	56.7%
Intellectual Disability	79	52	65.8%
Emotional Disturbance	73	56	76.7%
Other Health Impairment (OHI)	59	39	66.1%
Developmental Delay (ages 3-5 only)	41	31	75.6%
Hearing Impairment	19	15	78.9%
Visual Impairment	10	3	30.0%
Traumatic Brain Injury	6	1	16.7%
Orthopedic Impairment	4	2	50.0%
Deaf-Blindness	1	0	0.0%
To Be Determined	27	-	-
Don't Know	98	-	-
<b>Total Disability Categories Selected</b>	<b>1,792</b>	<b>1,173</b>	<b>65.5%</b>

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." CSDE disability data were not available for 45 of the respondents that selected one disability and therefore, they are not included in the "match to IEP" percentage.

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

<sup>15</sup> 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=9,750)	Statewide (n=69,730)	Difference
White	65.1%	55.5%	9.6%
Hispanic/Latino of Any Race	18.6%	24.0%	(5.4%)
Black or African American	11.2%	15.7%	(4.5%)
Asian	2.3%	2.2%	0.1%
Am. Indian/Alaskan Native	0.4%	0.4%	0.0%
Native Hawaiian or Other Pacific Islander	0.2%	0.1%	0.1%
Two or More Races	2.1%	2.1%	0.0%

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

Child's Age	Sample (n=9,750)	Statewide (n=69,730)	Difference
3 to 5	9.3%	11.5%	(2.2%)
6 to 12	42.4%	45.7%	(3.3%)
13 to 14	18.5%	15.6%	2.9%
15 to 17	24.3%	21.5%	2.8%
18 to 21	5.6%	5.6%	0.0%

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

Child's Grade	Sample (n=9,750)	Statewide (n=69,730)	Difference
Preschool	5.4%	6.6%	(1.2%)
Elementary	31.1%	36.5%	(5.4%)
Middle	26.5%	24.4%	2.1%
High	37.0%	32.5%	4.5%

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

Child's Gender	Sample (n=9,750)	Statewide (n=69,730)	Difference
Male	68.1%	68.5%	(0.4%)
Female	31.9%	31.5%	0.4%

**Table A.13: Child's Disability: Statewide and Sample**

Child's Disability	Sample (n=9,501)	Statewide (n=69,730)	Difference
Specific Learning Disabilities	30.1%	31.1%	(1.0%)
Speech or Language Impaired	15.2%	17.0%	(1.8%)
OHI - ADD/ADHD	14.4%	12.0%	2.4%
Autism	11.7%	10.6%	1.1%
Emotional Disturbance	8.8%	7.5%	1.3%
Other Health Impairment (OHI)	5.9%	6.7%	(0.8%)
Developmental Delay (ages 3-5 only)	4.9%	6.3%	(1.4%)
Multiple Disabilities	3.8%	4.0%	(0.2%)
Intellectual Disability	3.8%	3.4%	0.4%
Hearing Impairment	1.1%	0.9%	0.2%
Visual Impairment	0.2%	0.3%	(0.1%)
Deaf-Blindness	0.1%	0.0%	0.1%
Orthopedic Impairment	0.1%	0.1%	0.0%
Traumatic Brain Injury	0.1%	0.2%	(0.1%)

## 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	
<b>Satisfaction with My Child's Program</b>										
1. I am satisfied with my child's overall special education program.	2,057	40.2%	34.7%	10.6%	85.5%	3.6%	5.1%	5.8%	14.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	2,061	57.2%	25.8%	9.7%	92.6%	2.8%	2.1%	2.5%	7.4%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	536	19.4%	10.4%	9.3%	39.2%	7.6%	5.2%	47.9%	60.8%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	845	10.8%	6.5%	5.7%	23.0%	3.2%	3.1%	70.8%	77.0%	±
5. My child is accepted within the school community.	2,025	55.0%	25.8%	10.0%	90.8%	3.6%	2.8%	2.9%	9.2%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	2,063	40.7%	32.5%	11.5%	84.7%	4.8%	4.2%	6.0%	15.0%	0.3%
7. All special education services identified in my child's IEP have been provided.	2,051	46.7%	28.8%	10.2%	85.7%	5.1%	3.6%	4.3%	13.0%	1.3%
8. Staff is appropriately trained and able to provide my child's specific program and services.	2,057	46.8%	28.0%	10.3%	85.0%	4.0%	4.1%	5.3%	13.4%	1.7%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	2,028	55.2%	26.5%	8.5%	90.2%	3.4%	2.2%	2.9%	8.5%	1.2%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	1,941	42.8%	28.7%	13.4%	85.0%	5.5%	2.2%	5.0%	12.7%	2.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	1,956	45.6%	27.7%	12.7%	86.0%	4.9%	2.3%	4.4%	11.6%	2.4%

*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	
<b>Participation in Developing and Implementing My Child's Program</b>										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	2,020	48.4%	25.5%	13.7%	87.5%	5.1%	2.9%	4.5%	12.5%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	2,055	62.0%	21.6%	8.2%	91.9%	3.0%	1.7%	3.4%	8.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	2,054	64.5%	24.0%	6.9%	95.4%	2.1%	1.3%	1.3%	4.6%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	2,036	54.0%	24.5%	11.4%	89.9%	4.3%	2.1%	3.7%	10.1%	±
16. My child's evaluation report is written in terms I understand.	2,057	54.3%	27.6%	9.7%	91.5%	3.7%	2.0%	2.7%	8.5%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	2,063	64.4%	20.7%	6.6%	91.7%	3.5%	1.9%	2.8%	8.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	2,031	47.1%	27.5%	11.9%	86.5%	4.5%	3.6%	5.4%	13.5%	±
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.	2,039	50.9%	25.6%	11.5%	88.0%	4.9%	3.1%	3.9%	12.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	2,046	69.3%	17.2%	5.6%	92.1%	2.8%	1.6%	3.5%	7.9%	±
21. If necessary, a translator was provided at the PPT meetings.	318	59.4%	20.1%	6.3%	85.8%	3.1%	1.6%	9.4%	14.2%	±
22. The translation services provided at the PPT meetings were useful and accurate.	329	56.5%	24.6%	6.4%	87.5%	4.6%	1.5%	6.4%	12.5%	±
23. The school district proposed the regular classroom for my child as the first placement option.	1,829	62.0%	16.8%	6.0%	84.8%	2.4%	1.6%	5.6%	9.7%	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	
<b>My Child's Participation</b>										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	2,005	80.9%	11.3%	3.8%	96.1%	0.8%	1.0%	2.1%	3.9%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	1,887	72.9%	12.5%	4.5%	89.9%	3.0%	2.0%	5.1%	10.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	1,291	7.4%	3.6%	4.2%	15.2%	4.7%	5.4%	74.7%	84.8%	±
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).	1,228	36.6%	16.0%	7.7%	60.3%	6.4%	3.9%	12.7%	23.0%	16.7%
<b>Transition Planning for Preschoolers</b> (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.	351	57.5%	21.7%	8.8%	88.0%	1.7%	2.8%	7.4%	12.0%	±
<b>Transition Planning for Secondary Students</b> (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.	593	38.1%	26.8%	13.2%	78.1%	6.2%	4.2%	11.5%	21.9%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	442	31.0%	15.4%	9.7%	56.1%	4.8%	6.6%	16.5%	27.8%	16.1%
31. The PPT introduced planning for my child's transition to adulthood.	593	36.3%	22.6%	16.4%	75.2%	5.7%	6.6%	12.5%	24.8%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	676	69.5%	16.0%	7.0%	92.5%	2.8%	1.9%	2.8%	7.5%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	670	52.4%	23.9%	10.1%	86.4%	4.5%	3.3%	5.8%	13.6%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	612	39.9%	20.6%	14.9%	75.3%	7.5%	5.1%	12.1%	24.7%	±

*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	
<b>Parent Training and Support</b>										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	1,300	17.8%	10.1%	6.7%	34.6%	5.7%	7.5%	52.2%	65.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	1,272	14.0%	8.3%	7.8%	30.1%	5.3%	6.8%	57.9%	69.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	1,726	13.7%	11.3%	9.8%	34.8%	3.9%	5.6%	24.3%	33.8%	31.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	1,701	15.8%	10.9%	7.7%	34.4%	4.2%	5.1%	21.7%	30.9%	34.7%
<b>My Child's Skills</b>										
39. My child is learning skills that will enable him/her to be as independent as possible.	1,906	45.2%	26.8%	14.2%	86.2%	4.4%	4.0%	5.4%	13.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	1,876	48.9%	25.2%	12.8%	86.9%	4.4%	3.6%	5.1%	13.1%	±

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.<sup>16</sup> 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.<sup>17</sup> 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.

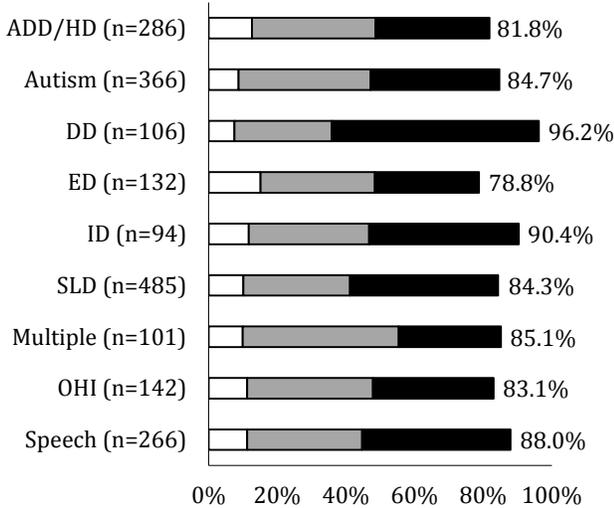
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<sup>16</sup> Presenting the information in this format (only representing agreement) allows for a quick visual comparison of response patterns; however, the percentage of respondents to disagree can be found by simply subtracting the percent to agree from 100%.

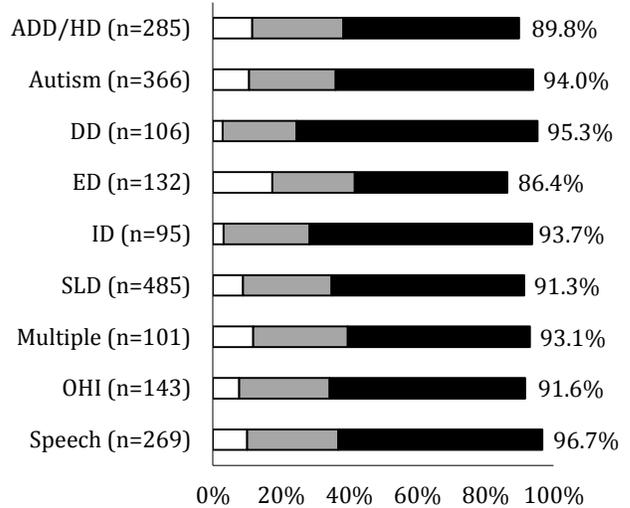
<sup>17</sup> Disability data presented in this section reflects state-reported data. Survey-reported disability data was not used as a substantial number of parents selected more than one disability for their child. As a result, it becomes difficult to interpret differences in survey responses across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

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

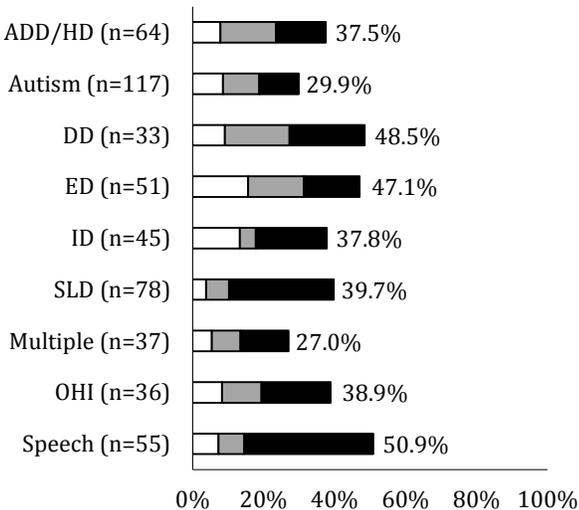
*Q1: I am satisfied with my child's overall special education program.*



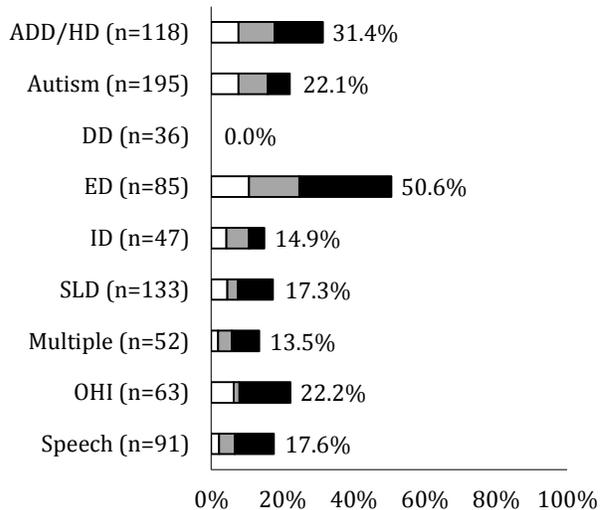
*Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.*



*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).*



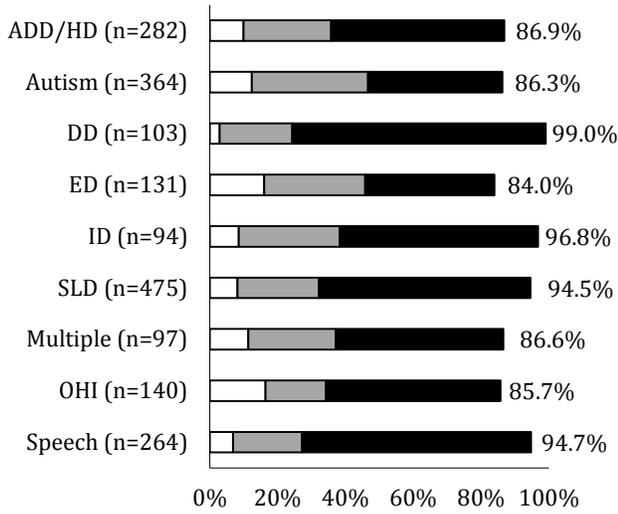
□ Slightly Agree

■ Moderately Agree

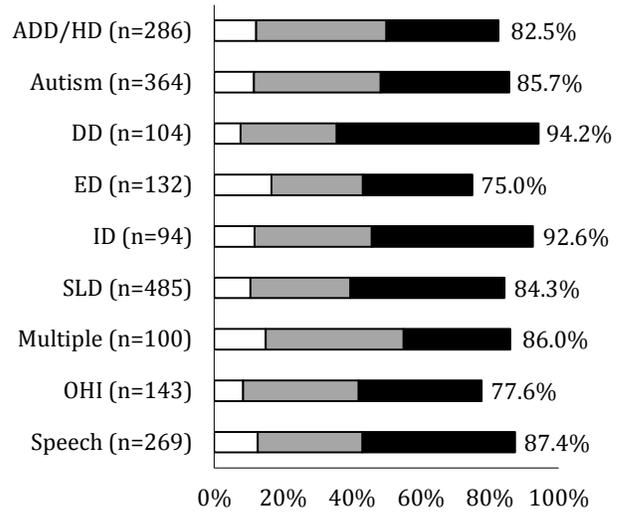
■ Strongly Agree

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.

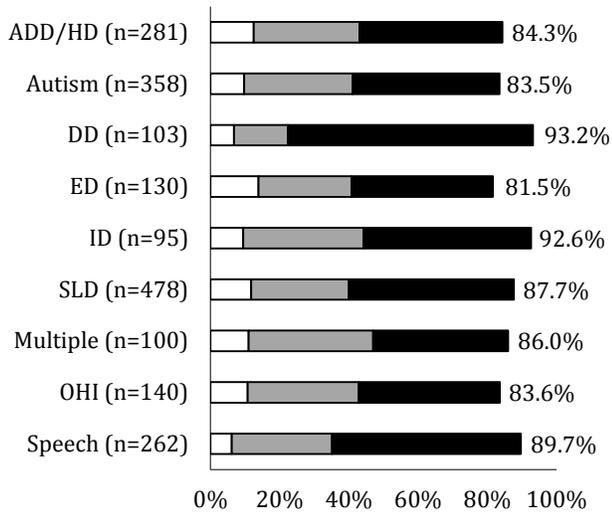
Q5: My child is accepted within the school community.



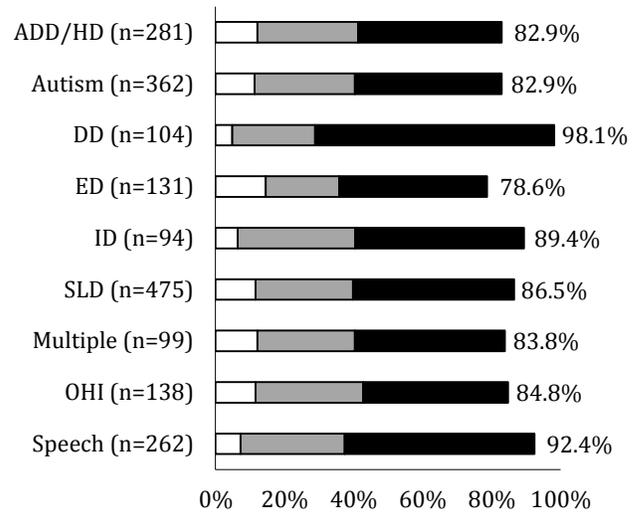
Q6: My child's IEP is meeting his/her educational needs.



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.

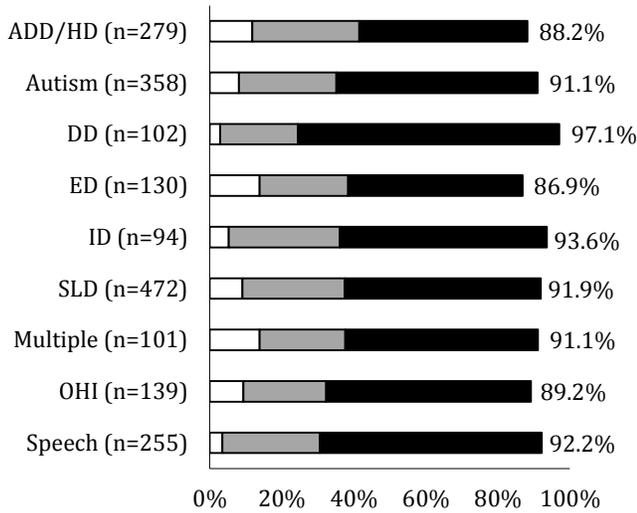


□ Slightly Agree

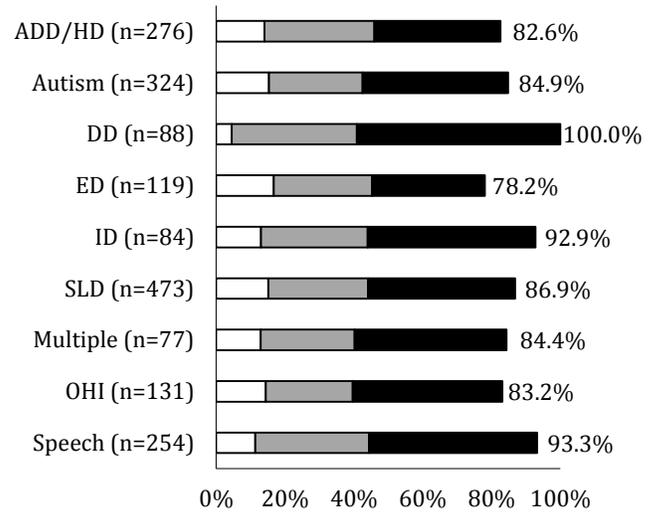
■ Moderately Agree

■ Strongly Agree

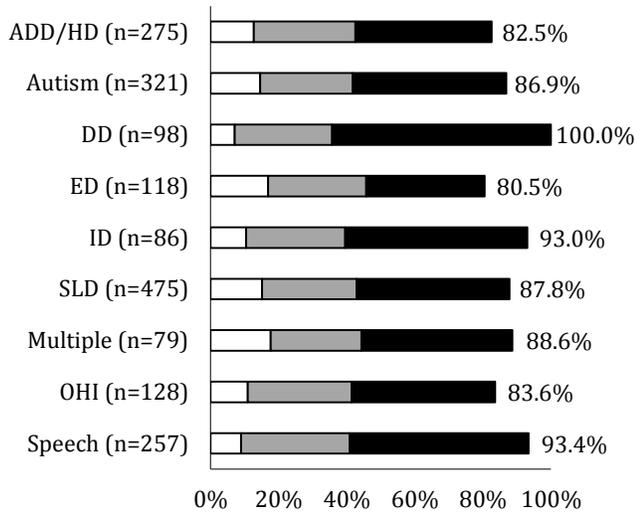
*Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.*



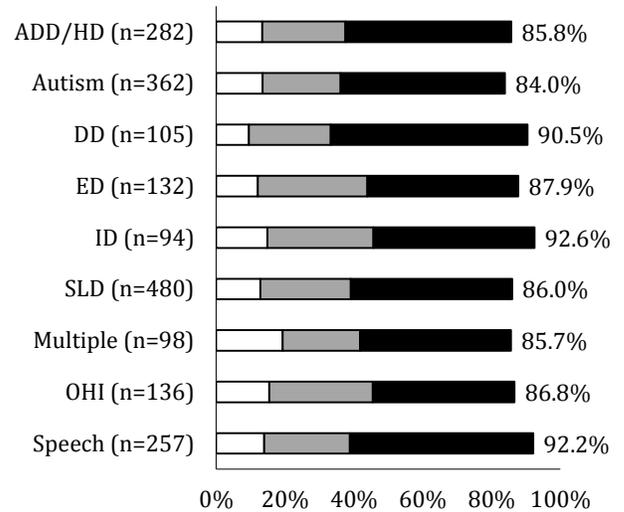
*Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.*



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

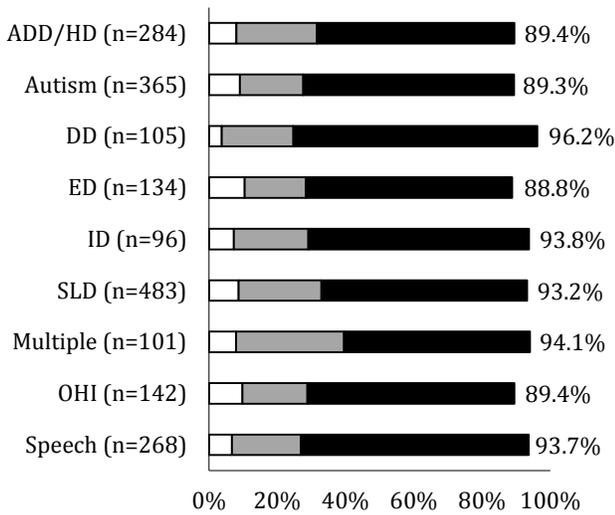


*Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.*

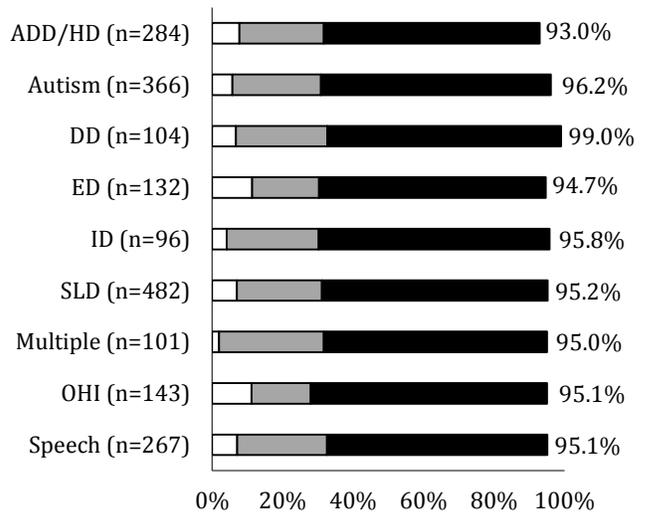


Slightly Agree
  Moderately Agree
  Strongly Agree

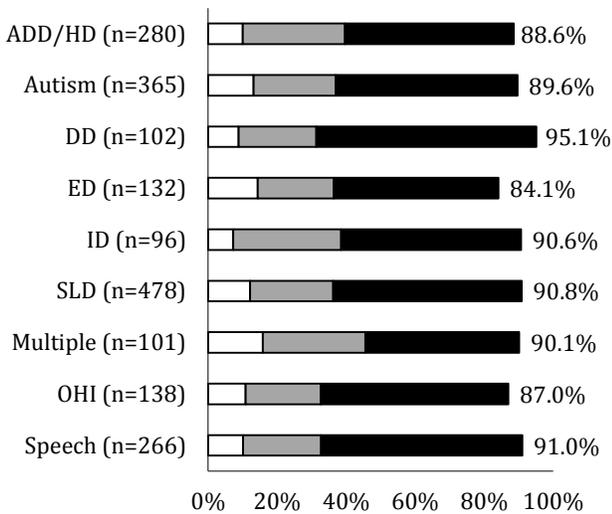
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



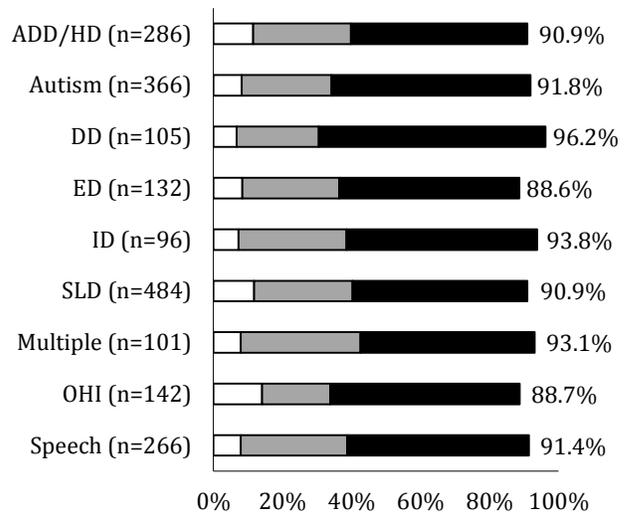
Q14: I understand what is discussed at meetings to develop my child's IEP.



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.



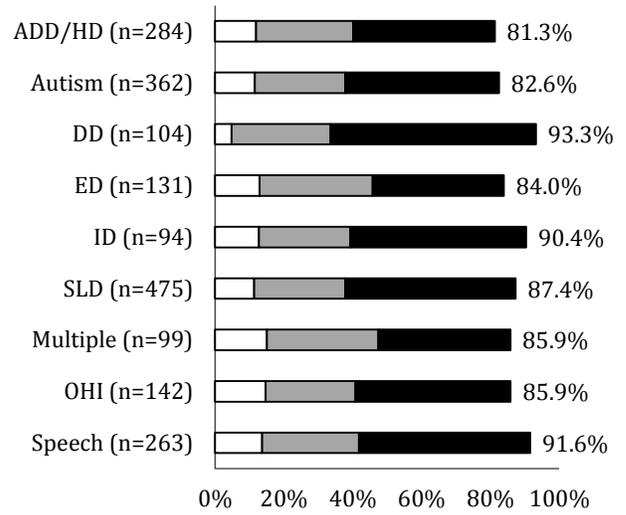
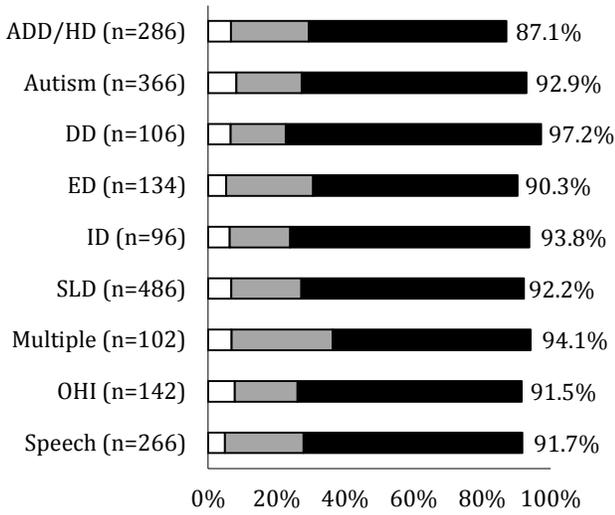
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

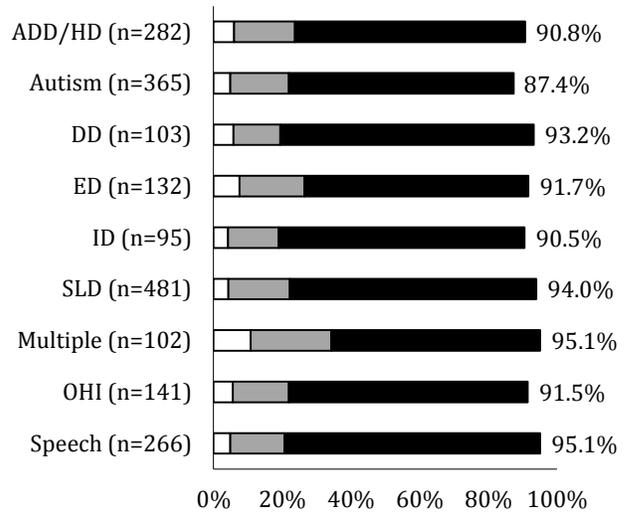
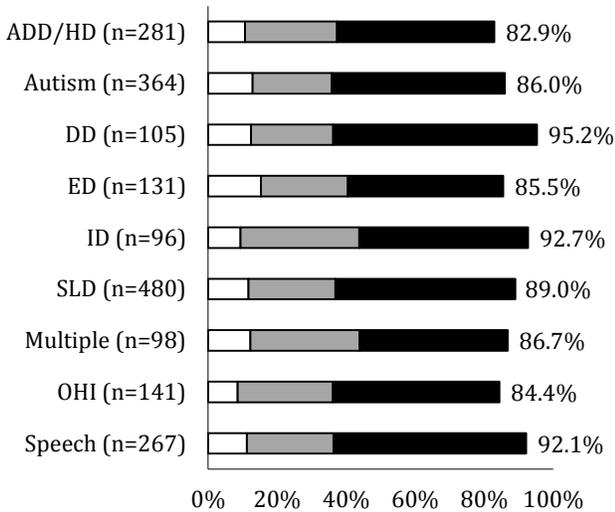
Q17: PPT meetings for my child have been scheduled at times and places that met my needs.

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.



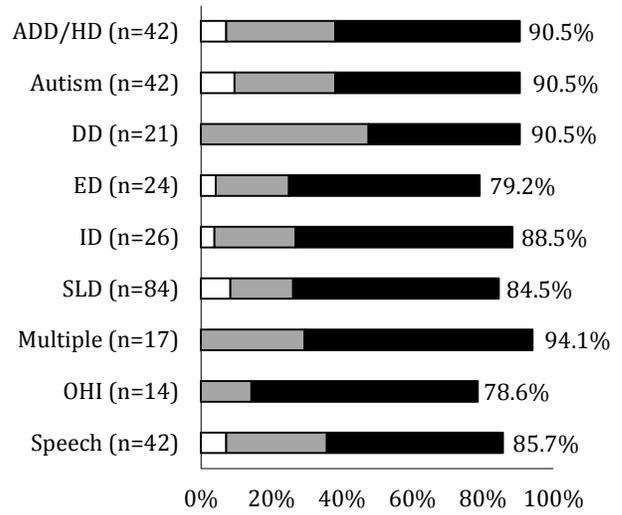
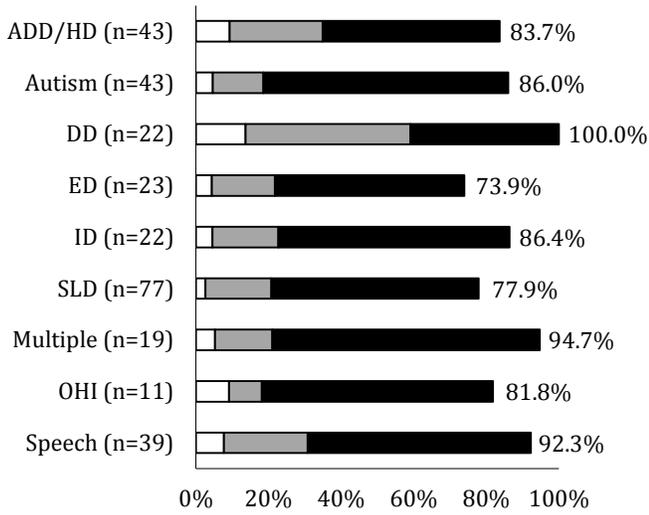
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

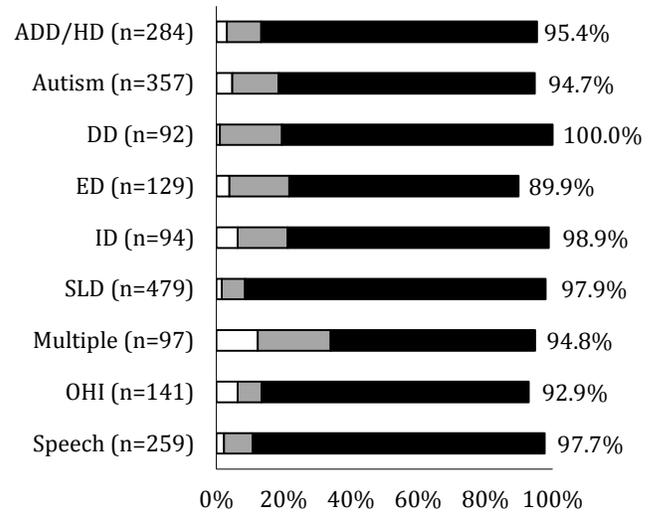
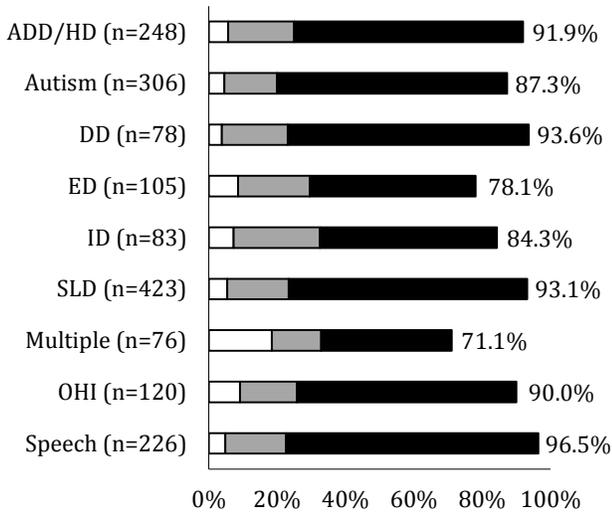
Q21: If necessary, a translator was provided at the PPT meetings.

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).

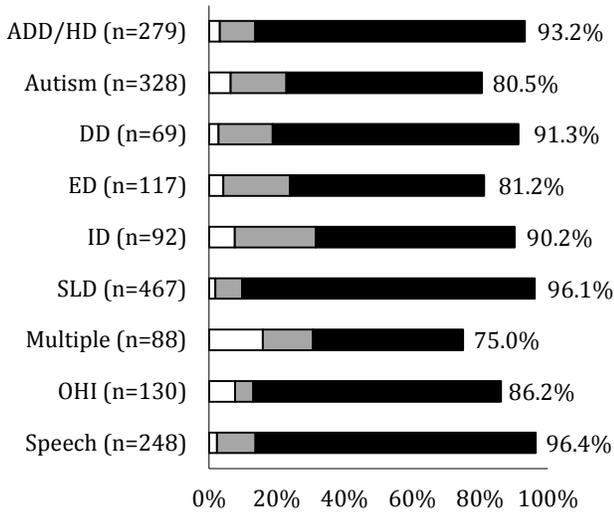


□ Slightly Agree

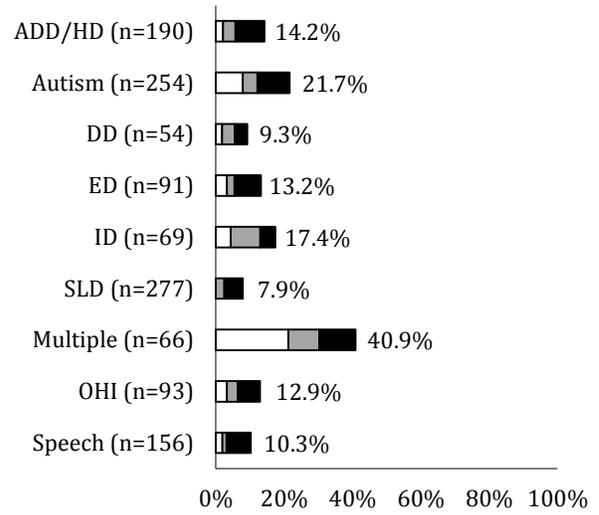
■ Moderately Agree

■ Strongly Agree

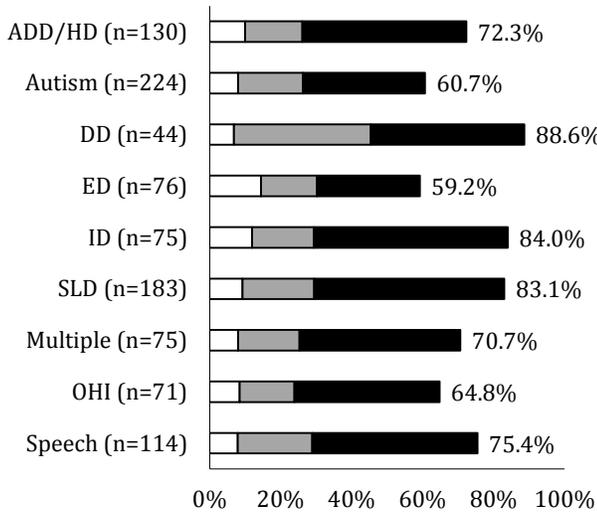
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



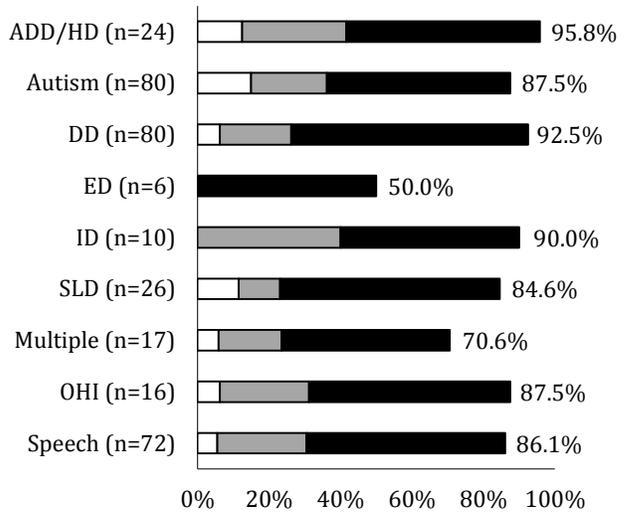
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



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).



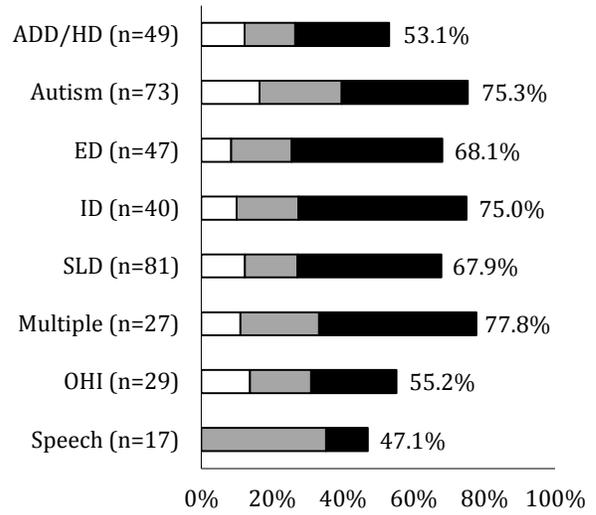
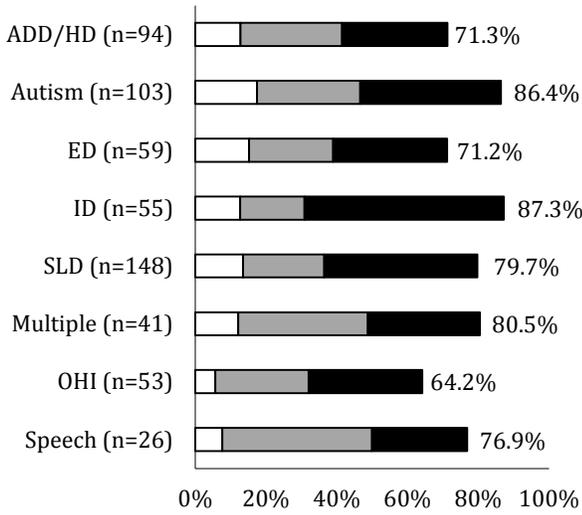
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

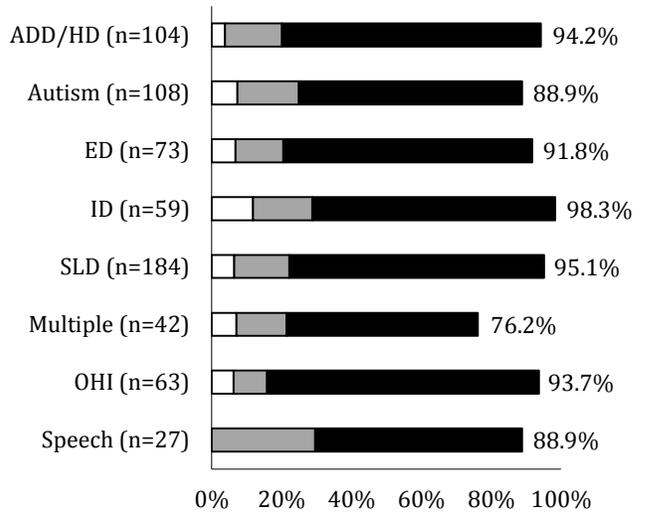
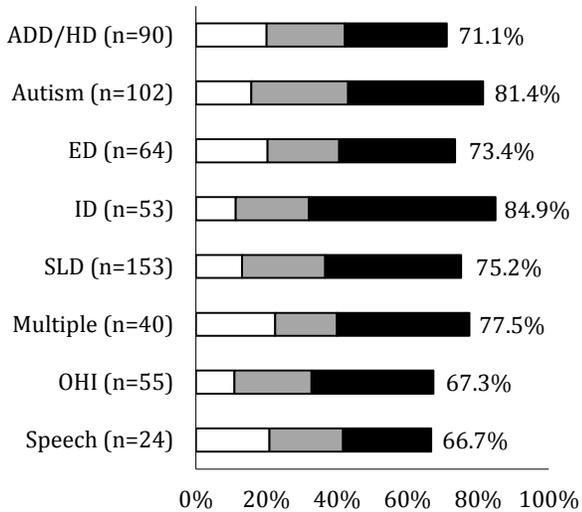
Q29: I am satisfied with the way secondary transition services were implemented for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

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).

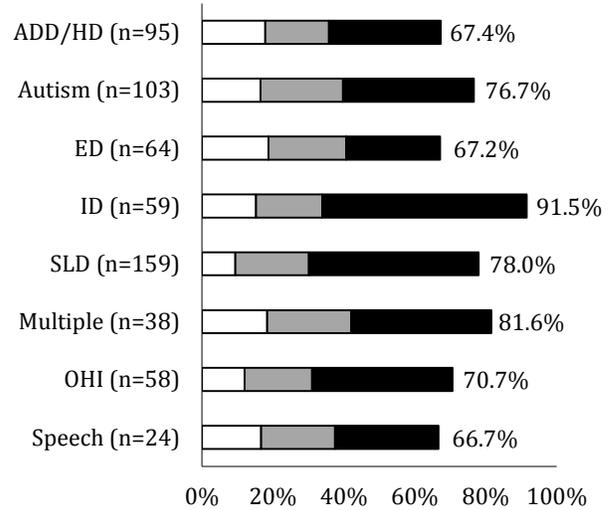
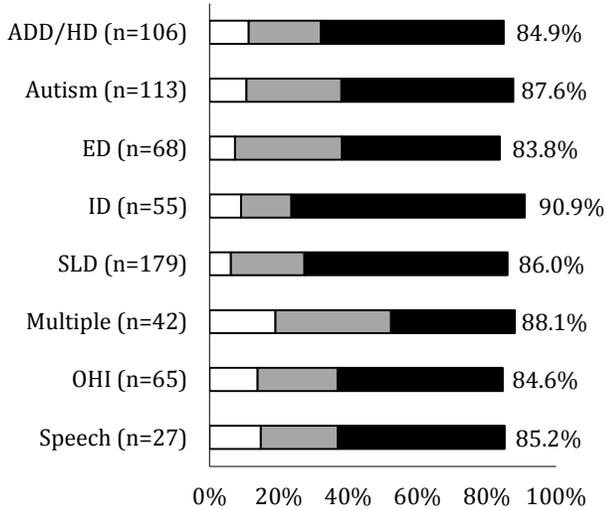
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



□ Slightly Agree                      ■ Moderately Agree                      ■ Strongly Agree

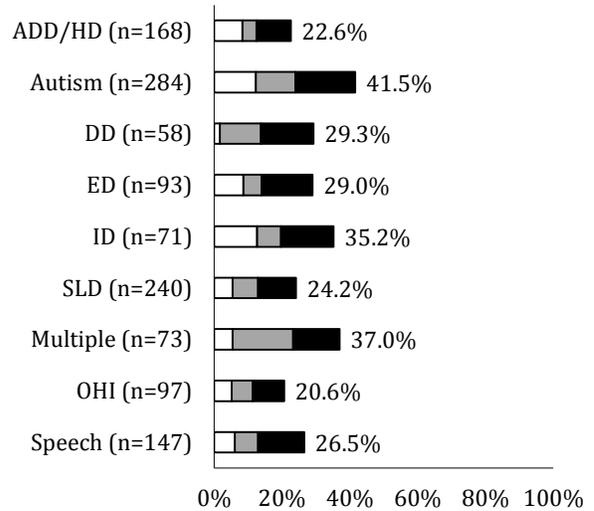
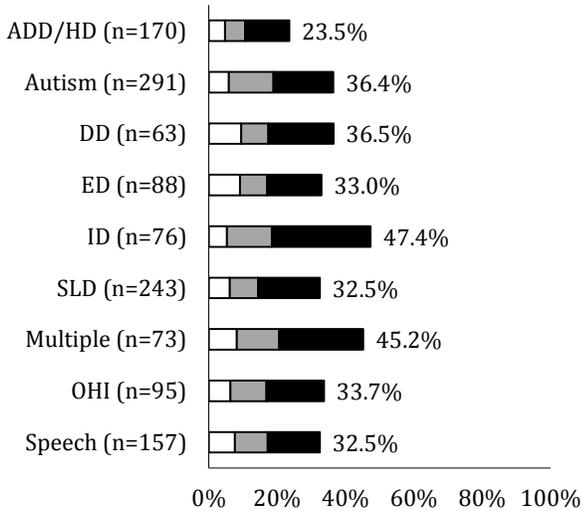
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

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.



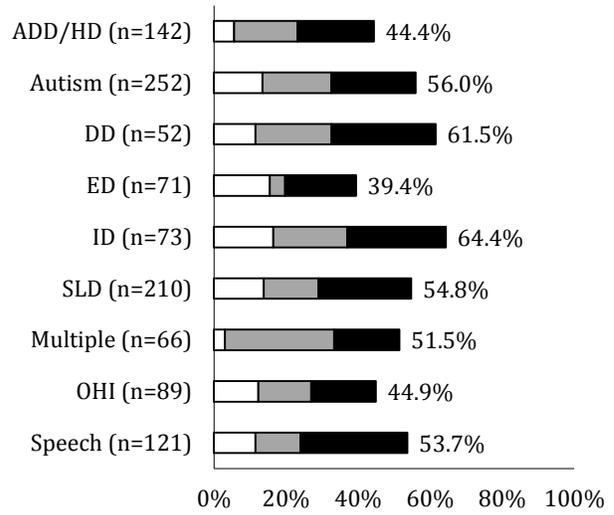
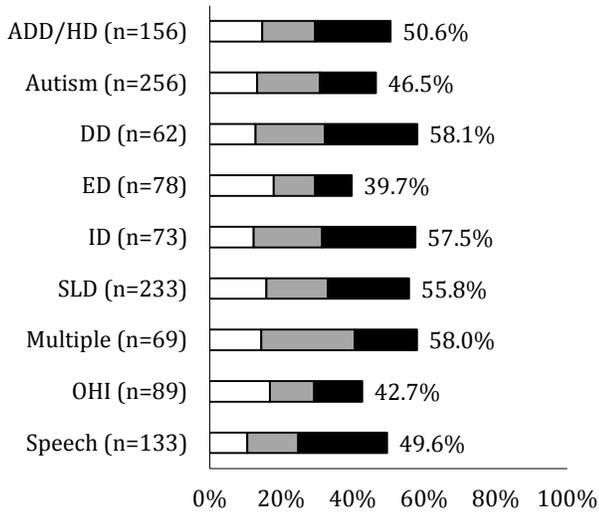
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

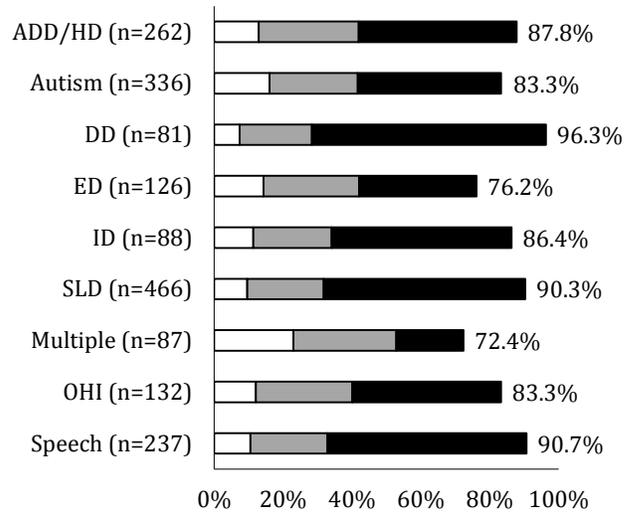
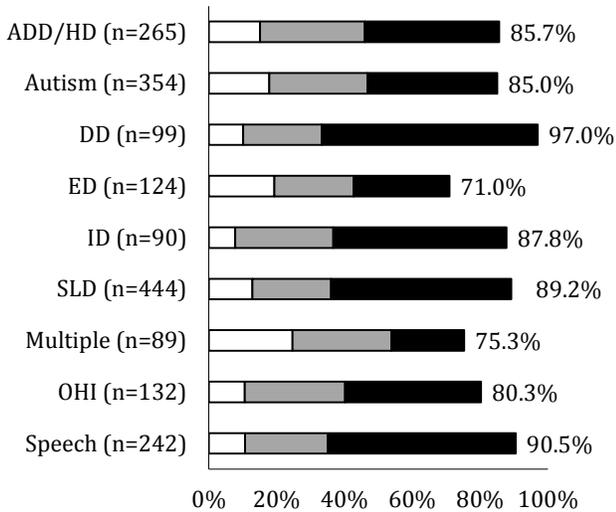
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.

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.



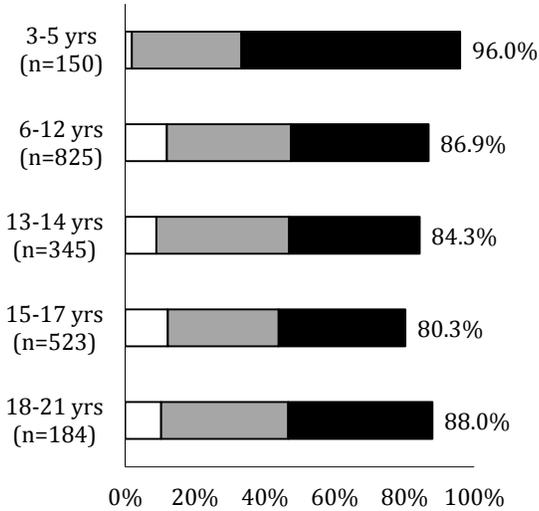
□ Slightly Agree

■ Moderately Agree

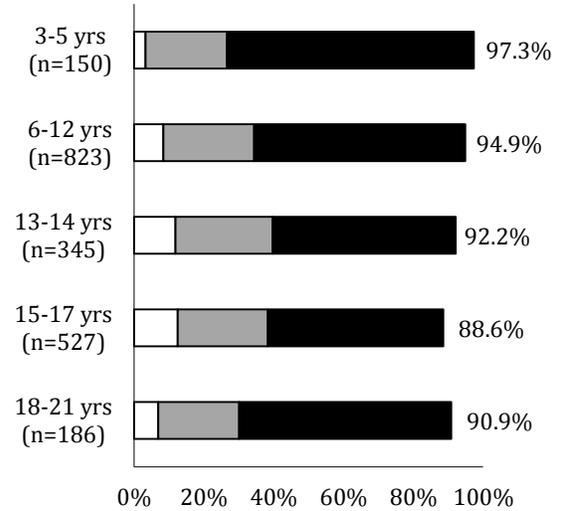
■ Strongly Agree

## Appendix C.2: Child's Age

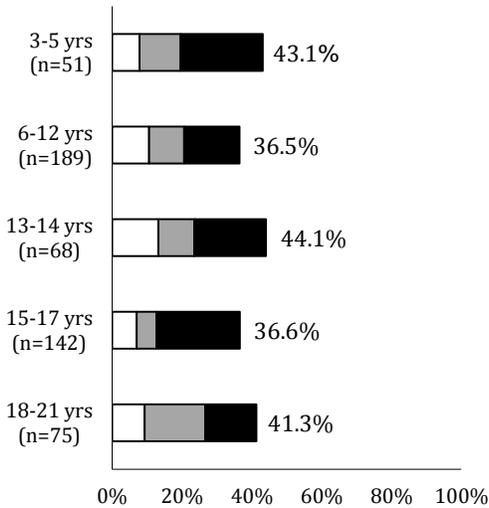
*Q1: I am satisfied with my child's overall special education program.*



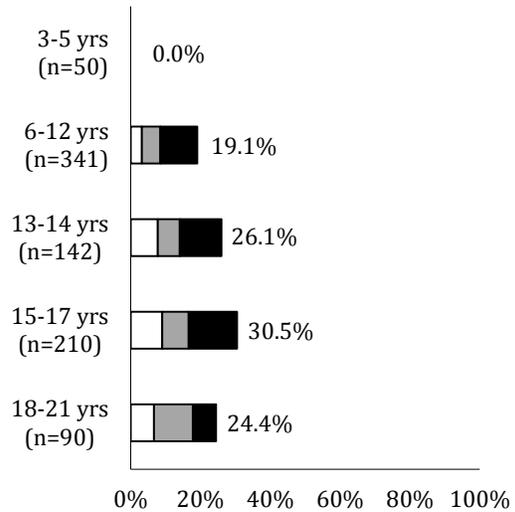
*Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.*



*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).*

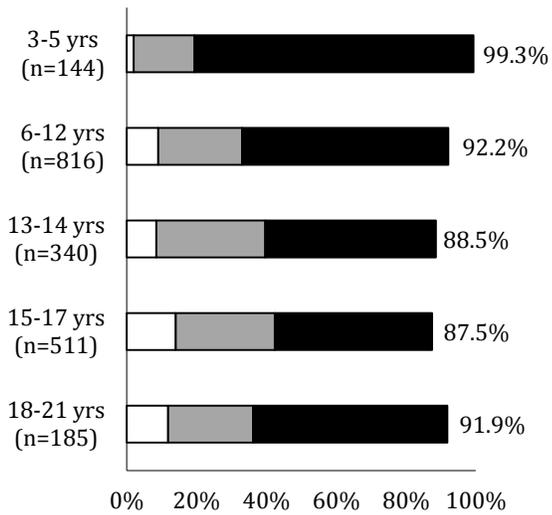


□ Slightly Agree

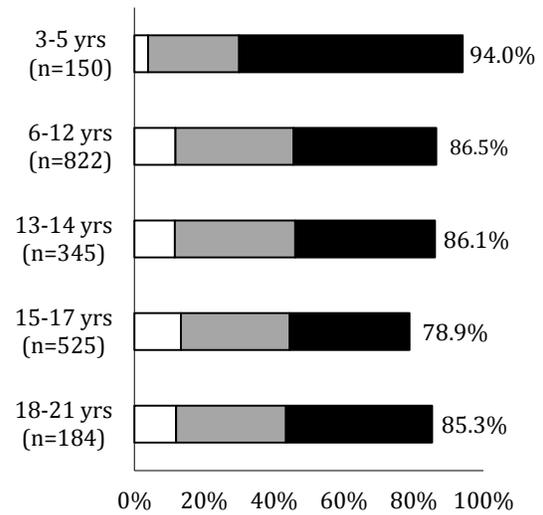
■ Moderately Agree

■ Strongly Agree

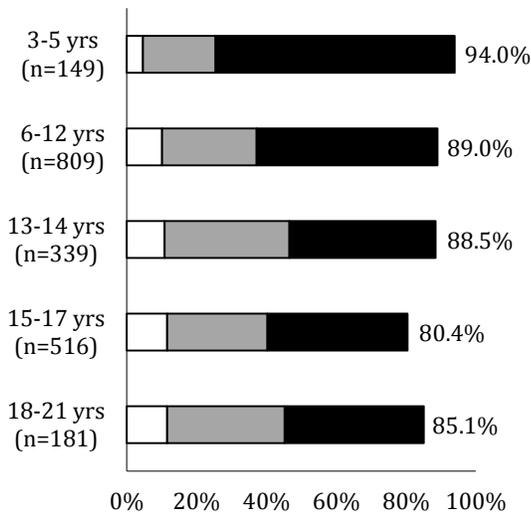
Q5: My child is accepted within the school community.



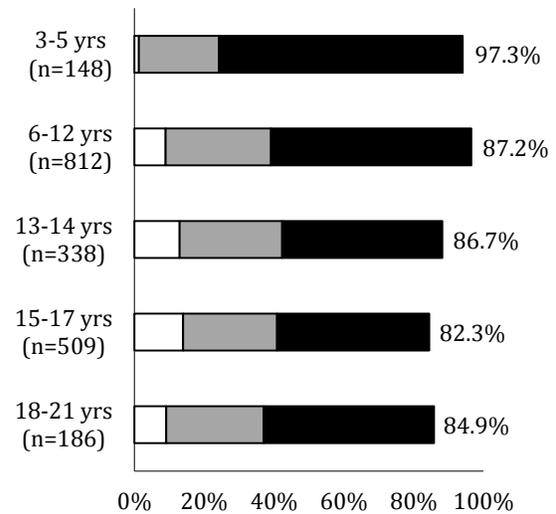
Q6: My child's IEP is meeting his/her educational needs.



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.

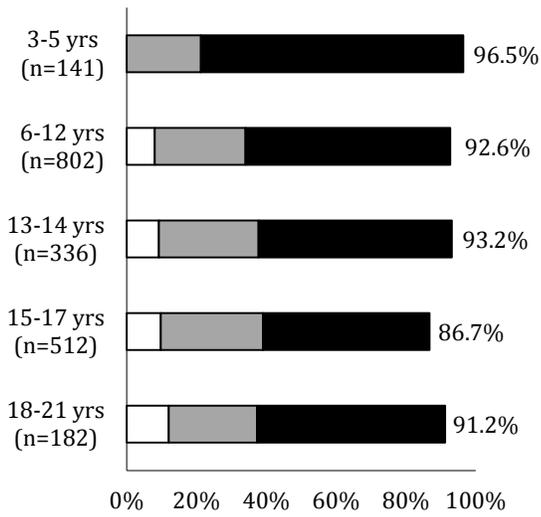


□ Slightly Agree

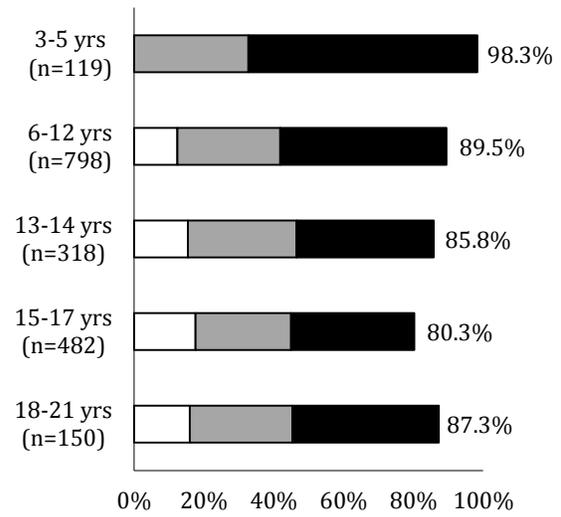
■ Moderately Agree

■ Strongly Agree

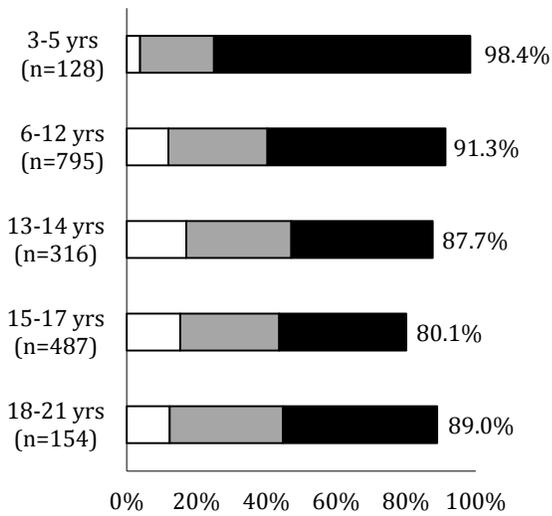
*Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.*



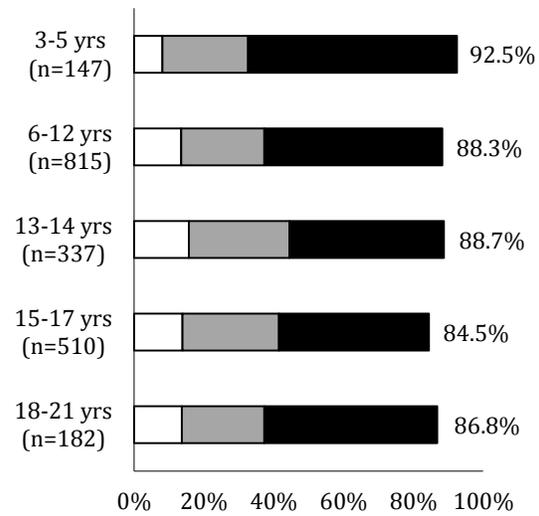
*Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.*



*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.*



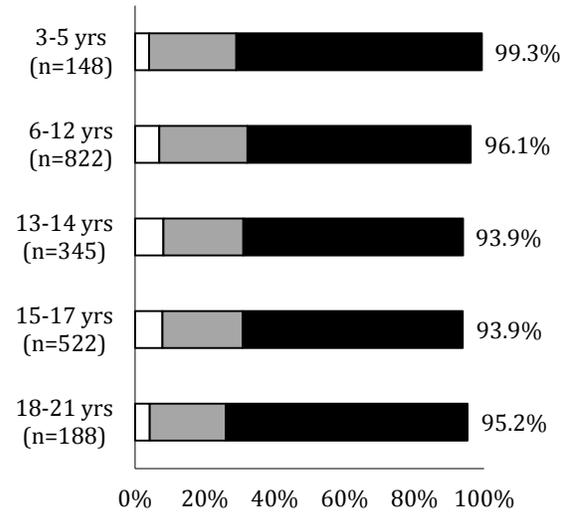
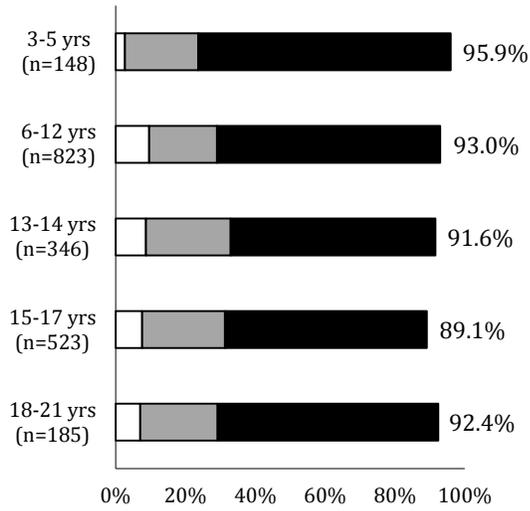
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

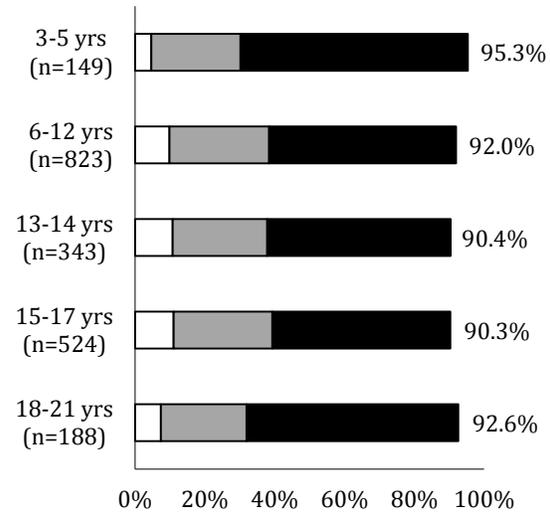
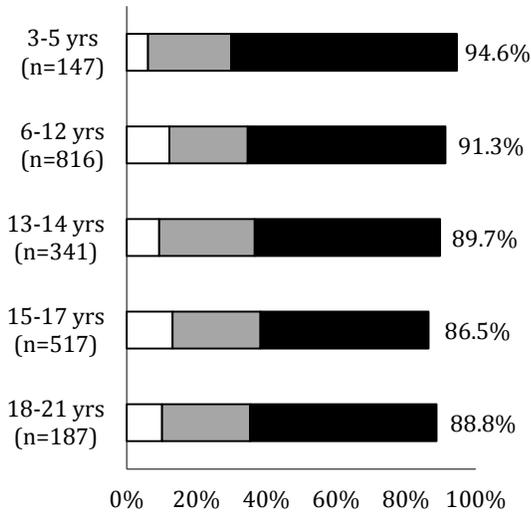
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.

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.



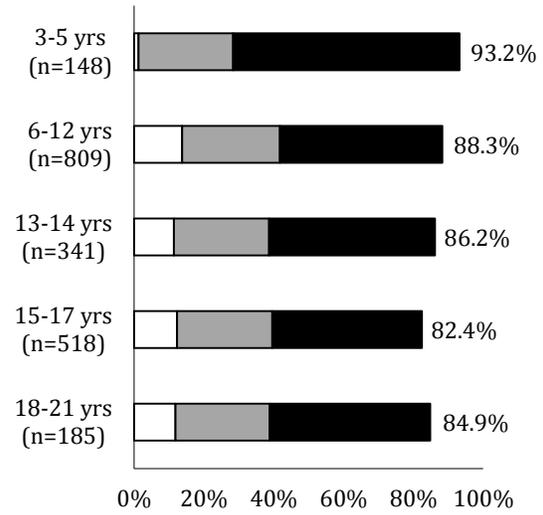
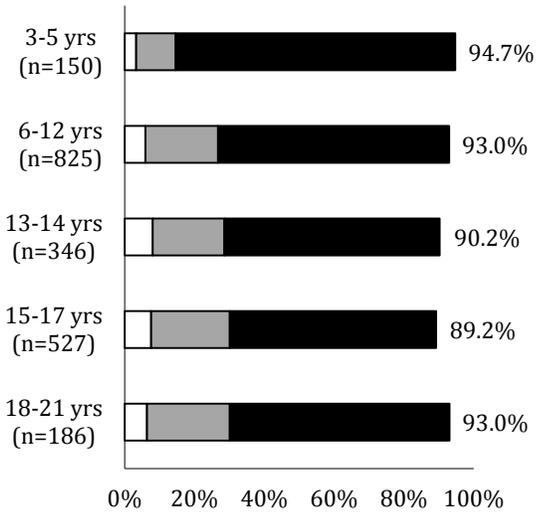
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

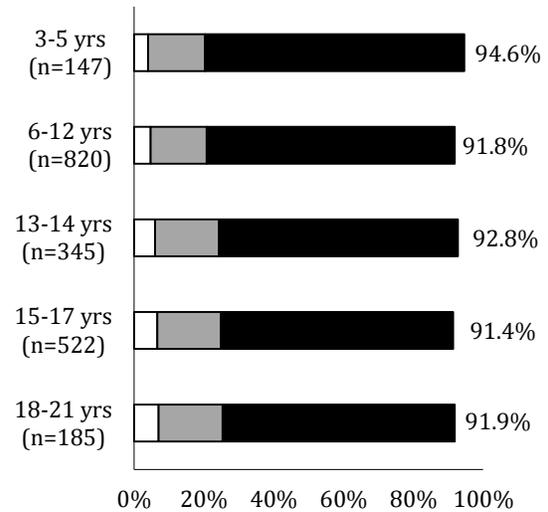
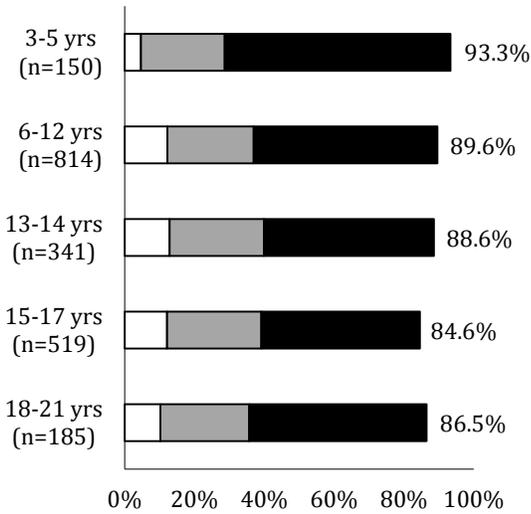
Q17: PPT meetings for my child have been scheduled at times and places that met my needs.

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.

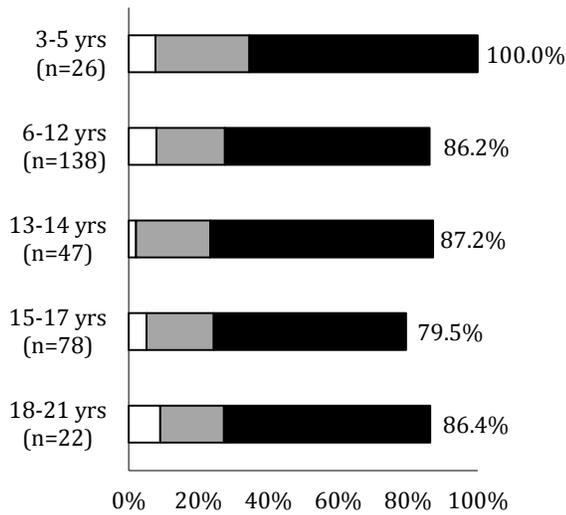


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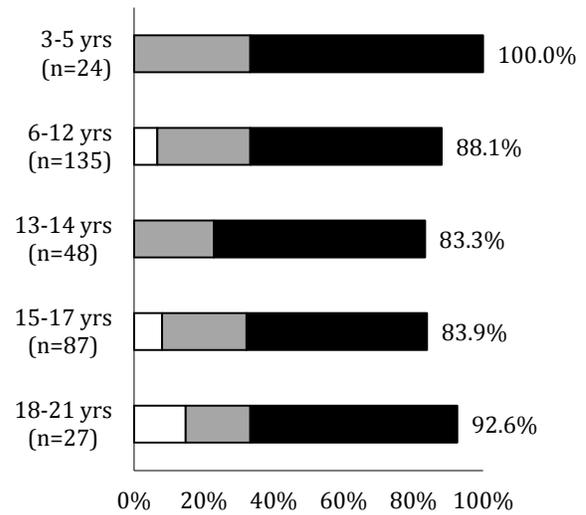
■ Moderately Agree

■ Strongly Agree

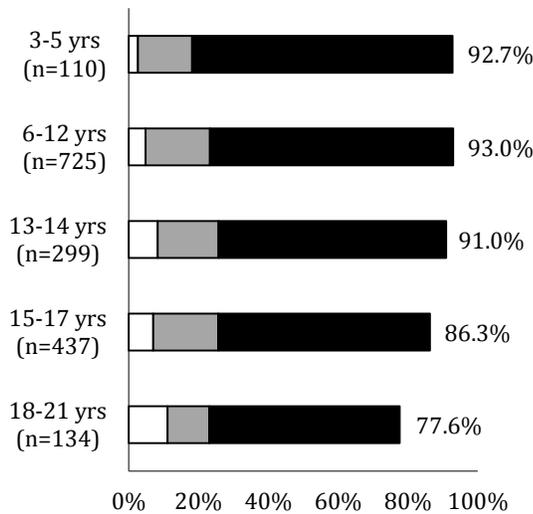
Q21: If necessary, a translator was provided at the PPT meetings.



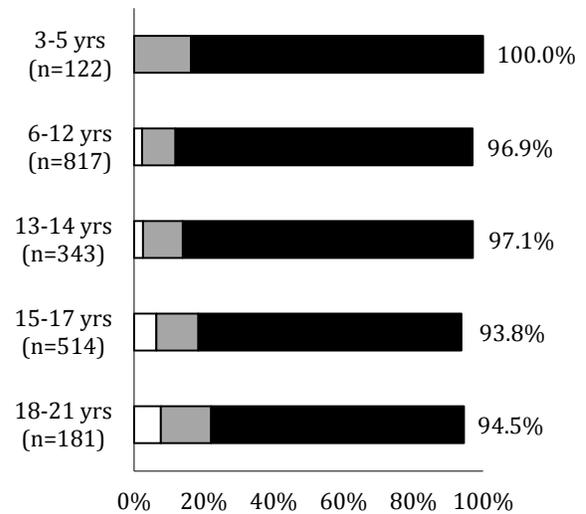
Q22: The translation services provided at the PPT meetings were useful and accurate.



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).



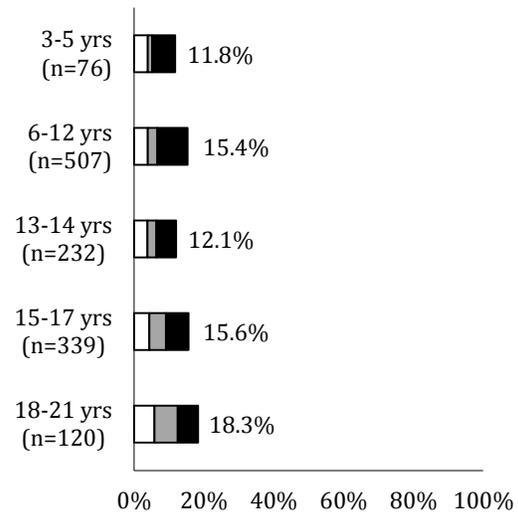
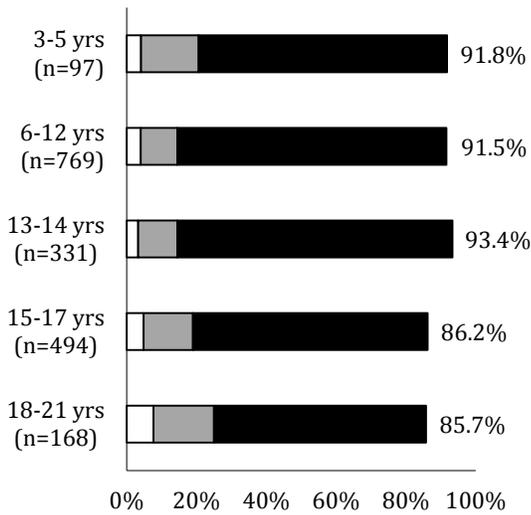
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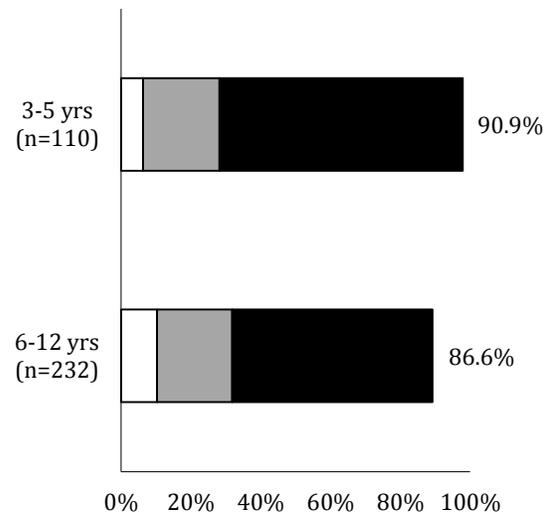
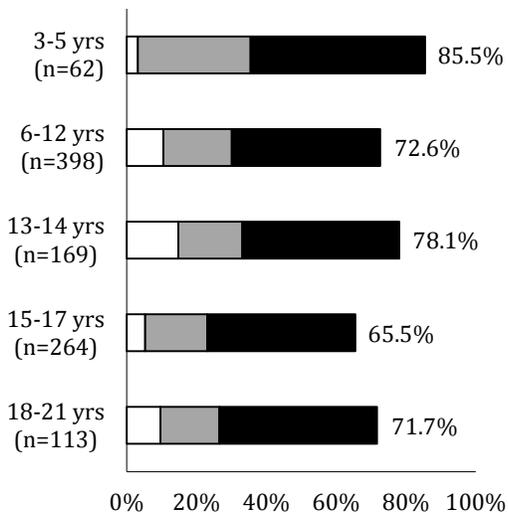
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.

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



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

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

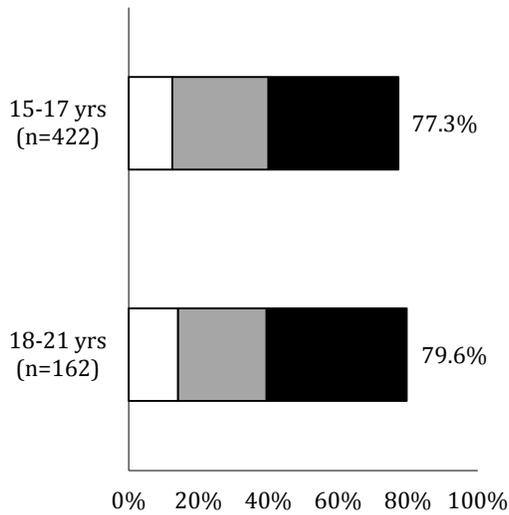


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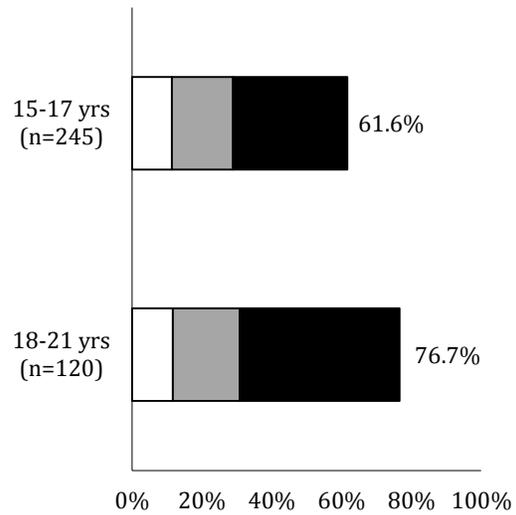
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■ Strongly Agree

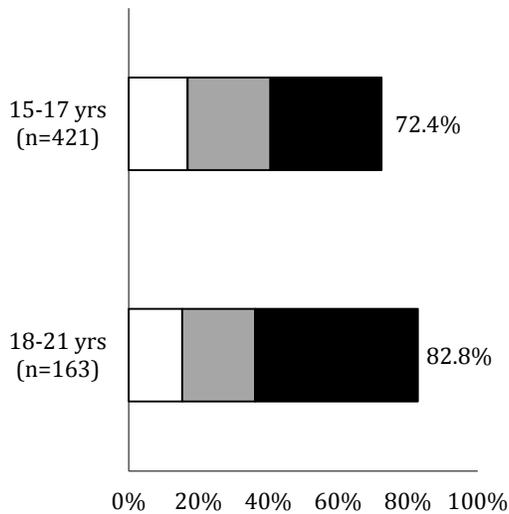
Q29: I am satisfied with the way secondary transition services were implemented for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



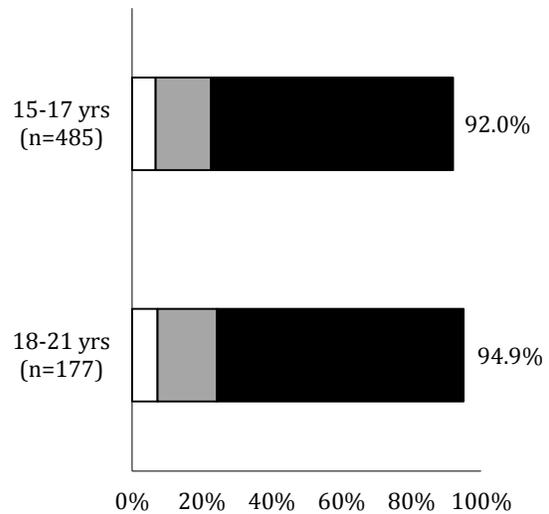
Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning (only answer if your child was age 15 or older at his/her last PPT meeting).



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).



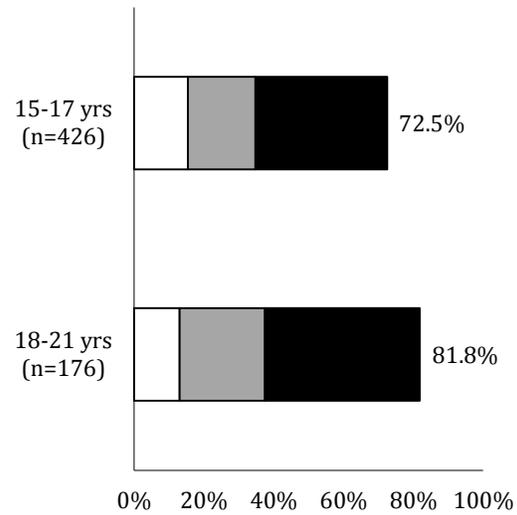
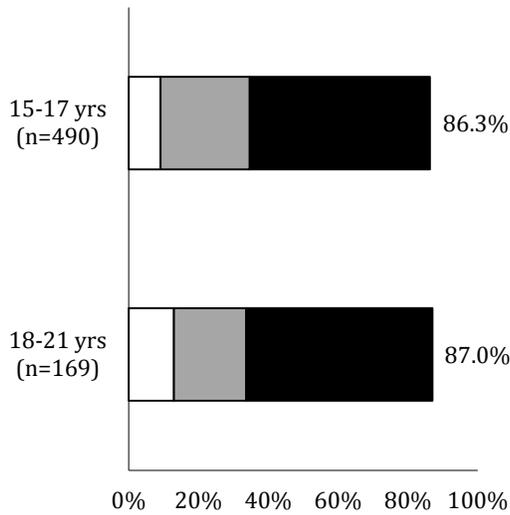
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

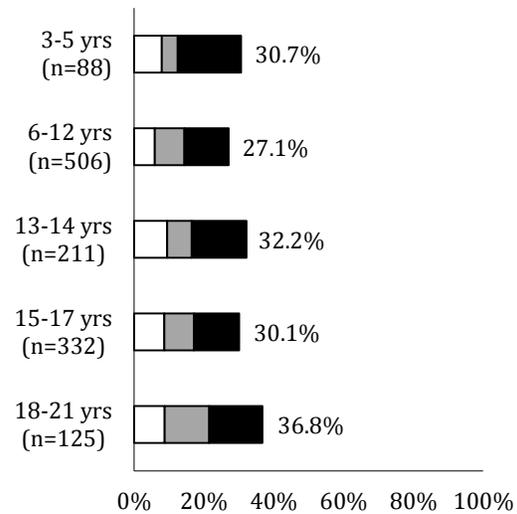
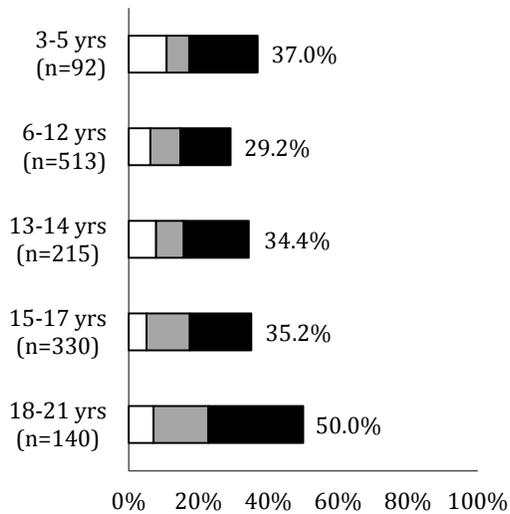
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

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.



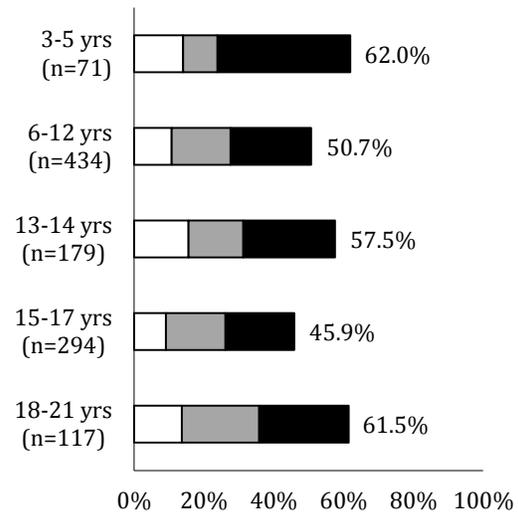
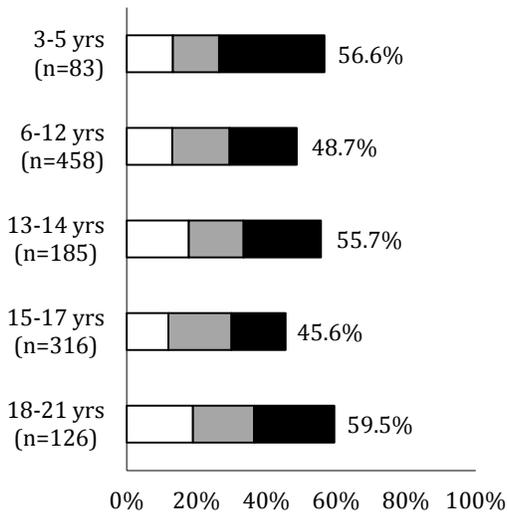
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

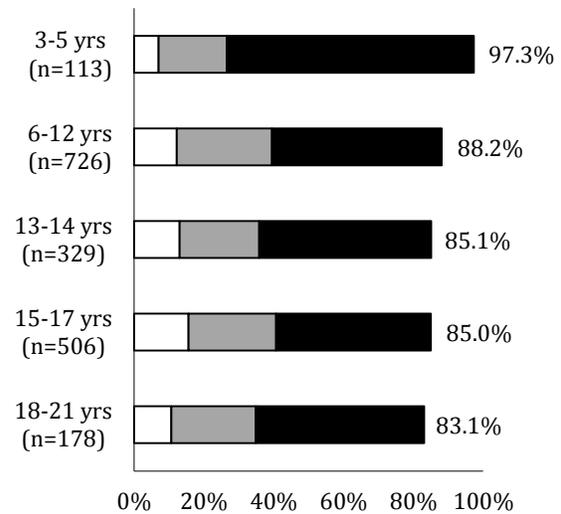
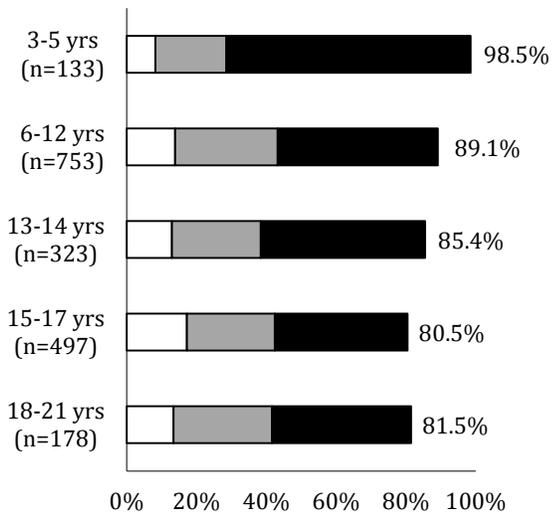
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.

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.



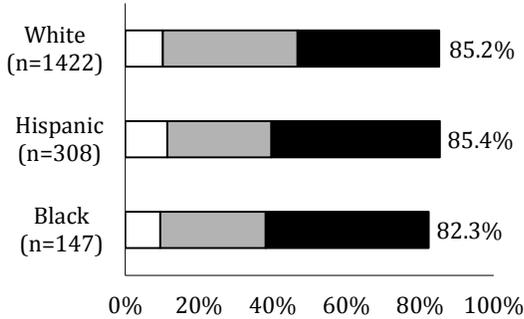
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■ Moderately Agree

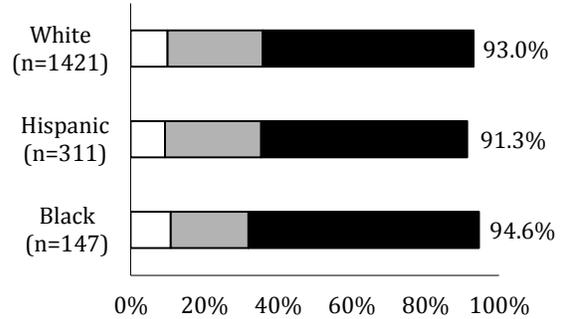
■ Strongly Agree

### Appendix C.3: Child's Race/Ethnicity

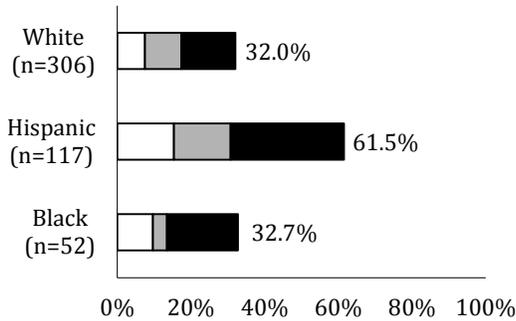
Q1: I am satisfied with my child's overall special education program.



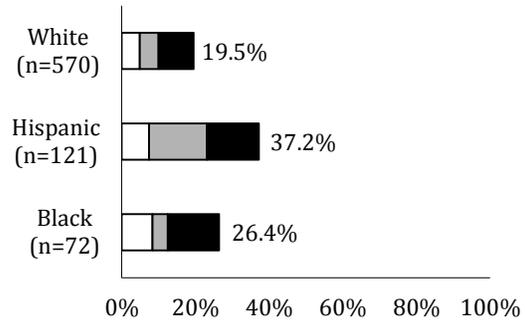
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



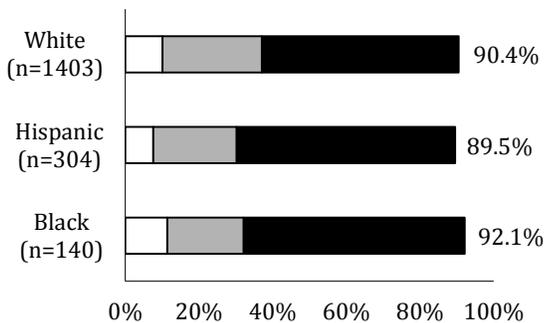
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



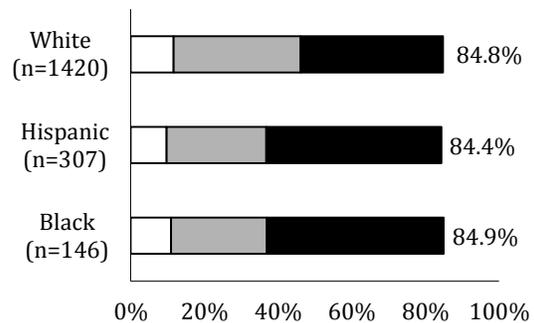
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



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

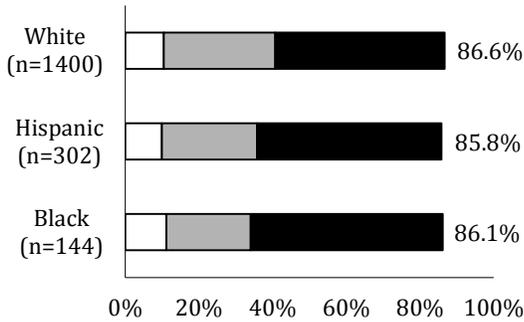


□ Slightly Agree

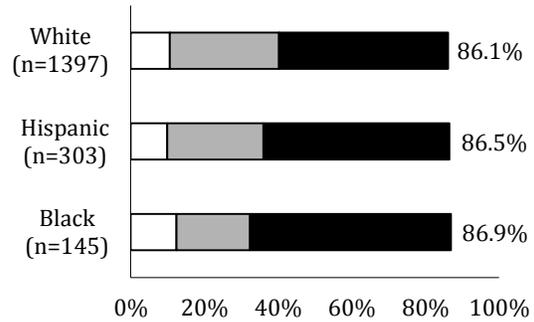
■ Moderately Agree

■ Strongly Agree

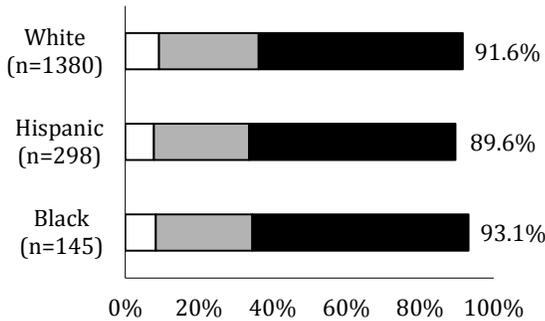
Q7: All special education services identified in my child's IEP have been provided.



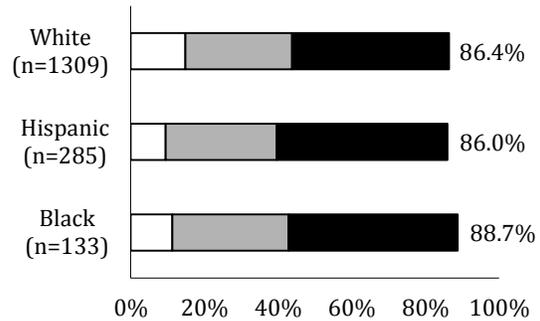
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



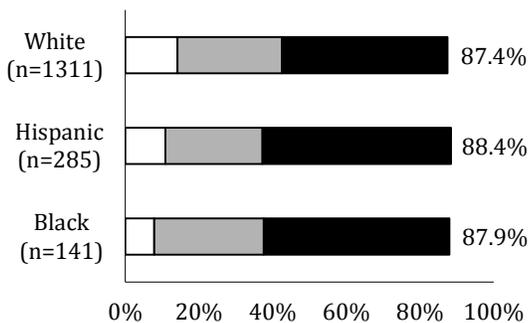
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



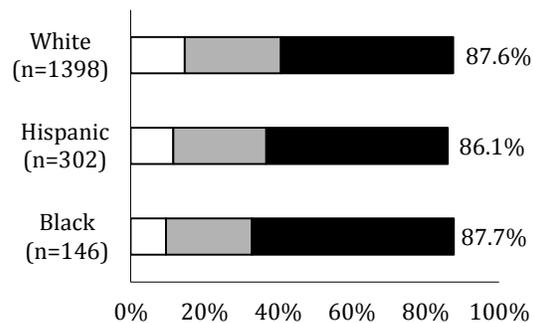
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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.

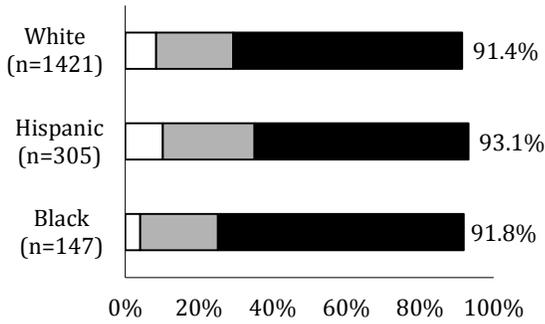


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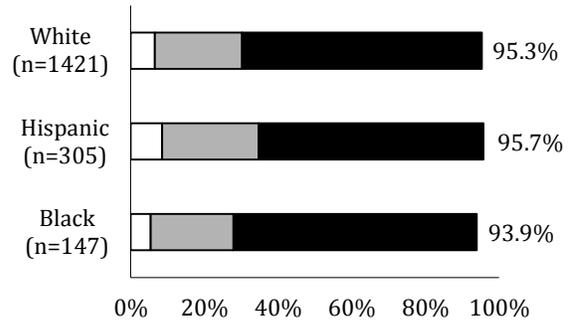
■ Moderately Agree

■ Strongly Agree

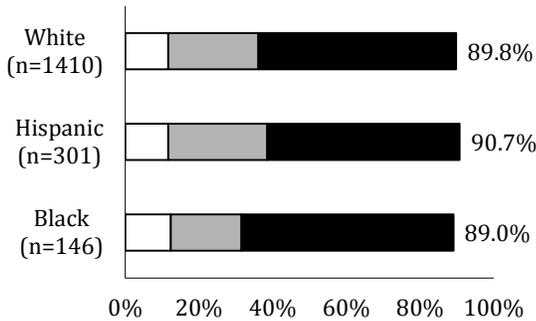
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



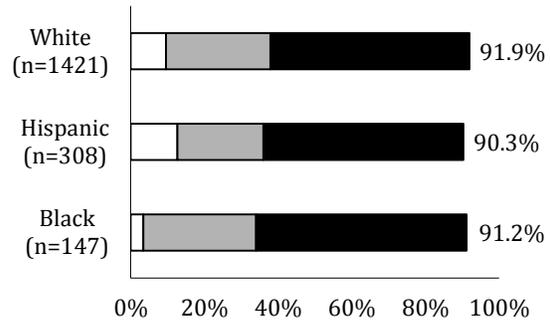
Q14: I understand what is discussed at meetings to develop my child's IEP.



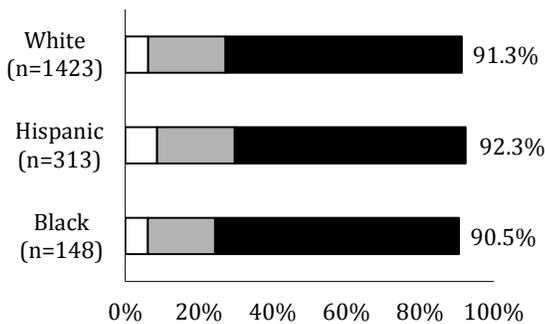
Q15: My concerns and recommendations are documented in the development of my child's IEP.



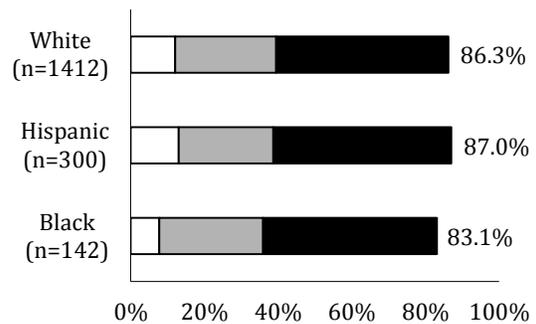
Q16: My child's evaluation report is written in terms I understand.



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.



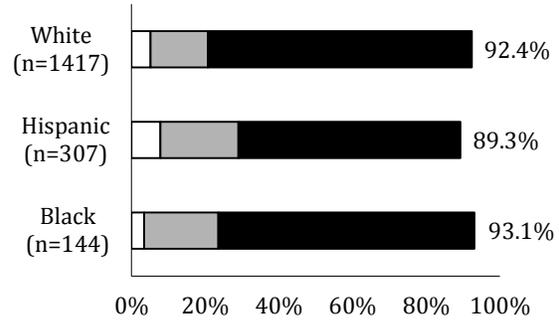
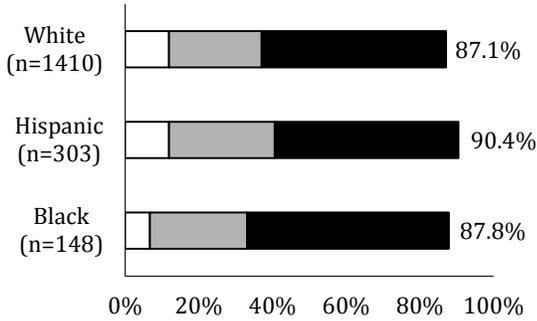
□ Slightly Agree

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■ Strongly Agree

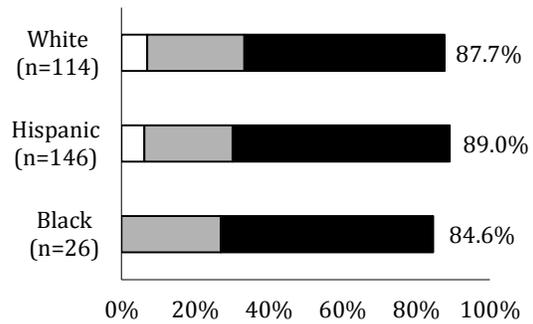
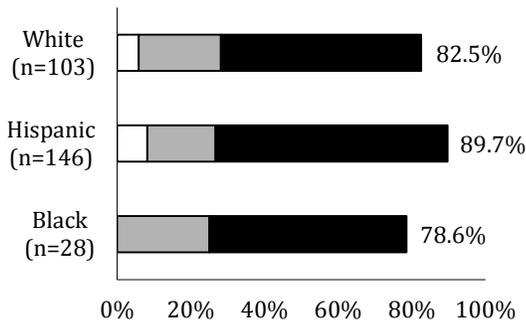
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.

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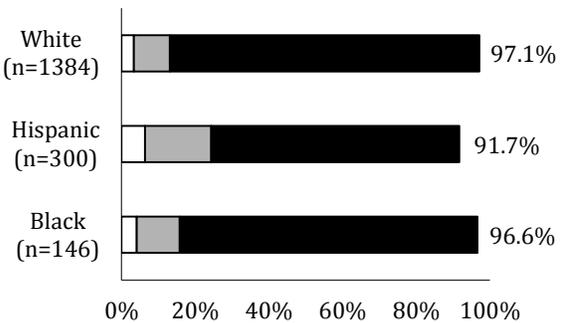
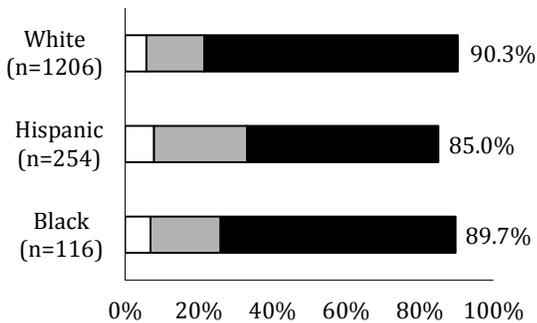
Q21: If necessary, a translator was provided at the PPT meetings.

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



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).

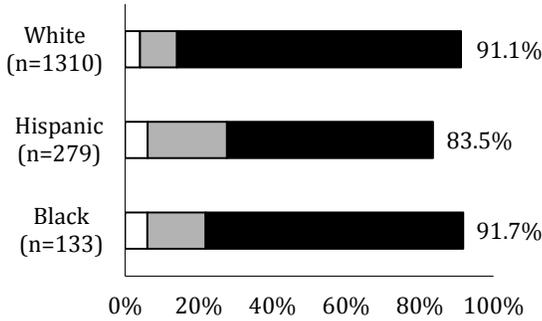


□ Slightly Agree

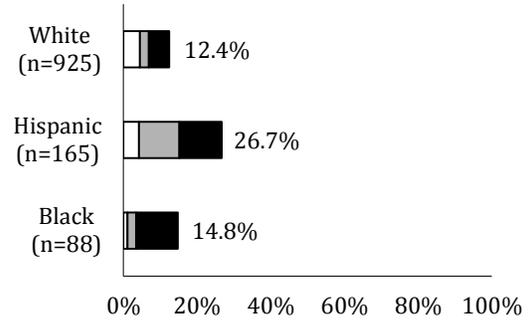
■ Moderately Agree

■ Strongly Agree

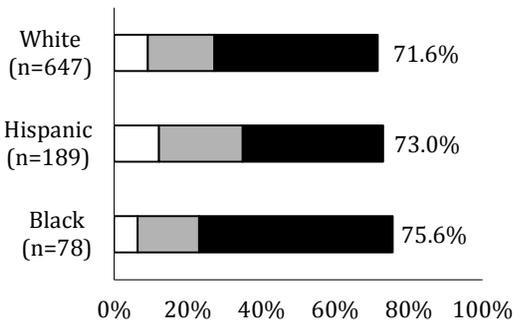
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



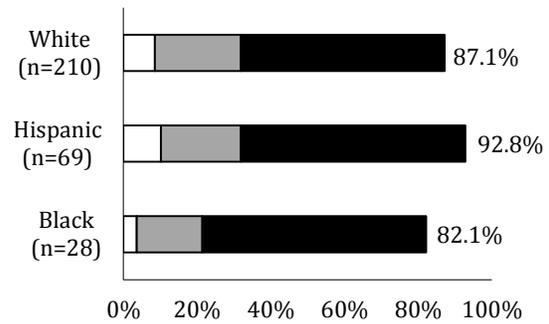
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



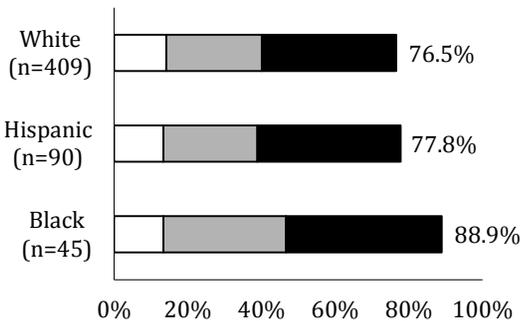
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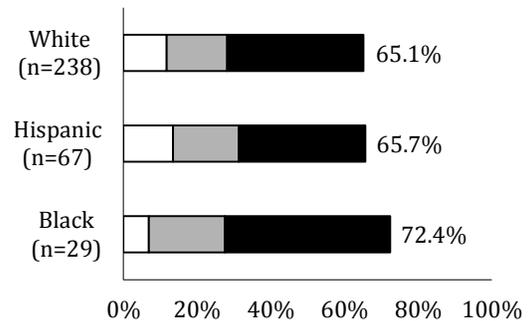
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (only answer if your child has transitioned from early intervention to Preschool in the past 3 years).



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).

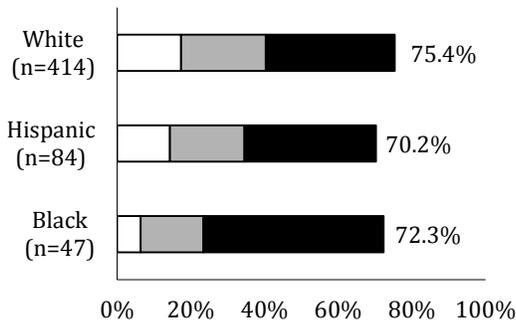


□ Slightly Agree

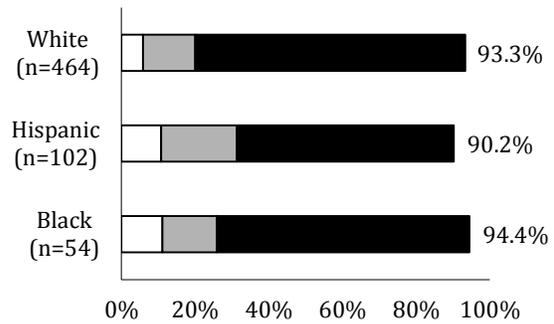
■ Moderately Agree

■ Strongly Agree

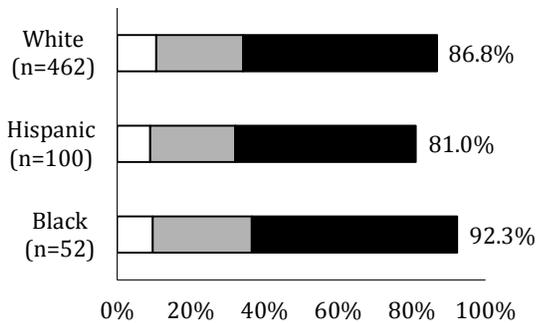
Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



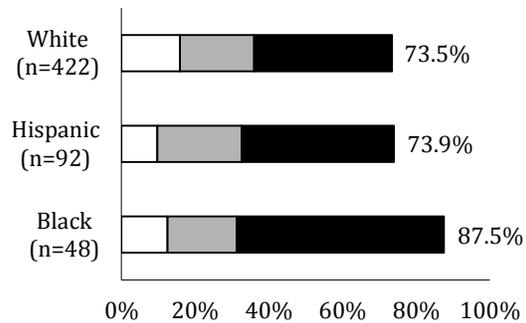
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



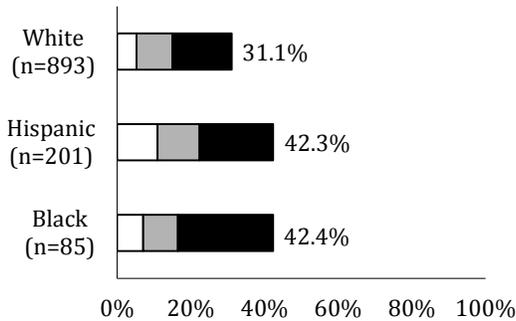
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



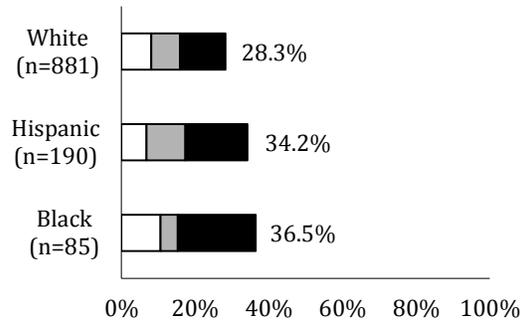
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Q35: In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.



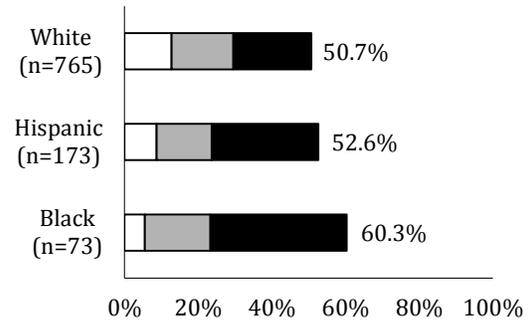
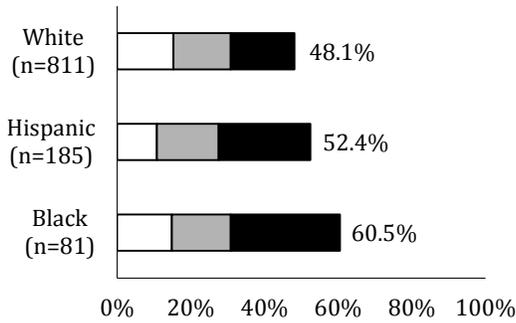
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.



□ Slightly Agree      ■ Moderately Agree      ■ Strongly Agree

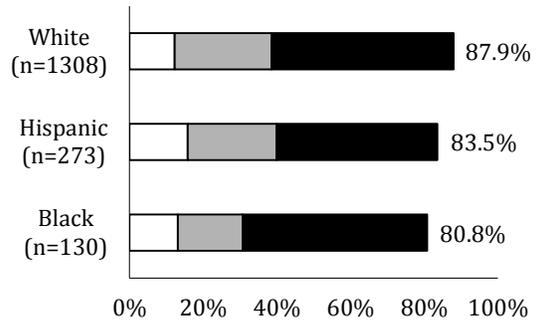
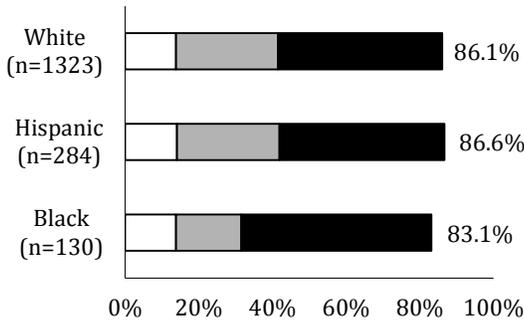
*Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.*

*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.*



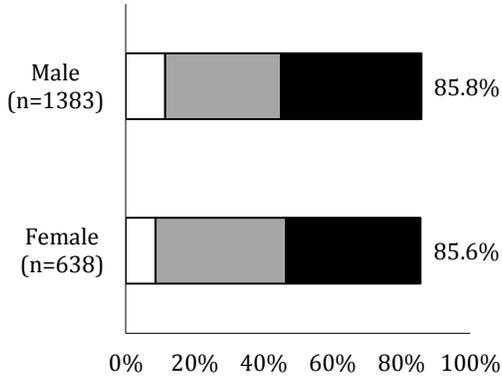
□ Slightly Agree

■ Moderately Agree

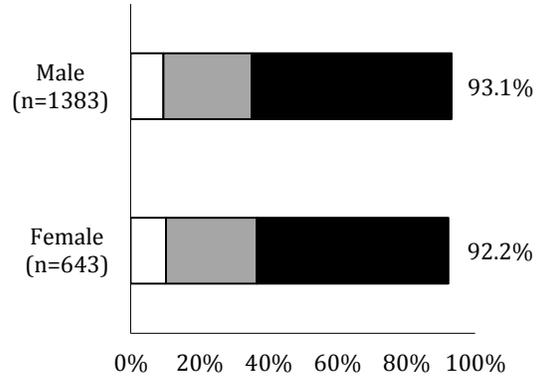
■ Strongly Agree

## Appendix C.4: Child's Gender

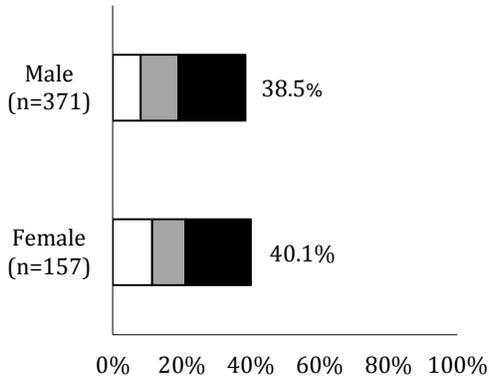
*Q1: I am satisfied with my child's overall special education program.*



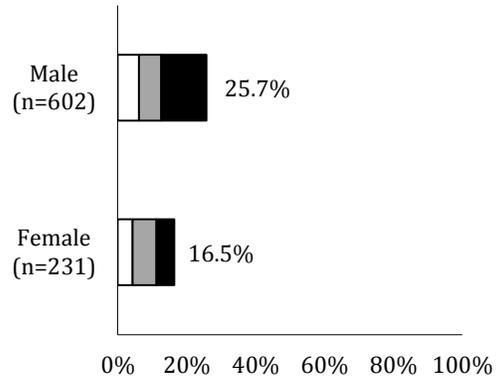
*Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.*



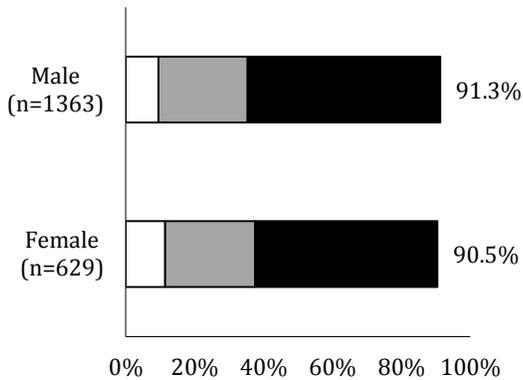
*Q3: My child's school day has been shortened to accommodate his/her transportation needs.*



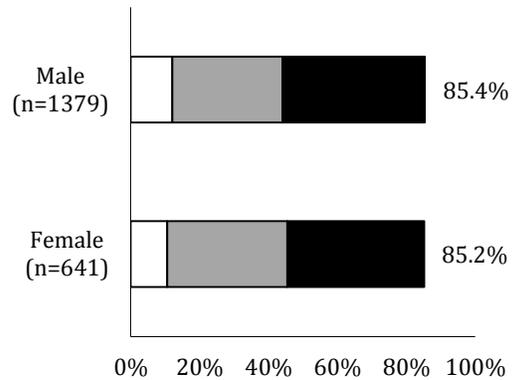
*Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).*



*Q5: My child is accepted within the school community.*



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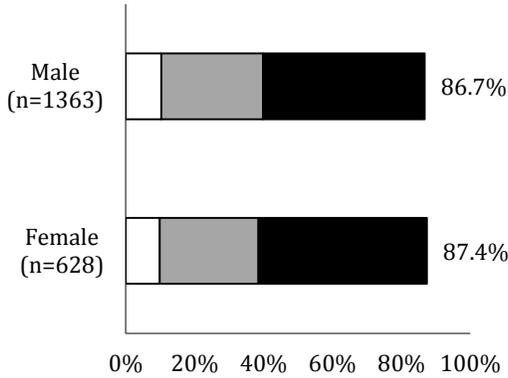


□ Slightly Agree

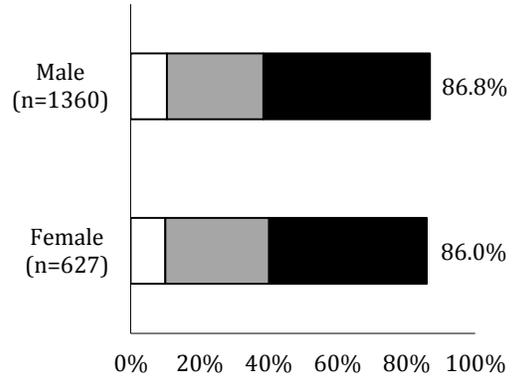
■ Moderately Agree

■ Strongly Agree

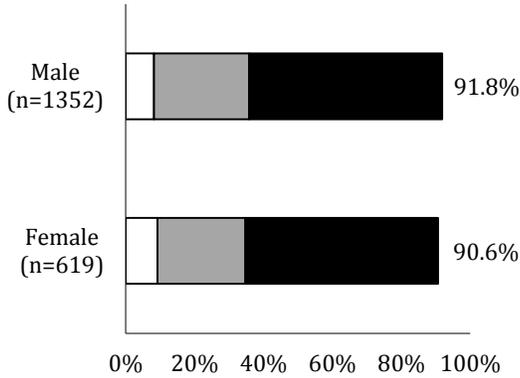
Q7: All special education services identified in my child's IEP have been provided.



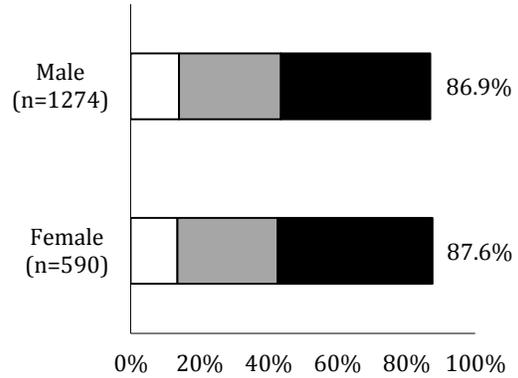
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



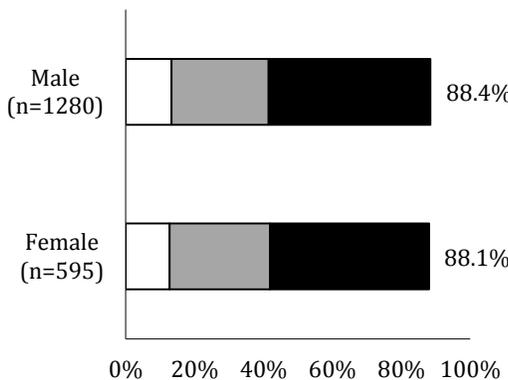
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



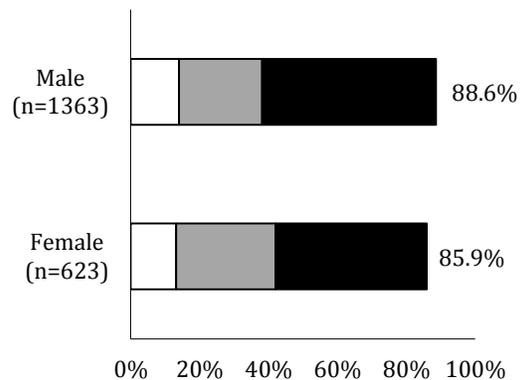
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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.

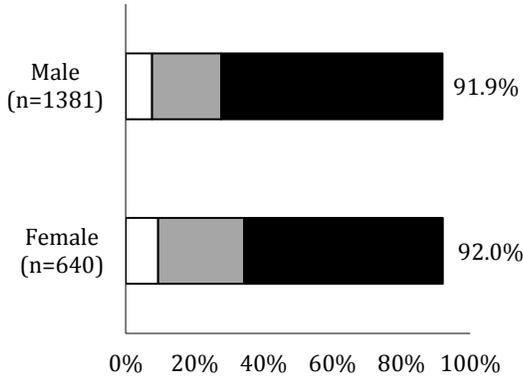


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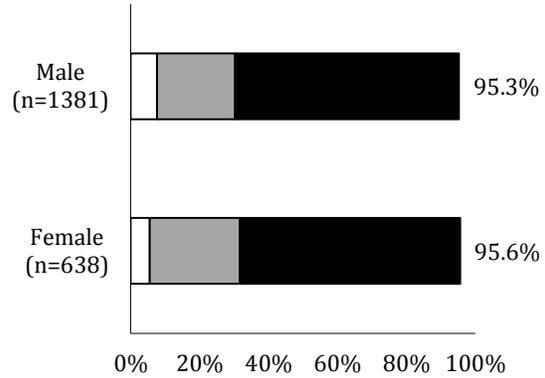
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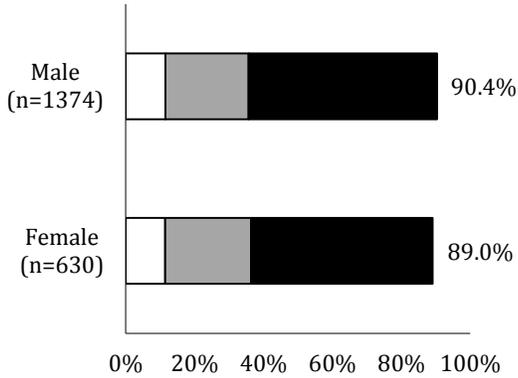
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



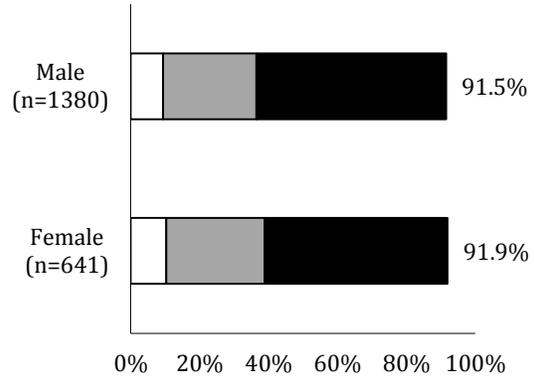
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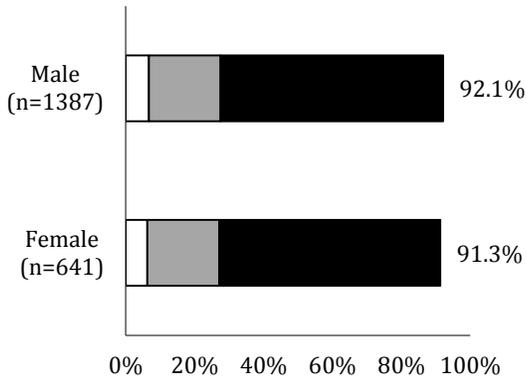
Q15: My concerns and recommendations are documented in the development of my child's IEP.



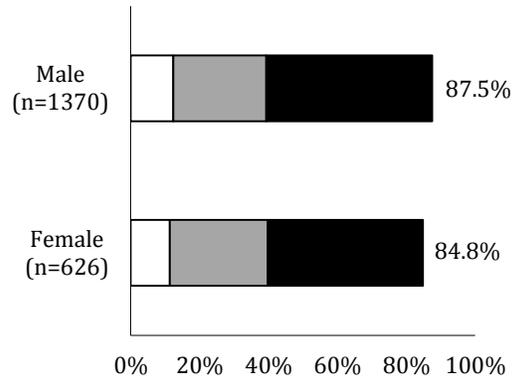
Q16: My child's evaluation report is written in terms I understand.



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



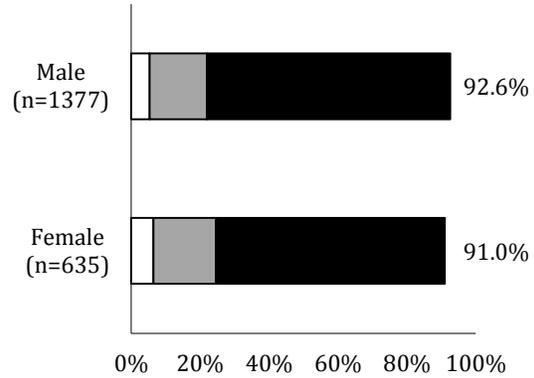
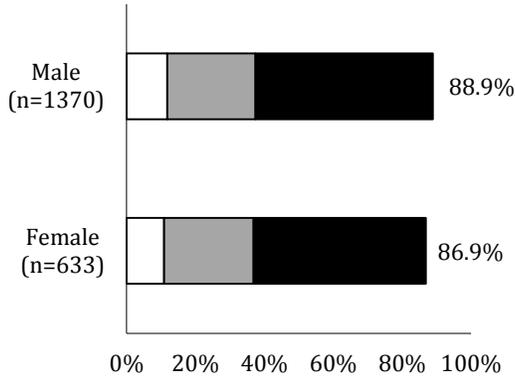
Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.



Slightly Agree                     
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  Strongly Agree

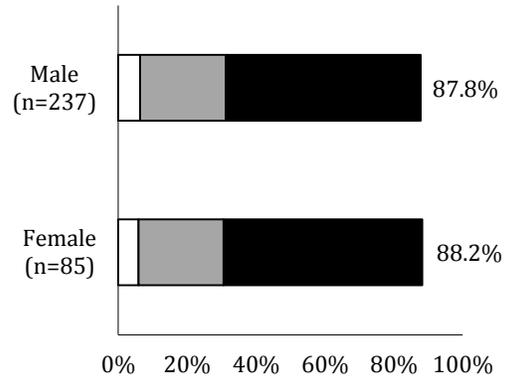
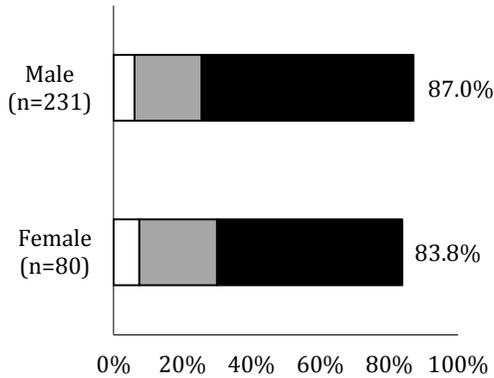
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.

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



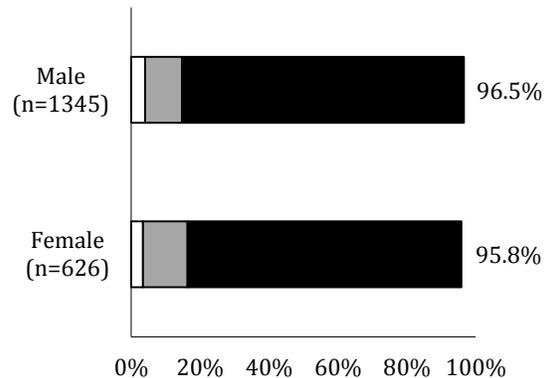
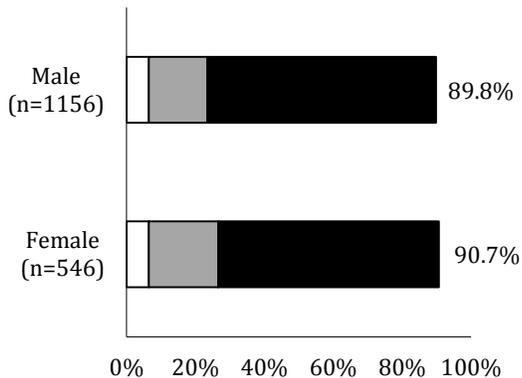
Q21: If necessary, a translator was provided at the PPT meetings.

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).

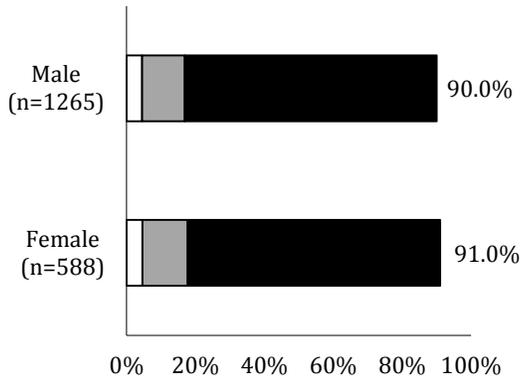


□ Slightly Agree

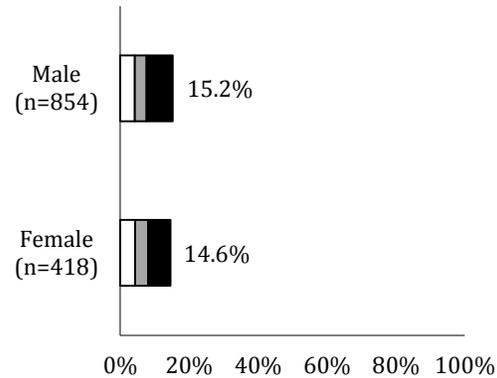
■ Moderately Agree

■ Strongly Agree

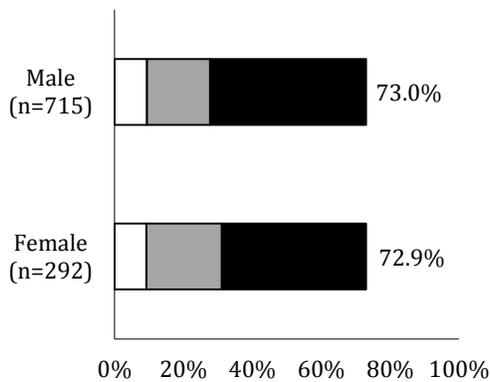
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



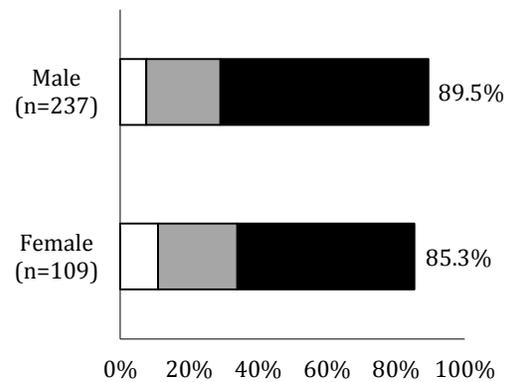
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



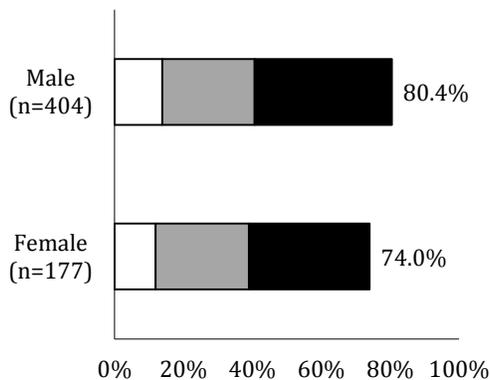
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).



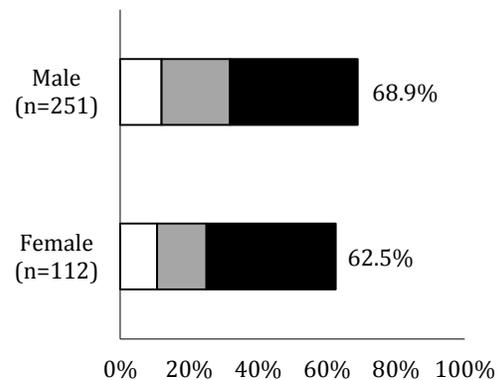
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (only answer if your child has transitioned from early intervention to Preschool in the past 3 years).



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).

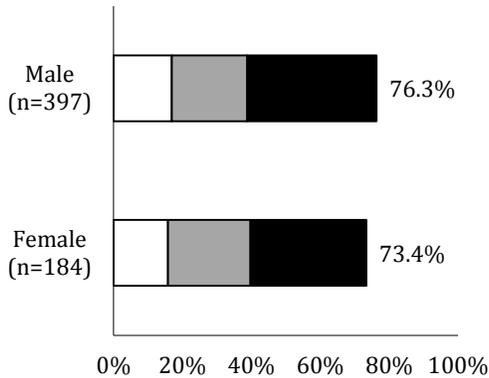


□ Slightly Agree

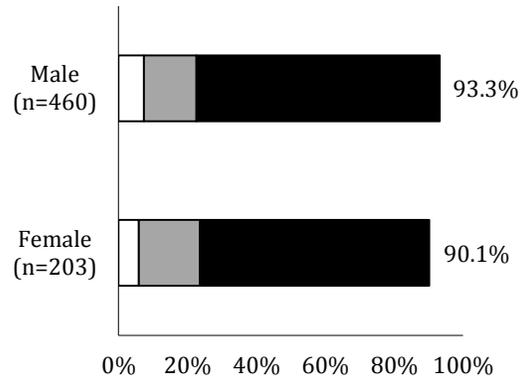
■ Moderately Agree

■ Strongly Agree

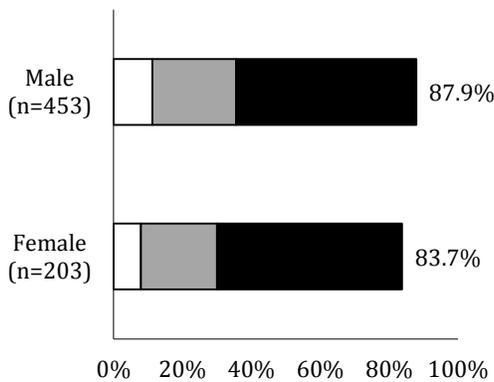
Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



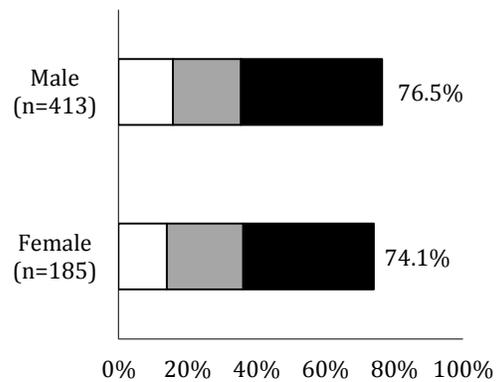
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



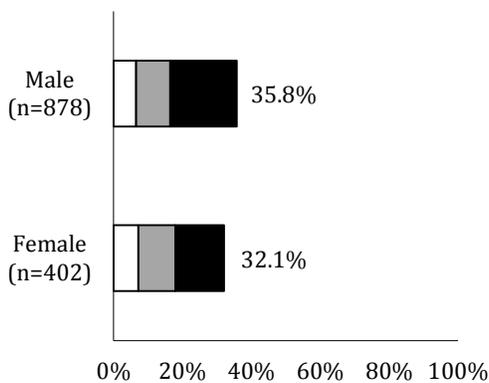
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



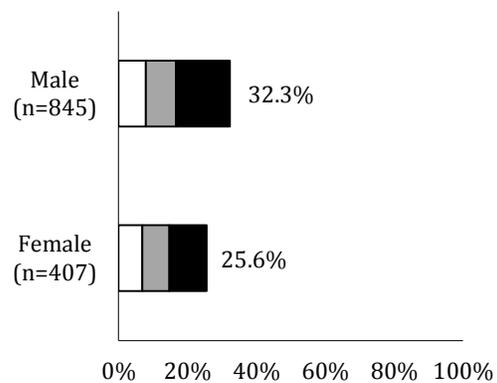
Q34: The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



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.



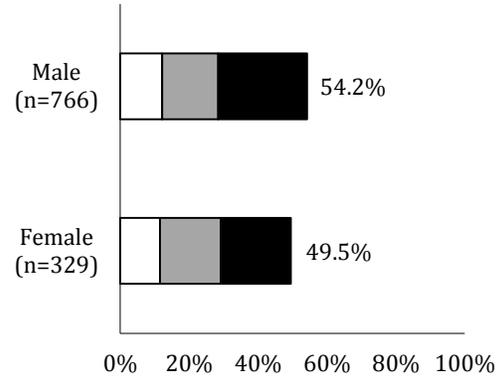
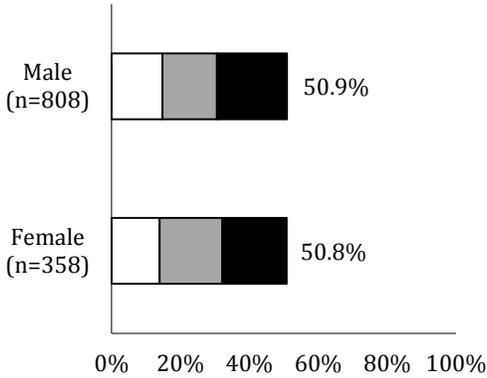
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.



□ Slightly Agree                      ■ Moderately Agree                      ■ Strongly Agree

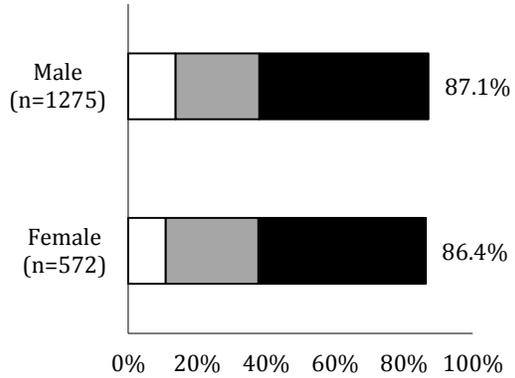
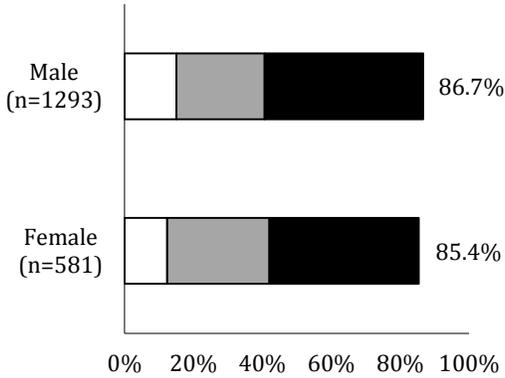
*Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.*

*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.*



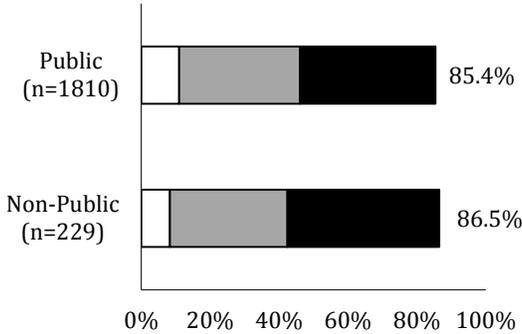
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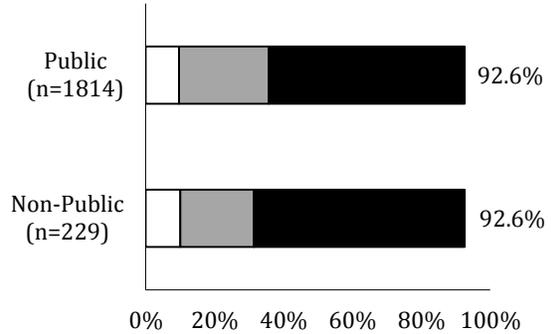
■ Strongly Agree

## Appendix C.5: Child's Placement

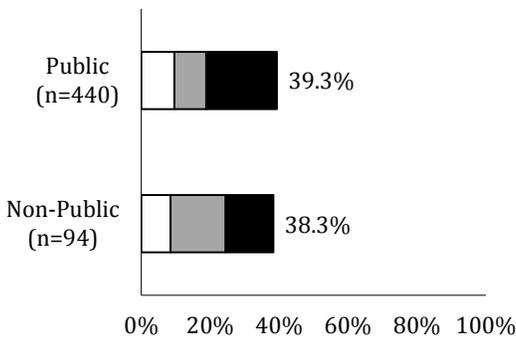
*Q1: I am satisfied with my child's overall special education program.*



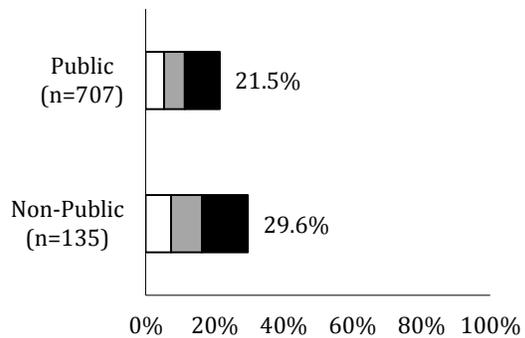
*Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.*



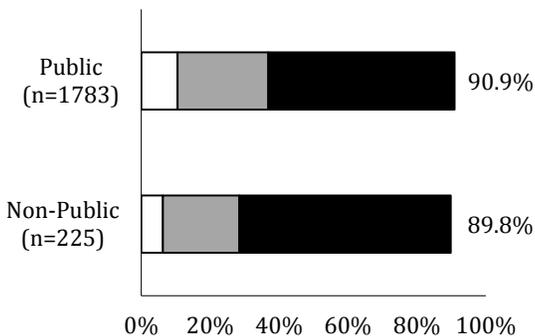
*Q3: My child's school day has been shortened to accommodate his/her transportation needs.*



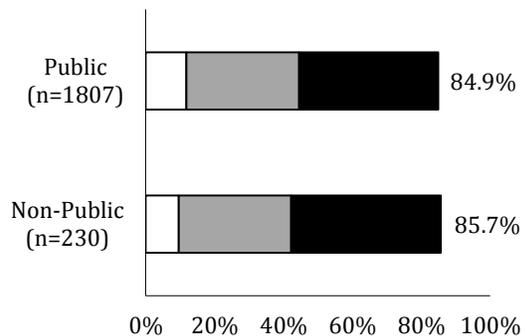
*Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).*



*Q5: My child is accepted within the school community.*



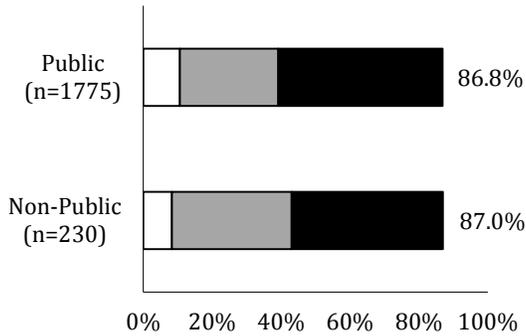
*Q6: My child's IEP is meeting his/her educational needs.*



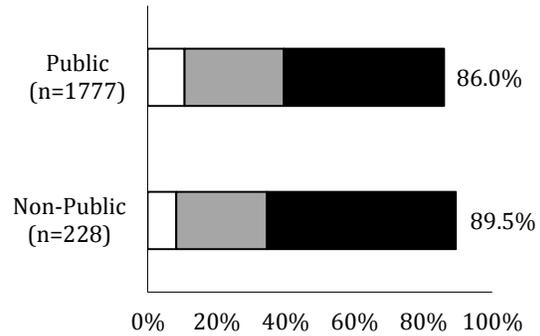
Slightly Agree     
  Moderately Agree     
  Strongly Agree

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

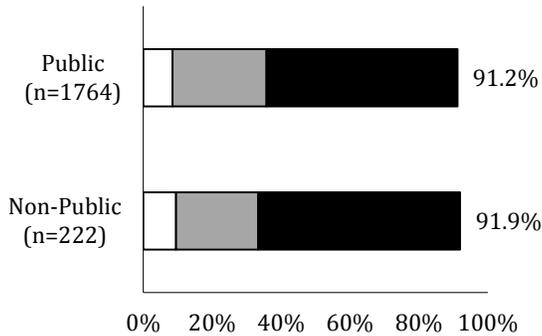
Q7: All special education services identified in my child's IEP have been provided.



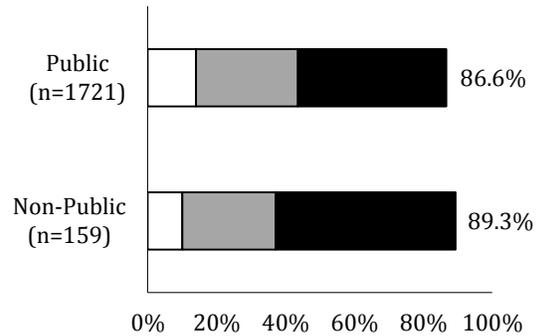
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



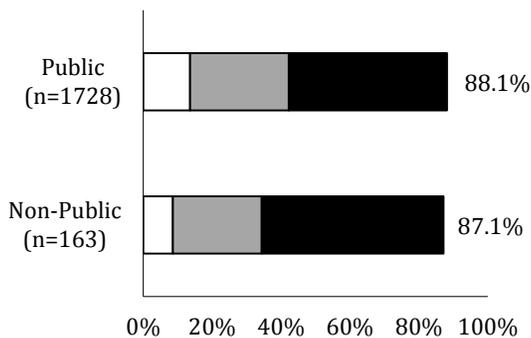
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



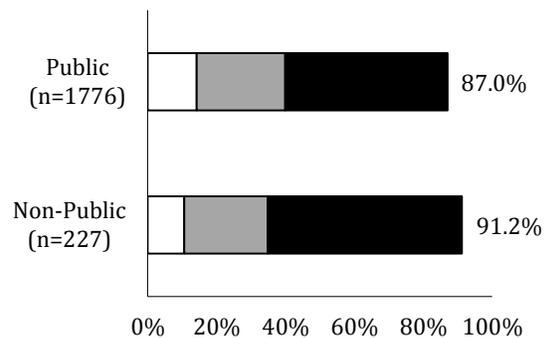
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Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.

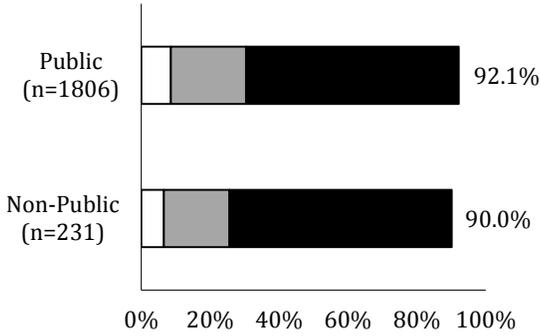


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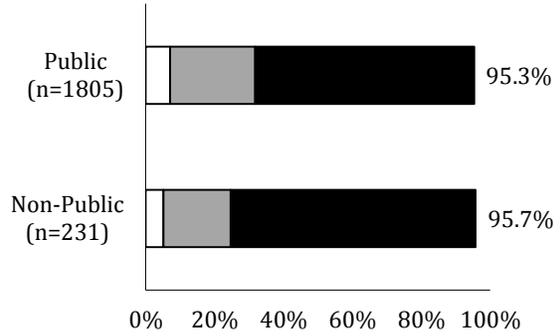
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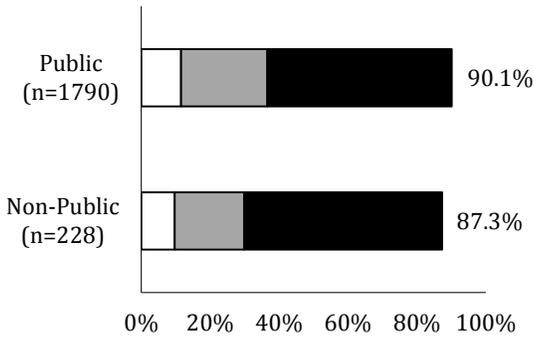
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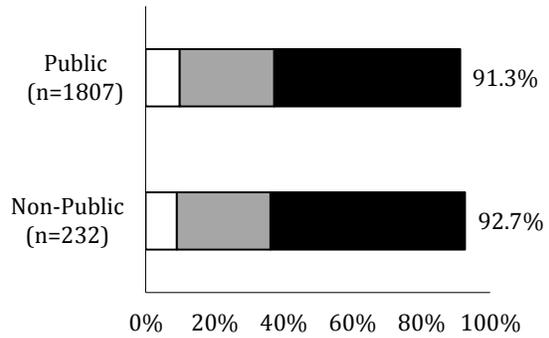
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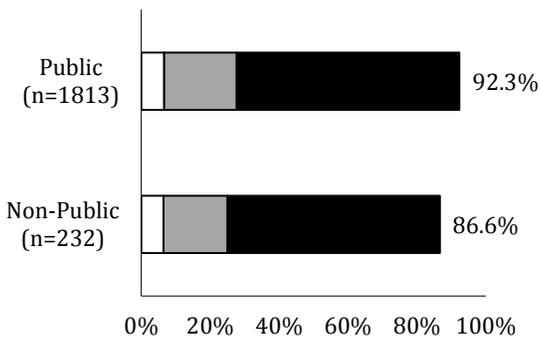
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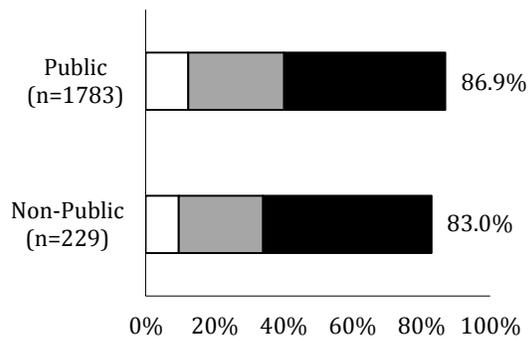
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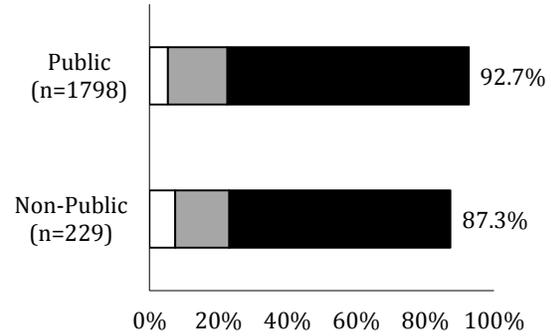
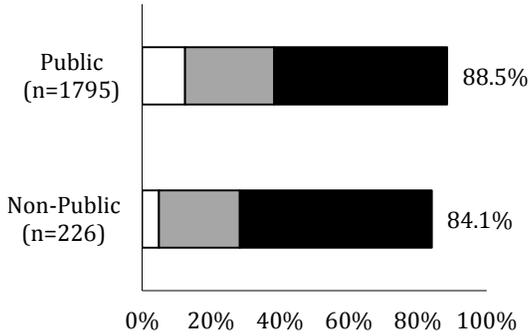
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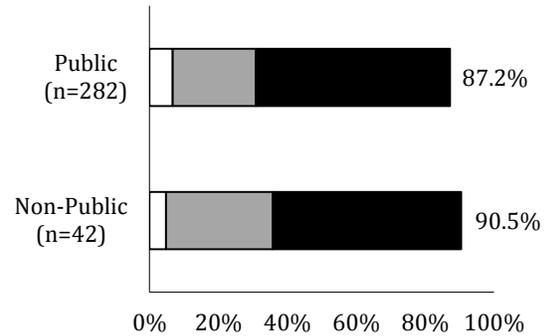
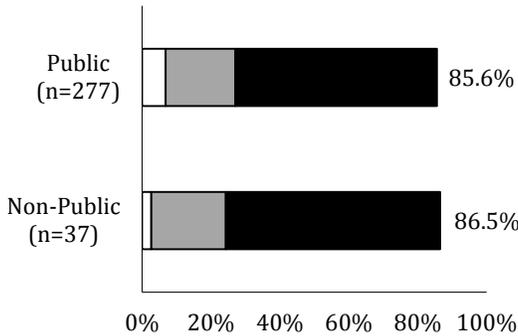
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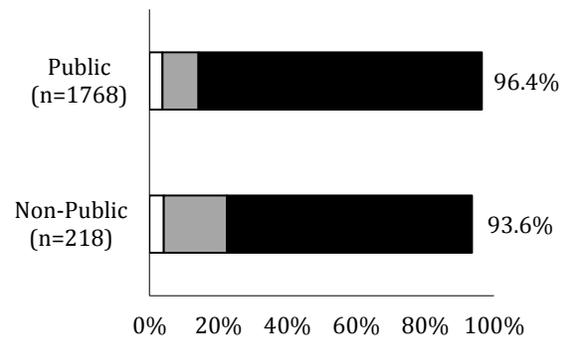
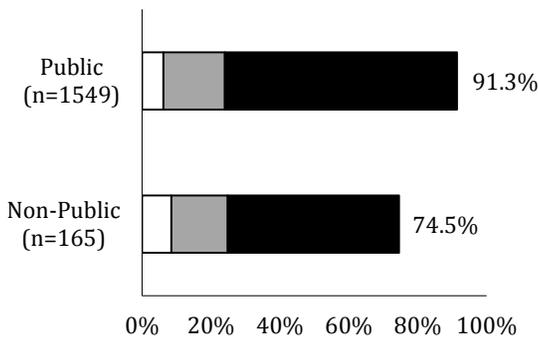
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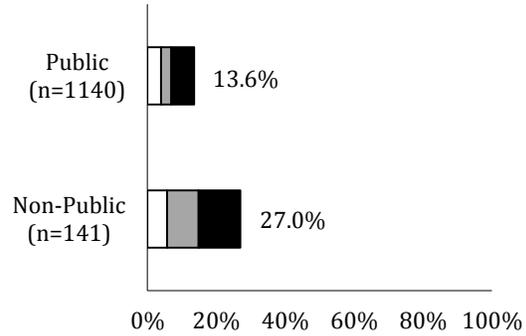
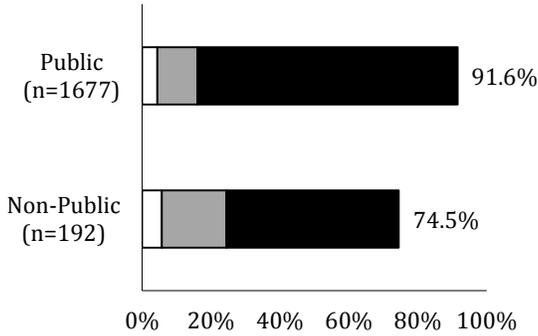
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■ Strongly Agree

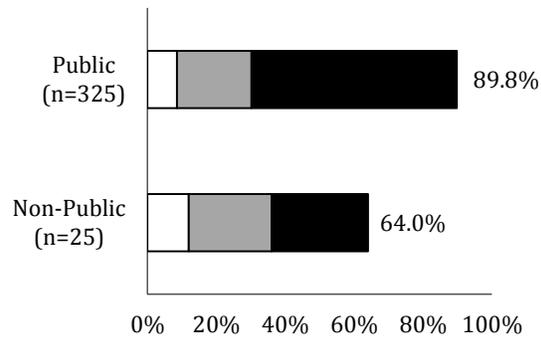
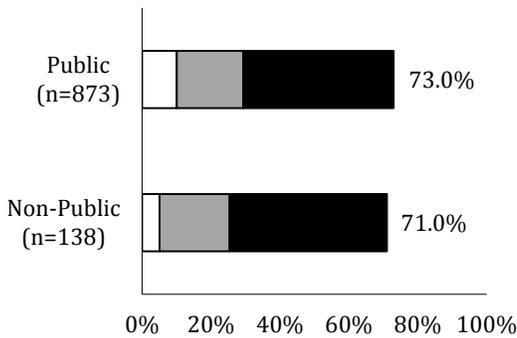
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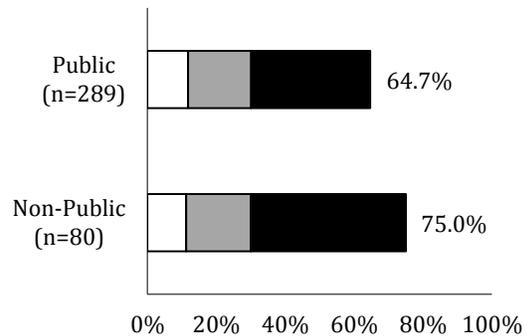
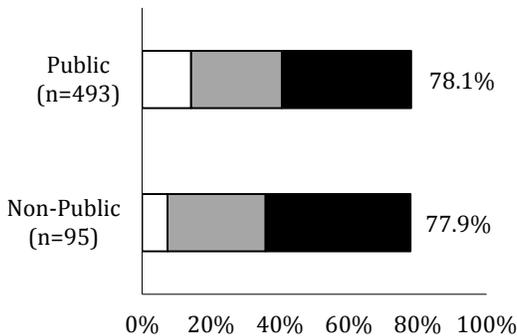
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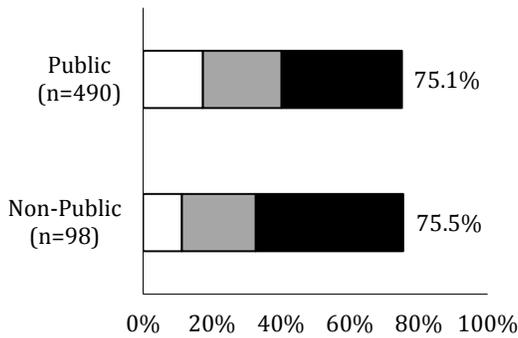
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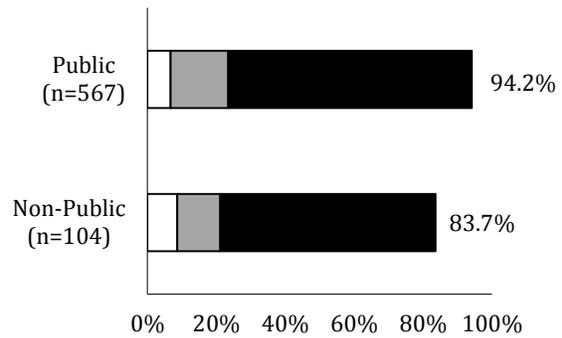


□ Slightly Agree                      ■ Moderately Agree                      ■ Strongly Agree

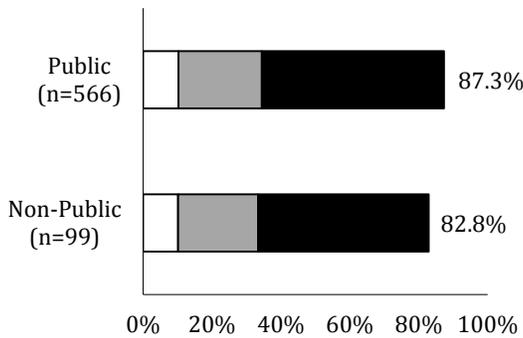
Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



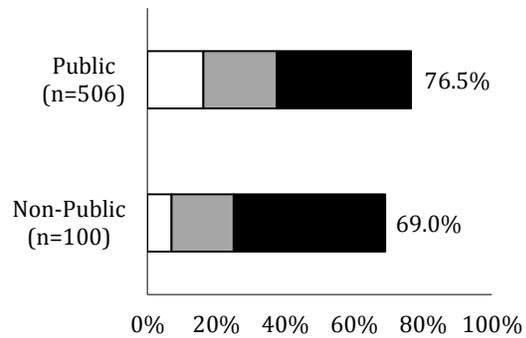
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



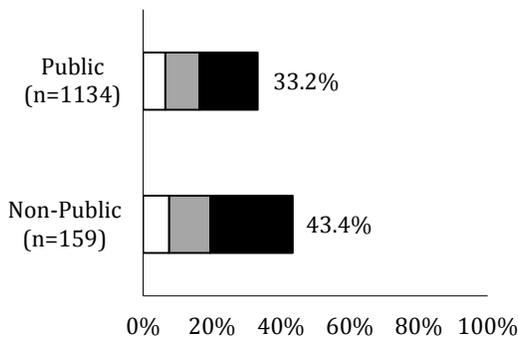
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



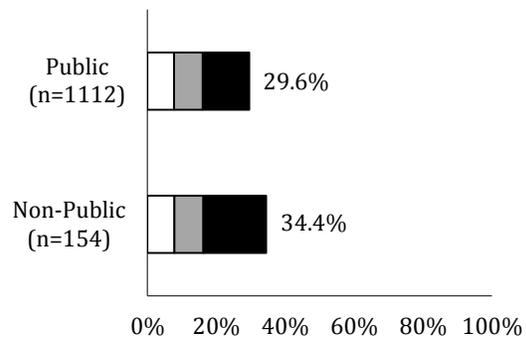
Q34: The PPT developed individualized goals for my child related to employment/postsecondary education; independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



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.



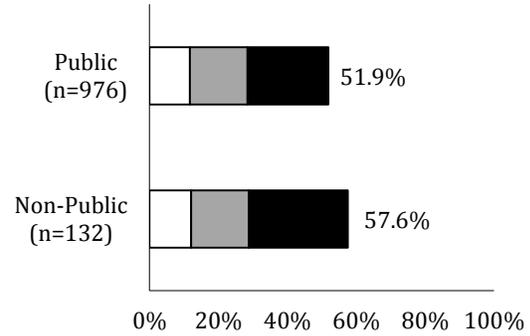
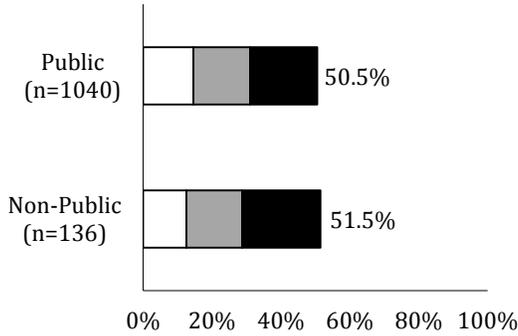
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.



□ Slightly Agree      ■ Moderately Agree      ■ Strongly Agree

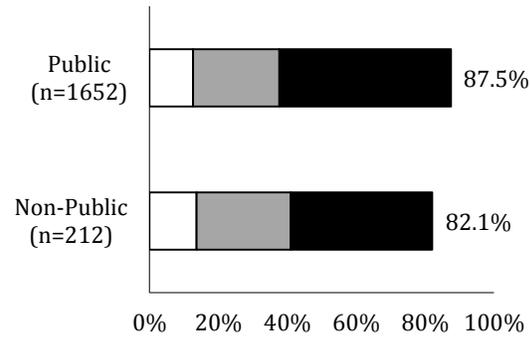
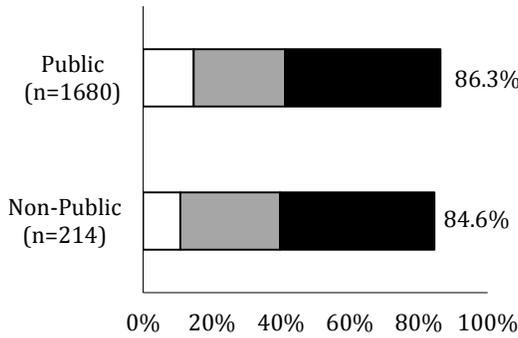
*Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.*

*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.*



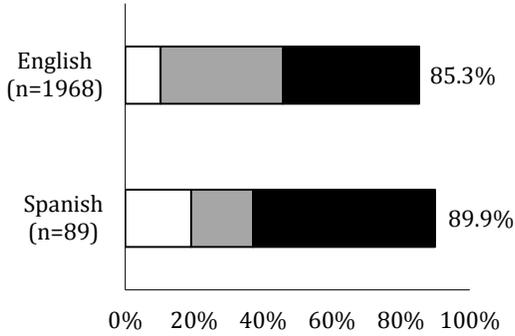
□ Slightly Agree

■ Moderately Agree

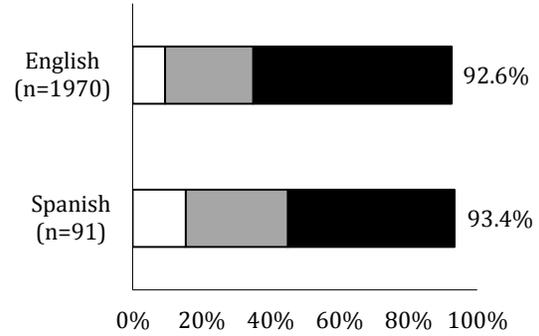
■ Strongly Agree

## Appendix C.6: Language of Returned Survey

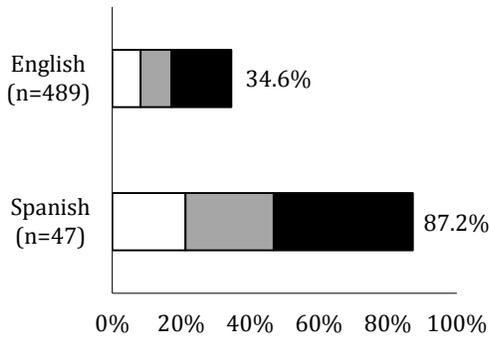
*Q1: I am satisfied with my child's overall special education program.*



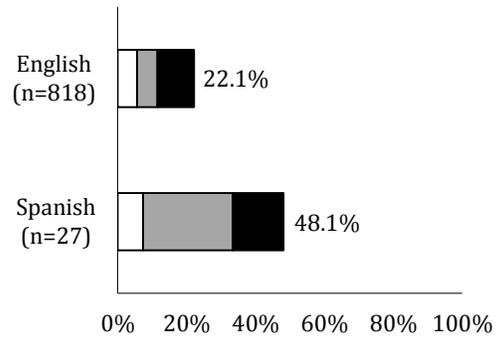
*Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.*



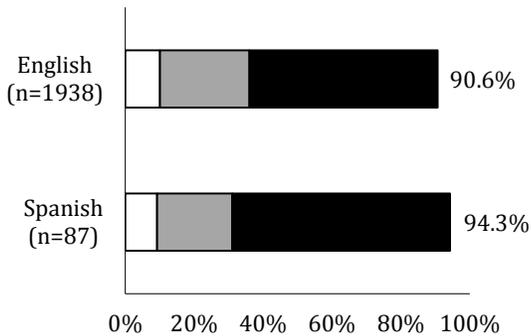
*Q3: My child's school day has been shortened to accommodate his/her transportation needs.*



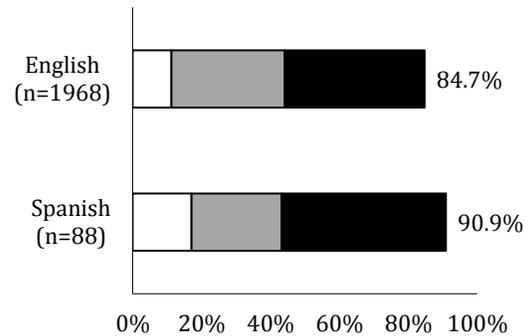
*Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).*



*Q5: My child is accepted within the school community.*



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

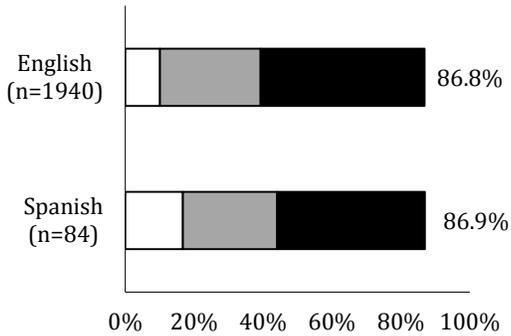


□ Slightly Agree

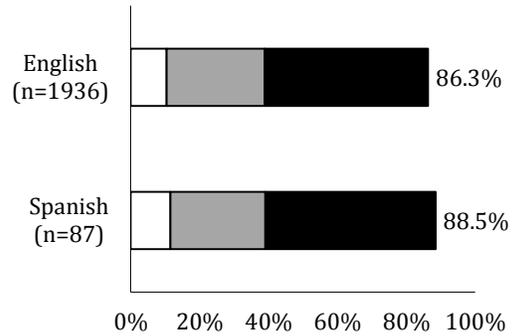
■ Moderately Agree

■ Strongly Agree

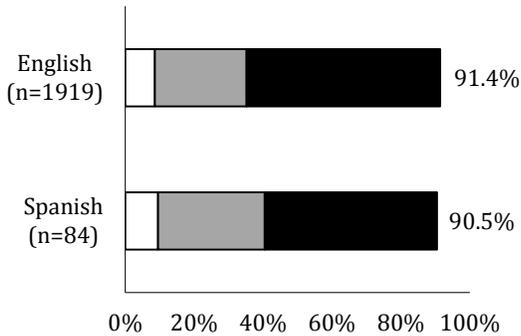
Q7: All special education services identified in my child's IEP have been provided.



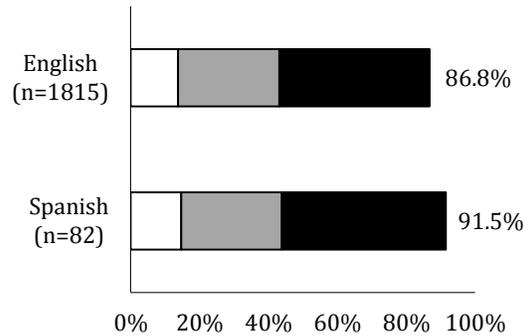
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



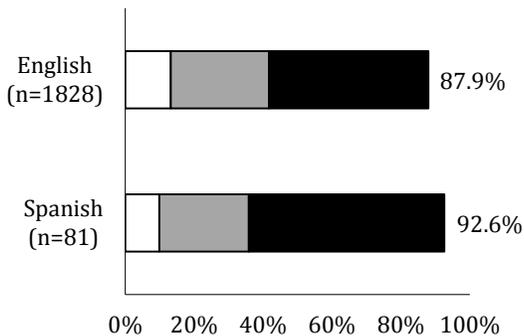
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



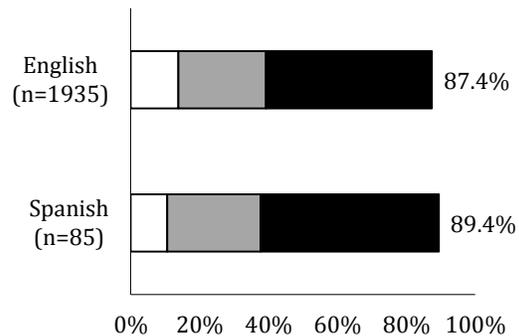
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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.

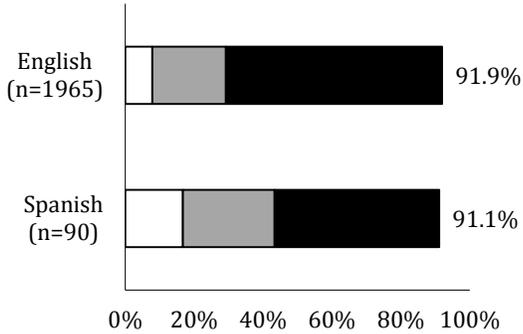


□ Slightly Agree

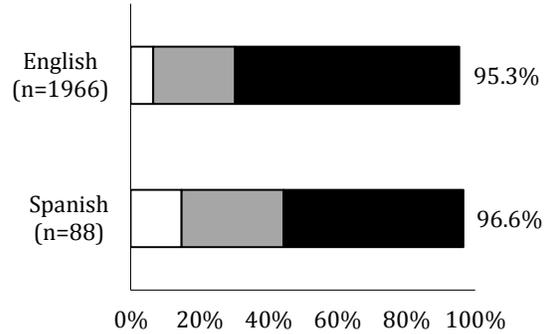
■ Moderately Agree

■ Strongly Agree

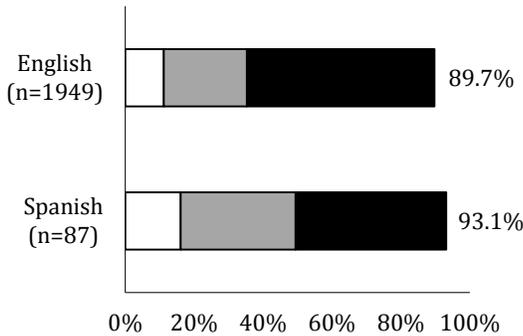
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



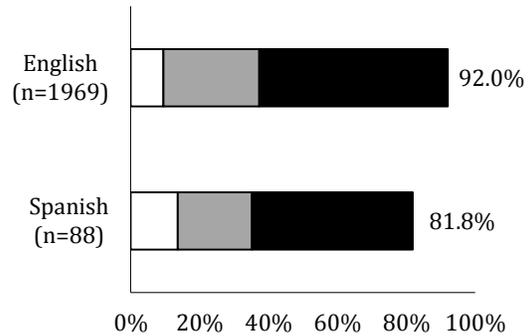
Q14: I understand what is discussed at meetings to develop my child's IEP.



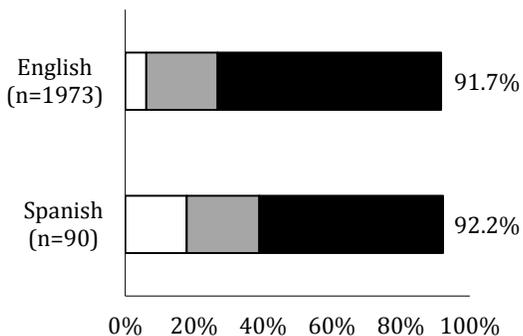
Q15: My concerns and recommendations are documented in the development of my child's IEP.



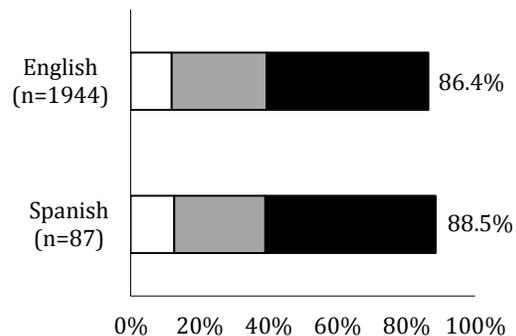
Q16: My child's evaluation report is written in terms I understand.



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.



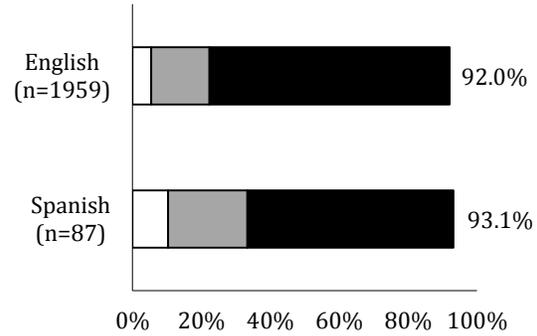
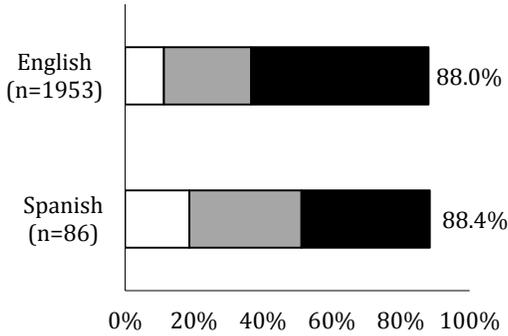
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

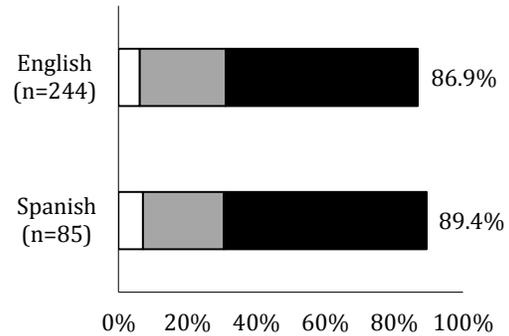
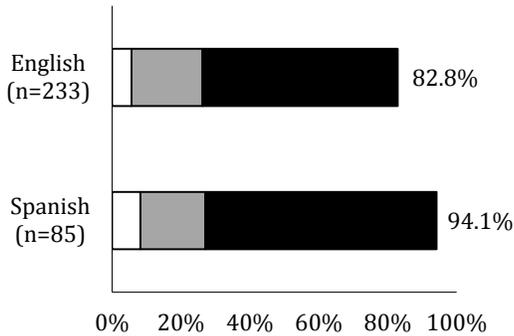
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.

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



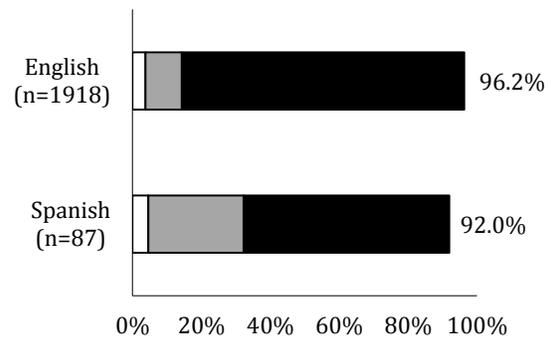
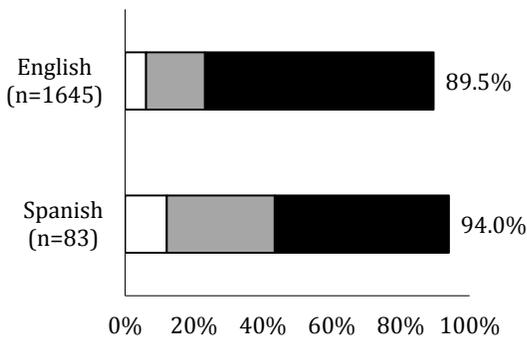
Q21: If necessary, a translator was provided at the PPT meetings.

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).

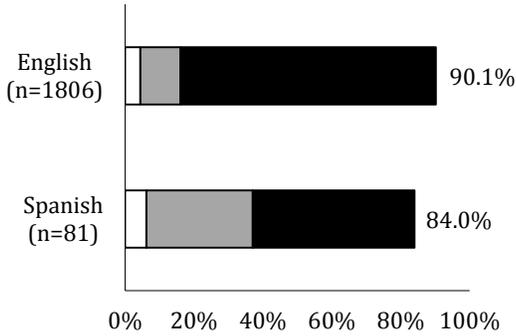


□ Slightly Agree

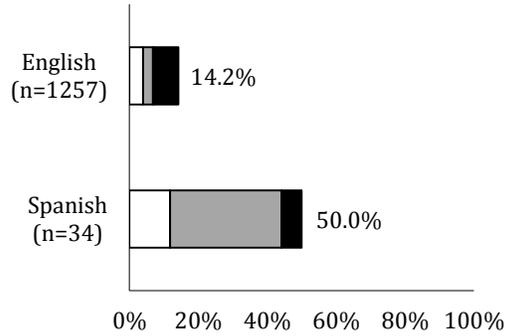
■ Moderately Agree

■ Strongly Agree

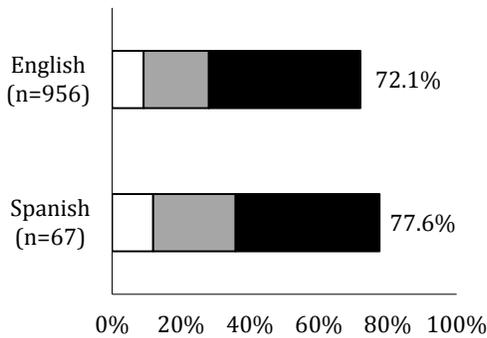
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



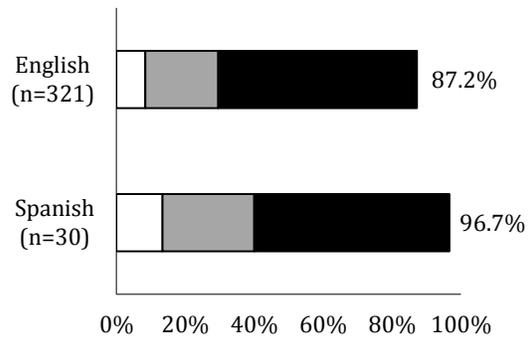
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



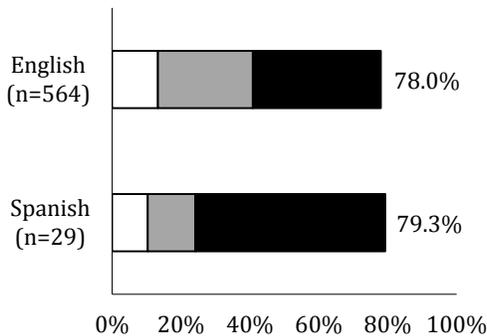
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).



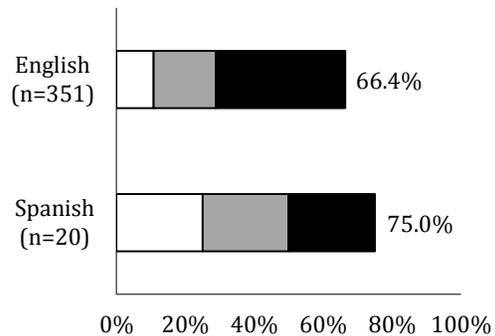
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (only answer if your child has transitioned from early intervention to Preschool in the past 3 years).



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).

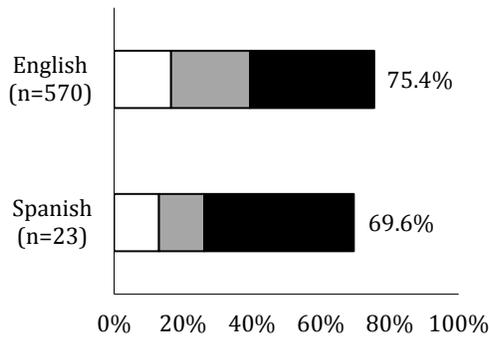


□ Slightly Agree

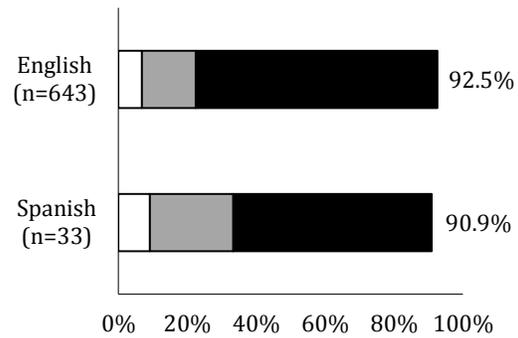
■ Moderately Agree

■ Strongly Agree

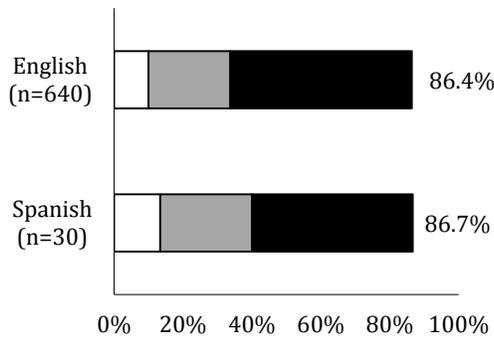
Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



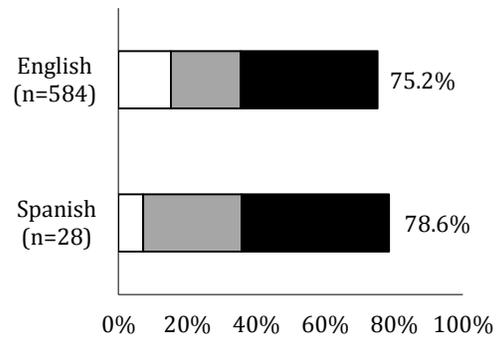
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



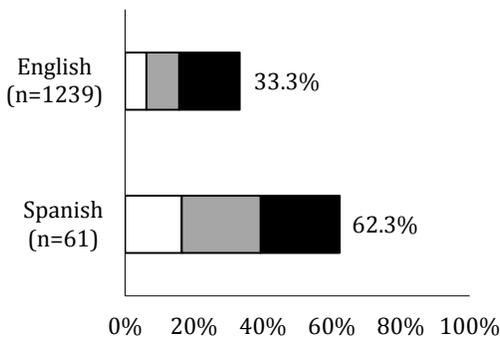
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



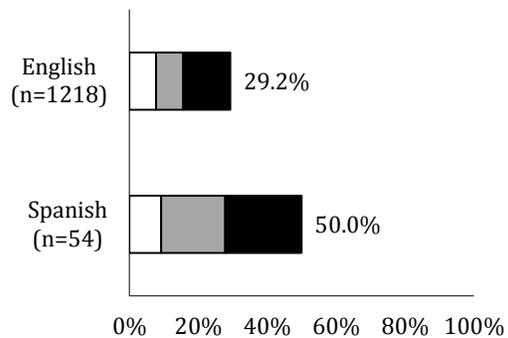
Q34: The PPT developed individualized goals for my child related to employment/postsecondary education; independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



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.



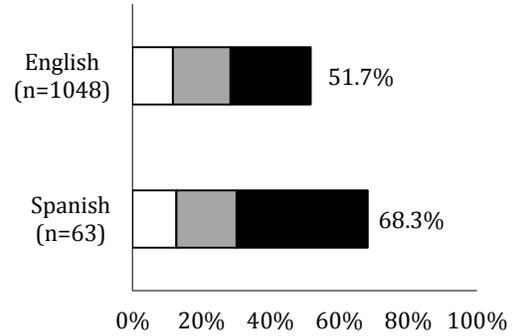
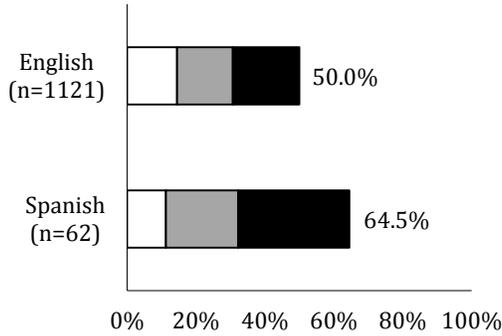
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.



□ Slightly Agree                      ■ Moderately Agree                      ■ Strongly Agree

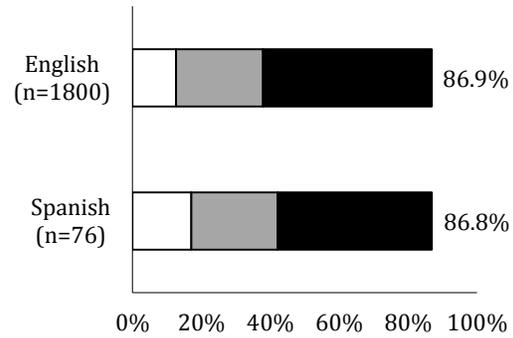
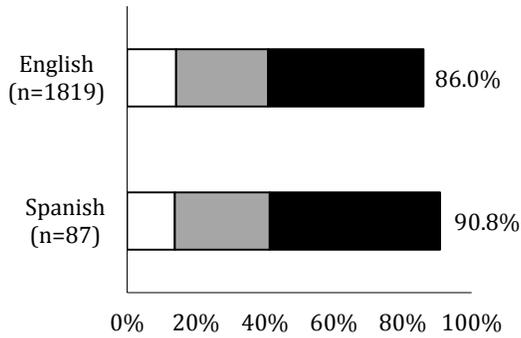
*Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.*

*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 eight years. Table D.1 includes “sparklines” to illustrate the satisfaction trend over the 8-year period, with the lowest and highest data points also listed. The sparklines represent the percentage of parents to select “strongly,” “moderately,” and “slightly” agree and are based on the total number of parents who selected a response other than “not applicable” and “don’t know.” 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 12-13	LOW	HIGH
<b>Satisfaction with My Child’s Program</b>			
Q1: I am satisfied with my child’s overall special education program.	83.5%  85.5%	83.5%	88.4%
Q2: I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns.	92.2%  92.6%	92.1%	93.6%
Q3: My child’s school day has been shortened to accommodate his/her transportation needs.	37.4%  39.2%	31.8%	40.6%
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).	24.3%  23.0%	18.8%	24.3%
Q5: My child is accepted within the school community.	92.1%  90.8%	90.8%	92.3%
Q6: My child’s IEP is meeting his/her educational needs.	83.9%  85.0%	83.9%	86.6%
Q7: All special education services identified in my child’s IEP have been provided.	85.7%  86.8%	85.7%	90.4%
Q8: Staff is appropriately trained and able to provide my child’s specific program and services.	84.0%  86.4%	84.0%	88.2%
Q9: Special education teachers make accommodations and modifications as indicated on my child’s IEP.	90.0%  91.4%	90.0%	93.5%
Q10: General education teachers make accommodations and modifications as indicated on my child’s IEP.	85.2%  87.0%	85.2%	90.4%
Q11: General education and special education teachers work together to assure that my child’s IEP is being implemented.	86.3%  88.1%	86.3%	89.9%

*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 12-13	LOW	HIGH
<b>Participation in Developing and Implementing My Child's Program</b>			
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%  87.5%	86.9%	88.5%
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%
Q14: I understand what is discussed at meetings to develop my child's IEP.	95.1%  95.4%	95.1%	96.6%
Q15: My concerns and recommendations are documented in the development of my child's IEP.	89.4%  89.9%	89.4%	93.1%
Q16: My child's evaluation report is written in terms I understand.	92.3%  91.5%	91.2%	93.4%
Q17: PPT meetings for my child have been scheduled at times and places that met my needs.	90.6%  91.7%	90.4%	94.3%
Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	85.9%  86.5%	85.9%	89.7%
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%  88.0%	86.3%	90.9%
Q20: I have received a copy of my child's IEP within 5 school days after the PPT.	90.4%  92.1%	90.0%	93.2%
Q21: If necessary, a translator was provided at the PPT meetings.	90.4%  85.8%	82.7%	93.1%
Q22: The translation services provided at the PPT meetings were useful and accurate.	94.1%  87.5%	87.0%	94.1%
Q23: The school district proposed the regular classroom for my child as the first placement option.	88.2%  89.8%	88.2%	91.4%
<b>My Child's Participation</b>			
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%  96.1%	94.6%	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%  89.9%	88.8%	92.0%
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.	15.5%  15.2%	10.5%	15.5%
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%  72.4%	63.8%	72.5%

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 12-13	LOW	HIGH
<b>Transition Planning for Preschoolers</b> (Only answer Q28 if your child has transitioned from the early intervention (Birth to Three System) to Preschool in the past 3 years.)			
Q28: I am satisfied with the school district’s transition activities that took place when my child left Birth to Three.	84.7%  88.0%	82.1%	92.3%
<b>Transition Planning for Secondary Students</b> (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)			
Q29: I am satisfied with the way secondary transition services were implemented for my child.	79.1%  78.1%	73.0%	85.5%
Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning.	69.9%  66.8%	66.8%	78.3%
Q31: The PPT introduced planning for my child’s transition to adulthood.	60.9%  75.2%	60.9%	80.6%
Q32: The school district actively encourages my child to attend and participate in PPT meetings.	85.6%  92.5%	85.6%	94.0%
Q33: The PPT discussed an appropriate course of study at the high school for my child.	71.8%  86.4%	71.8%	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%  75.3%	69.1%	81.7%
<b>Parent Training and Support</b>			
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%  34.6%	32.7%	42.2%
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.	31.4%  30.1%	24.7%	33.2%
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child’s school district.	54.8%  50.7%	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%  52.7%	46.9%	59.4%
<b>My Child’s Skills</b>			
Q39: My child is learning skills that will enable him/her to be as independent as possible.	85.5%  86.2%	85.2%	88.3%
Q40: My child is learning skills that will lead to a high school diploma, further education, or a job.	86.9%  86.9%	86.0%	89.2%

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	7 Year Average	2012-2013 (n=2,004)
White not Hispanic	76.0%	71.8%
Hispanic	11.7%	15.8%
Black not Hispanic	8.5%	7.5%
Asian or Pacific Islander	2.6%	3.8%
Am. Indian or Alaskan Native	1.1%	1.1%

**Table D.3: Age**

Child's Age	7 Year Average	2012-2013 (n=2,060)
3 to 5	11.3%	7.4%
6 to 12	44.5%	40.5%
13 to 14	15.5%	16.9%
15 to 17	21.1%	25.9%
18 to 21	7.5%	9.3%

**Table D.4: Grade Level**

Child's Grade Level	7 Year Average	2012-2013 (n=2,057)
Preschool	9.3%	5.3%
Elementary	36.4%	31.0%
Middle	25.2%	24.1%
High	26.1%	33.8%
Transition	3.1%	5.7%

**Table D.5: Gender**

Child's Gender	7 Year Average	2012-2013 (n=2,054)
Male	69.5%	68.4%
Female	30.5%	31.6%

**Table D.6: Type of Placement**

Child's Type of Placement	7 Year Average	2012-2013 (n=2,071)
Public School	89.4%	88.6%
Out-of-District Special Ed. School	5.7%	5.7%
Residential School	1.2%	1.5%
Private/Parochial	1.1%	1.5%
Out-of-State	0.2%	0.1%
Hospital/Homebound	0.2%	0.1%
Other	2.1%	2.5%

**Table D.7: Language of Surveys Received**

Language	7 Year Average	2012-2013 (n=2,091)
English	96.6%	95.6%
Spanish	3.4%	4.4%

**Table D.8: Disability**

Child's Disability	7 Year Average	2012-2013 (n=2,042)
Specific Learning Disabilities	28.3%	23.2%
Autism	14.6%	21.5%
OHI - ADD/ADHD	20.5%	21.4%
Speech or Language Impaired	18.4%	13.9%
Multiple Disabilities	5.7%	6.7%
Intellectual Disability	5.2%	5.3%
Emotional Disturbance	5.0%	5.1%
Other Health Impairment (OHI)	4.7%	3.5%
Developmental Delay (ages 3-5 only)	4.7%	3.5%
Hearing Impairment	1.9%	1.6%
Traumatic Brain Injury	0.7%	0.6%
Visual Impairment	1.4%	0.6%
Orthopedic Impairment	0.7%	0.5%
Deaf-Blindness	0.5%	0.1%
Don't Know	3.2%	5.4%
To Be Determined	1.5%	2.1%
Other	11.6%	-

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 & YEAR 8 (2006-2007 & 2012-2013)							
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: 2012-2013 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, 41 State Street, Suite 604-02, Albany, NY 12207.
- ✎ **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://bit.ly/CTparent1213> and log in using the six-digit number located in the upper right hand corner of this page.

The survey due date is **August 12, 2013. 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
<b>Satisfaction with My Child’s Program</b>								
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.	○	○	○	○	○	○	○	○
<b>Participation in Developing and Implementing My Child’s Program</b>								
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
<b>Participation in Developing and Implementing My Child's Program (continued)</b>								
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	<input type="radio"/>		<input type="radio"/>					
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.	<input type="radio"/>		<input type="radio"/>					
20. I have received a copy of my child's IEP within 5 school days after the PPT.	<input type="radio"/>		<input type="radio"/>					
21. If necessary, a translator was provided at the PPT meetings.	<input type="radio"/>		<input type="radio"/>					
22. The translation services provided at the PPT meetings were useful and accurate.	<input type="radio"/>		<input type="radio"/>					
23. The school district proposed the regular classroom for my child as the first placement option.	<input type="radio"/>							
<b>My Child's Participation</b>								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	<input type="radio"/>		<input type="radio"/>					
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	<input type="radio"/>		<input type="radio"/>					
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	<input type="radio"/>		<input type="radio"/>					
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).	<input type="radio"/>							
<b>Transition Planning for <u>Preschoolers</u></b>								
(Only answer Q28 if your child has transitioned from the early intervention (Birth to Three System) to Preschool in the past 3 years.)								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	<input type="radio"/>		<input type="radio"/>					
<b>Transition Planning for <u>Secondary Students</u></b>								
(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.	<input type="radio"/>		<input type="radio"/>					
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	<input type="radio"/>							
31. The PPT introduced planning for my child's transition to adulthood.	<input type="radio"/>		<input type="radio"/>					

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

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