

**CT Department of
Education**

Bureau of Special Education

**Connecticut Special Education
Parent Survey**

2009-2010

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..... | 26 |
| Section VII: Differences by Survey Year..... | 33 |
| Appendix A: Methodological & Data Limitations..... | 37 |
| Appendix B: Overall Survey Response..... | 44 |
| Appendix C: Survey Response by Child Demographics..... | 48 |
| Appendix C.1: Child’s Primary Eligibility for Services..... | 49 |
| Appendix C.2: Child’s Age..... | 59 |
| Appendix C.3: Child’s Race/Ethnicity..... | 69 |
| Appendix C.4: Child’s Gender..... | 76 |
| Appendix D: Year-to-Year Comparison of Survey Results..... | 83 |
| Appendix D.1: Survey Demographics by Year..... | 84 |
| Appendix D.2: Survey Response by Year..... | 86 |
| Appendix E: 2009-2010 CT Special Education Parent Survey..... | 93 |

Executive Summary

Introduction

In spring 2010, the Connecticut State Department of Education, Bureau of Special Education, conducted a statewide survey of parents of students receiving special education services, ages 3 through 21. The statewide survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Advisory Work Group to collect information on family satisfaction and involvement in special education. The 2009-2010 statewide survey represents the fifth year of distribution with an annual survey expected to continue until 2011.

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 2009-2010 survey was sent to a total of 8,427 parents of children receiving special education services across 29 school districts. Overall, 1,813 surveys were returned, representing a response rate of 21.5%, with the survey response rate by individual school districts ranging from just under 15.0% to slightly over 35.0%.

Key Findings

Key findings of the 2009-2010 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 (88.4%) of survey respondents agreed that they are satisfied with their child's overall special education program [Q1] and 92.3% indicated their child is accepted within the school community [Q5].
- *Parent Involvement:* Over 90% of parents agreed that they have the opportunity to talk with their child's teacher on a regular basis [Q2], and 88.5% of parents agreed that administrators and teachers in their child's school encourage parent involvement in order to improve services and results for children with disabilities [Q12].
- *Parent Understanding:* Almost all (96.3%) parents indicated they understand what is discussed at meetings to develop their child's IEP [Q14] and 93.0% agreed that their child's evaluation report is written in terms they understand [Q16].
- *Child's Participation:* The overwhelming majority (96.7%) of parents agreed that their child has the opportunity to participate in school-sponsored activities, such as field trips and social events [Q24]. Similarly, 92.0% of parents agreed that their child has the opportunity to participate in extracurricular school activities with children without disabilities [Q25].

- *PPT Meeting/IEP Process:* Over 90% of survey respondents agreed that their concerns and recommendations are documented in the development of their child's IEP [Q15], they feel encouraged to give input and express their concerns during PPT meetings [Q13], and the meetings are scheduled at times and places that meet their needs [Q17]. In addition, among parents of children ages 15 or older, 94.0% reported that the school district actively encourages their child to attend and participate in PPT meetings [Q32].

Areas for Improvement

- *Support for Extracurricular Activities:* When asked if the school provides supports, such as extra staff, that are necessary for their child to participate in extracurricular activities [Q27], 23.3% of parents disagreed with the statement and close to one-fifth (18.5%) indicated they did not know.
- *Transition to Adulthood:* Almost one-quarter (23.4%) of parents with children ages 15 or older disagreed when asked if the PPT introduced planning for their child's transition to adulthood [Q31] and 20.2% of parents disagreed that the PPT developed individualized goals related to their child's employment/postsecondary education, independent living, and community participation [Q34].
- *Parent Training:* Over 60% of survey respondents disagreed when asked if they attended a parent training or information session that addressed the needs of parents and of children with disabilities within the past year [Q35]. In addition, when asked if there are opportunities for parent training in their district, approximately one-third (34.2%) of parents disagreed and 28.6% indicated they did not know [Q37].
- *Parent Support:* Compared to parent training, slightly more (71.1%) respondents disagreed when asked if they are involved in a support network for parents of students with disabilities [Q36]. Almost one-third (30.0%) of parents reported that a support network is not available to them through their school district or other sources, and slightly more than one-third (34.6%) of parents indicated that they did not know if a support network is available [Q38].

Survey Trends

There was a trend of slightly increased satisfaction (demonstrated by an increase in the percent of parents to agree with a particular statement) across the five survey years (2005-2006 to 2009-2010). Two survey statements pertaining to secondary transition resulted in the largest increase in parent satisfaction over the five years, and all six survey statements [Q29-Q34] about secondary transition illustrated some level of increased satisfaction.

- In 2009-2010, 88.4% of parents agreed that they were satisfied with their child's overall special education program [Q1] compared to 83.5% of parents in 2005-2006, a difference of approximately five percentage points.
- More than three-quarters (76.6%) of parents in 2009-2010 agreed that the PPT introduced planning for their child's transition to adulthood [Q31] compared to 60.9% of parents in 2005-2006; a difference of roughly 16 percentage points.
- When asked if the PPT discussed an appropriate course of study at the high school for their child [Q33], 89.7% of parents agreed with the statement in 2009-2010, compared to 71.8% of parents in 2005-2006; a difference of about 18 percentage points.

Areas of the survey in which there was a gradual *decrease* in satisfaction from the 2005-2006 to 2009-2010 waves of the survey was in the sections related to translation services, as well as parent training and support.

- In 2005-2006, 90.4% of parents agreed that a translator was provided (if necessary) at PPT meetings [Q21]; compared to 85.9% of parents in 2009-2010; a decrease of close to five percentage points.
- Similarly, close to 95% of parents agreed that the translation services provided at the PPT meetings were useful and accurate [Q22]; compared to 88.1% of parents in 2009-2010; a difference of approximately six percentage points.
- In 2005-2006, close to 40% of parents reported attending parent training or information sessions [Q35]. In 2009-2010, 36.4% of parents reported attending such training, a difference of three percentage points.
- When asked in 2005-2006 if a support network for parents of students with disabilities was available, 59.4% of parents agreed with the statement [Q38], compared to 54.1% of parents in 2009-2010; a difference of approximately five percentage points.

Introduction

In spring 2010, 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 2009-2010 statewide survey represents the fifth year of the six-year sampling protocol for the State Performance Plan (SPP) with an annual survey expected to continue until 2010-2011.

This report summarizes findings from the 2009-2010 statewide survey and is organized into seven sections. Section I presents an overview of survey development and distribution, including a brief description of the survey design and the sampling methodology employed. Section II includes the survey response rate (overall and by district) and Section III presents the demographics of survey respondents. Findings from the survey analysis are provided in Sections IV-VII and include a summary of overall responses, differences by demographics, a summary of open-ended comments, and differences across survey years.

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

Section I: Survey Development & Dissemination

Background

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

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

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

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

Sampling Design

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

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

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

Survey Design

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

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

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

Survey Distribution

In May of 2010, surveys were sent to all parents of students with disabilities in 23 of the 29 districts participating in the fifth year of the survey. Surveys were sent to a sample of parents (according to the sampling design previously discussed) in the six largest participating districts (Connecticut Technical High School System, Danbury, Milford, Norwalk, Stratford, and Wallingford). The survey mailing included an envelope with the student's name, a letter of instruction, the survey questionnaire, an offer of informational materials from the Connecticut Parent Advocacy Center (CPAC) and a stamped return envelope.

Following the initial mailing of the survey questionnaire, a reminder letter was sent to each parent, encouraging them to return their completed survey or to contact the external evaluator directly if they had lost or needed a new questionnaire. All survey materials were printed in both English and Spanish. (See Appendix E for the English version of the survey.) The deadline for returning completed surveys was June 21, 2010.

² Over the past five years, a student sample has been drawn in just 21 of the 140 (15%) districts surveyed thus far.

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 2009-2010 survey was sent to a total of 8,427 parents of children receiving special education services across 29 districts. The overall survey response rate was 21.5% (n=1,813), with the response rate by district ranging from a low of 14.7% in Bloomfield School District to a high of 38.3% in the Deep River School District. A total of 364 surveys were returned undeliverable, representing approximately 4.3% of the total mailing.

Table II.1: Survey Response Rate by District

| District | Surveys Sent | Surveys Received | |
|--------------|--------------|------------------|--------------|
| | n | n | % |
| Deep River | 47 | 18 | 38.3% |
| Essex | 50 | 18 | 36.0% |
| Union | 9 | 3 | 33.3% |
| Granby | 191 | 63 | 33.0% |
| Barkhamsted | 43 | 13 | 30.2% |
| Berlin | 368 | 110 | 29.9% |
| Redding | 159 | 47 | 29.6% |
| Region 7 | 117 | 30 | 25.6% |
| Portland | 134 | 32 | 23.9% |
| Somers | 174 | 41 | 23.6% |
| Milford | 684 | 157 | 23.0% |
| Pomfret | 89 | 20 | 22.5% |
| Sprague | 45 | 10 | 22.2% |
| Stratford | 633 | 138 | 21.8% |
| Montville | 288 | 62 | 21.5% |
| Westport | 610 | 131 | 21.5% |
| Wallingford | 663 | 142 | 21.4% |
| Mansfield | 169 | 36 | 21.3% |
| Colebrook | 24 | 5 | 20.8% |
| CTHSS | 641 | 130 | 20.3% |
| Weston | 251 | 51 | 20.3% |
| Danbury | 722 | 142 | 19.7% |
| Ledyard | 324 | 62 | 19.1% |
| Putnam | 227 | 42 | 18.5% |
| Region 9 | 119 | 22 | 18.5% |
| East Haven | 510 | 94 | 18.4% |
| Norwalk | 730 | 121 | 16.6% |
| Thomaston | 182 | 30 | 16.5% |
| Bloomfield | 224 | 33 | 14.7% |
| Unknown | - | 10 | - |
| Total | 8,427 | 1,813 | 21.5% |

Note: Districts have been sorted in descending order based on their response rate. The 10 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 | 1,388 | 76.6% |
| Hispanic | 200 | 11.0% |
| Black not Hispanic | 141 | 7.8% |
| Asian/Pacific Islander | 61 | 3.4% |
| Am. Indian/Alaskan Native | 22 | 1.2% |

Table III.2: Age

| Child's Age | n | Percent |
|-------------|-----|---------|
| 3 to 5 | 168 | 9.3% |
| 6 to 12 | 724 | 40.0% |
| 13 to 14 | 312 | 17.2% |
| 15 to 17 | 449 | 24.8% |
| 18 to 21 | 159 | 8.8% |

Table III.3: Grade Level

| Child's Grade Level | n | Percent |
|---------------------|-----|---------|
| Preschool | 137 | 7.6% |
| Elementary | 593 | 32.7% |
| Middle | 449 | 24.8% |
| High | 568 | 31.4% |
| Transition | 64 | 3.5% |

Table III.4: Gender

| Child's Gender | n | Percent |
|----------------|-------|---------|
| Male | 1,285 | 70.9% |
| Female | 527 | 29.1% |

Table III.5: Type of Placement

| Child's Type of Placement | n | Percent |
|-------------------------------|-------|---------|
| Public | 1,587 | 87.6% |
| Special Ed. - Out of District | 99 | 5.5% |
| Residential | 22 | 1.2% |
| Private/Parochial | 19 | 1.0% |
| Out of State | 5 | 0.3% |
| Other | 80 | 4.4% |

Table III.6: Disability

| Child's Disability | n | Percent |
|--|-------|---------|
| Specific Learning Disabilities | 527 | 29.1% |
| OHI - ADD/ADHD | 361 | 19.9% |
| Speech or Language Impaired | 310 | 17.1% |
| Autism | 272 | 15.0% |
| Multiple Disabilities | 97 | 5.4% |
| Emotional Disturbance | 85 | 4.7% |
| Other Health Impairment (OHI) | 82 | 4.5% |
| Intellectual Disability/Mental Retardation | 79 | 4.4% |
| Developmental Delay (ages 3-5 only) | 52 | 2.9% |
| Visual Impairment | 24 | 1.3% |
| Hearing Impairment | 22 | 1.2% |
| Traumatic Brain Injury | 14 | 0.8% |
| Orthopedic Impairment | 14 | 0.8% |
| Deaf-Blindness | 8 | 0.4% |
| Don't Know | 87 | 4.8% |
| To Be Determined | 23 | 1.3% |
| Total Selected | 2,057 | - |

Note: Survey respondents were asked to select one disability; however, 191 respondents chose multiple disabilities for their child. The percentages included above are based on the number of total respondents (n=1,813) and therefore do not add up to 100%.

Section IV: Summary of Survey Responses

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

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

Satisfaction with My Child’s Program

Parents were asked to respond to a series of 11 survey statements in the topic area, “Satisfaction with My Child’s Program” (see Tables IV.1, IV.2 and IV.3). In general, respondents rated statements in this section of the survey highly.³

- The majority (88.4%, n=1,577) of survey respondents agreed that they are satisfied with their child’s overall special education program [Q1].

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

| CT Special Education Parent Survey Item | n | Agree | | | | Disagree | | | | Don't Know |
|--|-------|-------|-------|------|-------|----------|------|------|-------|------------|
| | | ST | MD | SL | Total | SL | MD | ST | Total | |
| 1. I am satisfied with my child’s overall special education program. | 1,784 | 47.4% | 31.3% | 9.8% | 88.4% | 3.1% | 4.3% | 4.3% | 11.6% | ± |

± Not a response option for this survey item.

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

- The highest level of agreement in this topic area was 93.6% (n=1,675) of parents who agreed that they have the opportunity to talk to their child’s teachers on a regular basis [Q2]; followed by 92.3% (n=1,614) of parents who agreed that their child is accepted within the school community [Q5]. In addition, close to two-thirds of parents *strongly* agreed with both of these statements (62.5% and 63.1%, respectively).

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

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

| CT Special Education Parent Survey Item | n | Agree | | | | Disagree | | | | Don't Know |
|---|-------|-------|-------|------|-------|----------|------|-------|-------|------------|
| | | ST | MD | SL | Total | SL | MD | ST | Total | |
| 2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns. | 1,789 | 62.5% | 22.5% | 8.6% | 93.6% | 2.7% | 2.0% | 1.7% | 6.4% | ± |
| 3. My child's school day has been shortened to accommodate his/her transportation needs. | 388 | 22.2% | 10.1% | 5.9% | 38.1% | 4.9% | 2.8% | 54.1% | 61.9% | ± |
| 4. My child has been sent home from school due to behavioral difficulties (not considered suspension). | 684 | 11.3% | 6.4% | 5.6% | 23.2% | 2.9% | 2.2% | 71.6% | 76.8% | ± |
| 5. My child is accepted within the school community. | 1,748 | 63.1% | 21.6% | 7.7% | 92.3% | 2.6% | 2.5% | 2.6% | 7.7% | ± |

± Not a response option for this survey item.

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

- When asked about their child's IEP, the majority (85.9%, n=1,534) of parents agreed that their child's IEP is meeting his or her educational needs [Q6], and a similar percentage (87.4%, n=1,558) agreed that all special education services identified in their child's IEP have been provided [Q7].
- Over 90% (n=1,601) of parents agreed that special education teachers make accommodations and modifications as indicated on the child's IEP [Q9], compared to 86.6% (n=1,451) of parents who agreed that general education teachers do the same [Q10].

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

| CT Special Education Parent Survey Item | n | Agree | | | | Disagree | | | | Don't Know |
|--|-------|-------|-------|-------|-------|----------|------|------|-------|------------|
| | | ST | MD | SL | Total | SL | MD | ST | Total | |
| 6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs. | 1,785 | 45.5% | 30.3% | 10.1% | 85.9% | 4.2% | 3.5% | 5.8% | 13.4% | 0.6% |
| 7. All special education services identified in my child's IEP have been provided. | 1,782 | 53.4% | 26.3% | 7.7% | 87.4% | 4.4% | 3.0% | 4.0% | 11.4% | 1.2% |
| 8. Staff is appropriately trained and able to provide my child's specific program and services. | 1,793 | 51.0% | 26.3% | 9.3% | 86.6% | 3.8% | 3.1% | 4.8% | 11.7% | 1.7% |
| 9. Special education teachers make accommodations and modifications as indicated on my child's IEP. | 1,758 | 59.3% | 23.6% | 8.1% | 91.1% | 3.2% | 2.1% | 2.3% | 7.6% | 1.4% |
| 10. General education teachers make accommodations and modifications as indicated on my child's IEP. | 1,675 | 48.1% | 27.0% | 11.6% | 86.6% | 3.9% | 3.6% | 3.6% | 11.2% | 2.2% |
| 11. General education and special education teachers work together to assure that my child's IEP is being implemented. | 1,689 | 51.6% | 25.2% | 9.9% | 86.7% | 3.7% | 3.2% | 3.7% | 10.5% | 2.7% |

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

Participation in Developing and Implementing My Child's Program

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

- The majority (88.5%, n=1,561) 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 [Q12].⁴

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

| CT Special Education Parent Survey Item | n | Agree | | | | Disagree | | | | Don't Know |
|---|-------|-------|-------|-------|-------|----------|------|------|-------|------------|
| | | ST | MD | SL | Total | SL | MD | ST | Total | |
| 12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. | 1,764 | 52.6% | 25.2% | 10.7% | 88.5% | 4.1% | 2.8% | 4.5% | 11.5% | ± |

± Not a response option for this survey item.

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

Additional survey statements in this topic area asked respondents about the IEP/PPT process, translation services and their child's classroom placement. Parents reported a high level of agreement with each of the statements, as demonstrated by the majority (more than 90%) of parents who agreed with 7 of the 11 statements (see Tables IV.5 and IV.6). In addition, more than one-half (ranging from 52.2% to 70.6%) of respondents *strongly* agreed with each of the 11 statements.

- The highest level of agreement was 96.3% (n=1,724) of respondents who agreed that they understand what is discussed at meetings to develop their child's IEP [Q14], and more than two-thirds (68.6%) of these parents *strongly* agreed with this statement.

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

| CT Special Education Parent Survey Item | n | Agree | | | | Disagree | | | | Don't Know |
|---|-------|-------|-------|------|-------|----------|------|------|-------|------------|
| | | ST | MD | SL | Total | SL | MD | ST | Total | |
| 13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns. | 1,788 | 66.3% | 20.0% | 7.0% | 93.4% | 2.9% | 1.4% | 2.3% | 6.6% | ± |
| 14. I understand what is discussed at meetings to develop my child's IEP. | 1,790 | 68.6% | 22.1% | 5.6% | 96.3% | 1.7% | 0.8% | 1.1% | 3.7% | ± |
| 15. My concerns and recommendations are documented in the development of my child's IEP. | 1,770 | 60.4% | 25.1% | 7.6% | 93.1% | 3.2% | 1.2% | 2.5% | 6.9% | ± |

± Not a response option for this survey item.

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

⁴ This percentage meets the target of 88.0% set by the CSDE in the State Performance Plan for the 2009-2010 school year.

- Compared to most other statements in this topic area, respondents were slightly less likely to agree to the two statements regarding translation services. When asked if a translator was provided (if necessary) at their child’s PPT meetings, 85.9% (n=189) of parents agreed with the statement [Q21] and 88.1% (n=214) of parents agreed that the translation services provided were useful and accurate [Q22].

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

| CT Special Education Parent Survey Item | n | Agree | | | | Disagree | | | | Don't Know |
|--|-------|-------|-------|-------|-------|----------|------|-------|-------|------------|
| | | ST | MD | SL | Total | SL | MD | ST | Total | |
| 16. My child's evaluation report is written in terms I understand. | 1,792 | 58.6% | 25.6% | 8.8% | 93.0% | 3.3% | 1.4% | 2.2% | 7.0% | ± |
| 17. PPT meetings for my child have been scheduled at times and places that met my needs. | 1,797 | 68.9% | 19.6% | 5.7% | 94.3% | 2.7% | 0.9% | 2.2% | 5.7% | ± |
| 18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. | 1,774 | 52.2% | 26.2% | 11.3% | 89.7% | 3.6% | 2.5% | 4.2% | 10.3% | ± |
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers. | 1,780 | 54.9% | 24.8% | 11.2% | 90.9% | 3.3% | 2.6% | 3.2% | 9.1% | ± |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT. | 1,774 | 70.6% | 16.9% | 5.8% | 93.2% | 2.4% | 1.5% | 2.9% | 6.8% | ± |
| 21. If necessary, a translator was provided at the PPT meetings. | 220 | 63.2% | 18.6% | 4.1% | 85.9% | 0.5% | 1.4% | 12.3% | 14.1% | ± |
| 22. The translation services provided at the PPT meetings were useful and accurate. | 243 | 64.6% | 18.9% | 4.5% | 88.1% | 2.9% | 1.6% | 7.4% | 11.9% | ± |
| 23. The school district proposed the regular classroom for my child as the first placement option. | 1,533 | 68.2% | 14.2% | 3.9% | 86.4% | 1.2% | 1.2% | 5.8% | 8.2% | 5.5% |

± Not a response option for this survey item.

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

My Child’s Participation

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

- Over 90% of respondents agreed that their child has the opportunity to participate in school-sponsored activities [Q24], as well as extracurricular activities with children without disabilities [Q25] (96.7% and 92.0%, respectively). Among the parents who agreed with these statements, more than three-quarters *strongly* agreed as well.
- 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 (23.3%, n=223) of parents disagreed with the statement, and 18.5% (n=177) of parents did not know if such supports are available.

Table IV.7: My Child's Participation

| CT Special Education Parent Survey Item | n | Agree | | | | Disagree | | | | Don't Know |
|--|-------|-------|-------|------|-------|----------|------|-------|-------|------------|
| | | ST | MD | SL | Total | SL | MD | ST | Total | |
| 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events). | 1,743 | 83.5% | 9.5% | 3.7% | 96.7% | 0.6% | 0.9% | 1.8% | 3.3% | ± |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. | 1,620 | 77.9% | 10.2% | 3.8% | 92.0% | 1.7% | 1.7% | 4.6% | 8.0% | ± |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability. | 1,020 | 6.6% | 3.6% | 3.2% | 13.4% | 3.2% | 5.2% | 78.1% | 86.6% | ± |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). | 956 | 36.5% | 14.5% | 7.1% | 58.2% | 4.5% | 3.7% | 15.2% | 23.3% | 18.5% |

± Not a response option for this survey item.

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

Transition Planning

In the transition planning section of the survey, parents responded to statements focused on their child's transition to preschool, and secondary transition activities and services (see Table IV.8). The majority (92.3%, n=252) of parents whose child transitioned from Birth to Three in the past three years were satisfied with the transition [Q28]. A smaller majority (80.0%, n=388) of parents with a child age 15 or older were satisfied with the way their child's secondary transition services were implemented [Q29].

- Almost one-quarter (22.6%, n=79) of parents with a child age 15 or older disagreed when asked if outside agencies have been invited to participate in secondary transition planning, when appropriate and 17.8% (n=62) indicated they did not know [Q30].
- Similarly, 23.4% (n=109) of parents disagreed that the PPT had introduced planning for their child's transition to adulthood [Q31] and just over one-fifth (20.2%, n=100) of parents disagreed that the PPT had developed individualized goals related to postsecondary options for their child [Q34]. However, an overwhelming majority (94.0%, n= 515) of parents of a child age 15 or older did agree that their school district actively encourages their child to attend and participate in PPT meetings [Q32].

Table IV.8: Transition Planning

| CT Special Education Parent Survey Item | n | Agree | | | | Disagree | | | | Don't Know |
|--|-----|-------|-------|-------|-------|----------|------|-------|-------|------------|
| | | ST | MD | SL | Total | SL | MD | ST | Total | |
| <i>(Only answer Q28 if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)</i> | | | | | | | | | | |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. | 273 | 65.9% | 18.3% | 8.1% | 92.3% | 1.8% | 1.1% | 4.8% | 7.7% | ± |
| <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. | 485 | 41.4% | 27.2% | 11.3% | 80.0% | 7.2% | 4.9% | 7.8% | 20.0% | ± |
| 30. When appropriate, outside agencies have been invited to participate in secondary transition planning. | 349 | 32.7% | 16.3% | 10.6% | 59.6% | 4.6% | 6.0% | 12.0% | 22.6% | 17.8% |
| 31. The PPT introduced planning for my child's transition to adulthood. | 465 | 38.7% | 22.6% | 15.3% | 76.6% | 6.2% | 6.9% | 10.3% | 23.4% | ± |
| 32. The school district actively encourages my child to attend and participate in PPT meetings. | 548 | 72.8% | 15.1% | 6.0% | 94.0% | 2.4% | 0.9% | 2.7% | 6.0% | ± |
| 33. The PPT discussed an appropriate course of study at the high school for my child. | 542 | 60.1% | 20.7% | 8.9% | 89.7% | 3.5% | 2.2% | 4.6% | 10.3% | ± |
| 34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation. | 496 | 42.7% | 23.0% | 14.1% | 79.8% | 4.2% | 4.0% | 11.9% | 20.2% | ± |

± Not a response option for this survey item.

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

Parent Training and Support

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 they did not know if support or parent training opportunities are available (see Table IV.9).

- When asked if they attended parent training or information sessions that addressed the needs of parents and children with disabilities in the last year, 63.6% (n=668) of survey respondents disagreed [Q35]. In addition, approximately one-third (34.2%, n=478) of parents reported their child’s school district does not provide opportunities for parent training, while 28.6% (n=400) of respondents did not know whether such opportunities exist [Q37].
- Similarly, 71.1% (n=708) of respondents disagreed when asked if they are involved in a support network for parents of students with disabilities [Q36]. Almost one-third (30.0%, n=425) of parents reported there is no support network available to them and 34.6% (n=489) did not know if a support 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. | 1,051 | 18.7% | 10.3% | 7.4% | 36.4% | 4.9% | 4.5% | 54.2% | 63.6% | ± |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources. | 996 | 14.1% | 8.4% | 6.4% | 28.9% | 6.0% | 5.4% | 59.6% | 71.1% | ± |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. | 1,397 | 17.1% | 10.7% | 9.3% | 37.2% | 4.9% | 3.9% | 25.4% | 34.2% | 28.6% |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources. | 1,415 | 17.7% | 10.0% | 7.7% | 35.4% | 4.9% | 2.8% | 22.3% | 30.0% | 34.6% |

± Not a response option for this survey item.

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

My Child's Skills

In the final section of the survey, parents were asked to respond to two statements regarding the skills that their child is acquiring in school. Parents expressed a high level of agreement with both of the statements (see Table IV.10).

- A majority (87.6%, n=1,436) of respondents agreed that their child is learning skills that will enable him/her to be as independent as possible [Q39]. Similarly, 89.0% (n=1,417) 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. | 1,639 | 52.7% | 24.2% | 10.7% | 87.6% | 4.2% | 2.7% | 5.5% | 12.4% | ± |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job. | 1,593 | 55.4% | 23.0% | 10.6% | 89.0% | 3.5% | 2.4% | 5.2% | 11.0% | ± |

± Not a response option for this survey item.

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

Section V: Differences by Demographics

In this section, differences in parent responses are presented across three demographic groups, 1) child's disability; 2) child's age; and 3) child's race/ethnicity. Individual survey statements that highlight the overall trends in observed differences have been illustrated with a stacked bar chart. 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, including gender (which is not discussed in this section as there was no evidence of substantial differences), can be found in Appendix C. Differences in parent responses across individual school districts were considered in a separate analysis and are discussed in a supplemental district report located on the CSDE website.

Child's Disability

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

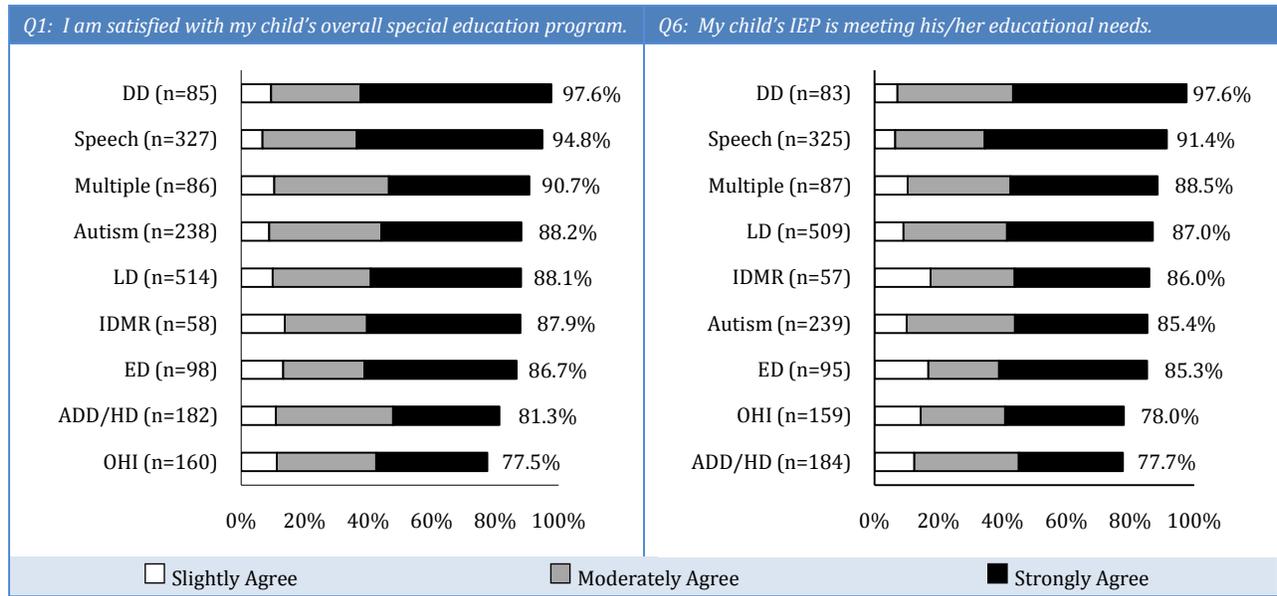
Satisfaction with My Child's Program

In this section of the survey, parents of children with a developmental delay (DD) or with a speech and language impairment generally reported higher levels of satisfaction than did parents of children in other disability categories. Parents of children in these two disability categories consistently reported satisfaction levels of 90% or greater, and ranked first or second in satisfaction on all nine of the statements analyzed in this topic.⁵ In contrast, parents of children with ADD/ADHD, and an other health impairment (OHI) rarely reported satisfaction levels of 90% or greater.

- When asked if they are satisfied with their child's overall special education program [Q1], parents of children with a developmental delay and with a speech and language impairment, were at least 13 percentage points more likely to agree with the statement than parents of children with ADD/ADHD and parents of children with OHI (97.6% and 94.8% compared to 81.3% and 77.5%, respectively).
- In addition, over 90% of parents of children with a developmental delay and with a speech and language impairment agreed that their child's IEP is meeting his/her educational needs [Q6], compared to 78.0% of parents of children with OHI and 77.7% of parents of children with ADD/ADHD.

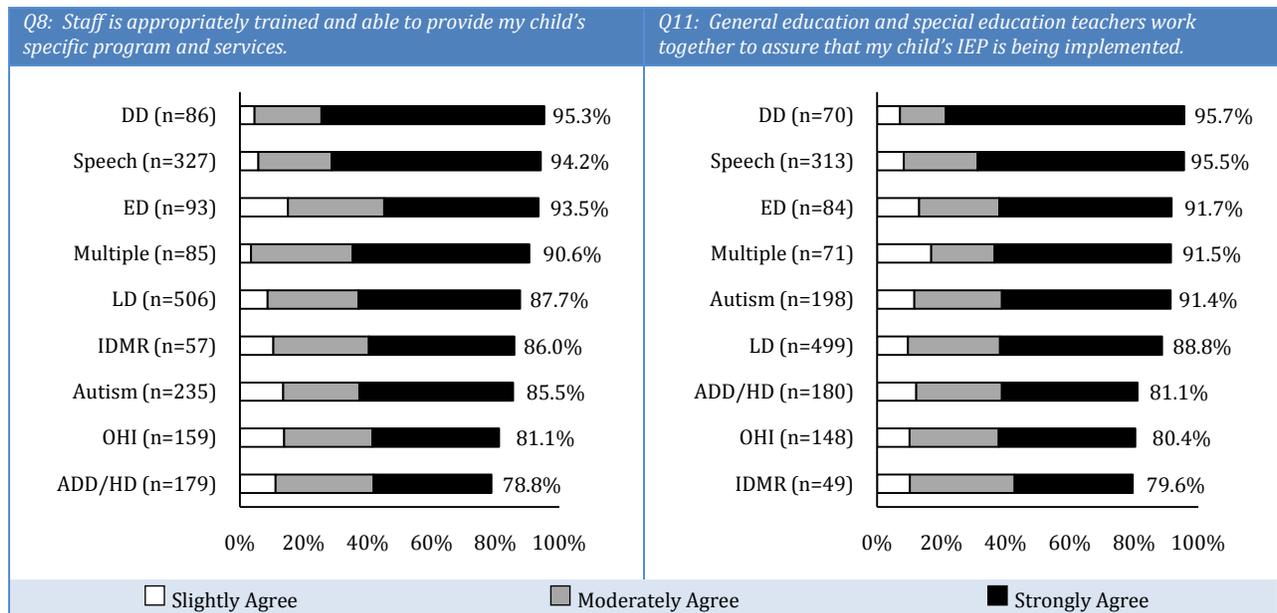
⁵ Two survey statements (Q3 and Q4) are negatively-keyed items (a high level of agreement represents a high level of dissatisfaction) and are therefore not included in this generalization.

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



- Similar response patterns were evident when parents were asked if staff is appropriately trained [Q8]. Parents of children with a developmental delay and with a speech and language impairment answered most favorably to these statements, while parents of children with ADD/ADHD and OHI answered less favorably.
- When asked if general education and special education teachers work together to assure that their child's IEP is being implemented [Q11], parents of children with a developmental delay and with a speech and language impairment were again most likely to agree. However, unlike the other statements in this section, parents of children with IDMR were the least likely to agree.

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

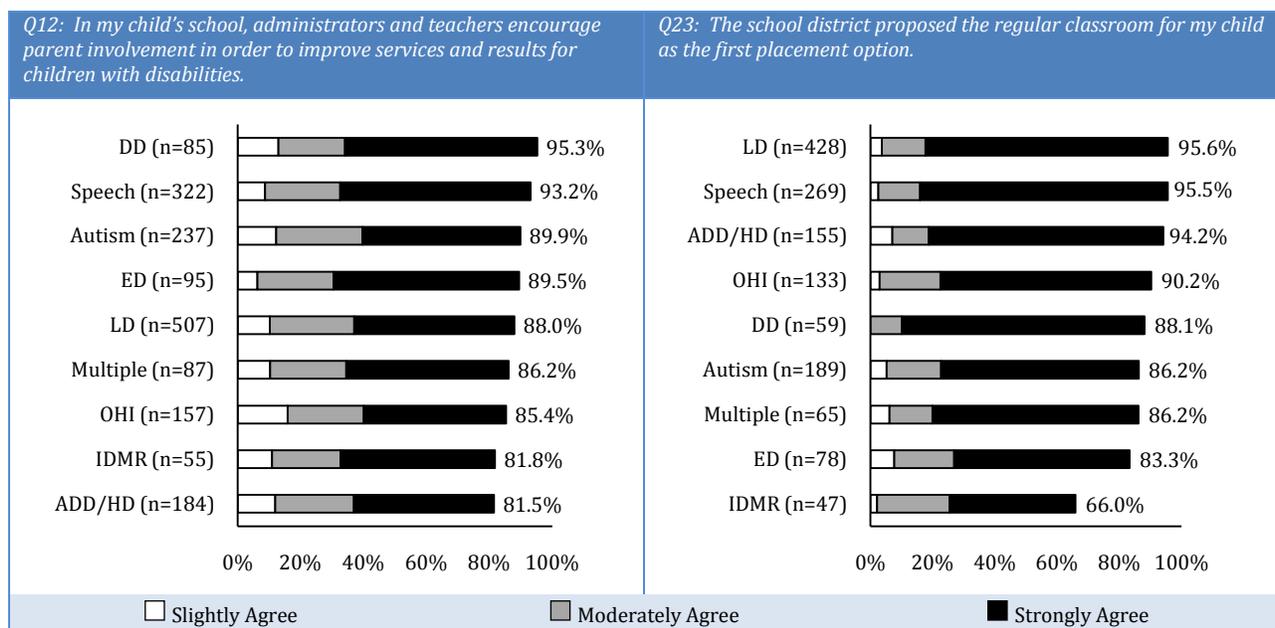


Participation in Developing and Implementing My Child's Program

When compared to other topical areas of the survey, statements concerning parents' participation in their child's program 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. One small difference was that parents of children with OHI answered slightly more positively to statements in this section of the survey, while parents of children with IDMR answered slightly more negatively.

- Parents of children with IDMR and with ADD/ADHD were the least likely (81.8% and 81.5%, respectively) to indicate that they feel administrators and teachers encourage parent involvement in order to improve services and results for their children [Q12]. In contrast, more than 90% of parents of children with a developmental delay and parents of children with a speech and language impairment agreed with this statement.
- When asked if the district proposed the regular classroom for their child as the first placement option [Q23], parents of children with IDMR responded with considerably lower levels of agreement than parents of children with other disabilities. Parents of children with IDMR were 17 percentage points less likely to agree than the next lowest disability category for this statement (66.0% compared to 83.3%).

Table V.3: Question 12 and Question 23 by Child's Disability



My Child's Participation

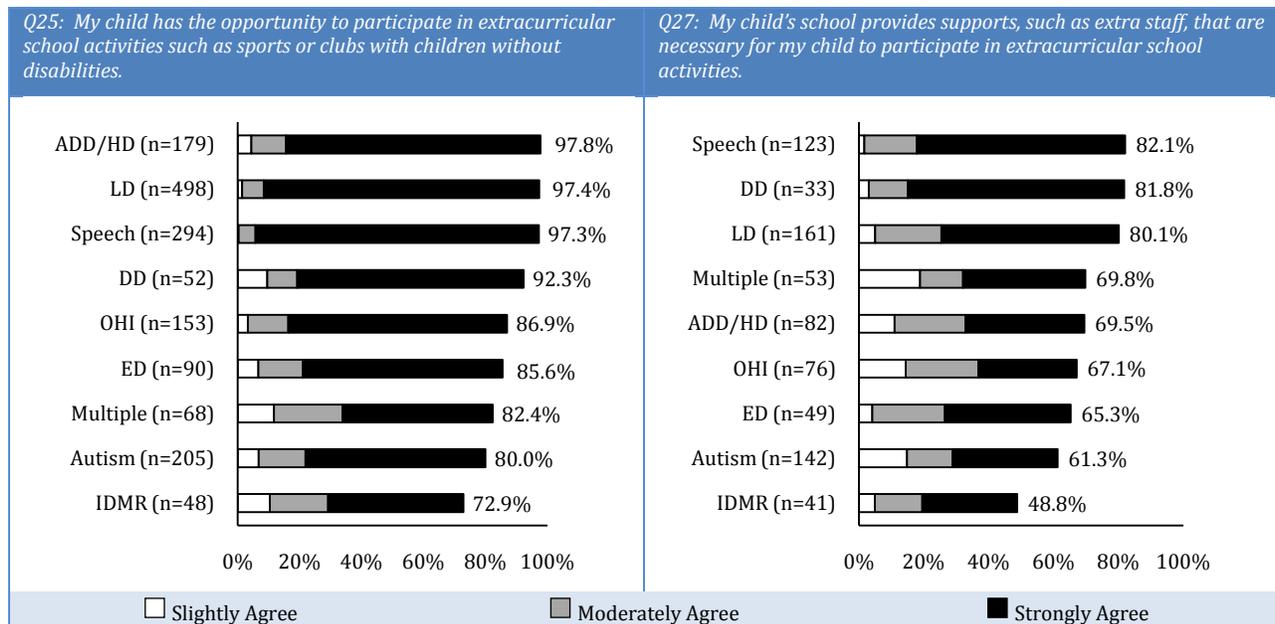
In this section of the survey, parents of children with IDMR had the lowest levels of agreement on three of the four statements analyzed with a response gap of notable size on two of these statements.

- Less than three-quarters (72.9%) of parents of children with IDMR agreed that their child has the opportunity to participate in extracurricular school activities [Q25]. This represents a difference of approximately 25 percentage points when compared to parents of children with

ADD/ADHD, a learning disability and a speech and language impairment. Parents of children with autism and parents of children with multiple disabilities were also less likely to agree with this statement (80.0% and 82.4%, respectively).

- Less than one-half (48.8%) of parents of children with IDMR agreed that their child’s school provides supports that are necessary for their child to participate in extracurricular school activities [Q27]. This marks a difference of approximately 33 percentage points when compared to parents of children with a speech and language impairment, as well as parents of children with a developmental delay.

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

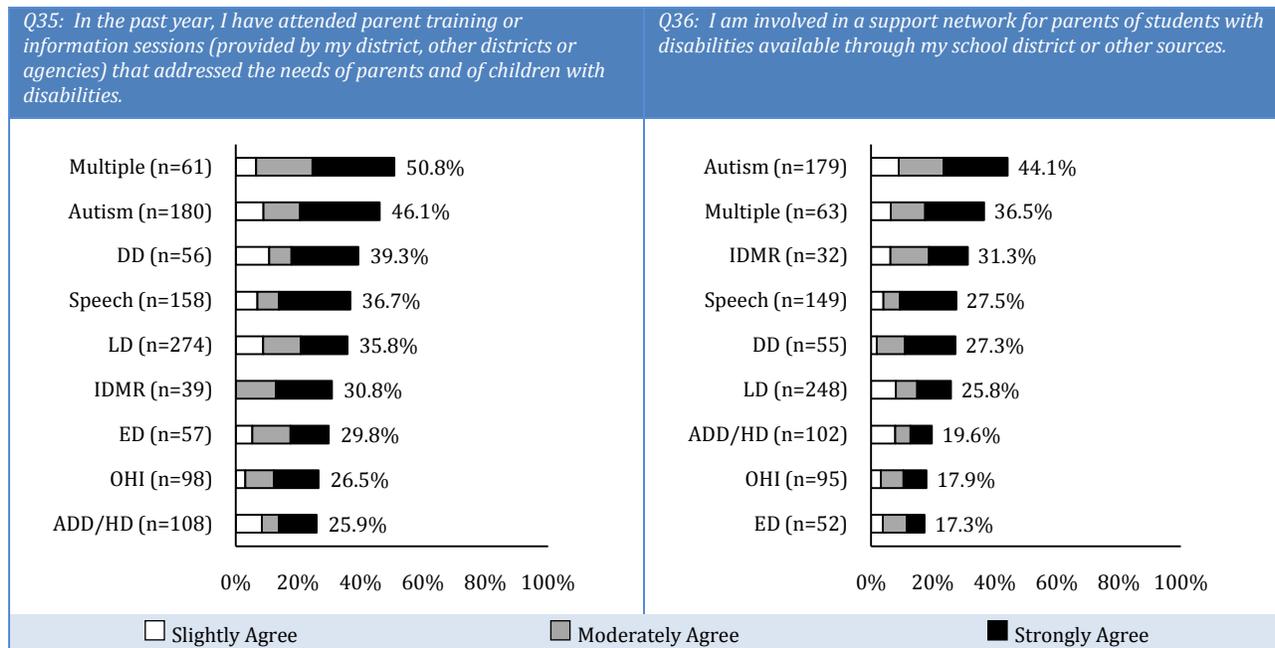


Parent Training and Support

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

- Parents of children with multiple disabilities and autism were the most likely to indicate they had attended a parent training or information session in the past year (50.8% and 46.1%, respectively) [Q35]. In contrast, approximately one-quarter of parents of children with ADD/ADHD and parents of children with OHI noted attending such meetings (25.9% and 26.5%, respectively).
- Parents of children with autism and multiple disabilities were also most likely to indicate participation in a support network (44.1% and 36.5%, respectively) [Q36]. Parents of children with IDMR were the only group reporting a larger percentage of parents involved in a support network (31.3%) than having attended parent training sessions (30.8%).

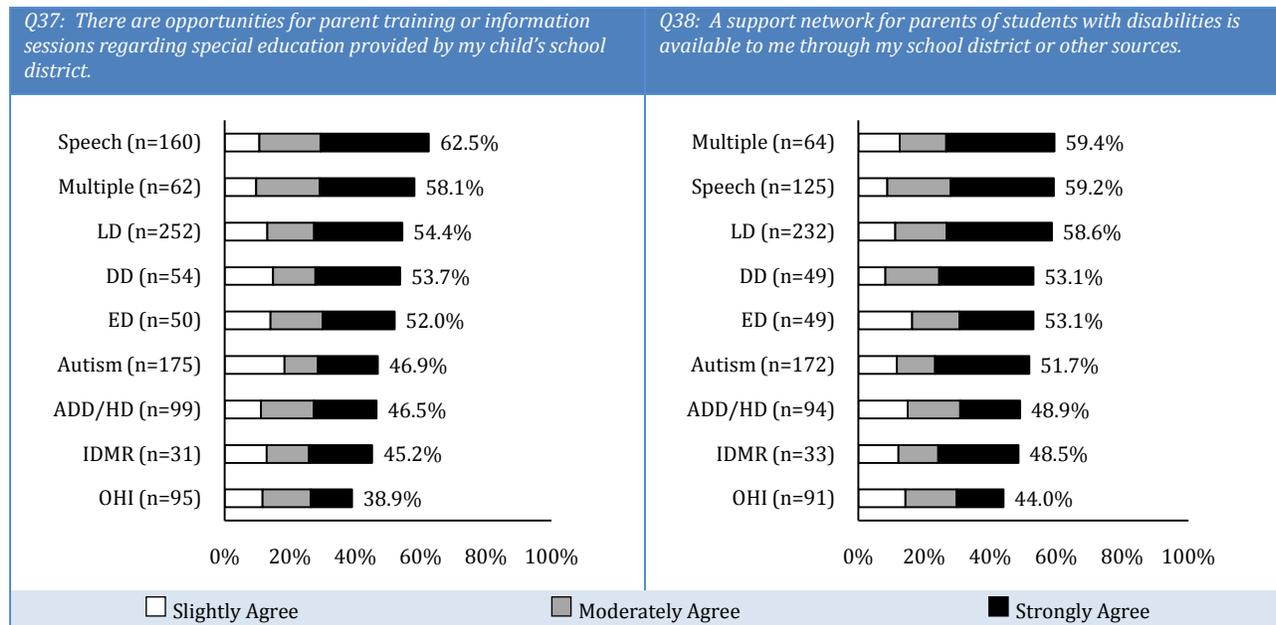
Table V.5: Question 35 and Question 36 by Child's Disability



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

- While almost two-thirds (62.5%) of parents with a speech and language impairment and more than one-half (52.0%) of parents with children with an emotional disturbance indicated that opportunities for parent training are available [Q37], approximately one-third (36.7% and 29.8%, respectively) reported having attended a parent training session [Q35]. This was a difference of more than 20 percentage points between awareness and attendance.
- Similarly, while 58.6% of parents of children with a learning disability and 53.1% of parents of children with an emotional disturbance indicated that a support network is available [Q38], only 25.8% and 17.3%, 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

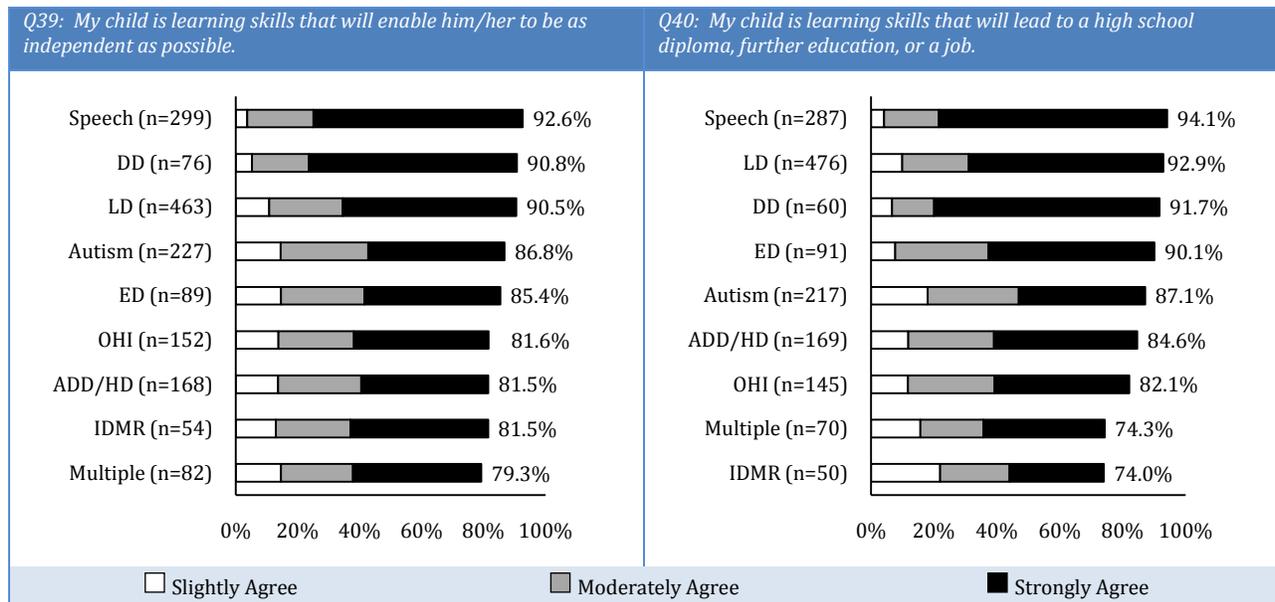


My Child's Skills

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

- More than 90% of parents of children with a speech and language impairment, developmental delay, and a learning disability agreed that their child is learning skills that will enable him or her to be as independent as possible [Q39], compared to approximately 80% of parents of children with multiple disabilities.
- Similarly, more than 90% of parents of children with a speech and language impairment, a learning disability, a developmental delay, and an emotional disturbance agreed that their child is learning skills that will lead to a high school diploma, further education, or a job [Q40]; compared to just under three-quarters of parents of children with multiple disabilities and IDMR.

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

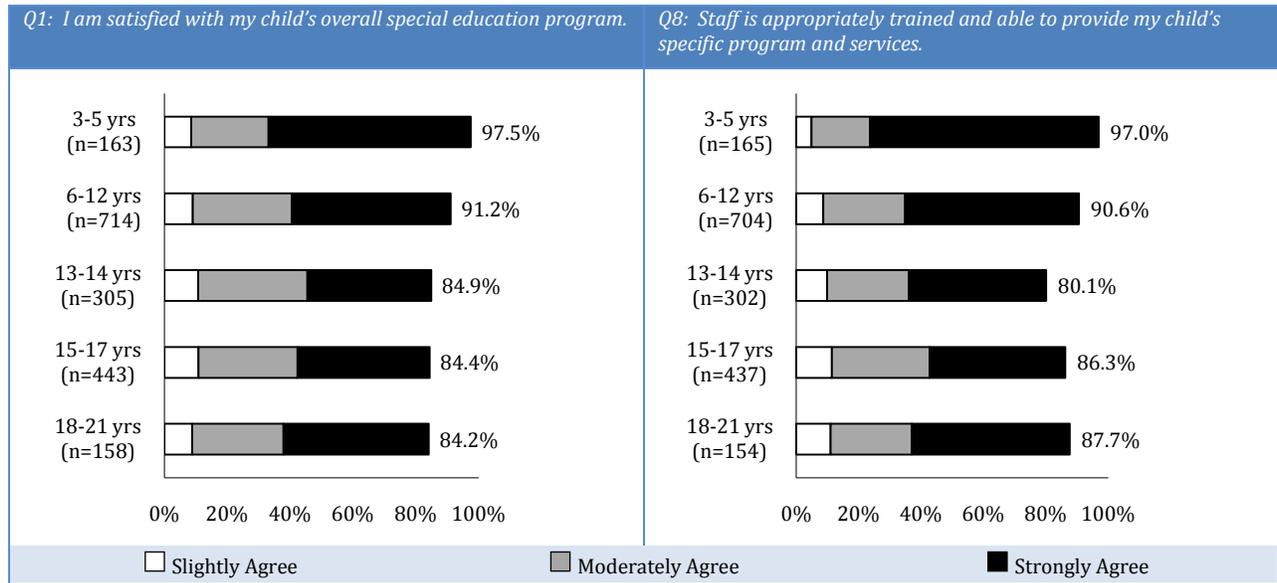


Child's Age

In general, an inverse relationship between parent satisfaction and a child's age was evident across most of the 40 survey statements. (See Appendix C.2 for bar charts of all survey statements by child's age.)

- When asked about satisfaction with their child's overall special education program, 97.5% of parents of children ages 3-5 and 91.2% of parents of children ages 6-12 indicated that they are satisfied with their child's program [Q1]. In comparison, approximately 85% of parents of children ages 13-14, 15-17 and ages 18-21 agreed with the statement (84.9%, 84.4% and 84.2%, respectively).
- Almost all (97.0%) parents of children ages 3-5 agreed that staff is appropriately trained and able to provide their child's specific program and services [Q8]; approximately 17 percentage points higher than parents of children ages 13-14 and approximately 10 percentage points higher than parents of children ages 15-17 and 18-21.

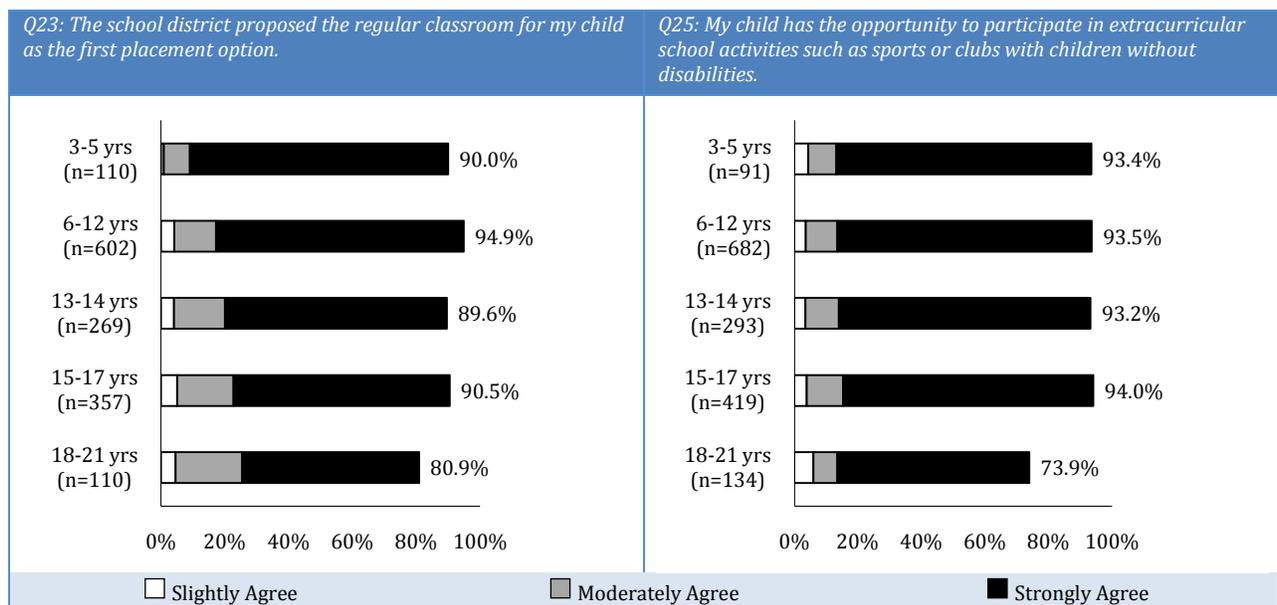
Table V.8: Question 1 and Question 8 by Child's Age



A similarly large gap in satisfaction occurred when parents were asked about their child's classroom placement and whether their child has the opportunity to participate in extracurricular activities.

- Parents of children ages 6-12 were 14 percentage points more likely to agree that the school district proposed the regular classroom for their child as the first placement option [Q23] than parents of children ages 18-21 (94.9% compared to 80.9%).
- Parents of younger children were more likely to agree that their child has the opportunity to participate in extracurricular school activities with children without disabilities [Q25]. More than 90% of parents of children ages 3-5, 6-12, 13-14 and ages 15-17 answered favorably; approximately 20 percentage points higher than parents of children ages 18-21.

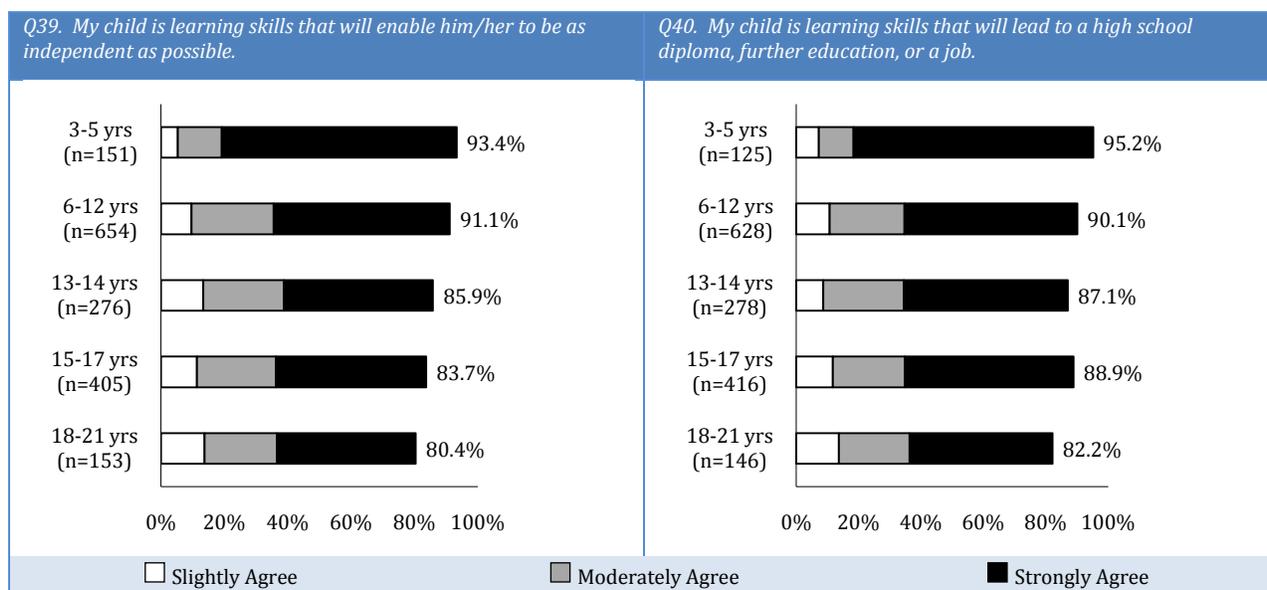
Table V.9: Question 23 and Question 25 by Child's Age



Lastly, when asked about post-graduation skills, parents of older children were less likely to agree that their child is learning the skills needed to thrive after high school.

- For example, 83.7%, and 80.4% of parents of children ages 15-17 and ages 18-21, respectively, agreed that their child is learning skills that will enable him/her to be as independent as possible [Q39], compared to 93.4% of parents of children ages 3-5 who agreed with the statement.
- Similarly, 82.2% of parents of children ages 18-21 agreed that their child is learning skills that will lead to a high school diploma, further education, or a job [Q40]. Parents of children ages 15-17 answered a bit more favorably (88.9%), but still more than 6 percentage points lower than parents of children ages 3-5.

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

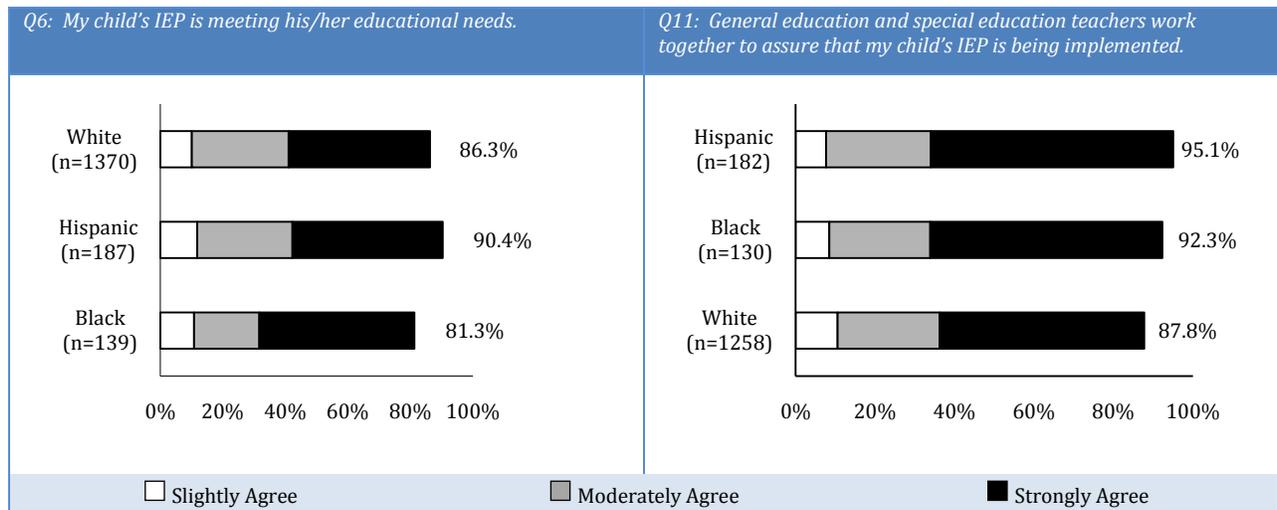


Child's Race

Overall, parents of Hispanic children tended to answer survey statements slightly more favorably than parents of White children and parents of Black children. However, relatively few differences existed between the response patterns of parents of White children and Black children. (See Appendix C.3 for bar charts of all survey statements by race/ethnicity).

- Approximately 90% of parents of Hispanic children agreed that their child's IEP is meeting his/her educational needs [Q6], compared to 81.3% and 86.3% of parents of Black children and parents of White children, respectively.
- Similarly, when asked if general education and special education teachers work together to assure that their child's IEP is being implemented [Q11], 95.1% of parents of Hispanic children agreed with this statement compared to 87.8% of parents of White children and 92.3% of parents of Black children.

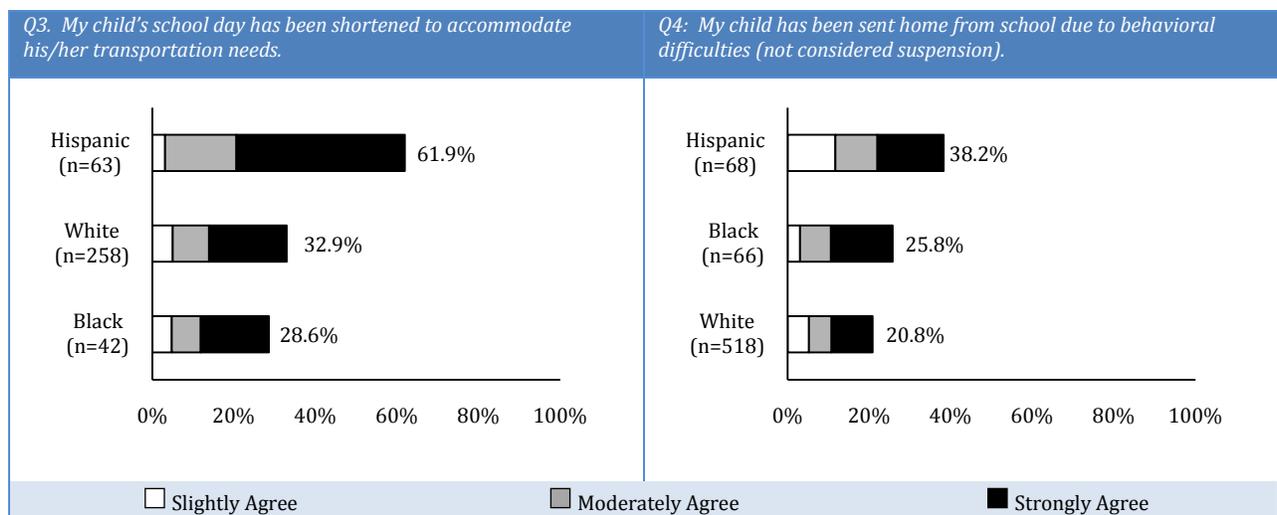
Table V.11: Question 10 and Question 11 by Child's Race/Ethnicity



Despite the generally positive ratings given by parents of Hispanic children, there were a few statements in which these parents responded less favorably than parents of White children and parents of Black children.

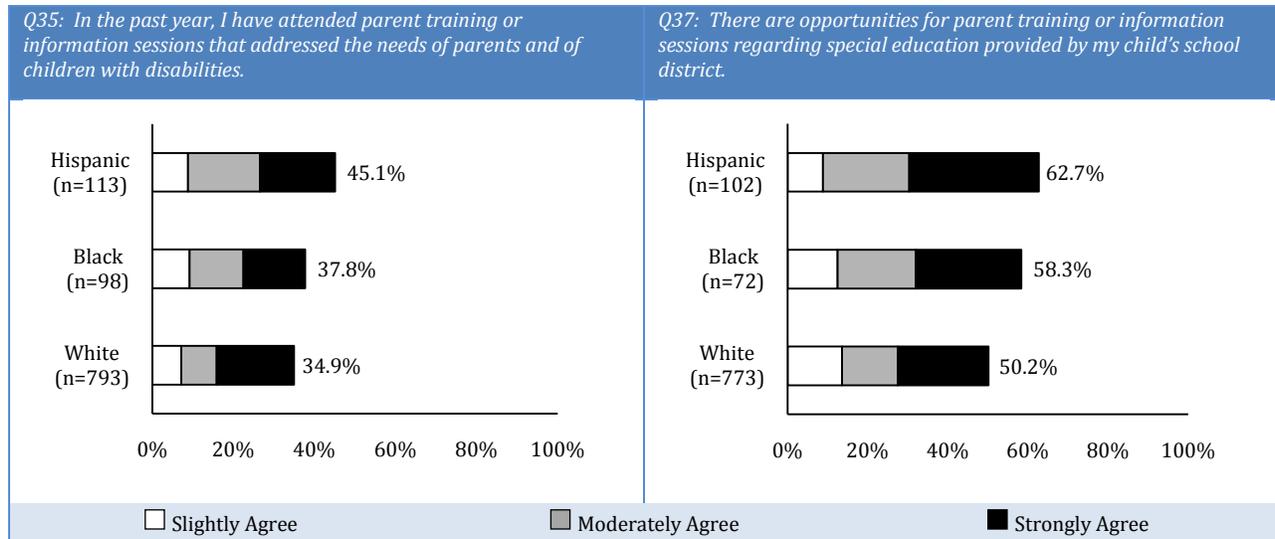
- Parents of Hispanic children were approximately two times as likely as parents of White children and parents of Black children to agree that their child's school day has been shortened to accommodate his/her transportation needs [Q3]; 61.9% compared to 32.9% and 28.6%, respectively.
- Similarly, when asked if their child has been sent home from school due to behavioral difficulties [Q4], 38.2% of parents of Hispanic children agreed with this statement, compared to 25.8% of parents of Black children, and 20.8% of parents of White children.

Table V.12: Question 3 and Question 4 by Child's Race/Ethnicity



- However, when asked if they have attended parent training or information sessions that addressed the needs of parents and of children with disabilities in the past year [Q35], 45.1% of parents of Hispanic children agreed, compared to 37.8% of parents of Black children, and 34.9% of parents of White children.
- Likewise, 62.7% of parents of Hispanic children agreed there are opportunities for parent training or information sessions in their school district [Q37], compared to 50.2% of parents of White children; a difference of almost 13 percentage points.

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

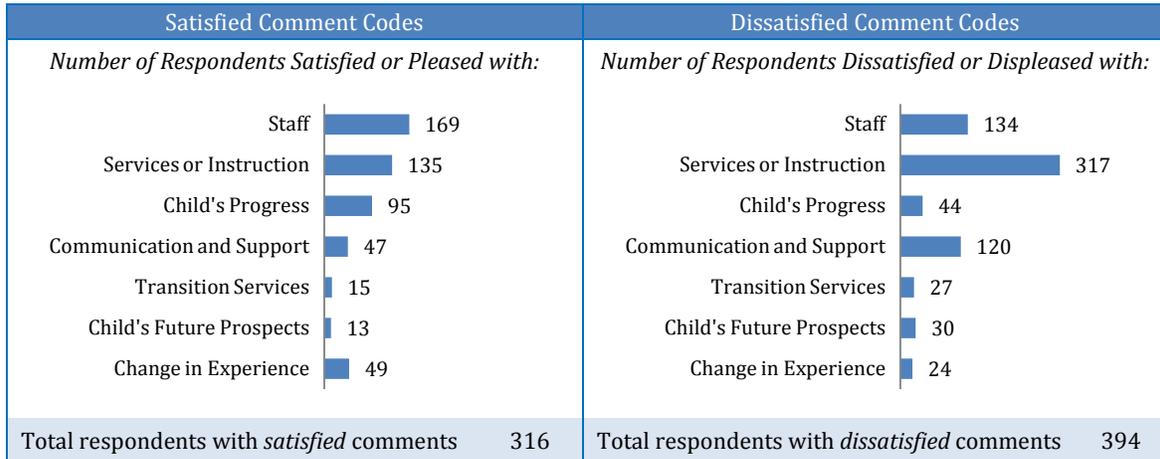


Section VI: Summary of Open-Ended Comments

An open-ended comment section was included at the end of the parent survey to allow respondents to comment on their overall experiences with their child’s special education program. Of the 1,813 surveys completed by parents of children receiving special education services, 36.8% (n=668) included written comments.

The written responses were analyzed through a descriptive coding process which categorizes identifiable topics that occur with some regularity. In most cases, each written response was assigned multiple codes in order to most accurately represent the range of views expressed by each individual. As is shown below in Figure VI.1, 316 (47.3%) respondents offered positive remarks about their child’s special education program and 394 (59.0%) respondents provided comments reflecting areas in need of improvement.⁶ It should be noted that respondents who expressed areas of both satisfaction and dissatisfaction are represented in each count due to the process of coding multiple responses per comment.

Figure VI.1: Overall Respondents per Comment Code



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

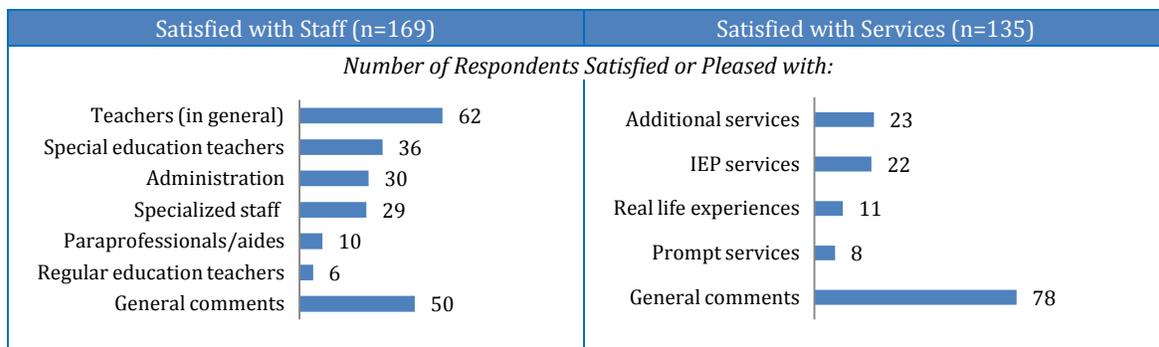
⁶ The results presented in this section reflect the opinions of 7.9% of parents of children receiving special education services in the 29 surveyed districts and should be examined within this context.

Comments Expressing Satisfaction

In an effort to further illustrate the *satisfied* comment codes provided on the previous page, more detailed codes (“sub-codes”) have been provided in Figure VI.2 for the two satisfaction areas most commonly discussed: 1) satisfaction with staff (n=169); and 2) satisfaction with services (n=135). Examples of parents’ written comments (in *italics*) are also provided for these two topic areas.

As can be seen in the figure, of those respondents who were satisfied with *staff*, 62 (36.7%) discussed their satisfaction with teachers in general, while 36 respondents (21.3%) discussed their satisfaction with their child’s special education teacher. Of those who were satisfied with *services*, 23 respondents (17.0%) discussed their satisfaction with additional services, such as summer programs, speech services, or occupational therapy, while 22 of these respondents (16.3%) discussed their satisfaction with the IEP services provided.

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



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

Satisfied with Staff (n=169)

- *All of the teachers, special education teachers, therapists, principal and office staff have been wonderful. They really have my son’s best interest in mind. I feel very lucky to have such great support from this school. I feel he is in great hands when he is at school.*
- *I have been very pleased with my child’s administration and school. They have been very accommodating in learning about his disability and getting him what he needs.*
- *I have been very pleased with the staff and services provided to my son. They have gone above and beyond to make his experience a great one.*
- *Our concerns are always met with immediate resolve and the staff has always been available to meet with us or respond to any issues with our son.*
- *Our director of special education is extremely competent, professional and well-informed. Likewise, I believe his staff is comprised of some of the best educators and therapists in the state. Since my son entered this school system at age 3, his needs have been thoroughly recognized and addressed.*

Satisfied with Services (n=135)

- *I am very happy with the services he is receiving and I feel he has made much progress since starting speech services.*
- *My child attends a camp in the summer and I can’t stress just how great this has been for my child.*

- *My child's story is a total success. Identified by his kindergarten teacher as having significant issues with reading fundamentals, he received immediate support. Everyone came together and by 4th grade he pulled it all together, he is now reading well above grade level.*
- *My son has exceeded my expectations. He improved with every service offered. I appreciate all that has been done for him. I never could have afforded the services myself.*
- *Since being in the high school she is being trained on simple jobs so she can become part of a somewhat normal job situation. Her simple daily life skills are helping her to be somewhat independent.*
- *We have a parent advocate that attends all PPTs and meetings. She has become very involved with us and has been a tremendous help in assisting us to get a program that meets our son's needs.*

Additional Comments Expressing Satisfaction

Parents also discussed their satisfaction with additional components of their child's special education program. Examples of parents' comments are provided below, organized by the common topic areas (see Figure VI.1 on page 26). The number of parents to discuss a particular topic ranged from 95 parents who specifically mentioned their satisfaction with their child's progress to 13 parents who noted their satisfaction with their child's future prospects.

Satisfied with Child's Progress (n=95)

- *My child has shown great improvement in reading, math and writing skills. Even his communication and social skills are doing much better.*
- *My son was 5 years old when he started school. He did not have any kind of communication whatsoever. He is now 21, and talks and expresses himself. I thank the program for giving me my son back.*
- *This past year was the best ever, they were exceptional. These people in middle school have really turned him around; my child has thrived and has made second honors all year.*

Positive Change in Experience (n=49)

- *My child did much better in his current district than our previous one. Our current district recognized that middle and high school special education programs needed to be as excellent as or better than elementary. His elementary years were full of constant battles to get what we needed for him.*
- *My son has had a much better year in seventh grade than last year. The special education teacher was much more accommodating and provided study guides for tests. Also, the teachers seemed to follow the IEP this year and more modifications were provided, if needed.*
- *We have been very pleased with the middle school services. Elementary school was not very responsive due to poor administration.*

Satisfied with Communication and Support (n=47)

- *Everyone in the special education program has been great and mighty helpful. The program is very good because we work together. I can call anytime and they can call me.*
- *I am so elated at the way the schools have communicated with each other over the years (the information shared, recommendations, bridging meetings, phone calls, etc.). It has made it easier for me and much more tolerable for my son.*
- *The school's special education department has been very receptive to my input, questions and suggestions. They are easy to work with.*

Satisfied with Transition Services (n=15)

- *My child has been welcomed as a new student (to a new town) warmly. His IEP from his prior school was fully assessed and adjusted to his current needs, which I feel helped with his transition greatly.*
- *My son received special education in a private school for grades 5-8, the transition to high school went smoothly. The staff at the high school worked with me and my son to help in this transition.*
- *Overall, I am very satisfied with my son's educational experience. One of the most beneficial experiences regarding my son's success was the transition from Birth to Three to the school system.*
- *We are very pleased with the support our child has received in our school district. The high school transition team put him at ease and his freshman year has gone very smoothly.*

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

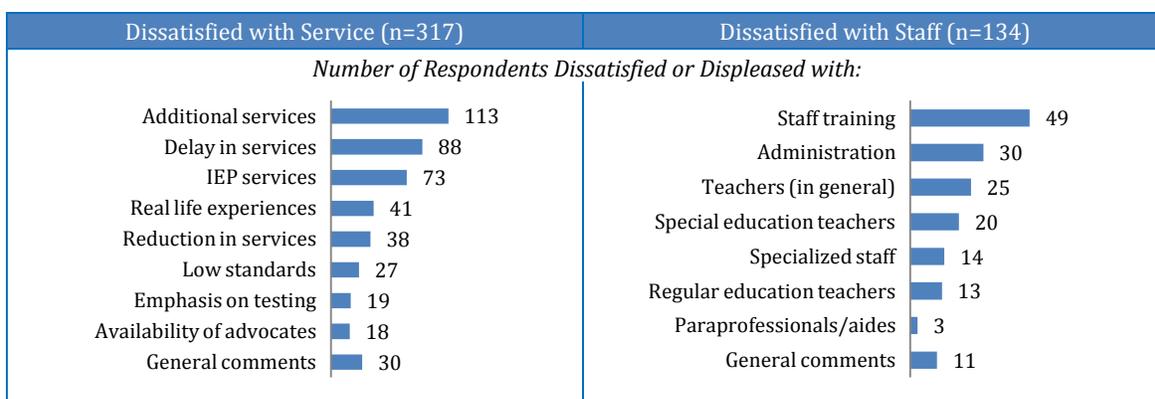
- *I am very pleased with the pre-school program. They have done a wonderful job for my child and with the help of his aide he will be attending kindergarten in the fall.*
- *My daughter has been accepted into a private college, proving to all she has succeeded.*
- *The school has been an integral part of my son's life. The education, support and therapies have enriched his life. I'm confident that this will continue as he approaches his high school experience.*
- *The school system is great for my son and I greatly appreciate all that they are doing for him. I feel that if they keep helping him and offering him what he needs, I can see a great future.*

Comments Expressing Dissatisfaction

In an effort to further illustrate the *dissatisfied* comment codes provided in Figure VI.1 on the first page in this section, more detailed codes (“sub-codes”) have been provided below for the two dissatisfaction areas most commonly discussed: 1) dissatisfaction with services (n=317); and 2) dissatisfaction with staff (n=134). Examples of parents’ written comments (in italics) are also provided for these two topic areas.

As can be seen in Figure VI.3, of those respondents who were dissatisfied with *services*, 113 (35.6%) indicated they were dissatisfied with the availability or quality of additional services, and 88 respondents (27.8%) mentioned a delay in services. Of the 134 respondents that indicated their dissatisfaction with *staff*, 49 (36.6%) mentioned a lack of staff training and 30 (22.4%) respondents discussed concerns related to district and school administration.

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



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

Dissatisfied with Services (n=317)

- *I think if my daughter was diagnosed with the learning disability sooner, she would be doing better.*
- *If there is one thing that needs a lot of improvement, it is my son being included. He is pulled out of the regular classroom 90% of his day. Each of his small groups are with different children so he never feels part of a group. Public schools must make our children feel valuable and included, even if they have to make a small classroom of special needs children.*
- *Our school district is going through changes due to budget cuts. It's difficult to know how exactly my daughter will be affected, but I know her education will be jeopardized based on the PPT we just had.*
- *The IEPs are not very clear. To me it is a waste of paper. It tells me nothing about my child's progress. Nothing is handwritten except for what is being planned for the child so you have no idea of what is going on.*
- *The school did not have an accurate picture of my daughter's potential. They set the bar way too low. They have not treated our family as equal team members.*
- *We have recently hired an autism specialist and an advocate to attend PPTs with us. We have felt that we had to do this in order for our child to be serviced properly. At a PPT, the school team told us they would be dismissing our child from special education, even though he is autistic.*
- *What is missing in our district is a positive support system to target all kids for an anti-bullying campaign, peer mentoring programs and social programming for kids with disabilities so they have*

access to typical kids during and after school. School sports like baseball, soccer and track are not really available to ASD kids because of the lack of staff, aides, etc.

Dissatisfied with Staff (n=134)

- *I am often taken aback by the fact that regular education teachers have no awareness of my son's IEP. When the regular education teacher is aware of his IEP, they often have no idea how to manage it due to lack of training or support from the special education department.*
- *I firmly believe that teachers need more training, specifically for children with Asperger's Syndrome, as these children are often overlooked, labeled as "defiant" and misunderstood. My son's teacher clearly did not know enough about this disability, as she often created great anxiety for him by being overly strict and too rigid.*
- *I kept asking for an aide until finally at the end of the school year my child had a diagnosis and was given an aide. The aide, however, had no training working with a child with autism, which had been requested at the PPT. They don't seem to work as a team with me.*
- *I really do not believe that all of my daughter's teachers understand her learning disability nor do they follow the recommended PPT steps.*
- *The follow-through at the classroom level needs a lot of improvement, as some teachers had no idea about his accommodations and expected him to tell them. Because of this, my son received grades that should not have been had.*
- *We have always disagreed with the school district's recommendations and we felt that the program was not tailor-made to our son's needs.*

Additional Comments Expressing Dissatisfaction

Parents also discussed concerns with additional components of their child's special education program. Examples of parents' comments are provided below, organized by these topic areas (see Figure VI.1 on page 26). The number of parents to discuss a particular topic ranged from 120 parents who specifically mentioned their dissatisfaction with communication and support to 24 parents who indicated a negative change in their child's special education programming.

Dissatisfied with Communication and Support (n=120)

- *Communication is key in any life experience, once you lose that you have nothing. It should be mandated that children with any sort of IEP have a log that comes home daily so parents know exactly what they learned and what tools they used to assist them. I cannot speak for other parents, but I know this would help me to teach my son.*
- *I was not notified until my son was failing four subjects as to how bad his school work and test scores were. I should have been notified when his grades first began to slip. I feel it is unfair to him. He should have received help immediately.*
- *Knowing what additional accommodations are possible for the ACTs and SATs would have been helpful so that appropriate wording could have been placed into the IEP, in advance of the exams. We did not learn about some of these until it was too late*

Dissatisfied with Child's Progress (n=44)

- *My daughter is way below her grade level, and is being forwarded to middle school next year. I believe that socially she is ready but definitely not academically. I believe this will pose problems for the following years. Unfortunately, I cannot afford a tutor, but I believe that is what she needs.*

- *My son is still very behind on his social skills and coping skills. The last PPT meeting I had in January he was at a mid-3rd grade reading level and he is going to be 12 years old.*
- *Overall, his education has been barely adequate. I am now looking at residential outplacement and am meeting resistance.*

Dissatisfied with Child's Future Prospects (n=30)

- *I honestly do not feel that my son, who is now a junior in high school, has been adequately educated. I am worried when he graduates in 2011 if he'll even be ready to go on to further education. He never mastered his times tables, cursive writing, reading or critical thinking skills.*
- *My son will be out of school next year. At our last PPT meeting the school psychologist finally admitted that my son is very happy but academically the school should have done something else to help him learn. They went on to say that the IEP gives objectives that are good but not for my son. They then apologized because they said there is nothing they can do to help my son for the future.*

Dissatisfied with Transition Services (n=27)

- *As we enter high school in the fall, services and communication have already begun to breakdown in the transition planning causing me, as a parent, a great deal of stress. Efforts are being made to make changes but it's an exhausting process.*
- *I think that by the junior year there should be more information made available to parents about post-secondary options (i.e. transition schools etc.). I had no idea that these programs existed until senior year and then the school had to be strongly convinced that this was the appropriate action.*
- *I think there has to be a much stronger program for the kids that are transitioning to the "world" right after high school. There should be a yearly course and more information should be dispensed regarding vocational programs, state programs, etc.*
- *When transitioning from Birth to Three to the school district, a roadmap of the steps to be taken, jargon to be used (PPT, IEP) and a directory of personnel I would be interacting with, would have been helpful (including contact information).*

Negative Change in Experience (n=24)

- *I was very pleased with the services provided through middle school but have been disappointed in the high school services.*
- *My child's middle school IEP included a socialization component that greatly improved her ability to succeed educationally. When she was accepted into the agriculture-science program, that component was totally dropped. This really hurt her ability to fit in and succeed.*

Section VII: Differences by Survey Year

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

Table VII.1: Survey Response Rate by Year

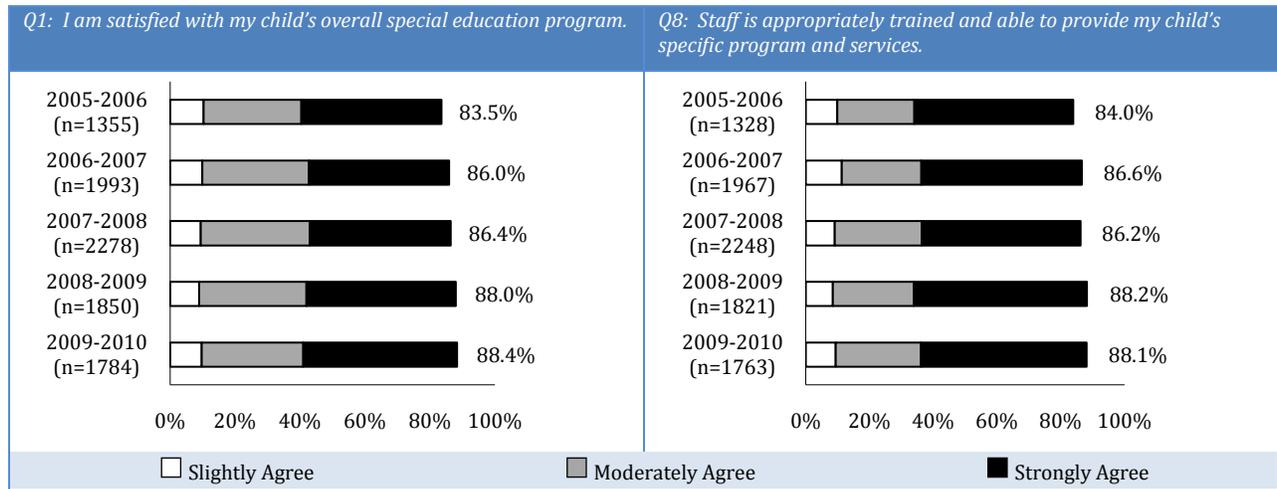
| Year | Districts | Surveys Sent | Surveys Received | Response Rate |
|-----------|-----------|--------------|------------------|---------------|
| 2005-2006 | 21 | 6,305 | 1,387 | 22.0% |
| 2006-2007 | 29 | 9,877 | 2,020 | 20.5% |
| 2007-2008 | 31 | 10,323 | 2,306 | 22.3% |
| 2008-2009 | 30 | 9,152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

A comparison of parent survey responses in 2009-2010 to survey responses in 2008-2009 revealed relatively minor differences in parent satisfaction. However, a gradual increase in parent satisfaction did emerge when parent responses from the first year of the survey (2005-2006) were compared to the most recent survey (2009-2010). On 80.0% (n=32) of the 40 survey statements there was a slight increase in satisfaction (demonstrated by an increase in the percent of parents to agree with a particular statement). Although the magnitude of the increase is small, there does appear to be a consistent upward trend in several topical areas of the survey.

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

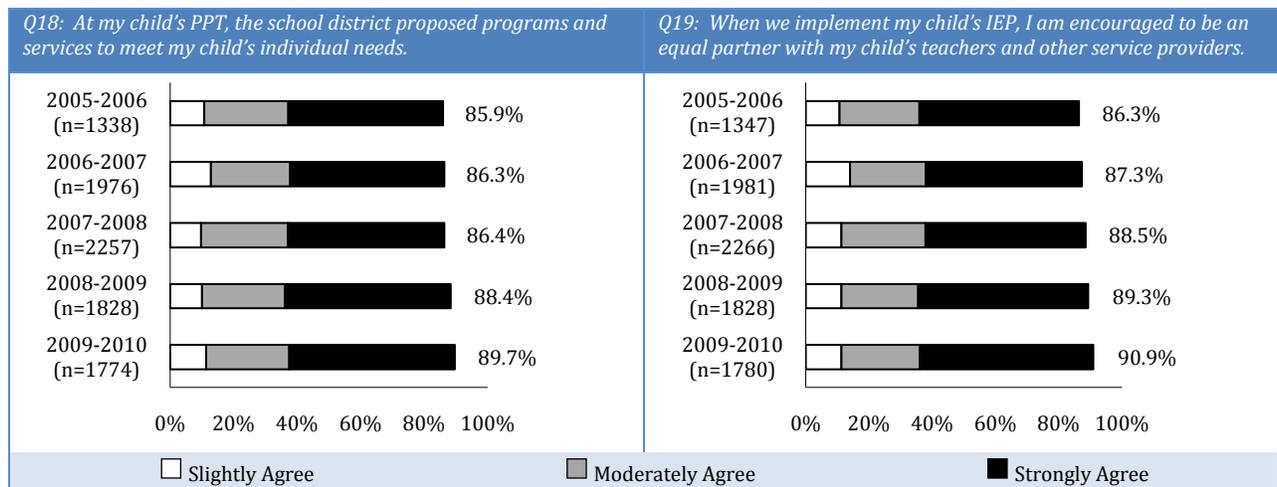
- In 2009-2010, 88.4% of parents agreed that they were satisfied with their child’s overall special education program [Q1] compared to 83.5% of parents in 2005-2006; a difference of approximately five percentage points.
- Additionally, the proportion of parents to agree that staff is appropriately trained and able to provide their child’s specific program and services [Q8] also increased from 2005-2006 to 2009-2010 by approximately four percentage points (84.0% to 88.1%).

Table VII.2: Question 1 and Question 8 by Year



- In 2009-2010, 89.7% of parents agreed that at the PPT the school district proposed programs and services to meet their child’s individual needs [Q18], and 90.9% also agreed that they are encouraged to be an equal partner with their child’s teachers and other service providers. [Q19]. In 2005-2006, 85.9% and 86.3% of parents, respectively, agreed with these statements (a difference of approximately four and five percentage points).

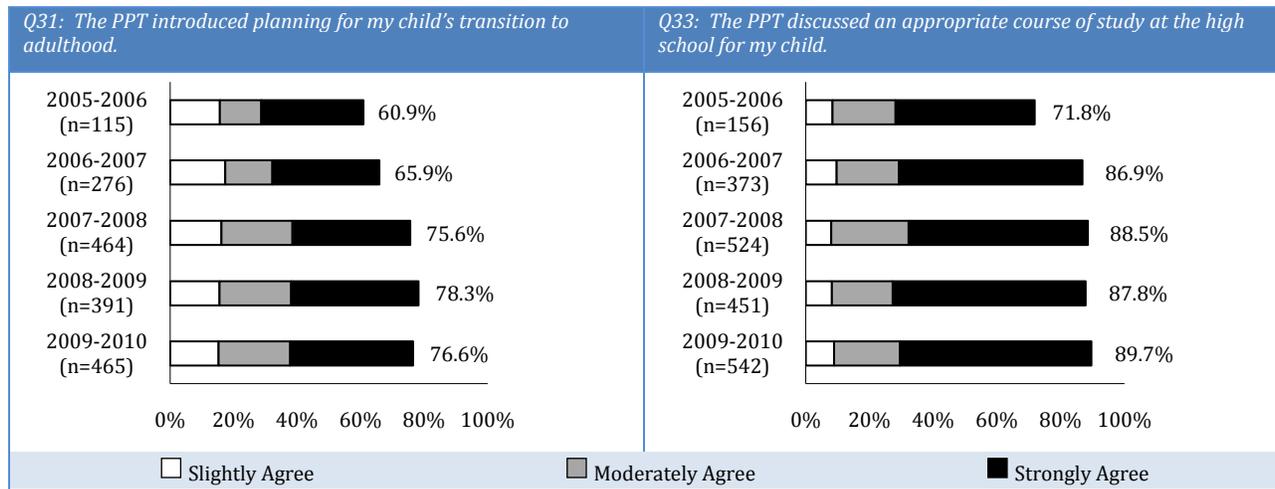
Table VII.3: Question 18 and Question 19 by Year



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

- More than three-quarters (76.6%) of parents in 2009-2010 agreed that the PPT introduced planning for their child’s transition to adulthood [Q31] compared to 60.9% of parents in 2005-2006; a difference of roughly 16 percentage points.
- When asked if the PPT discussed an appropriate course of study at the high school for their child [Q33], 89.7% of parents agreed with the statement in 2009-2010, compared to 71.8% of parents in 2005-2006; a difference of about 18 percentage points.

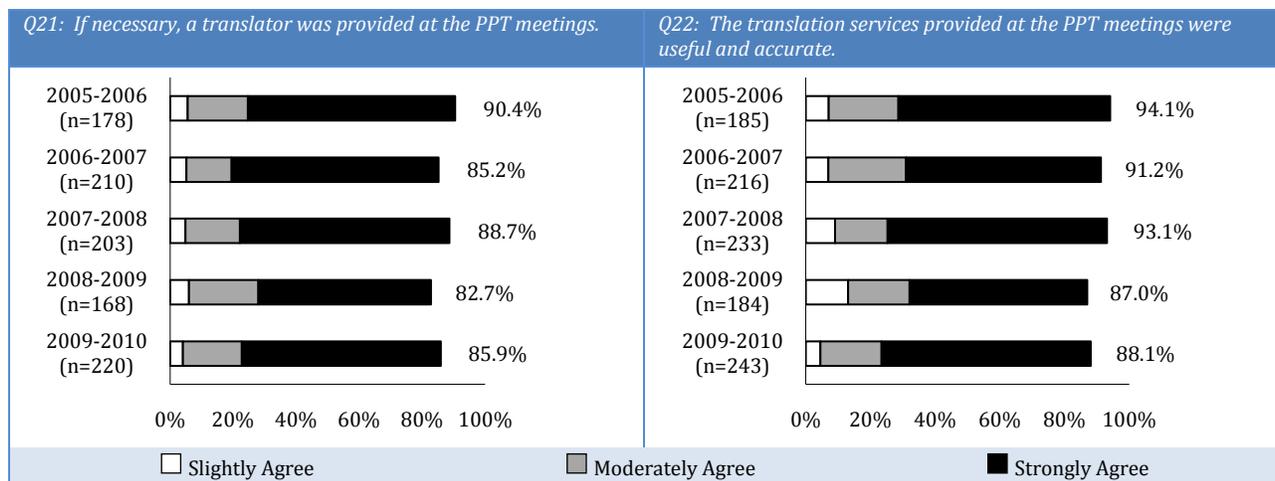
Table VII.4: Question 31 and Question 33 by Year



One area of the survey in which there was a gradual *decrease* in satisfaction from the 2005-2006 to 2009-2010 waves of the survey was in the section related to translation services.

- In 2005-2006, 90.4% of parents agreed that a translator was provided (if necessary) at PPT meetings [Q21]; compared to 85.9% of parents in 2009-2010; a decrease of close to five percentage points.
- Similarly, in 2005-2006, close to 95% of parents agreed that the translation services provided at the PPT meetings were useful and accurate [Q22]; compared to 88.1% of parents in 2009-2010; a difference of approximately six percentage points.

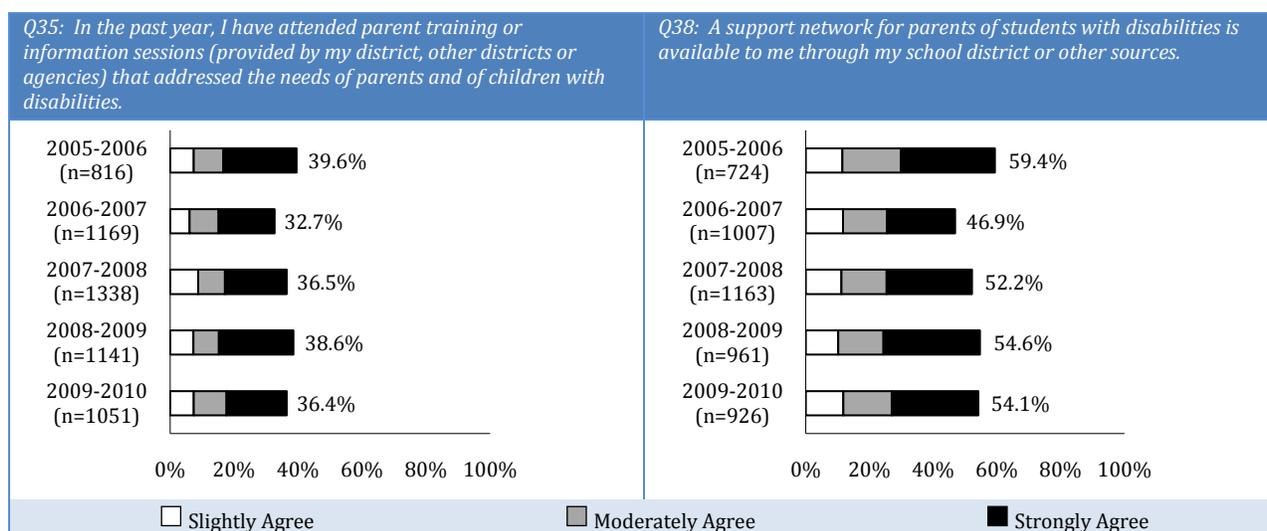
Table VII.5: Question 21 and Question 22 by Year



Another area which has seen a decrease in satisfaction was in the section related to parent training and support. All four statements in this section saw a decrease in parent satisfaction from 2005-2006 to 2009-2010 (see Table VII.6).

- In the 2005-2006 parent survey, close to 40% of parents reported attending parent training or information sessions [Q35]. In the 2009-2010 survey, 36.4% of parents reported attending such training, a difference of three percentage points.
- When asked in 2005-2006 if a support network for parents of students with disabilities is available, 59.4% of parents agreed with the statement [Q38], compared to 54.1% of parents in 2009-2010; a difference of approximately five percentage points.

Table VII.6: Question 35 and Question 38 by Year



Appendix A: Methodological & Data Limitations

There are a number of important methodological and data issues that should be considered when interpreting the CT Special Education Parent Survey results. Like all sample surveys, the data collected in the parent survey are an estimate of the true proportion in the population. Consequently, survey results are always subject to some degree of error or bias. Survey error is defined as the “systematic deviation of the survey-estimated value from the true population value; typically composed of two components – sampling error and nonsampling error⁷.” 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 21.5% 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.⁸ 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 2009-2010 survey sample.⁹ “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%.¹⁰)

⁷ Office of Management and Budget. *Standards and Guidelines for Statistical Surveys*. (September 2006).

⁸ The National Center for Education Statistics (NCES) suggests that any survey with a response rate less than 85% be evaluated for nonresponse bias.

⁹ In order to compare the response rates of key subgroups, the CSDE demographic data were aligned with confidential IDs included on all survey mailings (ten surveys were returned without IDs and therefore could not be identified as “respondents”). All demographic data presented in this section reflects state-reported data and therefore may not necessarily align with the parent-reported demographic data in Section II.

¹⁰ Demographic variables were included in this section only if significant differences existed between the respondent and nonrespondent group. No significant differences occurred with respect to Gender and English as a Second Language.

Table A.1 includes a comparison of the race distribution of students with disabilities for 2009-2010 parent survey respondents and nonrespondents. This 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 and Black students, whom were under-represented in the respondent group.

Table A.1: Response Rate by Race

| Child's Race/Ethnicity | Survey Sample (n=8,427) | Respondents (n=1,803) | Nonrespondents (n=6,614) | Difference (Resp.-Nonresp.) | Margin of Error of Difference |
|---------------------------|-------------------------|-----------------------|--------------------------|-----------------------------|-------------------------------|
| White not Hispanic* | 71.8% | 78.3% | 70.0% | +8.3% | ± 2.2% |
| Hispanic* | 12.8% | 9.7% | 13.7% | (4.0%) | ± 1.6% |
| Black not Hispanic* | 12.1% | 7.9% | 13.3% | (5.4%) | ± 1.5% |
| Asian/Pacific Islander* | 2.4% | 3.5% | 2.2% | +1.3% | ± 0.9% |
| Am. Indian/Alaskan Native | 0.8% | 0.7% | 0.8% | (0.1%) | ± 0.4% |

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=76.1$, $df=4$, $p=.00$.

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

Table A.2 Response Rate by Age

| Child's Age | Survey Sample (n=8,427) | Respondents (n=1,803) | Nonrespondents (n=6,614) | Difference (Resp.-Nonresp.) | Margin of Error of Difference |
|-------------|-------------------------|-----------------------|--------------------------|-----------------------------|-------------------------------|
| 3 to 5* | 9.1% | 11.6% | 8.5% | +3.1% | ± 1.6% |
| 6 to 12 | 40.6% | 42.3% | 40.2% | +2.1% | ± 2.6% |
| 13 to 14 | 17.7% | 18.4% | 17.5% | +0.9% | ± 2.0% |
| 15 to 17* | 27.3% | 22.2% | 28.6% | (6.4%) | ± 2.2% |
| 18 to 21 | 5.3% | 5.5% | 5.2% | +0.3% | ± 1.2% |

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=39.5$, $df=4$, $p=.00$.

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

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

| Eligible for Free and Reduced Price Lunch | Survey Sample (n=8,427) | Respondents (n=1,803) | Nonrespondents (n=6,614) | Difference (Resp.-Nonresp.) | Margin of Error of Difference |
|---|-------------------------|-----------------------|--------------------------|-----------------------------|-------------------------------|
| Not Eligible* | 72.7% | 78.9% | 71.1% | +7.8% | ± 2.2% |
| Free Lunch* | 20.9% | 15.6% | 22.3% | (6.7%) | ±2.0% |
| Reduced Price | 6.4% | 5.5% | 6.6% | (1.1%) | ± 1.2% |

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=44.9$, $df=2$, $p=.00$.

Lastly, among particular disability categories, parents of children with autism showed the largest over-representation (6.3 percentage points) of parents in the respondent group (see Table A.4). In contrast, parents of children with specific learning disabilities showed the largest under-representation (6.7 percentage points) among respondents, followed by parents of children with an emotional disturbance (2.1 percentage points).

Table A.4 Response Rate by Disability

| Child's Disability | Survey Sample (n=8,427) | Respondents (n=1,803) | Nonrespondents (n=6,614) | Difference (Resp.-Nonresp.) | Margin of Error of Difference |
|---------------------------------|-------------------------|-----------------------|--------------------------|-----------------------------|-------------------------------|
| Specific Learning Disabilities* | 34.2% | 29.0% | 35.7% | (6.7%) | ±2.4% |
| Speech or Language Impaired | 18.6% | 18.4% | 18.7% | (0.3%) | ±2.0% |
| OHI - ADD/ADHD | 11.0% | 10.3% | 11.2% | (0.9%) | ±1.6% |
| Autism* | 8.5% | 13.4% | 7.1% | +6.3% | ±1.7% |
| Other Health Impairment (OHI) | 8.0% | 9.0% | 7.7% | +1.3% | ±1.5% |
| Emotional Disturbance* | 7.1% | 5.5% | 7.6% | (2.1%) | ±1.2% |
| Developmental Delay | 4.6% | 4.8% | 4.6% | +0.2% | ±1.1% |
| Multiple Disabilities* | 3.5% | 5.0% | 3.1% | +1.9% | ±1.1% |
| IDMR | 3.0% | 3.2% | 3.0% | +0.2% | ±0.9% |
| Hearing Impairment | 0.7% | 0.6% | 0.7% | (0.1%) | ±0.4% |
| Visual Impairment | 0.3% | 0.3% | 0.2% | +0.1% | ±0.3% |
| Orthopedic Impairment | 0.2% | 0.2% | 0.2% | +0.0% | ±0.2% |
| Traumatic Brain Injury | 0.2% | 0.3% | 0.2% | +0.1% | ±0.3% |
| Deaf-Blindness | 0.0% | 0.1% | 0.0% | +0.1% | ±0.1% |

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=113.1$, $df=13$, $p=.00$.

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.¹¹ Although the following examples from the 2009-2010 parent survey do not necessarily identify a “source of error,” they do provide evidence of reporting inconsistencies that could potentially bias survey results. Both examples refer to the instructions given on the survey as to how parents should select the appropriate disability for their child.

On the survey questionnaire, parents were asked to select only one disability category to identify their child’s disability. However, as can be seen in the following table, although the majority (88.0%, $n=1,586$) of survey respondents did select just one disability, 191 parents identified at least two disabilities for their child. Of those respondents who selected multiple categories, OHI-ADD/ADHD and specific learning disability were chosen slightly more than one-half of the time (50.8% and 50.3%, respectively); followed by a speech or language impairment (40.3%) (see Table A.5).

¹¹ Office of Management and Budget. *Statistical Working Paper 31: Measuring and Reporting Sources of Error in Surveys*. (July 2001).

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

| Child's Disability | Number of Disabilities Selected by Parent | | | |
|---|---|---------------|---------------|----------|
| | One | | More than One | |
| | n | Percent | n | Percent |
| Specific Learning Disabilities | 431 | 27.2% | 96 | 50.3% |
| OHI - ADD/ADHD | 264 | 16.6% | 97 | 50.8% |
| Autism | 243 | 15.3% | 29 | 15.2% |
| Speech or Language Impaired | 233 | 14.7% | 77 | 40.3% |
| Multiple Disabilities | 72 | 4.5% | 25 | 13.1% |
| Other Health Impairment (OHI) | 65 | 4.1% | 17 | 8.9% |
| IDMR | 61 | 3.8% | 18 | 9.4% |
| Emotional Disturbance | 54 | 3.4% | 31 | 16.2% |
| Developmental Delay (ages 3-5 only) | 38 | 2.4% | 14 | 7.3% |
| Hearing Impairment | 16 | 1.0% | 6 | 3.1% |
| Visual Impairment | 6 | 0.4% | 18 | 9.4% |
| Orthopedic Impairment | 6 | 0.4% | 8 | 4.2% |
| Traumatic Brain Injury | 5 | 0.3% | 9 | 4.7% |
| Deaf-Blindness | 3 | 0.2% | 5 | 2.6% |
| To Be Determined | 12 | 0.8% | 11 | 5.8% |
| Don't Know | 77 | 4.9% | 10 | 5.2% |
| Total Disability Categories Selected | 1,586 | 100.0% | 471 | - |

Note: Percentages are based on the number of respondents in each column: 1,586 respondents selected one disability for their child; whereas 191 respondents identified multiple (n=471) disabilities (and 36 respondents did not answer the question).

In selecting a disability for their child, the survey questionnaire asked parents to choose the disability category that corresponds with the disability category listed on their child's IEP form (which school districts report to the CSDE). The responses indicated by parents were compared (through a confidential ID system) to the disability of the child as reported to the CSDE. Again, although it's not clear where the error is occurring, it is evident that the parent's designation of their child's disability was not always consistent with what is on record. Among survey respondents who selected a single disability category for their child, close to one-third (29.9%) identified a disability different than the one listed on their child's IEP, for a match rate of 70.1% (see Table A.6).

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

| Child's Disability | Surveys with One Disability Selected | | |
|---|--------------------------------------|--------------|--------------|
| | Parent Selection | Match to IEP | |
| | n | n | Percent |
| Specific Learning Disabilities | 431 | 323 | 74.9% |
| OHI - ADD/ADHD | 264 | 134 | 50.8% |
| Autism | 243 | 200 | 82.3% |
| Speech or Language Impaired | 233 | 176 | 75.5% |
| Multiple Disabilities | 72 | 46 | 63.9% |
| Other Health Impairment (OHI) | 65 | 47 | 72.3% |
| IDMR | 61 | 35 | 57.4% |
| Emotional Disturbance | 54 | 42 | 77.8% |
| Developmental Delay (ages 3-5 only) | 38 | 31 | 81.6% |
| Hearing Impairment | 16 | 8 | 50.0% |
| Visual Impairment | 6 | 4 | 66.7% |
| Orthopedic Impairment | 6 | 1 | 16.7% |
| Traumatic Brain Injury | 5 | 3 | 60.0% |
| Deaf-Blindness | 3 | 0 | 0.0% |
| To Be Determined | 12 | - | - |
| Don't Know | 77 | - | - |
| Total Disability Categories Selected | 1,586 | 1,050 | 70.1% |

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

Sample Bias and Representativeness of Survey Sample

The concept of representativeness is often mischaracterized to mean that particular demographics of the sample, such as age, gender and race precisely “match” the characteristics of the population. Although a good sample will most likely closely resemble the larger population, “it will be *representative* in the sense that each sampled unit will represent the characteristics of a *known number of units* in the population.¹²” It is the known probability of selection that leads to precise estimates, thus enabling inferences to be made about the larger population.

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

¹² Lohr, Sharon. *Sampling: Design and Analysis*. Pacific Grove: Brooks/Cole Publishing Company, 1999.

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

| Child's Race/Ethnicity | Sample (n=8,427) | Statewide (n=68,738) | Difference |
|---------------------------|---------------------|-------------------------|------------|
| White not Hispanic | 71.8% | 60.5% | +11.3% |
| Hispanic | 12.8% | 20.7% | (7.9%) |
| Black not Hispanic | 12.1% | 16.2% | (4.1%) |
| Asian/Pacific Islander | 2.4% | 2.1% | +0.3% |
| Am. Indian/Alaskan Native | 0.8% | 0.5% | +0.3% |

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

| Child's Age | Sample (n=8,427) | Statewide (n=68,738) | Difference |
|-------------|---------------------|-------------------------|------------|
| 3 to 5 | 9.1% | 11.7% | (2.6%) |
| 6 to 12 | 40.6% | 46.2% | (5.6%) |
| 13 to 14 | 17.7% | 15.1% | +2.6% |
| 15 to 17 | 27.3% | 21.7% | +5.6% |
| 18 to 21 | 5.3% | 5.3% | +0.0% |

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

| Child's Grade | Sample (n=8,427) | Statewide (n=68,738) | Difference |
|---------------|---------------------|-------------------------|------------|
| Preschool | 5.7% | 6.9% | (1.2%) |
| Elementary | 29.4% | 37.5% | (8.1%) |
| Middle | 25.1% | 23.6% | +1.5% |
| High | 39.8% | 32.0% | +7.8% |

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

| Child's Gender | Sample (n=8,427) | Statewide (n=68,738) | Difference |
|----------------|---------------------|-------------------------|------------|
| Male | 69.6% | 69.1% | +0.5% |
| Female | 30.4% | 30.9% | (0.5%) |

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

| Child's Disability | Sample (n=8,427) | Statewide (n=68,738) | Difference |
|-------------------------------------|---------------------|-------------------------|------------|
| Specific Learning Disabilities | 34.2% | 31.5% | +2.7% |
| Speech or Language Impaired | 18.6% | 19.8% | (1.2%) |
| OHI - ADD/ADHD | 11.0% | 9.4% | +1.6% |
| Autism | 8.5% | 8.3% | +0.2% |
| Other Health Impairment (OHI) | 8.0% | 7.5% | +0.5% |
| Emotional Disturbance | 7.1% | 7.9% | (0.8%) |
| Developmental Delay (ages 3-5 only) | 4.6% | 6.4% | (1.8%) |
| Multiple Disabilities | 3.5% | 3.8% | (0.3%) |
| IDMR | 3.0% | 3.7% | (0.7%) |
| Hearing Impairment | 0.7% | 1.1% | (0.4%) |
| Visual Impairment | 0.3% | 0.3% | (0.0%) |
| Orthopedic Impairment | 0.2% | 0.1% | +0.1% |
| Traumatic Brain Injury | 0.2% | 0.2% | +0.0% |
| Deaf-Blindness | 0.0% | 0.0% | (0.0%) |

Appendix B: Overall Survey Response

Q1. *I am satisfied with my child's overall special education program. (n=1,784)*



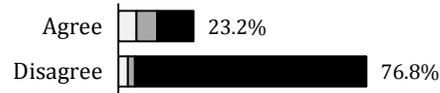
Q2. *I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns. (n=1,789)*



Q3. *My child's school day has been shortened to accommodate his/her transportation needs. (n=388)*



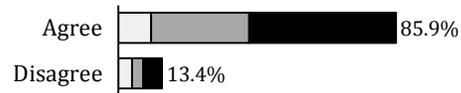
Q4. *My child has been sent home from school due to behavioral difficulties (not considered suspension). (n=684)*



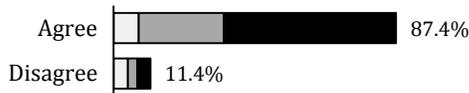
Q5. *My child is accepted within the school community. (n=1,748)*



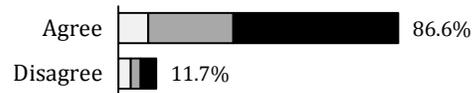
Q6. *My child's Individualized Education Plan (IEP) is meeting his or her educational needs. (n=1,785)*



Q7. *All special education services identified in my child's IEP have been provided. (n=1,782)*



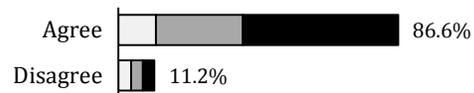
Q8. *Staff is appropriately trained and able to provide my child's specific program and services. (n=1,793)*



Q9. *Special education teachers make accommodations and modifications as indicated on my child's IEP. (n=1,758)*



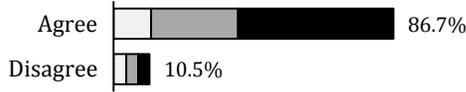
Q10. *General education teachers make accommodations and modifications as indicated on my child's IEP. (n=1,675)*



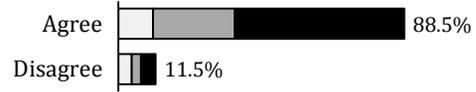
Slightly
 Moderately
 Strongly

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

Q11. General education and special education teachers work together to assure that my child's IEP is being implemented. (n=1,689)



Q12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. (n=1,764)



Q13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns. (n=1,788)



Q14. I understand what is discussed at meetings to develop my child's IEP. (n=1,790)



Q15. My concerns and recommendations are documented in the development of my child's IEP. (n=1,770)



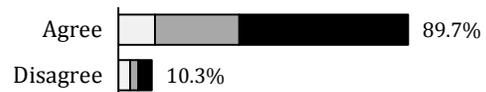
Q16. My child's evaluation report is written in terms I understand. (n=1,792)



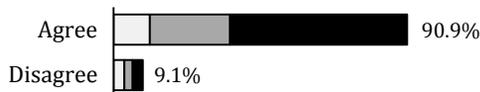
Q17. PPT meetings for my child have been scheduled at times and places that met my needs. (n=1,797)



Q18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. (n=1,774)



Q19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers. (n=1,780)

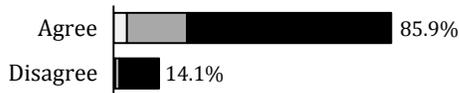


Q20. I have received a copy of my child's IEP within 5 school days after the PPT. (n=1,774)

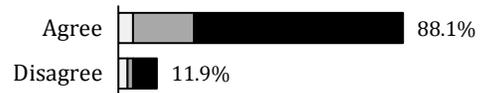


□ Slightly ■ Moderately ■ Strongly

Q21. If necessary, a translator was provided at the PPT meetings. (n=220)



Q22. The translation services provided at the PPT meetings were useful and accurate. (n=243)



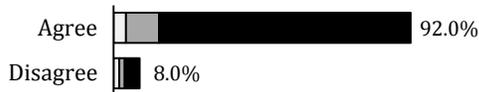
Q23. The school district proposed the regular classroom for my child as the first placement option. (n=1,533)



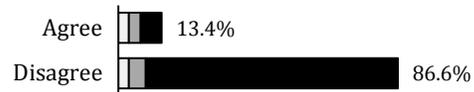
Q24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events). (n=1,743)



Q25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. (n=1,620)



Q26. My child has been denied access to non-school sponsored community activities due to his/her disability. (n=1,020)



Q27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). (n=956)



Q28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. (n=273)



Q29. I am satisfied with the way secondary transition services were implemented for my child. (n=485)

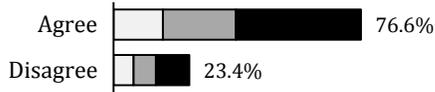


Q30. When appropriate, outside agencies have been invited to participate in secondary transition planning. (n=349)



□ Slightly ■ Moderately ■ Strongly

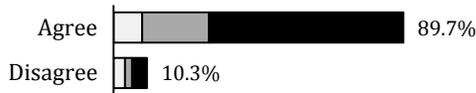
Q31. The PPT introduced planning for my child's transition to adulthood. (n=465)



Q32. The school district actively encourages my child to attend and participate in PPT meetings. (n=548)



Q33. The PPT discussed an appropriate course of study at the high school for my child. (n=542)



Q34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation. (n=496)



Q35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities. (n=1,051)



Q36. I am involved in a support network for parents of students with disabilities available through my school district or other sources. (n=996)



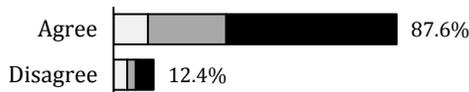
Q37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. (n=1,397)



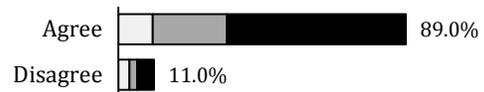
Q38. A support network for parents of students with disabilities is available to me through my school district or other sources. (n=1,415)



Q39. My child is learning skills that will enable him/her to be as independent as possible. (n=1,639)



Q40. My child is learning skills that will lead to a high school diploma, further education, or a job. (n=1,593)



□ Slightly ■ Moderately ■ Strongly

Appendix C: Survey Response by Child Demographics

The following charts illustrate the response pattern of survey respondents by primary eligibility for services, age, race/ethnicity and gender. Each chart includes the percentage of respondents within a demographic category to agree to a survey statement (length of the bar); with the strength of the agreement (slightly, moderately and strongly) represented by the shading of the bar.¹³ 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.”

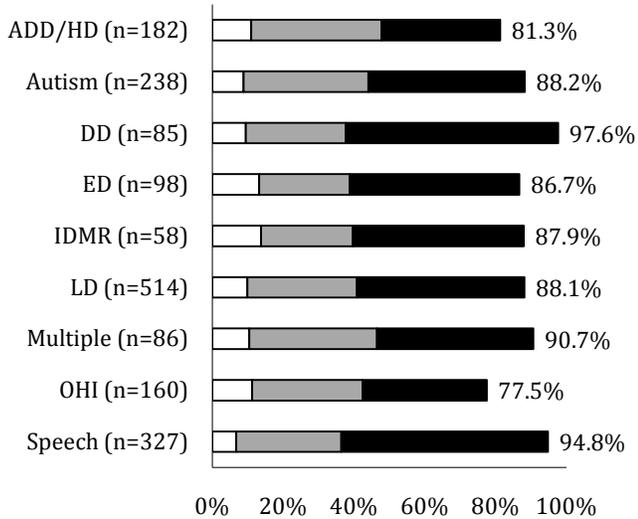
The race/ethnicity categories of Asian/Pacific Islander and American Indian/Alaskan Native, as well as the disability categories of deaf-blindness; traumatic brain injury; and hearing, visual and orthopedic impairment are not included in the charts due to the small number of survey respondents in these categories.¹⁴ 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.

¹³ 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%.

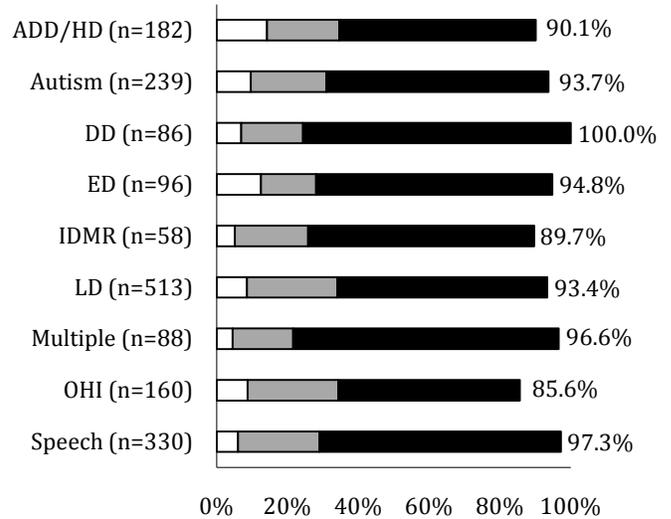
¹⁴ Disability data presented in this section reflects state-reported data. Survey-reported disability data was not used as a substantial number of parents selected more than one disability for their child. As a result, it becomes difficult to interpret differences in survey responses across disabilities, as parents appearing in multiple groups would bias the results.

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

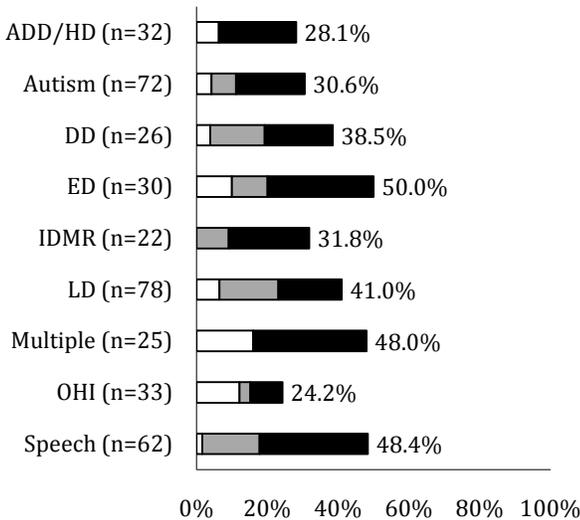
Q1: I am satisfied with my child's overall special education program.



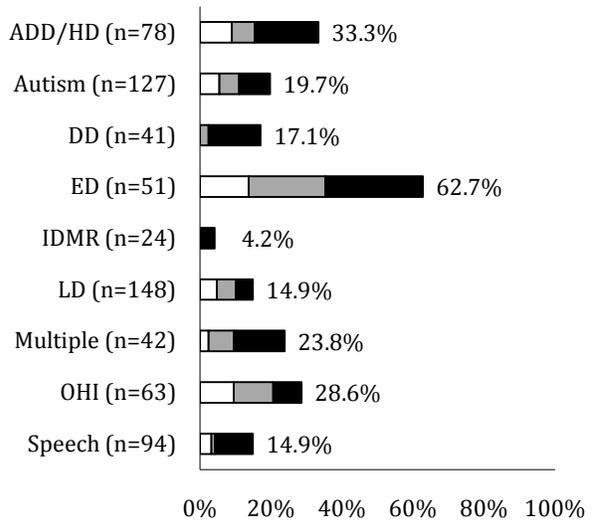
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



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



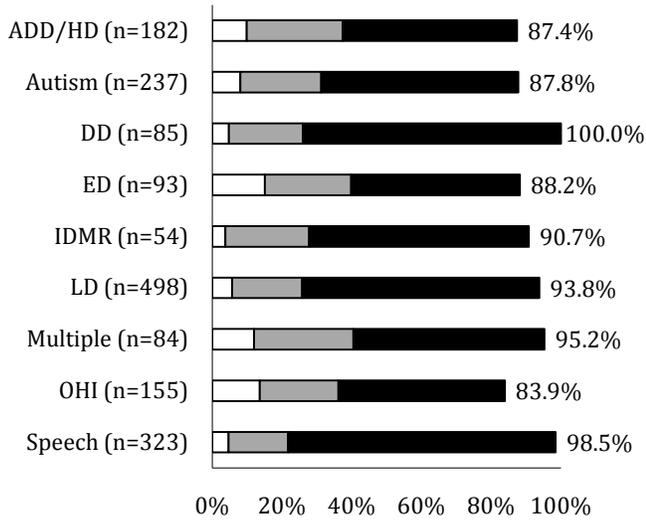
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



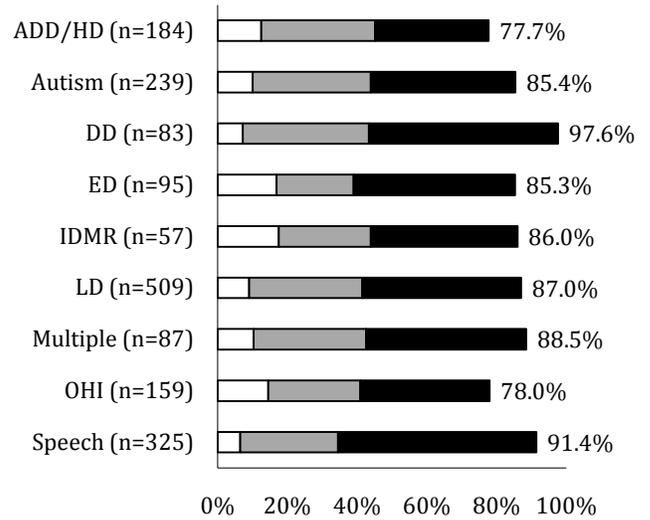
□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

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

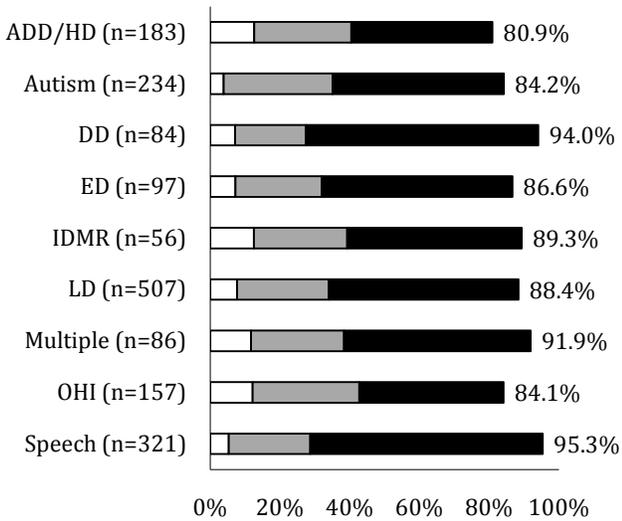
Q5: My child is accepted within the school community.



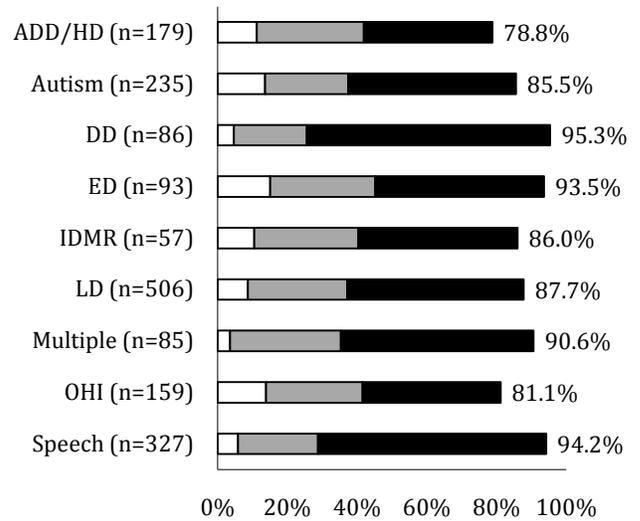
Q6: My child's IEP is meeting his/her educational needs.



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

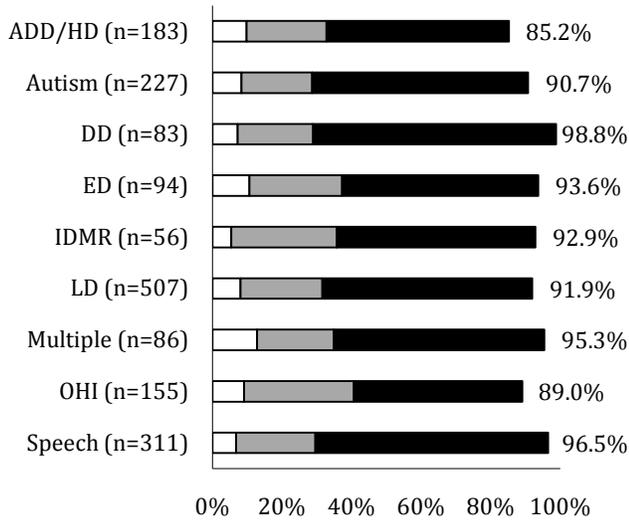


Q8: Staff is appropriately trained and able to provide my child's specific program and services.

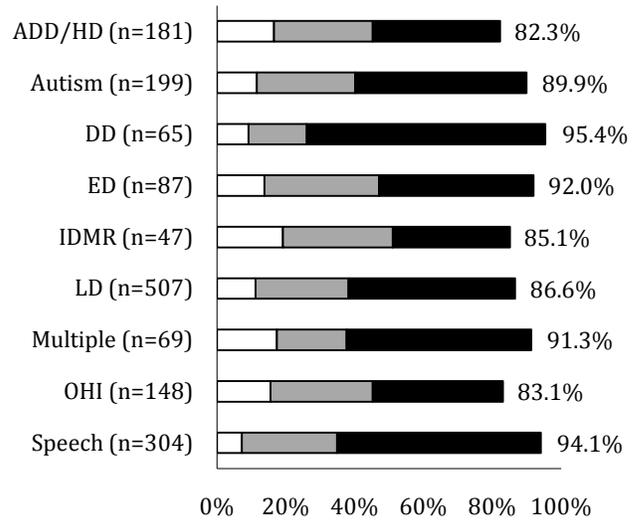


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

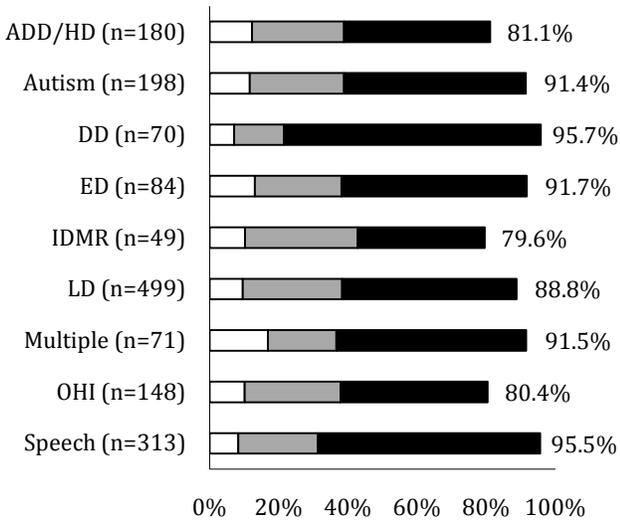
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



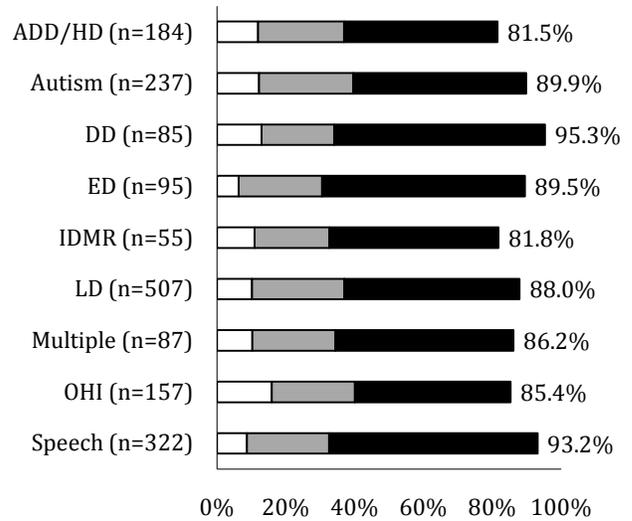
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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

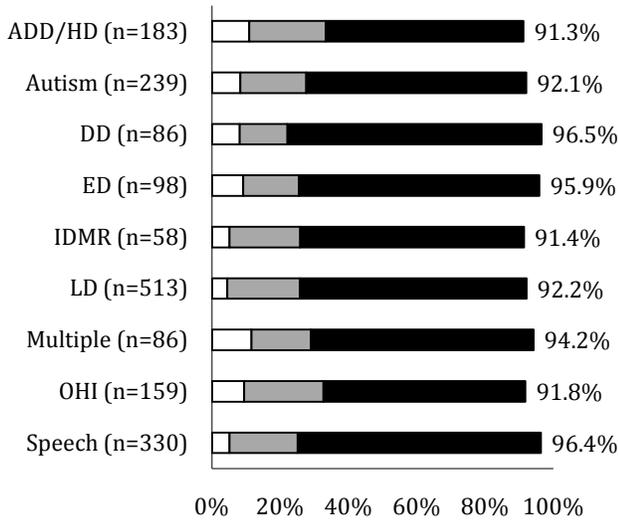


Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.

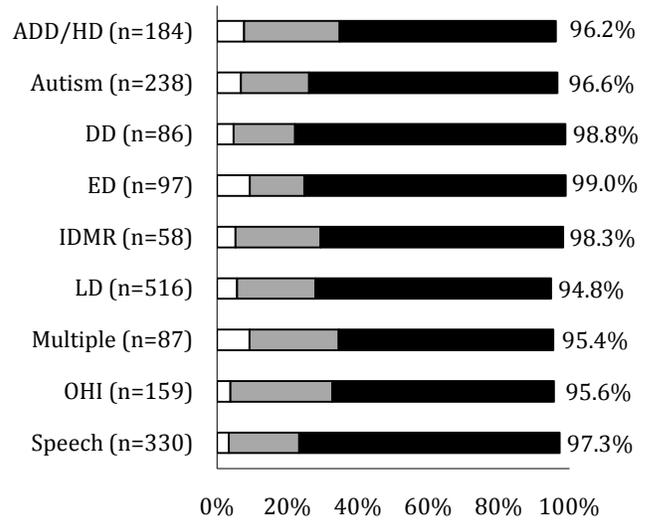


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

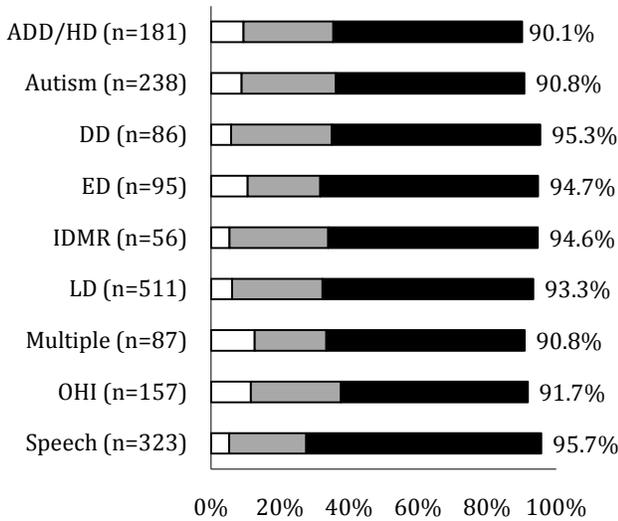
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



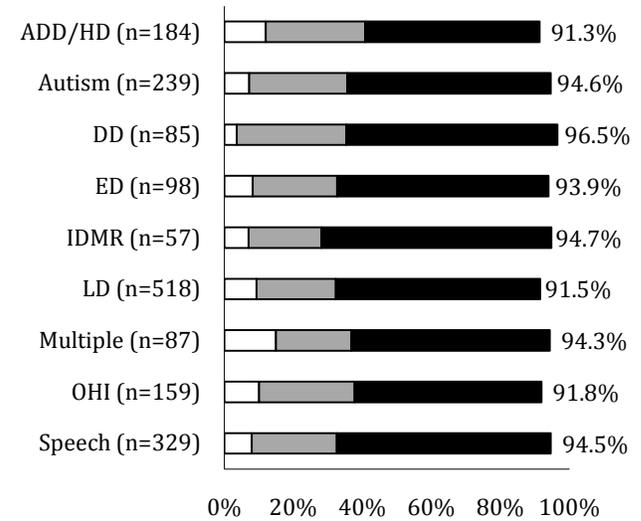
Q14: I understand what is discussed at meetings to develop my child's IEP.



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



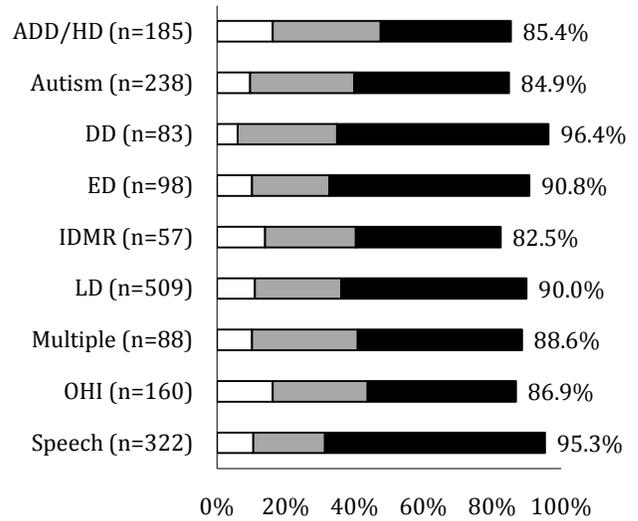
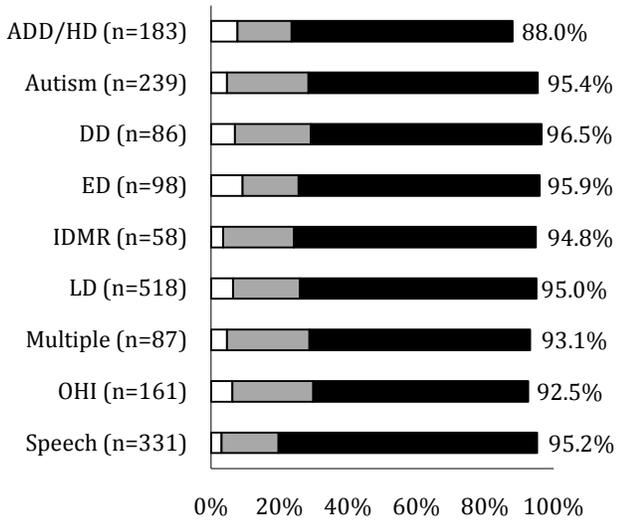
Q16: My child's evaluation report is written in terms I understand.



Slightly Agree
 Moderately Agree
 Strongly Agree

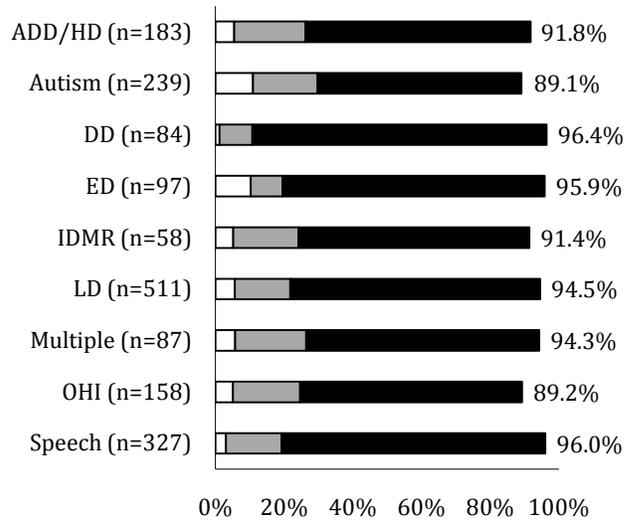
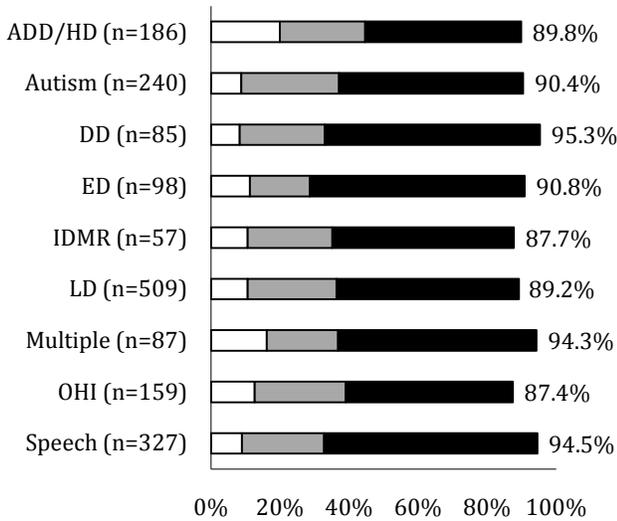
Q17: PPT meetings for my child have been scheduled at times and places that met my needs.

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



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

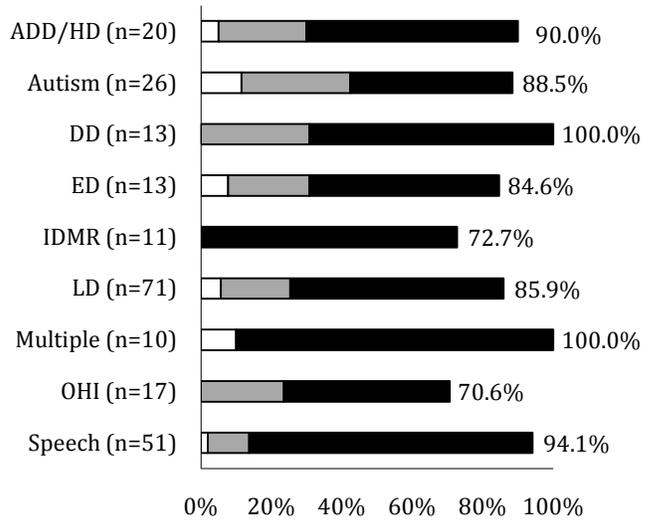
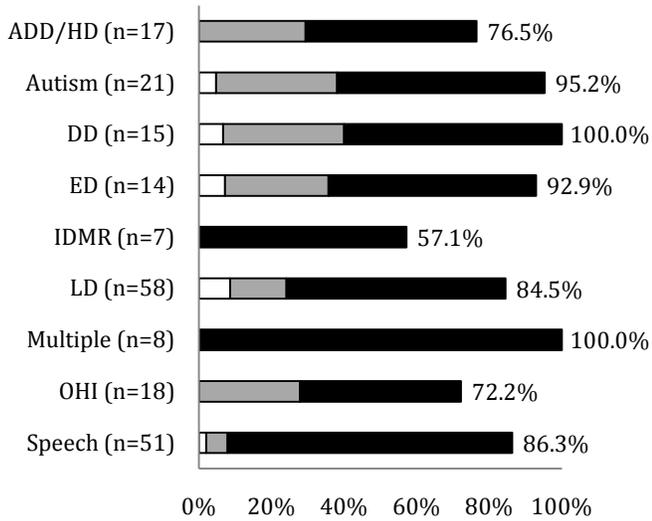
Q20: I have received a copy of my child's IEP within 5 school days after the PPT.



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

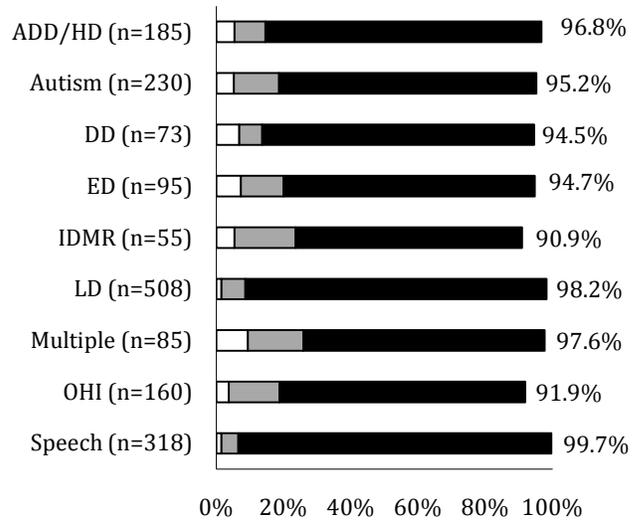
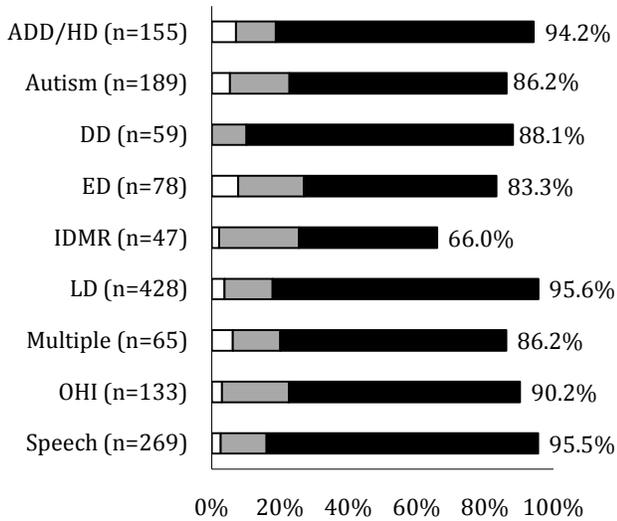
Q21: If necessary, a translator was provided at the PPT meetings.

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



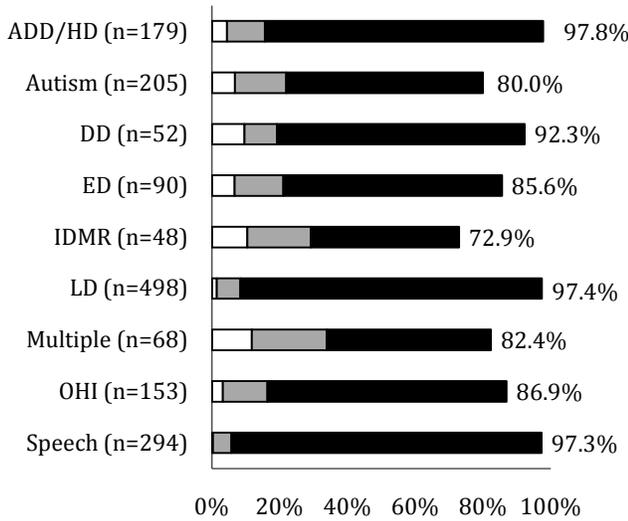
Q23: The school district proposed the regular classroom for my child as the first placement option.

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

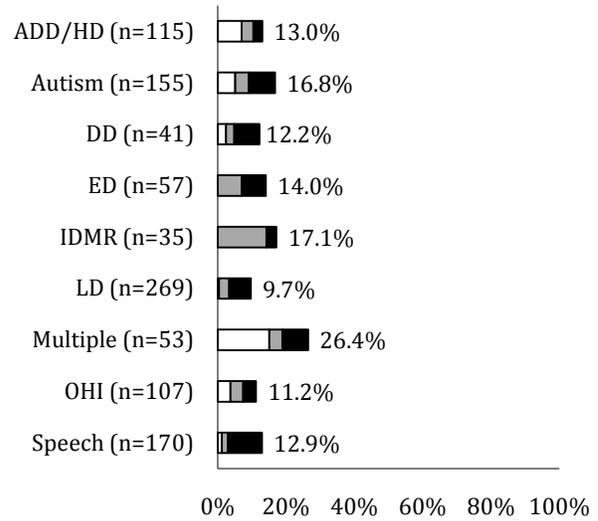


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

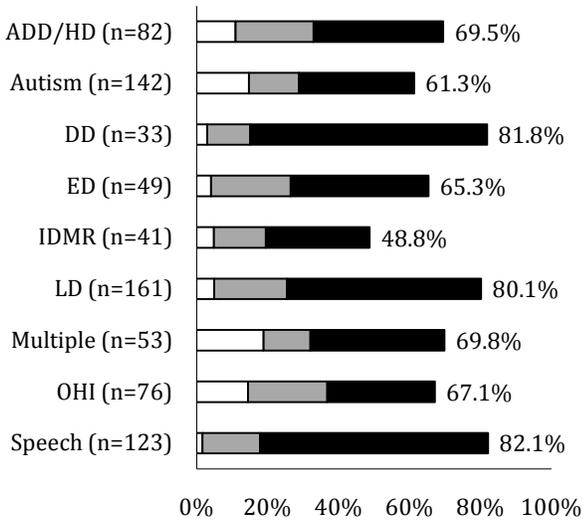
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



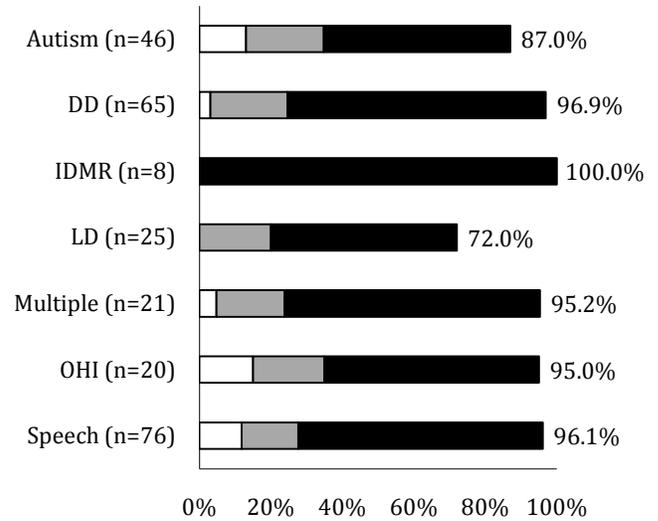
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



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

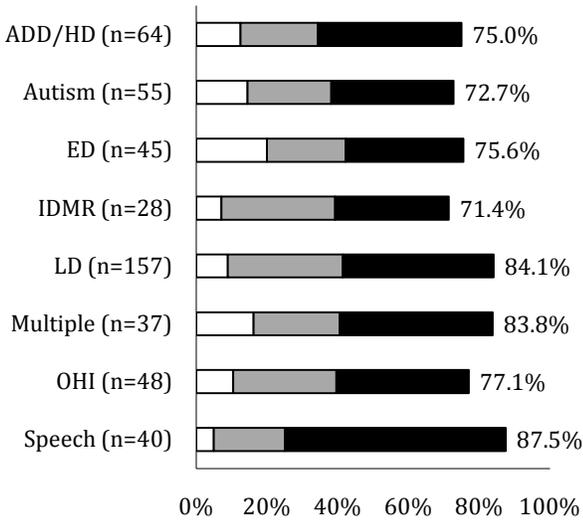


Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (only answer if your child transitioned from early intervention to Preschool in the past 3 years).

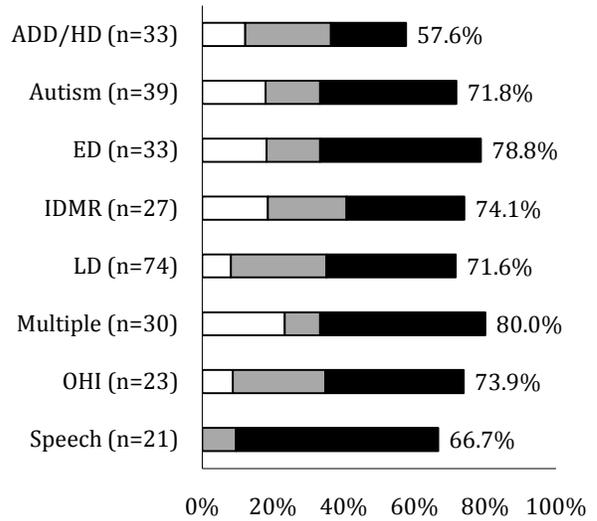


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

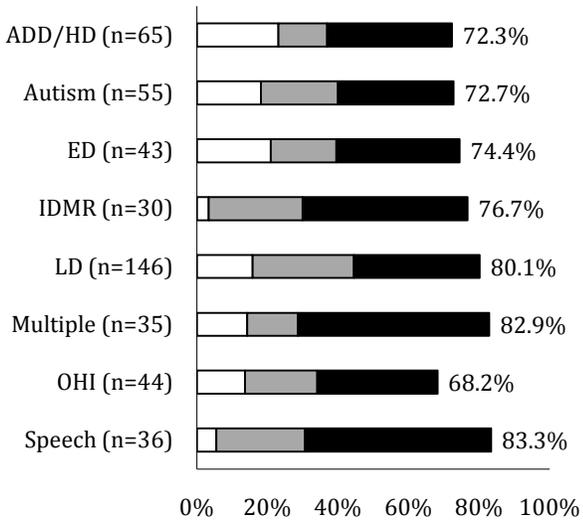
Q29: I am satisfied with the way secondary transition services were implemented for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



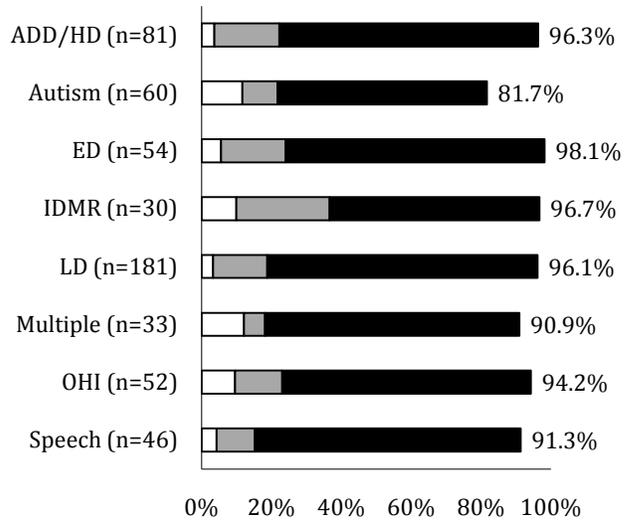
Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning (only answer if your child was age 15 or older at his/her last PPT meeting).



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



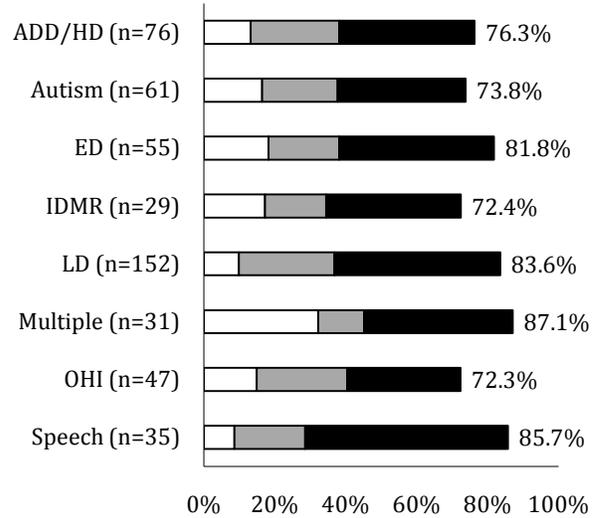
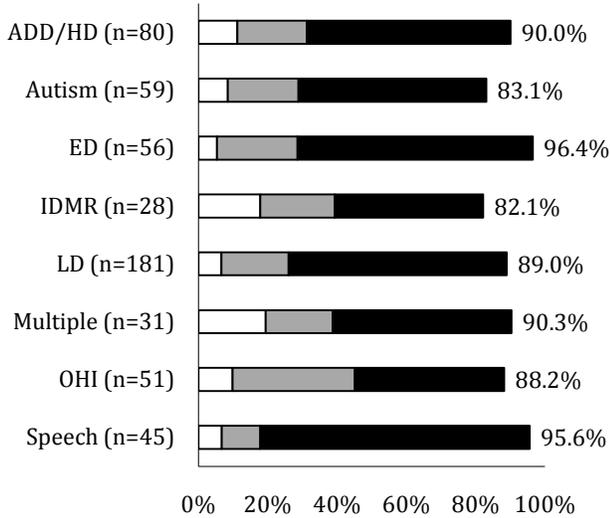
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

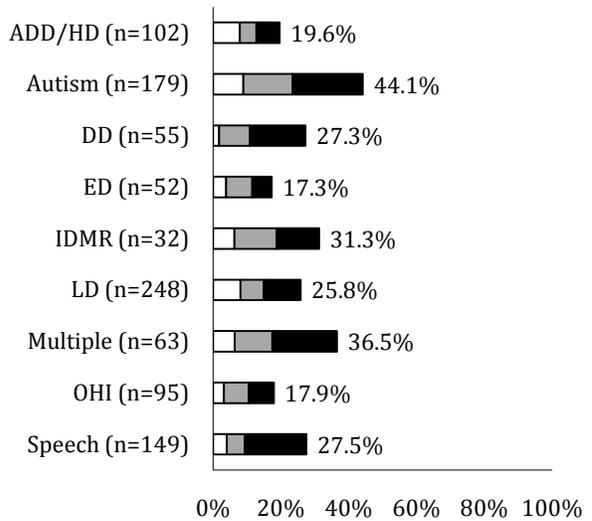
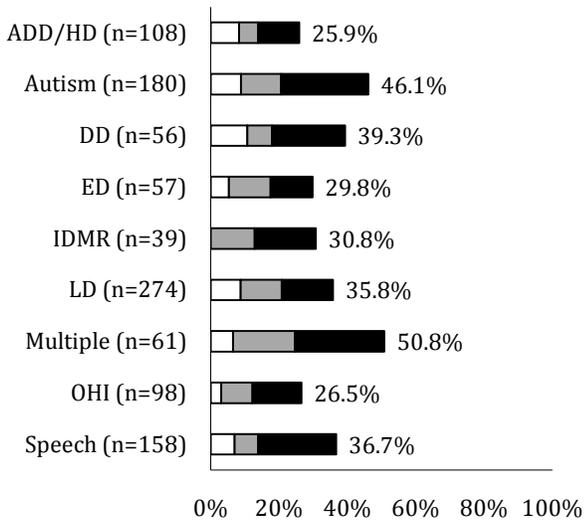
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

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



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

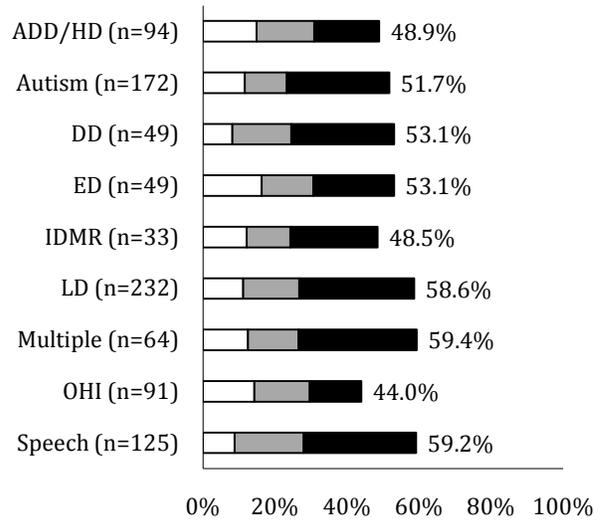
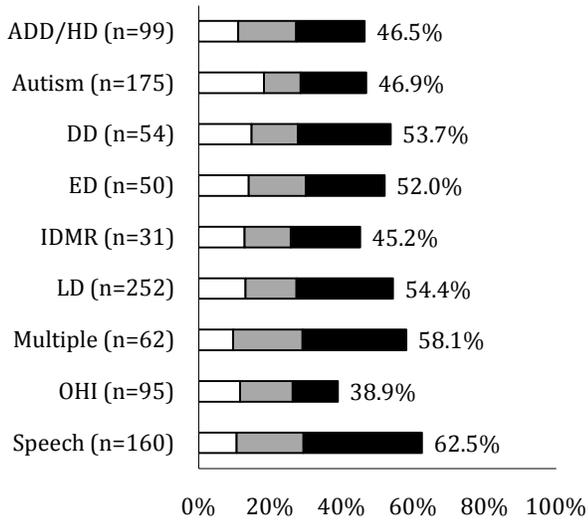
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

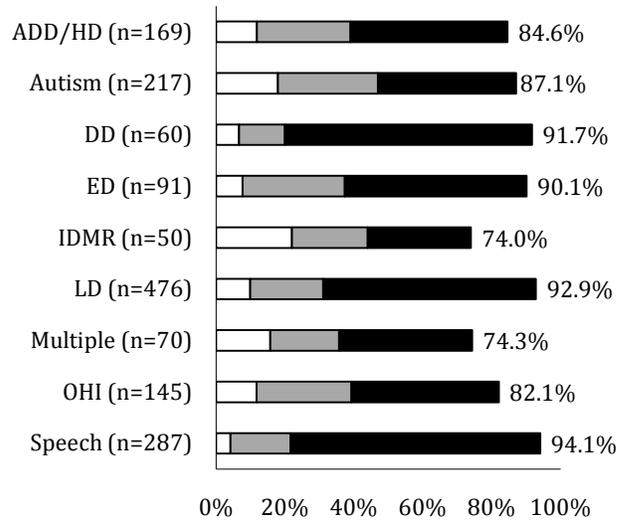
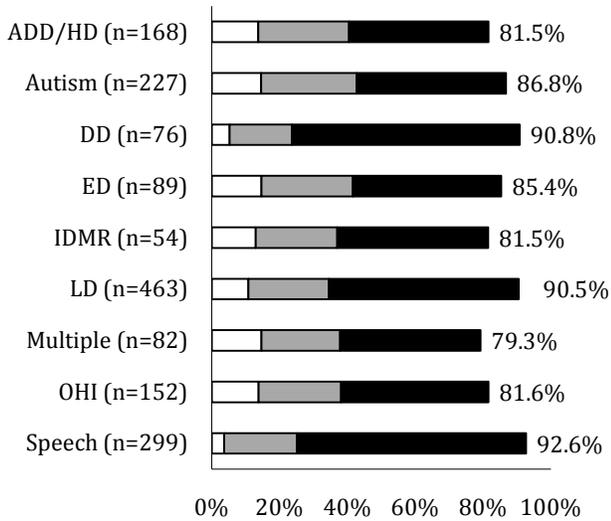
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.

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.



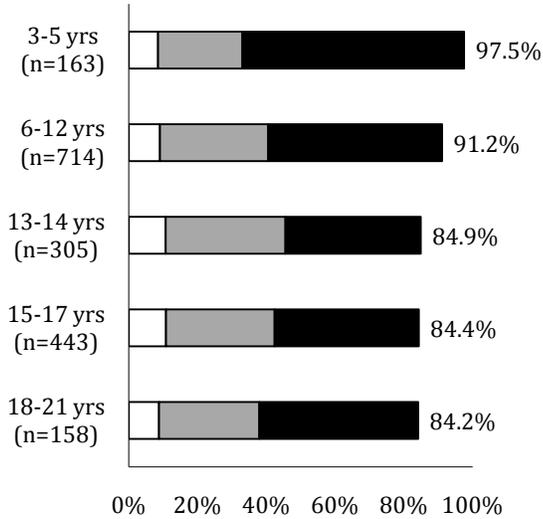
□ Slightly Agree

■ Moderately Agree

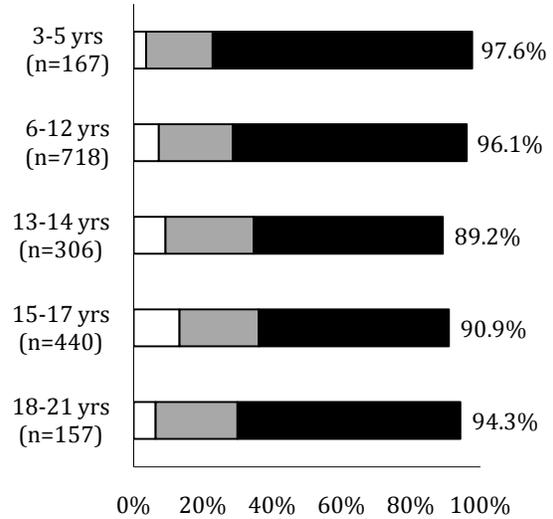
■ Strongly Agree

Appendix C.2: Child's Age

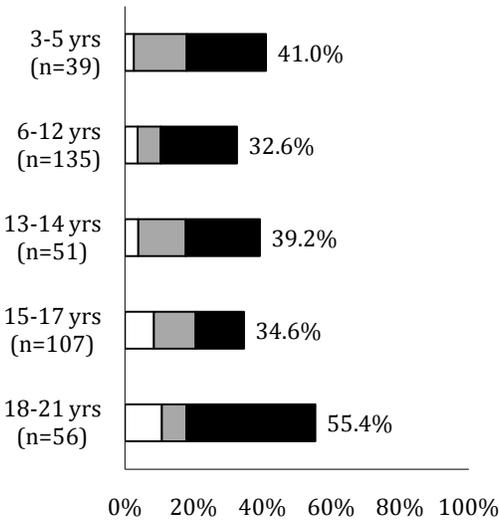
Q1: I am satisfied with my child's overall special education program.



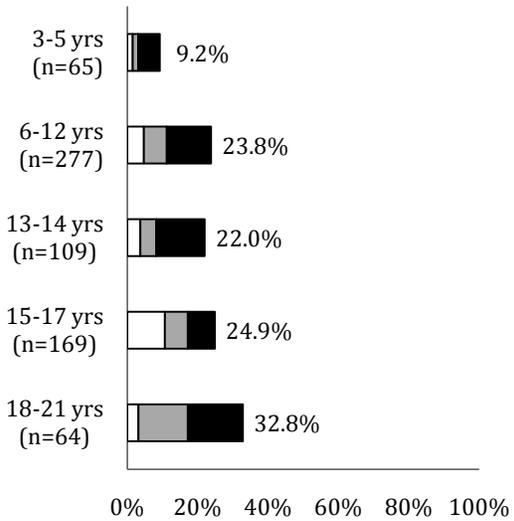
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



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

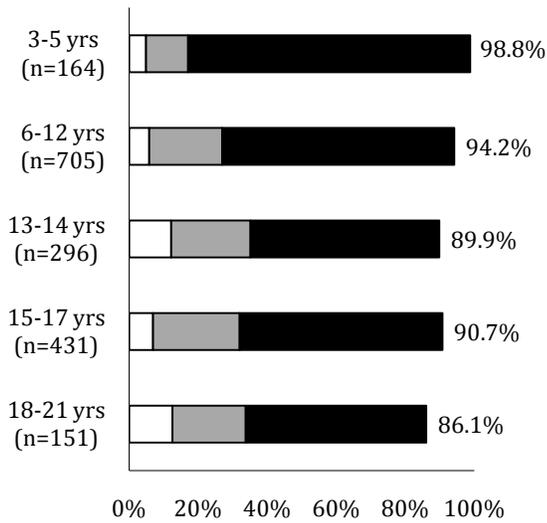


Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).

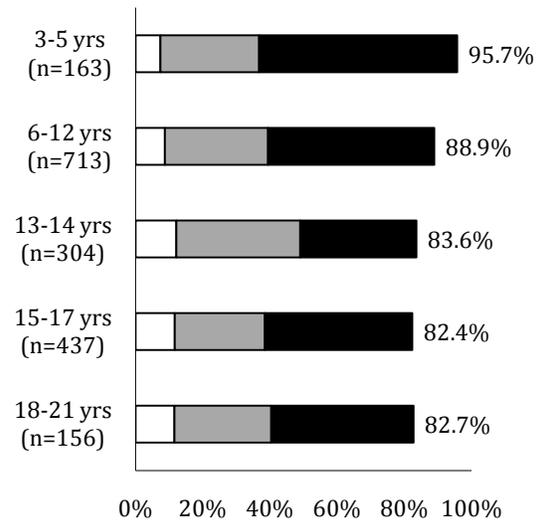


Slightly Agree
 Moderately Agree
 Strongly Agree

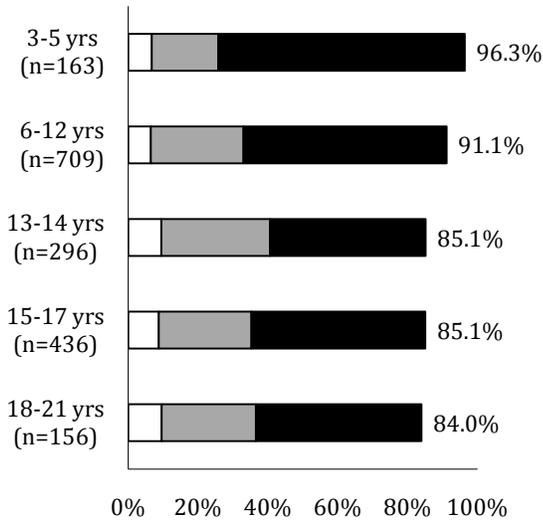
Q5: My child is accepted within the school community.



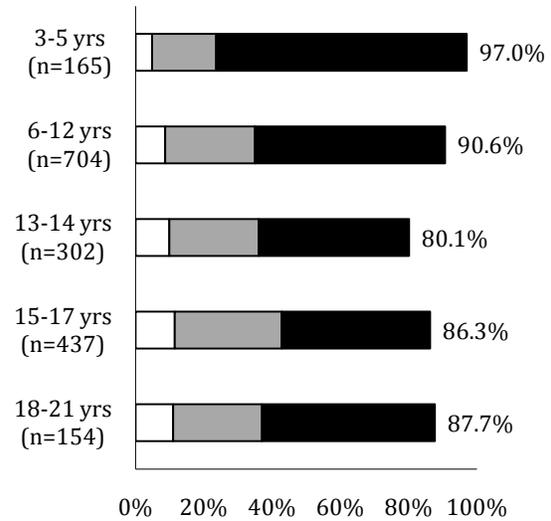
Q6: My child's IEP is meeting his/her educational needs.



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

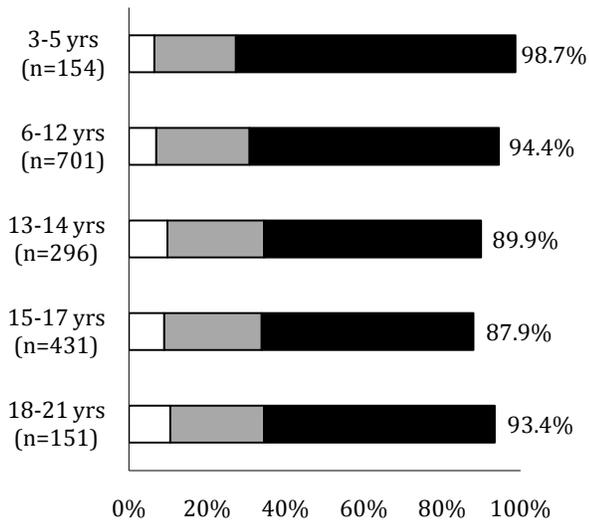


Q8: Staff is appropriately trained and able to provide my child's specific program and services.

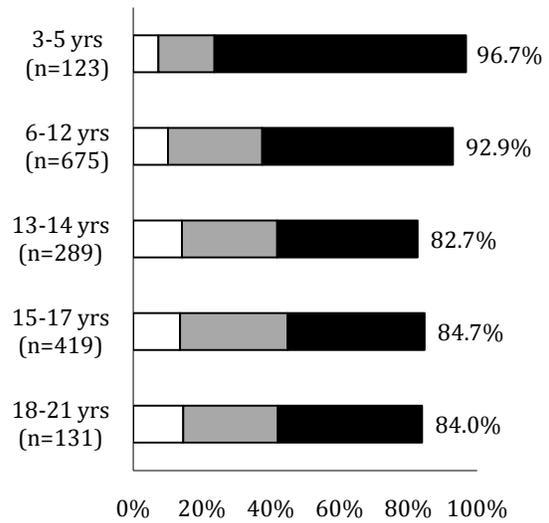


Slightly Agree
 Moderately Agree
 Strongly Agree

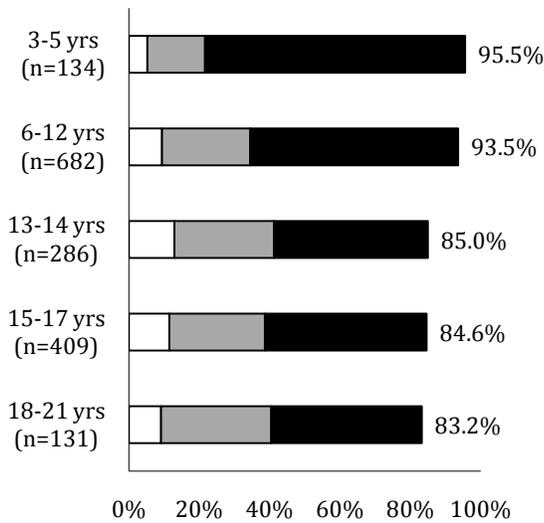
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



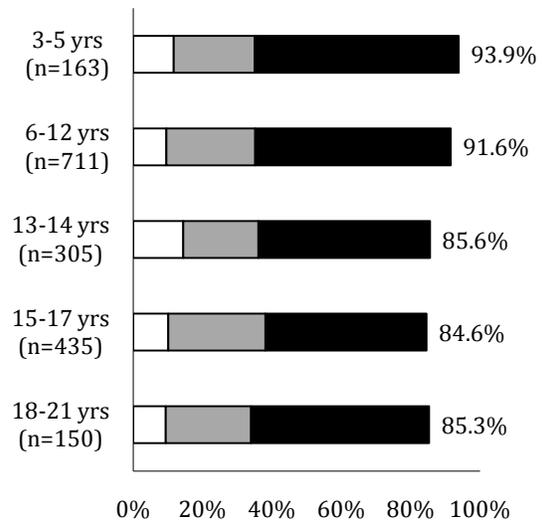
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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



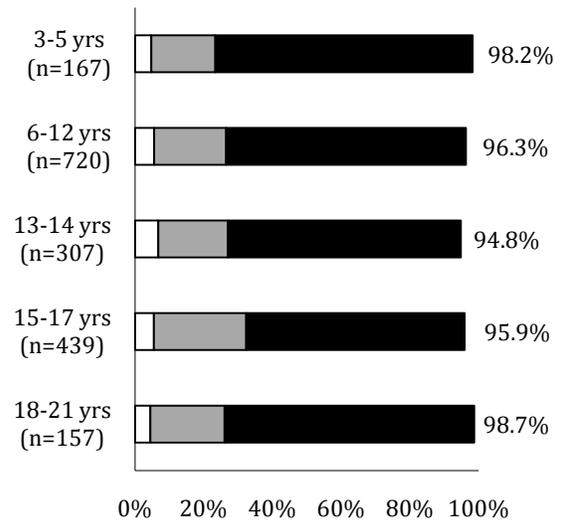
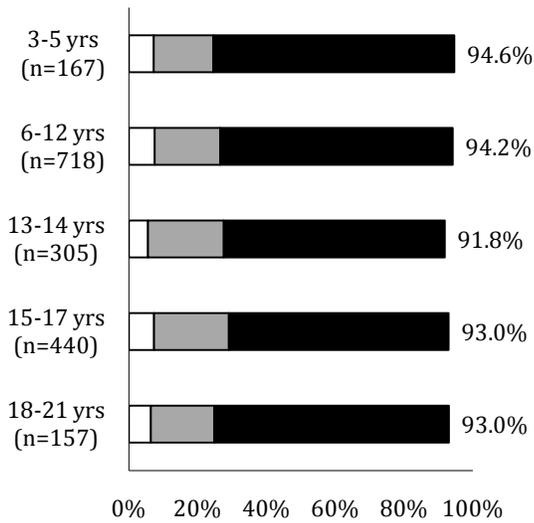
Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.



Slightly Agree
 Moderately Agree
 Strongly Agree

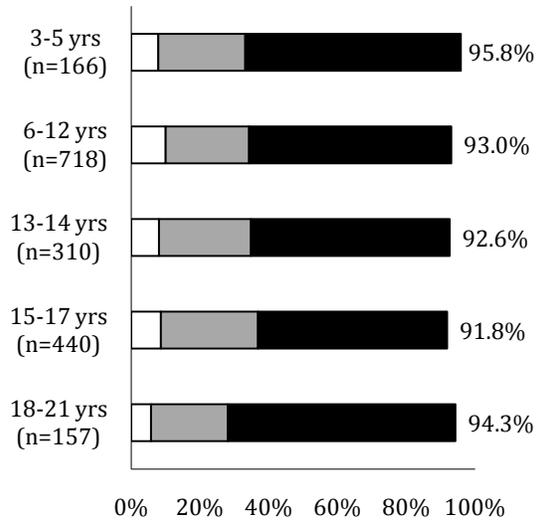
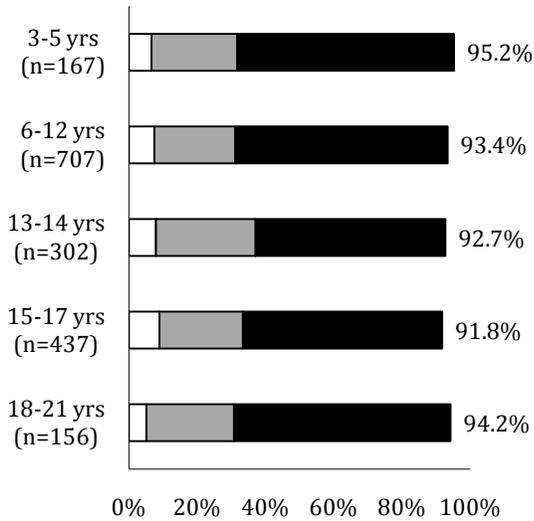
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.

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.

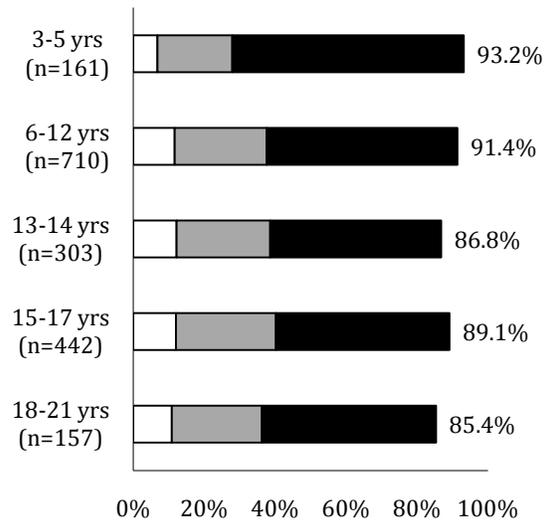
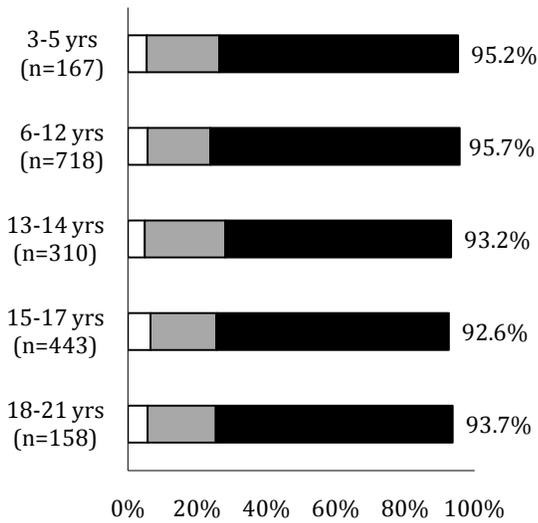
Q16: My child's evaluation report is written in terms I understand.



Slightly Agree
 Moderately Agree
 Strongly Agree

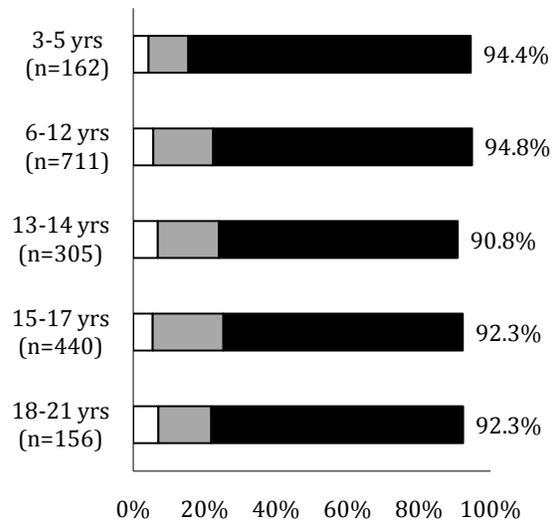
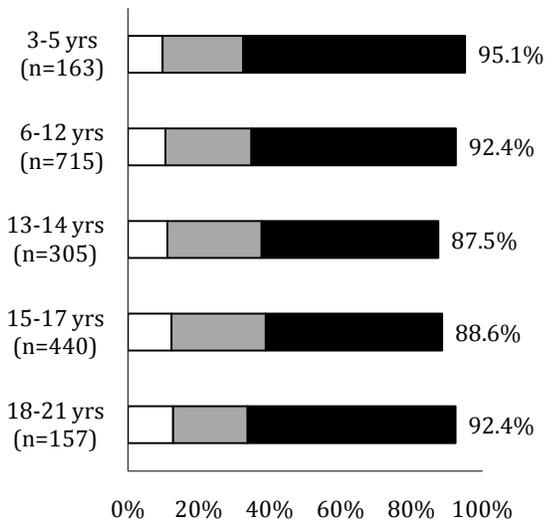
Q17: PPT meetings for my child have been scheduled at times and places that met my needs.

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.

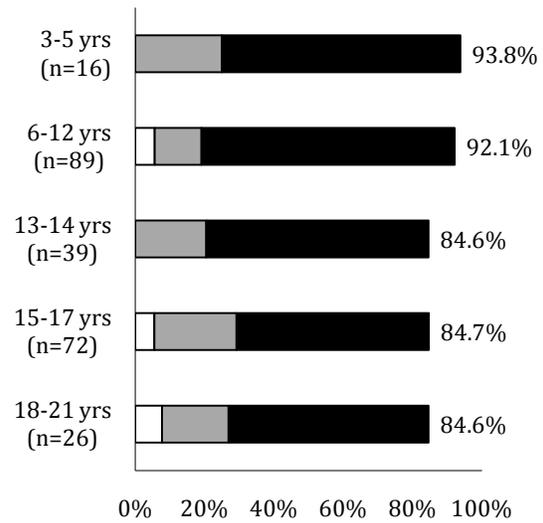
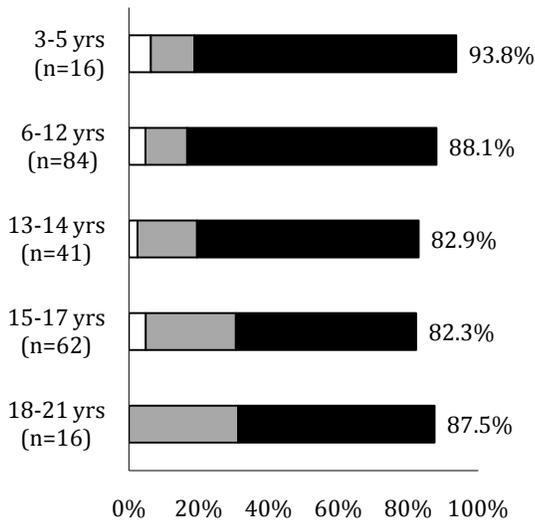
Q20: I have received a copy of my child's IEP within 5 school days after the PPT.



Slightly Agree
 Moderately Agree
 Strongly Agree

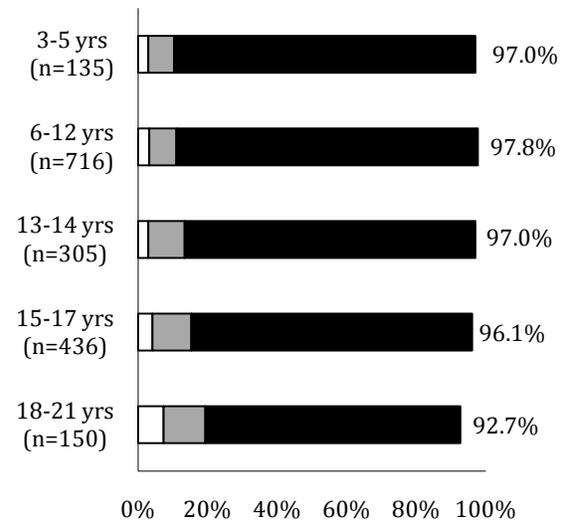
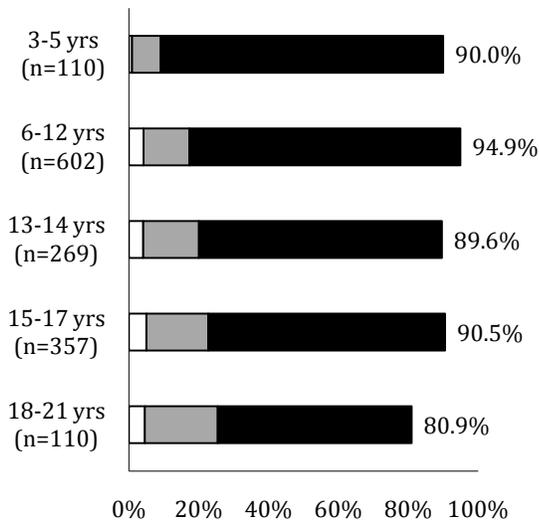
Q21: If necessary, a translator was provided at the PPT meetings.

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



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

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

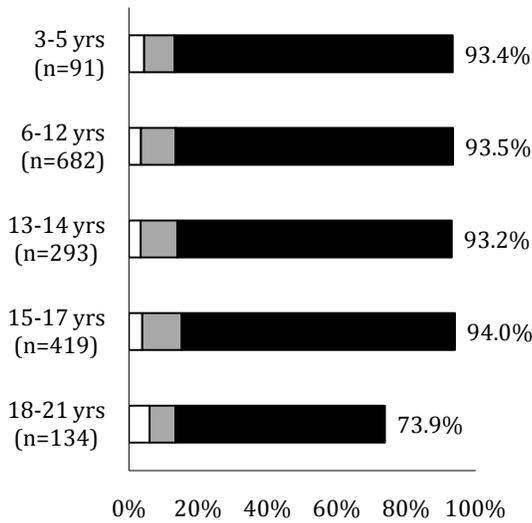


□ Slightly Agree

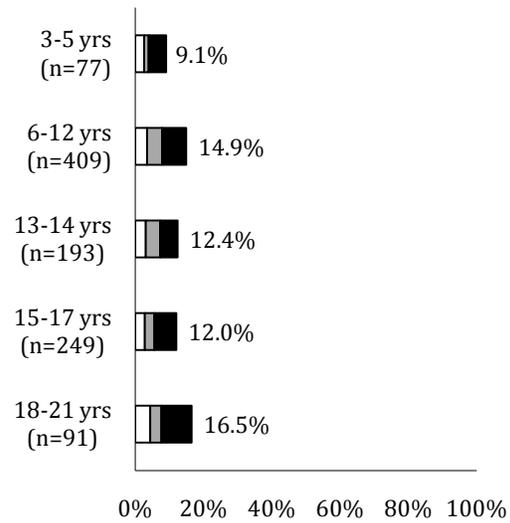
■ Moderately Agree

■ Strongly Agree

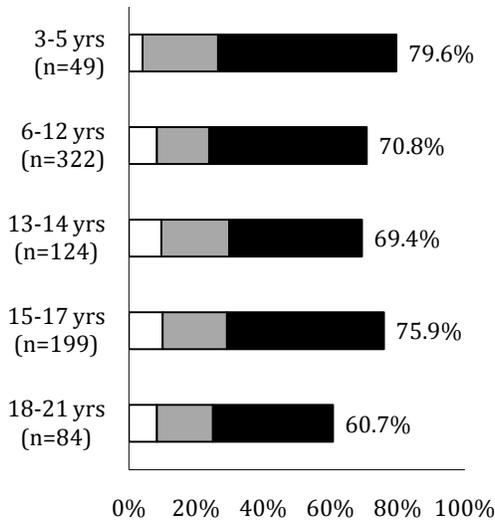
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



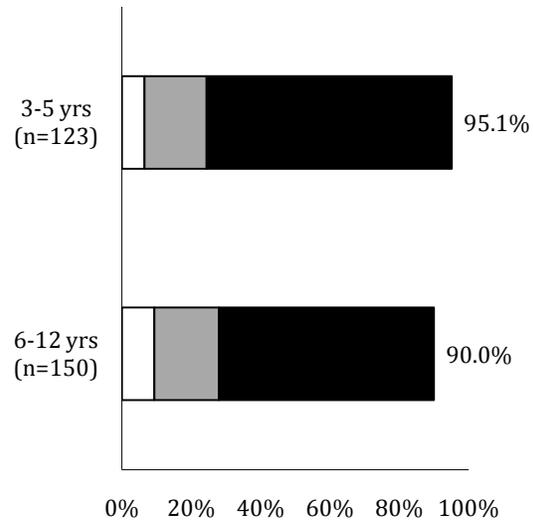
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



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

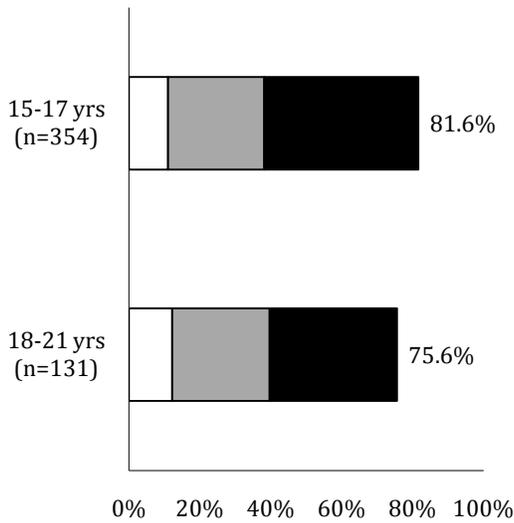


Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (only answer if your child has transitioned from early intervention to Preschool in the past 3 years).

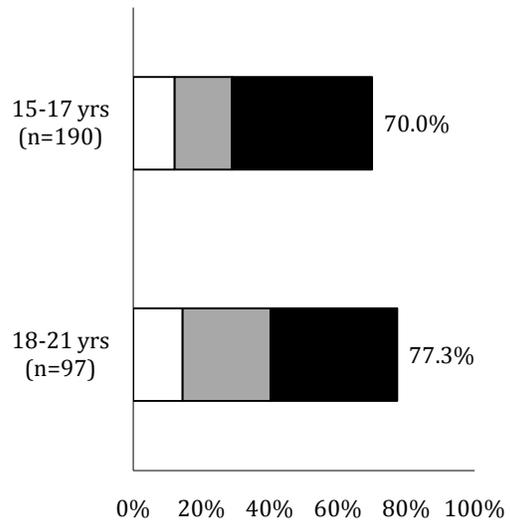


Slightly Agree
 Moderately Agree
 Strongly Agree

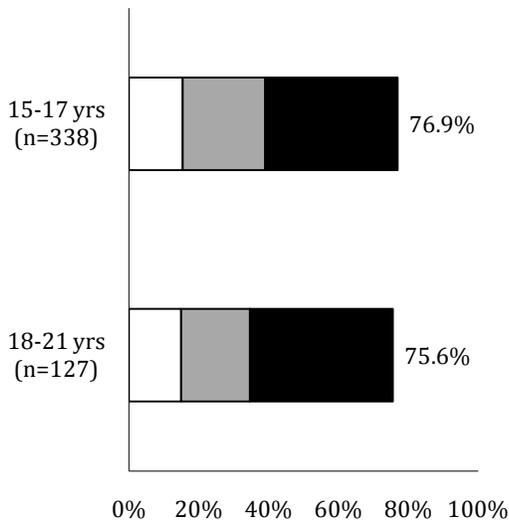
Q29: I am satisfied with the way secondary transition services were implemented for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



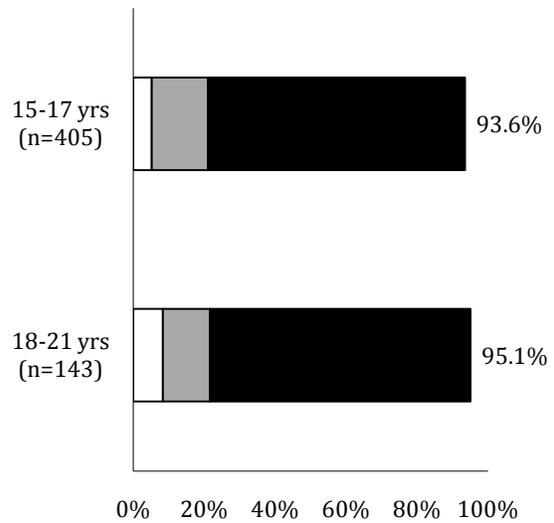
Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning (only answer if your child was age 15 or older at his/her last PPT meeting).



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



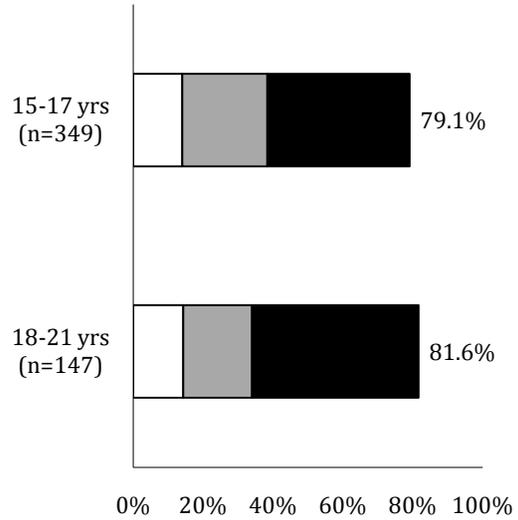
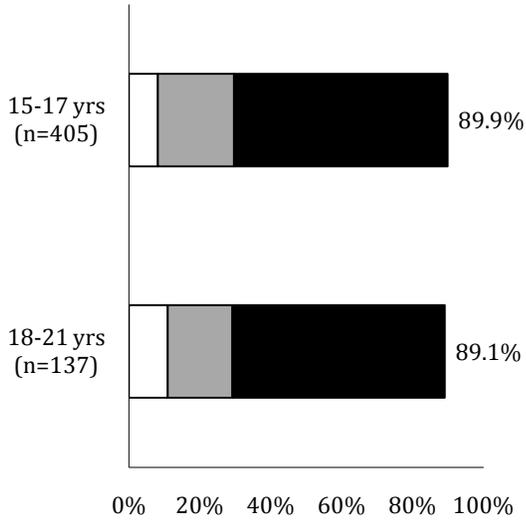
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



Slightly Agree
 Moderately Agree
 Strongly Agree

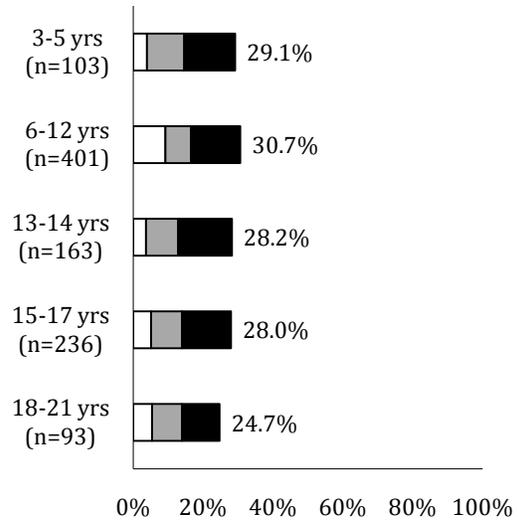
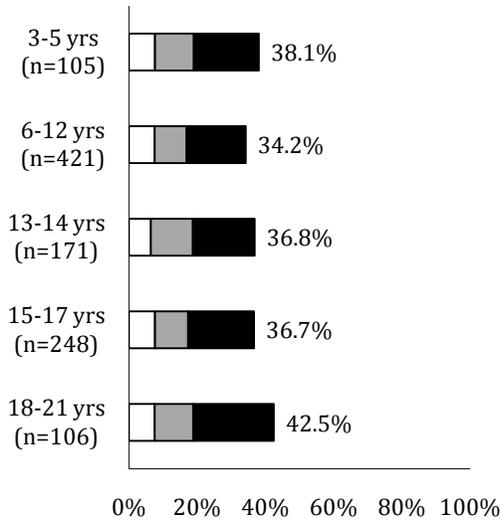
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

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



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

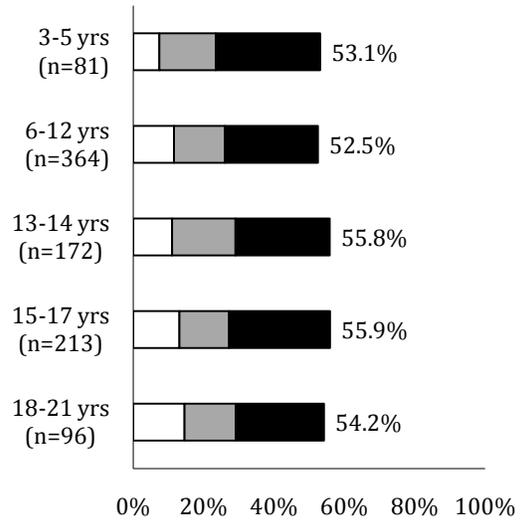
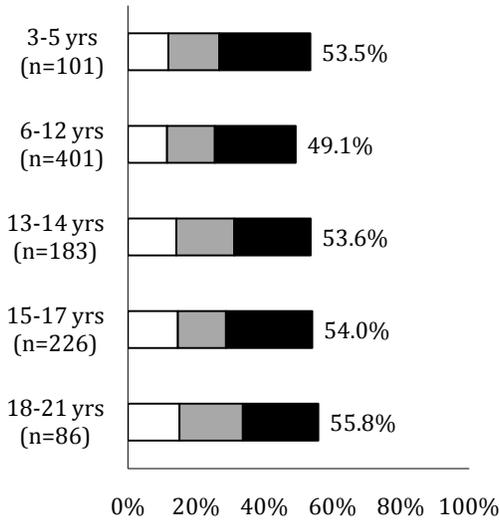
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

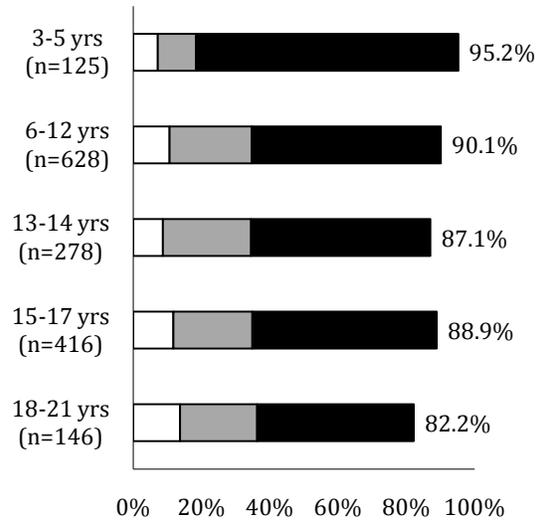
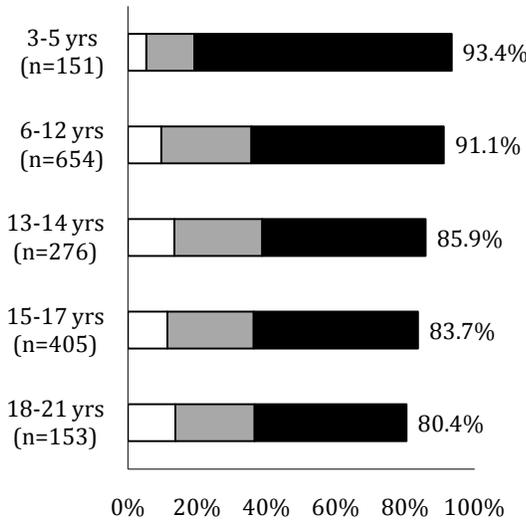
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.

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



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

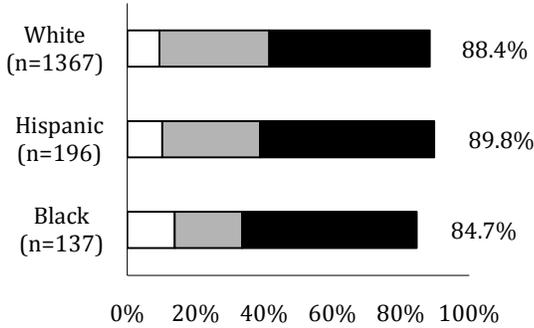
Q40: My child is learning skills that will lead to a high school diploma, further education, or a job.



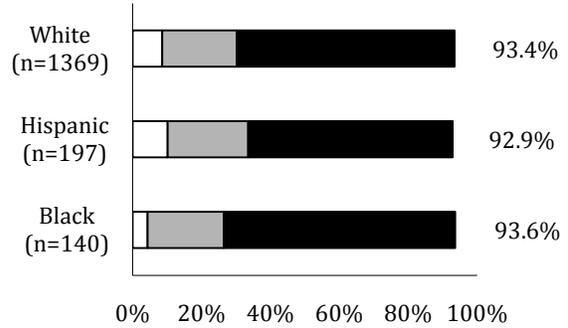
□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

Appendix C.3: Child's Race/Ethnicity

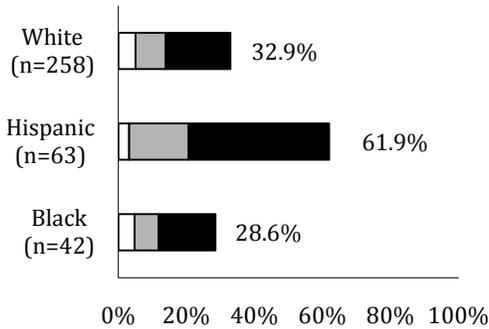
Q1: I am satisfied with my child's overall special education program.



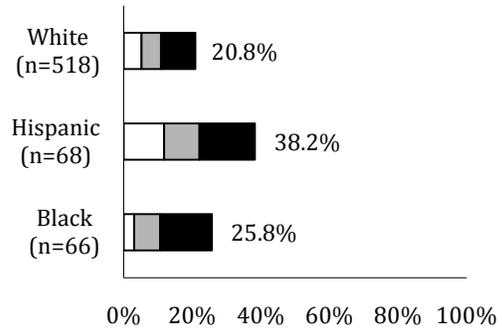
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



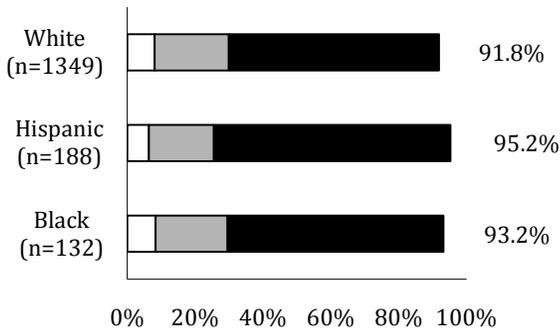
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



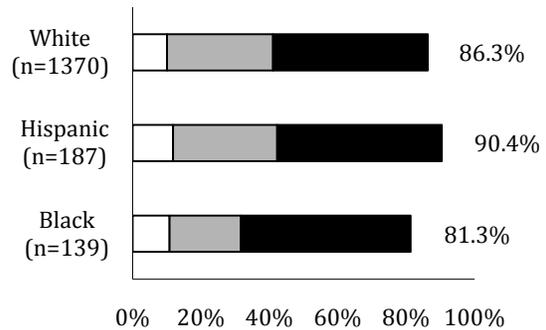
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



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

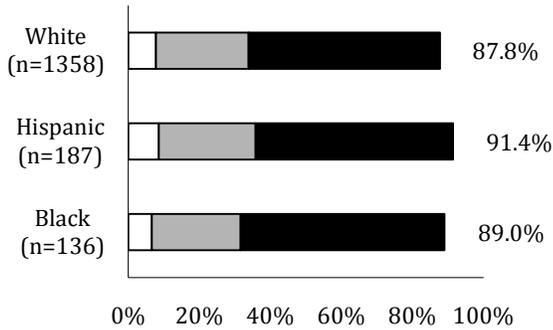


□ Slightly Agree

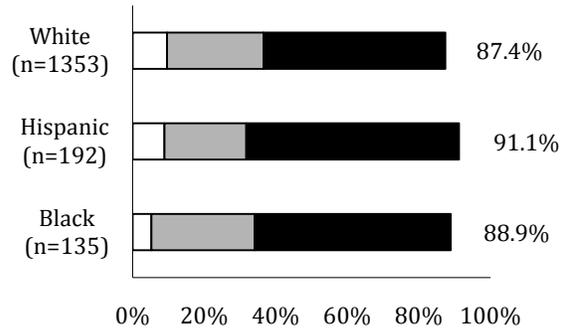
■ Moderately Agree

■ Strongly Agree

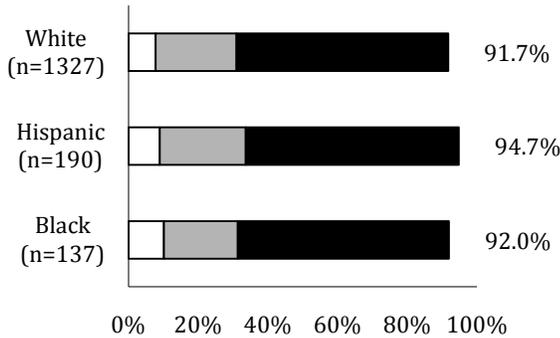
Q7: All special education services identified in my child's IEP have been provided.



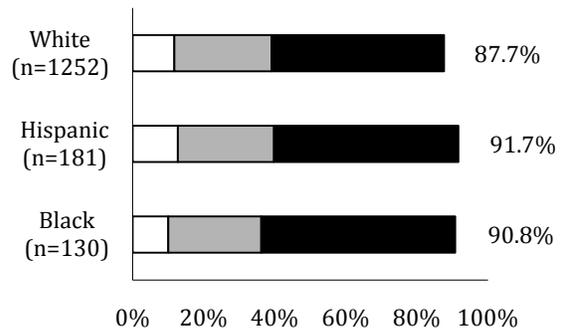
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



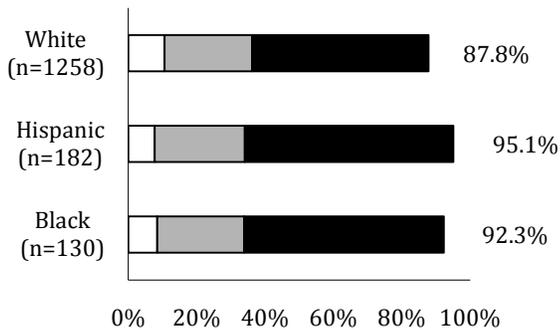
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



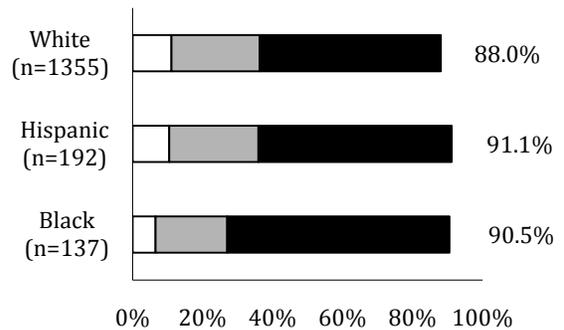
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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



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

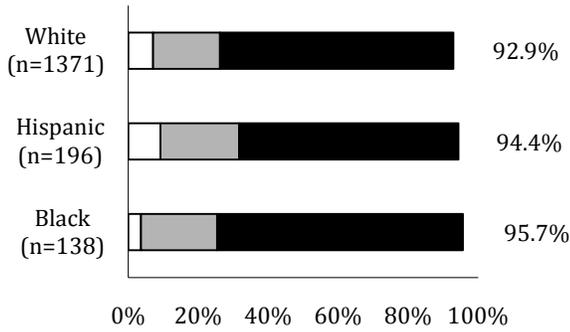


□ Slightly Agree

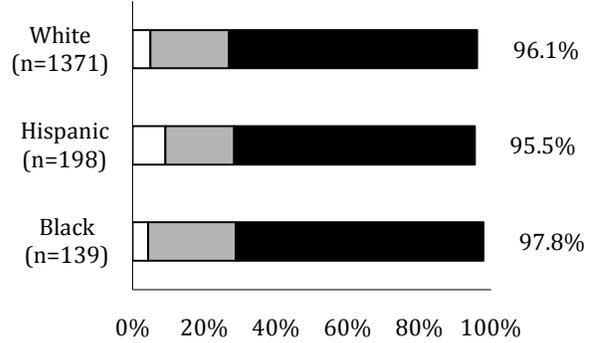
■ Moderately Agree

■ Strongly Agree

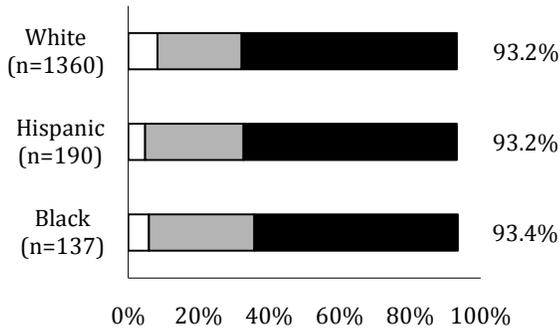
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



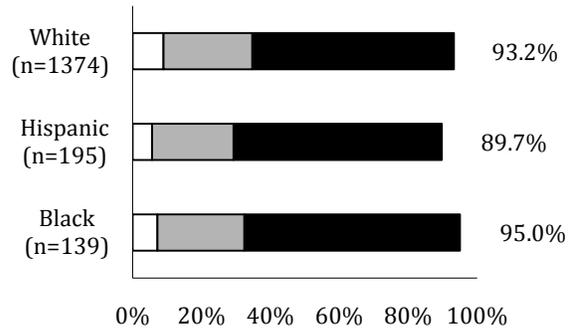
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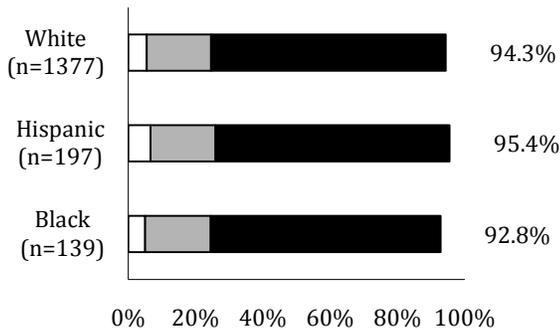
Q15: My concerns and recommendations are documented in the development of my child's IEP.



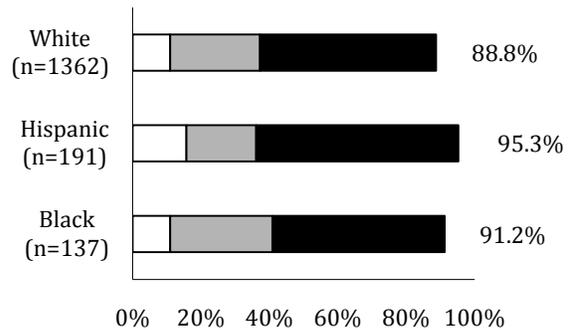
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Q17: PPT meetings for my child have been scheduled at times and places that met my needs.



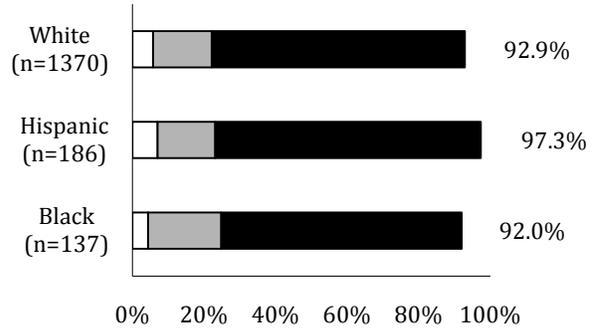
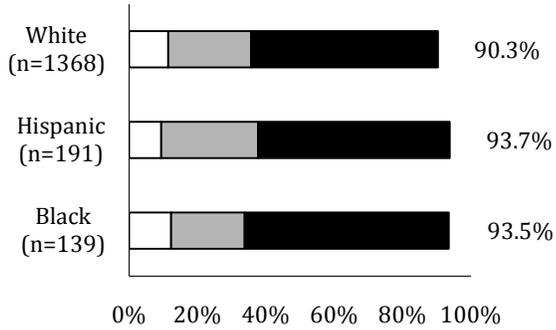
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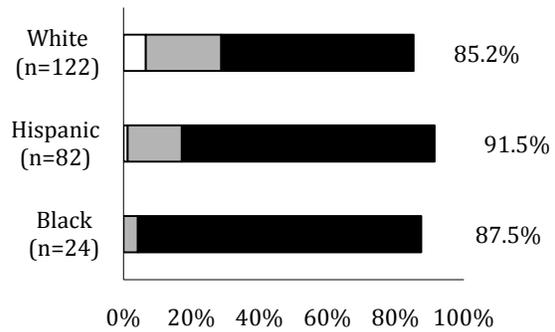
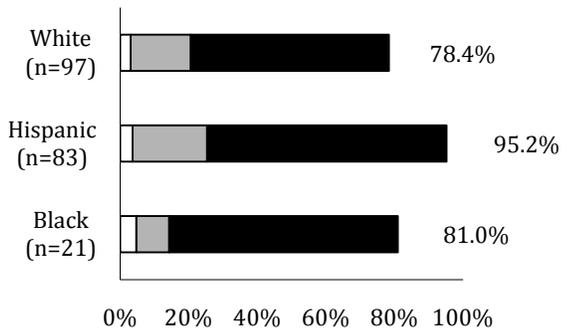
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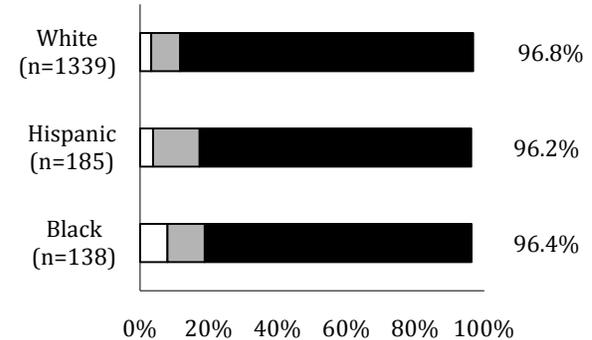
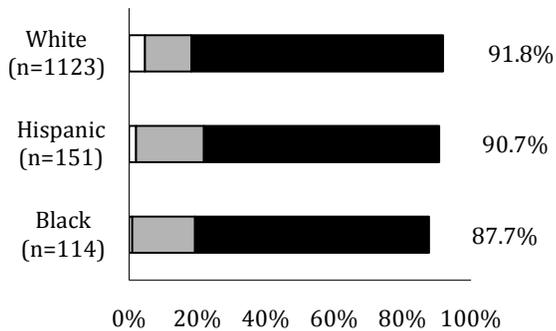
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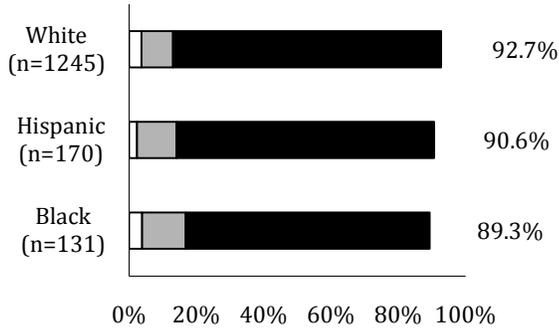
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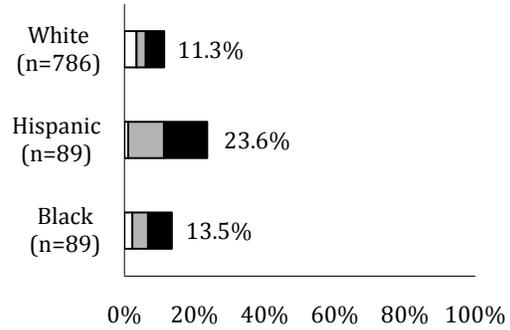


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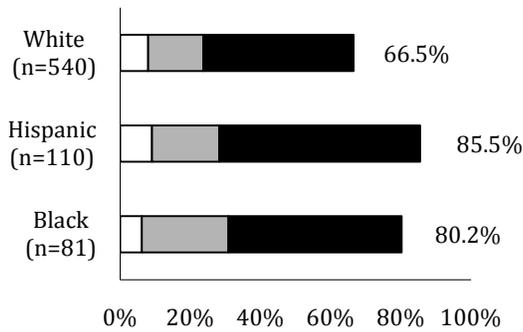
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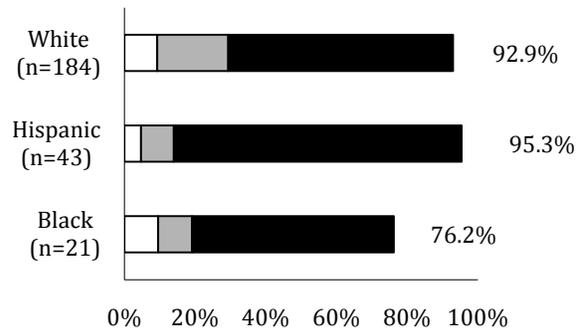
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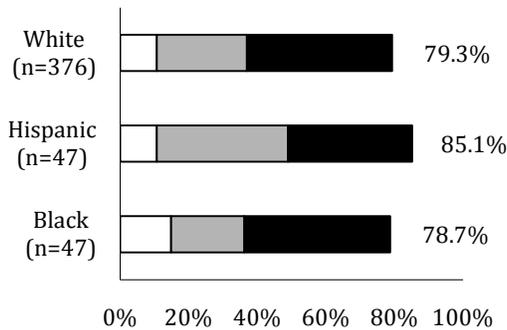
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).



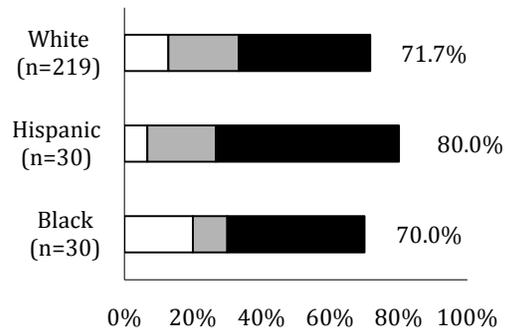
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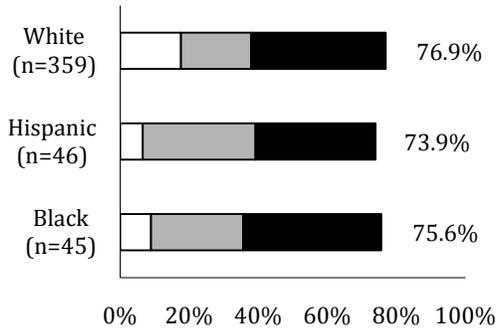


Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning (only answer if your child was age 15 or older at his/her last PPT meeting).

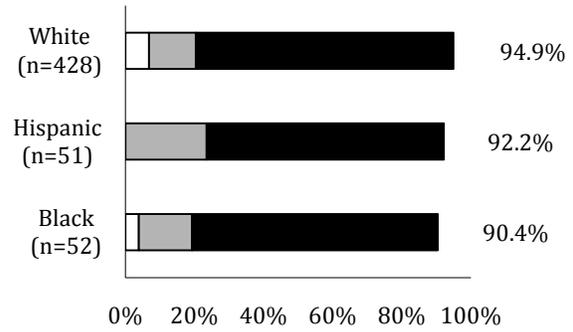


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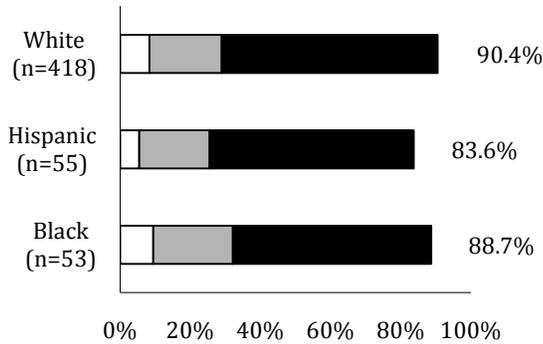
Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



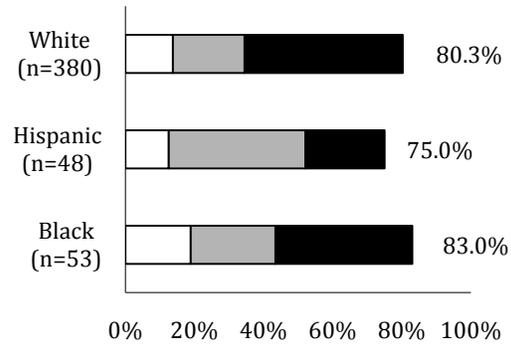
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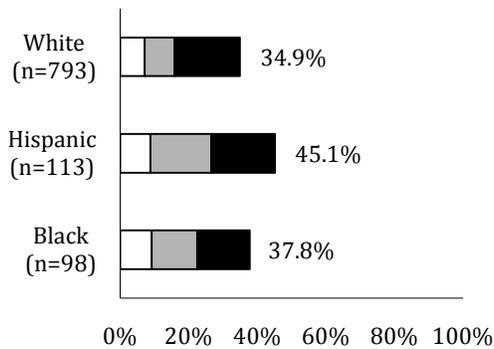
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



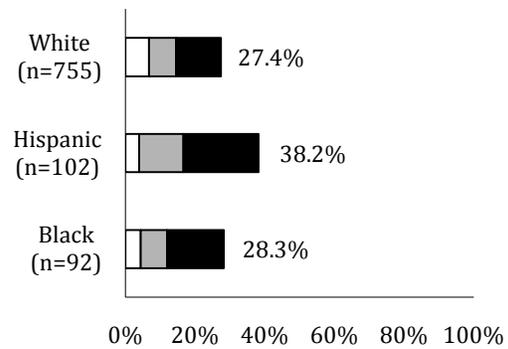
Q34: The PPT developed individualized goals for my child related to employment/postsecondary education; independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



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.

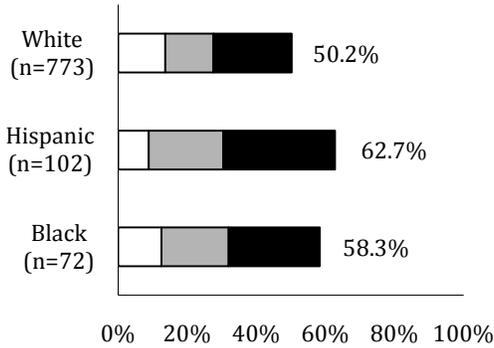


Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.

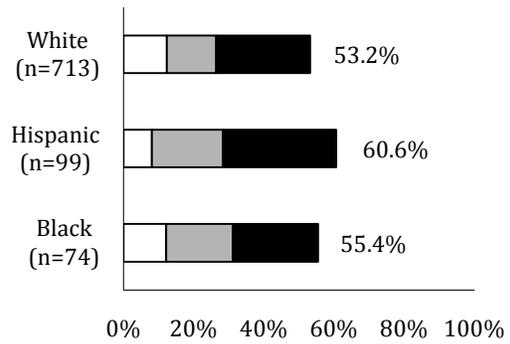


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

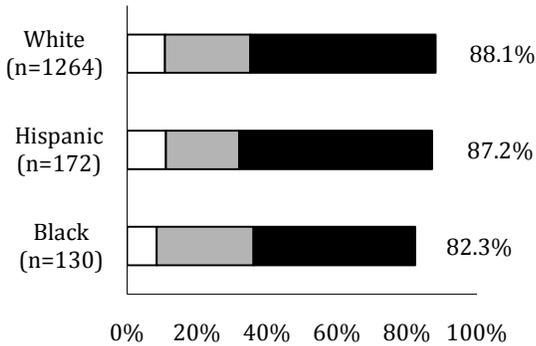
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.



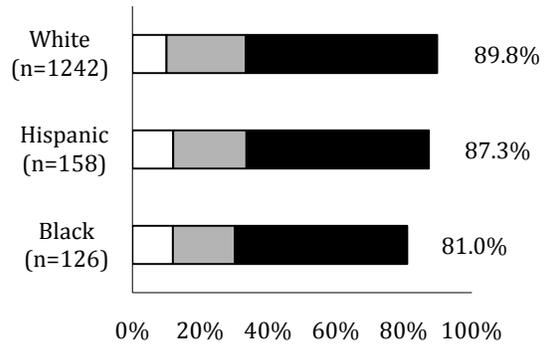
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



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



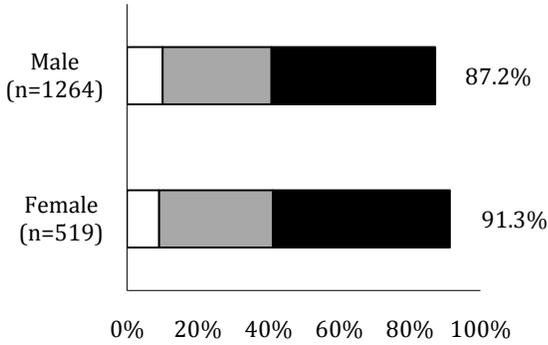
□ Slightly Agree

■ Moderately Agree

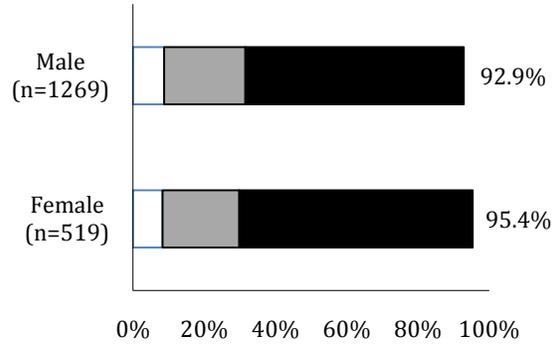
■ Strongly Agree

Appendix C.4: Child's Gender

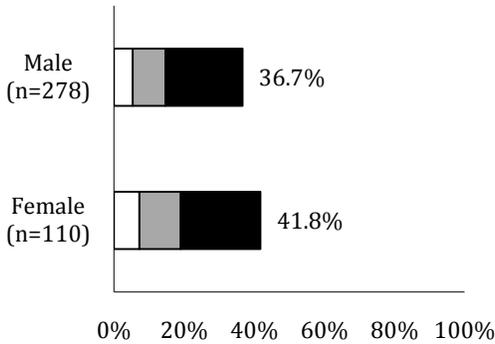
Q1: I am satisfied with my child's overall special education program.



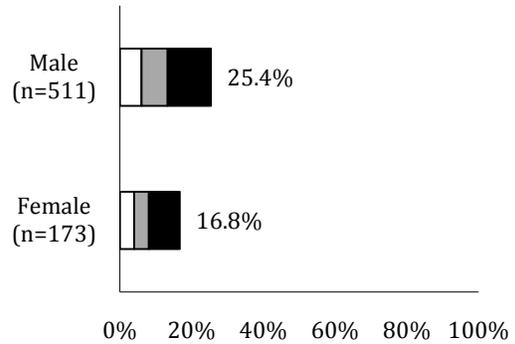
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



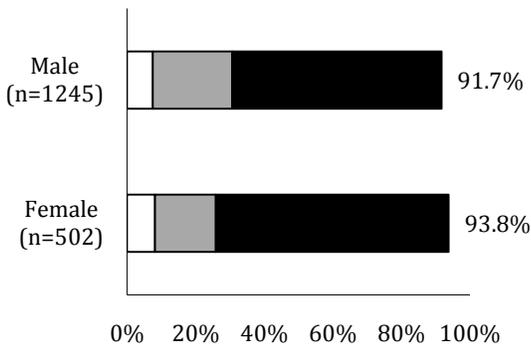
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



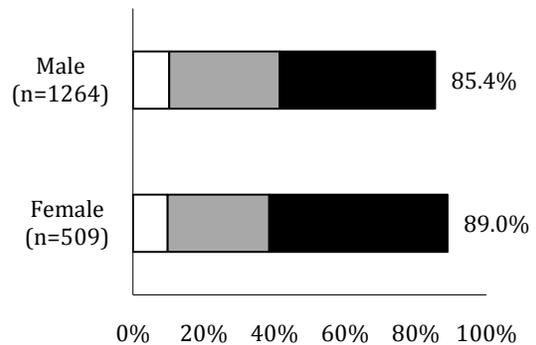
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



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

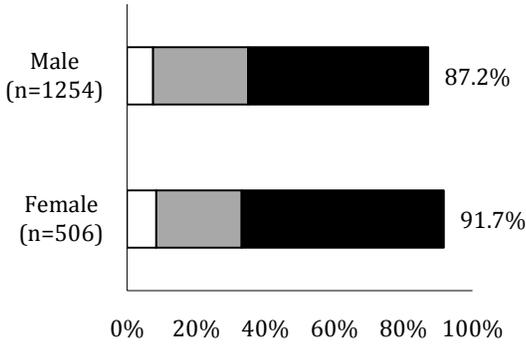


□ Slightly Agree

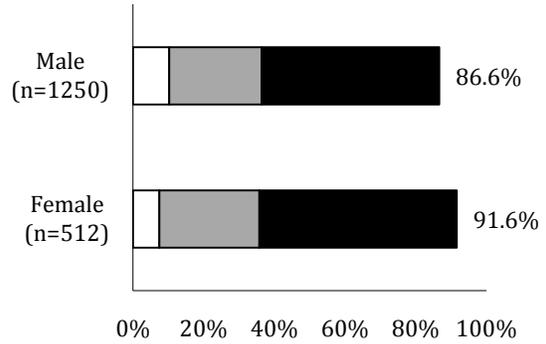
■ Moderately Agree

■ Strongly Agree

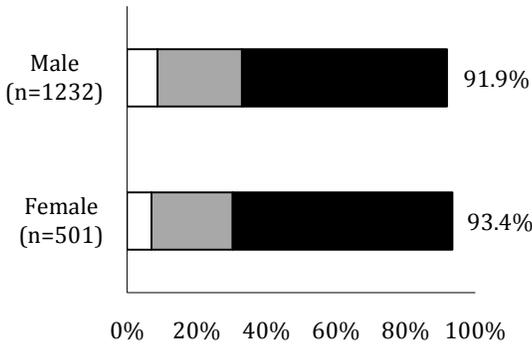
Q7: All special education services identified in my child's IEP have been provided.



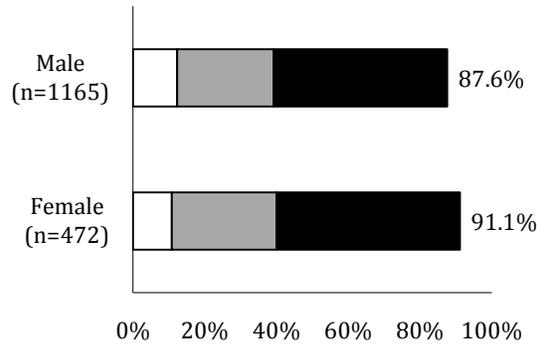
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



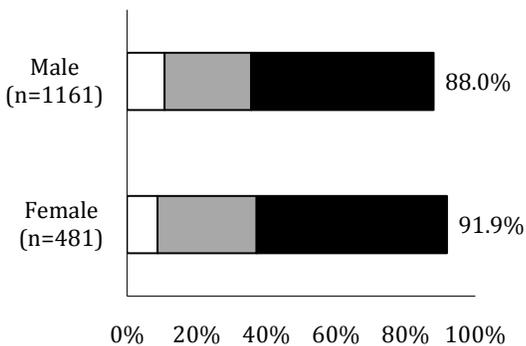
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



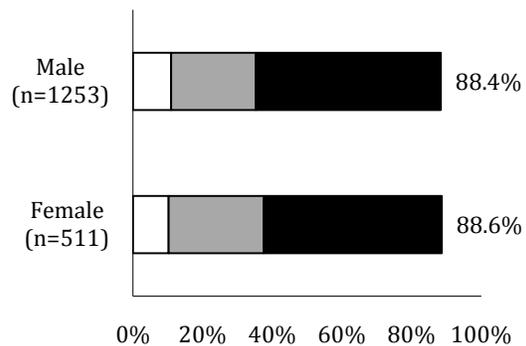
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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



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

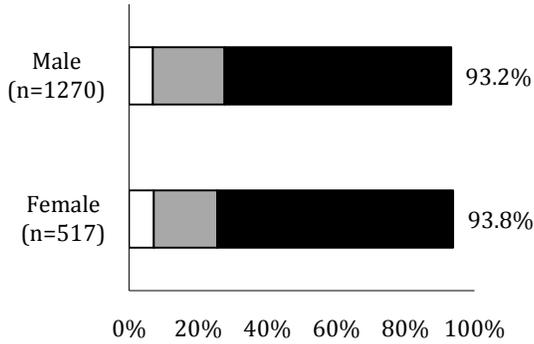


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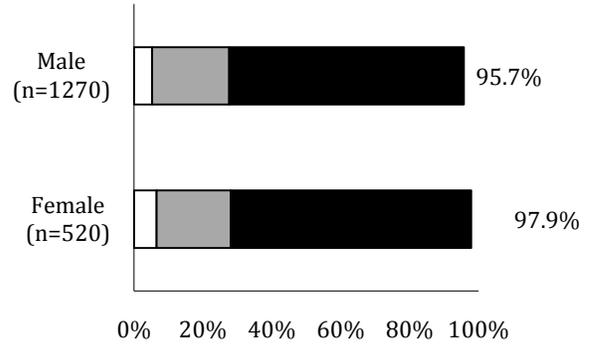
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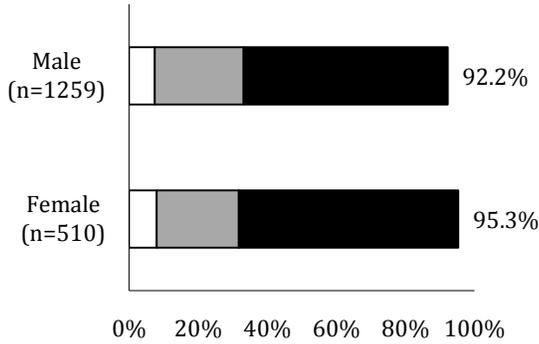
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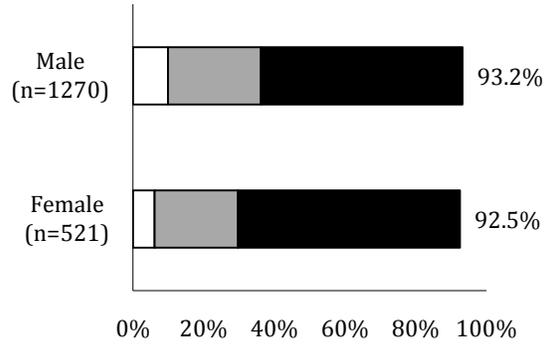
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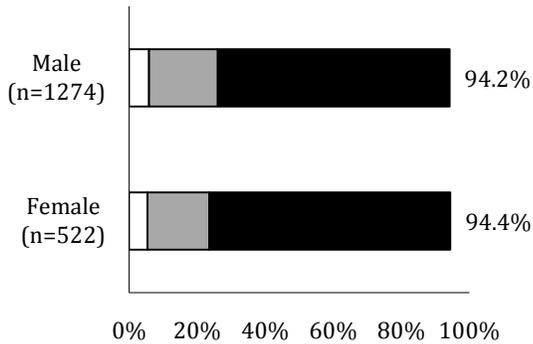
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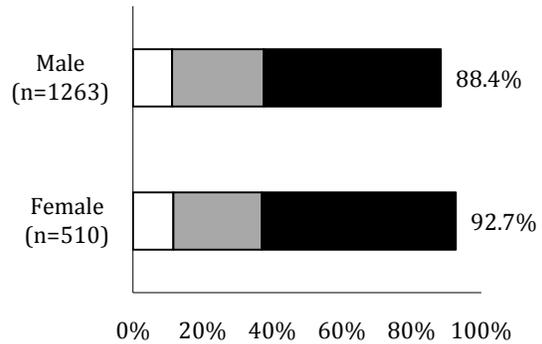
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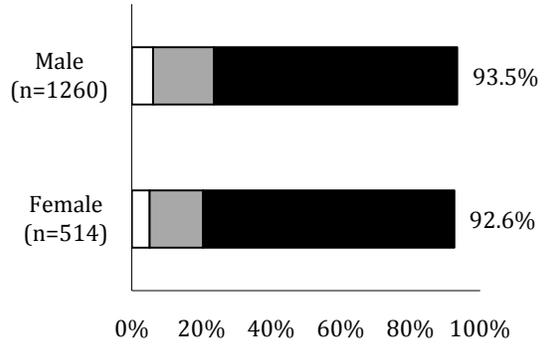
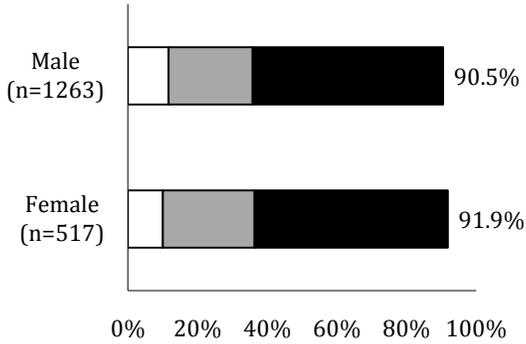
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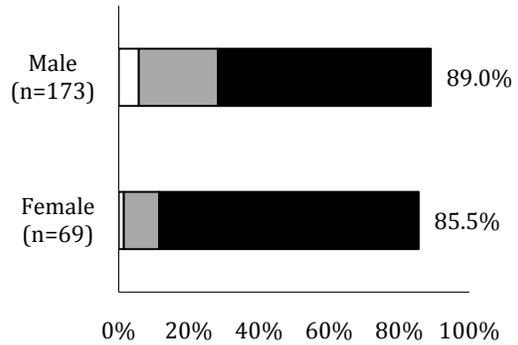
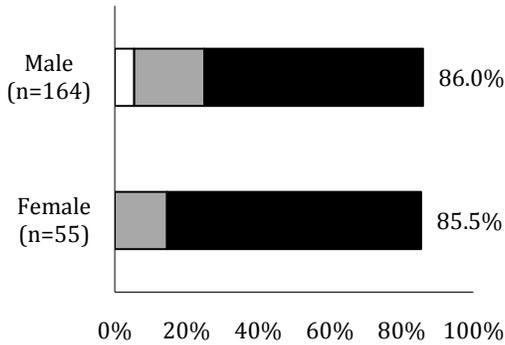
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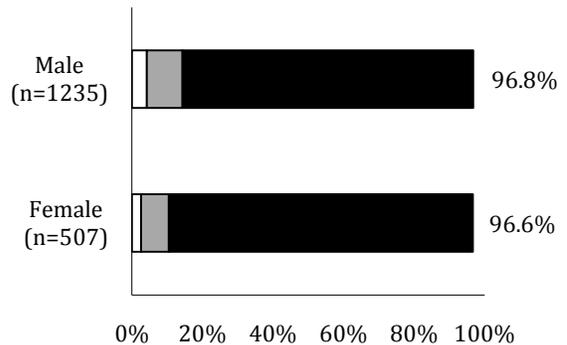
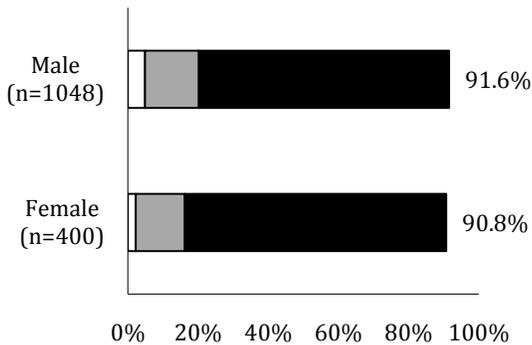
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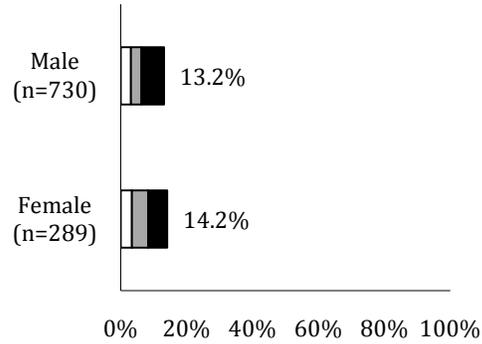
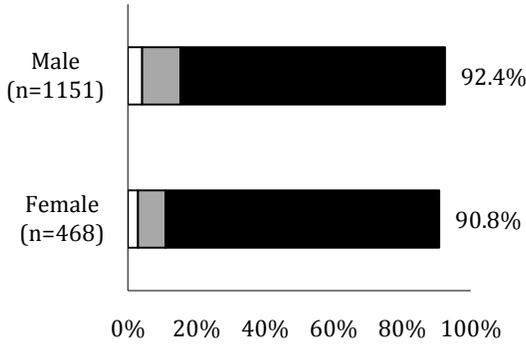
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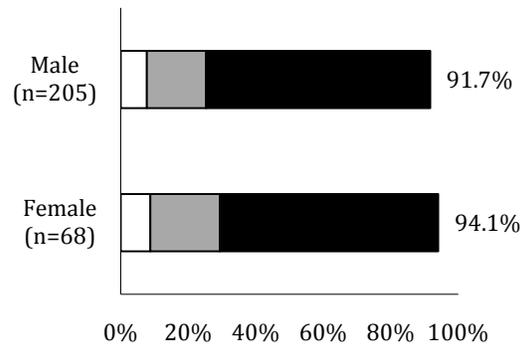
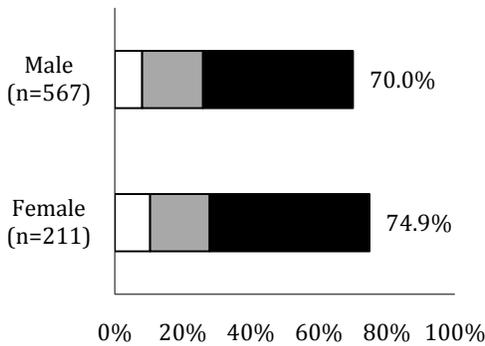
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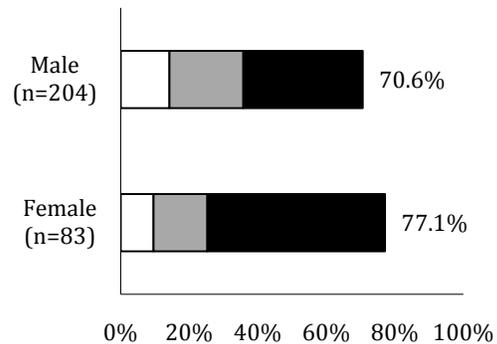
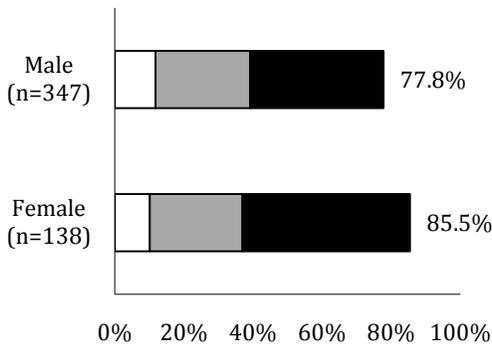
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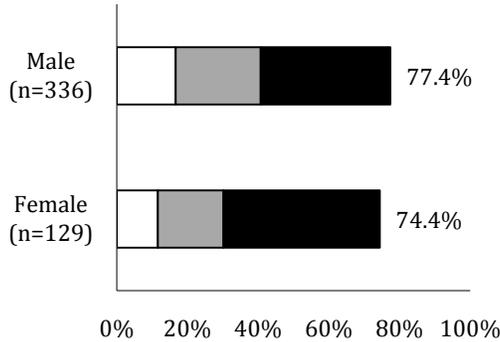


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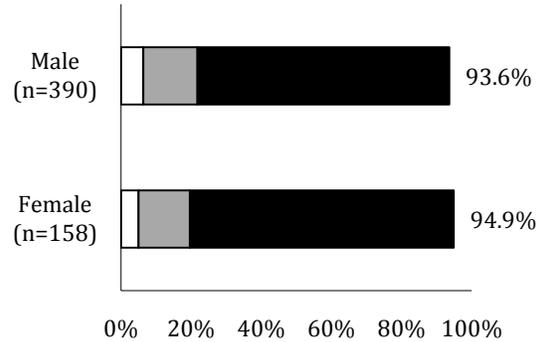
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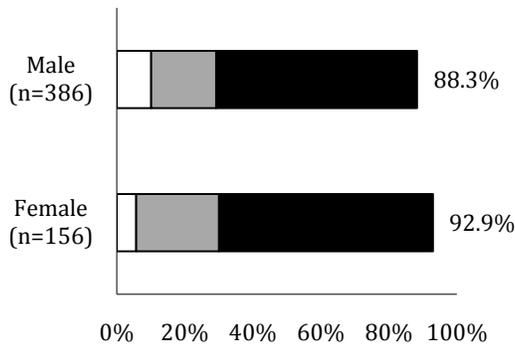
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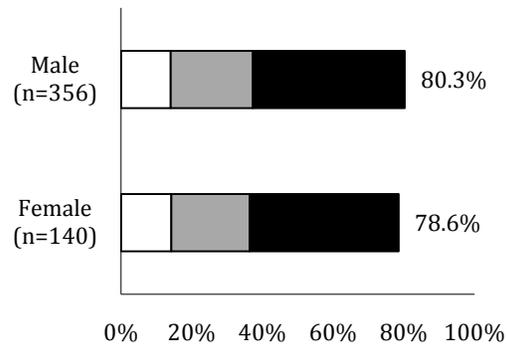
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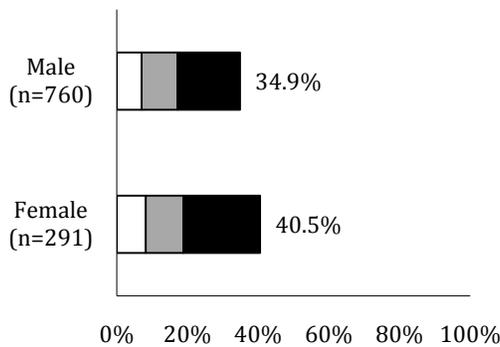
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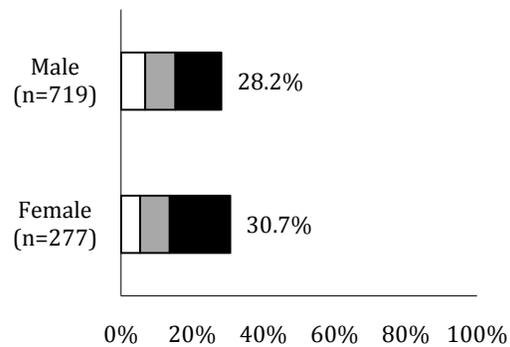
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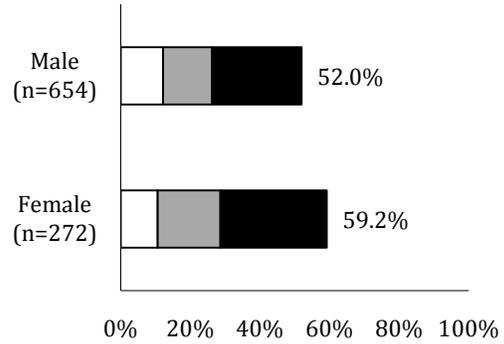
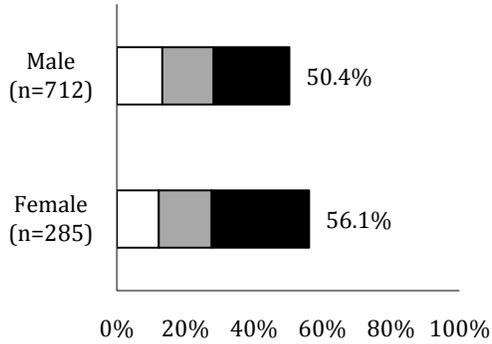
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.



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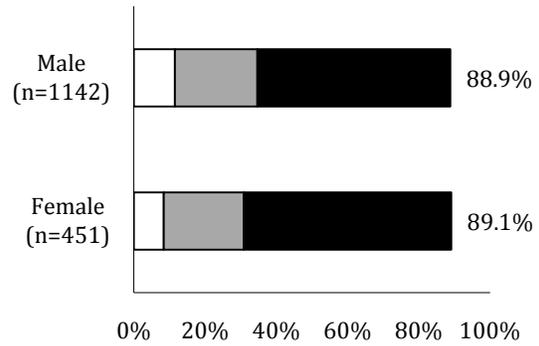
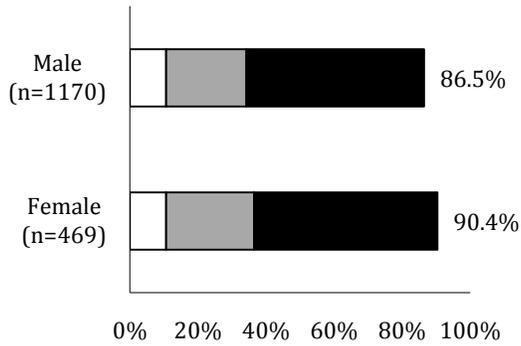
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Q40: My child is learning skills that will lead to a high school diploma, further education, or a job.



□ Slightly Agree

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■ Strongly Agree

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

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

Table D.1: Parent Survey Sampling Matrix

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

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

Appendix D.1: Survey Demographics by Year

Table D.1.1: Race/Ethnicity

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

Table D.1.2: Age

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

Table D.1.3: Grade Level

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

Table D.1.4: Gender

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

Table D.1.5: Type of Placement

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

Table D.1.6: Language of Surveys Received

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

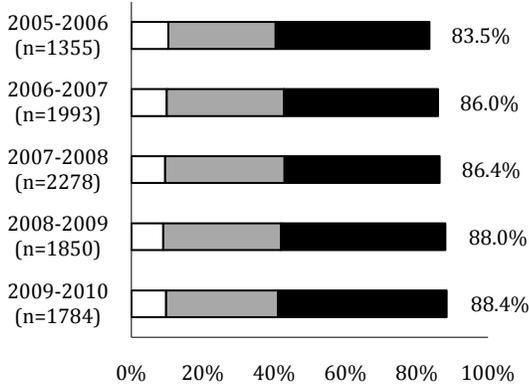
Table D.1.7: Disability

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

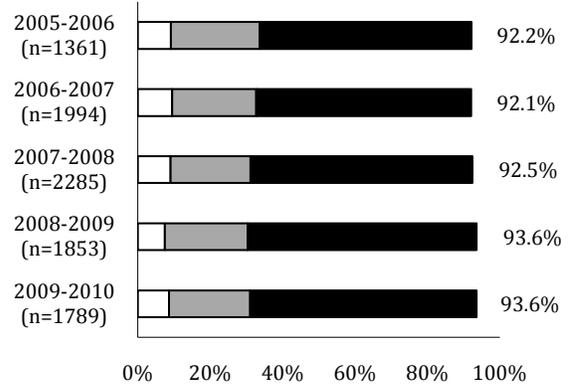
Note: "Other" was not an available response option on the 2007-2008, 2008-2009 or 2009-2010 survey questionnaire.

Appendix D.2: Survey Response by Year

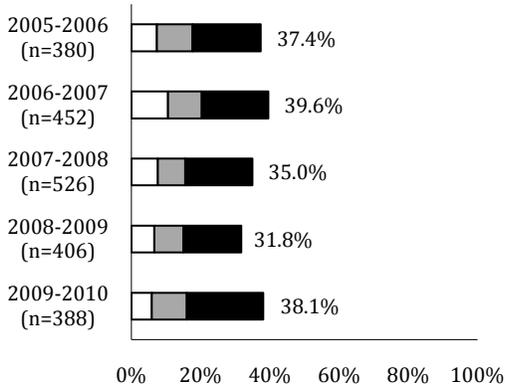
Q1: I am satisfied with my child's overall special education program.



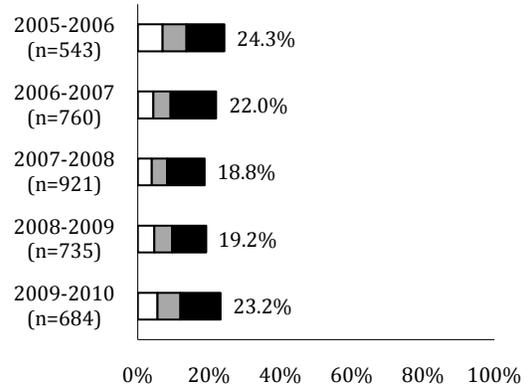
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



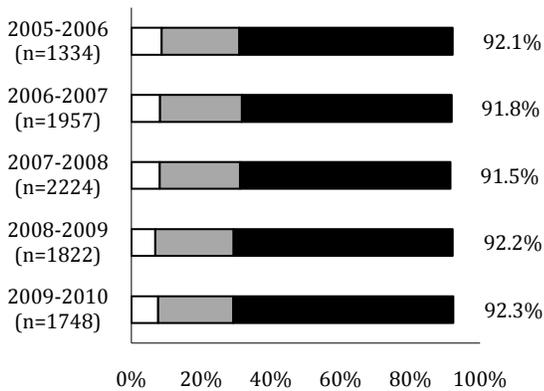
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



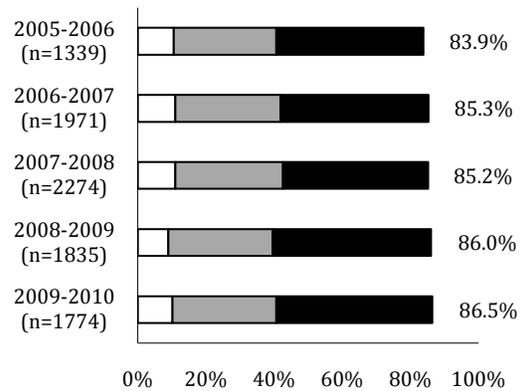
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



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

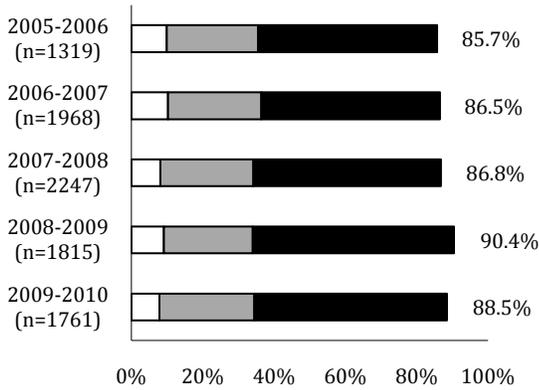


□ Slightly Agree

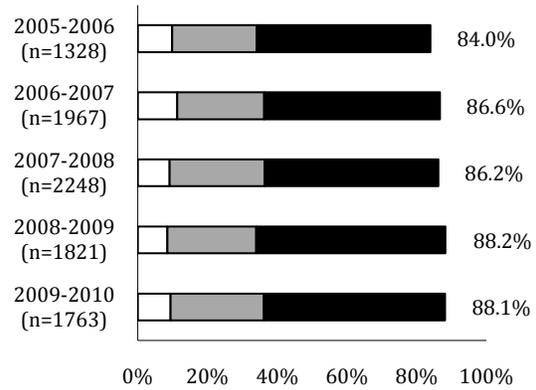
■ Moderately Agree

■ Strongly Agree

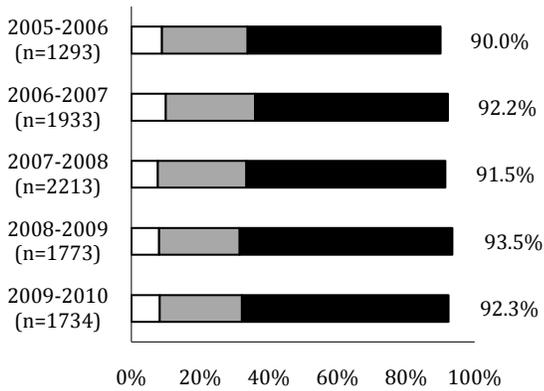
Q7: All special education services identified in my child's IEP have been provided.



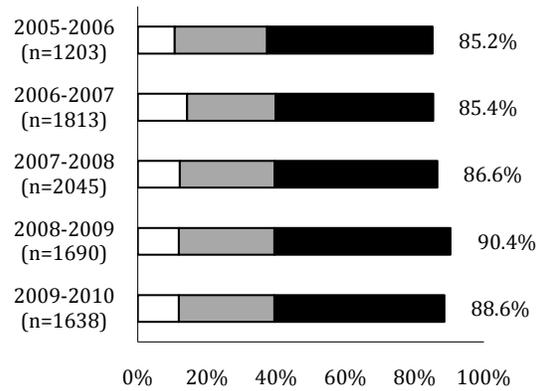
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



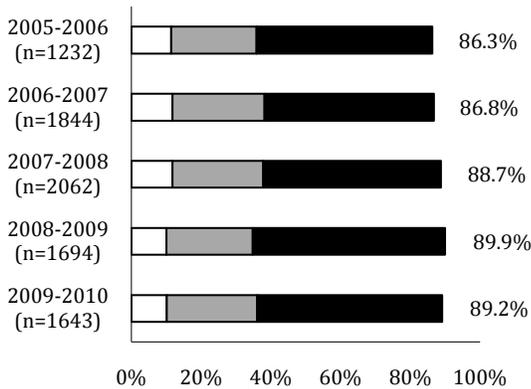
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



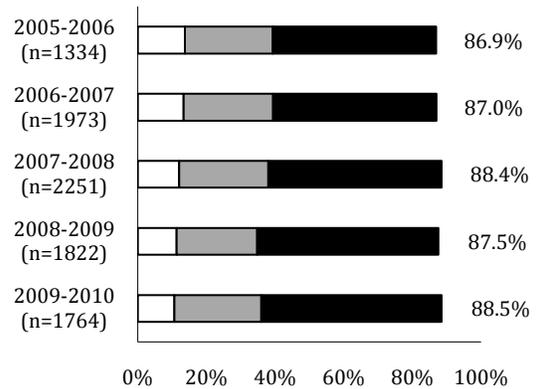
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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



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

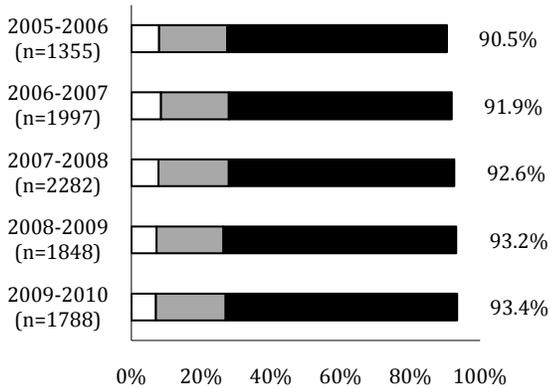


□ Slightly Agree

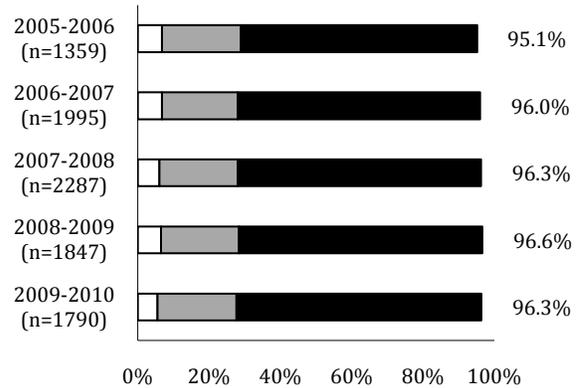
■ Moderately Agree

■ Strongly Agree

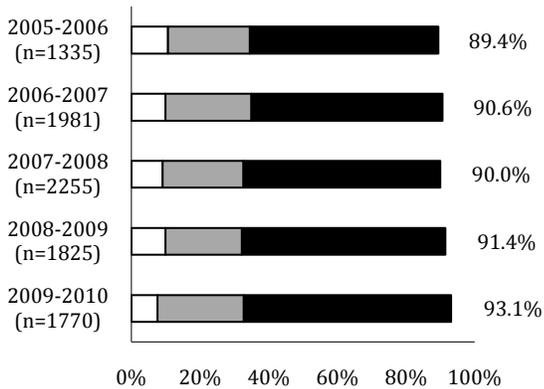
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



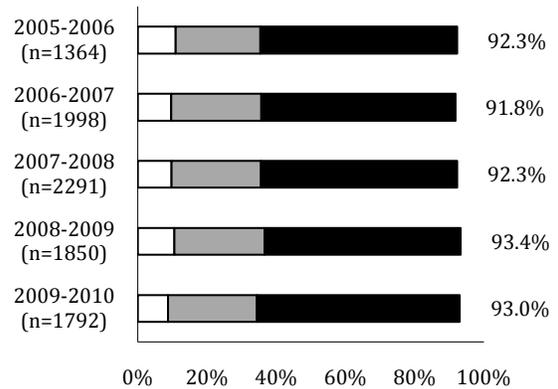
Q14: I understand what is discussed at meetings to develop my child's IEP.



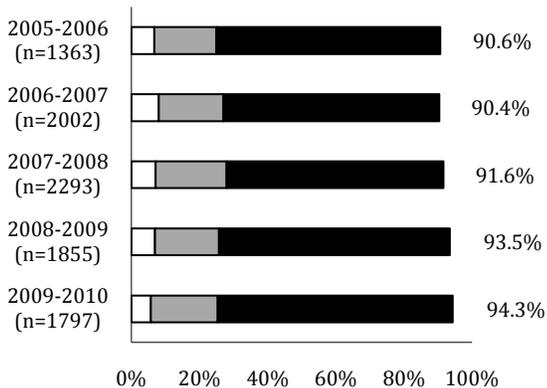
Q15: My concerns and recommendations are documented in the development of my child's IEP.



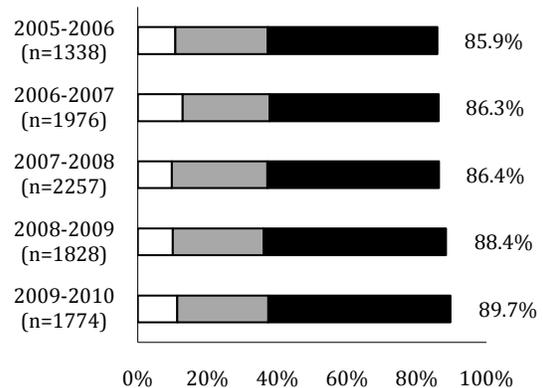
Q16: My child's evaluation report is written in terms I understand.



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

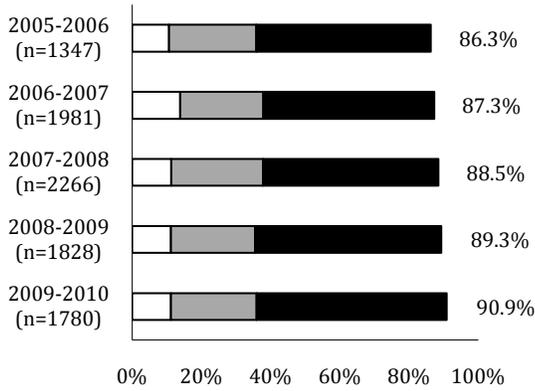


Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.

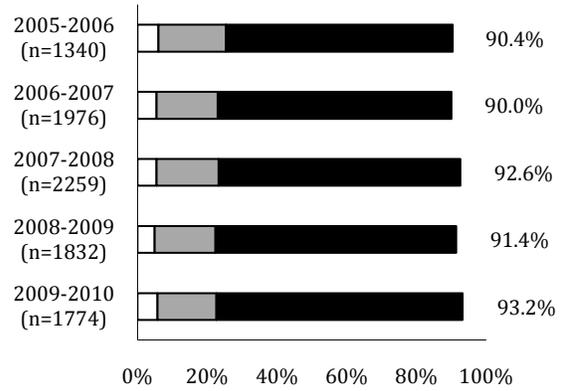


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

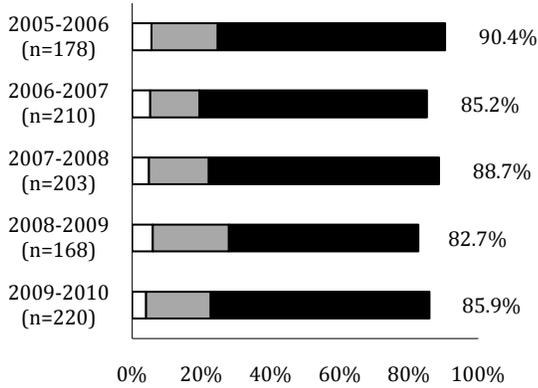
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.



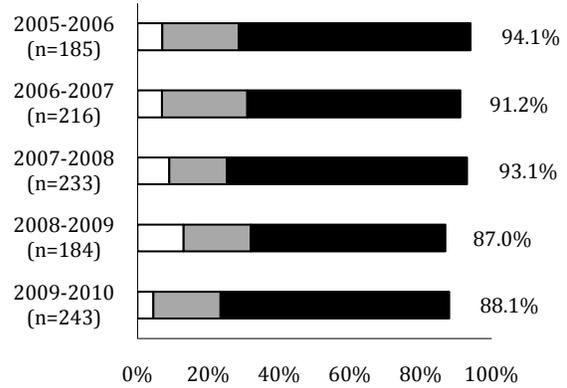
Q20: I have received a copy of my child's IEP within 5 school days after the PPT.



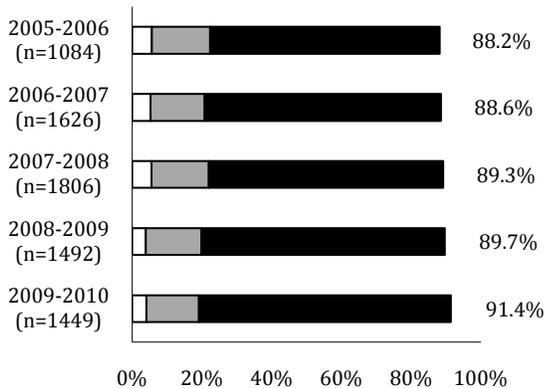
Q21: If necessary, a translator was provided at the PPT meetings.



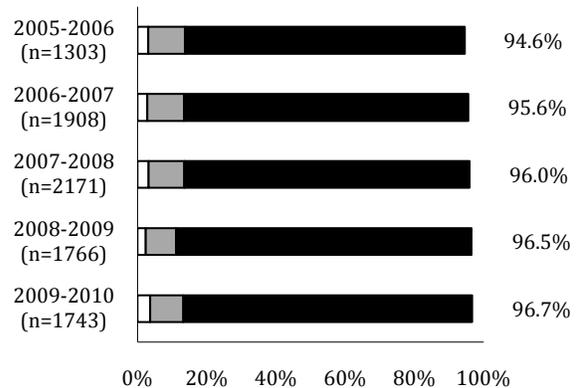
Q22: The translation services provided at the PPT meetings were useful and accurate.



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



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

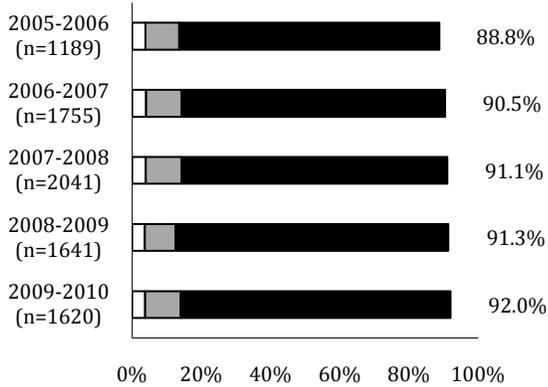


□ Slightly Agree

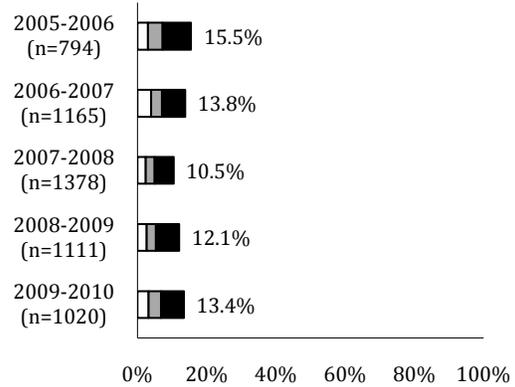
■ Moderately Agree

■ Strongly Agree

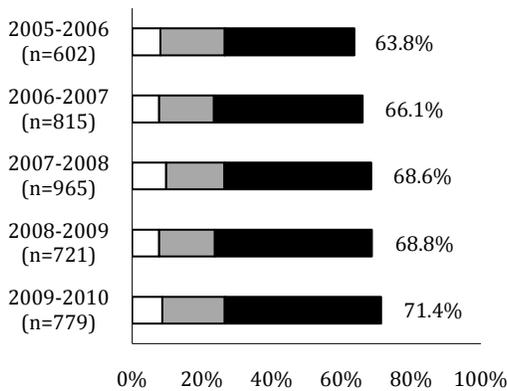
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



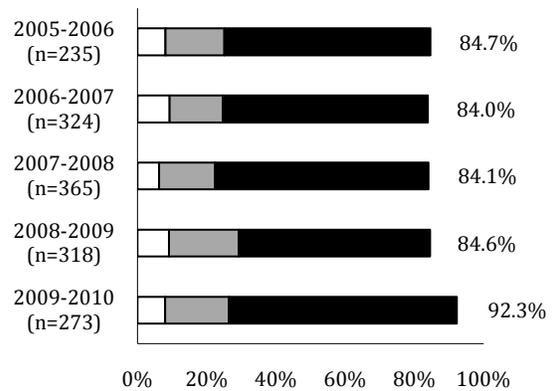
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



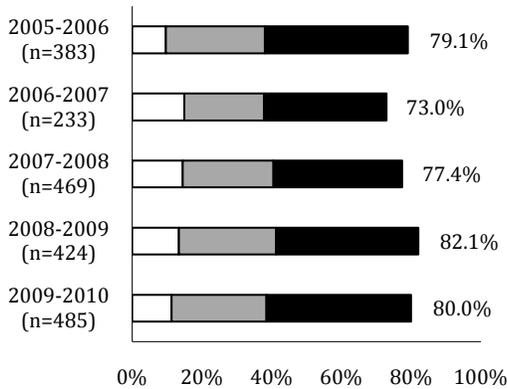
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).



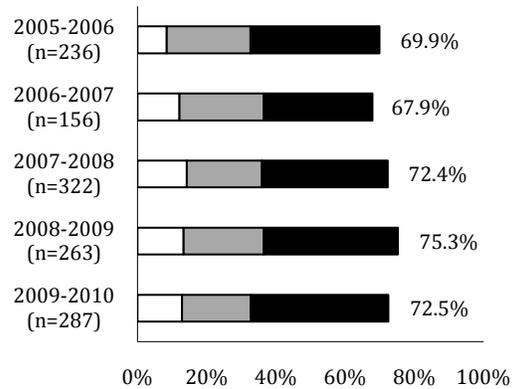
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (only answer if your child has transitioned from early intervention to Preschool in the past 3 years).



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

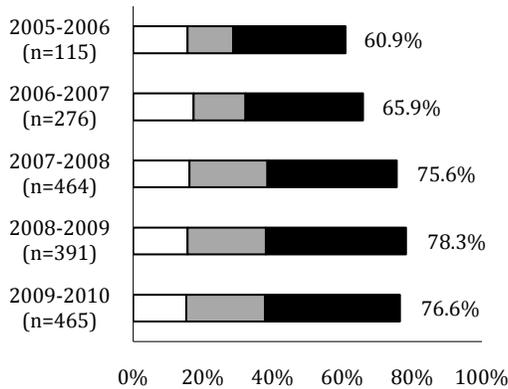


Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning (only answer if your child was age 15 or older at his/her last PPT meeting).

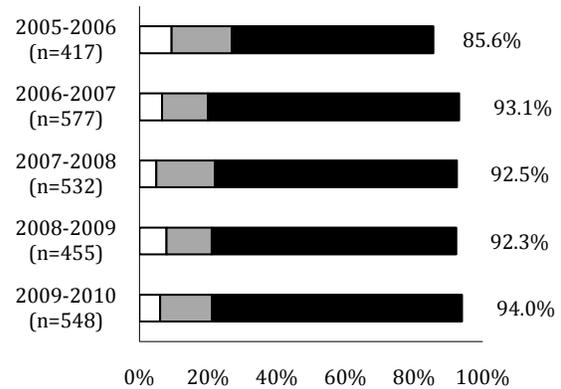


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

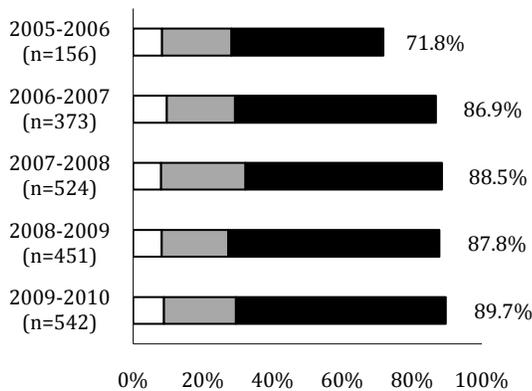
Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



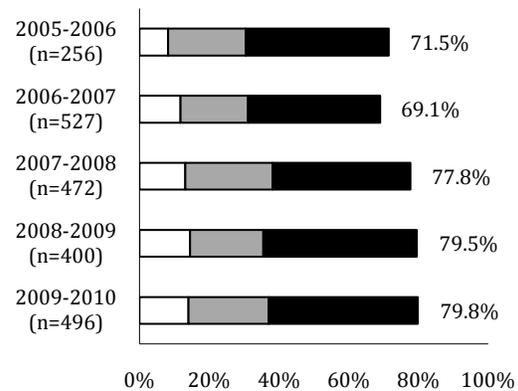
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



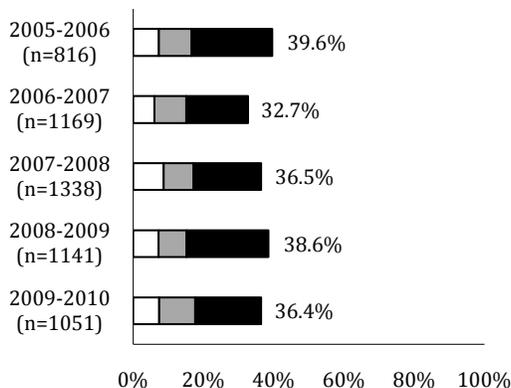
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



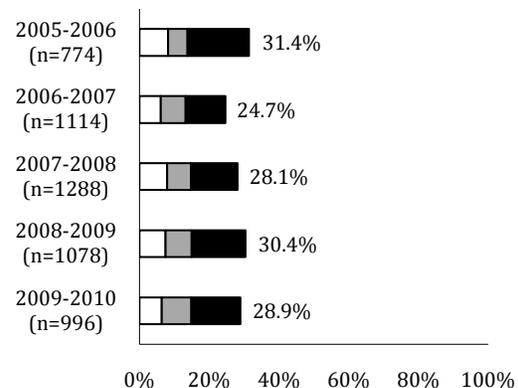
Q34: The PPT developed individualized goals for my child related to employment/postsecondary education; independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



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

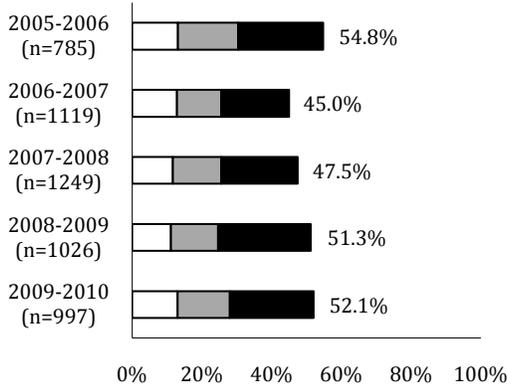


Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.

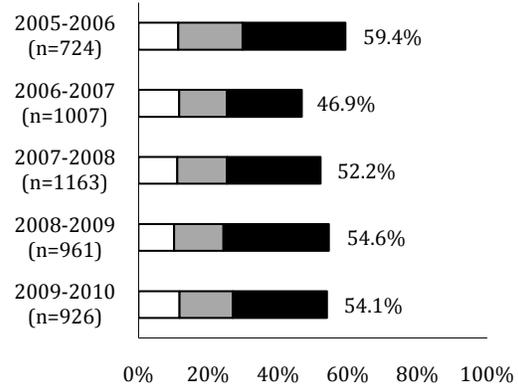


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

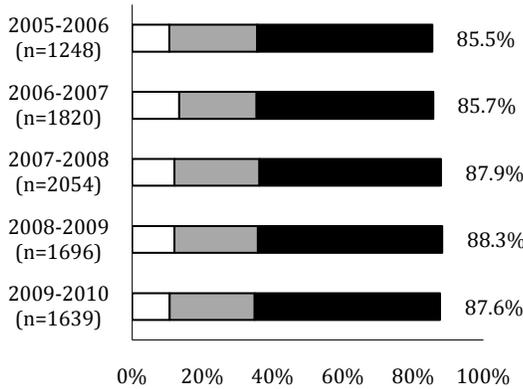
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.



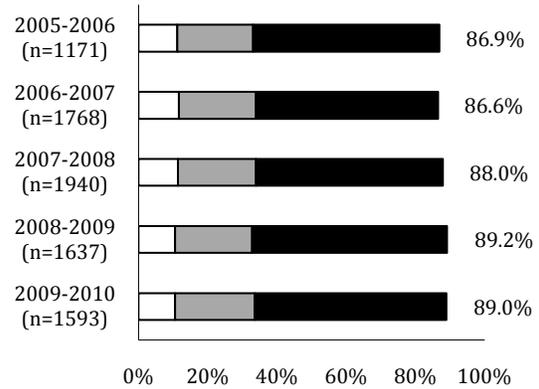
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



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



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



Slightly Agree
 Moderately Agree
 Strongly Agree

Appendix E: 2009-2010 CT Special Education Parent Survey



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

Please mark the circles below to describe your child. If you have more than one child who receives special education services or who has an IEP, please complete the survey according to your experiences with the child identified on the front of your survey envelope. Please return the completed survey by June 21, 2010 in the stamped envelope provided to:

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

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



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

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

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

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

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

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

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

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

Thank you for your valuable response!