

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Bethel Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Bethel Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Bethel Survey Findings</u>	Page 7
A.1: Bethel Survey Response Table	Page 8
A.2: Bethel Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

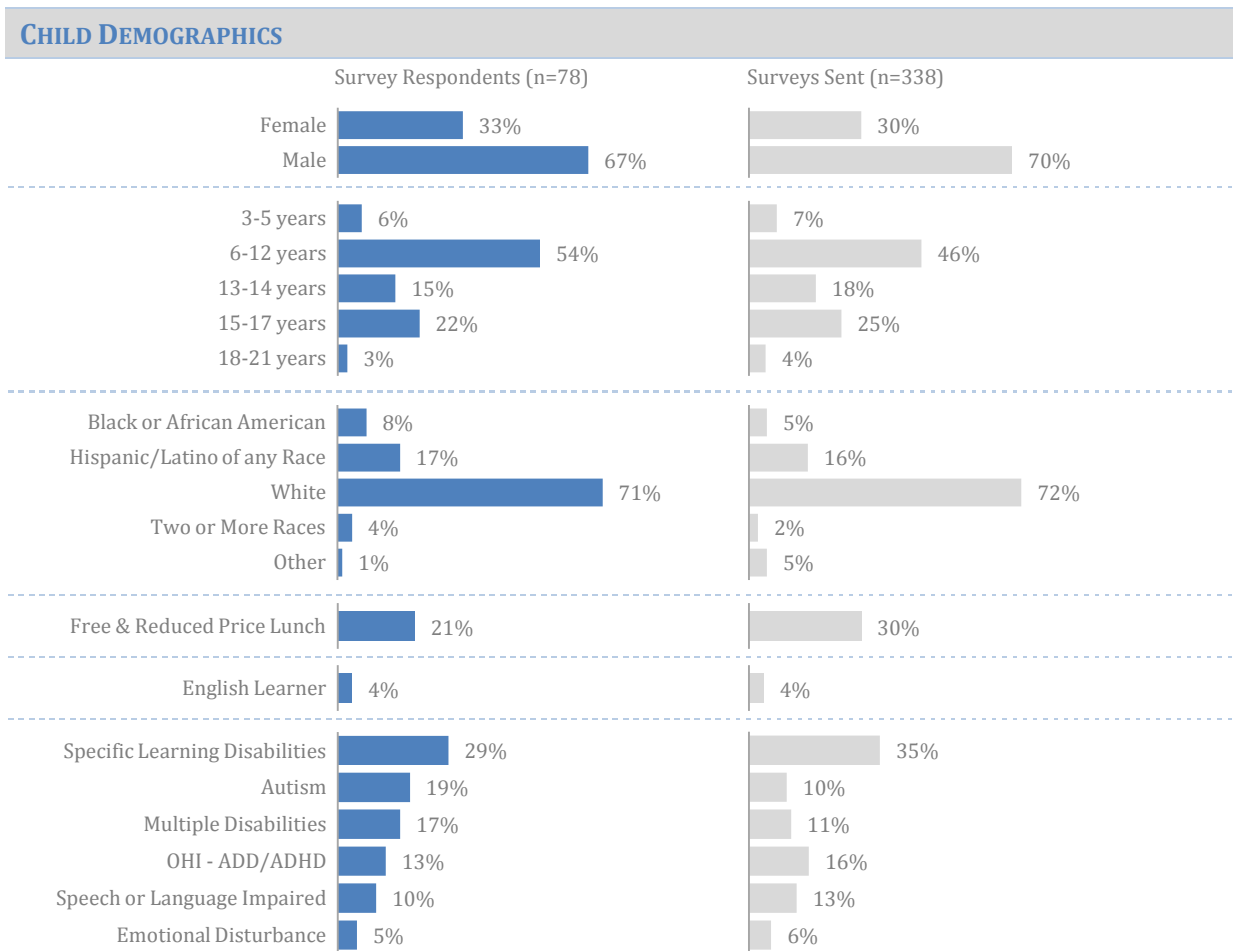
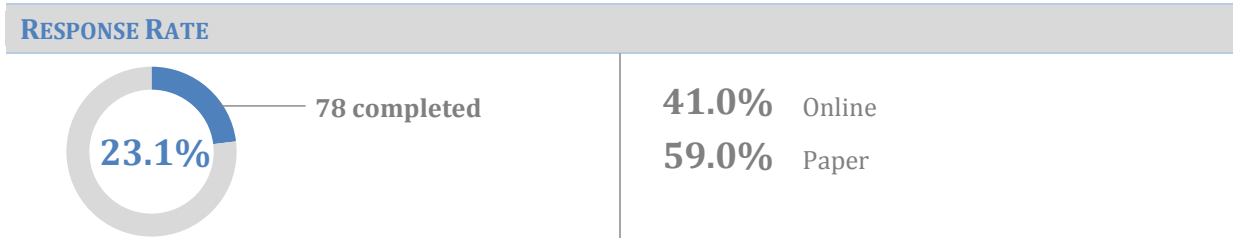
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Bethel Nexus District.





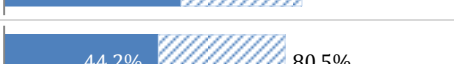





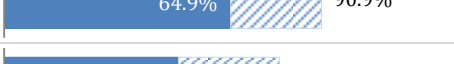

DELIVERY METHOD			
Mail	<b>338</b>	Mail Non-Deliverable Rate	<b>0.9%</b> (n=3)
Email	<b>89.6%</b> (n=303)	Email Non-Deliverable Rate	<b>14.2%</b> (n=43)



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Bethel Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=78]	 47.4% 79.5%	91.0%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=75]	 57.3% 86.7%	96.0%
3. My child is accepted within the school community. [n=77]	 48.1% 81.8%	94.8%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=78]	 43.6% 78.2%	92.3%
5. All special education services identified in my child’s IEP have been provided. [n=75]	 50.7% 85.3%	90.7%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=77]	 44.2% 80.5%	90.9%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=77]	 50.6% 89.6%	93.5%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=75]	 38.7% 70.7%	86.7%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=76]	 44.7% 77.6%	88.2%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=78]	 43.6% 76.9%	91.0%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=76]	 53.9% 84.2%	93.4%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=77]	 64.9% 90.9%	93.5%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=76]	 50.0% 78.9%	90.8%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=77]	54.5% 85.7%	92.2%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=77]	48.1% 85.7%	89.6%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=78]	46.2% 78.2%	89.7%
17. 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=76]	50.0% 85.5%	90.8%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=77]	68.8% 94.8%	97.4%
19. If necessary, a translator was provided at the PPT meetings. [n=46]	60.9% 73.9%	82.6%
20. The translation services provided at the PPT meetings were useful and accurate. [n=44]	59.1% 77.3%	86.4%
21. The school district proposed the regular classroom for my child as the first placement option. [n=75]	57.3% 77.3%	84.0%

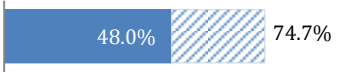
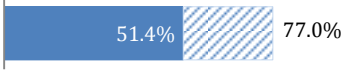


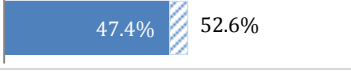
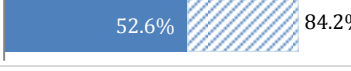
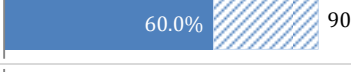
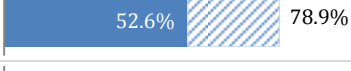

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=63]	15.9% 20.6%	22.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=76]	77.6% 92.1%	97.4%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=74]	67.6% 81.1%	87.8%
25. 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=72]	38.9% 48.6%	58.3%

*Parent Training and Support*

26. 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=67]	25.4% 34.3%	41.8%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=67]	20.9% 34.3%	40.3%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=77]	29.9% 44.2%	57.1%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=74]	27.0% 40.5%	48.6%

KEY: ■ Strongly Agree ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=75]	 48.0% 74.7%	84.0%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=74]	 51.4% 77.0%	86.5%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=6]	 83.3% 100.0%	100.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=19]	 47.4% 78.9%	89.5%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=19]	 47.4% 52.6%	57.9%
35. The PPT introduced planning for my child's transition to adulthood. [n=19]	 52.6% 84.2%	94.7%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=20]	 60.0% 90.0%	95.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=19]	 52.6% 78.9%	89.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=19]	 36.8% 68.4%	78.9%

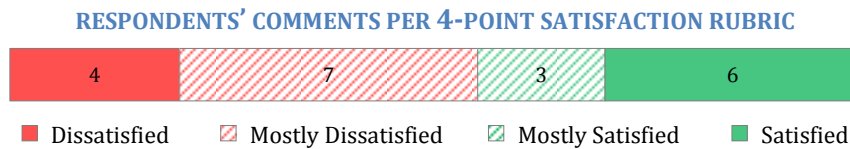
Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

KEY: ■ Strongly Agree ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child's special education program. Of the 78 surveys completed by parents in the Bethel Nexus District, 25.6% (n=20) included written comments. The comments were classified according to a 4-point rubric: "1" if the comment conveyed complete dissatisfaction; "2" if mostly dissatisfied; "3" if mostly satisfied; and "4" if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents' feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *I have overall been happy with our school system and the teachers that have helped my child get to where she is presently.*
- *Overall, I am very satisfied with the attention and services my child has received. The teachers have been very accommodating. My daughter did especially well with her special education teacher. He was very patient with her and helped her get excited about learning and working hard.*
- *I am very appreciative of the efforts of the staff at my son's school who have truly shown the true meaning of being educators by their interactions and positive attitudes, which has helped my son to flourish and be successful.*
- *The school system has been wonderful in supporting my daughter's education.*

### COMMENTS EXPRESSING DISSATISFACTION

- *Education still needs to be provided to teachers and staff about ADD/ADHD. It appears the teachers have minimal skills to assist a child with ADD.*
- *The IEP's are not parent-friendly and it is only after years of dealing with this school that I am getting more comfortable with them and learning to question and enforce things as needed. I also find that although conversation/discussions are had on modifications needed, if it is not specifically written into the IEP, it does not happen and information is not given to regular academic educators.*
- *My child has not had an appropriate transitional/fifth year program. It is very disappointing that the district is making up her plan as they go along. There needs to be something more for students who receive services after "graduating" especially when they are more capable than doing repetitive jobs.*
- *The director of the program in my town comes into PPT meetings with a set plan and is not dissuaded by any arguments the parent might make regardless of validity. I feel that I am not listened to in my district.*
- *More work is needed that trains school staff on the importance of listening to parental feedback. In addition, working with parents rather than saying no should be a priority. After all, the children are what is important, not who "wins." I have found that rather than seeking solutions, the school at times places blame on the outside environment versus looking within.*
- *I am strongly disappointed with the special education department in Bethel. The system is purely reactive, not in any way proactive. It took the district over a year to acknowledge my daughter's disability. Everything is an uphill battle. The initial response is always "no." I feel the school is understaffed. Too much responsibility is put on the general education teacher, who is put in an unfortunate position. My husband and I feel that she is receiving inadequate support. It is extremely disheartening and frustrating.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents' comments.

**APPENDIX A | BETHEL SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**



## APPENDIX A.1: BETHEL SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	78	2.6%	2.6%	3.8%	11.5%	32.1%	47.4%	±	9.0%	91.0%	79.5%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	75	0.0%	2.7%	1.3%	9.3%	29.3%	57.3%	±	4.0%	96.0%	86.7%
3. My child is accepted within the school community.	77	0.0%	2.6%	2.6%	13.0%	33.8%	48.1%	±	5.2%	94.8%	81.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	78	1.3%	6.4%	0.0%	14.1%	34.6%	43.6%	0.0%	7.7%	92.3%	78.2%
5. All special education services identified in my child's IEP have been provided.	75	2.7%	1.3%	4.0%	5.3%	34.7%	50.7%	1.3%	8.0%	90.7%	85.3%
6. Staff is appropriately trained and able to provide my child's specific program and services.	77	0.0%	2.6%	3.9%	10.4%	36.4%	44.2%	2.6%	6.5%	90.9%	80.5%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	77	1.3%	0.0%	5.2%	3.9%	39.0%	50.6%	0.0%	6.5%	93.5%	89.6%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	75	0.0%	1.3%	9.3%	16.0%	32.0%	38.7%	2.7%	10.7%	86.7%	70.7%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	76	1.3%	0.0%	2.6%	10.5%	32.9%	44.7%	7.9%	3.9%	88.2%	77.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	78	1.3%	1.3%	6.4%	14.1%	33.3%	43.6%	±	9.0%	91.0%	76.9%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	76	1.3%	2.6%	2.6%	9.2%	30.3%	53.9%	±	6.6%	93.4%	84.2%
12. I understand what is discussed at meetings to develop my child's IEP.	77	0.0%	3.9%	2.6%	2.6%	26.0%	64.9%	±	6.5%	93.5%	90.9%
13. My concerns and recommendations are documented in the development of my child's IEP.	76	2.6%	3.9%	2.6%	11.8%	28.9%	50.0%	±	9.2%	90.8%	78.9%
14. My child's evaluation report is written in terms I understand.	77	2.6%	1.3%	3.9%	6.5%	31.2%	54.5%	±	7.8%	92.2%	85.7%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	77	2.6%	5.2%	2.6%	3.9%	37.7%	48.1%	±	10.4%	89.6%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	78	1.3%	7.7%	1.3%	11.5%	32.1%	46.2%	±	10.3%	89.7%	78.2%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	76	2.6%	1.3%	5.3%	5.3%	35.5%	50.0%	±	9.2%	90.8%	85.5%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	77	1.3%	0.0%	1.3%	2.6%	26.0%	68.8%	±	2.6%	97.4%	94.8%
19. If necessary, a translator was provided at the PPT meetings.	46	13.0%	0.0%	4.3%	8.7%	13.0%	60.9%	±	17.4%	82.6%	73.9%
20. The translation services provided at the PPT meetings were useful and accurate.	44	11.4%	0.0%	2.3%	9.1%	18.2%	59.1%	±	13.6%	86.4%	77.3%
21. The school district proposed the regular classroom for my child as the first placement option.	75	2.7%	1.3%	2.7%	6.7%	20.0%	57.3%	9.3%	6.7%	84.0%	77.3%

Table is continued on the next page.

## APPENDIX A.1: BETHEL SURVEY RESPONSE TABLE (CONTINUED)

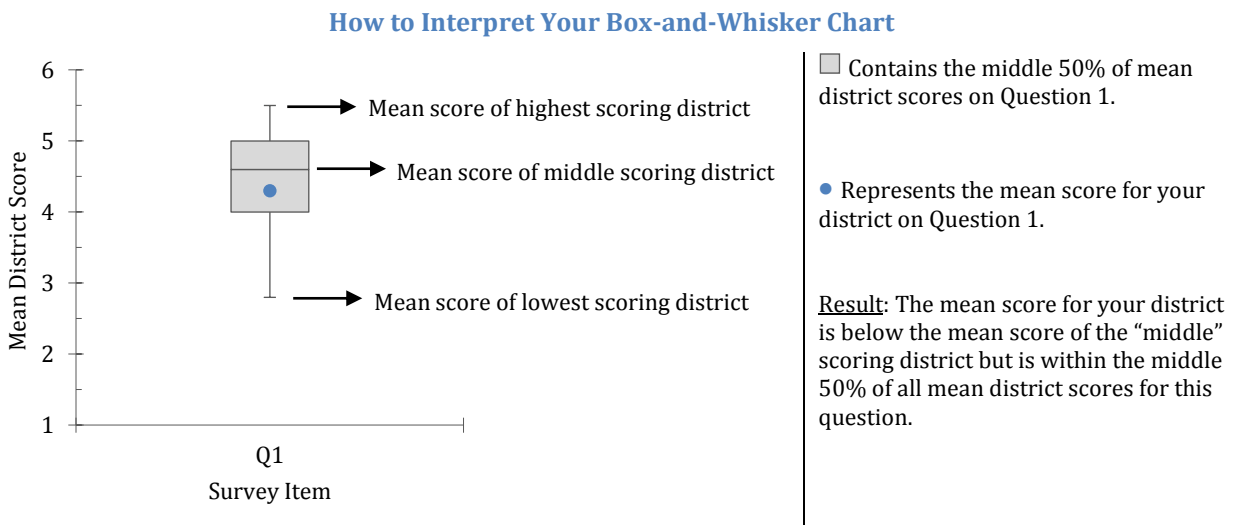
	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	63	73.0%	4.8%	0.0%	1.6%	4.8%	15.9%	±	77.8%	22.2%	20.6%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	76	1.3%	1.3%	0.0%	5.3%	14.5%	77.6%	±	2.6%	97.4%	92.1%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	74	8.1%	1.4%	2.7%	6.8%	13.5%	67.6%	±	12.2%	87.8%	81.1%
25. 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).	72	8.3%	4.2%	2.8%	9.7%	9.7%	38.9%	26.4%	15.3%	58.3%	48.6%
26. 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.	67	35.8%	11.9%	10.4%	7.5%	9.0%	25.4%	±	58.2%	41.8%	34.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	67	35.8%	10.4%	13.4%	6.0%	13.4%	20.9%	±	59.7%	40.3%	34.3%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	77	10.4%	3.9%	6.5%	13.0%	14.3%	29.9%	22.1%	20.8%	57.1%	44.2%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	74	10.8%	2.7%	12.2%	8.1%	13.5%	27.0%	25.7%	25.7%	48.6%	40.5%
30. My child is learning skills that will enable him/her to be as independent as possible.	75	6.7%	4.0%	5.3%	9.3%	26.7%	48.0%	±	16.0%	84.0%	74.7%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	74	2.7%	4.1%	6.8%	9.5%	25.7%	51.4%	±	13.5%	86.5%	77.0%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	6	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%	±	0.0%	100.0%	100.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	19	5.3%	5.3%	0.0%	10.5%	31.6%	47.4%	±	10.5%	89.5%	78.9%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	19	10.5%	0.0%	5.3%	5.3%	5.3%	47.4%	26.3%	15.8%	57.9%	52.6%
35. The PPT introduced planning for my child's transition to adulthood.	19	0.0%	5.3%	0.0%	10.5%	31.6%	52.6%	±	5.3%	94.7%	84.2%
36. The school district actively encourages my child to attend and participate in PPT meetings.	20	0.0%	0.0%	5.0%	5.0%	30.0%	60.0%	±	5.0%	95.0%	90.0%
37. The PPT discussed an appropriate course of study at the high school for my child.	19	5.3%	5.3%	0.0%	10.5%	26.3%	52.6%	±	10.5%	89.5%	78.9%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	19	10.5%	10.5%	0.0%	10.5%	31.6%	36.8%	±	21.1%	78.9%	68.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: BETHEL BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>



Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

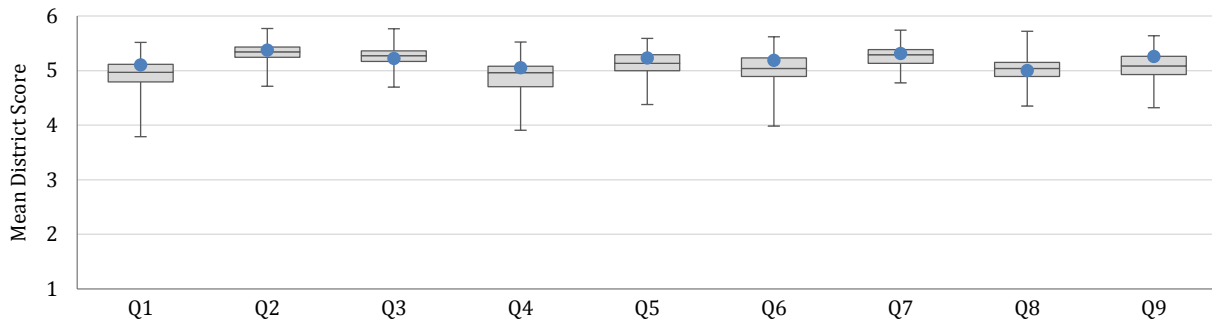
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

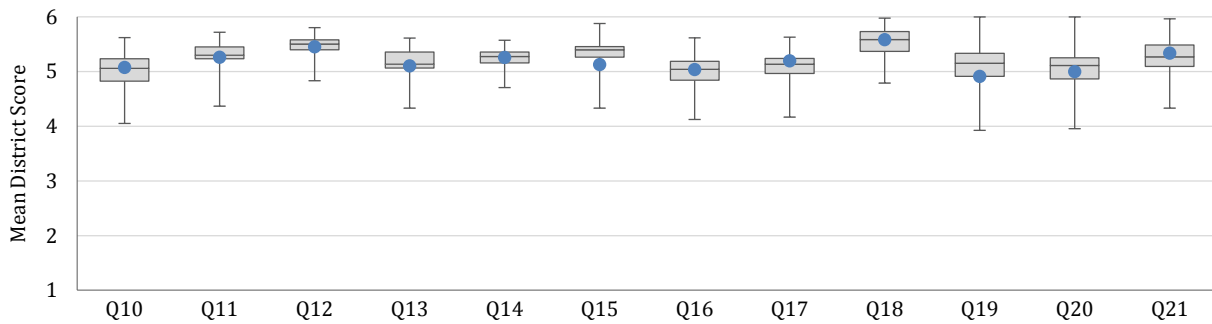
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: BETHEL BOX-AND-WHISKER CHARTS (CONTINUED)**

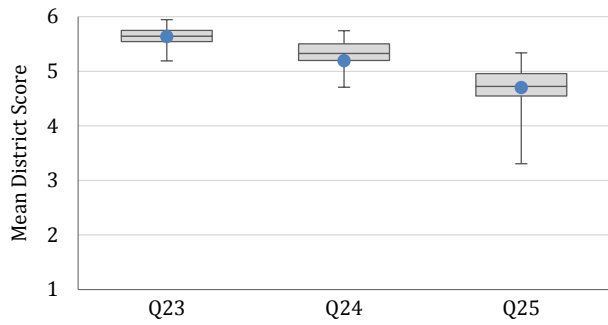
**SATISFACTION WITH MY CHILD'S PROGRAM**



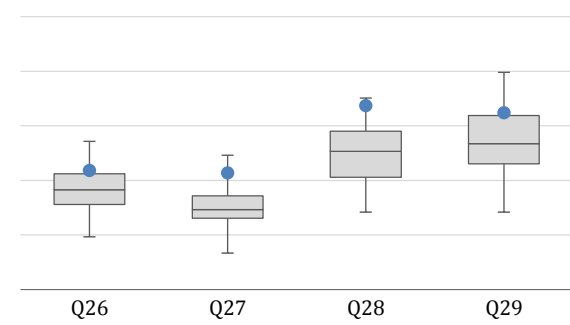
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



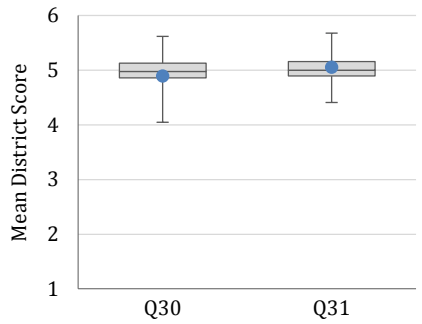
**MY CHILD'S PARTICIPATION**



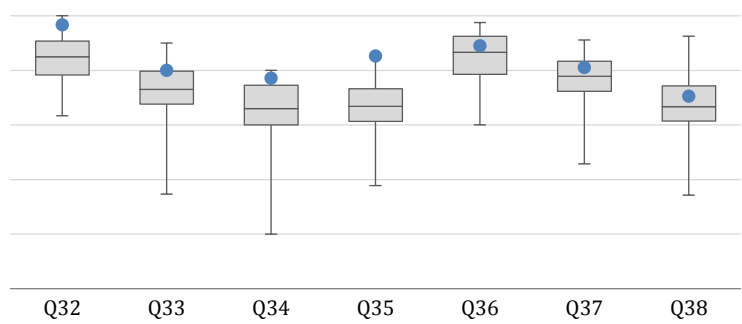
**PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS**



**TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.



2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Bolton Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Bolton Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Bolton Survey Findings</u>	Page 7
A.1: Bolton Survey Response Table	Page 8
A.2: Bolton Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

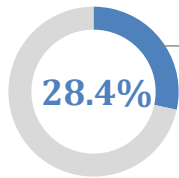
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Bolton Nexus District.

### DELIVERY METHOD

Mail	<b>95</b>	Mail Non-Deliverable Rate	<b>4.2%</b> (n=4)
Email	<b>96.8%</b> (n=92)	Email Non-Deliverable Rate	<b>21.7%</b> (n=20)

### RESPONSE RATE

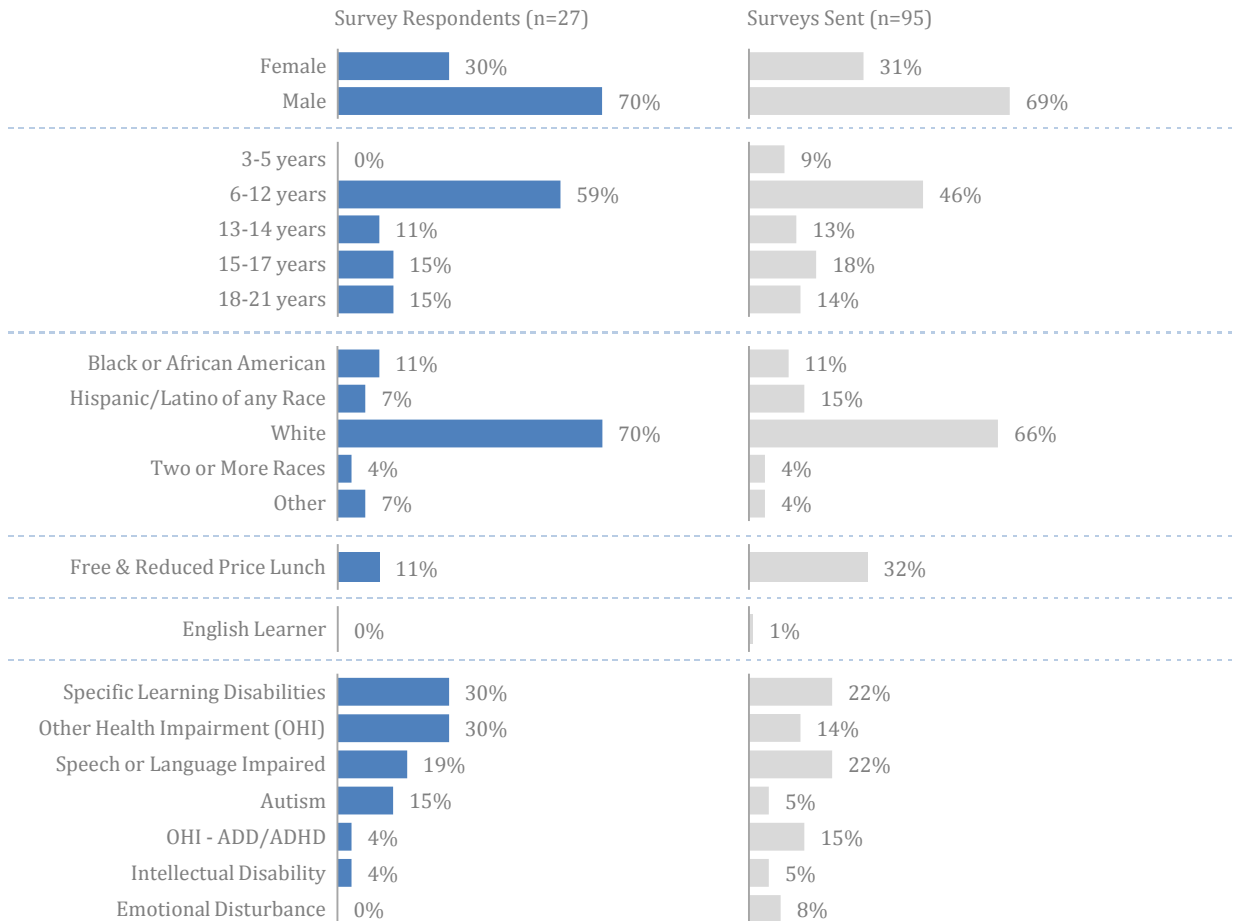


27 completed

**66.7%** Online

**33.3%** Paper


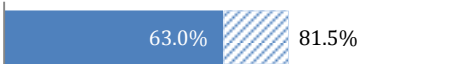
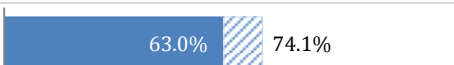

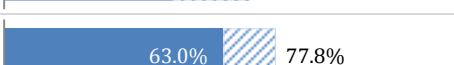









### CHILD DEMOGRAPHICS



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS


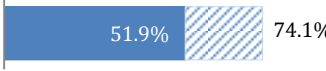
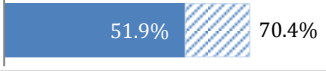
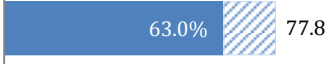
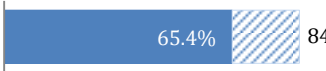
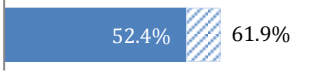
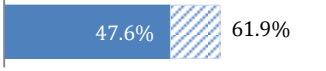

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Bolton Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=27]	 44.4% 74.1%	77.8%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=27]	 63.0% 81.5%	85.2%
3. My child is accepted within the school community. [n=27]	 63.0% 74.1%	81.5%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=27]	 48.1% 70.4%	74.1%
5. All special education services identified in my child’s IEP have been provided. [n=27]	 63.0% 77.8%	85.2%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=27]	 59.3% 81.5%	81.5%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=27]	 59.3% 81.5%	88.9%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=26]	 57.7% 73.1%	80.8%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=26]	 61.5% 69.2%	73.1%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=27]	 51.9% 63.0%	81.5%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=27]	 59.3% 70.4%	77.8%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=27]	 55.6% 85.2%	96.3%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=27]	 51.9% 66.7%	77.8%
KEY:  Strongly Agree  Moderately Agree		



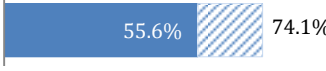

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------





*Participation in My Child's Program (Continued)*



14. My child's evaluation report is written in terms I understand. [n=26]		84.6%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=27]		85.2%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=27]		74.1%
17. 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=27]		81.5%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=26]		92.3%
19. If necessary, a translator was provided at the PPT meetings. [n=21]		76.2%
20. The translation services provided at the PPT meetings were useful and accurate. [n=21]		76.2%
21. The school district proposed the regular classroom for my child as the first placement option. [n=26]		57.7%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=26]		7.7%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=27]		85.2%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=27]		77.8%
25. 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=26]		65.4%

*Parent Training and Support*

26. 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=27]		18.5%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=27]		18.5%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=25]		24.0%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=26]		30.8%

KEY:  Strongly Agree  Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=26]	46.2% 69.2%	76.9%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=27]	40.7% 74.1%	85.2%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=1]	100.0% 100.0%	100.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=9]	44.4%	55.6%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=9]	22.2%	22.2%
35. The PPT introduced planning for my child's transition to adulthood. [n=9]	33.3%	44.4%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=10]	20.0% 50.0%	80.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=10]	30.0% 50.0%	70.0%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=9]	33.3%	44.4%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

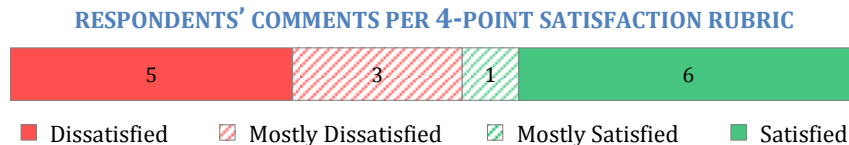
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: Strongly Agree Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 27 surveys completed by parents in the Bolton Nexus District, 55.6% (n=15) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *The school encourages acceptance and respect. I feel that my child is gaining a wonderful education in an encouraging and accepting environment. His self-confidence and independence has certainly been very positively impacted due to the school system. As parents, we feel very blessed to be part of such an embracing community.*
- *Bolton Center School has been wonderful in helping our daughter get through middle school. Overall, she has been able to keep up with kids in the school.*
- *The Bolton District has been wonderful in working with my child and getting him the services he needs to be successful. They are positive and have a lot of patience to work with him, and they are a great support to me and my husband.*
- *The school staff and teachers have been great with my family. They are open and include us in every decision. I love Bolton Center.*

### COMMENTS EXPRESSING DISSATISFACTION

- *They never allow time for parents to speak, discuss their concerns, or add input. Parents are not equal members of the team. Parents are expected to sit at a PPT and listen to each staff give a report and recommendations. Because staff put forth a recommendation, it is expected that the parents will simply agree. To this day the district refuses to accept my child’s diagnosis thus they cannot make a plan that is appropriate for our child. The school bullies parents when they attempt to advocate for their children. We are very concerned for our child’s future. We are watching our child fall further and further behind his peers.*
- *At every single request they tell parents no. All parents, not just me – unless parents are knowledgeable enough about the law to challenge them. I know they have threatened parents with taking them to due process over their requests so that parents withdraw their requests out of fear of the cost of due process. We are willing to do whatever it takes for our son, but many other parents do not have the monetary means to challenge the director and she knows that and takes advantage of it. All special education students are paying a very steep price.*
- *This district hinders the special education process every way possible. They bully families trying to exercise their rights. Yes, I can file a complaint but I am trying to keep my family afloat and do not have time for mountains of paperwork. Even scheduling meetings becomes a ridiculous game.*
- *My child has been a target for bullies. The school has not contacted the parents of the bully. When reports are made, the school turns on the victim. My child is now scared to report.*
- *There is a great deal of bullying that goes on. The staff make no attempts to foster relationships with typical peers.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

**APPENDIX A | BOLTON SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**



## APPENDIX A.1: BOLTON SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	27	11.1%	7.4%	3.7%	3.7%	29.6%	44.4%	±	22.2%	77.8%	74.1%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	27	0.0%	3.7%	11.1%	3.7%	18.5%	63.0%	±	14.8%	85.2%	81.5%
3. My child is accepted within the school community.	27	11.1%	7.4%	0.0%	7.4%	11.1%	63.0%	±	18.5%	81.5%	74.1%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	27	11.1%	11.1%	3.7%	3.7%	22.2%	48.1%	0.0%	25.9%	74.1%	70.4%
5. All special education services identified in my child's IEP have been provided.	27	3.7%	3.7%	7.4%	7.4%	14.8%	63.0%	0.0%	14.8%	85.2%	77.8%
6. Staff is appropriately trained and able to provide my child's specific program and services.	27	11.1%	0.0%	3.7%	0.0%	22.2%	59.3%	3.7%	14.8%	81.5%	81.5%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	27	3.7%	3.7%	3.7%	7.4%	22.2%	59.3%	0.0%	11.1%	88.9%	81.5%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	26	3.8%	3.8%	3.8%	7.7%	15.4%	57.7%	7.7%	11.5%	80.8%	73.1%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	26	0.0%	3.8%	7.7%	3.8%	7.7%	61.5%	15.4%	11.5%	73.1%	69.2%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	27	11.1%	3.7%	3.7%	18.5%	11.1%	51.9%	±	18.5%	81.5%	63.0%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	27	14.8%	3.7%	3.7%	7.4%	11.1%	59.3%	±	22.2%	77.8%	70.4%
12. I understand what is discussed at meetings to develop my child's IEP.	27	3.7%	0.0%	0.0%	11.1%	29.6%	55.6%	±	3.7%	96.3%	85.2%
13. My concerns and recommendations are documented in the development of my child's IEP.	27	18.5%	3.7%	0.0%	11.1%	14.8%	51.9%	±	22.2%	77.8%	66.7%
14. My child's evaluation report is written in terms I understand.	26	0.0%	3.8%	11.5%	11.5%	34.6%	38.5%	±	15.4%	84.6%	73.1%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	27	7.4%	0.0%	7.4%	11.1%	22.2%	51.9%	±	14.8%	85.2%	74.1%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	27	7.4%	7.4%	11.1%	3.7%	18.5%	51.9%	±	25.9%	74.1%	70.4%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	27	7.4%	3.7%	7.4%	3.7%	14.8%	63.0%	±	18.5%	81.5%	77.8%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	26	3.8%	0.0%	3.8%	7.7%	19.2%	65.4%	±	7.7%	92.3%	84.6%
19. If necessary, a translator was provided at the PPT meetings.	21	19.0%	0.0%	4.8%	14.3%	9.5%	52.4%	±	23.8%	76.2%	61.9%
20. The translation services provided at the PPT meetings were useful and accurate.	21	19.0%	0.0%	4.8%	14.3%	14.3%	47.6%	±	23.8%	76.2%	61.9%
21. The school district proposed the regular classroom for my child as the first placement option.	26	23.1%	0.0%	0.0%	0.0%	19.2%	38.5%	19.2%	23.1%	57.7%	57.7%

Table is continued on the next page.

## APPENDIX A.1: BOLTON SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	26	84.6%	3.8%	3.8%	0.0%	3.8%	3.8%	±	92.3%	7.7%	7.7%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	27	7.4%	7.4%	0.0%	0.0%	14.8%	70.4%	±	14.8%	85.2%	85.2%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	27	18.5%	0.0%	3.7%	3.7%	18.5%	55.6%	±	22.2%	77.8%	74.1%
25. 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).	26	19.2%	3.8%	3.8%	11.5%	19.2%	34.6%	7.7%	26.9%	65.4%	53.8%
26. 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.	27	63.0%	14.8%	3.7%	3.7%	11.1%	3.7%	±	81.5%	18.5%	14.8%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	27	44.4%	14.8%	22.2%	3.7%	11.1%	3.7%	±	81.5%	18.5%	14.8%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	25	40.0%	4.0%	8.0%	0.0%	16.0%	8.0%	24.0%	52.0%	24.0%	24.0%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	26	19.2%	7.7%	11.5%	3.8%	15.4%	11.5%	30.8%	38.5%	30.8%	26.9%
30. My child is learning skills that will enable him/her to be as independent as possible.	26	3.8%	7.7%	11.5%	7.7%	23.1%	46.2%	±	23.1%	76.9%	69.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	27	7.4%	0.0%	7.4%	11.1%	33.3%	40.7%	±	14.8%	85.2%	74.1%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	1	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	±	0.0%	100.0%	100.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	9	22.2%	22.2%	0.0%	11.1%	33.3%	11.1%	±	44.4%	55.6%	44.4%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	9	44.4%	11.1%	11.1%	0.0%	11.1%	11.1%	11.1%	66.7%	22.2%	22.2%
35. The PPT introduced planning for my child's transition to adulthood.	9	22.2%	22.2%	11.1%	11.1%	22.2%	11.1%	±	55.6%	44.4%	33.3%
36. The school district actively encourages my child to attend and participate in PPT meetings.	10	10.0%	10.0%	0.0%	30.0%	30.0%	20.0%	±	20.0%	80.0%	50.0%
37. The PPT discussed an appropriate course of study at the high school for my child.	10	30.0%	0.0%	0.0%	20.0%	20.0%	30.0%	±	30.0%	70.0%	50.0%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	9	55.6%	0.0%	0.0%	11.1%	22.2%	11.1%	±	55.6%	44.4%	33.3%

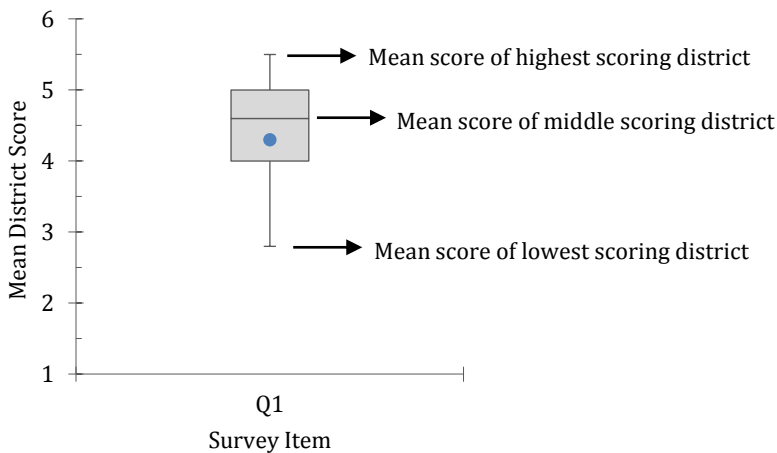
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: BOLTON BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

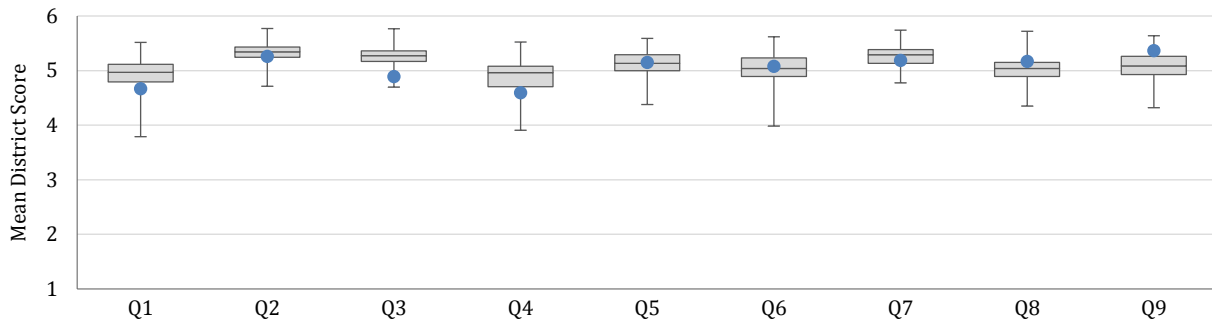
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

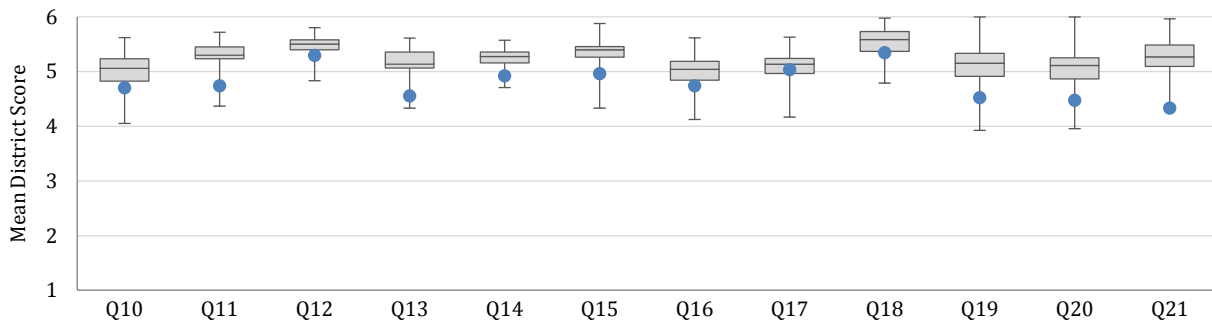
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

## APPENDIX A.2: BOLTON BOX-AND-WHISKER CHARTS (CONTINUED)

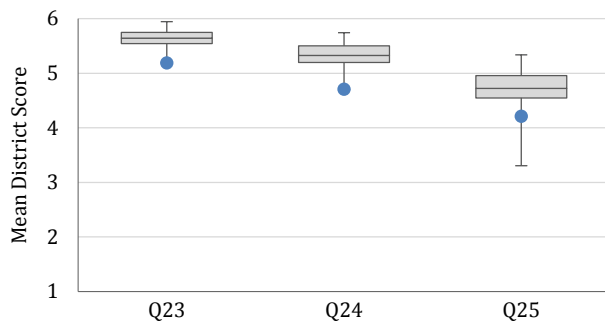
### SATISFACTION WITH MY CHILD'S PROGRAM



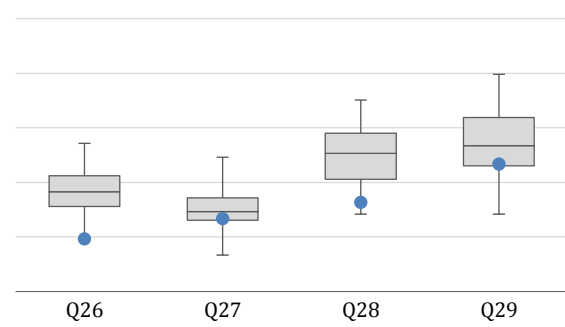
### PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



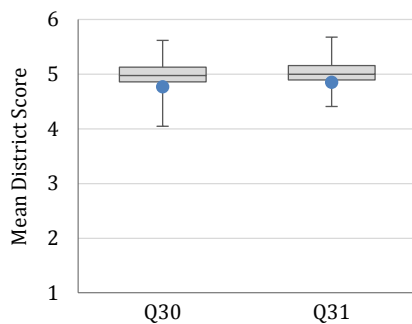
### MY CHILD'S PARTICIPATION



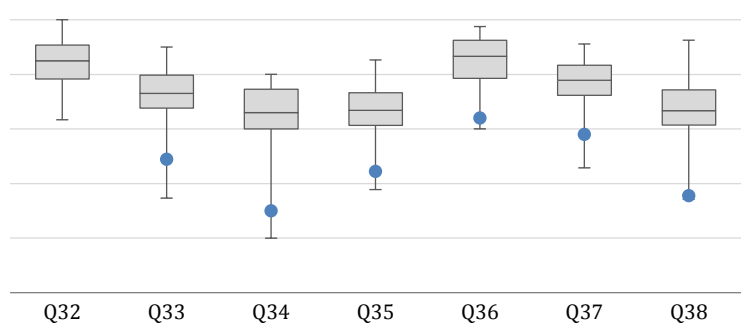
### PARENT TRAINING AND SUPPORT



### MY CHILD'S SKILLS



### TRANSITION PLANNING



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.



2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Cromwell Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207



---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Cromwell Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Cromwell Survey Findings</u>	Page 7
A.1: Cromwell Survey Response Table	Page 8
A.2: Cromwell Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

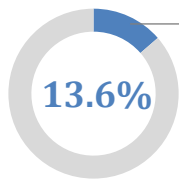
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Cromwell Nexus District.

### DELIVERY METHOD

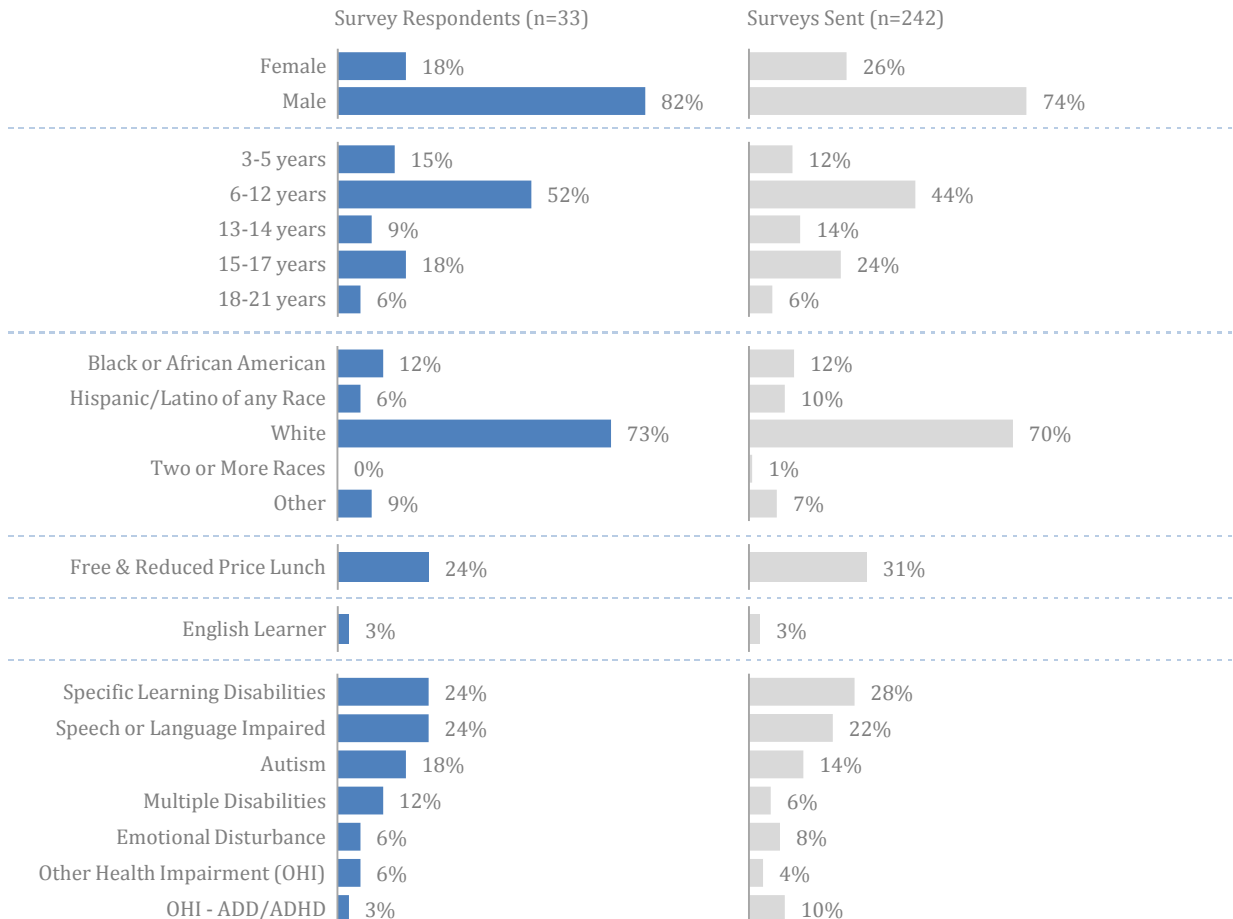
Mail	242	Mail Non-Deliverable Rate	3.7% (n=9)
Email	85.5% (n=207)	Email Non-Deliverable Rate	22.2% (n=46)

### RESPONSE RATE



42.4% Online  
57.6% Paper


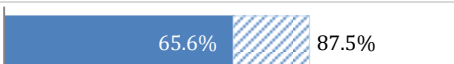












### CHILD DEMOGRAPHICS



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

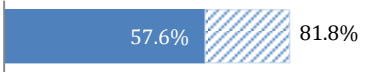
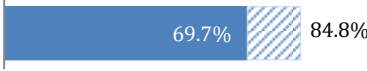
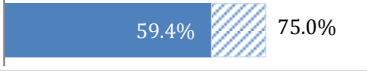



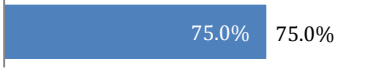
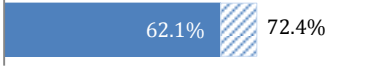
The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Cromwell Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=33]	 57.6% 84.8%	90.9%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=33]	 75.8% 96.9%	97.0%
3. My child is accepted within the school community. [n=32]	 65.6% 87.5%	93.8%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=33]	 42.4% 81.8%	87.9%
5. All special education services identified in my child’s IEP have been provided. [n=32]	 50.0% 78.1%	87.5%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=33]	 57.6% 72.7%	84.8%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=33]	 60.6% 69.7%	87.9%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=32]	 50.0% 65.6%	81.3%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=33]	 57.6% 75.8%	84.8%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=33]	 54.5% 72.7%	84.8%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=33]	 63.6% 81.8%	87.9%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=33]	 66.7% 87.9%	100.0%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=32]	 46.9% 75.0%	90.6%
KEY:  Strongly Agree  Moderately Agree		



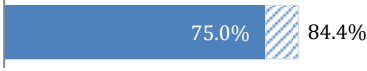
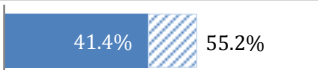
<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

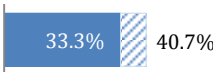
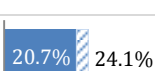


*Participation in My Child's Program (Continued)*



14. My child's evaluation report is written in terms I understand. [n=33]		97.0%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=33]		90.9%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=32]		87.5%
17. 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=33]		93.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=32]		93.8%
19. If necessary, a translator was provided at the PPT meetings. [n=16]		100.0%
20. The translation services provided at the PPT meetings were useful and accurate. [n=16]		93.8%
21. The school district proposed the regular classroom for my child as the first placement option. [n=29]		79.3%


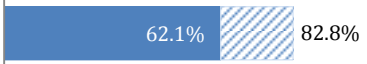




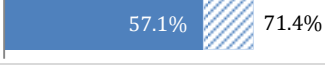
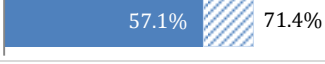
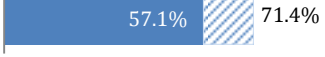
*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=26]		23.1%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=32]		93.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=32]		87.5%
25. 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=29]		62.1%

*Parent Training and Support*

26. 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=27]		44.4%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=29]		34.5%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=32]		28.1%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=32]		28.1%

KEY:  Strongly Agree  Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=32]	 50.0% 84.4%	90.6%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=29]	 62.1% 82.8%	89.7%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=4]	 50.0% 50.0%	75.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=8]	 37.5% 75.0%	87.5%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=6]	 33.3% 50.0%	50.0%
35. The PPT introduced planning for my child's transition to adulthood. [n=6]	 50.0% 83.3%	83.3%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=7]	 57.1% 71.4%	85.7%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=7]	 57.1% 71.4%	85.7%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=7]	 57.1% 71.4%	71.4%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

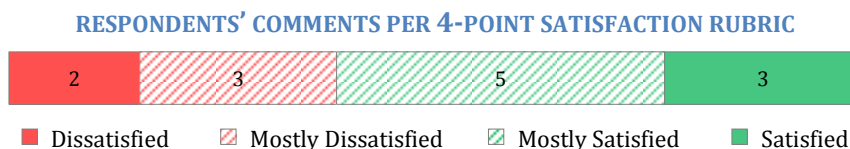
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree    ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 33 surveys completed by parents in the Cromwell Nexus District, 39.4% (n=13) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *The Cromwell School District’s special education teachers have provided flexible modifications that fit my son’s needs. They have been quite attentive and listen to me, as well as my son’s needs as he learns to advocate for himself.*
- *Overall, I’m satisfied with the help my child is getting. Now that she has moved to middle school, I am hoping that she’s going to get really caring teachers like she had before.*
- *Our school district exceeds expectations and requirements as it provides a team of experts at every level and locale to provide a supportive learning environment for our son.*
- *I’m pretty satisfied with all the help my son has received. He’s becoming a better reader – he is still behind but has come a long way. I couldn’t have done it on my own. This year they will also work on his spelling and writing, which is going to be a challenge but with everyone standing behind him, I know he will succeed. The team he works with at school are great. One particular teacher has been so wonderful to my son and myself. I’m very grateful for her.*

### COMMENTS EXPRESSING DISSATISFACTION

- *She is marked as having a reading disability yet her special education teacher says she cannot pinpoint what the actual issue is.*
- *Overall good, but I have felt alone. There are no school-sponsored training or support groups.*
- *The school system did not provide services as indicated in the IEP. Multiple PPT meetings were held and agreements made, but the IEP did not reflect the agreements made in the PPT. The director of special education is consistently attempting to remove needed services for my child.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

**APPENDIX A | CROMWELL SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**



## APPENDIX A.1: CROMWELL SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	33	3.0%	0.0%	6.1%	6.1%	27.3%	57.6%	±	9.1%	90.9%	84.8%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	33	3.0%	0.0%	0.0%	6.1%	15.2%	75.8%	±	3.0%	97.0%	90.9%
3. My child is accepted within the school community.	32	0.0%	0.0%	6.3%	6.3%	21.9%	65.6%	±	6.3%	93.8%	87.5%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	33	0.0%	3.0%	9.1%	6.1%	39.4%	42.4%	0.0%	12.1%	87.9%	81.8%
5. All special education services identified in my child's IEP have been provided.	32	3.1%	0.0%	3.1%	9.4%	28.1%	50.0%	6.3%	6.3%	87.5%	78.1%
6. Staff is appropriately trained and able to provide my child's specific program and services.	33	3.0%	6.1%	6.1%	12.1%	15.2%	57.6%	0.0%	15.2%	84.8%	72.7%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	33	3.0%	0.0%	6.1%	18.2%	9.1%	60.6%	3.0%	9.1%	87.9%	69.7%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	32	0.0%	6.3%	3.1%	15.6%	15.6%	50.0%	9.4%	9.4%	81.3%	65.6%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	33	0.0%	3.0%	9.1%	9.1%	18.2%	57.6%	3.0%	12.1%	84.8%	75.8%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	33	6.1%	6.1%	3.0%	12.1%	18.2%	54.5%	±	15.2%	84.8%	72.7%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	33	3.0%	3.0%	6.1%	6.1%	18.2%	63.6%	±	12.1%	87.9%	81.8%
12. I understand what is discussed at meetings to develop my child's IEP.	33	0.0%	0.0%	0.0%	12.1%	21.2%	66.7%	±	0.0%	100.0%	87.9%
13. My concerns and recommendations are documented in the development of my child's IEP.	32	6.3%	3.1%	0.0%	15.6%	28.1%	46.9%	±	9.4%	90.6%	75.0%
14. My child's evaluation report is written in terms I understand.	33	0.0%	3.0%	0.0%	15.2%	24.2%	57.6%	±	3.0%	97.0%	81.8%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	33	0.0%	0.0%	9.1%	6.1%	15.2%	69.7%	±	9.1%	90.9%	84.8%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	32	6.3%	3.1%	3.1%	12.5%	15.6%	59.4%	±	12.5%	87.5%	75.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	33	3.0%	0.0%	3.0%	18.2%	24.2%	51.5%	±	6.1%	93.9%	75.8%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	32	6.3%	0.0%	0.0%	0.0%	9.4%	84.4%	±	6.3%	93.8%	93.8%
19. If necessary, a translator was provided at the PPT meetings.	16	0.0%	0.0%	0.0%	12.5%	0.0%	87.5%	±	0.0%	100.0%	87.5%
20. The translation services provided at the PPT meetings were useful and accurate.	16	0.0%	0.0%	6.3%	18.8%	0.0%	75.0%	±	6.3%	93.8%	75.0%
21. The school district proposed the regular classroom for my child as the first placement option.	29	3.4%	3.4%	3.4%	6.9%	10.3%	62.1%	10.3%	10.3%	79.3%	72.4%

Table is continued on the next page.

## APPENDIX A.1: CROMWELL SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	26	76.9%	0.0%	0.0%	3.8%	3.8%	15.4%	±	76.9%	23.1%	19.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	32	6.3%	0.0%	0.0%	3.1%	9.4%	81.3%	±	6.3%	93.8%	90.6%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	32	9.4%	0.0%	3.1%	3.1%	9.4%	75.0%	±	12.5%	87.5%	84.4%
25. 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).	29	3.4%	0.0%	3.4%	6.9%	13.8%	41.4%	31.0%	6.9%	62.1%	55.2%
26. 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.	27	48.1%	3.7%	3.7%	3.7%	7.4%	33.3%	±	55.6%	44.4%	40.7%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	29	51.7%	10.3%	3.4%	10.3%	3.4%	20.7%	±	65.5%	34.5%	24.1%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	32	28.1%	3.1%	6.3%	15.6%	3.1%	9.4%	34.4%	37.5%	28.1%	12.5%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	32	15.6%	6.3%	9.4%	3.1%	6.3%	18.8%	40.6%	31.3%	28.1%	25.0%
30. My child is learning skills that will enable him/her to be as independent as possible.	32	0.0%	3.1%	6.3%	6.3%	34.4%	50.0%	±	9.4%	90.6%	84.4%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	29	3.4%	3.4%	3.4%	6.9%	20.7%	62.1%	±	10.3%	89.7%	82.8%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	4	25.0%	0.0%	0.0%	25.0%	0.0%	50.0%	±	25.0%	75.0%	50.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	8	12.5%	0.0%	0.0%	12.5%	37.5%	37.5%	±	12.5%	87.5%	75.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	6	0.0%	0.0%	16.7%	0.0%	16.7%	33.3%	33.3%	16.7%	50.0%	50.0%
35. The PPT introduced planning for my child's transition to adulthood.	6	0.0%	0.0%	16.7%	0.0%	33.3%	50.0%	±	16.7%	83.3%	83.3%
36. The school district actively encourages my child to attend and participate in PPT meetings.	7	0.0%	0.0%	14.3%	14.3%	14.3%	57.1%	±	14.3%	85.7%	71.4%
37. The PPT discussed an appropriate course of study at the high school for my child.	7	0.0%	0.0%	14.3%	14.3%	14.3%	57.1%	±	14.3%	85.7%	71.4%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	7	14.3%	0.0%	14.3%	0.0%	14.3%	57.1%	±	28.6%	71.4%	71.4%

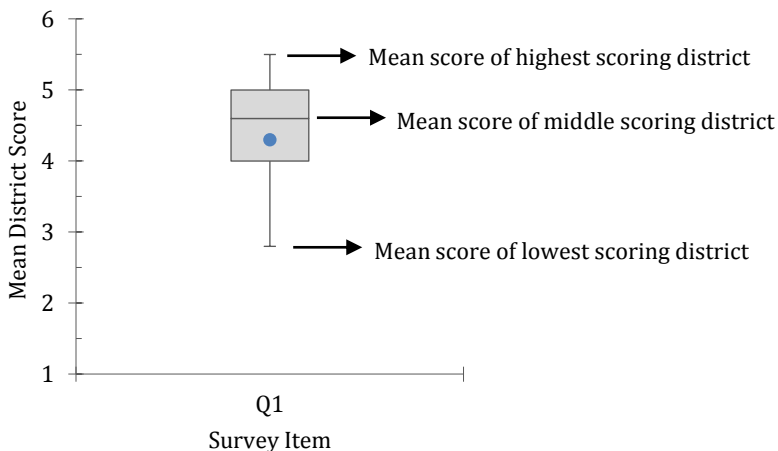
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: CROMWELL BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

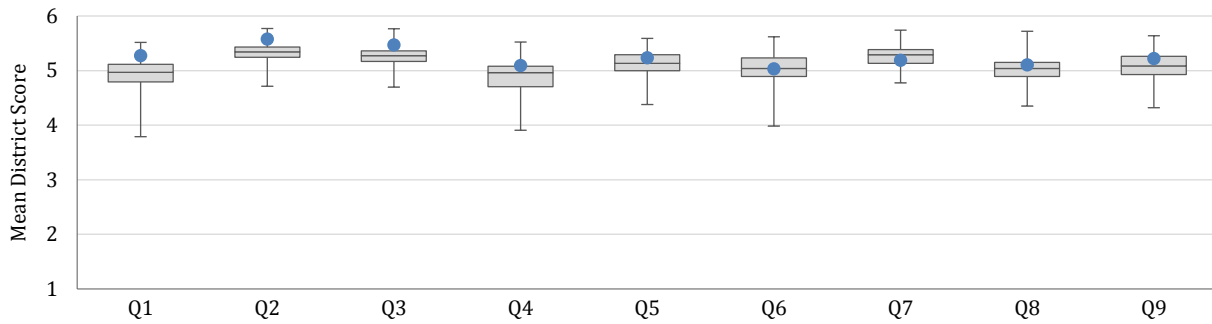
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

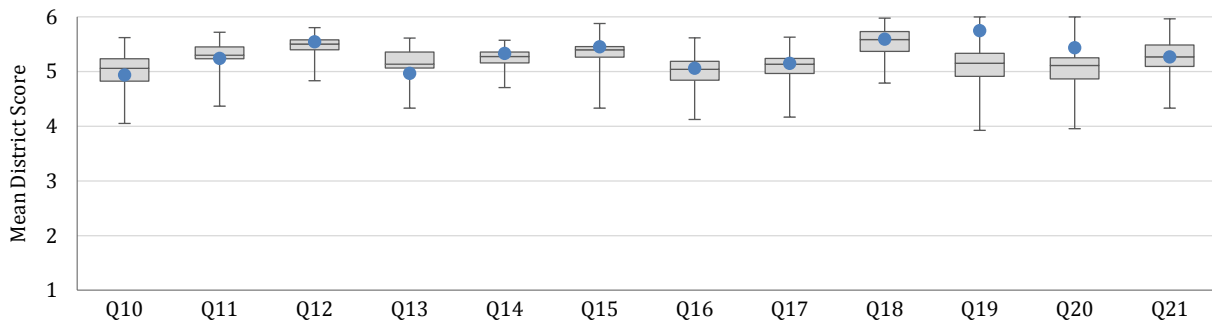
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: CROMWELL BOX-AND-WHISKER CHARTS (CONTINUED)**

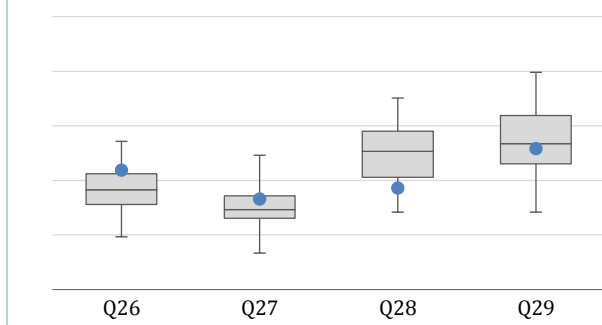
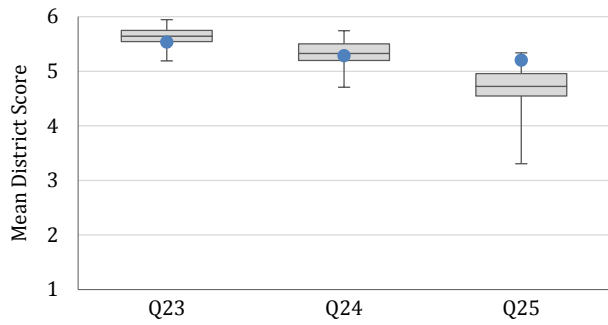
**SATISFACTION WITH MY CHILD'S PROGRAM**



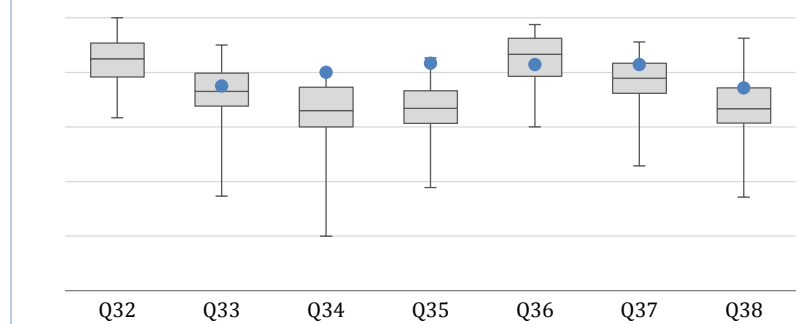
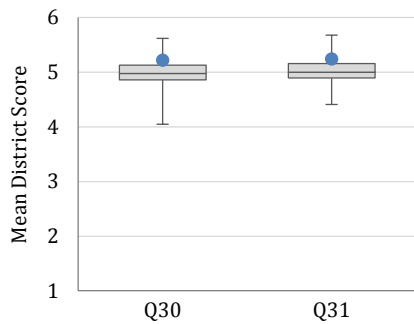
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**MY CHILD'S PARTICIPATION      PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS      TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.



2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

East Haddam Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the East Haddam Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: East Haddam Survey Findings</u>	Page 8
A.1: East Haddam Survey Response Table	Page 9
A.2: East Haddam Box-and-Whiskers Charts	Page 11
<u>Appendix B: Statewide Results</u>	Page 13
B.1: Response Rate by District	Page 14
B.2: Statewide Survey Response Table	Page 15

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

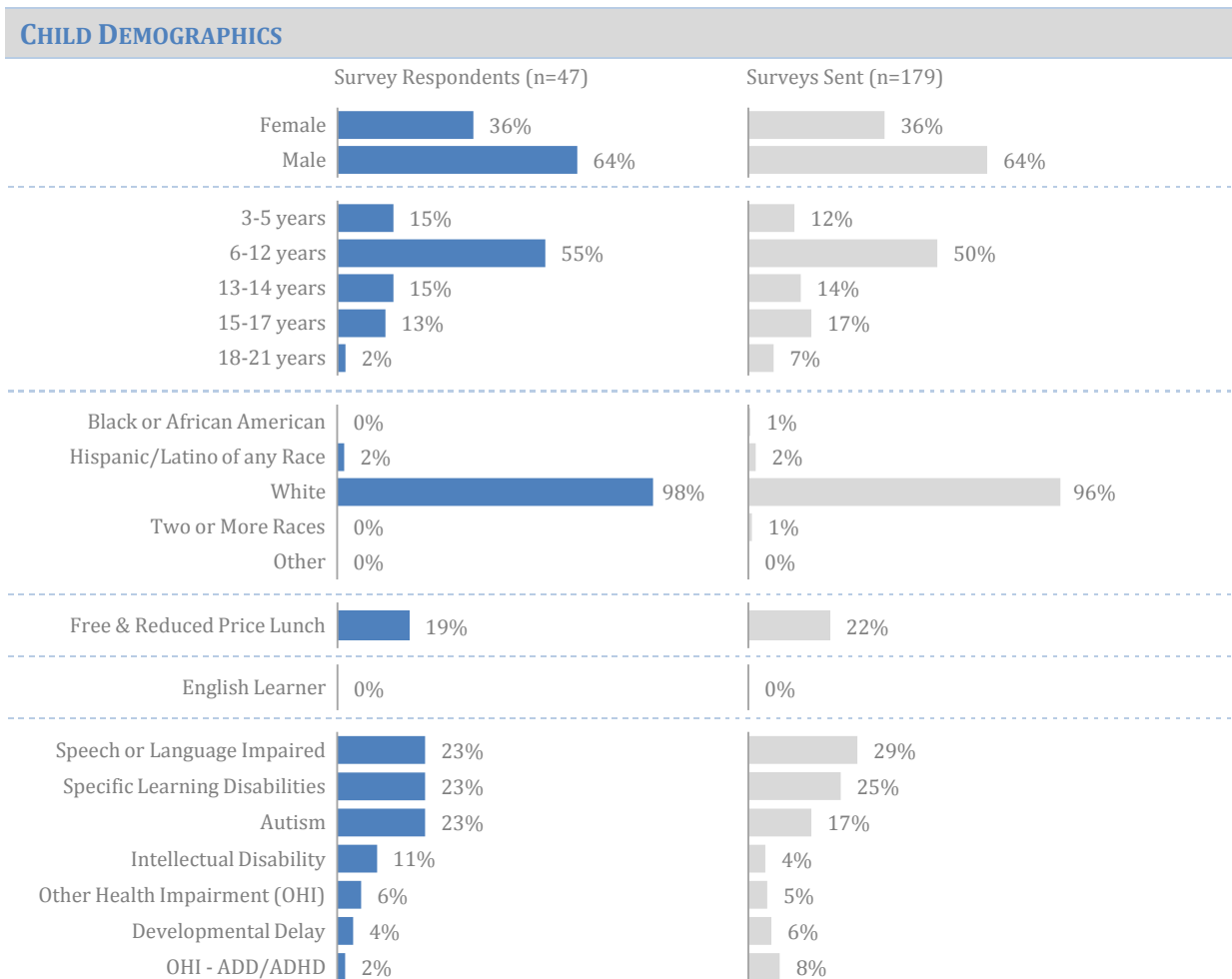
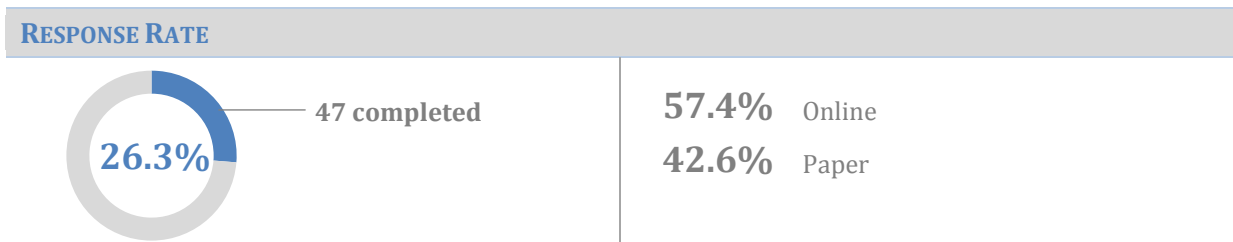
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the East Haddam Nexus District.

DELIVERY METHOD			
Mail	179	Mail Non-Deliverable Rate	1.7% (n=3)
Email	88.3% (n=158)	Email Non-Deliverable Rate	16.5% (n=26)



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS


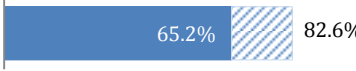


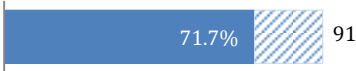
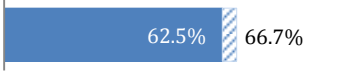
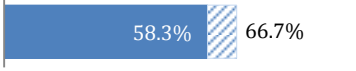
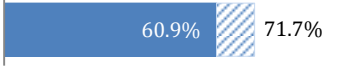
The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the East Haddam Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=47]	44.7% 70.2%	78.7%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=46]	60.9% 80.4%	87.0%
3. My child is accepted within the school community. [n=46]	58.7% 84.8%	93.5%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=46]	45.7% 65.2%	76.1%
5. All special education services identified in my child’s IEP have been provided. [n=46]	47.8% 82.6%	87.0%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=46]	47.8% 73.9%	80.4%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=46]	52.2% 80.4%	91.3%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=46]	41.3% 63.0%	82.6%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=46]	50.0% 67.4%	87.0%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=47]	44.7% 68.1%	80.9%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=46]	52.2% 73.9%	84.8%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=46]	54.3% 84.8%	95.7%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=46]	47.8% 76.1%	84.8%
	KEY:  Strongly Agree  Moderately Agree	





<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

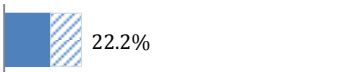

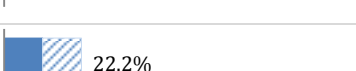

*Participation in My Child's Program (Continued)*



14. My child's evaluation report is written in terms I understand. [n=46]		91.3%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=46]		93.5%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=47]		80.9%
17. 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=44]		86.4%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=46]		93.5%
19. If necessary, a translator was provided at the PPT meetings. [n=24]		83.3%
20. The translation services provided at the PPT meetings were useful and accurate. [n=24]		83.3%
21. The school district proposed the regular classroom for my child as the first placement option. [n=46]		78.3%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=40]		12.5%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=45]		97.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=45]		91.1%
25. 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=45]		53.3%

*Parent Training and Support*

26. 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=45]		31.1%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=45]		40.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=45]		33.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=45]		44.4%

KEY:  Strongly Agree  Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=47]	53.2% 80.9%	89.4%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=46]	54.3% 76.1%	89.1%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=7]	71.4% 85.7%	85.7%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=10]	20.0% 50.0%	50.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=9]	22.2% 55.6%	55.6%
35. The PPT introduced planning for my child's transition to adulthood. [n=9]	33.3%	33.3%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=9]	22.2% 55.6%	66.7%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=9]	33.3% 66.7%	77.8%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=9]	33.3%	33.3%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree    ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 47 surveys completed by parents in the East Haddam District, 42.6% (n=20) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>

RESPONDENTS’ COMMENTS PER 4-POINT SATISFACTION RUBRIC



Note: The comment of one respondent was not coded because the remark could not be classified as either a reflection of satisfaction or dissatisfaction with their child’s program.

### COMMENTS EXPRESSING SATISFACTION

- *I have been extremely pleased with my youngest child's special education program. The level of care and concern that my youngest receives is unparalleled. I am thrilled with everyone in my child's life, from his special and regular education teachers to the amazing paraprofessionals that have worked with my son. These people have been there for not only my child, but also my family through some very trying times and I cannot speak highly enough of them.*
- *Overall, the program was wonderful. My child is now at the appropriate level of speech proficiency for his age and grade level. We are thrilled with his progress. He is also very excited to finally be understood.*
- *I have been overall satisfied with my son's special education experience. There were some rough times earlier when he had been misdiagnosed. Once we got the correct diagnosis, the school was very accommodating with my child and his needs.*
- *East Haddam schools from preschool right up to high school have been great. Teachers stay in touch with parents when there are concerns with anything. I had an appointment with my daughter's school for her IEP. I could not make the appointment because my job wouldn't allow me to take that particular day off. The school was very understanding and helpful by doing a teleconference so I wouldn't miss anything. I always tell people how great the East Haddam school district is. I'm very proud to live in this town.*

### COMMENTS EXPRESSING DISSATISFACTION

- *I have not been happy with the special education in our school system. We feel our school failed us for years. It took years of fighting to get where we are today and it's not very far. I wished it wasn't such a fight to get the correct tools to help our special need's kids.*
- *I have learned that my child's district overall is not well educated in special education needs. They often make discouraging choices in my son's education and are not proactive in providing him an appropriate course of study. They only provide for needs when prompted by parents.*
- *The last few years have been very hard. My child still struggles every day – the teachers at her school just don't understand her or other children with disabilities. I fight every day for my child to get what she needs.*
- *Paraprofessionals who spend so much one-on-one time with our children are kind, wonderful people but need a lot more training in educational and behavioral methods. Also, I suggest that more information about my child's needs be shared with special teachers and other school staff so they could interact with him better.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

- *Teachers, paraprofessionals, counselors, administrators and parents all need to be educated on how everyone can work as a team. It really does take a village to raise a child. We have witnessed our son's personal wellbeing disintegrate due to lack of services and blatant lack of knowledge, and lack of following the IEP directives. The services our son's IEP designates more times than not, are not being provided or are provided inconsistently. The system needs to be policed by the child and the parents to get the services stated in the IEP.*
- *I have been so disillusioned by the lack of knowledge across the board with educators and the administrators. By not addressing challenges in a proactive manner the system is damaging a child's personal and academic development. By not being proactive the whole system is affected as teachers become reactionary which then incites defiance, meltdowns, and discontent for all involved and disrupts the educational process. All need to be educated to truly understand how a child's neuropsychological, cognitive, social, and academic development are all intertwined, they are synergistic.*



**APPENDIX A | EAST HADDAM SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: EAST HADDAM SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	47	8.5%	4.3%	8.5%	8.5%	25.5%	44.7%	±	21.3%	78.7%	70.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	46	2.2%	4.3%	6.5%	6.5%	19.6%	60.9%	±	13.0%	87.0%	80.4%
3. My child is accepted within the school community.	46	2.2%	0.0%	4.3%	8.7%	26.1%	58.7%	±	6.5%	93.5%	84.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	46	6.5%	4.3%	13.0%	10.9%	19.6%	45.7%	0.0%	23.9%	76.1%	65.2%
5. All special education services identified in my child's IEP have been provided.	46	8.7%	0.0%	4.3%	4.3%	34.8%	47.8%	0.0%	13.0%	87.0%	82.6%
6. Staff is appropriately trained and able to provide my child's specific program and services.	46	13.0%	2.2%	2.2%	6.5%	26.1%	47.8%	2.2%	17.4%	80.4%	73.9%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	46	4.3%	2.2%	0.0%	10.9%	28.3%	52.2%	2.2%	6.5%	91.3%	80.4%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	46	6.5%	2.2%	4.3%	19.6%	21.7%	41.3%	4.3%	13.0%	82.6%	63.0%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	46	6.5%	4.3%	0.0%	19.6%	17.4%	50.0%	2.2%	10.9%	87.0%	67.4%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	47	8.5%	2.1%	8.5%	12.8%	23.4%	44.7%	±	19.1%	80.9%	68.1%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	46	4.3%	6.5%	4.3%	10.9%	21.7%	52.2%	±	15.2%	84.8%	73.9%
12. I understand what is discussed at meetings to develop my child's IEP.	46	2.2%	0.0%	2.2%	10.9%	30.4%	54.3%	±	4.3%	95.7%	84.8%
13. My concerns and recommendations are documented in the development of my child's IEP.	46	4.3%	4.3%	6.5%	8.7%	28.3%	47.8%	±	15.2%	84.8%	76.1%
14. My child's evaluation report is written in terms I understand.	46	0.0%	2.2%	6.5%	10.9%	32.6%	47.8%	±	8.7%	91.3%	80.4%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	46	0.0%	2.2%	4.3%	10.9%	17.4%	65.2%	±	6.5%	93.5%	82.6%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	47	6.4%	8.5%	4.3%	17.0%	25.5%	38.3%	±	19.1%	80.9%	63.8%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	44	4.5%	2.3%	6.8%	18.2%	20.5%	47.7%	±	13.6%	86.4%	68.2%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	46	2.2%	0.0%	4.3%	2.2%	19.6%	71.7%	±	6.5%	93.5%	91.3%
19. If necessary, a translator was provided at the PPT meetings.	24	12.5%	0.0%	4.2%	16.7%	4.2%	62.5%	±	16.7%	83.3%	66.7%
20. The translation services provided at the PPT meetings were useful and accurate.	24	8.3%	0.0%	8.3%	16.7%	8.3%	58.3%	±	16.7%	83.3%	66.7%
21. The school district proposed the regular classroom for my child as the first placement option.	46	4.3%	2.2%	4.3%	6.5%	10.9%	60.9%	10.9%	10.9%	78.3%	71.7%

Table is continued on the next page.

## APPENDIX A.1: EAST HADDAM SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	40	77.5%	10.0%	0.0%	5.0%	0.0%	7.5%	±	87.5%	12.5%	7.5%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	45	2.2%	0.0%	0.0%	2.2%	8.9%	86.7%	±	2.2%	97.8%	95.6%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	45	4.4%	0.0%	4.4%	4.4%	8.9%	77.8%	±	8.9%	91.1%	86.7%
25. 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).	45	13.3%	2.2%	4.4%	6.7%	13.3%	33.3%	26.7%	20.0%	53.3%	46.7%
26. 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.	45	53.3%	2.2%	13.3%	8.9%	8.9%	13.3%	±	68.9%	31.1%	22.2%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	45	44.4%	2.2%	13.3%	8.9%	15.6%	15.6%	±	60.0%	40.0%	31.1%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	45	26.7%	8.9%	11.1%	11.1%	11.1%	11.1%	20.0%	46.7%	33.3%	22.2%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	45	20.0%	6.7%	8.9%	15.6%	4.4%	24.4%	20.0%	35.6%	44.4%	28.9%
30. My child is learning skills that will enable him/her to be as independent as possible.	47	2.1%	6.4%	2.1%	8.5%	27.7%	53.2%	±	10.6%	89.4%	80.9%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	46	6.5%	2.2%	2.2%	13.0%	21.7%	54.3%	±	10.9%	89.1%	76.1%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	7	14.3%	0.0%	0.0%	0.0%	14.3%	71.4%	±	14.3%	85.7%	85.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	10	20.0%	20.0%	10.0%	0.0%	30.0%	20.0%	±	50.0%	50.0%	50.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	9	11.1%	11.1%	11.1%	0.0%	33.3%	22.2%	11.1%	33.3%	55.6%	55.6%
35. The PPT introduced planning for my child's transition to adulthood.	9	22.2%	44.4%	0.0%	0.0%	22.2%	11.1%	±	66.7%	33.3%	33.3%
36. The school district actively encourages my child to attend and participate in PPT meetings.	9	22.2%	0.0%	11.1%	11.1%	33.3%	22.2%	±	33.3%	66.7%	55.6%
37. The PPT discussed an appropriate course of study at the high school for my child.	9	11.1%	11.1%	0.0%	11.1%	55.6%	11.1%	±	22.2%	77.8%	66.7%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	9	33.3%	33.3%	0.0%	0.0%	22.2%	11.1%	±	66.7%	33.3%	33.3%

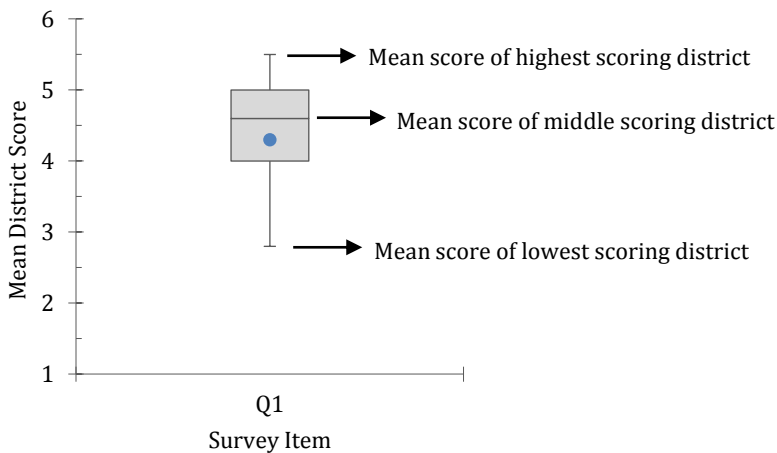
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: EAST HADDAM BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

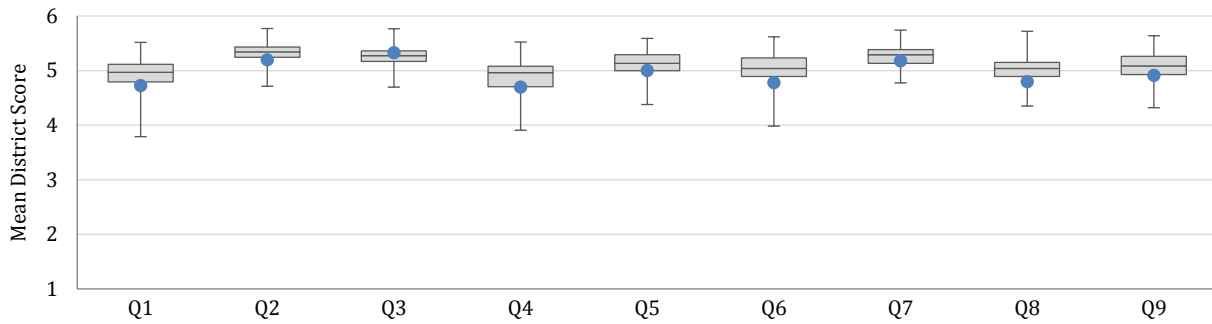
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

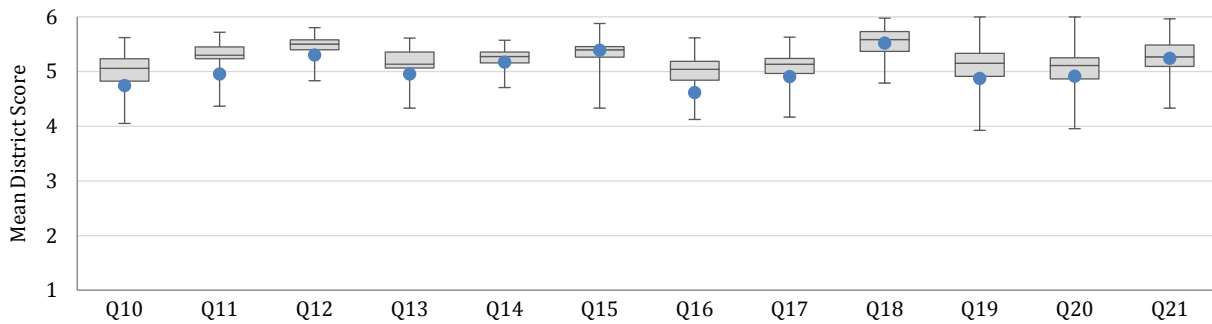
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: EAST HADDAM BOX-AND-WHISKER CHARTS (CONTINUED)**

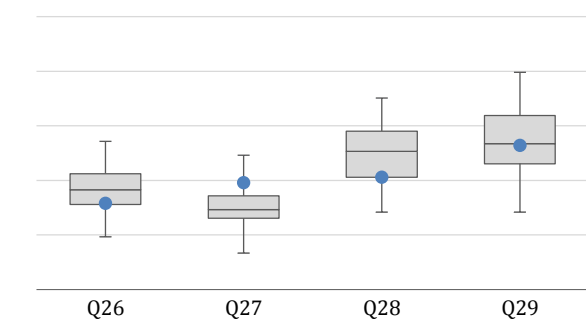
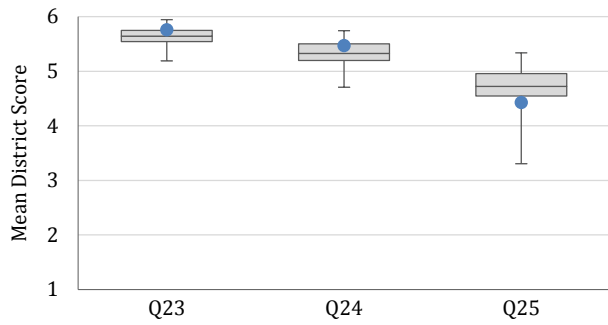
**SATISFACTION WITH MY CHILD'S PROGRAM**



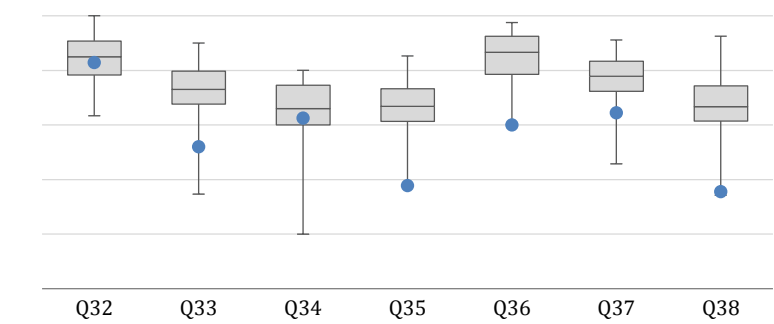
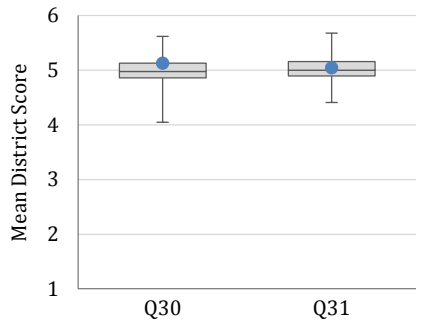
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**MY CHILD'S PARTICIPATION      PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS      TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.



## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

East Hampton Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the East Hampton Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: East Hampton Survey Findings</u>	Page 7
A.1: East Hampton Survey Response Table	Page 8
A.2: East Hampton Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

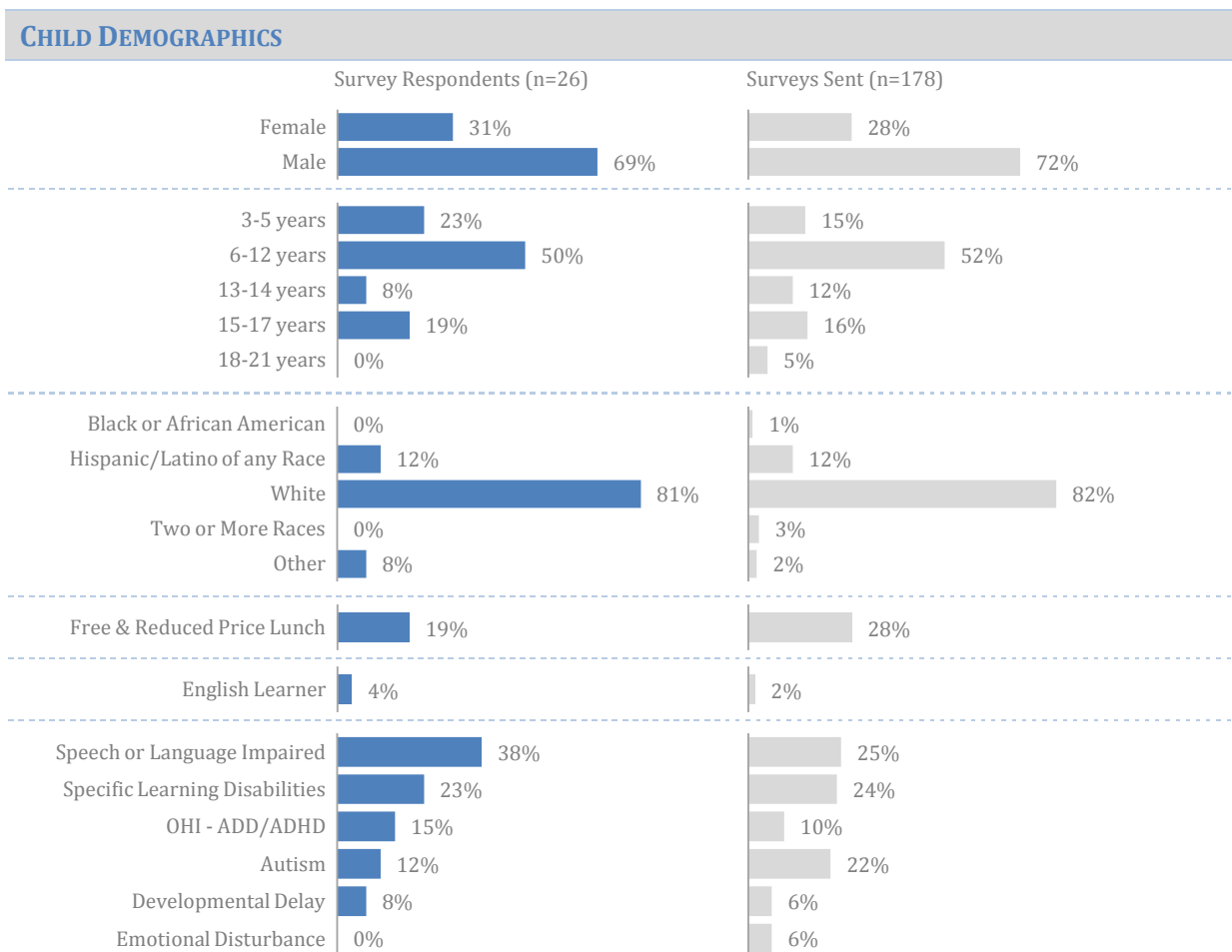
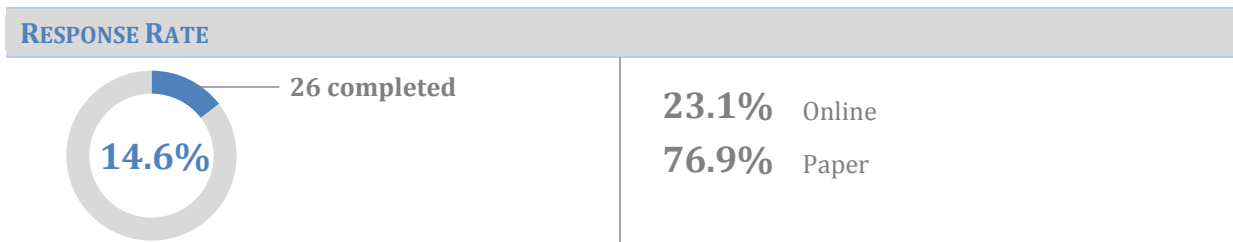
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the East Hampton Nexus District.








DELIVERY METHOD			
Mail	178	Mail Non-Deliverable Rate	0.6% (n=1)
Email	55.1% (n=98)	Email Non-Deliverable Rate	9.2% (n=9)



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

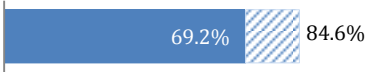
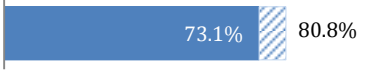
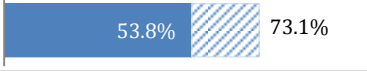
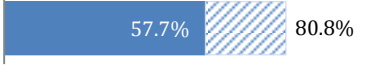


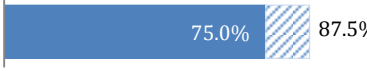

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the East Hampton Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=26]	 46.2% 80.8%	88.5%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=25]	 56.0% 88.0%	96.0%
3. My child is accepted within the school community. [n=26]	 69.2% 84.6%	92.3%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=25]	 52.0% 68.0%	88.0%
5. All special education services identified in my child’s IEP have been provided. [n=26]	 53.8% 73.1%	88.5%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=26]	 53.8% 73.1%	73.1%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=26]	 57.7% 73.1%	84.6%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=26]	 50.0% 73.1%	76.9%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=26]	 57.7% 73.1%	84.6%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=26]	 57.7% 76.9%	88.5%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=26]	 57.7% 80.8%	88.5%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=26]	 65.4% 92.3%	100.0%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=26]	 65.4% 88.5%	92.3%
KEY:  Strongly Agree  Moderately Agree		




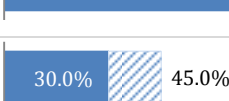
<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------



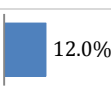

*Participation in My Child's Program (Continued)*



14. My child's evaluation report is written in terms I understand. [n=26]		92.3%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=26]		84.6%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=26]		92.3%
17. 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=26]		84.6%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=26]		96.2%
19. If necessary, a translator was provided at the PPT meetings. [n=10]		90.0%
20. The translation services provided at the PPT meetings were useful and accurate. [n=8]		87.5%
21. The school district proposed the regular classroom for my child as the first placement option. [n=25]		92.0%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=19]		5.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=26]		100.0%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=25]		96.0%
25. 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=20]		50.0%

*Parent Training and Support*

26. 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=20]		25.0%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=21]		14.3%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=25]		20.0%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=24]		16.7%

KEY:  Strongly Agree  Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=23]	56.5% 82.6%	91.3%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=25]	56.0% 80.0%	88.0%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=5]	60.0% 100.0%	100.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=4]	25.0% 25.0%	50.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=3]	0.0%	0.0%
35. The PPT introduced planning for my child's transition to adulthood. [n=4]	25.0%	25.0%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=4]	75.0% 100.0%	100.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=5]	40.0% 40.0%	80.0%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=4]	25.0% 25.0%	50.0%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

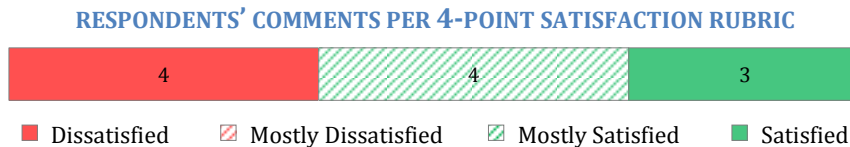
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 26 surveys completed by parents in the East Hampton Nexus District, 42.3% (n=11) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *The special education program has improved my child's speech and social behaviors, which concerned me earlier. We feel really blessed and have peace of mind that my child is improving himself with this program's support. Thanks to the teachers of this school.*
- *We are very happy about how our child has progressed. We thank all the teachers who work hard every day to give these children a better future.*
- *I am very happy with the services at my child's school. Her speech therapist went above and beyond and also included us in assignments to do at home. I couldn't have asked for a better teacher.*

### COMMENTS EXPRESSING DISSATISFACTION

- *Regular education teachers claimed they were unaware of my son's needs for accommodations and were unaware he had an IEP. My son is given a computer now and told to "go learn." He has learned nothing in school in three years. He has no adult supports and no peer supports. East Hampton schools have failed him.*
- *I strongly feel educators need more training in working with children with ADHD and other disabilities who are not medicated.*
- *I sometimes feel that the structure of the IEP process interferes with the help for my child. The teachers spend a lot of time doing paperwork, meetings, etc. That time could be better spent helping children. There is a set of guidelines that my child does not quite fit into so it has been difficult to specifically state what type of help she needs.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents' comments.



**APPENDIX A | EAST HAMPTON SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: EAST HAMPTON SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	26	3.8%	3.8%	3.8%	7.7%	34.6%	46.2%	±	11.5%	88.5%	80.8%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	25	0.0%	0.0%	4.0%	8.0%	32.0%	56.0%	±	4.0%	96.0%	88.0%
3. My child is accepted within the school community.	26	7.7%	0.0%	0.0%	7.7%	15.4%	69.2%	±	7.7%	92.3%	84.6%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	25	4.0%	4.0%	4.0%	20.0%	16.0%	52.0%	0.0%	12.0%	88.0%	68.0%
5. All special education services identified in my child's IEP have been provided.	26	3.8%	7.7%	0.0%	15.4%	19.2%	53.8%	0.0%	11.5%	88.5%	73.1%
6. Staff is appropriately trained and able to provide my child's specific program and services.	26	7.7%	7.7%	11.5%	0.0%	19.2%	53.8%	0.0%	26.9%	73.1%	73.1%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	26	3.8%	7.7%	3.8%	11.5%	15.4%	57.7%	0.0%	15.4%	84.6%	73.1%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	26	3.8%	11.5%	7.7%	3.8%	23.1%	50.0%	0.0%	23.1%	76.9%	73.1%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	26	3.8%	3.8%	7.7%	11.5%	15.4%	57.7%	0.0%	15.4%	84.6%	73.1%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	26	3.8%	3.8%	3.8%	11.5%	19.2%	57.7%	±	11.5%	88.5%	76.9%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	26	3.8%	3.8%	3.8%	7.7%	23.1%	57.7%	±	11.5%	88.5%	80.8%
12. I understand what is discussed at meetings to develop my child's IEP.	26	0.0%	0.0%	0.0%	7.7%	26.9%	65.4%	±	0.0%	100.0%	92.3%
13. My concerns and recommendations are documented in the development of my child's IEP.	26	3.8%	0.0%	3.8%	3.8%	23.1%	65.4%	±	7.7%	92.3%	88.5%
14. My child's evaluation report is written in terms I understand.	26	0.0%	3.8%	3.8%	7.7%	15.4%	69.2%	±	7.7%	92.3%	84.6%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	26	0.0%	3.8%	11.5%	3.8%	7.7%	73.1%	±	15.4%	84.6%	80.8%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	26	7.7%	0.0%	0.0%	19.2%	19.2%	53.8%	±	7.7%	92.3%	73.1%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	26	3.8%	0.0%	11.5%	3.8%	23.1%	57.7%	±	15.4%	84.6%	80.8%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	26	0.0%	0.0%	3.8%	3.8%	7.7%	84.6%	±	3.8%	96.2%	92.3%
19. If necessary, a translator was provided at the PPT meetings.	10	10.0%	0.0%	0.0%	0.0%	10.0%	80.0%	±	10.0%	90.0%	90.0%
20. The translation services provided at the PPT meetings were useful and accurate.	8	12.5%	0.0%	0.0%	0.0%	12.5%	75.0%	±	12.5%	87.5%	87.5%
21. The school district proposed the regular classroom for my child as the first placement option.	25	0.0%	0.0%	0.0%	4.0%	8.0%	80.0%	8.0%	0.0%	92.0%	88.0%

Table is continued on the next page.

**APPENDIX A.1: EAST HAMPTON SURVEY RESPONSE TABLE (CONTINUED)**

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	19	84.2%	5.3%	5.3%	0.0%	5.3%	0.0%	±	94.7%	5.3%	5.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	26	0.0%	0.0%	0.0%	3.8%	0.0%	96.2%	±	0.0%	100.0%	96.2%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	25	4.0%	0.0%	0.0%	4.0%	0.0%	92.0%	±	4.0%	96.0%	92.0%
25. 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).	20	5.0%	0.0%	0.0%	5.0%	15.0%	30.0%	45.0%	5.0%	50.0%	45.0%
26. 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.	20	70.0%	5.0%	0.0%	5.0%	0.0%	20.0%	±	75.0%	25.0%	20.0%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	21	76.2%	4.8%	4.8%	9.5%	0.0%	4.8%	±	85.7%	14.3%	4.8%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	25	36.0%	0.0%	4.0%	8.0%	0.0%	12.0%	40.0%	40.0%	20.0%	12.0%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	24	20.8%	4.2%	8.3%	0.0%	8.3%	8.3%	50.0%	33.3%	16.7%	16.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	23	8.7%	0.0%	0.0%	8.7%	26.1%	56.5%	±	8.7%	91.3%	82.6%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	25	4.0%	0.0%	8.0%	8.0%	24.0%	56.0%	±	12.0%	88.0%	80.0%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	5	0.0%	0.0%	0.0%	0.0%	40.0%	60.0%	±	0.0%	100.0%	100.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	4	50.0%	0.0%	0.0%	25.0%	0.0%	25.0%	±	50.0%	50.0%	25.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	3	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
35. The PPT introduced planning for my child's transition to adulthood.	4	50.0%	0.0%	25.0%	0.0%	25.0%	0.0%	±	75.0%	25.0%	25.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	4	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%	±	0.0%	100.0%	100.0%
37. The PPT discussed an appropriate course of study at the high school for my child.	5	20.0%	0.0%	0.0%	40.0%	0.0%	40.0%	±	20.0%	80.0%	40.0%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	4	50.0%	0.0%	0.0%	25.0%	0.0%	25.0%	±	50.0%	50.0%	25.0%

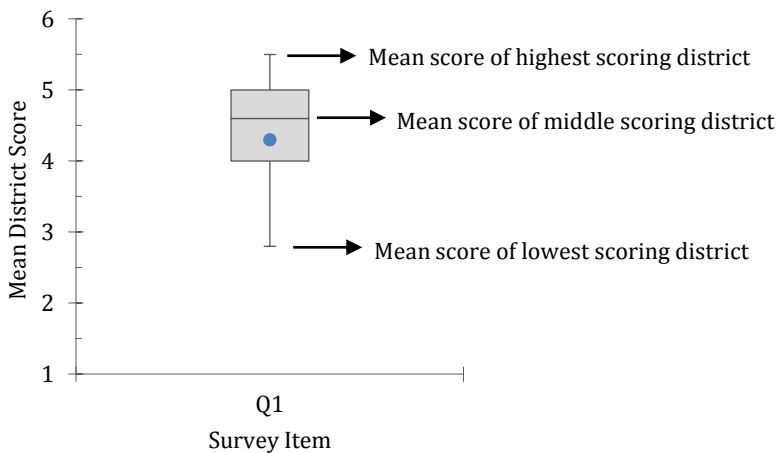
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: EAST HAMPTON BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

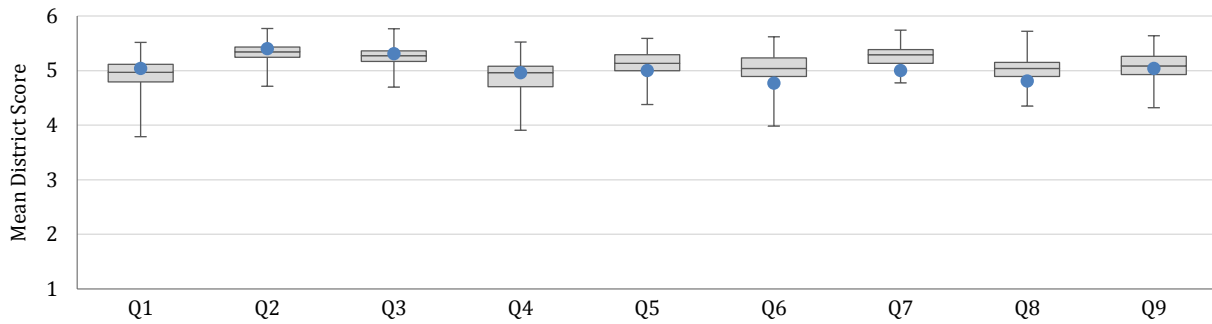
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

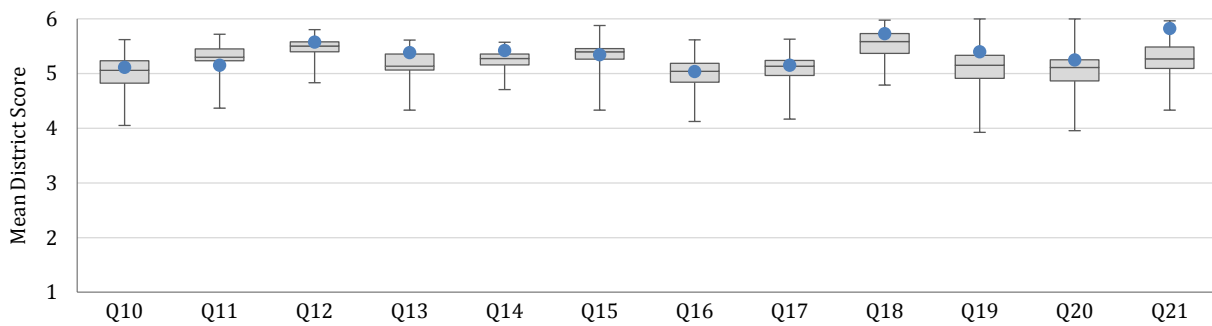
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: EAST HAMPTON BOX-AND-WHISKER CHARTS (CONTINUED)**

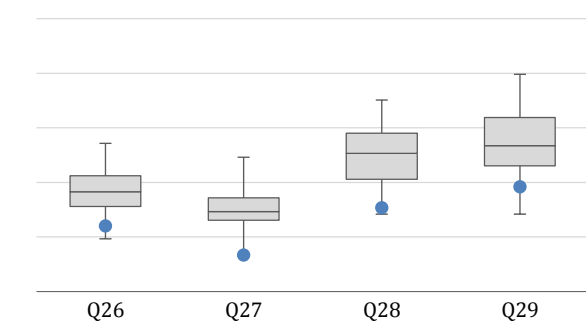
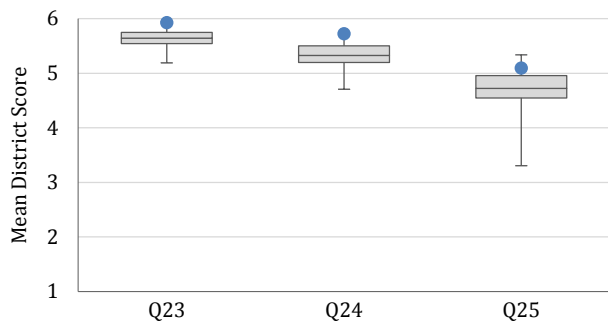
**SATISFACTION WITH MY CHILD'S PROGRAM**



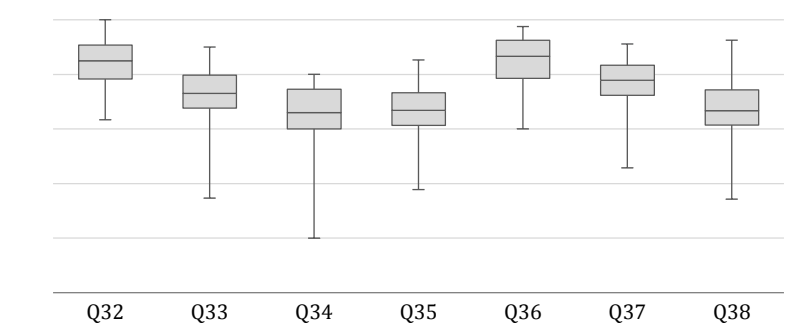
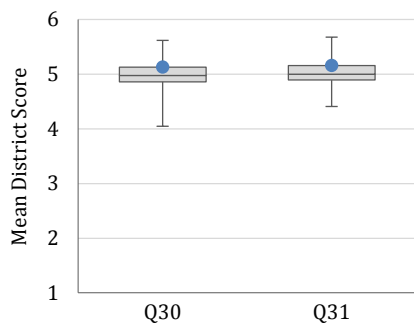
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**MY CHILD'S PARTICIPATION      PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS      TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.



## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

East Lyme Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the East Lyme Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: East Lyme Survey Findings</u>	Page 8
A.1: East Lyme Survey Response Table	Page 9
A.2: East Lyme Box-and-Whiskers Charts	Page 11
<u>Appendix B: Statewide Results</u>	Page 13
B.1: Response Rate by District	Page 14
B.2: Statewide Survey Response Table	Page 15

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

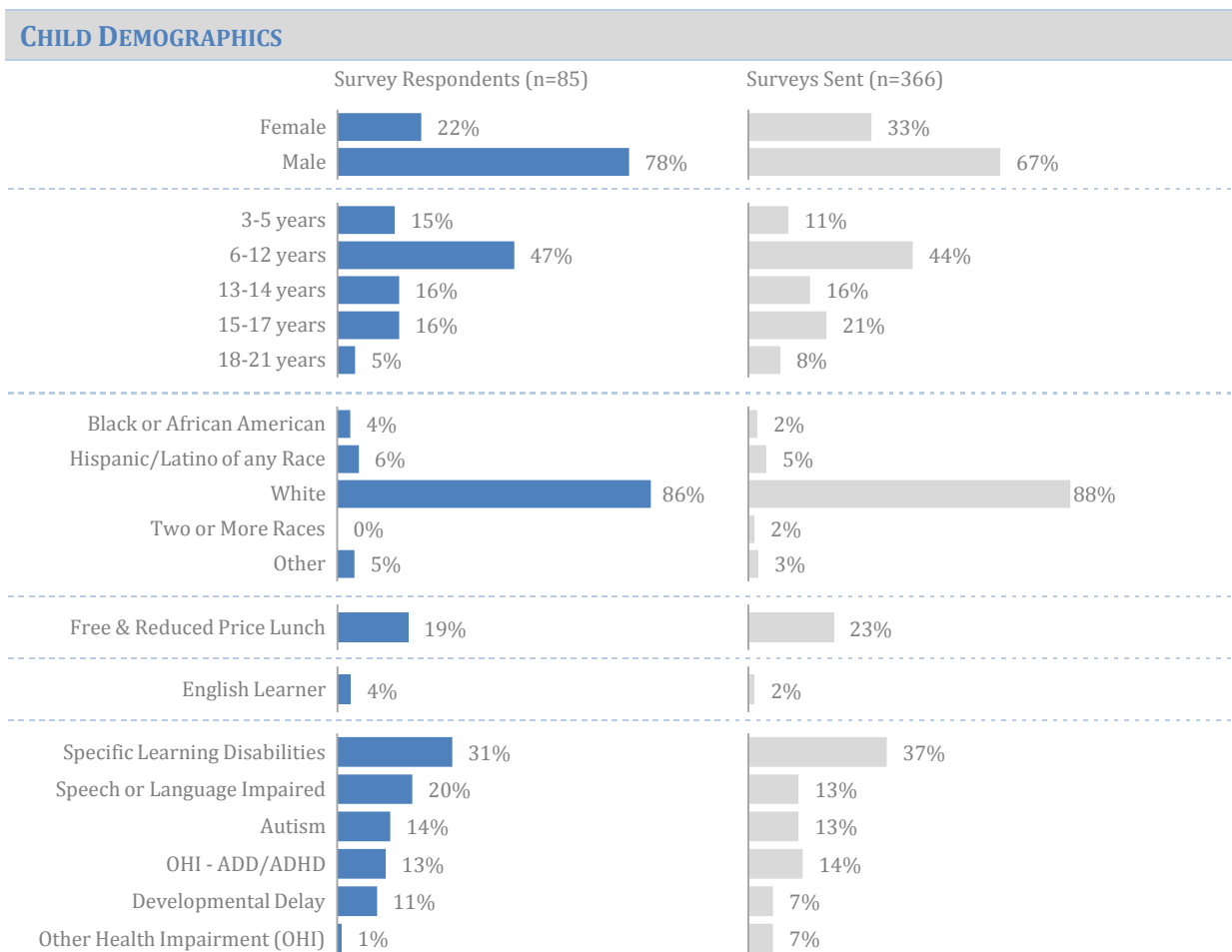
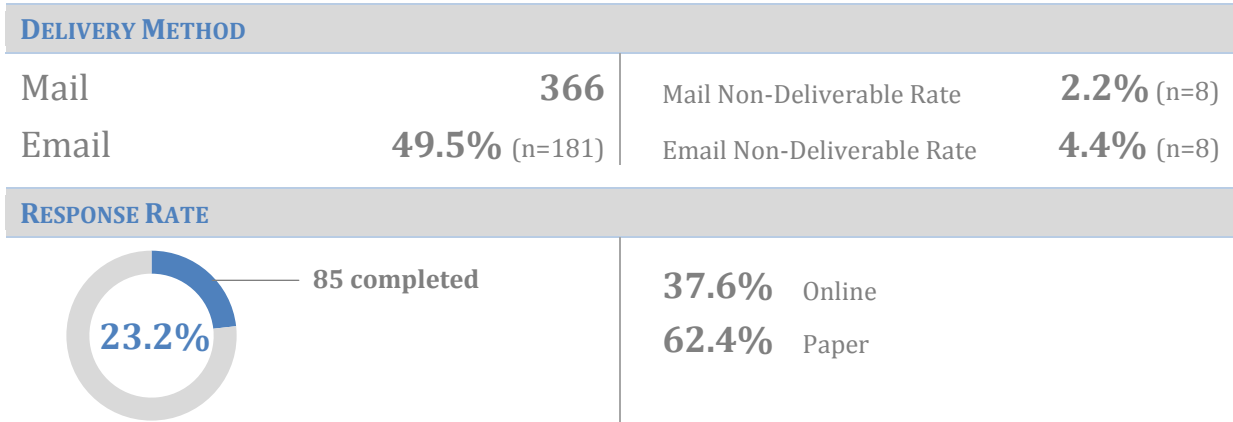
<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

## SECTION I: SURVEY DELIVERY AND RESPONSE


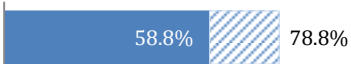
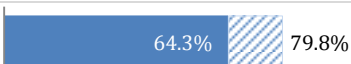

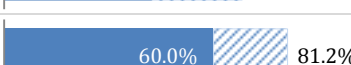




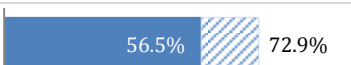





In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the East Lyme Nexus District.



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

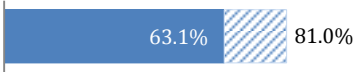


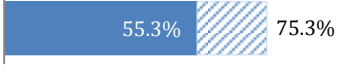




The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the East Lyme Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=84]	 47.6% 75.0%	81.0%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=85]	 58.8% 78.8%	87.1%
3. My child is accepted within the school community. [n=84]	 64.3% 79.8%	91.7%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=85]	 42.4% 68.2%	81.2%
5. All special education services identified in my child’s IEP have been provided. [n=85]	 60.0% 81.2%	84.7%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=83]	 48.2% 74.7%	81.9%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=85]	 56.5% 76.5%	84.7%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=84]	 57.1% 73.8%	82.1%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=85]	 55.3% 75.3%	81.2%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=85]	 56.5% 72.9%	81.2%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=85]	 67.1% 78.8%	91.8%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=85]	 67.1% 88.2%	92.9%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=85]	 60.0% 81.2%	84.7%
KEY:  Strongly Agree  Moderately Agree		




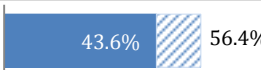
<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

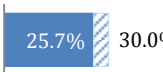



*Participation in My Child's Program (Continued)*



14. My child's evaluation report is written in terms I understand. [n=84]		90.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=85]		88.2%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=85]		88.2%
17. 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=85]		83.5%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=84]		100.0%
19. If necessary, a translator was provided at the PPT meetings. [n=50]		90.0%
20. The translation services provided at the PPT meetings were useful and accurate. [n=46]		87.0%
21. The school district proposed the regular classroom for my child as the first placement option. [n=84]		82.1%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=70]		18.6%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=85]		92.9%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=85]		89.4%
25. 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=78]		59.0%

*Parent Training and Support*

26. 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=70]		32.9%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=70]		21.4%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=81]		28.4%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=81]		27.2%

KEY:  Strongly Agree  Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=82]	48.8% 78.0%	90.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=81]	60.5% 80.2%	86.4%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=8]	75.0% 75.0%	75.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=18]	27.8% 50.0%	61.1%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=17]	23.5% 29.4%	47.1%
35. The PPT introduced planning for my child's transition to adulthood. [n=18]	27.8% 61.1%	66.7%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=18]	61.1% 88.9%	94.4%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=18]	38.9% 61.1%	66.7%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=18]	38.9% 38.9%	72.2%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

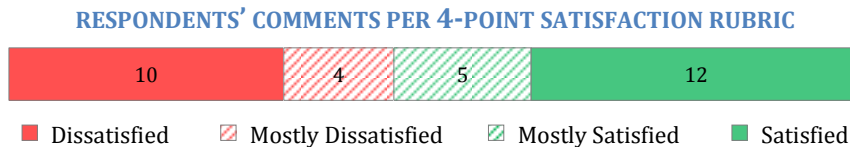
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 85 surveys completed by parents in the East Lyme Nexus District, 36.5% (n=31) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *My child's skills and areas of concern have improved greatly. I love the work his teachers, counselors, etc. are doing at the integrated preschool.*
- *I am very satisfied with the program my daughter is in. I thank all of you for providing support to my child, who needs a lot. She goes to a very good school. It feels very safe and the teachers are happy and very friendly to the children and their parents. Thank you for everything and thank you for supporting my daughter. [Translation]*
- *Since our son's participation in the state's special education system his progress and learning has accelerated by leaps and bounds compared to its absence. The education professionals in the East Lyme school system have been superb and 100% professional. We are thankful for the services.*
- *The East Lyme School District has been fantastic in its special education program – access, implementation, communication, support and its encouragement of parental input and involvement.*
- *My child's placement is always careful and appropriate each school year. I applaud the school for making the environment so positive that he enjoys school despite his learning disabilities.*
- *I have been very pleased with the support my son has received through the East Lyme schools since he was in preschool.*
- *Wonderful school district with involved and caring staff, who I feel know my child and are supportive in seeing that his needs are met and that he is successful. Great job East Lyme!*
- *He has received good support and his administrative team is wonderful. Very happy with his situation.*

### COMMENTS EXPRESSING DISSATISFACTION

- *There is a complete lack of cooperation with parents. Administrators have their own agendas and parental input is not encouraged or welcomed, saving money and limiting services seem to be the top priorities. If parents try to fight the system, they are met with fewer services and a total lack of access.*
- *Our daughter has had various IEP's, none of which have suited her so that she could reach her full potential. Additional communications have often been necessary to stay abreast of her progress or lack there of.*
- *My child was pushed through the education system. A unique program to fit his needs was never an option. He was grouped together with other special needs students although they didn't have the same needs. He has now graduated high school without basic high school knowledge and is not college ready. He is taking remedial college classes.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents' comments.



- *It seems as if it is a constant battle for services. There is never enough time scheduled for PPT meetings. Our son has complex needs and the services seem to get less and less as he ages. However, his needs do not lessen.*
- *I continue to be disappointed regarding the school's ability to provide a meaningful educational program for my child's given diagnosis.*
- *We are disappointed with the way the transition to middle school has progressed. I think the middle school has severely dropped the ball, and has been a waste in terms of what she was able to learn and how far she was able to progress. I saw very little adaptation of grade level work to a level that my child could understand. Words cannot adequately represent how frustrated and disappointed we are with our middle school.*
- *My child's transition to high school was extremely traumatic to him and disappointing to me. He was placed in higher level classes than he should have been mistakenly and became extremely depressed. It took me until January to get a team meeting which is not acceptable to me. Additionally when going in to his planning meeting for this year, he was again slated to be in higher-level classes than he should have been. Very frustrated with this school system, which was so wonderful all through elementary and middle school.*

**APPENDIX A | EAST LYME SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: EAST LYME SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	84	11.9%	0.0%	7.1%	6.0%	27.4%	47.6%	±	19.0%	81.0%	75.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	85	5.9%	4.7%	2.4%	8.2%	20.0%	58.8%	±	12.9%	87.1%	78.8%
3. My child is accepted within the school community.	84	2.4%	3.6%	2.4%	11.9%	15.5%	64.3%	±	8.3%	91.7%	79.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	85	9.4%	3.5%	3.5%	12.9%	25.9%	42.4%	2.4%	16.5%	81.2%	68.2%
5. All special education services identified in my child's IEP have been provided.	85	8.2%	2.4%	3.5%	3.5%	21.2%	60.0%	1.2%	14.1%	84.7%	81.2%
6. Staff is appropriately trained and able to provide my child's specific program and services.	83	7.2%	2.4%	4.8%	7.2%	26.5%	48.2%	3.6%	14.5%	81.9%	74.7%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	85	3.5%	5.9%	2.4%	8.2%	20.0%	56.5%	3.5%	11.8%	84.7%	76.5%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	84	7.1%	4.8%	1.2%	8.3%	16.7%	57.1%	4.8%	13.1%	82.1%	73.8%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	85	8.2%	2.4%	4.7%	5.9%	20.0%	55.3%	3.5%	15.3%	81.2%	75.3%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	85	9.4%	3.5%	5.9%	8.2%	16.5%	56.5%	±	18.8%	81.2%	72.9%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	85	5.9%	1.2%	1.2%	12.9%	11.8%	67.1%	±	8.2%	91.8%	78.8%
12. I understand what is discussed at meetings to develop my child's IEP.	85	1.2%	1.2%	4.7%	4.7%	21.2%	67.1%	±	7.1%	92.9%	88.2%
13. My concerns and recommendations are documented in the development of my child's IEP.	85	5.9%	4.7%	4.7%	3.5%	21.2%	60.0%	±	15.3%	84.7%	81.2%
14. My child's evaluation report is written in terms I understand.	84	8.3%	1.2%	0.0%	9.5%	17.9%	63.1%	±	9.5%	90.5%	81.0%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	85	1.2%	3.5%	7.1%	9.4%	22.4%	56.5%	±	11.8%	88.2%	78.8%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	85	8.2%	2.4%	1.2%	5.9%	28.2%	54.1%	±	11.8%	88.2%	82.4%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	85	11.8%	1.2%	3.5%	8.2%	20.0%	55.3%	±	16.5%	83.5%	75.3%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	84	0.0%	0.0%	0.0%	2.4%	9.5%	88.1%	±	0.0%	100.0%	97.6%
19. If necessary, a translator was provided at the PPT meetings.	50	10.0%	0.0%	0.0%	0.0%	4.0%	86.0%	±	10.0%	90.0%	90.0%
20. The translation services provided at the PPT meetings were useful and accurate.	46	13.0%	0.0%	0.0%	0.0%	4.3%	82.6%	±	13.0%	87.0%	87.0%
21. The school district proposed the regular classroom for my child as the first placement option.	84	7.1%	1.2%	1.2%	1.2%	6.0%	75.0%	8.3%	9.5%	82.1%	81.0%

Table is continued on the next page.

## APPENDIX A.1: EAST LYME SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	70	78.6%	0.0%	2.9%	1.4%	4.3%	12.9%	±	81.4%	18.6%	17.1%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	85	3.5%	1.2%	2.4%	2.4%	5.9%	84.7%	±	7.1%	92.9%	90.6%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	85	7.1%	1.2%	2.4%	2.4%	8.2%	78.8%	±	10.6%	89.4%	87.1%
25. 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).	78	11.5%	1.3%	3.8%	2.6%	12.8%	43.6%	24.4%	16.7%	59.0%	56.4%
26. 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.	70	50.0%	12.9%	4.3%	2.9%	4.3%	25.7%	±	67.1%	32.9%	30.0%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	70	67.1%	4.3%	7.1%	2.9%	5.7%	12.9%	±	78.6%	21.4%	18.6%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	81	19.8%	3.7%	2.5%	6.2%	3.7%	18.5%	45.7%	25.9%	28.4%	22.2%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	81	16.0%	3.7%	3.7%	4.9%	7.4%	14.8%	49.4%	23.5%	27.2%	22.2%
30. My child is learning skills that will enable him/her to be as independent as possible.	82	6.1%	3.7%	0.0%	12.2%	29.3%	48.8%	±	9.8%	90.2%	78.0%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	81	12.3%	1.2%	0.0%	6.2%	19.8%	60.5%	±	13.6%	86.4%	80.2%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	8	12.5%	12.5%	0.0%	0.0%	0.0%	75.0%	±	25.0%	75.0%	75.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	18	22.2%	11.1%	5.6%	11.1%	22.2%	27.8%	±	38.9%	61.1%	50.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	17	11.8%	5.9%	5.9%	17.6%	5.9%	23.5%	29.4%	23.5%	47.1%	29.4%
35. The PPT introduced planning for my child's transition to adulthood.	18	16.7%	5.6%	11.1%	5.6%	33.3%	27.8%	±	33.3%	66.7%	61.1%
36. The school district actively encourages my child to attend and participate in PPT meetings.	18	5.6%	0.0%	0.0%	5.6%	27.8%	61.1%	±	5.6%	94.4%	88.9%
37. The PPT discussed an appropriate course of study at the high school for my child.	18	11.1%	11.1%	11.1%	5.6%	22.2%	38.9%	±	33.3%	66.7%	61.1%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	18	22.2%	5.6%	0.0%	33.3%	0.0%	38.9%	±	27.8%	72.2%	38.9%

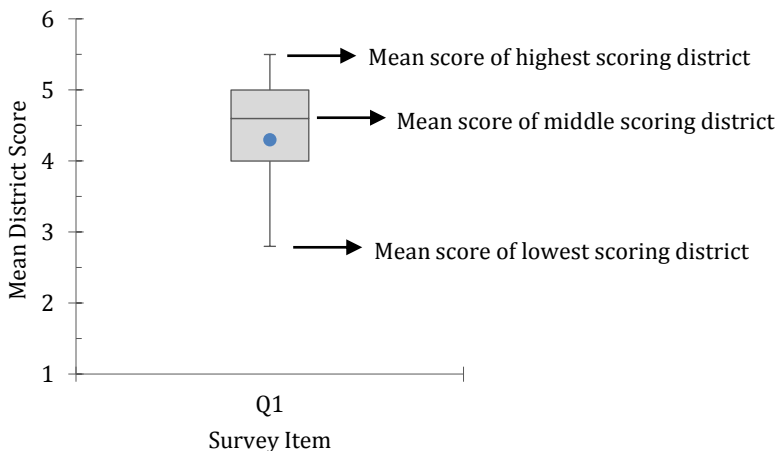
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: EAST LYME BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

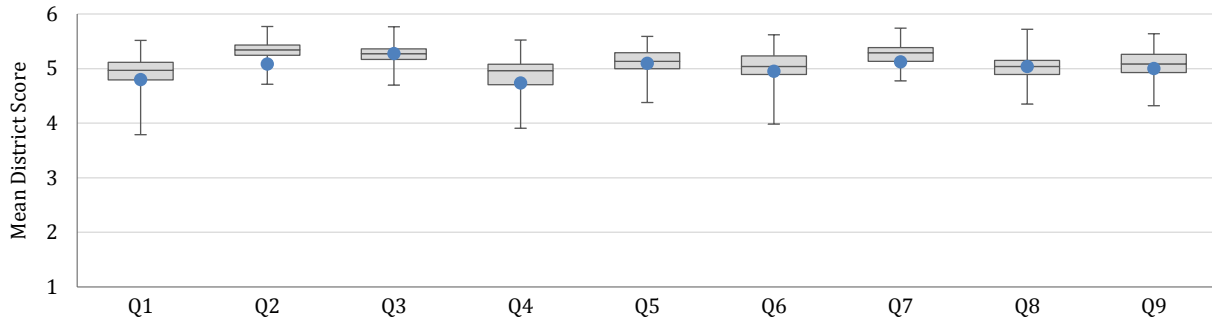
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

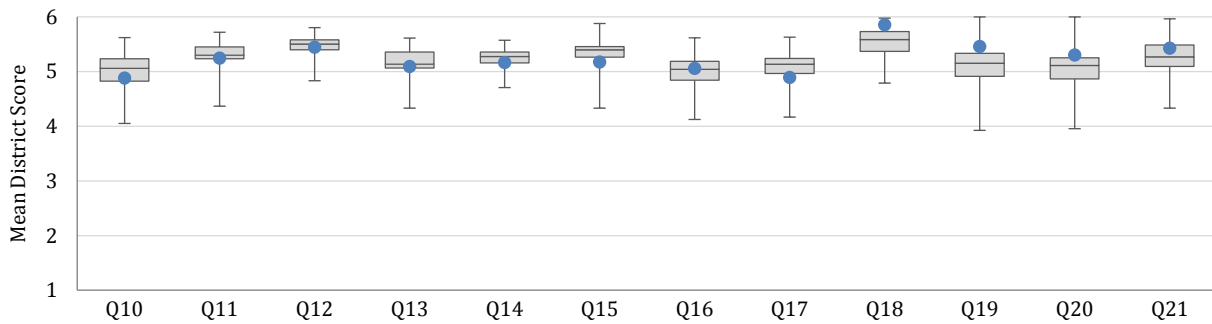
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: EAST LYME BOX-AND-WHISKER CHARTS (CONTINUED)**

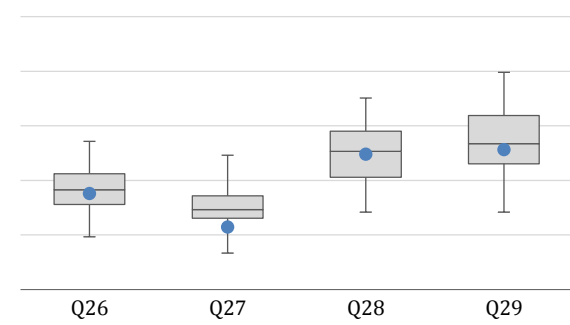
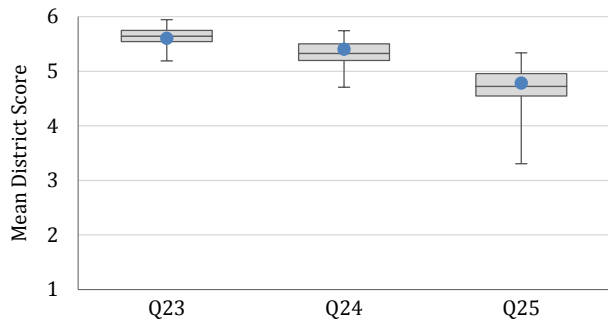
**SATISFACTION WITH MY CHILD'S PROGRAM**



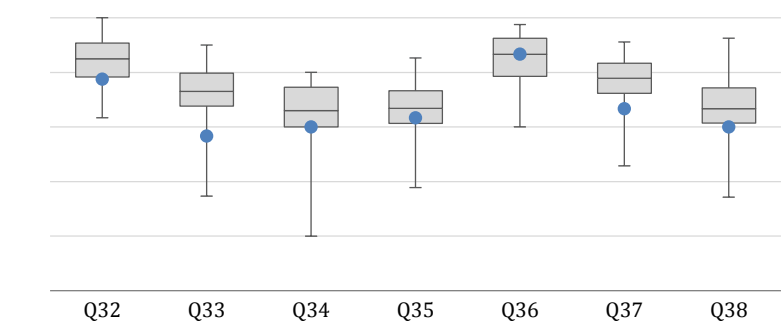
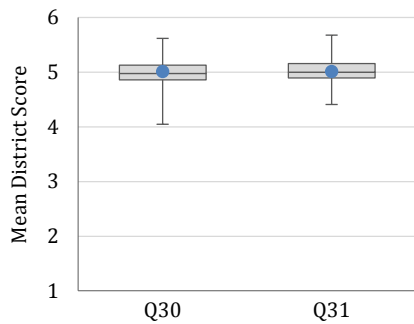
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**MY CHILD'S PARTICIPATION      PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS      TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.



## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

East Windsor Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the East Windsor Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: East Windsor Survey Findings</u>	Page 7
A.1: East Windsor Survey Response Table	Page 8
A.2: East Windsor Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

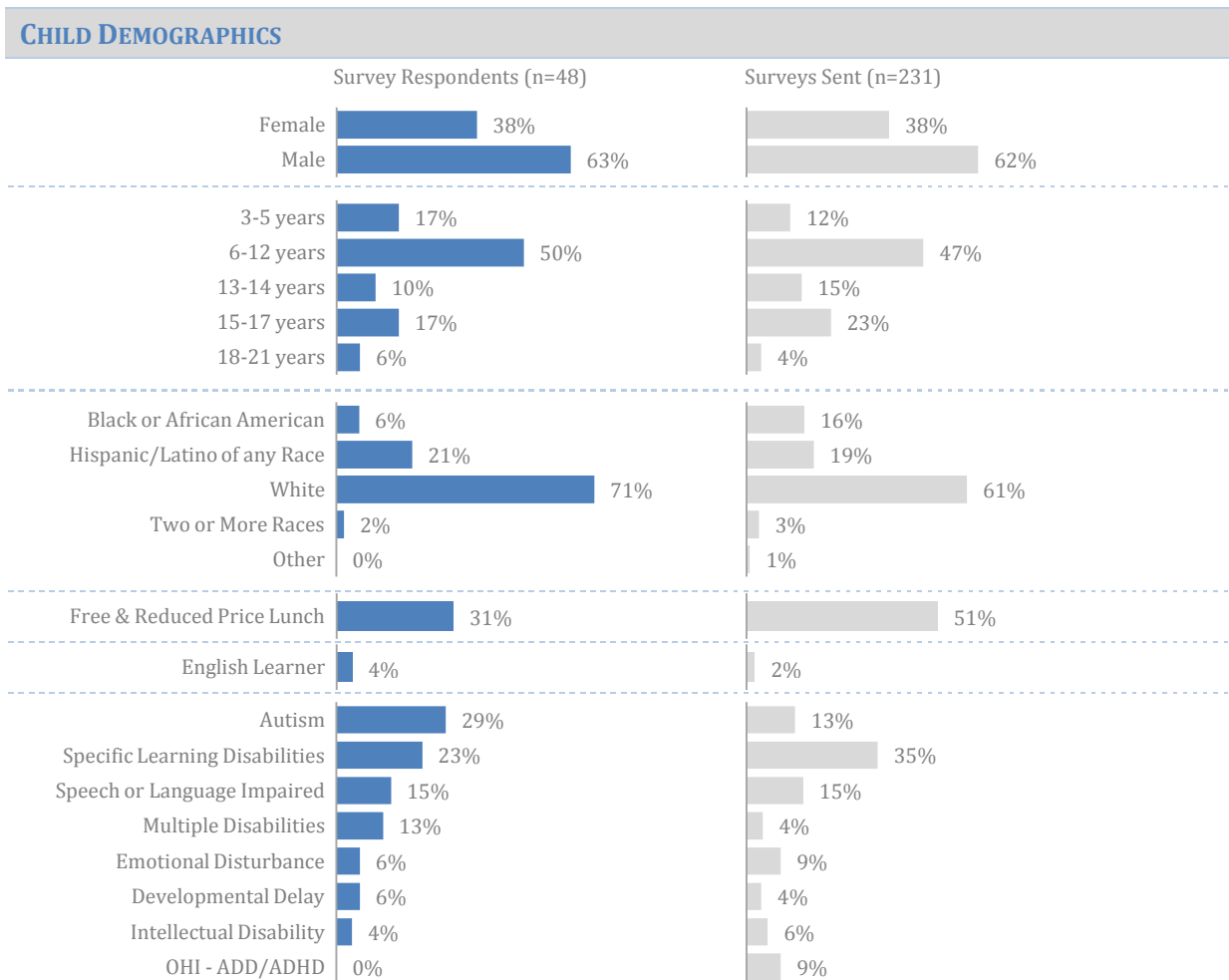
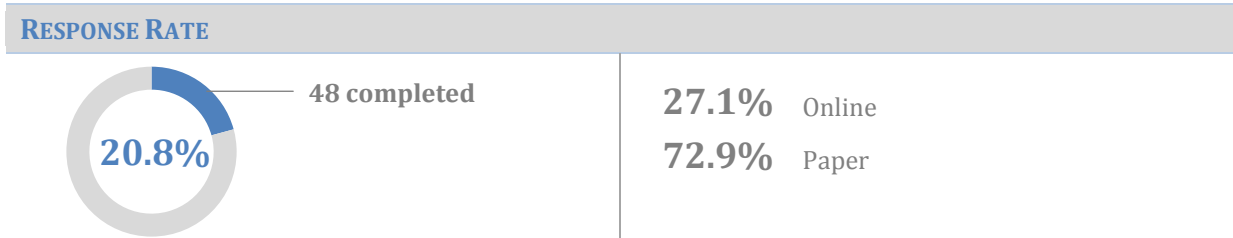
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the East Windsor Nexus District.

DELIVERY METHOD			
Mail	231	Mail Non-Deliverable Rate	9.1% (n=21)
Email	44.6% (n=103)	Email Non-Deliverable Rate	4.9% (n=5)



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

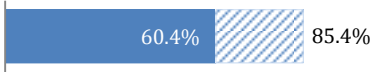
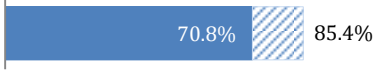
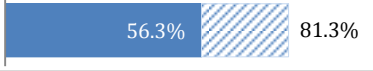
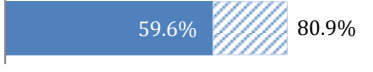
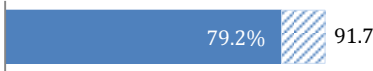
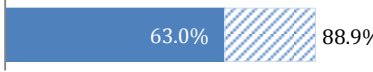
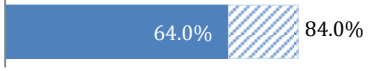

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the East Windsor Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=48]	45.8% 81.3%	93.8%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=48]	72.9% 91.7%	91.7%
3. My child is accepted within the school community. [n=47]	57.4% 76.6%	89.4%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=48]	52.1% 81.3%	91.7%
5. All special education services identified in my child’s IEP have been provided. [n=47]	57.4% 85.1%	89.4%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=48]	60.4% 83.3%	87.5%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=48]	64.6% 85.5%	89.6%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=47]	53.2% 83.0%	85.1%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=45]	48.9% 80.0%	84.4%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=48]	60.4% 75.0%	89.6%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=48]	72.9% 91.7%	91.7%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=48]	68.8% 91.7%	93.8%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=46]	65.2% 89.1%	91.3%
KEY:  Strongly Agree  Moderately Agree		



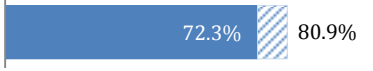

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

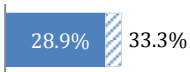



*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=48]		91.7%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=48]		93.8%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=48]		89.6%
17. 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=47]		91.5%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=48]		93.8%
19. If necessary, a translator was provided at the PPT meetings. [n=27]		92.6%
20. The translation services provided at the PPT meetings were useful and accurate. [n=25]		92.0%
21. The school district proposed the regular classroom for my child as the first placement option. [n=45]		73.3%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=42]		21.4%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=48]		93.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=47]		89.4%
25. 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=48]		66.7%

*Parent Training and Support*

26. 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=45]		40.0%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=45]		33.3%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=48]		31.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=46]		32.6%

KEY: ■ Strongly Agree    ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=48]		85.4%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=46]		80.4%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=12]		100.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=12]		83.3%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=13]		53.8%
35. The PPT introduced planning for my child's transition to adulthood. [n=14]		71.4%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=13]		76.9%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=13]		84.6%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=14]		85.7%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

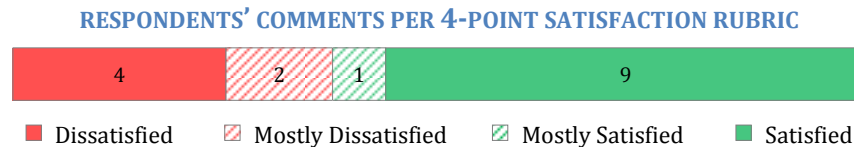
KEY: ■ Strongly Agree    ▨ Moderately Agree



---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 48 surveys completed by parents in the East Windsor Nexus District, 33.3% (n=16) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *East Windsor Middle School has gone above and beyond in trying to find ways to help my son. My son has done very well academically because of all the services that he received. I'm very happy with the staff and services.*
- *Overall, I am completely satisfied with my son's special education experience in this school district since he began attending in kindergarten. The teachers and staff are wonderful, caring people!*
- *East Windsor High School is an amazing and supportive school that provides quality education to my son and keeps an excellent flow of communication with me as the parent.*
- *All the teachers at East Windsor Middle School have been wonderful to my daughter. They are working with her at her own pace so my daughter doesn't get frustrated and give up on herself.*
- *My school district is wonderful! The teachers, support staff, and director of special education are extremely responsive, accommodating, and supportive!*

### COMMENTS EXPRESSING DISSATISFACTION

- *The school district is very poorly prepared for educating children with disabilities, especially autism. There are no support systems in place for my child or me. The personnel/staff are poorly trained. There are no activities for my child.*
- *I am very disappointed with the school system's overall support for my child's needs. The teacher was very unsupportive and rude.*
- *The only negative is when school starts each year some of the regular education teachers were unaware of the modifications for my child.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents' comments.

**APPENDIX A | EAST WINDSOR SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: EAST WINDSOR SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	48	6.3%	0.0%	0.0%	12.5%	35.4%	45.8%	±	6.3%	93.8%	81.3%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	48	6.3%	2.1%	0.0%	0.0%	18.8%	72.9%	±	8.3%	91.7%	91.7%
3. My child is accepted within the school community.	47	4.3%	4.3%	2.1%	12.8%	19.1%	57.4%	±	10.6%	89.4%	76.6%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	48	4.2%	0.0%	4.2%	10.4%	29.2%	52.1%	0.0%	8.3%	91.7%	81.3%
5. All special education services identified in my child's IEP have been provided.	47	4.3%	0.0%	2.1%	4.3%	27.7%	57.4%	4.3%	6.4%	89.4%	85.1%
6. Staff is appropriately trained and able to provide my child's specific program and services.	48	6.3%	0.0%	4.2%	4.2%	22.9%	60.4%	2.1%	10.4%	87.5%	83.3%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	48	6.3%	2.1%	0.0%	2.1%	22.9%	64.6%	2.1%	8.3%	89.6%	87.5%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	47	6.4%	2.1%	6.4%	2.1%	29.8%	53.2%	0.0%	14.9%	85.1%	83.0%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	45	6.7%	4.4%	2.2%	4.4%	31.1%	48.9%	2.2%	13.3%	84.4%	80.0%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	48	6.3%	2.1%	2.1%	14.6%	14.6%	60.4%	±	10.4%	89.6%	75.0%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	48	4.2%	2.1%	2.1%	0.0%	18.8%	72.9%	±	8.3%	91.7%	91.7%
12. I understand what is discussed at meetings to develop my child's IEP.	48	2.1%	0.0%	4.2%	2.1%	22.9%	68.8%	±	6.3%	93.8%	91.7%
13. My concerns and recommendations are documented in the development of my child's IEP.	46	4.3%	0.0%	4.3%	2.2%	23.9%	65.2%	±	8.7%	91.3%	89.1%
14. My child's evaluation report is written in terms I understand.	48	4.2%	2.1%	2.1%	6.3%	25.0%	60.4%	±	8.3%	91.7%	85.4%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	48	4.2%	0.0%	2.1%	8.3%	14.6%	70.8%	±	6.3%	93.8%	85.4%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	48	2.1%	4.2%	4.2%	8.3%	25.0%	56.3%	±	10.4%	89.6%	81.3%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	47	4.3%	2.1%	2.1%	10.6%	21.3%	59.6%	±	8.5%	91.5%	80.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	48	4.2%	2.1%	0.0%	2.1%	12.5%	79.2%	±	6.3%	93.8%	91.7%
19. If necessary, a translator was provided at the PPT meetings.	27	7.4%	0.0%	0.0%	3.7%	25.9%	63.0%	±	7.4%	92.6%	88.9%
20. The translation services provided at the PPT meetings were useful and accurate.	25	8.0%	0.0%	0.0%	8.0%	20.0%	64.0%	±	8.0%	92.0%	84.0%
21. The school district proposed the regular classroom for my child as the first placement option.	45	8.9%	2.2%	4.4%	2.2%	15.6%	55.6%	11.1%	15.6%	73.3%	71.1%

Table is continued on the next page.

## APPENDIX A.1: EAST WINDSOR SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	42	73.8%	4.8%	0.0%	2.4%	4.8%	14.3%	±	78.6%	21.4%	19.0%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	48	4.2%	0.0%	2.1%	2.1%	4.2%	87.5%	±	6.3%	93.8%	91.7%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	47	8.5%	2.1%	0.0%	8.5%	8.5%	72.3%	±	10.6%	89.4%	80.9%
25. 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).	48	12.5%	0.0%	2.1%	4.2%	14.6%	47.9%	18.8%	14.6%	66.7%	62.5%
26. 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.	45	46.7%	6.7%	6.7%	6.7%	4.4%	28.9%	±	60.0%	40.0%	33.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	45	51.1%	8.9%	6.7%	4.4%	11.1%	17.8%	±	66.7%	33.3%	28.9%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	48	18.8%	4.2%	4.2%	4.2%	12.5%	14.6%	41.7%	27.1%	31.3%	27.1%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	46	15.2%	6.5%	0.0%	6.5%	6.5%	19.6%	45.7%	21.7%	32.6%	26.1%
30. My child is learning skills that will enable him/her to be as independent as possible.	48	4.2%	6.3%	4.2%	12.5%	20.8%	52.1%	±	14.6%	85.4%	72.9%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	46	6.5%	2.2%	10.9%	8.7%	19.6%	52.2%	±	19.6%	80.4%	71.7%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	12	0.0%	0.0%	0.0%	0.0%	8.3%	91.7%	±	0.0%	100.0%	100.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	12	16.7%	0.0%	0.0%	8.3%	33.3%	41.7%	±	16.7%	83.3%	75.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	13	7.7%	0.0%	0.0%	7.7%	7.7%	38.5%	38.5%	7.7%	53.8%	46.2%
35. The PPT introduced planning for my child's transition to adulthood.	14	28.6%	0.0%	0.0%	14.3%	14.3%	42.9%	±	28.6%	71.4%	57.1%
36. The school district actively encourages my child to attend and participate in PPT meetings.	13	15.4%	7.7%	0.0%	7.7%	23.1%	46.2%	±	23.1%	76.9%	69.2%
37. The PPT discussed an appropriate course of study at the high school for my child.	13	15.4%	0.0%	0.0%	7.7%	30.8%	46.2%	±	15.4%	84.6%	76.9%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	14	14.3%	0.0%	0.0%	28.6%	21.4%	35.7%	±	14.3%	85.7%	57.1%

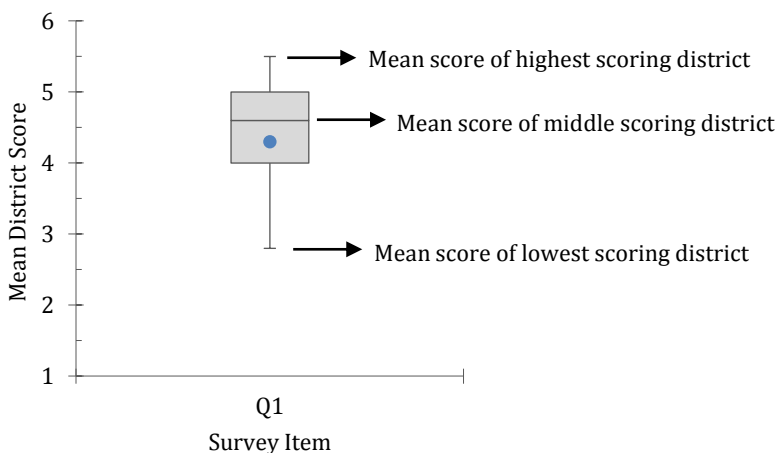
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: EAST WINDSOR BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

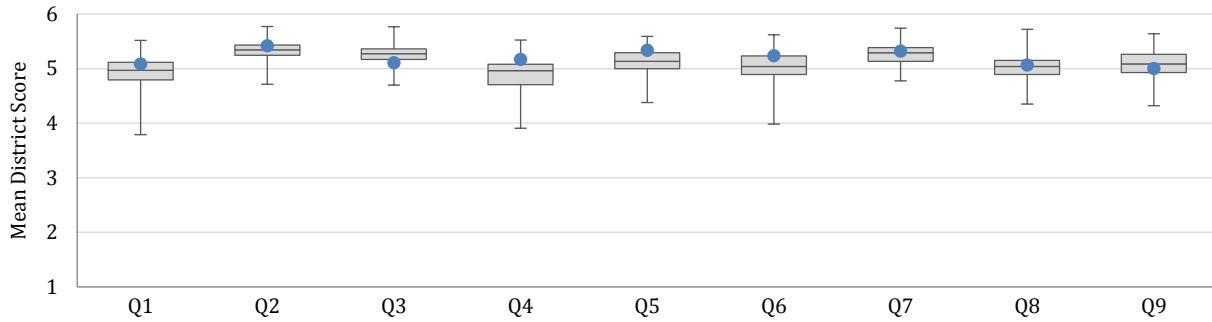
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

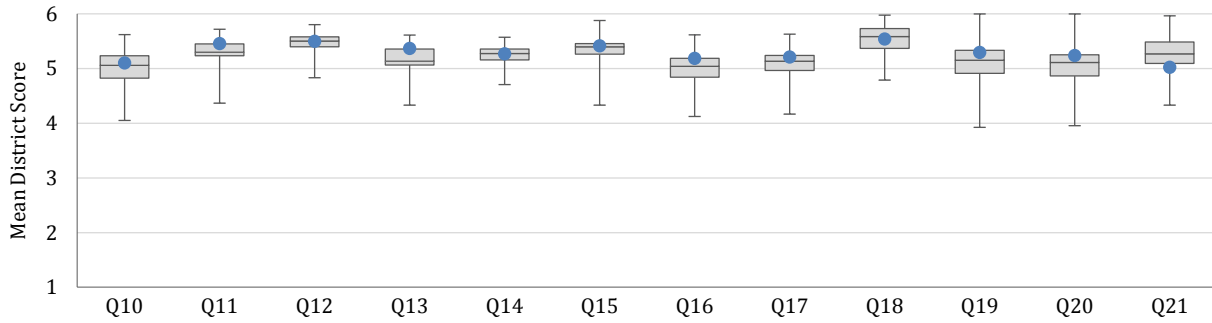
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: EAST WINDSOR BOX-AND-WHISKER CHARTS (CONTINUED)**

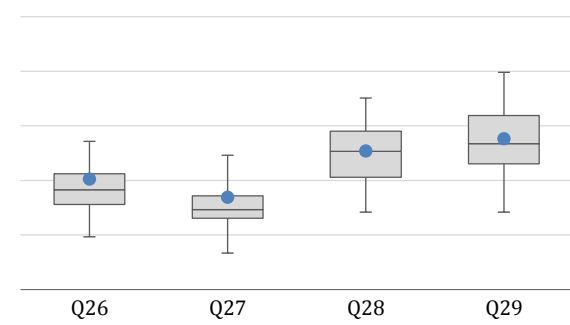
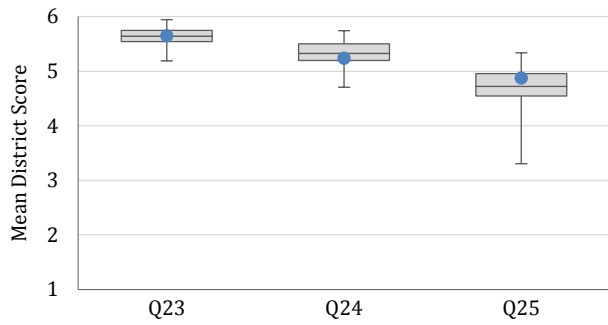
**SATISFACTION WITH MY CHILD'S PROGRAM**



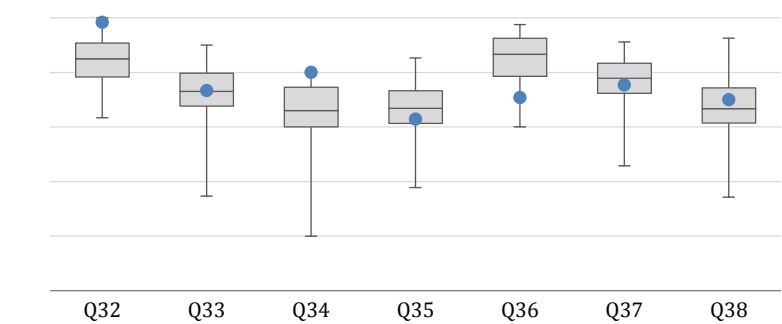
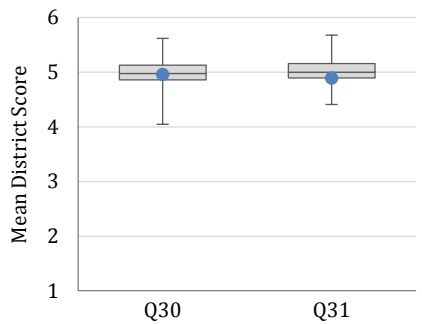
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**MY CHILD'S PARTICIPATION      PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS      TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.



## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Enfield Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207



---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Enfield Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Enfield Survey Findings</u>	Page 8
A.1: Enfield Survey Response Table	Page 9
A.2: Enfield Box-and-Whiskers Charts	Page 11
<u>Appendix B: Statewide Results</u>	Page 13
B.1: Response Rate by District	Page 14
B.2: Statewide Survey Response Table	Page 15

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

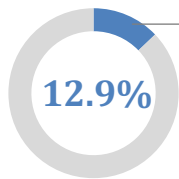
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the sample of parents selected to participate in the survey from the Enfield Nexus District.

### DELIVERY METHOD

Mail	<b>613</b>	Mail Non-Deliverable Rate	<b>3.8%</b> (n=23)
Email	<b>4.7%</b> (n=29)	Email Non-Deliverable Rate	<b>6.9%</b> (n=2)

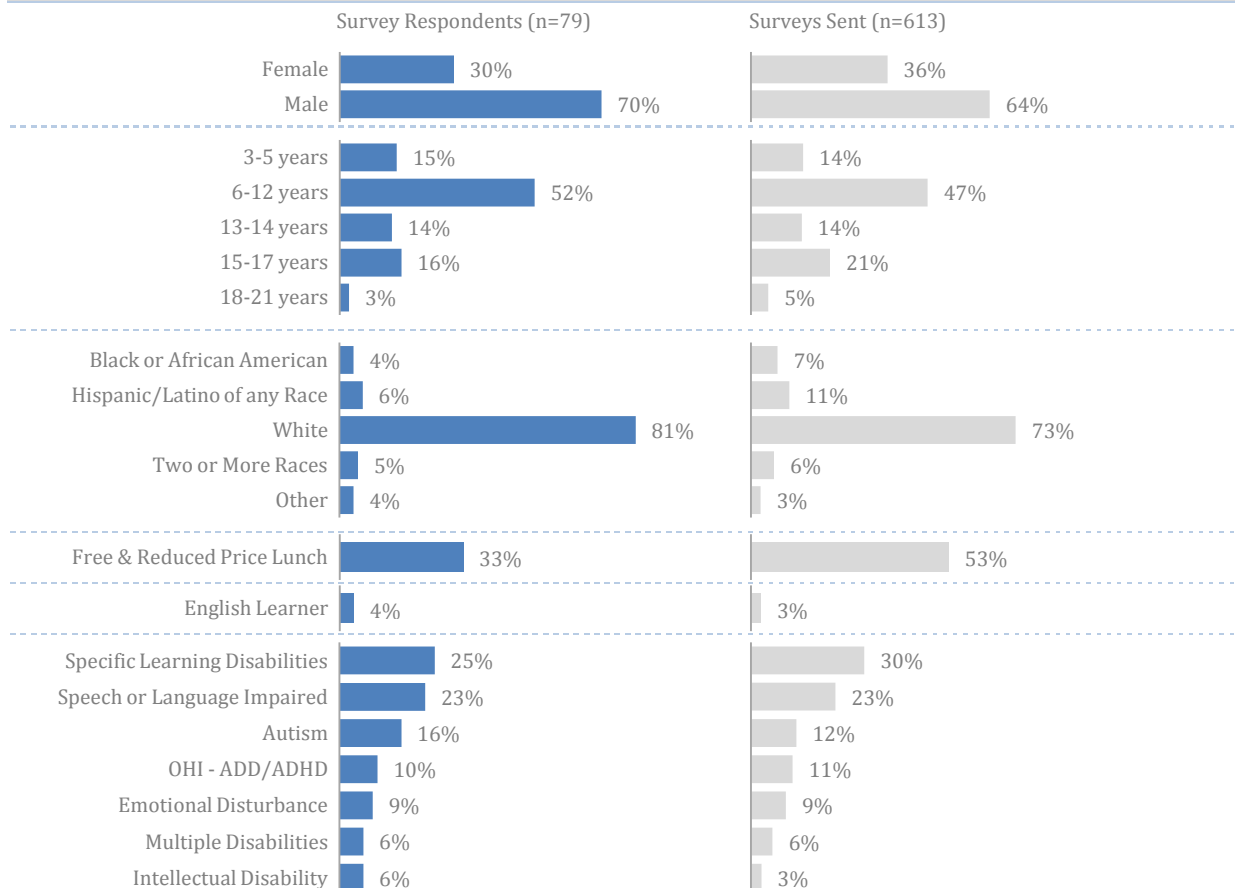
### RESPONSE RATE



79 completed

**22.8%** Online  
**77.2%** Paper



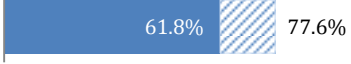



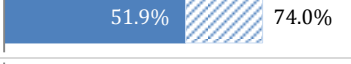




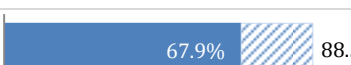



### CHILD DEMOGRAPHICS



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Enfield Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=79]	 35.4% 67.1%	79.7%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=78]	 51.3% 79.5%	91.0%
3. My child is accepted within the school community. [n=76]	 61.8% 77.6%	84.2%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=78]	 34.6% 66.7%	78.2%
5. All special education services identified in my child’s IEP have been provided. [n=77]	 54.5% 77.9%	87.0%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=77]	 44.2% 68.8%	79.2%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=77]	 51.9% 74.0%	85.7%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=75]	 38.7% 65.3%	77.3%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=76]	 40.8% 65.8%	75.0%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=79]	 45.6% 70.9%	83.5%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=77]	 62.3% 74.0%	83.1%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=78]	 67.9% 88.5%	93.6%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=77]	 49.4% 76.6%	88.3%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=78]	52.6% 73.1%	87.2%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=78]	60.3% 80.8%	85.9%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=79]	38.0% 60.8%	78.5%
17. 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=79]	51.9% 69.6%	83.5%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=79]	69.6% 84.8%	88.6%
19. If necessary, a translator was provided at the PPT meetings. [n=40]	57.5% 80.0%	87.5%
20. The translation services provided at the PPT meetings were useful and accurate. [n=38]	52.6% 78.9%	86.8%
21. The school district proposed the regular classroom for my child as the first placement option. [n=76]	59.2% 73.7%	75.0%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=70]	17.1% 25.7%	28.6%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=78]	71.8% 82.1%	89.7%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=76]	67.1% 77.6%	82.9%
25. 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=73]	35.6% 43.8%	49.3%

*Parent Training and Support*

26. 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=71]	16.9% 23.9%	28.2%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=71]	16.9%	25.4%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=76]	17.1% 23.7%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=74]	24.3% 32.4%	37.8%

KEY: ■ Strongly Agree    ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=78]	51.3% 73.1%	80.8%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=74]	59.5% 75.7%	81.1%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=11]	54.5% 63.6%	72.7%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=18]	33.3% 50.0%	61.1%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=18]	27.8% 38.9%	44.4%
35. The PPT introduced planning for my child's transition to adulthood. [n=18]	44.4% 61.1%	61.1%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=19]	68.4% 89.5%	94.7%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=19]	57.9% 68.4%	84.2%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=18]	44.4% 55.6%	66.7%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree    ▨ Moderately Agree



---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 79 surveys completed by parents in the Enfield Nexus District, 30.4% (n=24) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>

RESPONDENTS’ COMMENTS PER 4-POINT SATISFACTION RUBRIC



### COMMENTS EXPRESSING SATISFACTION

- *I'm glad that my child is in the education program. I see that my child is learning. Most of all, the PPT meetings are good to have. The special teachers really care. All the teachers at that.*
- *Transitioning from Birth to Three into the public school system was seamless. We couldn't be happier with the education and support our child has received. We have seen a huge improvement from when our child was first enrolled, and feel as though our child is able to keep up in a traditional classroom because of it.*
- *Two years ago we moved to Enfield to find a better schooling situation not dependent on the slim chances of winning the magnet school lottery. While not perfect, there was a dramatic improvement in my son's educational experience once we transferred. Most noticeable is the optimistic attitudes of staff and faculty. Instead of being treated as a disciplinary problem, my son has been treated with dignity and support. The school has gone beyond basic "compliance" and are always thinking out of the box for ways to turn his challenges into strengths. I no longer dread PPTs but look forward to reviewing and reworking strategies to help him succeed.*

### COMMENTS EXPRESSING DISSATISFACTION

- *My child is supposed to receive 30 minutes of speech therapy weekly per her IEP. Yet, she misses therapy often because the speech therapist has other meetings during her therapy session. I find this unacceptable.*
- *The Enfield School District does not work with parents who have children with disabilities. The staff is not trained to deal with my child and they said no when I suggested training. They did not want to hear what I had to say, and I got tired of the abuse and the staff being openly hostile and administrators letting it happen. My daughter is now in a CREC school and things are already so much better.*
- *The performance at the schools is very poor. Some of the teachers including the office staff are very rude.*
- *Enfield School District is very difficult to work with in regards to special education. They have not addressed or provided any secondary transition services for our child. They are basically pushing him through school and providing him with credits in order to graduate without actually being prepared to enter the workforce or continue his education.*
- *In general, it has been very difficult to work with this district and feel like an equal partner at the table during PPTs as the school has consistently tried to force their agenda upon our child. They have made no effort and have rejected any suggestion of transitioning him back to a more mainstream and inclusive setting.*
- *Parent concerns were often dismissed or ignored. We often felt that our child's best interests and well-being were abandoned in the school's and town's self-protective attitude and endless fear of litigation. Sadly, what is "common sense" to a special needs parent does not seem to be considered by the town, school or the staff and, in fact, is all but dismissed and the parents are made to feel silly for even trying to have a dialog about the situation. We have always made ourselves available and have tried to be open to a team attitude but we are frustrated at being ignored and dismissed.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

- *When calling the school you always have to leave a message and the call back time is a long wait. One of the special education teachers was very rude to my son to the point he was in tears.*
- *I don't feel like I am an equal partner in my child's education in terms of the PPT meetings. When you are told it can be implemented with or without your approval and input and they don't allow you to add things or adjust language then it makes no sense to waste the parents' time to attend the meetings, which are always worked around the teachers' and administrators' schedules with little to no regard for working parents. Additionally, I have never been told about support networks or advisory groups for my district.*

**APPENDIX A | ENFIELD SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: ENFIELD SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	79	13.9%	2.5%	3.8%	12.7%	31.6%	35.4%	±	20.3%	79.7%	67.1%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	78	3.8%	2.6%	2.6%	11.5%	28.2%	51.3%	±	9.0%	91.0%	79.5%
3. My child is accepted within the school community.	76	2.6%	7.9%	5.3%	6.6%	15.8%	61.8%	±	15.8%	84.2%	77.6%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	78	12.8%	5.1%	3.8%	11.5%	32.1%	34.6%	0.0%	21.8%	78.2%	66.7%
5. All special education services identified in my child's IEP have been provided.	77	5.2%	3.9%	2.6%	9.1%	23.4%	54.5%	1.3%	11.7%	87.0%	77.9%
6. Staff is appropriately trained and able to provide my child's specific program and services.	77	7.8%	3.9%	6.5%	10.4%	24.7%	44.2%	2.6%	18.2%	79.2%	68.8%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	77	5.2%	1.3%	6.5%	11.7%	22.1%	51.9%	1.3%	13.0%	85.7%	74.0%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	75	6.7%	4.0%	4.0%	12.0%	26.7%	38.7%	8.0%	14.7%	77.3%	65.3%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	76	5.3%	7.9%	3.9%	9.2%	25.0%	40.8%	7.9%	17.1%	75.0%	65.8%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	79	7.6%	5.1%	3.8%	12.7%	25.3%	45.6%	±	16.5%	83.5%	70.9%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	77	10.4%	1.3%	5.2%	9.1%	11.7%	62.3%	±	16.9%	83.1%	74.0%
12. I understand what is discussed at meetings to develop my child's IEP.	78	0.0%	1.3%	5.1%	5.1%	20.5%	67.9%	±	6.4%	93.6%	88.5%
13. My concerns and recommendations are documented in the development of my child's IEP.	77	5.2%	2.6%	3.9%	11.7%	27.3%	49.4%	±	11.7%	88.3%	76.6%
14. My child's evaluation report is written in terms I understand.	78	3.8%	6.4%	2.6%	14.1%	20.5%	52.6%	±	12.8%	87.2%	73.1%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	78	9.0%	3.8%	1.3%	5.1%	20.5%	60.3%	±	14.1%	85.9%	80.8%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	79	11.4%	6.3%	3.8%	17.7%	22.8%	38.0%	±	21.5%	78.5%	60.8%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	79	7.6%	1.3%	7.6%	13.9%	17.7%	51.9%	±	16.5%	83.5%	69.6%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	79	7.6%	2.5%	1.3%	3.8%	15.2%	69.6%	±	11.4%	88.6%	84.8%
19. If necessary, a translator was provided at the PPT meetings.	40	7.5%	2.5%	2.5%	7.5%	22.5%	57.5%	±	12.5%	87.5%	80.0%
20. The translation services provided at the PPT meetings were useful and accurate.	38	5.3%	0.0%	7.9%	7.9%	26.3%	52.6%	±	13.2%	86.8%	78.9%
21. The school district proposed the regular classroom for my child as the first placement option.	76	10.5%	1.3%	0.0%	1.3%	14.5%	59.2%	13.2%	11.8%	75.0%	73.7%

Table is continued on the next page.

## APPENDIX A.1: ENFIELD SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	70	64.3%	7.1%	0.0%	2.9%	8.6%	17.1%	±	71.4%	28.6%	25.7%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	78	7.7%	2.6%	0.0%	7.7%	10.3%	71.8%	±	10.3%	89.7%	82.1%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	76	10.5%	5.3%	1.3%	5.3%	10.5%	67.1%	±	17.1%	82.9%	77.6%
25. 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).	73	16.4%	5.5%	0.0%	5.5%	8.2%	35.6%	28.8%	21.9%	49.3%	43.8%
26. 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.	71	59.2%	5.6%	7.0%	4.2%	7.0%	16.9%	±	71.8%	28.2%	23.9%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	71	59.2%	2.8%	12.7%	8.5%	4.2%	12.7%	±	74.6%	25.4%	16.9%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	76	26.3%	7.9%	5.3%	6.6%	6.6%	17.1%	30.3%	39.5%	30.3%	23.7%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	74	17.6%	6.8%	2.7%	5.4%	8.1%	24.3%	35.1%	27.0%	37.8%	32.4%
30. My child is learning skills that will enable him/her to be as independent as possible.	78	10.3%	1.3%	7.7%	7.7%	21.8%	51.3%	±	19.2%	80.8%	73.1%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	74	10.8%	4.1%	4.1%	5.4%	16.2%	59.5%	±	18.9%	81.1%	75.7%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	11	27.3%	0.0%	0.0%	9.1%	9.1%	54.5%	±	27.3%	72.7%	63.6%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	18	22.2%	5.6%	11.1%	11.1%	16.7%	33.3%	±	38.9%	61.1%	50.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	18	16.7%	5.6%	0.0%	5.6%	11.1%	27.8%	33.3%	22.2%	44.4%	38.9%
35. The PPT introduced planning for my child's transition to adulthood.	18	22.2%	11.1%	5.6%	0.0%	16.7%	44.4%	±	38.9%	61.1%	61.1%
36. The school district actively encourages my child to attend and participate in PPT meetings.	19	5.3%	0.0%	0.0%	5.3%	21.1%	68.4%	±	5.3%	94.7%	89.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	19	10.5%	5.3%	0.0%	15.8%	10.5%	57.9%	±	15.8%	84.2%	68.4%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	18	27.8%	5.6%	0.0%	11.1%	11.1%	44.4%	±	33.3%	66.7%	55.6%

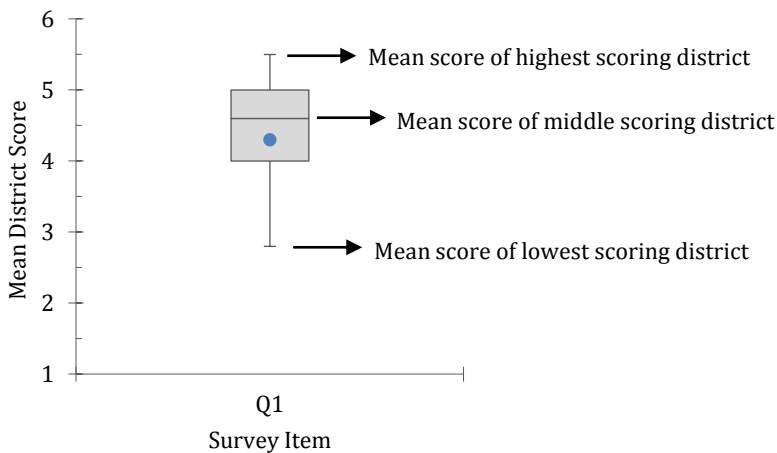
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: ENFIELD BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

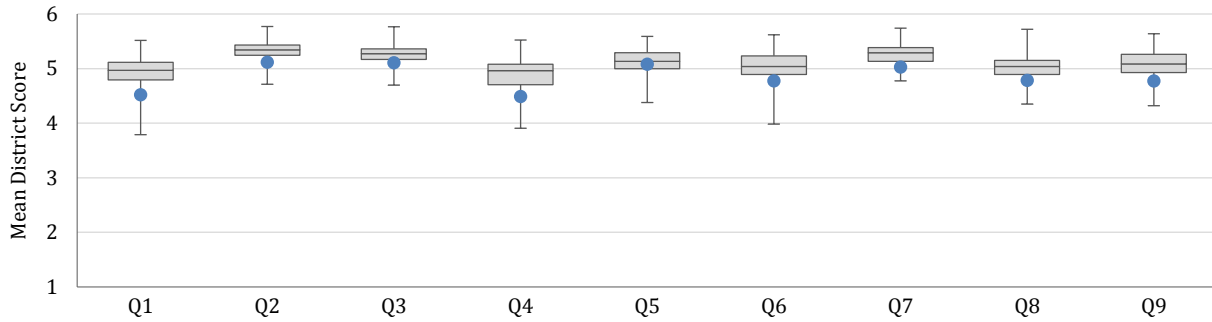
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

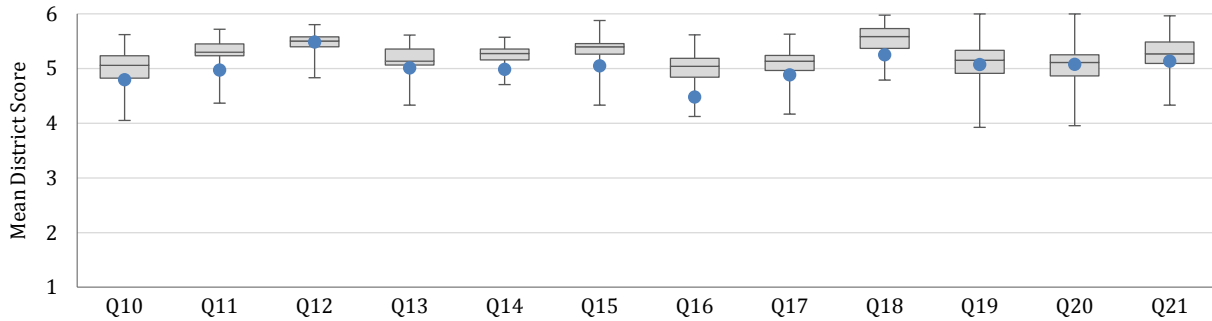
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: ENFIELD BOX-AND-WHISKER CHARTS (CONTINUED)**

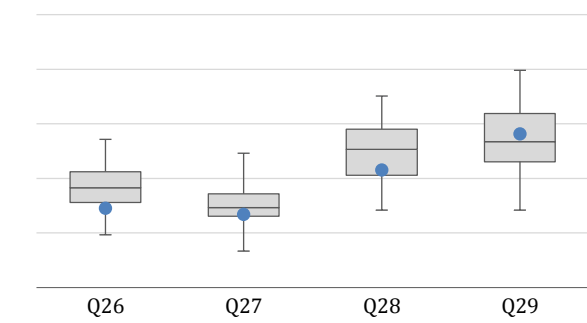
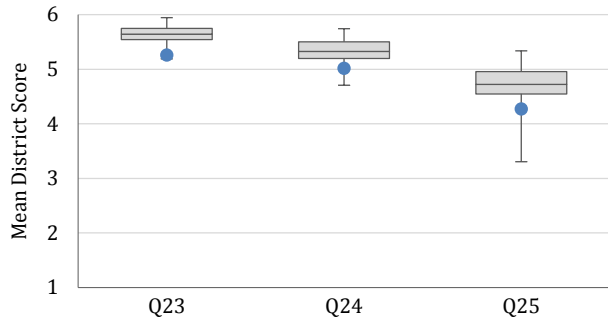
**SATISFACTION WITH MY CHILD'S PROGRAM**



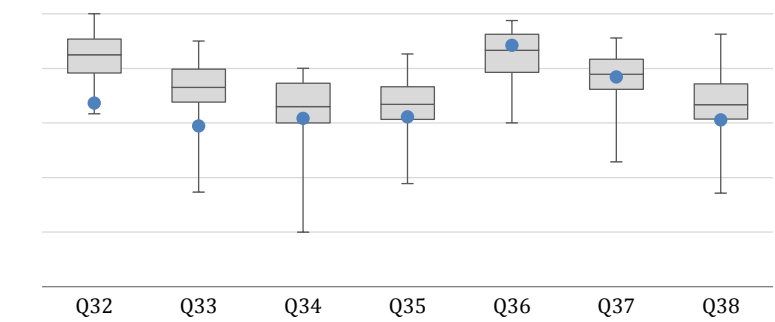
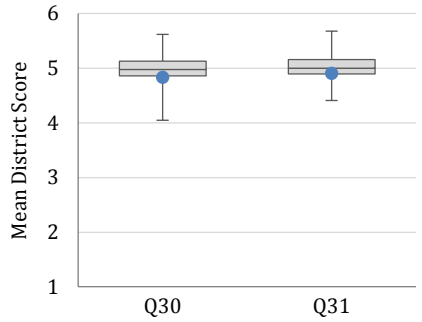
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**MY CHILD'S PARTICIPATION      PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS      TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**



## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Glastonbury Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Glastonbury Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Glastonbury Survey Findings</u>	Page 8
A.1: Glastonbury Survey Response Table	Page 9
A.2: Glastonbury Box-and-Whiskers Charts	Page 11
<u>Appendix B: Statewide Results</u>	Page 13
B.1: Response Rate by District	Page 14
B.2: Statewide Survey Response Table	Page 15

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

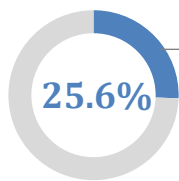
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the sample of parents selected to participate in the survey from the Glastonbury Nexus District.

### DELIVERY METHOD

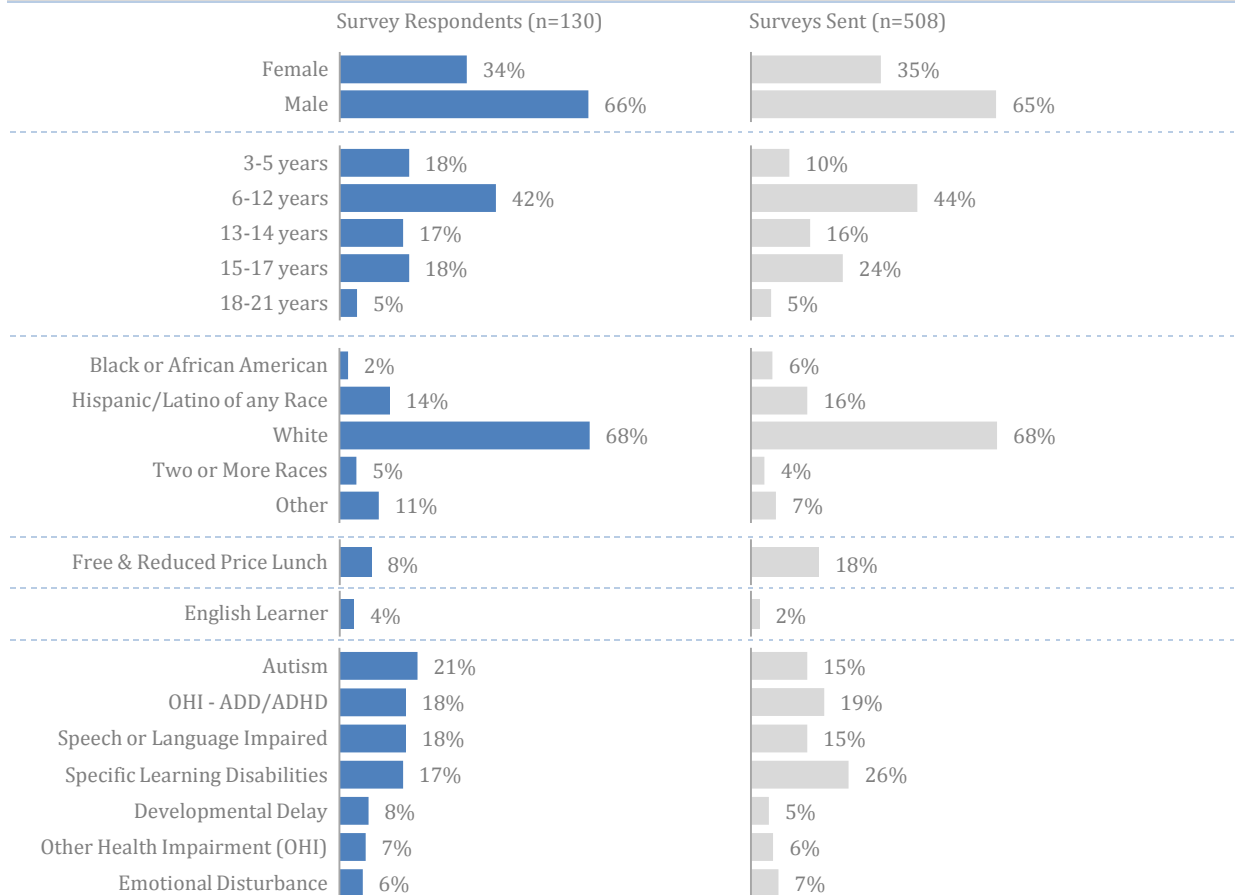
Mail	<b>508</b>	Mail Non-Deliverable Rate	<b>2.0%</b> (n=10)
Email	<b>95.9%</b> (n=487)	Email Non-Deliverable Rate	<b>1.4%</b> (n=7)

### RESPONSE RATE



**56.9%** Online  
**43.1%** Paper






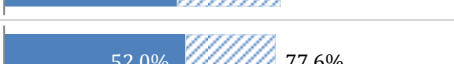






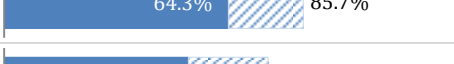


### CHILD DEMOGRAPHICS



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Glastonbury Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=128]	 42.2% 80.5%	88.3%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=130]	 56.9% 82.3%	92.3%
3. My child is accepted within the school community. [n=128]	 59.4% 80.5%	88.3%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=130]	 38.5% 72.3%	83.1%
5. All special education services identified in my child’s IEP have been provided. [n=129]	 49.6% 79.1%	88.4%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=125]	 52.0% 77.6%	86.4%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=126]	 55.6% 82.5%	88.9%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=124]	 37.9% 66.1%	78.2%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=124]	 38.7% 66.9%	79.0%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=127]	 49.6% 73.2%	87.4%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=129]	 61.2% 76.7%	90.7%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=126]	 64.3% 85.7%	94.4%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=127]	 52.8% 75.6%	92.1%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=126]	57.9% 84.1%	94.4%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=126]	67.5% 86.5%	91.3%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=128]	47.7% 75.8%	87.5%
17. 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=128]	54.7% 72.7%	85.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=127]	76.4% 88.2%	93.7%
19. If necessary, a translator was provided at the PPT meetings. [n=80]	71.3% 81.3%	87.5%
20. The translation services provided at the PPT meetings were useful and accurate. [n=76]	67.1% 76.3%	85.5%
21. The school district proposed the regular classroom for my child as the first placement option. [n=125]	76.8% 85.6%	91.2%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=99]	18.2%	20.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=128]	81.3% 92.2%	94.5%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=124]	79.8% 88.7%	92.7%
25. 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=114]	43.0% 55.3%	64.0%

*Parent Training and Support*

26. 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=108]	28.7% 42.6%	52.8%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=109]	24.8% 37.6%	44.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=121]	29.8% 43.8%	55.4%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=122]	37.7% 50.8%	61.5%

KEY: ■ Strongly Agree    ▨ Moderately Agree



	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=126]	50.0% 73.0%	88.1%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=126]	55.6% 74.6%	84.1%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=21]	71.4% 76.2%	90.5%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=39]	43.6% 69.2%	76.9%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=34]	32.4% 50.0%	61.8%
35. The PPT introduced planning for my child's transition to adulthood. [n=37]	35.1% 73.0%	78.4%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=36]	77.8% 88.9%	97.2%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=36]	55.6% 75.0%	77.8%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=35]	31.4% 74.3%	80.0%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 130 surveys completed by parents in the Glastonbury Nexus District, 38.5% (n=50) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>

RESPONDENTS’ COMMENTS PER 4-POINT SATISFACTION RUBRIC



Note: The comments of two respondents were not coded because the remarks could not be classified as either a reflection of satisfaction or dissatisfaction with their child’s program.

### COMMENTS EXPRESSING SATISFACTION

- *Help from the school was successful in the academic year of 2014-2015. My son had a very good year with a team of excellent teachers! [Translation]*
- *The Smith Middle School in Glastonbury has a phenomenal special education teacher that went above and beyond expectations. She showed love and confidence in my child which significantly contributed to his success. She is experienced and equipped with skills to motivate and train. She has continued to encourage my son in his success since he left the school. The district is lucky to have this teacher, as she is a valuable asset to teachers, students, administrators, and parents. She taught me many things about parenting, as well as how to see the best in my child.*
- *Hopewell School has gone out of their way to help my son overcome emotional difficulties with autism so he can succeed in class. The community is welcoming and accepting.*
- *I am very pleased with the level of services and attention my child has received.*
- *The elementary school has been very welcoming to our family and has treated our son amazingly. I could not ask for a better staff to provide our son with the best education possible.*
- *The Glastonbury school system always goes above and beyond to support my grandson's needs with his education. From kindergarten to high school, they have always been there to provide support and help.*
- *I am very happy with the program and cannot say enough good things about Glastonbury High School.*
- *We felt very fortunate to have had our daughter enrolled in the special education program at Nayaug Elementary School. Her team there did an excellent job in helping her learn how to overcome her physical disabilities. All of the staff in the special education program kept me informed and made recommendations where they saw fit.*
- *I am very pleased with the day-to-day work of my son's special education team. They ensure he has the supports he needs to be successful.*
- *The Glastonbury school system has given my child support and respect. We are pleased and proud of our son and appreciate all the help Glastonbury has given him and us throughout the years. We are looking forward to the postgrad program.*

### COMMENTS EXPRESSING DISSATISFACTION

- *I feel that transition programming at the high school level could be much better at assisting parents with resources. Case managers should email or call parents during the first week of school to introduce themselves.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

- *The school district does little or nothing to educate parents on services provided by the state.*
- *We have found that some "regular" teachers are very resistant to follow the accommodations outlined in our IEP. Some have overtly refused to follow some accommodations only to be reminded that they are obligated by law to do so. More often we find that these teachers subtly ignore what they don't want to follow.*
- *I think I need more support and training as a parent of a disabled child.*
- *I did not feel my child was supported by the special education program as she transitioned from one school to the next. There was no communication with me the entire beginning of the school year. It wasn't until I reached out about her poor grades that I was able to determine her IEP modifications were not in place in her general education classes. That was a huge oversight on their part and not acceptable in my eyes.*
- *My son's high school has tremendous difficulty with supporting age appropriate and sincere social interactions. The school system does not teach or reinforce "soft skills" that are so important to successfully engage in adult life.*
- *I find that the Glastonbury school system follows the rules with regards to the meetings and paperwork timelines. They check the box so that they can prove that they follow the rules versus truly providing the appropriate support for the child. They do not encourage a partnership with parents. They determine the outcome by voting amongst themselves. They will listen to my concerns and then proceed to tell me why my daughter doesn't need anything additional than what they have already determined.*
- *I would appreciate more information regarding services that support children and their parents at home. I think having that discussion at the IEP and in conjunction with the school's services would make the home to school transition more successful. This would benefit all parties in truly understanding the implications and in reinforcing learning.*
- *My daughter had a reading comprehension issue. I wish she got more time with a reading specialist.*
- *Although district staff are very quick to reassure us that our child's needs will be met, this simply isn't the case. The teachers are not held to a higher standard to assure that the child is properly supported in the classroom. The special education teachers are often providing services only in a "study hall" like setting with numerous other children, all with varying needs. This district wants to get their kids to progress to the next level but not address the real learning challenges and needs many of our kids face. Managing behavior until the child can move on to another class and another grade, is not the same as supporting children, helping them to develop coping skills in real time, and actually effecting real and significant change.*

**APPENDIX A | GLASTONBURY SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: GLASTONBURY SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	128	3.9%	4.7%	3.1%	7.8%	38.3%	42.2%	±	11.7%	88.3%	80.5%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	130	1.5%	3.1%	3.1%	10.0%	25.4%	56.9%	±	7.7%	92.3%	82.3%
3. My child is accepted within the school community.	128	1.6%	3.9%	6.3%	7.8%	21.1%	59.4%	±	11.7%	88.3%	80.5%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	130	6.2%	6.2%	4.6%	10.8%	33.8%	38.5%	0.0%	16.9%	83.1%	72.3%
5. All special education services identified in my child's IEP have been provided.	129	3.1%	4.7%	3.1%	9.3%	29.5%	49.6%	0.8%	10.9%	88.4%	79.1%
6. Staff is appropriately trained and able to provide my child's specific program and services.	125	4.8%	4.0%	4.0%	8.8%	25.6%	52.0%	0.8%	12.8%	86.4%	77.6%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	126	3.2%	4.0%	0.8%	6.3%	27.0%	55.6%	3.2%	7.9%	88.9%	82.5%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	124	1.6%	6.5%	4.8%	12.1%	28.2%	37.9%	8.9%	12.9%	78.2%	66.1%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	124	1.6%	5.6%	4.8%	12.1%	28.2%	38.7%	8.9%	12.1%	79.0%	66.9%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	127	3.1%	3.9%	5.5%	14.2%	23.6%	49.6%	±	12.6%	87.4%	73.2%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	129	4.7%	2.3%	2.3%	14.0%	15.5%	61.2%	±	9.3%	90.7%	76.7%
12. I understand what is discussed at meetings to develop my child's IEP.	126	0.8%	1.6%	3.2%	8.7%	21.4%	64.3%	±	5.6%	94.4%	85.7%
13. My concerns and recommendations are documented in the development of my child's IEP.	127	2.4%	3.1%	2.4%	16.5%	22.8%	52.8%	±	7.9%	92.1%	75.6%
14. My child's evaluation report is written in terms I understand.	126	0.0%	0.8%	4.8%	10.3%	26.2%	57.9%	±	5.6%	94.4%	84.1%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	126	2.4%	4.0%	2.4%	4.8%	19.0%	67.5%	±	8.7%	91.3%	86.5%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	128	2.3%	5.5%	4.7%	11.7%	28.1%	47.7%	±	12.5%	87.5%	75.8%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	128	2.3%	3.9%	7.8%	13.3%	18.0%	54.7%	±	14.1%	85.9%	72.7%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	127	4.7%	1.6%	0.0%	5.5%	11.8%	76.4%	±	6.3%	93.7%	88.2%
19. If necessary, a translator was provided at the PPT meetings.	80	8.8%	1.3%	2.5%	6.3%	10.0%	71.3%	±	12.5%	87.5%	81.3%
20. The translation services provided at the PPT meetings were useful and accurate.	76	14.5%	0.0%	0.0%	9.2%	9.2%	67.1%	±	14.5%	85.5%	76.3%
21. The school district proposed the regular classroom for my child as the first placement option.	125	4.8%	0.8%	0.0%	5.6%	8.8%	76.8%	3.2%	5.6%	91.2%	85.6%

Table is continued on the next page.

## APPENDIX A.1: GLASTONBURY SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	99	76.8%	2.0%	1.0%	2.0%	4.0%	14.1%	±	79.8%	20.2%	18.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	128	1.6%	3.9%	0.0%	2.3%	10.9%	81.3%	±	5.5%	94.5%	92.2%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	124	4.8%	1.6%	0.8%	4.0%	8.9%	79.8%	±	7.3%	92.7%	88.7%
25. 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).	114	7.9%	2.6%	3.5%	8.8%	12.3%	43.0%	21.9%	14.0%	64.0%	55.3%
26. 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.	108	34.3%	4.6%	8.3%	10.2%	13.9%	28.7%	±	47.2%	52.8%	42.6%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	109	43.1%	6.4%	6.4%	6.4%	12.8%	24.8%	±	56.0%	44.0%	37.6%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	121	9.1%	2.5%	5.0%	11.6%	14.0%	29.8%	28.1%	16.5%	55.4%	43.8%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	122	4.9%	0.8%	3.3%	10.7%	13.1%	37.7%	29.5%	9.0%	61.5%	50.8%
30. My child is learning skills that will enable him/her to be as independent as possible.	126	3.2%	4.8%	4.0%	15.1%	23.0%	50.0%	±	11.9%	88.1%	73.0%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	126	4.0%	6.3%	5.6%	9.5%	19.0%	55.6%	±	15.9%	84.1%	74.6%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	21	9.5%	0.0%	0.0%	14.3%	4.8%	71.4%	±	9.5%	90.5%	76.2%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	39	7.7%	12.8%	2.6%	7.7%	25.6%	43.6%	±	23.1%	76.9%	69.2%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	34	8.8%	5.9%	2.9%	11.8%	17.6%	32.4%	20.6%	17.6%	61.8%	50.0%
35. The PPT introduced planning for my child's transition to adulthood.	37	8.1%	8.1%	5.4%	5.4%	37.8%	35.1%	±	21.6%	78.4%	73.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	36	2.8%	0.0%	0.0%	8.3%	11.1%	77.8%	±	2.8%	97.2%	88.9%
37. The PPT discussed an appropriate course of study at the high school for my child.	36	5.6%	8.3%	8.3%	2.8%	19.4%	55.6%	±	22.2%	77.8%	75.0%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	35	8.6%	5.7%	5.7%	5.7%	42.9%	31.4%	±	20.0%	80.0%	74.3%

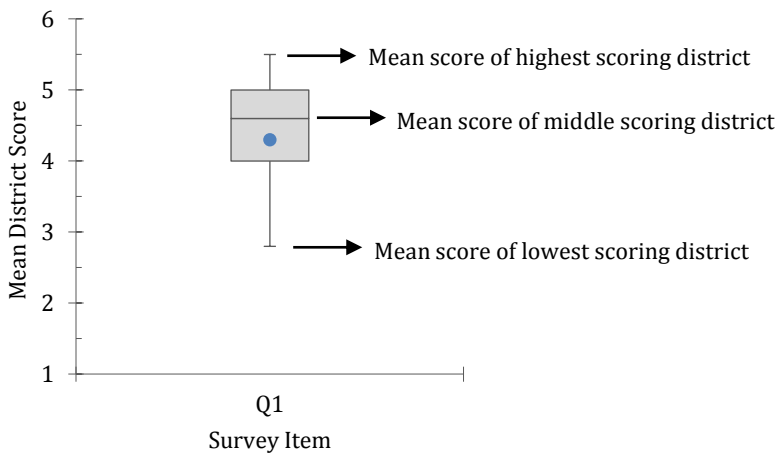
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: GLASTONBURY BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



- Contains the middle 50% of mean district scores on Question 1.
- Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

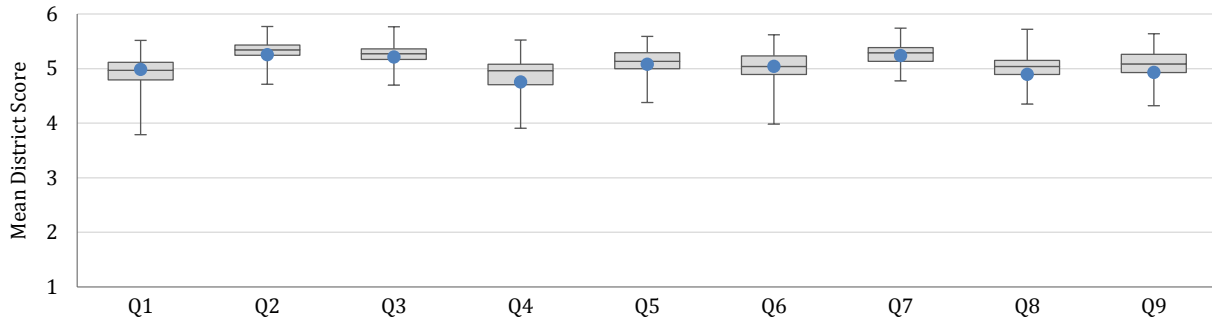
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

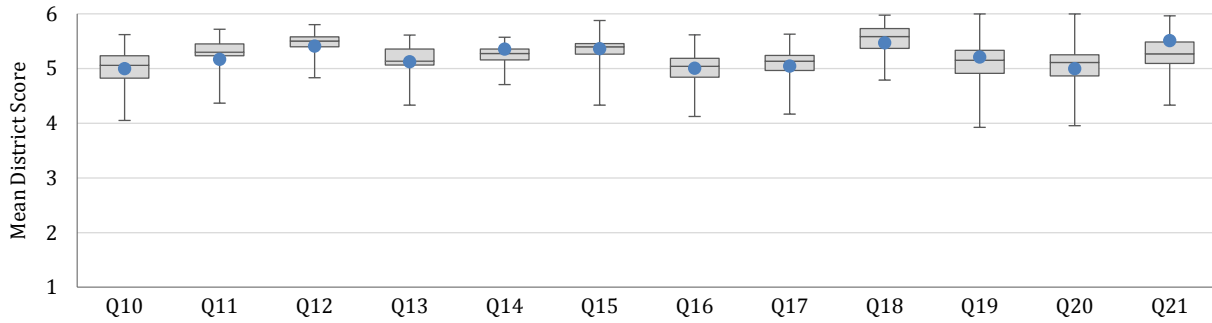
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: GLASTONBURY BOX-AND-WHISKER CHARTS (CONTINUED)**

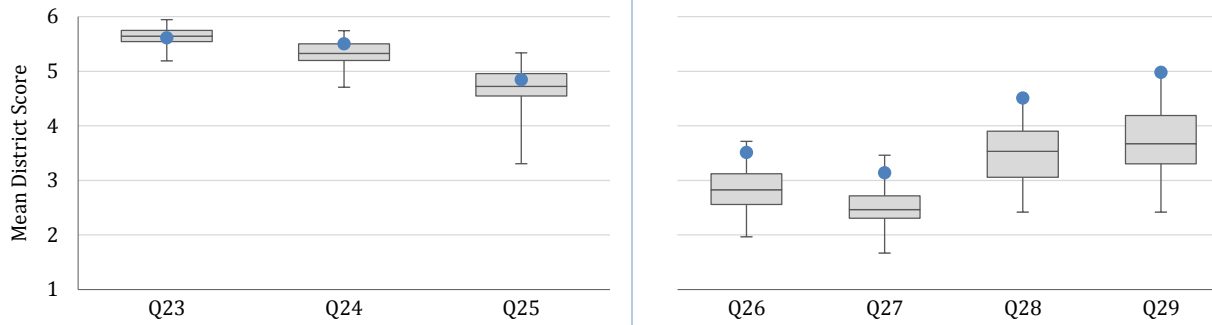
**SATISFACTION WITH MY CHILD'S PROGRAM**



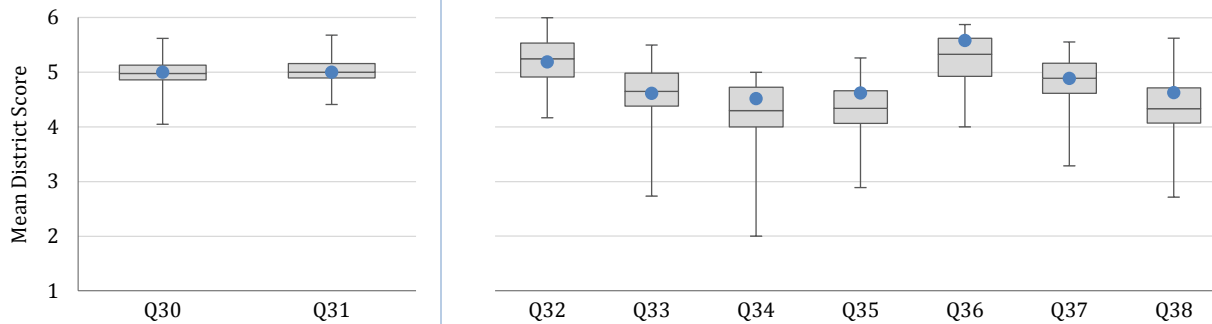
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**MY CHILD'S PARTICIPATION      PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS      TRANSITION PLANNING**





**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Granby Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207



---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Granby Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Granby Survey Findings</u>	Page 8
A.1: Granby Survey Response Table	Page 9
A.2: Granby Box-and-Whiskers Charts	Page 11
<u>Appendix B: Statewide Results</u>	Page 13
B.1: Response Rate by District	Page 14
B.2: Statewide Survey Response Table	Page 15

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

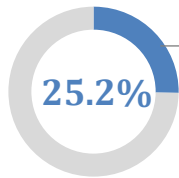
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Granby Nexus District.

### DELIVERY METHOD

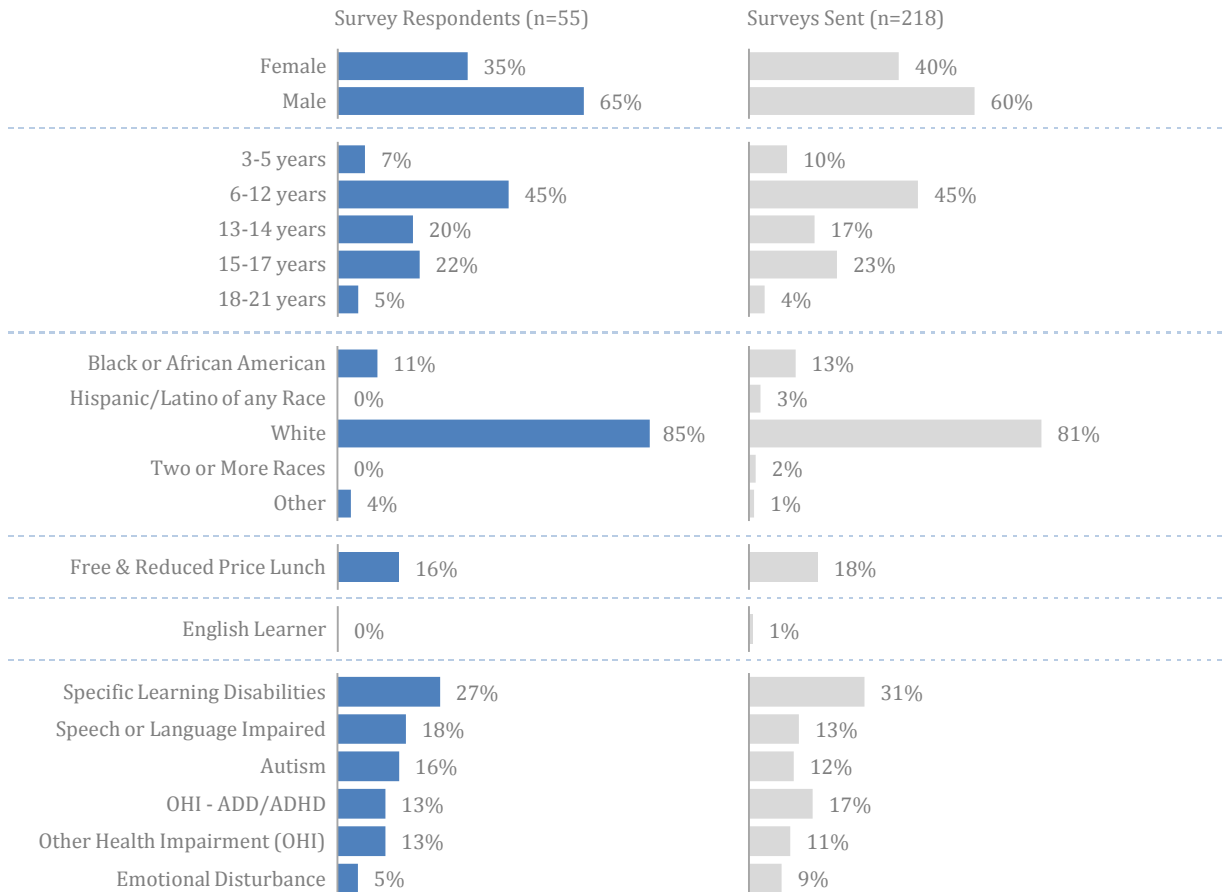
Mail	<b>218</b>	Mail Non-Deliverable Rate	<b>2.8%</b> (n=6)
Email	<b>95.0%</b> (n=207)	Email Non-Deliverable Rate	<b>6.8%</b> (n=14)

### RESPONSE RATE



**67.3%** Online  
**32.7%** Paper













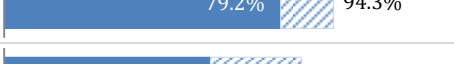


### CHILD DEMOGRAPHICS



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Granby Nexus District are included in Appendix A.1.

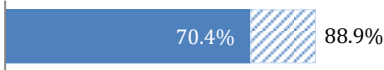

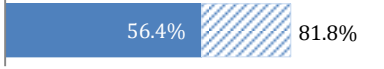
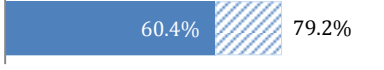


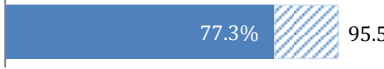

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=55]	 43.6% 72.7%	89.1%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=55]	 61.8% 83.3%	96.4%
3. My child is accepted within the school community. [n=55]	 47.3% 83.6%	96.4%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=55]	 49.1% 72.7%	81.8%
5. All special education services identified in my child’s IEP have been provided. [n=54]	 51.9% 75.9%	85.2%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=54]	 55.6% 72.2%	81.5%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=53]	 56.6% 77.4%	84.9%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=54]	 37.0% 66.7%	79.6%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=53]	 47.2% 66.0%	81.1%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=55]	 54.5% 81.8%	90.9%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=54]	 68.5% 83.3%	90.7%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=53]	 79.2% 94.3%	100.0%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=54]	 59.3% 85.2%	90.7%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.







	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

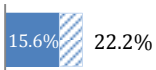



*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=54]		98.1%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=54]		90.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=55]		92.7%
17. 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=53]		88.7%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=54]		100.0%
19. If necessary, a translator was provided at the PPT meetings. [n=25]		96.0%
20. The translation services provided at the PPT meetings were useful and accurate. [n=22]		95.5%
21. The school district proposed the regular classroom for my child as the first placement option. [n=50]		98.0%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=39]		10.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=53]		96.2%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=53]		96.2%
25. 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=48]		41.7%

*Parent Training and Support*

26. 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=45]		26.7%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=43]		32.6%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=50]		32.0%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=48]		33.3%

KEY: ■ Strongly Agree    ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=52]	 63.5% 78.8%	90.4%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=50]	 64.0% 82.0%	96.0%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=6]	 83.3% 83.3%	100.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=17]	 58.8% 64.7%	76.5%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=13]	 30.8% 38.5%	61.5%
35. The PPT introduced planning for my child's transition to adulthood. [n=14]	 50.0% 57.1%	78.6%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=16]	 75.0% 100.0%	100.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=16]	 56.3% 75.0%	81.3%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=14]	 42.9% 57.1%	85.7%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

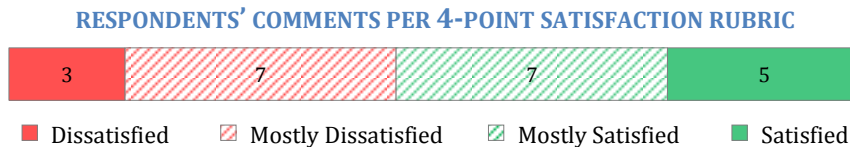
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 55 surveys completed by parents in the Granby Nexus District, 40.0% (n=22) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *The Granby school system has provided amazing special education services for my boy. I have never had to fight for services.*
- *Granby school system has done a great job for my child. He had appropriate services for most of the time he was in the program. He is now in a very good transition program and is thriving. We hope that he will continue on this positive path and find gainful employment.*
- *Everyone is very helpful and easy to reach when I have concerns or questions. I know my son would struggle much more without all the help he receives.*
- *When we lived in another district, they were very difficult to work with regarding our child's needs. We moved to Granby and we could not be happier with the schools. We are very pleased to have such great support from the town.*
- *Overall, I am happy with the education portion of my child's education. Our school system is amazing and I generally feel that communication between the educators and myself is very good.*
- *We have been pleased with the special education program in my child's school. I feel that they have heard our concerns and opinions. I feel like they truly do want my child to succeed.*

### COMMENTS EXPRESSING DISSATISFACTION

- *When they reach the high school level, they fall through the cracks. They are pushed through school but not encouraged to go forward into college. You always have to stay on the school to make sure they are doing their job.*
- *We have been thoroughly disappointed by the experiences we have had with the Granby School District regarding our daughter and her programming needs. We have been at odds with the district and her team when it comes to how best to proceed. Our district has fought us on any specialists we attempted to bring to the table, as well as refused our right to an IEE several times in the past few years. We find ourselves exhausted, upset and very disappointed in our district, and as we enter another year, we have little to no faith that her full needs are being met by the district.*
- *The coordination of the IEP by his teachers is severely lacking. If my wife and I didn't follow-up and insist that the teachers allow the students to use the tools and techniques as required in the IEP to enhance their learning abilities then the teachers ignore them. The first month of every school year is spent making sure the teachers are doing their job for their students with IEP-mandated learning tools and techniques.*
- *Our district needs more OTs, PTs and speech pathologists to meet the needs of our children. We also need more TAs to meet needs.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

- *The IEP doesn't get implemented until the school has their feet held to the fire. The IEP is a great document when developed correctly and then followed.*
- *Inclusion for the classroom should mean that the children with special needs are socializing with their peers during unstructured times. We need to teach our students how to start and sustain conversations/play with the special needs individual. We also need to teach the special needs child how to appropriately initiate and sustain conversations and play. Until we do this, our classrooms are not truly inclusive. We simply have classrooms with special needs children in them.*

**APPENDIX A | GRANBY SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: GRANBY SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	55	3.6%	5.5%	1.8%	16.4%	29.1%	43.6%	±	10.9%	89.1%	72.7%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	55	0.0%	1.8%	1.8%	9.1%	25.5%	61.8%	±	3.6%	96.4%	87.3%
3. My child is accepted within the school community.	55	0.0%	1.8%	1.8%	12.7%	36.4%	47.3%	±	3.6%	96.4%	83.6%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	55	3.6%	3.6%	10.9%	9.1%	23.6%	49.1%	0.0%	18.2%	81.8%	72.7%
5. All special education services identified in my child's IEP have been provided.	54	3.7%	5.6%	3.7%	9.3%	24.1%	51.9%	1.9%	13.0%	85.2%	75.9%
6. Staff is appropriately trained and able to provide my child's specific program and services.	54	3.7%	5.6%	7.4%	9.3%	16.7%	55.6%	1.9%	16.7%	81.5%	72.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	53	1.9%	3.8%	3.8%	7.5%	20.8%	56.6%	5.7%	9.4%	84.9%	77.4%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	54	3.7%	5.6%	7.4%	13.0%	29.6%	37.0%	3.7%	16.7%	79.6%	66.7%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	53	3.8%	5.7%	3.8%	15.1%	18.9%	47.2%	5.7%	13.2%	81.1%	66.0%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	55	3.6%	5.5%	0.0%	9.1%	27.3%	54.5%	±	9.1%	90.9%	81.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	54	5.6%	1.9%	1.9%	7.4%	14.8%	68.5%	±	9.3%	90.7%	83.3%
12. I understand what is discussed at meetings to develop my child's IEP.	53	0.0%	0.0%	0.0%	5.7%	15.1%	79.2%	±	0.0%	100.0%	94.3%
13. My concerns and recommendations are documented in the development of my child's IEP.	54	1.9%	3.7%	3.7%	5.6%	25.9%	59.3%	±	9.3%	90.7%	85.2%
14. My child's evaluation report is written in terms I understand.	54	0.0%	0.0%	1.9%	9.3%	18.5%	70.4%	±	1.9%	98.1%	88.9%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	54	0.0%	3.7%	5.6%	5.6%	29.6%	55.6%	±	9.3%	90.7%	85.2%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	55	3.6%	0.0%	3.6%	10.9%	25.5%	56.4%	±	7.3%	92.7%	81.8%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	53	3.8%	3.8%	3.8%	9.4%	18.9%	60.4%	±	11.3%	88.7%	79.2%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	54	0.0%	0.0%	0.0%	5.6%	7.4%	87.0%	±	0.0%	100.0%	94.4%
19. If necessary, a translator was provided at the PPT meetings.	25	4.0%	0.0%	0.0%	0.0%	16.0%	80.0%	±	4.0%	96.0%	96.0%
20. The translation services provided at the PPT meetings were useful and accurate.	22	4.5%	0.0%	0.0%	0.0%	18.2%	77.3%	±	4.5%	95.5%	95.5%
21. The school district proposed the regular classroom for my child as the first placement option.	50	0.0%	0.0%	0.0%	6.0%	10.0%	82.0%	2.0%	0.0%	98.0%	92.0%

Table is continued on the next page.

## APPENDIX A.1: GRANBY SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	39	89.7%	0.0%	0.0%	0.0%	2.6%	7.7%	±	89.7%	10.3%	10.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	53	1.9%	0.0%	1.9%	0.0%	5.7%	90.6%	±	3.8%	96.2%	96.2%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	53	1.9%	0.0%	1.9%	1.9%	15.1%	79.2%	±	3.8%	96.2%	94.3%
25. 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).	48	10.4%	4.2%	8.3%	8.3%	4.2%	29.2%	35.4%	22.9%	41.7%	33.3%
26. 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.	45	57.8%	6.7%	8.9%	4.4%	6.7%	15.6%	±	73.3%	26.7%	22.2%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	43	58.1%	7.0%	2.3%	9.3%	11.6%	11.6%	±	67.4%	32.6%	23.3%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	50	8.0%	8.0%	10.0%	6.0%	12.0%	14.0%	42.0%	26.0%	32.0%	26.0%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	48	10.4%	4.2%	6.3%	6.3%	8.3%	18.8%	45.8%	20.8%	33.3%	27.1%
30. My child is learning skills that will enable him/her to be as independent as possible.	52	1.9%	1.9%	5.8%	11.5%	15.4%	63.5%	±	9.6%	90.4%	78.8%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	50	0.0%	0.0%	4.0%	14.0%	18.0%	64.0%	±	4.0%	96.0%	82.0%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	6	0.0%	0.0%	0.0%	16.7%	0.0%	83.3%	±	0.0%	100.0%	83.3%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	17	0.0%	11.8%	11.8%	11.8%	5.9%	58.8%	±	23.5%	76.5%	64.7%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	13	0.0%	15.4%	0.0%	23.1%	7.7%	30.8%	23.1%	15.4%	61.5%	38.5%
35. The PPT introduced planning for my child's transition to adulthood.	14	7.1%	7.1%	7.1%	21.4%	7.1%	50.0%	±	21.4%	78.6%	57.1%
36. The school district actively encourages my child to attend and participate in PPT meetings.	16	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%	±	0.0%	100.0%	100.0%
37. The PPT discussed an appropriate course of study at the high school for my child.	16	0.0%	6.3%	12.5%	6.3%	18.8%	56.3%	±	18.8%	81.3%	75.0%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	14	0.0%	14.3%	0.0%	28.6%	14.3%	42.9%	±	14.3%	85.7%	57.1%

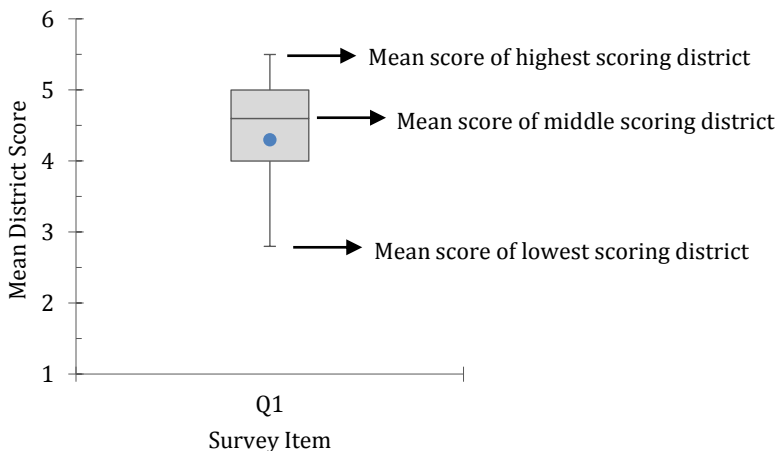
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: GRANBY BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



- Contains the middle 50% of mean district scores on Question 1.
- Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

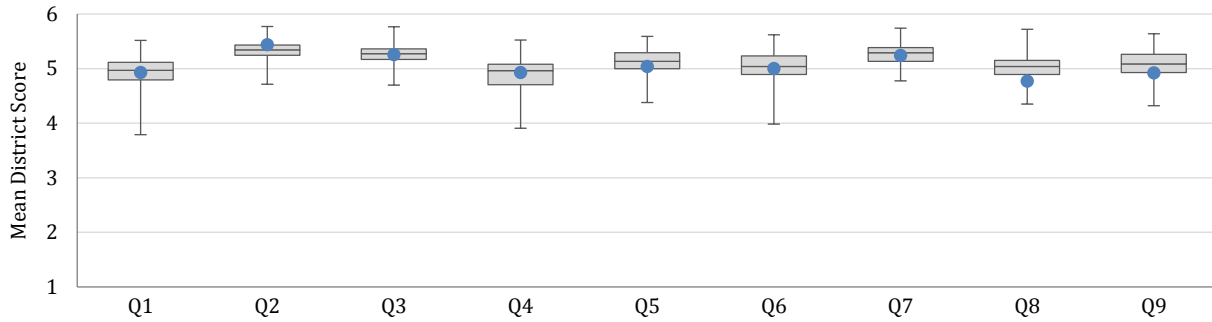
<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

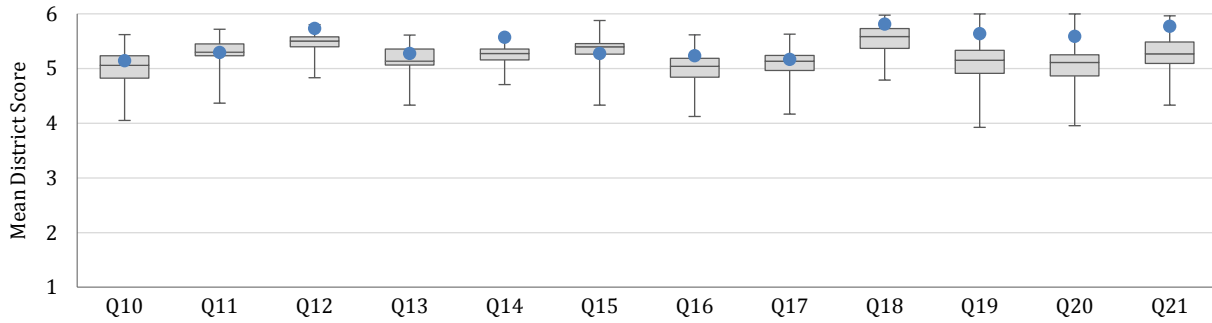


**APPENDIX A.2: GRANBY BOX-AND-WHISKER CHARTS (CONTINUED)**

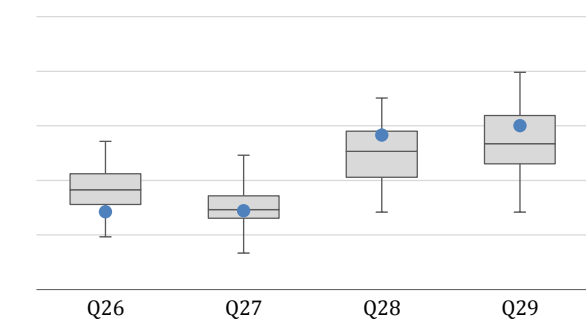
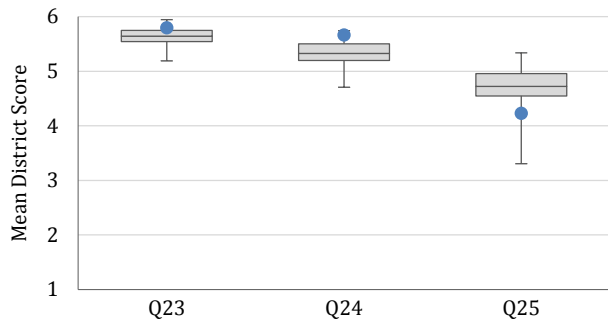
**SATISFACTION WITH MY CHILD'S PROGRAM**



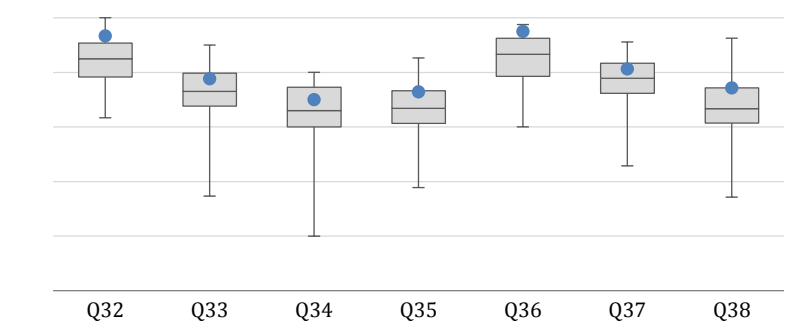
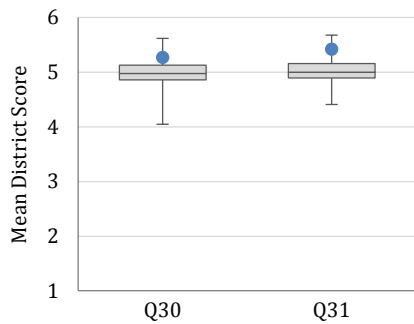
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**MY CHILD'S PARTICIPATION      PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS      TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Hartford Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Hartford Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Hartford Survey Findings</u>	Page 8
A.1: Hartford Survey Response Table	Page 9
A.2: Hartford Box-and-Whiskers Charts	Page 11
<u>Appendix B: Statewide Results</u>	Page 13
B.1: Response Rate by District	Page 14
B.2: Statewide Survey Response Table	Page 15

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

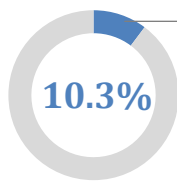
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the sample of parents selected to participate in the survey from the Hartford Nexus District.

### DELIVERY METHOD

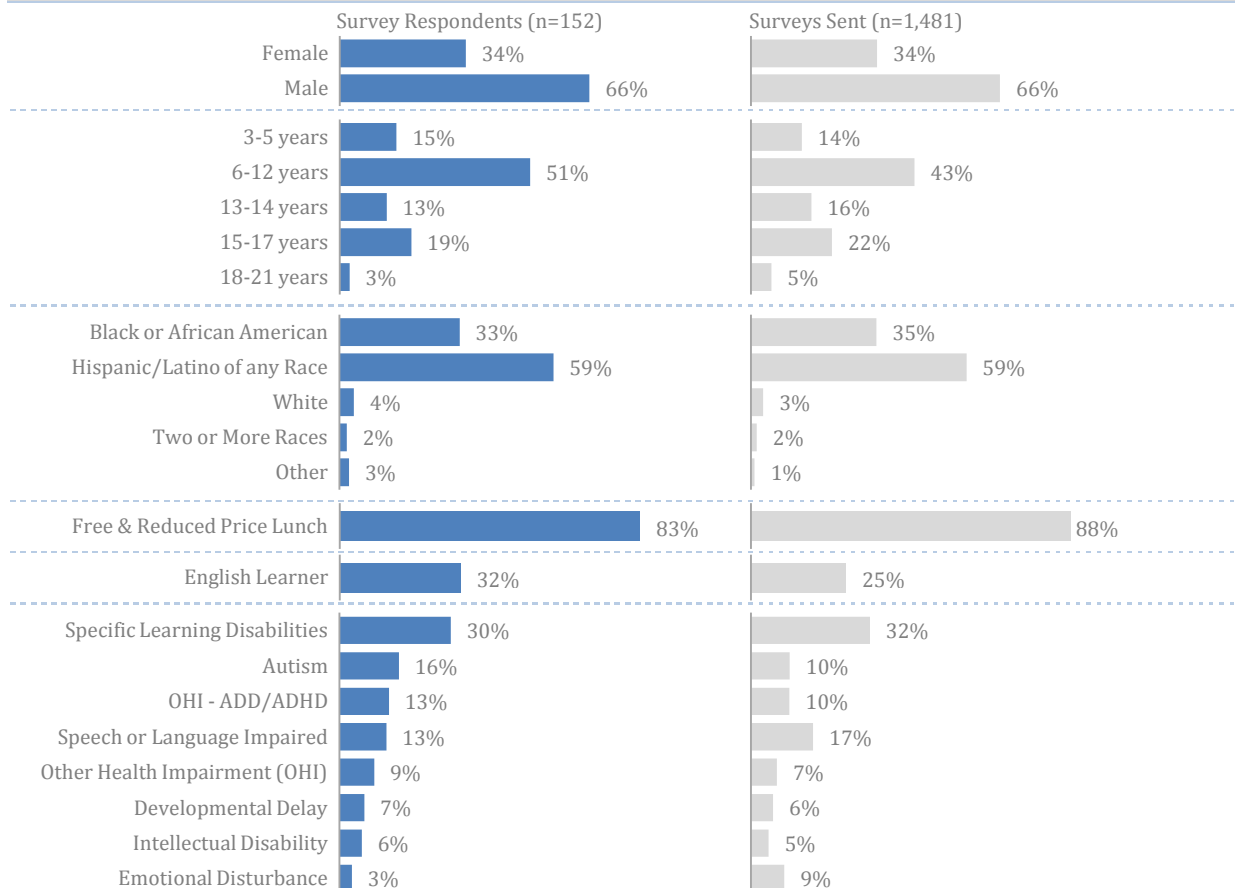
Mail	<b>1,481</b>	Mail Non-Deliverable Rate	<b>20.1%</b> (n=298)
Email	<b>20.4%</b> (n=302)	Email Non-Deliverable Rate	<b>15.6%</b> (n=47)

### RESPONSE RATE



**23.0%** Online  
**77.0%** Paper

### CHILD DEMOGRAPHICS





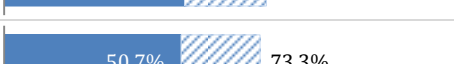











Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.



## SECTION II: SURVEY RESULTS

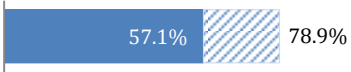
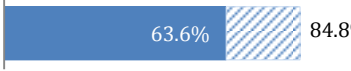

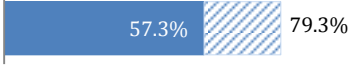
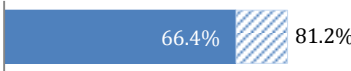
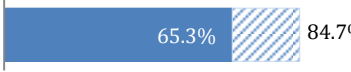
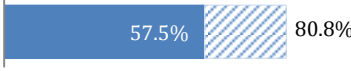
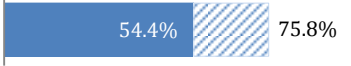
The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Hartford Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=151]	 43.7% 75.5%	90.7%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=150]	 62.7% 83.3%	96.7%
3. My child is accepted within the school community. [n=149]	 67.1% 86.6%	93.3%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=151]	 51.0% 75.5%	87.4%
5. All special education services identified in my child’s IEP have been provided. [n=149]	 51.7% 75.2%	86.6%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=150]	 50.7% 73.3%	85.3%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=151]	 55.6% 76.2%	87.4%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=149]	 51.7% 70.5%	82.6%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=150]	 55.3% 74.0%	86.0%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=150]	 56.0% 80.7%	92.0%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=151]	 66.9% 85.4%	94.7%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=151]	 63.6% 86.8%	92.7%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=152]	 55.9% 80.3%	87.5%
KEY:  Strongly Agree  Moderately Agree		

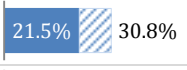
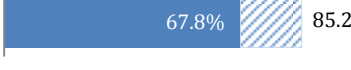
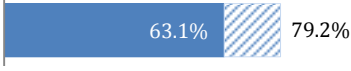
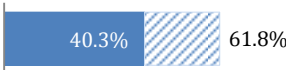
<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------





*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=147]		90.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=151]		92.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=150]		85.3%
17. 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=150]		92.0%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=149]		90.6%
19. If necessary, a translator was provided at the PPT meetings. [n=124]		91.9%
20. The translation services provided at the PPT meetings were useful and accurate. [n=120]		90.0%
21. The school district proposed the regular classroom for my child as the first placement option. [n=149]		81.9%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=130]		39.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=149]		93.3%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=149]		85.9%
25. 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=144]		70.8%

*Parent Training and Support*

26. 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=139]		59.0%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=137]		46.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=144]		53.5%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=145]		53.1%

KEY: ■ Strongly Agree    ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT		TOTAL AGREEMENT
<i>My Child's Skills</i>			
30. My child is learning skills that will enable him/her to be as independent as possible. [n=148]	45.3%	71.6%	87.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=142]	46.5%	69.0%	88.0%
<i>Transition Planning</i>			
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=23]	60.9%	78.3%	82.6%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=28]	46.4%	67.9%	75.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=27]	29.6%	55.6%	59.3%
35. The PPT introduced planning for my child's transition to adulthood. [n=27]	48.1%	70.4%	77.8%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=29]	62.1%	79.3%	86.2%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=29]	51.7%	75.9%	79.3%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=29]	41.4%	58.6%	72.4%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

KEY: ■ Strongly Agree    ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child's special education program. Of the 152 surveys completed by parents in the Hartford Nexus District, 27.6% (n=42) included written comments. The comments were classified according to a 4-point rubric: "1" if the comment conveyed complete dissatisfaction; "2" if mostly dissatisfied; "3" if mostly satisfied; and "4" if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents' feedback.<sup>6</sup>

RESPONDENTS' COMMENTS PER 4-POINT SATISFACTION RUBRIC



Note: The comments of two respondents were not coded because the remarks could not be classified as either a reflection of satisfaction or dissatisfaction with their child's program.

### COMMENTS EXPRESSING SATISFACTION

- *My son had a very good year last year. The teacher was on point all year and we had good communication.*
- *I am satisfied with the services offered to my son. I hope you continue to play a role in helping. [Translation]*
- *I love my child's teachers. They are very helpful.*
- *I am very satisfied with the services. Thank you for testing my son. [Translation]*
- *My daughter's special education program is going well for her. The teachers and her seem to do well together. I appreciate their services toward her and how they treat her, especially her paraprofessionals.*
- *I have been very pleased with administrators and teachers in my child's magnet school. They have really worked hard this year and it has paid off. The teachers and administrators are helpful and understanding to children like my son. My son feels much safer and loved by this school. He feels like his school is there for him.*
- *I found the program very good last year. [Translation]*
- *I was very satisfied with my whole experience with the staff and school. I'm a very happy mom.*
- *My child's special education program has been helping him in a satisfactory way. His academic grades have been progressing little by little, even though he's still below the levels that are required by his grade. The staff of the special education program have been respectful to him, which I really appreciate.*

### COMMENTS EXPRESSING DISSATISFACTION

- *I need a parent support group. [Translation]*
- *I worry my child will be pigeonholed into a special education class because the school doesn't have any better ideas where to place her if she doesn't measure up to her counterparts.*
- *I have been treated like a second-class citizen during meetings. The district placed my son in a classroom that excludes him from positive interaction with regular education peers and gave us no alternative option.*
- *I do not understand the need for suspensions when the child is exhibiting behaviors due to their disability. The school is not providing autism advocates or paraprofessionals when needed.*
- *In most of the PPTs I have attended, I felt rejected. There needs to be better professionalism, education, kindness, and courtesy. [Translation]*
- *This district's supports are not forthcoming – only provided if asked for. Much more can be done for social training. Also, general education teachers need to work with special education teachers to modify curriculum.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents' comments.

- *My son attended Hartford Public Schools for several years and the IEP was an absolute nightmare. I never received his documents in a timely manner, and the documents when received were wrong and required numerous revisions. All of the hours and services provided for my child in Hartford were only after I had to fight hard for them with countless meetings that took me away from work.*
- *Teachers do not always comply with procedures or requests we the parents make for the child's progress. I feel they do not attend to my son as they should, simply because he is special. [Translation]*
- *My child will be going to high school next year and there has not been a discussion as to placement, or services offered at specific high schools.*
- *The school could work better with the town to provide opportunities for elementary students with disabilities.*
- *Schools should have programs that let children with special needs collaborate so that they can make connections and not always feel different.*

**APPENDIX A | HARTFORD SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: HARTFORD SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	151	6.0%	2.0%	1.3%	15.2%	31.8%	43.7%	±	9.3%	90.7%	75.5%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	150	0.7%	0.0%	2.7%	9.3%	24.7%	62.7%	±	3.3%	96.7%	87.3%
3. My child is accepted within the school community.	149	4.0%	0.7%	2.0%	6.7%	19.5%	67.1%	±	6.7%	93.3%	86.6%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	151	4.6%	2.6%	3.3%	11.9%	24.5%	51.0%	2.0%	10.6%	87.4%	75.5%
5. All special education services identified in my child's IEP have been provided.	149	2.7%	3.4%	3.4%	11.4%	23.5%	51.7%	4.0%	9.4%	86.6%	75.2%
6. Staff is appropriately trained and able to provide my child's specific program and services.	150	4.7%	2.0%	6.0%	12.0%	22.7%	50.7%	2.0%	12.7%	85.3%	73.3%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	151	3.3%	4.0%	3.3%	11.3%	20.5%	55.6%	2.0%	10.6%	87.4%	76.2%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	149	6.7%	1.3%	4.0%	12.1%	18.8%	51.7%	5.4%	12.1%	82.6%	70.5%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	150	4.0%	2.0%	4.7%	12.0%	18.7%	55.3%	3.3%	10.7%	86.0%	74.0%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	150	2.0%	1.3%	4.7%	11.3%	24.7%	56.0%	±	8.0%	92.0%	80.7%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	151	2.0%	1.3%	2.0%	9.3%	18.5%	66.9%	±	5.3%	94.7%	85.4%
12. I understand what is discussed at meetings to develop my child's IEP.	151	1.3%	2.0%	4.0%	6.0%	23.2%	63.6%	±	7.3%	92.7%	86.8%
13. My concerns and recommendations are documented in the development of my child's IEP.	152	3.3%	2.6%	6.6%	7.2%	24.3%	55.9%	±	12.5%	87.5%	80.3%
14. My child's evaluation report is written in terms I understand.	147	4.1%	2.0%	3.4%	11.6%	21.8%	57.1%	±	9.5%	90.5%	78.9%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	151	1.3%	0.7%	5.3%	7.9%	21.2%	63.6%	±	7.3%	92.7%	84.8%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	150	5.3%	6.0%	3.3%	10.0%	23.3%	52.0%	±	14.7%	85.3%	75.3%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	150	1.3%	1.3%	5.3%	12.7%	22.0%	57.3%	±	8.0%	92.0%	79.3%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	149	3.4%	2.7%	3.4%	9.4%	14.8%	66.4%	±	9.4%	90.6%	81.2%
19. If necessary, a translator was provided at the PPT meetings.	124	5.6%	0.0%	2.4%	7.3%	19.4%	65.3%	±	8.1%	91.9%	84.7%
20. The translation services provided at the PPT meetings were useful and accurate.	120	4.2%	1.7%	4.2%	9.2%	23.3%	57.5%	±	10.0%	90.0%	80.8%
21. The school district proposed the regular classroom for my child as the first placement option.	149	4.0%	2.7%	2.7%	6.0%	21.5%	54.4%	8.7%	9.4%	81.9%	75.8%

Table is continued on the next page.

**APPENDIX A.1: HARTFORD SURVEY RESPONSE TABLE (CONTINUED)**

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	130	49.2%	6.2%	5.4%	8.5%	9.2%	21.5%	±	60.8%	39.2%	30.8%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	149	4.7%	0.0%	2.0%	8.1%	17.4%	67.8%	±	6.7%	93.3%	85.2%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	149	8.1%	2.0%	4.0%	6.7%	16.1%	63.1%	±	14.1%	85.9%	79.2%
25. 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).	144	8.3%	4.2%	4.9%	9.0%	21.5%	40.3%	11.8%	17.4%	70.8%	61.8%
26. 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.	139	25.9%	6.5%	8.6%	15.8%	15.8%	27.3%	±	41.0%	59.0%	43.2%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	137	35.8%	8.8%	9.5%	10.2%	15.3%	20.4%	±	54.0%	46.0%	35.8%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	144	11.1%	4.2%	6.3%	9.0%	18.8%	25.7%	25.0%	21.5%	53.5%	44.4%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	145	10.3%	5.5%	4.8%	10.3%	14.5%	28.3%	26.2%	20.7%	53.1%	42.8%
30. My child is learning skills that will enable him/her to be as independent as possible.	148	2.7%	4.1%	6.1%	15.5%	26.4%	45.3%	±	12.8%	87.2%	71.6%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	142	2.1%	3.5%	6.3%	19.0%	22.5%	46.5%	±	12.0%	88.0%	69.0%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	23	8.7%	8.7%	0.0%	4.3%	17.4%	60.9%	±	17.4%	82.6%	78.3%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	28	14.3%	7.1%	3.6%	7.1%	21.4%	46.4%	±	25.0%	75.0%	67.9%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	27	11.1%	3.7%	3.7%	3.7%	25.9%	29.6%	22.2%	18.5%	59.3%	55.6%
35. The PPT introduced planning for my child's transition to adulthood.	27	14.8%	3.7%	3.7%	7.4%	22.2%	48.1%	±	22.2%	77.8%	70.4%
36. The school district actively encourages my child to attend and participate in PPT meetings.	29	10.3%	3.4%	0.0%	6.9%	17.2%	62.1%	±	13.8%	86.2%	79.3%
37. The PPT discussed an appropriate course of study at the high school for my child.	29	10.3%	6.9%	3.4%	3.4%	24.1%	51.7%	±	20.7%	79.3%	75.9%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	29	13.8%	13.8%	0.0%	13.8%	17.2%	41.4%	±	27.6%	72.4%	58.6%

Note: High level agree = "moderately agree" + "strongly agree."

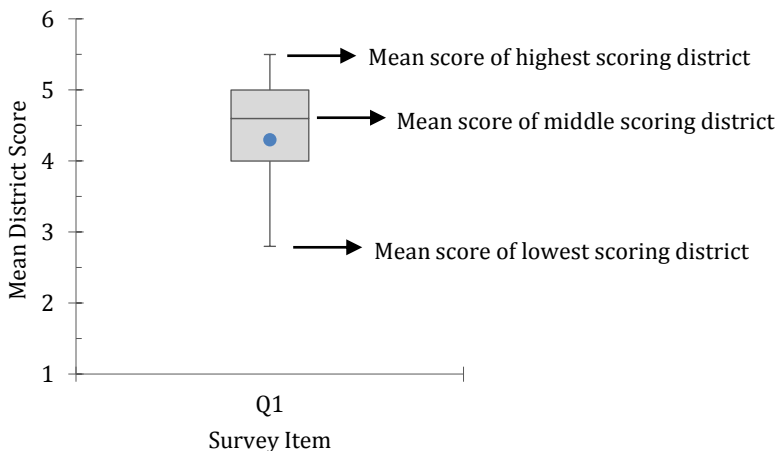
± Not a response option for this survey item.



## APPENDIX A.2: HARTFORD BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

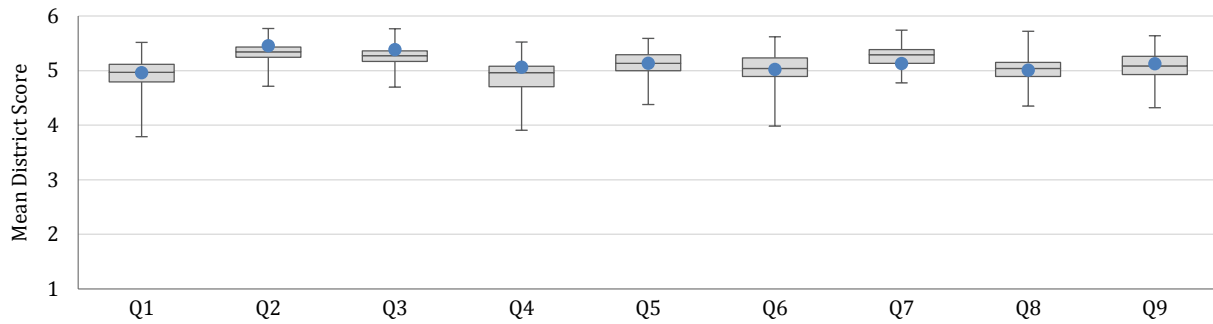
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

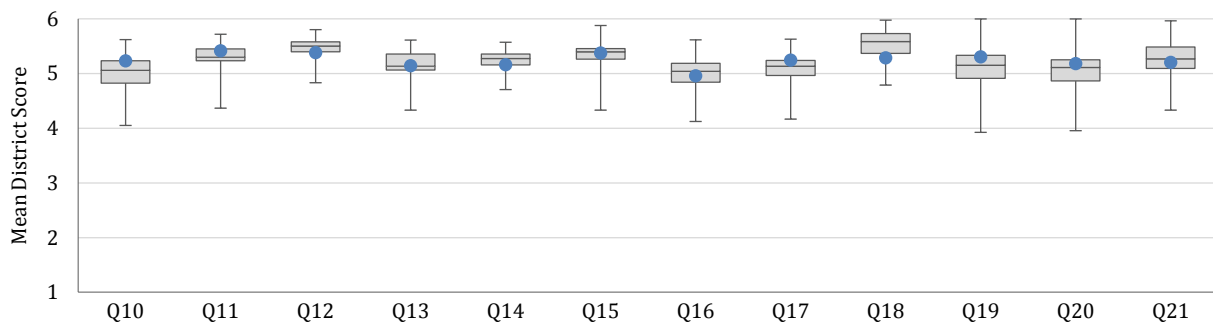
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

## APPENDIX A.2: HARTFORD BOX-AND-WHISKER CHARTS (CONTINUED)

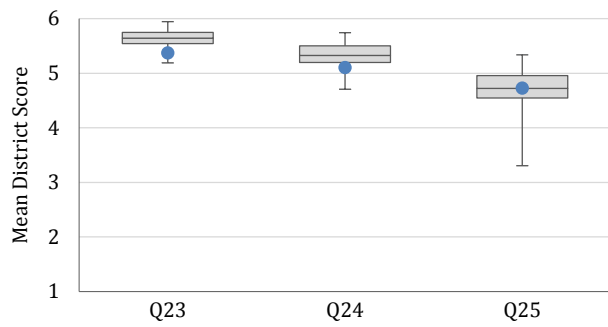
### SATISFACTION WITH MY CHILD'S PROGRAM



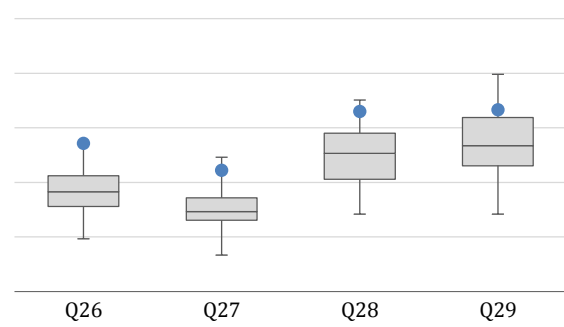
### PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



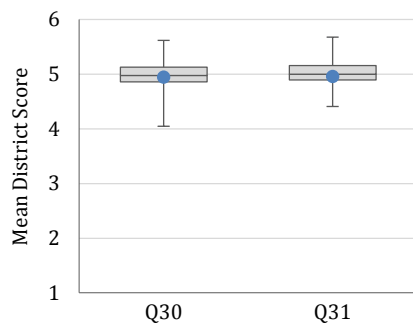
### MY CHILD'S PARTICIPATION



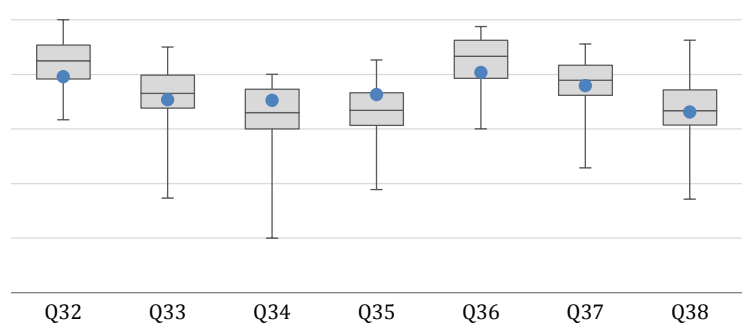
### PARENT TRAINING AND SUPPORT



### MY CHILD'S SKILLS



### TRANSITION PLANNING



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Hebron Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Hebron Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Hebron Survey Findings</u>	Page 7
A.1: Hebron Survey Response Table	Page 8
A.2: Hebron Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.



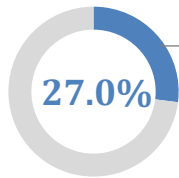
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Hebron Nexus District.

### DELIVERY METHOD

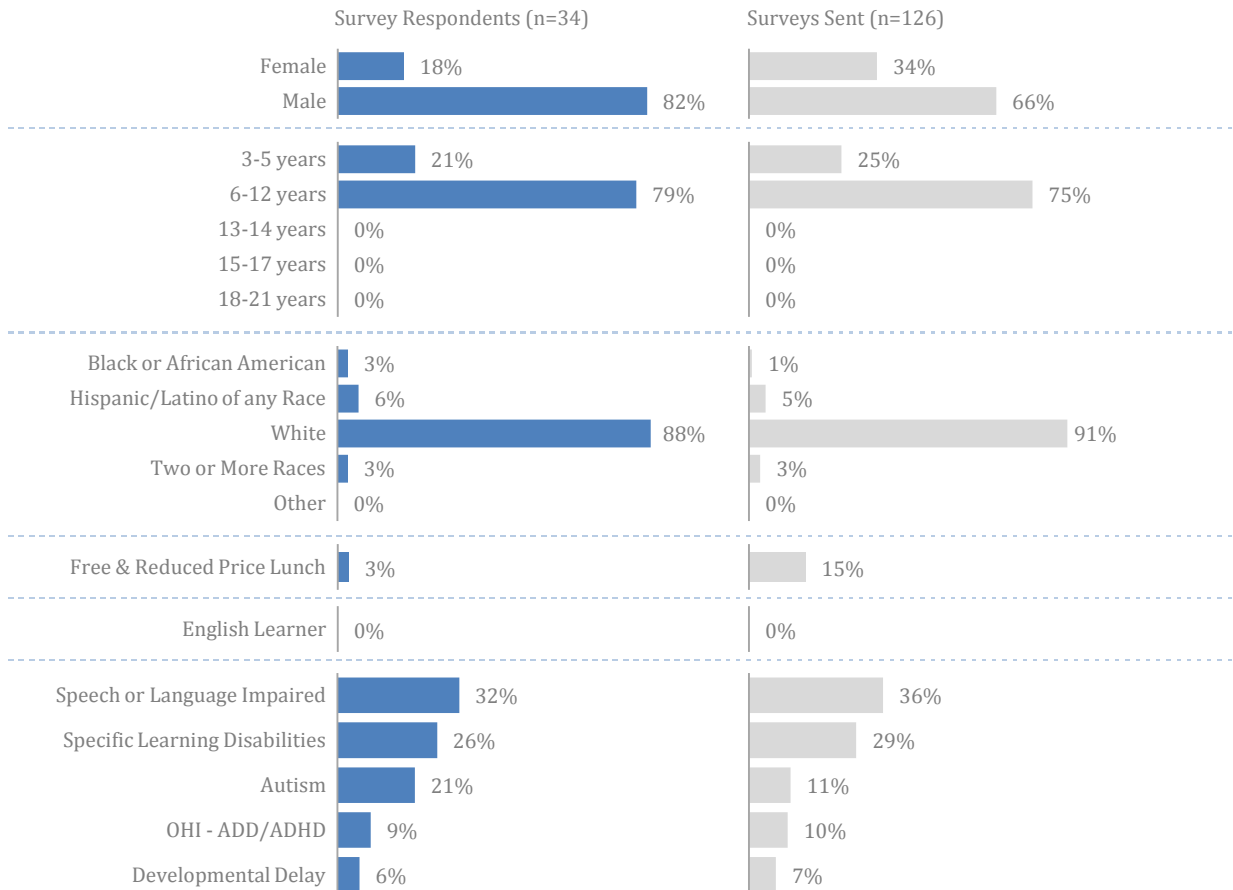
Mail	126	Mail Non-Deliverable Rate	2.4% (n=3)
Email	91.3% (n=115)	Email Non-Deliverable Rate	21.7% (n=25)

### RESPONSE RATE



35.3% Online  
64.7% Paper

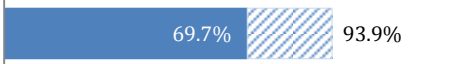

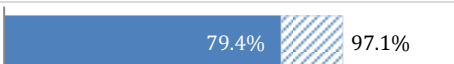
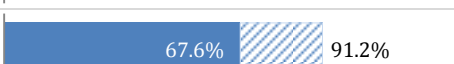
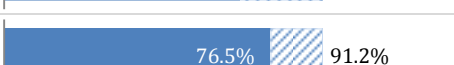
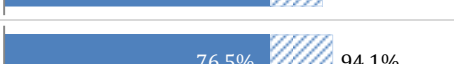


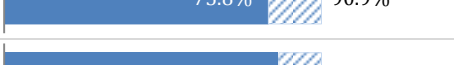
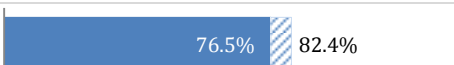
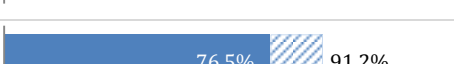

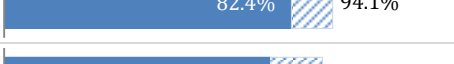


### CHILD DEMOGRAPHICS



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

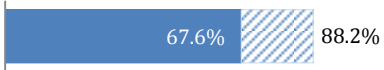
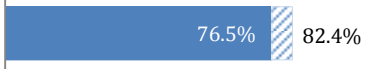
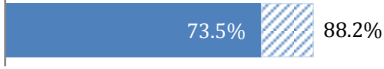





The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Hebron Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=33]		93.9%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=32]		96.9%
3. My child is accepted within the school community. [n=34]		100.0%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=34]		91.2%
5. All special education services identified in my child’s IEP have been provided. [n=34]		91.2%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=34]		94.1%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=34]		94.1%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=33]		90.9%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=33]		90.9%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=34]		84.4%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=34]		91.2%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=34]		94.1%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=34]		91.2%
KEY:  Strongly Agree  Moderately Agree		




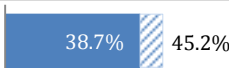
<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

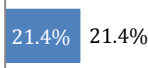
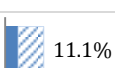


*Participation in My Child's Program (Continued)*



14. My child's evaluation report is written in terms I understand. [n=34]		94.1%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=34]		97.1%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=34]		100.0%
17. 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=34]		94.1%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=34]		100.0%
19. If necessary, a translator was provided at the PPT meetings. [n=21]		95.2%
20. The translation services provided at the PPT meetings were useful and accurate. [n=17]		94.1%
21. The school district proposed the regular classroom for my child as the first placement option. [n=34]		85.3%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=29]		10.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=34]		100.0%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=34]		94.1%
25. 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=31]		54.8%

*Parent Training and Support*

26. 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=28]		28.6%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=27]		14.8%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=32]		25.0%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=31]		22.6%

KEY:  Strongly Agree  Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=34]	76.5% 94.1%	97.1%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=31]	83.9% 93.5%	96.8%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=6]	100.0% 100.0%	100.0%

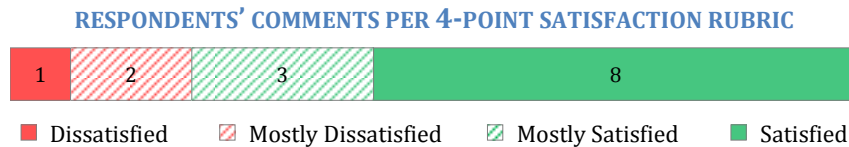
Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years. Respondents were also instructed to only answer items 33-38 if their child was 15 years of age or older at their last PPT meeting. No respondents answered these items for your district and therefore these items were removed from the above table. Due to limited space on the bar graphs, the data label for “strongly agree” is not included if it is less than 15%.

KEY: ■ Strongly Agree ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 34 surveys completed by parents in the Hebron Nexus District, 41.2% (n=14) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *The special education teacher who was also my son's case monitor has gone above and beyond in every sense of the word. Communication has been superb and she has met every one of his learning and emotional needs. Kudos to her.*
- *Teachers and specialists truly care about my child and his progress. He feels that and so do we – and that has made all the difference!*
- *My son received more help and services than I knew was even available to him and the teachers and specialists have worked wonders with my son. I always felt my input was recognized and valued at PPT meetings and communication was always open between me and the teachers, as well as the specialists and staff. I feel so fortunate to have had the support and expertise of these professionals to help my son.*
- *My daughter’s school system is awesome. It's with their help, expertise and dedication that my precious child has transitioned very well. She received services without interruption or any negative peer impact. They have greatly contributed to the great person my daughter is becoming. I work a fair distance away but I will not leave this area due to this school system and its great professionals. I love them.*
- *Hebron Elementary is excellent with my son. They provide the best teachers and help in all areas of need – very satisfied.*

### COMMENTS EXPRESSING DISSATISFACTION

- *Some of the items my child needed that were on the IEP were not followed through on. I had to push for more assistance and extra help for my child when he could not keep up with classroom learning. It was a struggle to get the help but the school finally realized his grades were dropping from not getting this extra help.*
- *I am very disappointed to hear that some of the staff has been treated unfairly, some to the point of being pushed out of the district because administration felt they advocated too much for the students. Without this dedicated staff of teachers and specialists my son might still be grossly underprepared for the next grade. Their dedication should be recognized and valued, not crushed.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

**APPENDIX A | HEBRON SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: HEBRON SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	33	3.0%	0.0%	3.0%	0.0%	24.2%	69.7%	±	6.1%	93.9%	93.9%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	32	0.0%	3.1%	0.0%	3.1%	15.6%	78.1%	±	3.1%	96.9%	93.8%
3. My child is accepted within the school community.	34	0.0%	0.0%	0.0%	2.9%	17.6%	79.4%	±	0.0%	100.0%	97.1%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	34	2.9%	0.0%	2.9%	2.9%	23.5%	67.6%	0.0%	5.9%	94.1%	91.2%
5. All special education services identified in my child's IEP have been provided.	34	2.9%	0.0%	0.0%	5.9%	14.7%	76.5%	0.0%	2.9%	97.1%	91.2%
6. Staff is appropriately trained and able to provide my child's specific program and services.	34	0.0%	2.9%	2.9%	0.0%	17.6%	76.5%	0.0%	5.9%	94.1%	94.1%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	34	0.0%	0.0%	2.9%	2.9%	11.8%	82.4%	0.0%	2.9%	97.1%	94.1%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	33	0.0%	0.0%	0.0%	6.1%	15.2%	75.8%	3.0%	0.0%	97.0%	90.9%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	33	0.0%	3.0%	0.0%	6.1%	12.1%	78.8%	0.0%	3.0%	97.0%	90.9%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	34	0.0%	0.0%	2.9%	14.7%	5.9%	76.5%	±	2.9%	97.1%	82.4%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	34	0.0%	0.0%	2.9%	5.9%	14.7%	76.5%	±	2.9%	97.1%	91.2%
12. I understand what is discussed at meetings to develop my child's IEP.	34	0.0%	2.9%	2.9%	0.0%	11.8%	82.4%	±	5.9%	94.1%	94.1%
13. My concerns and recommendations are documented in the development of my child's IEP.	34	2.9%	0.0%	0.0%	5.9%	14.7%	76.5%	±	2.9%	97.1%	91.2%
14. My child's evaluation report is written in terms I understand.	34	0.0%	5.9%	0.0%	5.9%	20.6%	67.6%	±	5.9%	94.1%	88.2%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	34	0.0%	0.0%	2.9%	14.7%	5.9%	76.5%	±	2.9%	97.1%	82.4%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	34	0.0%	0.0%	0.0%	11.8%	14.7%	73.5%	±	0.0%	100.0%	88.2%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	34	0.0%	2.9%	2.9%	2.9%	11.8%	79.4%	±	5.9%	94.1%	91.2%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	34	0.0%	0.0%	0.0%	5.9%	5.9%	88.2%	±	0.0%	100.0%	94.1%
19. If necessary, a translator was provided at the PPT meetings.	21	4.8%	0.0%	0.0%	0.0%	0.0%	95.2%	±	4.8%	95.2%	95.2%
20. The translation services provided at the PPT meetings were useful and accurate.	17	5.9%	0.0%	0.0%	0.0%	0.0%	94.1%	±	5.9%	94.1%	94.1%
21. The school district proposed the regular classroom for my child as the first placement option.	34	0.0%	0.0%	0.0%	0.0%	2.9%	82.4%	14.7%	0.0%	85.3%	85.3%

Table is continued on the next page.

## APPENDIX A.1: HEBRON SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	29	89.7%	0.0%	0.0%	0.0%	3.4%	6.9%	±	89.7%	10.3%	10.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	34	0.0%	0.0%	0.0%	0.0%	5.9%	94.1%	±	0.0%	100.0%	100.0%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	34	2.9%	0.0%	2.9%	0.0%	2.9%	91.2%	±	5.9%	94.1%	94.1%
25. 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).	31	6.5%	0.0%	3.2%	9.7%	6.5%	38.7%	35.5%	9.7%	54.8%	45.2%
26. 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.	28	60.7%	3.6%	7.1%	7.1%	0.0%	21.4%	±	71.4%	28.6%	21.4%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	27	74.1%	3.7%	7.4%	3.7%	7.4%	3.7%	±	85.2%	14.8%	11.1%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	32	12.5%	6.3%	3.1%	3.1%	12.5%	9.4%	53.1%	21.9%	25.0%	21.9%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	31	19.4%	3.2%	3.2%	0.0%	19.4%	3.2%	51.6%	25.8%	22.6%	22.6%
30. My child is learning skills that will enable him/her to be as independent as possible.	34	2.9%	0.0%	0.0%	2.9%	17.6%	76.5%	±	2.9%	97.1%	94.1%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	31	3.2%	0.0%	0.0%	3.2%	9.7%	83.9%	±	3.2%	96.8%	93.5%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	6	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	±	0.0%	100.0%	100.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	0	--	--	--	--	--	--	±	--	--	--
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	0	--	--	--	--	--	--	--	--	--	--
35. The PPT introduced planning for my child's transition to adulthood.	0	--	--	--	--	--	--	±	--	--	--
36. The school district actively encourages my child to attend and participate in PPT meetings.	0	--	--	--	--	--	--	±	--	--	--
37. The PPT discussed an appropriate course of study at the high school for my child.	0	--	--	--	--	--	--	±	--	--	--
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	0	--	--	--	--	--	--	±	--	--	--

Note: High level agree = "moderately agree" + "strongly agree."

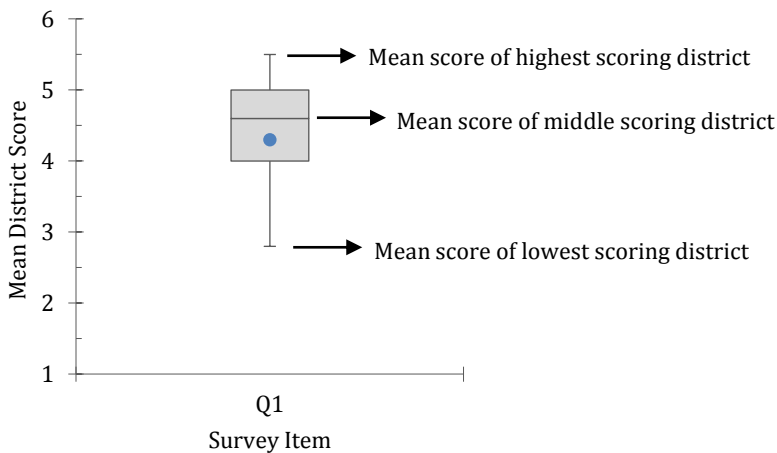
± Not a response option for this survey item.



## APPENDIX A.2: HEBRON BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



- Contains the middle 50% of mean district scores on Question 1.
- Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

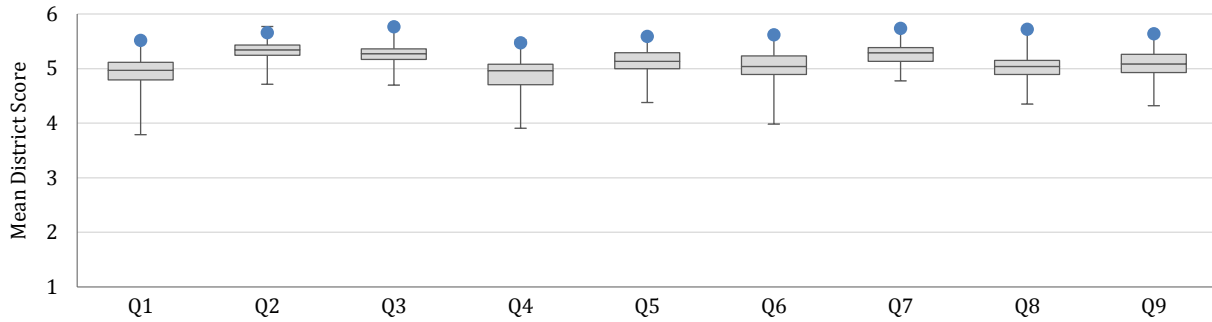
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

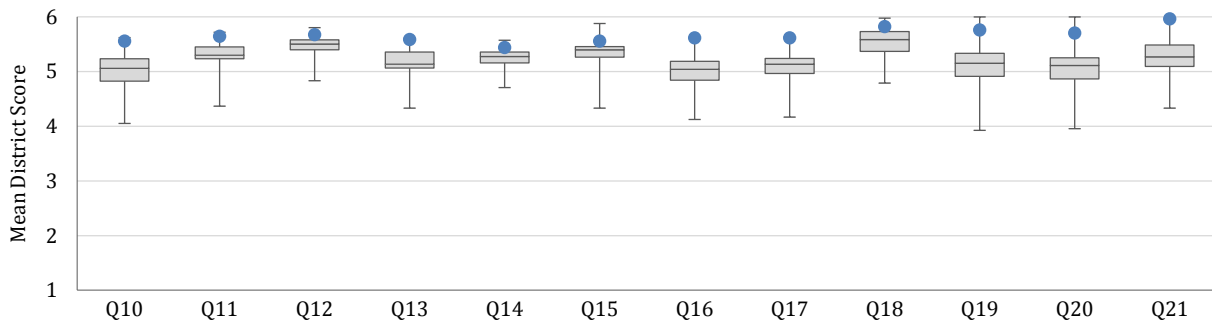
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: HEBRON BOX-AND-WHISKER CHARTS (CONTINUED)**

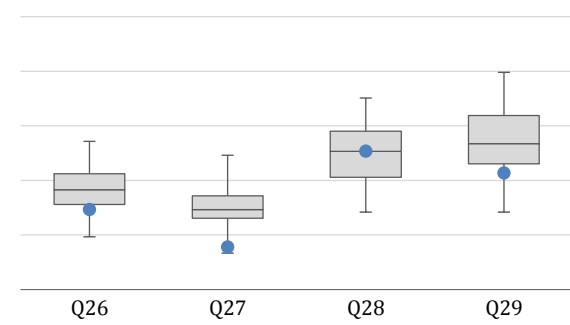
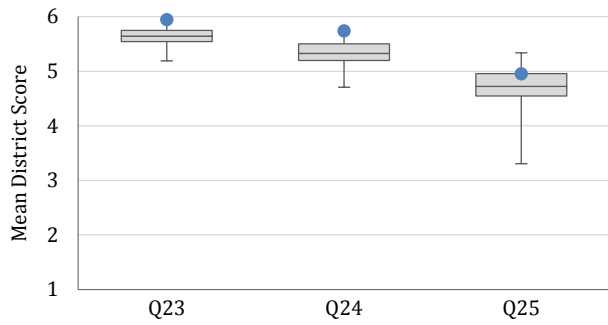
**SATISFACTION WITH MY CHILD'S PROGRAM**



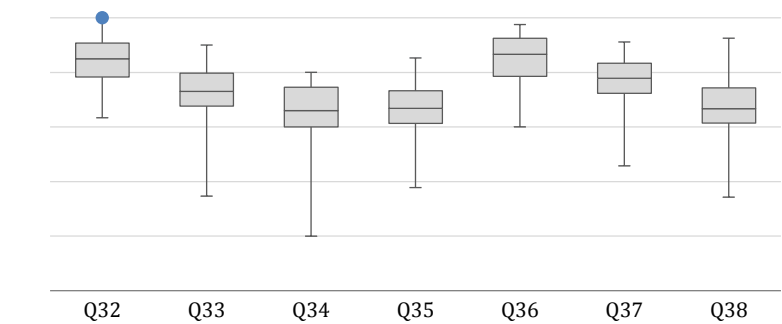
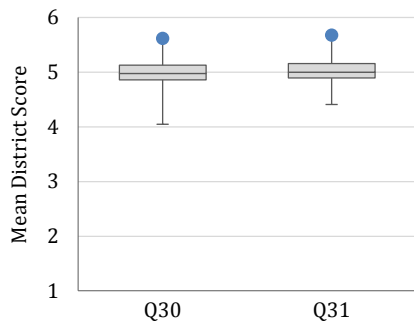
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**MY CHILD'S PARTICIPATION      PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS      TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Litchfield Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207



---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Litchfield Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Litchfield Survey Findings</u>	Page 7
A.1: Litchfield Survey Response Table	Page 8
A.2: Litchfield Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

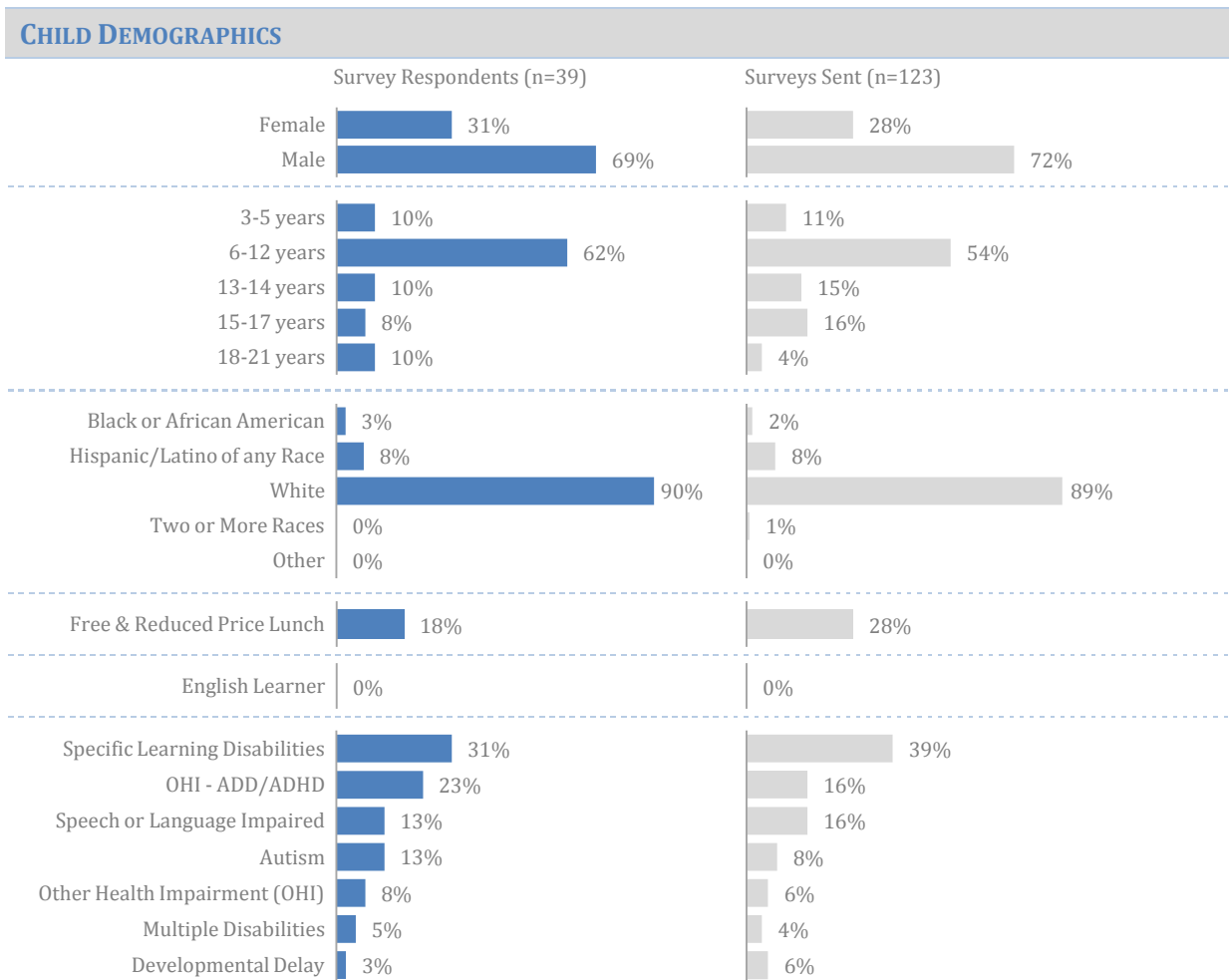
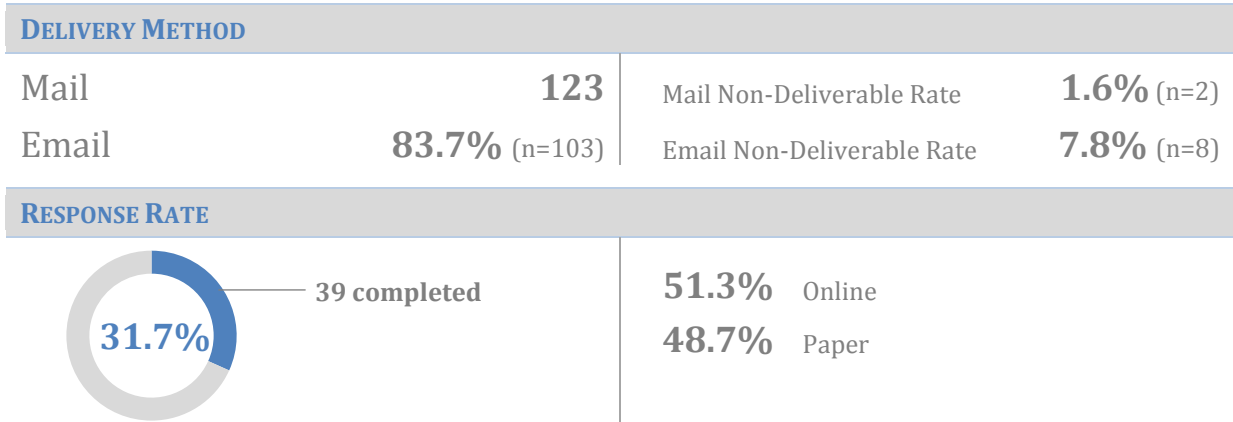
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.



## SECTION I: SURVEY DELIVERY AND RESPONSE









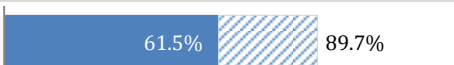
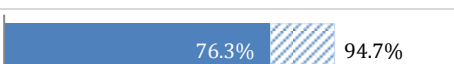
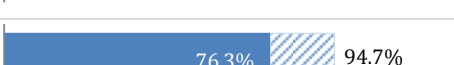



In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Litchfield Nexus District.



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Litchfield Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=39]	 51.3% 89.7%	94.9%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=39]	 82.1% 94.9%	100.0%
3. My child is accepted within the school community. [n=39]	 64.1% 84.6%	92.3%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=39]	 51.3% 82.2%	89.7%
5. All special education services identified in my child’s IEP have been provided. [n=39]	 61.5% 89.7%	92.3%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=39]	 51.3% 82.1%	87.2%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=39]	 69.2% 82.2%	100.0%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=38]	 47.4% 81.6%	97.4%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=38]	 65.8% 86.8%	94.7%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=39]	 61.5% 89.7%	92.3%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=38]	 76.3% 94.7%	97.4%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=38]	 76.3% 94.7%	94.7%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=38]	 71.1% 89.5%	94.7%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=38]	55.3% 78.9%	92.1%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=38]	73.7% 92.1%	97.4%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=39]	56.4% 87.2%	94.9%
17. 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=39]	66.7% 92.3%	94.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=39]	92.3% 97.4%	97.4%
19. If necessary, a translator was provided at the PPT meetings. [n=19]	84.2% 89.5%	89.5%
20. The translation services provided at the PPT meetings were useful and accurate. [n=16]	81.3% 87.5%	93.8%
21. The school district proposed the regular classroom for my child as the first placement option. [n=35]	77.1% 88.6%	91.4%


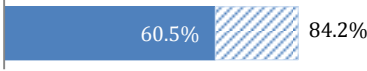


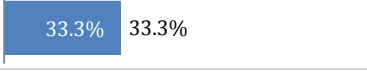

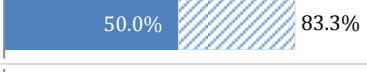
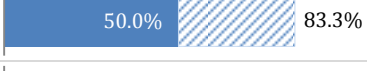
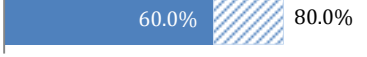
*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=30]	13.3%	13.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=38]	92.1% 97.4%	97.4%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=37]	81.1% 91.9%	97.3%
25. 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=33]	42.4% 54.5%	54.5%

*Parent Training and Support*

26. 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=31]	25.8% 29.0%	35.5%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=31]	16.1%	22.6%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=35]	14.3%	28.6%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=35]	20.0%	28.6%

KEY: ■ Strongly Agree ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=38]		92.1%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=38]		94.7%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=3]		100.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=5]		80.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=6]		33.3%
35. The PPT introduced planning for my child's transition to adulthood. [n=5]		80.0%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=6]		100.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=6]		83.3%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=5]		100.0%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree    ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child's special education program. Of the 39 surveys completed by parents in the Litchfield Nexus District, 48.7% (n=19) included written comments. The comments were classified according to a 4-point rubric: "1" if the comment conveyed complete dissatisfaction; "2" if mostly dissatisfied; "3" if mostly satisfied; and "4" if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents' feedback.<sup>6</sup>

### RESPONDENTS' COMMENTS PER 4-POINT SATISFACTION RUBRIC



Note: The comment of one respondent was not coded because the remark could not be classified as either a reflection of satisfaction or dissatisfaction with their child's program.

### COMMENTS EXPRESSING SATISFACTION

- *I could not be happier with my experiences in the Litchfield school system (Center and Intermediate). My child has blossomed because of the many caring and talented people at these schools.*
- *We are very pleased with the services our child receives from Litchfield Public Schools. The special services team really works with the family to find the best possible program for the student. Litchfield is very responsive – they are always willing to revisit program goals and make modifications if necessary to make sure that the program is the best possible fit for the child. We are fortunate to have such excellent support from our schools.*
- *Litchfield did a fantastic job of turning around the education of my child. I cannot thank them enough or explain in words how professional the entire school system is! They really have prepared my child to move forward, go to post-secondary school, hold a job, and become a contributing member of our society.*
- *My son's school has been amazing. He truly has had some amazing special education teachers. Without them, my son would have been lost. Litchfield School District has it right.*
- *We are extremely pleased with the special education services we receive for our child. Litchfield Public Schools does a great job teaming with the parents to provide the best possible program for the children.*

### COMMENTS EXPRESSING DISSATISFACTION

- *My son's school told me that they could no longer handle my son. They did not have enough trained staff support and viewed my child as the worst-case scenario because of his being in a small district. I was threatened that he was going to be homebound the next time he acted up (which is part of his disability).*
- *The Litchfield School District has done an extremely poor job in providing my child with a Free Appropriate Public Education and has not followed the strong recommendations of my child's neuropsychological evaluation report. My child's IEP has failed and will continue to fail unless the district takes immediate steps to hire the appropriately trained and certified professionals needed to be effective in implementing the recommendations in the report.*
- *The ability to provide effective, well-trained and knowledgeable support staff for children that have multiple issues (learning challenges as well as behavioral challenges) is negligible. Support staff try to assist to the best of their ability, but are often not trained in how to effectively help these types of children, and the number of support staff required in the school system is usually not within budgetary guidelines.*
- *Coaches and bus drivers are the worst at accommodating the behaviorally challenged and intellectually challenged child. They don't see a physical disability, therefore they treat the children with sarcasm and aggressive verbal tirades, which escalates the child's behavior even more.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents' comments.

**APPENDIX A | LITCHFIELD SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: LITCHFIELD SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	39	5.1%	0.0%	0.0%	5.1%	38.5%	51.3%	±	5.1%	94.9%	89.7%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	39	0.0%	0.0%	0.0%	5.1%	12.8%	82.1%	±	0.0%	100.0%	94.9%
3. My child is accepted within the school community.	39	0.0%	2.6%	5.1%	7.7%	20.5%	64.1%	±	7.7%	92.3%	84.6%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	39	5.1%	2.6%	2.6%	2.6%	35.9%	51.3%	0.0%	10.3%	89.7%	87.2%
5. All special education services identified in my child's IEP have been provided.	39	2.6%	0.0%	5.1%	2.6%	28.2%	61.5%	0.0%	7.7%	92.3%	89.7%
6. Staff is appropriately trained and able to provide my child's specific program and services.	39	5.1%	5.1%	2.6%	5.1%	30.8%	51.3%	0.0%	12.8%	87.2%	82.1%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	39	0.0%	0.0%	0.0%	12.8%	17.9%	69.2%	0.0%	0.0%	100.0%	87.2%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	38	0.0%	2.6%	0.0%	15.8%	34.2%	47.4%	0.0%	2.6%	97.4%	81.6%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	38	0.0%	2.6%	2.6%	7.9%	21.1%	65.8%	0.0%	5.3%	94.7%	86.8%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	39	0.0%	5.1%	2.6%	2.6%	28.2%	61.5%	±	7.7%	92.3%	89.7%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	38	0.0%	2.6%	0.0%	2.6%	18.4%	76.3%	±	2.6%	97.4%	94.7%
12. I understand what is discussed at meetings to develop my child's IEP.	38	0.0%	2.6%	2.6%	0.0%	18.4%	76.3%	±	5.3%	94.7%	94.7%
13. My concerns and recommendations are documented in the development of my child's IEP.	38	2.6%	2.6%	0.0%	5.3%	18.4%	71.1%	±	5.3%	94.7%	89.5%
14. My child's evaluation report is written in terms I understand.	38	2.6%	5.3%	0.0%	13.2%	23.7%	55.3%	±	7.9%	92.1%	78.9%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	38	0.0%	2.6%	0.0%	5.3%	18.4%	73.7%	±	2.6%	97.4%	92.1%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	39	2.6%	2.6%	0.0%	7.7%	30.8%	56.4%	±	5.1%	94.9%	87.2%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	39	0.0%	2.6%	2.6%	2.6%	25.6%	66.7%	±	5.1%	94.9%	92.3%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	39	0.0%	0.0%	2.6%	0.0%	5.1%	92.3%	±	2.6%	97.4%	97.4%
19. If necessary, a translator was provided at the PPT meetings.	19	5.3%	0.0%	5.3%	0.0%	5.3%	84.2%	±	10.5%	89.5%	89.5%
20. The translation services provided at the PPT meetings were useful and accurate.	16	6.3%	0.0%	0.0%	6.3%	6.3%	81.3%	±	6.3%	93.8%	87.5%
21. The school district proposed the regular classroom for my child as the first placement option.	35	0.0%	0.0%	0.0%	2.9%	11.4%	77.1%	8.6%	0.0%	91.4%	88.6%

Table is continued on the next page.

**APPENDIX A.1: LITCHFIELD SURVEY RESPONSE TABLE (CONTINUED)**

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	30	86.7%	0.0%	0.0%	0.0%	0.0%	13.3%	±	86.7%	13.3%	13.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	38	0.0%	0.0%	2.6%	0.0%	5.3%	92.1%	±	2.6%	97.4%	97.4%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	37	2.7%	0.0%	0.0%	5.4%	10.8%	81.1%	±	2.7%	97.3%	91.9%
25. 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).	33	6.1%	3.0%	6.1%	0.0%	12.1%	42.4%	30.3%	15.2%	54.5%	54.5%
26. 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.	31	51.6%	9.7%	3.2%	6.5%	3.2%	25.8%	±	64.5%	35.5%	29.0%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	31	64.5%	6.5%	6.5%	6.5%	3.2%	12.9%	±	77.4%	22.6%	16.1%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	35	31.4%	0.0%	2.9%	14.3%	2.9%	11.4%	37.1%	34.3%	28.6%	14.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	35	28.6%	2.9%	0.0%	8.6%	5.7%	14.3%	40.0%	31.4%	28.6%	20.0%
30. My child is learning skills that will enable him/her to be as independent as possible.	38	0.0%	5.3%	2.6%	13.2%	18.4%	60.5%	±	7.9%	92.1%	78.9%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	38	0.0%	5.3%	0.0%	10.5%	23.7%	60.5%	±	5.3%	94.7%	84.2%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	3	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	±	0.0%	100.0%	100.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	5	20.0%	0.0%	0.0%	0.0%	60.0%	20.0%	±	20.0%	80.0%	80.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	6	0.0%	0.0%	16.7%	0.0%	0.0%	33.3%	50.0%	16.7%	33.3%	33.3%
35. The PPT introduced planning for my child's transition to adulthood.	5	0.0%	20.0%	0.0%	0.0%	40.0%	40.0%	±	20.0%	80.0%	80.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	6	0.0%	0.0%	0.0%	16.7%	33.3%	50.0%	±	0.0%	100.0%	83.3%
37. The PPT discussed an appropriate course of study at the high school for my child.	6	0.0%	0.0%	16.7%	0.0%	33.3%	50.0%	±	16.7%	83.3%	83.3%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	5	0.0%	0.0%	0.0%	20.0%	20.0%	60.0%	±	0.0%	100.0%	80.0%

Note: High level agree = "moderately agree" + "strongly agree."

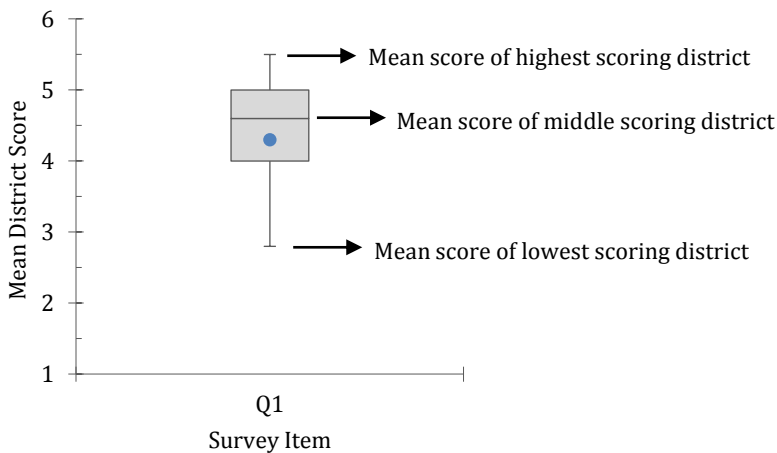
± Not a response option for this survey item.



## APPENDIX A.2: LITCHFIELD BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

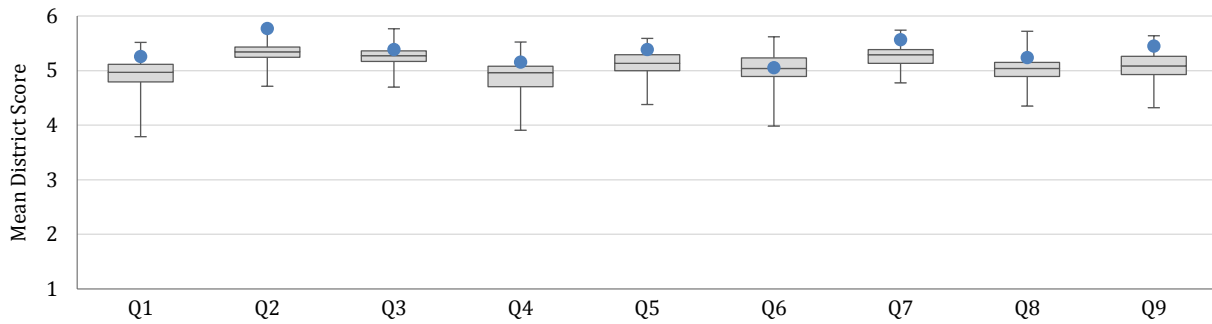
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

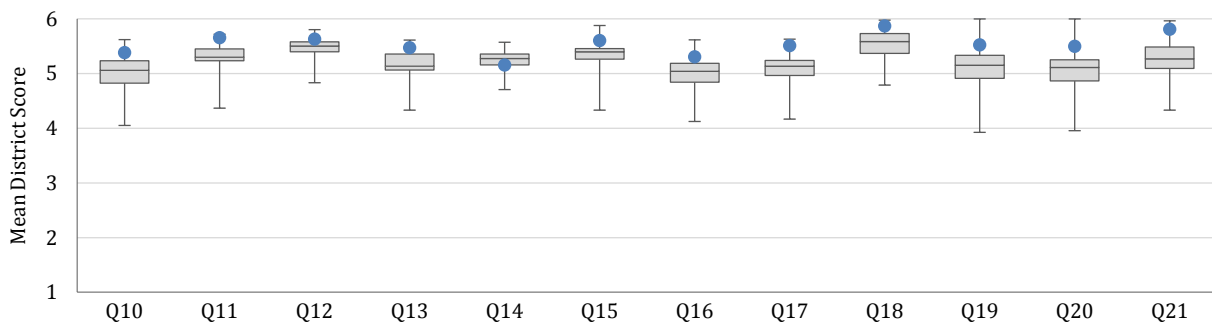
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: LITCHFIELD BOX-AND-WHISKER CHARTS (CONTINUED)**

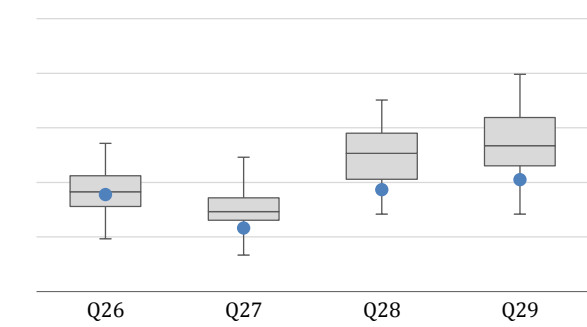
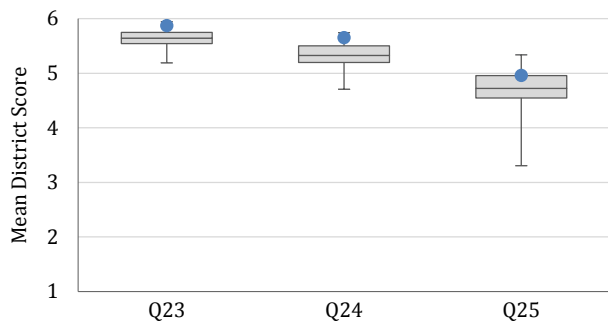
**SATISFACTION WITH MY CHILD'S PROGRAM**



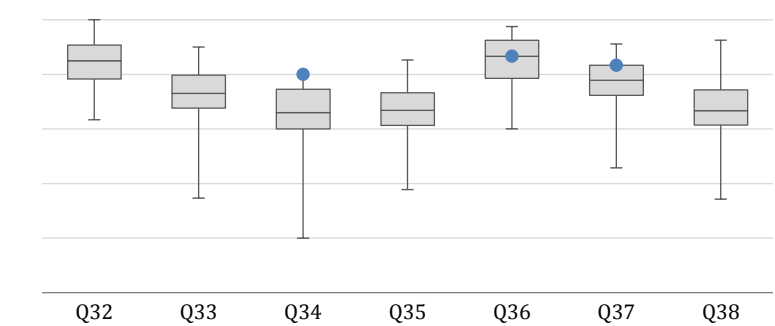
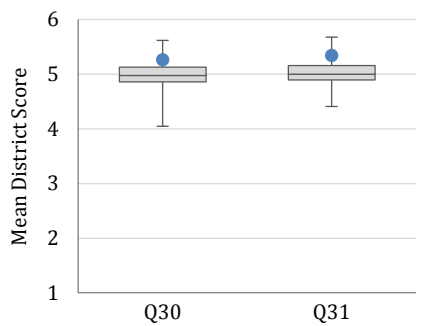
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**MY CHILD'S PARTICIPATION      PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS      TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Madison Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Madison Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Madison Survey Findings</u>	Page 8
A.1: Madison Survey Response Table	Page 9
A.2: Madison Box-and-Whiskers Charts	Page 11
<u>Appendix B: Statewide Results</u>	Page 13
B.1: Response Rate by District	Page 14
B.2: Statewide Survey Response Table	Page 15

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

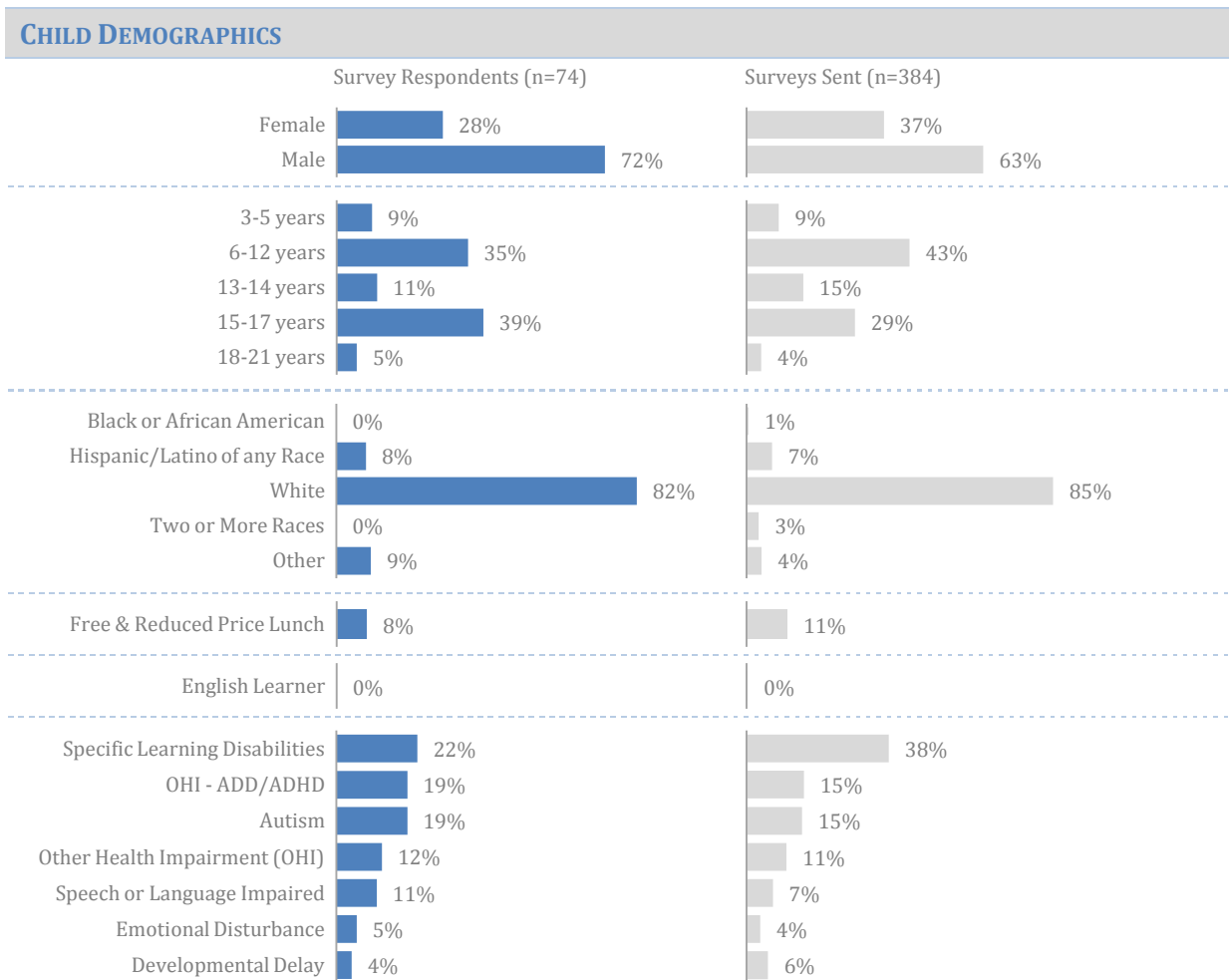
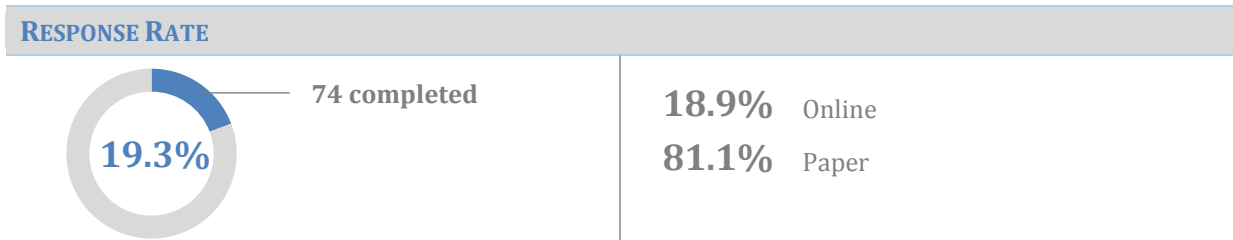
<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.



## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Madison Nexus District.





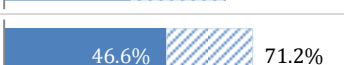





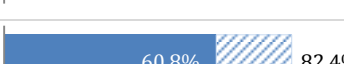

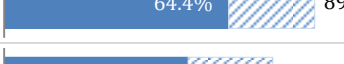


DELIVERY METHOD			
Mail	<b>384</b>	Mail Non-Deliverable Rate	<b>1.8%</b> (n=7)
Email	<b>0.0%</b> (n=0)	Email Non-Deliverable Rate	--



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Madison Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=73]	 38.4% 75.3%	86.3%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=74]	 54.1% 78.4%	87.8%
3. My child is accepted within the school community. [n=71]	 43.7% 66.2%	81.7%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=74]	 36.5% 63.5%	77.0%
5. All special education services identified in my child’s IEP have been provided. [n=73]	 46.6% 71.2%	82.2%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=73]	 45.2% 69.9%	78.1%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=74]	 64.9% 79.7%	89.2%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=73]	 45.2% 58.9%	78.1%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=73]	 45.2% 60.3%	76.7%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=74]	 41.9% 62.2%	75.7%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=74]	 60.8% 82.4%	89.2%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=73]	 64.4% 89.0%	94.5%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=74]	 52.7% 77.0%	86.5%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=73]	54.8% 83.6%	91.8%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=74]	74.3% 87.8%	90.5%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=74]	45.9% 66.2%	85.1%
17. 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=74]	50.0% 63.5%	86.5%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=74]	71.6% 86.5%	89.2%
19. If necessary, a translator was provided at the PPT meetings. [n=27]	37.0% 55.6%	66.7%
20. The translation services provided at the PPT meetings were useful and accurate. [n=23]	30.4% 56.5%	69.6%
21. The school district proposed the regular classroom for my child as the first placement option. [n=71]	56.3% 66.2%	73.2%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=62]	8.1%	11.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=73]	82.2% 94.5%	94.5%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=70]	80.0% 85.7%	87.1%
25. 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=65]	33.8% 46.2%	52.3%

*Parent Training and Support*

26. 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=62]	16.1% 22.6%	25.8%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=58]	20.7% 25.9%	29.3%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=71]	16.9% 26.8%	29.6%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=70]	18.6% 24.3%	31.4%

KEY: ■ Strongly Agree ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=71]	45.1% 63.4%	76.1%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=67]	50.7% 73.1%	80.6%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=9]	77.8% 88.9%	100.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=31]	25.8% 51.6%	58.1%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=28]	25.0%	32.1%
35. The PPT introduced planning for my child's transition to adulthood. [n=31]	25.8% 41.9%	54.8%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=32]	50.0% 65.6%	78.1%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=31]	38.7% 64.5%	80.6%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=30]	36.7% 56.7%	60.0%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

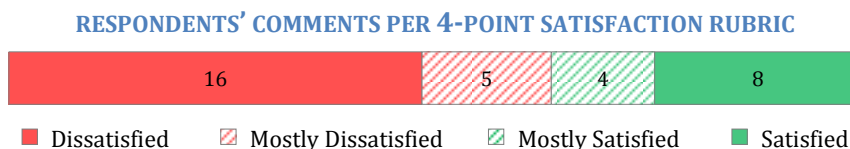
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: Strongly Agree Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child's special education program. Of the 74 surveys completed by parents in the Madison Nexus District, 44.6% (n=33) included written comments. The comments were classified according to a 4-point rubric: "1" if the comment conveyed complete dissatisfaction; "2" if mostly dissatisfied; "3" if mostly satisfied; and "4" if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents' feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *My child has been included in all activities. There was an extracurricular activity after school that the school knew my child would love and would give him something to look forward to. A paraprofessional stayed after school so he could participate.*
- *I think the school system did a fine job. I think Madison has a fantastic school system where education is valued, kids treat each other well, and the community is accepting.*
- *The program at Island Avenue School went above and beyond – they kept in touch with me and we worked together. The most important person was my child's kindergarten teacher. I have never met such a caring teacher.*
- *The support my child has received in high school has been nothing short of exemplary. The teachers have a vested interest in seeing that my child succeeds in life. I couldn't imagine my child being in a position to go to college without the support and help from these teachers.*
- *We feel truly blessed to have our daughter in the Madison school system. Her teachers, aids, therapists, and even the other school staff members have truly enriched her life. We've witnessed her progress on a complete uphill trajectory since she began, far beyond our highest expectations!*
- *My son attends a life skill based program. I am thoroughly pleased with my son's school and the progress he has made.*

### COMMENTS EXPRESSING DISSATISFACTION

- *I feel like the whole special education system keeps parents somewhat in the dark. Programs aren't suggested because the school system would have to pay. More help needs to be given to parents –perhaps a parent/teacher advocate.*
- *Although I have requested yearly for the school teachers to work on specific goals (i.e. money, telling time) those goals don't seem to ever get met. According to my daughter, they are rarely worked on at all.*
- *I am confused as to written IEPs. I don't know what resources are available to my daughter and me – in and out of school. Not sure what resources are available beyond high school either. I feel my child has fallen through the cracks and is just being pushed through each grade.*
- *General education teachers do not seem to be aware of my child's IEP accommodations. In middle school, teachers resisted implementing the plan.*
- *I am not happy with the PPT process. The parent is not part of the team or team decisions. The school usually just tells us what they plan to do. When we offer or ask for other services they become rude and uncooperative. They continually state that they are the professionals and that we should leave everything up to them.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents' comments.

- *I have had miserable meetings with school administrators and teachers. My child did not receive the services noted in the IEP. I have had to pay out-of-pocket for objective assessments – many thousands of dollars. My child ended up dropping out of high school.*
- *The district seems to discourage parents with children who have IEPs from connecting with each other citing privacy laws even though most parents would love to get together to talk with other parents.*
- *Due to the lack of effective teaching strategies and social emotional supports along with limited numbers of professionals to deliver services, many kids like my son simply have their work modified and receive good grades. These kids don't work at capacity or come anywhere near reaching their potential.*
- *Regular education teachers do not attend the full PPT. They leave after ten minutes.*
- *My child's school district has little to no ability to transition children to the next step after high school. As parents we struggle with resources and there is little help with the transition process.*

**APPENDIX A | MADISON SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: MADISON SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	73	5.5%	5.5%	2.7%	11.0%	37.0%	38.4%	±	13.7%	86.3%	75.3%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	74	4.1%	5.4%	2.7%	9.5%	24.3%	54.1%	±	12.2%	87.8%	78.4%
3. My child is accepted within the school community.	71	7.0%	7.0%	4.2%	15.5%	22.5%	43.7%	±	18.3%	81.7%	66.2%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	74	9.5%	5.4%	8.1%	13.5%	27.0%	36.5%	0.0%	23.0%	77.0%	63.5%
5. All special education services identified in my child's IEP have been provided.	73	8.2%	2.7%	6.8%	11.0%	24.7%	46.6%	0.0%	17.8%	82.2%	71.2%
6. Staff is appropriately trained and able to provide my child's specific program and services.	73	8.2%	2.7%	9.6%	8.2%	24.7%	45.2%	1.4%	20.5%	78.1%	69.9%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	74	2.7%	5.4%	0.0%	9.5%	14.9%	64.9%	2.7%	8.1%	89.2%	79.7%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	73	5.5%	8.2%	1.4%	19.2%	13.7%	45.2%	6.8%	15.1%	78.1%	58.9%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	73	6.8%	5.5%	6.8%	16.4%	15.1%	45.2%	4.1%	19.2%	76.7%	60.3%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	74	9.5%	6.8%	8.1%	13.5%	20.3%	41.9%	±	24.3%	75.7%	62.2%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	74	4.1%	1.4%	5.4%	6.8%	21.6%	60.8%	±	10.8%	89.2%	82.4%
12. I understand what is discussed at meetings to develop my child's IEP.	73	4.1%	0.0%	1.4%	5.5%	24.7%	64.4%	±	5.5%	94.5%	89.0%
13. My concerns and recommendations are documented in the development of my child's IEP.	74	5.4%	1.4%	6.8%	9.5%	24.3%	52.7%	±	13.5%	86.5%	77.0%
14. My child's evaluation report is written in terms I understand.	73	2.7%	2.7%	2.7%	8.2%	28.8%	54.8%	±	8.2%	91.8%	83.6%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	74	2.7%	2.7%	4.1%	2.7%	13.5%	74.3%	±	9.5%	90.5%	87.8%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	74	8.1%	2.7%	4.1%	18.9%	20.3%	45.9%	±	14.9%	85.1%	66.2%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	74	5.4%	1.4%	6.8%	23.0%	13.5%	50.0%	±	13.5%	86.5%	63.5%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	74	5.4%	1.4%	4.1%	2.7%	14.9%	71.6%	±	10.8%	89.2%	86.5%
19. If necessary, a translator was provided at the PPT meetings.	27	33.3%	0.0%	0.0%	11.1%	18.5%	37.0%	±	33.3%	66.7%	55.6%
20. The translation services provided at the PPT meetings were useful and accurate.	23	30.4%	0.0%	0.0%	13.0%	26.1%	30.4%	±	30.4%	69.6%	56.5%
21. The school district proposed the regular classroom for my child as the first placement option.	71	9.9%	2.8%	2.8%	7.0%	9.9%	56.3%	11.3%	15.5%	73.2%	66.2%

Table is continued on the next page.



## APPENDIX A.1: MADISON SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	62	88.7%	0.0%	0.0%	3.2%	1.6%	6.5%	±	88.7%	11.3%	8.1%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	73	2.7%	0.0%	2.7%	0.0%	12.3%	82.2%	±	5.5%	94.5%	94.5%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	70	7.1%	2.9%	2.9%	1.4%	5.7%	80.0%	±	12.9%	87.1%	85.7%
25. 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).	65	12.3%	1.5%	3.1%	6.2%	12.3%	33.8%	30.8%	16.9%	52.3%	46.2%
26. 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.	62	48.4%	11.3%	14.5%	3.2%	6.5%	16.1%	±	74.2%	25.8%	22.6%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	58	56.9%	10.3%	3.4%	3.4%	5.2%	20.7%	±	70.7%	29.3%	25.9%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	71	32.4%	8.5%	2.8%	2.8%	9.9%	16.9%	26.8%	43.7%	29.6%	26.8%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	70	28.6%	11.4%	1.4%	7.1%	5.7%	18.6%	27.1%	41.4%	31.4%	24.3%
30. My child is learning skills that will enable him/her to be as independent as possible.	71	7.0%	8.5%	8.5%	12.7%	18.3%	45.1%	±	23.9%	76.1%	63.4%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	67	4.5%	6.0%	9.0%	7.5%	22.4%	50.7%	±	19.4%	80.6%	73.1%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	9	0.0%	0.0%	0.0%	11.1%	11.1%	77.8%	±	0.0%	100.0%	88.9%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	31	9.7%	9.7%	22.6%	6.5%	25.8%	25.8%	±	41.9%	58.1%	51.6%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	28	25.0%	7.1%	17.9%	7.1%	10.7%	14.3%	17.9%	50.0%	32.1%	25.0%
35. The PPT introduced planning for my child's transition to adulthood.	31	9.7%	25.8%	9.7%	12.9%	16.1%	25.8%	±	45.2%	54.8%	41.9%
36. The school district actively encourages my child to attend and participate in PPT meetings.	32	6.3%	6.3%	9.4%	12.5%	15.6%	50.0%	±	21.9%	78.1%	65.6%
37. The PPT discussed an appropriate course of study at the high school for my child.	31	6.5%	9.7%	3.2%	16.1%	25.8%	38.7%	±	19.4%	80.6%	64.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	30	13.3%	13.3%	13.3%	3.3%	20.0%	36.7%	±	40.0%	60.0%	56.7%

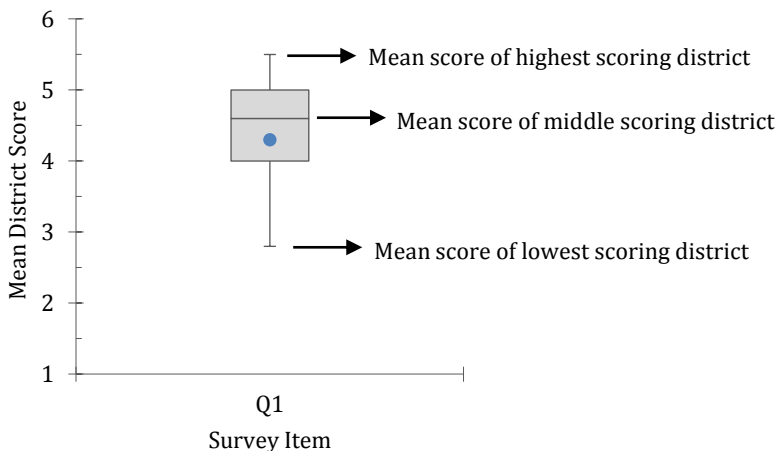
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: MADISON BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

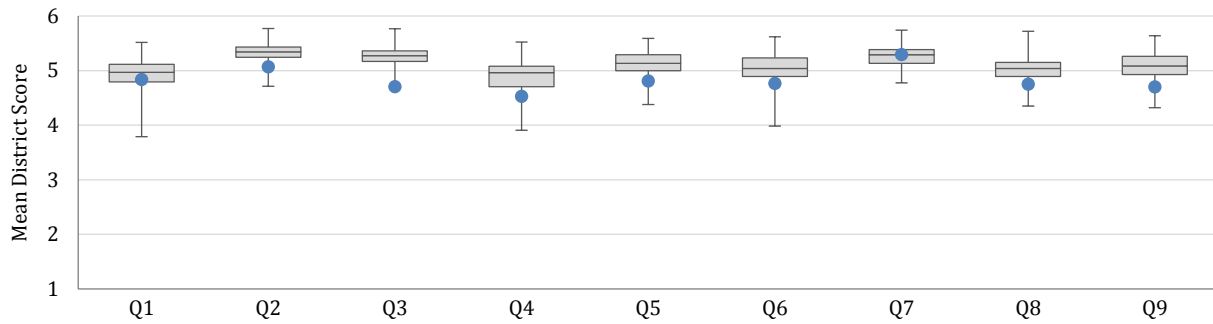
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

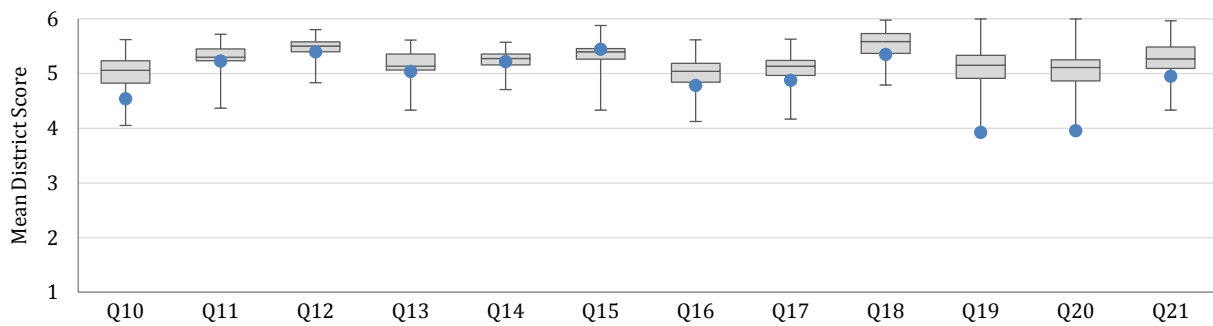
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

## APPENDIX A.2: MADISON BOX-AND-WHISKER CHARTS (CONTINUED)

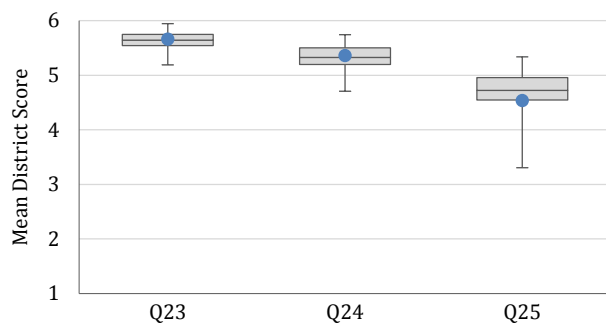
### SATISFACTION WITH MY CHILD'S PROGRAM



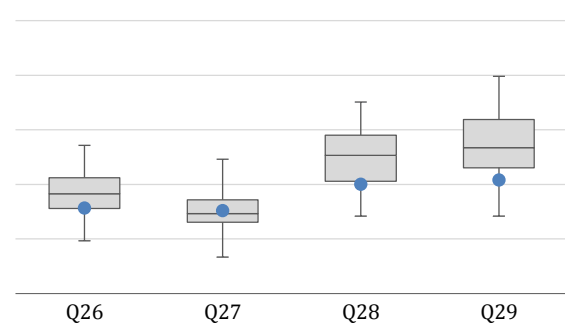
### PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



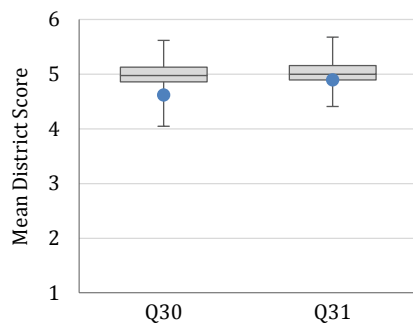
### MY CHILD'S PARTICIPATION



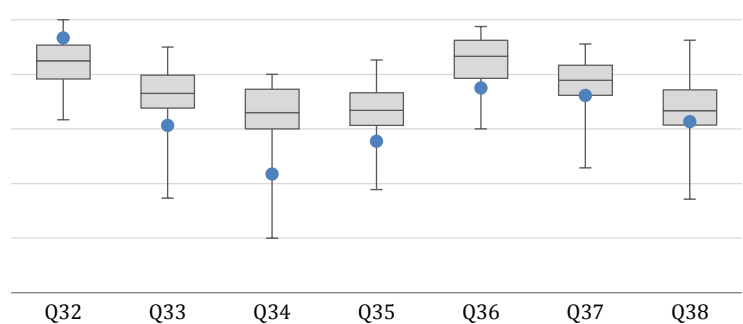
### PARENT TRAINING AND SUPPORT



### MY CHILD'S SKILLS



### TRANSITION PLANNING



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Meriden Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207





---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Meriden Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Meriden Survey Findings</u>	Page 8
A.1: Meriden Survey Response Table	Page 9
A.2: Meriden Box-and-Whiskers Charts	Page 11
<u>Appendix B: Statewide Results</u>	Page 13
B.1: Response Rate by District	Page 14
B.2: Statewide Survey Response Table	Page 15

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

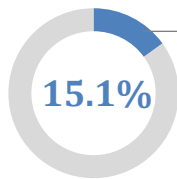
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the sample of parents selected to participate in the survey from the Meriden Nexus District.

### DELIVERY METHOD

Mail	<b>950</b>	Mail Non-Deliverable Rate	<b>9.4%</b> (n=89)
Email	<b>33.9%</b> (n=322)	Email Non-Deliverable Rate	<b>8.1%</b> (n=26)

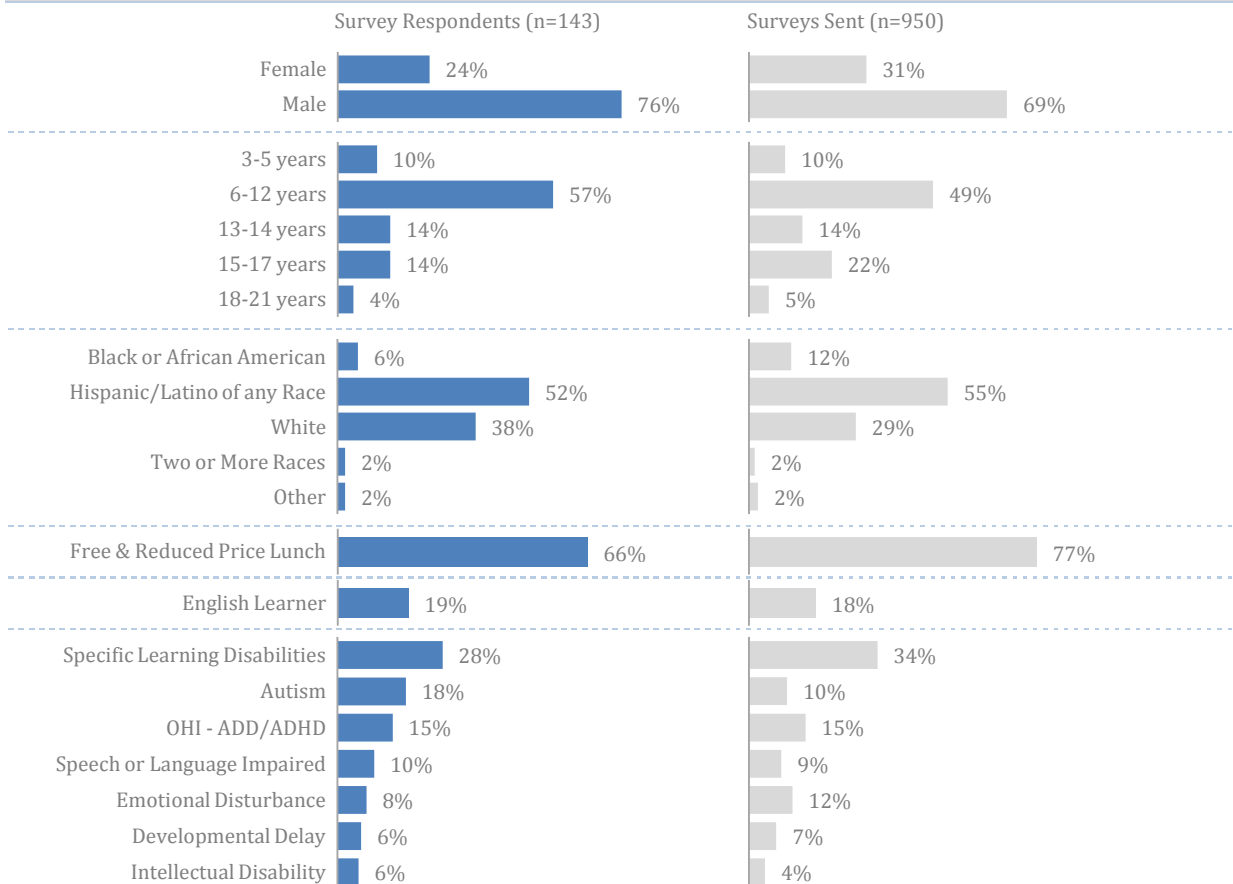
### RESPONSE RATE



143 completed

**34.3%** Online  
**65.7%** Paper

### CHILD DEMOGRAPHICS



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Meriden Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=142]	48.6% 81.0%	90.1%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=142]	57.0% 84.5%	92.3%
3. My child is accepted within the school community. [n=142]	60.6% 87.3%	93.0%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=142]	47.9% 79.6%	88.7%
5. All special education services identified in my child’s IEP have been provided. [n=140]	55.7% 82.9%	89.3%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=141]	61.7% 83.7%	87.9%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=141]	64.5% 85.1%	89.4%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=140]	52.9% 77.1%	81.4%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=139]	60.4% 78.4%	86.3%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=142]	54.2% 83.1%	89.4%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=141]	70.2% 90.1%	92.9%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=142]	71.1% 92.3%	95.1%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=141]	66.7% 86.5%	92.9%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=142]	64.1% 86.6%	91.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=142]	67.6% 91.5%	93.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=142]	57.7% 79.6%	89.4%
17. 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=141]	63.8% 85.8%	91.5%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=140]	79.3% 92.9%	95.0%
19. If necessary, a translator was provided at the PPT meetings. [n=100]	70.0% 86.0%	90.0%
20. The translation services provided at the PPT meetings were useful and accurate. [n=92]	66.3% 82.6%	90.2%
21. The school district proposed the regular classroom for my child as the first placement option. [n=136]	53.7% 72.8%	75.0%

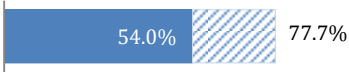
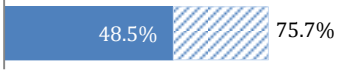
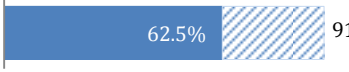



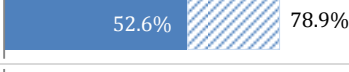
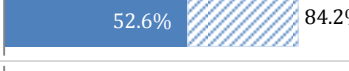

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=123]	22.0%	24.4%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=142]	77.5% 90.8%	95.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=138]	65.9% 84.1%	88.4%
25. 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=137]	45.3% 62.8%	66.4%

*Parent Training and Support*



26. 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=133]	21.1% 39.8%	49.6%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=127]	23.6%	34.6%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=137]	18.2% 31.4%	40.9%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=139]	21.6% 31.7%	41.7%

KEY: ■ Strongly Agree ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=139]	 54.0% 77.7%	87.1%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=136]	 48.5% 75.7%	86.8%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=24]	 62.5% 91.7%	91.7%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=21]	 42.9% 76.2%	85.7%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=18]	 22.2% 44.4%	44.4%
35. The PPT introduced planning for my child's transition to adulthood. [n=18]	 27.8% 83.3%	83.3%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=19]	 52.6% 78.9%	94.7%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=19]	 52.6% 84.2%	94.7%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=18]	 33.3% 72.2%	83.3%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

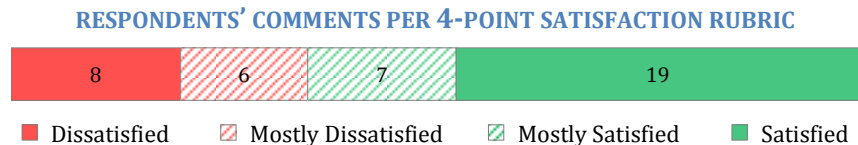
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY:  Strongly Agree  Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 143 surveys completed by parents in the Meriden Nexus District, 30.1% (n=43) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



Note: The comments of three respondents were not coded because the remarks could not be classified as either a reflection of satisfaction or dissatisfaction with their child’s program.

### COMMENTS EXPRESSING SATISFACTION

- *My husband and I are very happy with our son’s EIP experience. He has improved tremendously in his speech and all other issues he was experiencing. My son was excited to go to school every day and loved his teachers. They also showed me ways to help my son with his autism. I am very thankful this program is available. Thank you!*
- *The team at Thomas Hooker Elementary School surpasses any and all expectations I have ever had time and time again. They are amazing! They are proactive and thoughtful and follow through every time.*
- *Thanks to all the programs that my school district provided my child has blossomed and is doing so good not only in school but in his life out of school. I’m very grateful for the programs and the hard work of his teachers and other providers during the years.*
- *We entered the special education system fully expecting to have to be strong advocates for our child against the school. Instead we were immediately welcomed as partners with the school. Honestly, our family cannot say enough about Ben Franklin Elementary School. We know that our daughter is blossoming (and she is truly blossoming) in great part due to their efforts with her.*
- *The STARS Program at Hanover Elementary School is doing an extraordinary job with the children. Our son is still behind in some of his education but has made very tremendous progress. We look forward to his continued education services in the years to come.*
- *I am very satisfied with Platt High School. The administrative staff there are amazing! They have all been very helpful!*
- *The team at Thomas Hooker Elementary School is amazing and because of their proactive approach my child is thriving.*
- *It has been great. They always try to do what is best for my daughter and explain to me every detail of everything they do to help her, what I can do to help, everything that she’s improved on, and what she needs more help with.*
- *The teachers are great with my child, I know he can be a handful when he is in school.*
- *My child has had a wonderful year thanks to some teachers and counselors. I have to say thank you for your support and excellent job.*
- *I am very grateful for the help you have given. Thanks to the special education program my son has been able to come out ahead. [Translation]*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

## COMMENTS EXPRESSING DISSATISFACTION

- *Every year, services are cut despite my son's struggles. He is receiving minimal support and continues to fall behind further and further. His regular education teacher and his former special education were amazing, and went above and beyond, but unfortunately it does not seem they are backed/supported by administration.*
- *There should be more things offered for a social environment not just learning. There are not many services offered to parents for understanding the disability.*
- *It took me years to get my child an IEP and that was after taking him to private psychologists to have evaluations done and then it was an uphill battle. He is still reading two full grade levels behind because of the school disagreeing with the evaluations and diagnosis that was given. His IEP still does not reflect the appropriate category. Services are extremely poor at best and as a parent who knows her child best, my opinions carry no weight at PPTs. Services still remain the same and my son falls further and further behind each day.*
- *The special education program at my daughter's school is awful. The teachers don't like to interact with the parents or orient them. When a translator is needed, they don't have it. They don't consider parents' schedule when they work and celebrate PPTs without me.*
- *I have repeatedly asked for more speech for my child only to be turned down time and time again. My child has now developed a severe stutter and receives no extra help. I had to produce several evaluations in order to get my child in the correct category for an IEP. The special education teachers at my child's previous school apparently thought they were more equipped to diagnose a child than several trained medical experts. My child is in dire need of more services. Numerous recommendations are made at the PPTs and none are ever implemented. My child receives subpar services.*
- *Wish there were more trainings or information sessions on children with learning disabilities.*
- *My daughter has multiple disabilities and attends a high school with living skills. I would rate the program as moderate. I feel that more should be put in place for children with disabilities. My daughter is not learning as she should and daily routines are boring her.*

**APPENDIX A | MERIDEN SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**



## APPENDIX A.1: MERIDEN SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	142	4.9%	2.8%	2.1%	9.2%	32.4%	48.6%	±	9.9%	90.1%	81.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	142	4.2%	0.7%	2.8%	7.7%	27.5%	57.0%	±	7.7%	92.3%	84.5%
3. My child is accepted within the school community.	142	4.2%	2.1%	0.7%	5.6%	26.8%	60.6%	±	7.0%	93.0%	87.3%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	142	5.6%	2.8%	1.4%	9.2%	31.7%	47.9%	1.4%	9.9%	88.7%	79.6%
5. All special education services identified in my child's IEP have been provided.	140	4.3%	1.4%	2.9%	6.4%	27.1%	55.7%	2.1%	8.6%	89.3%	82.9%
6. Staff is appropriately trained and able to provide my child's specific program and services.	141	3.5%	2.1%	4.3%	4.3%	22.0%	61.7%	2.1%	9.9%	87.9%	83.7%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	141	2.8%	2.8%	0.7%	4.3%	20.6%	64.5%	4.3%	6.4%	89.4%	85.1%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	140	3.6%	2.9%	3.6%	4.3%	24.3%	52.9%	8.6%	10.0%	81.4%	77.1%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	139	4.3%	2.2%	1.4%	7.9%	18.0%	60.4%	5.8%	7.9%	86.3%	78.4%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	142	8.5%	1.4%	0.7%	6.3%	28.9%	54.2%	±	10.6%	89.4%	83.1%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	141	3.5%	1.4%	2.1%	2.8%	19.9%	70.2%	±	7.1%	92.9%	90.1%
12. I understand what is discussed at meetings to develop my child's IEP.	142	3.5%	0.0%	1.4%	2.8%	21.1%	71.1%	±	4.9%	95.1%	92.3%
13. My concerns and recommendations are documented in the development of my child's IEP.	141	3.5%	2.1%	1.4%	6.4%	19.9%	66.7%	±	7.1%	92.9%	86.5%
14. My child's evaluation report is written in terms I understand.	142	3.5%	3.5%	1.4%	4.9%	22.5%	64.1%	±	8.5%	91.5%	86.6%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	142	4.2%	0.0%	2.1%	2.1%	23.9%	67.6%	±	6.3%	93.7%	91.5%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	142	5.6%	2.8%	2.1%	9.9%	21.8%	57.7%	±	10.6%	89.4%	79.6%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	141	3.5%	2.1%	2.8%	5.7%	22.0%	63.8%	±	8.5%	91.5%	85.8%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	140	2.9%	0.7%	1.4%	2.1%	13.6%	79.3%	±	5.0%	95.0%	92.9%
19. If necessary, a translator was provided at the PPT meetings.	100	6.0%	1.0%	3.0%	4.0%	16.0%	70.0%	±	10.0%	90.0%	86.0%
20. The translation services provided at the PPT meetings were useful and accurate.	92	8.7%	0.0%	1.1%	7.6%	16.3%	66.3%	±	9.8%	90.2%	82.6%
21. The school district proposed the regular classroom for my child as the first placement option.	136	6.6%	3.7%	0.7%	2.2%	19.1%	53.7%	14.0%	11.0%	75.0%	72.8%

Table is continued on the next page.

## APPENDIX A.1: MERIDEN SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	123	67.5%	4.9%	3.3%	2.4%	8.9%	13.0%	±	75.6%	24.4%	22.0%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	142	1.4%	0.0%	2.8%	4.9%	13.4%	77.5%	±	4.2%	95.8%	90.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	138	7.2%	1.4%	2.9%	4.3%	18.1%	65.9%	±	11.6%	88.4%	84.1%
25. 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).	137	9.5%	3.6%	3.6%	3.6%	17.5%	45.3%	16.8%	16.8%	66.4%	62.8%
26. 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.	133	40.6%	4.5%	5.3%	9.8%	18.8%	21.1%	±	50.4%	49.6%	39.8%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	127	51.2%	4.7%	9.4%	11.0%	10.2%	13.4%	±	65.4%	34.6%	23.6%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	137	17.5%	3.6%	4.4%	9.5%	13.1%	18.2%	33.6%	25.5%	40.9%	31.4%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	139	15.1%	2.9%	3.6%	10.1%	10.1%	21.6%	36.7%	21.6%	41.7%	31.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	139	5.8%	4.3%	2.9%	9.4%	23.7%	54.0%	±	12.9%	87.1%	77.7%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	136	8.8%	1.5%	2.9%	11.0%	27.2%	48.5%	±	13.2%	86.8%	75.7%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	24	8.3%	0.0%	0.0%	0.0%	29.2%	62.5%	±	8.3%	91.7%	91.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	21	4.8%	4.8%	4.8%	9.5%	33.3%	42.9%	±	14.3%	85.7%	76.2%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	18	16.7%	5.6%	5.6%	0.0%	22.2%	22.2%	27.8%	27.8%	44.4%	44.4%
35. The PPT introduced planning for my child's transition to adulthood.	18	16.7%	0.0%	0.0%	0.0%	55.6%	27.8%	±	16.7%	83.3%	83.3%
36. The school district actively encourages my child to attend and participate in PPT meetings.	19	0.0%	5.3%	0.0%	15.8%	26.3%	52.6%	±	5.3%	94.7%	78.9%
37. The PPT discussed an appropriate course of study at the high school for my child.	19	5.3%	0.0%	0.0%	10.5%	31.6%	52.6%	±	5.3%	94.7%	84.2%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	18	16.7%	0.0%	0.0%	11.1%	38.9%	33.3%	±	16.7%	83.3%	72.2%

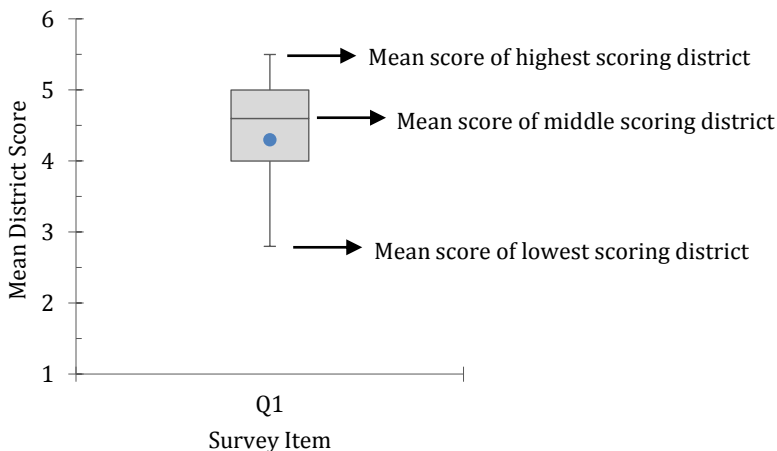
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: MERIDEN BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

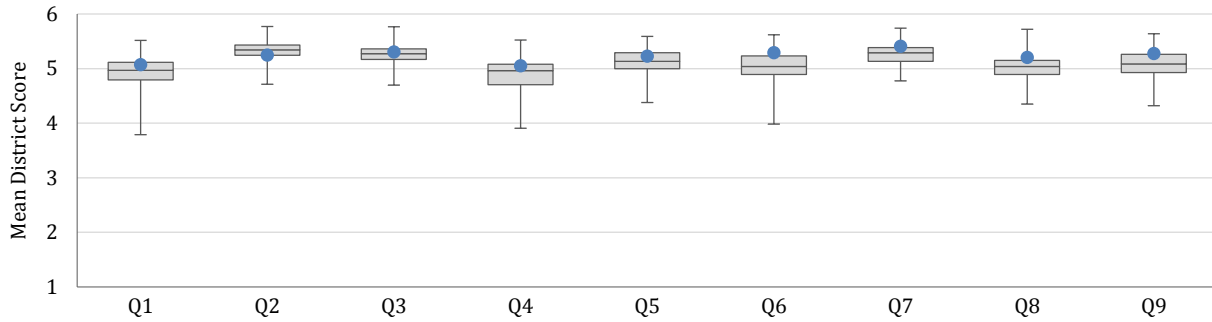
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

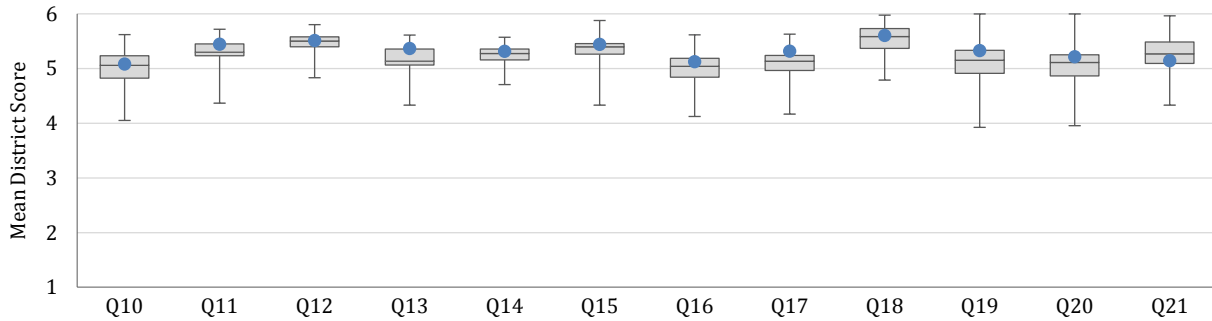
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: MERIDEN BOX-AND-WHISKER CHARTS (CONTINUED)**

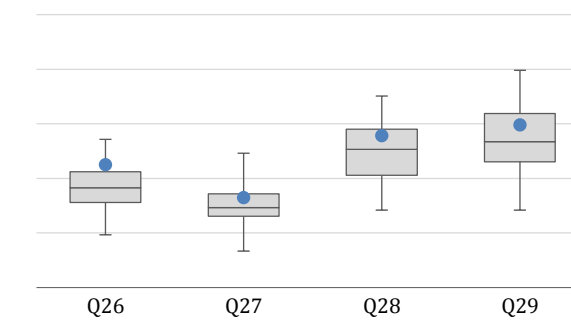
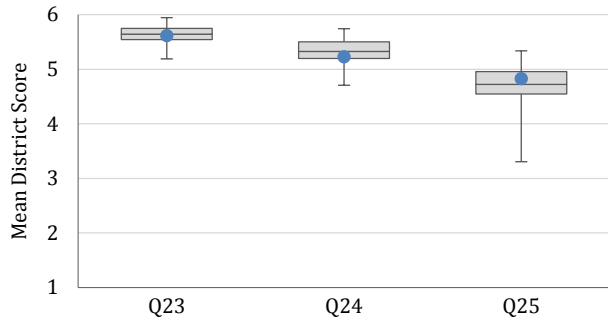
**SATISFACTION WITH MY CHILD'S PROGRAM**



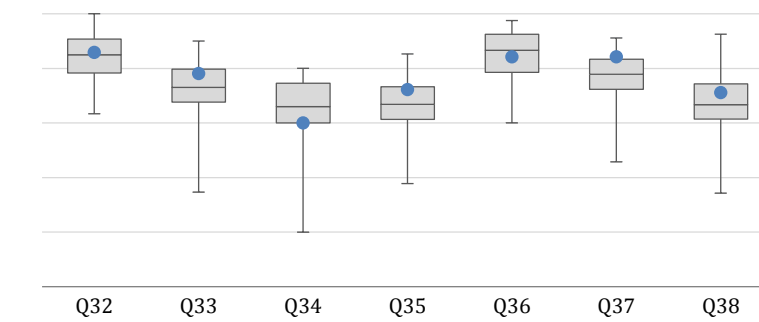
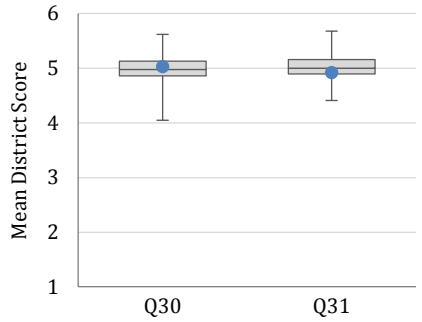
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**MY CHILD'S PARTICIPATION      PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS      TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.



2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Montville Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207



---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Montville Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

<b>TABLE OF CONTENTS</b>	
<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Montville Survey Findings</u>	Page 7
A.1: Montville Survey Response Table	Page 8
A.2: Montville Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

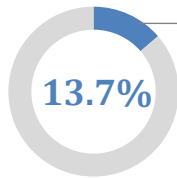
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Montville Nexus District.

### DELIVERY METHOD

Mail	<b>336</b>	Mail Non-Deliverable Rate	<b>3.6%</b> (n=12)
Email	<b>17.6%</b> (n=59)	Email Non-Deliverable Rate	<b>13.6%</b> (n=8)

### RESPONSE RATE

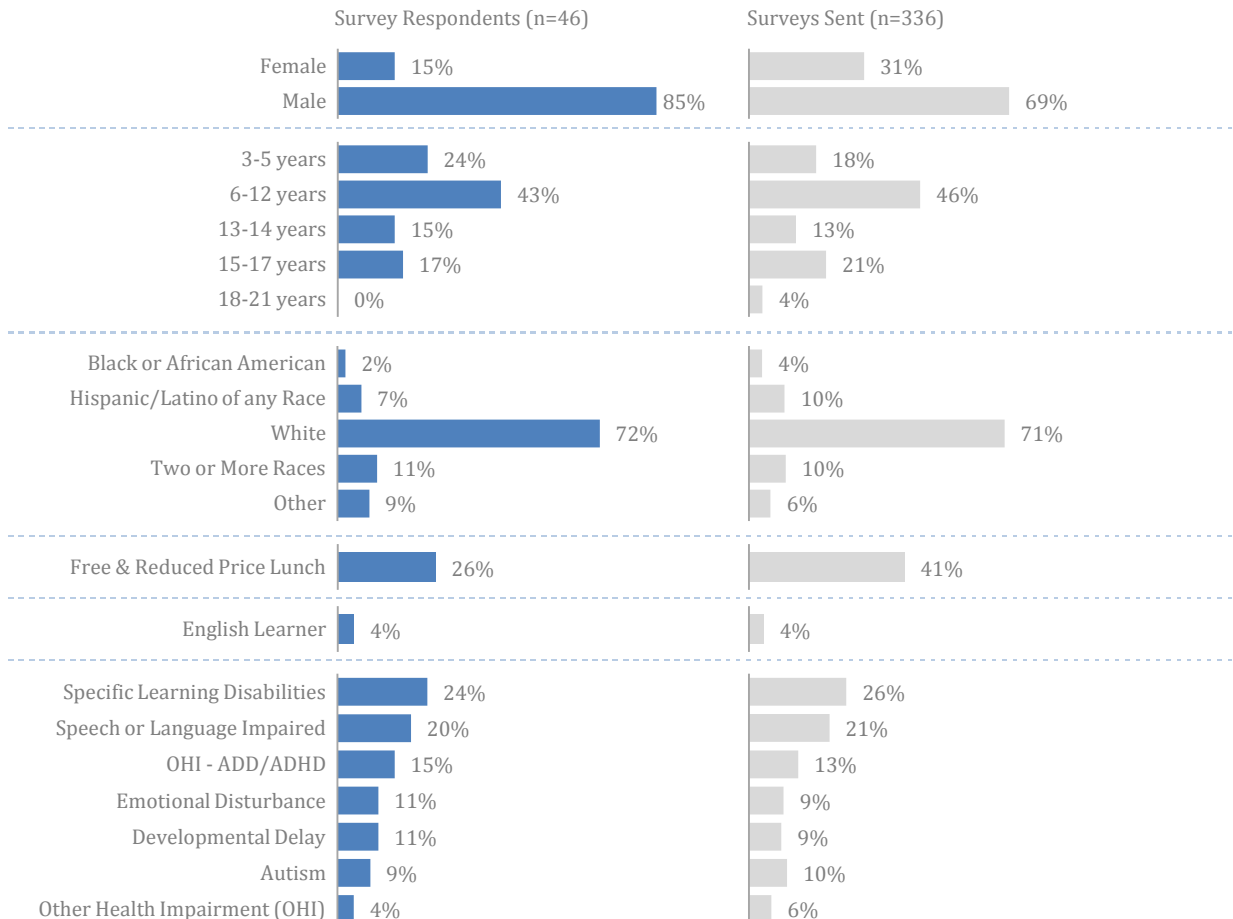


46 completed

**17.4%** Online

**82.6%** Paper


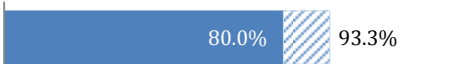



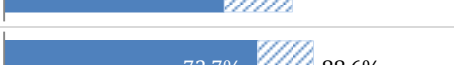


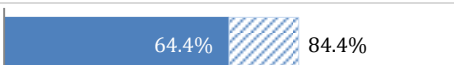




### CHILD DEMOGRAPHICS



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Montville Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=45]	 57.8% 88.9%	93.3%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=45]	 80.0% 93.3%	100.0%
3. My child is accepted within the school community. [n=46]	 60.9% 91.3%	95.7%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=45]	 55.6% 82.2%	91.1%
5. All special education services identified in my child’s IEP have been provided. [n=46]	 58.7% 89.1%	97.8%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=46]	 63.0% 82.6%	91.3%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=44]	 72.7% 88.6%	93.2%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=46]	 58.7% 71.7%	84.8%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=46]	 58.7% 78.3%	87.0%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=45]	 64.4% 84.4%	93.3%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=46]	 69.6% 87.0%	93.5%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=46]	 76.1% 91.3%	95.7%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=44]	 77.3% 90.9%	95.5%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=46]	69.6% 84.8%	93.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=46]	78.3% 93.5%	97.8%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=46]	67.4% 82.6%	89.1%
17. 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=46]	71.7% 91.3%	95.7%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=46]	80.4% 91.3%	97.8%
19. If necessary, a translator was provided at the PPT meetings. [n=32]	68.8% 81.3%	84.4%
20. The translation services provided at the PPT meetings were useful and accurate. [n=29]	72.4% 82.8%	89.7%
21. The school district proposed the regular classroom for my child as the first placement option. [n=45]	64.4% 77.8%	82.2%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=39]	23.1% 28.2%	28.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=45]	80.0% 91.1%	93.3%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=45]	86.7% 91.1%	93.3%
25. 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=44]	59.1% 70.5%	75.0%

*Parent Training and Support*

26. 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=41]	22.0% 29.3%	36.6%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=37]	16.2%	18.9%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=42]	16.7% 21.4%	26.2%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=42]	28.6% 28.6%	33.3%

KEY: ■ Strongly Agree ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=42]	61.9% 73.8%	81.0%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=43]	58.1% 74.4%	81.4%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=9]	66.7% 66.7%	66.7%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=8]	87.5% 87.5%	87.5%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=8]	50.0% 50.0%	50.0%
35. The PPT introduced planning for my child's transition to adulthood. [n=8]	62.5% 75.0%	87.5%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=9]	66.7% 77.8%	77.8%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=8]	75.0% 75.0%	87.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=8]	75.0% 87.5%	100.0%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

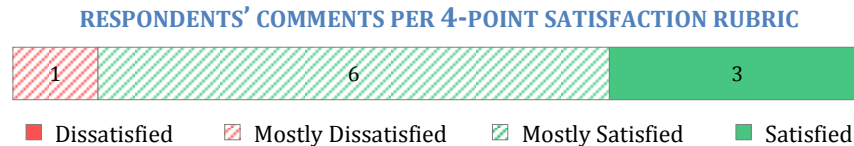
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 46 surveys completed by parents in the Montville Nexus District, 21.7% (n=10) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *We have been satisfied with our child's overall experience through the special education program and are pleased that my child has met her goals.*
- *The Montville school district and especially the director of special services have been supportive and informative, as well as advocates.*
- *The teachers and staff have been supportive and beneficial to both my son and myself.*
- *It has been a long and bumpy road at times, but progress still continues. He has/is accomplishing goals that were thought to be out of reach for him when this journey began. I can't thank everyone involved with these programs enough. The teamwork between all of the teachers, program directors, schools, and parental involvement have been a key factor in making this happen.*

### COMMENTS EXPRESSING DISSATISFACTION

- *I feel that some teachers find it difficult to have my son in class while others really enjoy him in class. I have also found that he responds well to some teachers, while some he struggles with.*
- *I feel the speech aspect of his care is very lacking in helping him with verbalizing and communication.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

**APPENDIX A | MONTVILLE SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**



## APPENDIX A.1: MONTVILLE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	45	0.0%	6.7%	0.0%	4.4%	31.1%	57.8%	±	6.7%	93.3%	88.9%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	45	0.0%	0.0%	0.0%	6.7%	13.3%	80.0%	±	0.0%	100.0%	93.3%
3. My child is accepted within the school community.	46	0.0%	0.0%	4.3%	4.3%	30.4%	60.9%	±	4.3%	95.7%	91.3%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	45	2.2%	2.2%	4.4%	8.9%	26.7%	55.6%	0.0%	8.9%	91.1%	82.2%
5. All special education services identified in my child's IEP have been provided.	46	0.0%	2.2%	0.0%	8.7%	30.4%	58.7%	0.0%	2.2%	97.8%	89.1%
6. Staff is appropriately trained and able to provide my child's specific program and services.	46	2.2%	4.3%	0.0%	8.7%	19.6%	63.0%	2.2%	6.5%	91.3%	82.6%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	44	2.3%	0.0%	2.3%	4.5%	15.9%	72.7%	2.3%	4.5%	93.2%	88.6%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	46	2.2%	2.2%	0.0%	13.0%	13.0%	58.7%	10.9%	4.3%	84.8%	71.7%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	46	0.0%	2.2%	0.0%	8.7%	19.6%	58.7%	10.9%	2.2%	87.0%	78.3%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	45	0.0%	4.4%	2.2%	8.9%	20.0%	64.4%	±	6.7%	93.3%	84.4%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	46	0.0%	4.3%	2.2%	6.5%	17.4%	69.6%	±	6.5%	93.5%	87.0%
12. I understand what is discussed at meetings to develop my child's IEP.	46	2.2%	0.0%	2.2%	4.3%	15.2%	76.1%	±	4.3%	95.7%	91.3%
13. My concerns and recommendations are documented in the development of my child's IEP.	44	0.0%	2.3%	2.3%	4.5%	13.6%	77.3%	±	4.5%	95.5%	90.9%
14. My child's evaluation report is written in terms I understand.	46	2.2%	4.3%	0.0%	8.7%	15.2%	69.6%	±	6.5%	93.5%	84.8%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	46	0.0%	2.2%	0.0%	4.3%	15.2%	78.3%	±	2.2%	97.8%	93.5%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	46	6.5%	4.3%	0.0%	6.5%	15.2%	67.4%	±	10.9%	89.1%	82.6%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	46	0.0%	4.3%	0.0%	4.3%	19.6%	71.7%	±	4.3%	95.7%	91.3%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	46	0.0%	2.2%	0.0%	6.5%	10.9%	80.4%	±	2.2%	97.8%	91.3%
19. If necessary, a translator was provided at the PPT meetings.	32	9.4%	3.1%	3.1%	3.1%	12.5%	68.8%	±	15.6%	84.4%	81.3%
20. The translation services provided at the PPT meetings were useful and accurate.	29	6.9%	3.4%	0.0%	6.9%	10.3%	72.4%	±	10.3%	89.7%	82.8%
21. The school district proposed the regular classroom for my child as the first placement option.	45	6.7%	0.0%	6.7%	4.4%	13.3%	64.4%	4.4%	13.3%	82.2%	77.8%

Table is continued on the next page.

## APPENDIX A.1: MONTVILLE SURVEY RESPONSE TABLE (CONTINUED)

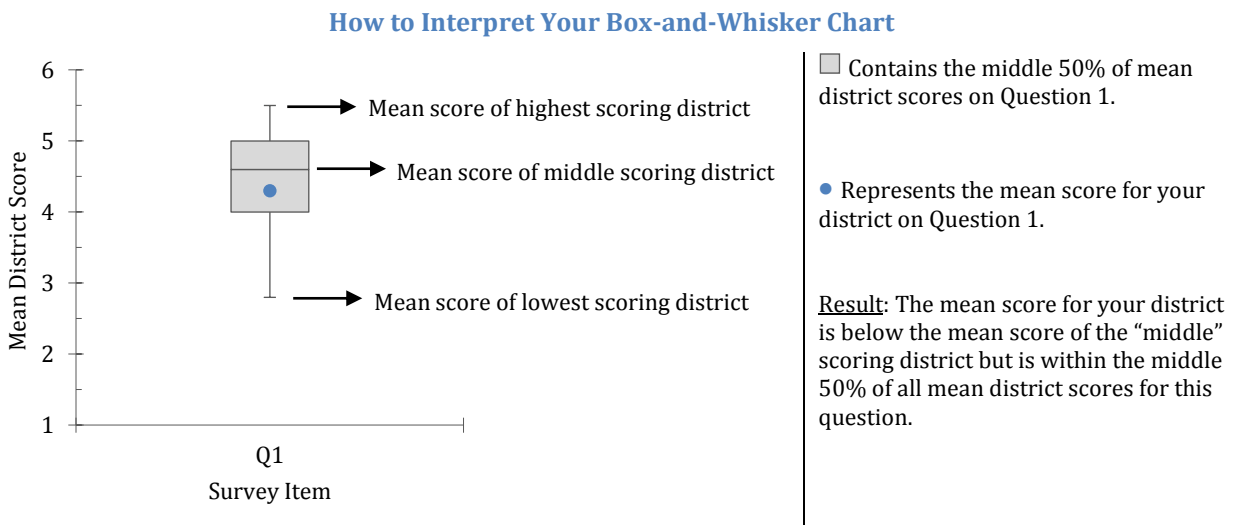
	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	39	69.2%	0.0%	2.6%	0.0%	5.1%	23.1%	±	71.8%	28.2%	28.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	45	4.4%	0.0%	2.2%	2.2%	11.1%	80.0%	±	6.7%	93.3%	91.1%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	45	4.4%	0.0%	2.2%	2.2%	4.4%	86.7%	±	6.7%	93.3%	91.1%
25. 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).	44	6.8%	0.0%	0.0%	4.5%	11.4%	59.1%	18.2%	6.8%	75.0%	70.5%
26. 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.	41	56.1%	4.9%	2.4%	7.3%	7.3%	22.0%	±	63.4%	36.6%	29.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	37	73.0%	8.1%	0.0%	2.7%	5.4%	10.8%	±	81.1%	18.9%	16.2%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	42	23.8%	4.8%	4.8%	4.8%	4.8%	16.7%	40.5%	33.3%	26.2%	21.4%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	42	16.7%	4.8%	4.8%	4.8%	0.0%	28.6%	40.5%	26.2%	33.3%	28.6%
30. My child is learning skills that will enable him/her to be as independent as possible.	42	2.4%	7.1%	9.5%	7.1%	11.9%	61.9%	±	19.0%	81.0%	73.8%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	43	11.6%	4.7%	2.3%	7.0%	16.3%	58.1%	±	18.6%	81.4%	74.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	9	11.1%	11.1%	11.1%	0.0%	0.0%	66.7%	±	33.3%	66.7%	66.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	8	0.0%	12.5%	0.0%	0.0%	0.0%	87.5%	±	12.5%	87.5%	87.5%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	8	12.5%	0.0%	0.0%	0.0%	0.0%	50.0%	37.5%	12.5%	50.0%	50.0%
35. The PPT introduced planning for my child's transition to adulthood.	8	12.5%	0.0%	0.0%	12.5%	12.5%	62.5%	±	12.5%	87.5%	75.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	9	11.1%	0.0%	11.1%	0.0%	11.1%	66.7%	±	22.2%	77.8%	77.8%
37. The PPT discussed an appropriate course of study at the high school for my child.	8	0.0%	0.0%	12.5%	12.5%	0.0%	75.0%	±	12.5%	87.5%	75.0%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	8	0.0%	0.0%	0.0%	12.5%	12.5%	75.0%	±	0.0%	100.0%	87.5%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: MONTVILLE BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>



Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

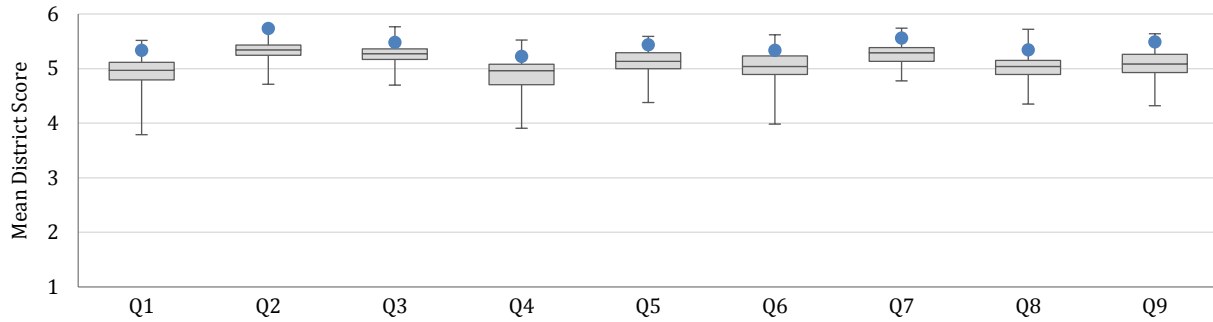
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

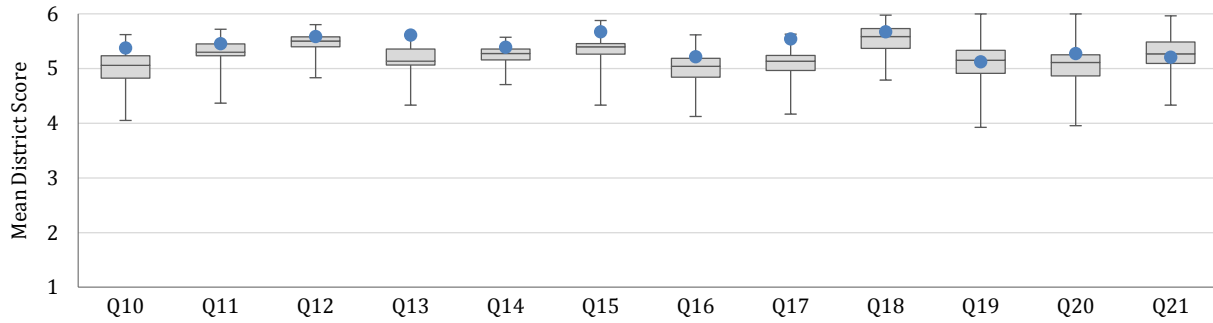
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

## APPENDIX A.2: MONTVILLE BOX-AND-WHISKER CHARTS (CONTINUED)

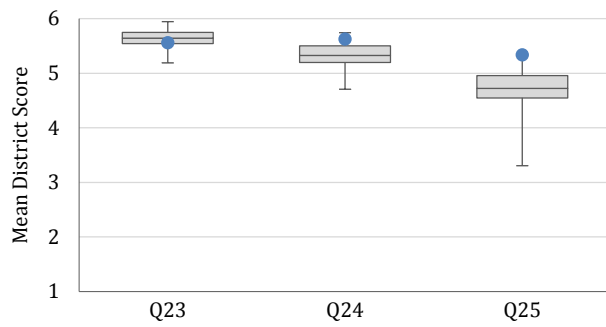
### SATISFACTION WITH MY CHILD'S PROGRAM



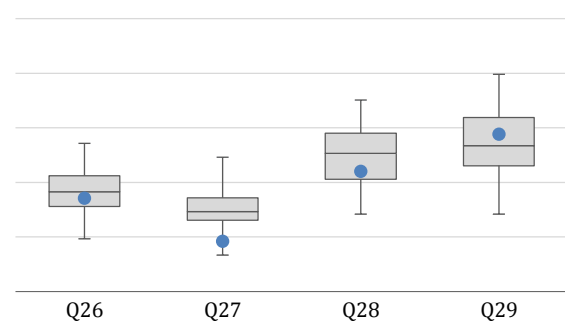
### PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



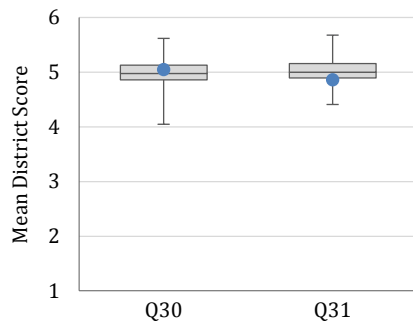
### MY CHILD'S PARTICIPATION



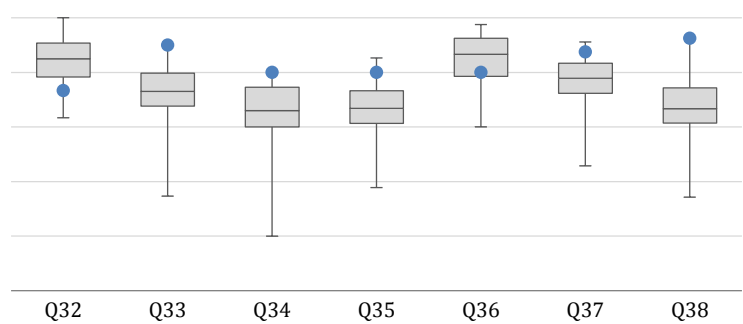
### PARENT TRAINING AND SUPPORT



### MY CHILD'S SKILLS



### TRANSITION PLANNING



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.



2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Naugatuck Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Naugatuck Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Naugatuck Survey Findings</u>	Page 8
A.1: Naugatuck Survey Response Table	Page 9
A.2: Naugatuck Box-and-Whiskers Charts	Page 11
<u>Appendix B: Statewide Results</u>	Page 13
B.1: Response Rate by District	Page 14
B.2: Statewide Survey Response Table	Page 15

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

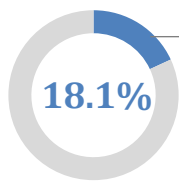
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the sample of parents selected to participate in the survey from the Naugatuck Nexus District.

### DELIVERY METHOD

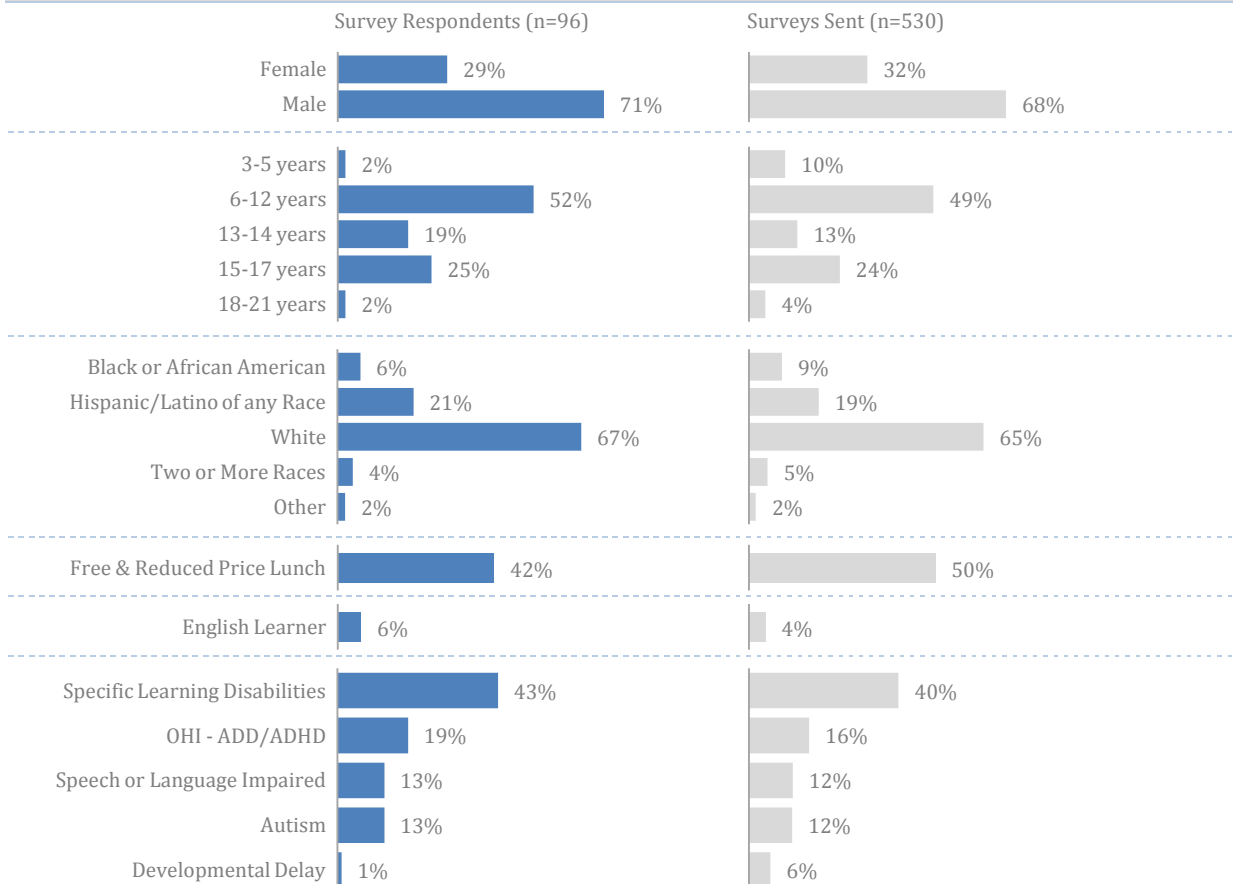
Mail	<b>530</b>	Mail Non-Deliverable Rate	<b>3.4%</b> (n=18)
Email	<b>65.1%</b> (n=345)	Email Non-Deliverable Rate	<b>8.4%</b> (n=29)

### RESPONSE RATE



**34.4%** Online  
**65.6%** Paper








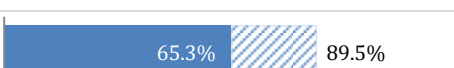
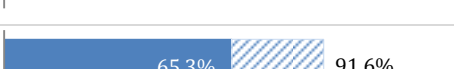


### CHILD DEMOGRAPHICS



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Naugatuck Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=94]	 52.1% 83.0%	88.3%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=96]	 56.3% 89.6%	93.8%
3. My child is accepted within the school community. [n=96]	 61.5% 83.3%	91.7%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=95]	 52.6% 78.9%	85.3%
5. All special education services identified in my child’s IEP have been provided. [n=94]	 60.6% 83.0%	92.6%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=96]	 60.4% 80.2%	90.6%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=96]	 65.6% 83.3%	91.7%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=95]	 55.8% 73.7%	90.5%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=96]	 57.3% 82.3%	91.7%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=95]	 47.4% 80.0%	90.5%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=95]	 65.3% 89.5%	96.8%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=95]	 65.3% 91.6%	95.8%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=95]	 65.3% 81.1%	93.7%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=94]	58.5% 86.2%	95.7%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=94]	67.0% 85.1%	94.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=94]	53.2% 81.9%	89.4%
17. 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=95]	60.0% 87.4%	95.8%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=95]	80.0% 95.8%	97.9%
19. If necessary, a translator was provided at the PPT meetings. [n=65]	55.4% 72.3%	83.1%
20. The translation services provided at the PPT meetings were useful and accurate. [n=63]	49.2% 65.1%	77.8%
21. The school district proposed the regular classroom for my child as the first placement option. [n=91]	58.2% 79.1%	81.3%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=76]	15.8%	23.7%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=93]	82.8% 92.5%	97.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=90]	73.3% 84.4%	93.3%
25. 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=90]	51.1% 64.4%	68.9%

*Parent Training and Support*

26. 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=81]	17.3% 23.5%	40.7%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=78]	20.5%	37.2%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=90]	15.6% 24.4%	34.4%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=90]	14.4%	25.6%

KEY: ■ Strongly Agree ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=91]	50.5% 80.2%	90.1%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=89]	58.4% 75.3%	87.6%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=5]	80.0% 80.0%	100.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=18]	44.4% 77.8%	83.3%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=18]	16.7% 33.3%	50.0%
35. The PPT introduced planning for my child's transition to adulthood. [n=18]	50.0% 72.2%	88.9%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=18]	77.8% 94.4%	100.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=18]	66.7% 83.3%	83.3%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=18]	44.4% 83.3%	94.4%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

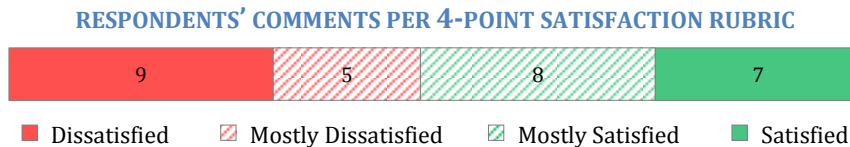
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: Strongly Agree Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 96 surveys completed by parents in the Naugatuck Nexus District, 30.2% (n=29) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *I am very pleased with the progress that my son has made this last school year. I am looking forward to another great year.*
- *My child has had a great experience and growth with the special education program. A good placement plan based on my child's ability is always taken.*
- *The Naugatuck School District has provided my son with excellent special education.*
- *Overall, my child's experience with the special education program has been very helpful. I am grateful to the teachers and administrators that worked with him and me throughout the years.*
- *Overall, I am very satisfied with my daughter's experience in the special education program and in particular, her special education teacher who made all the difference in her special education experience.*
- *The special education group has done so much for my son at the elementary school. He really grew a lot.*
- *The special education system has done an excellent job with my son. He continues to make great progress.*

### COMMENTS EXPRESSING DISSATISFACTION

- *I have been unhappy with Naugatuck special education from the beginning. My son has not gained the skills he needs.*
- *I have been asking the school to test my child on a deeper level. I would like to have her tested to see if she has any other issues. My daughter's doctor believe she does. The school has not helped in any way to help guide me or provide any services for testing.*
- *I strongly disagree with the reduction of time for the individual reading class. Most teachers are not properly trained to teach children with dyslexia.*
- *I would like to suggest that parents be given more options to be part of the curriculum planning teams for students with learning disabilities. No one has taught my daughter how to study. For students with learning disabilities there are numerous creative ways to teach children how to study to perform better on tests. Also, some pre-notice on curriculum topics would allow parents to plan museum or field trips on the subject matter to better prepare a child for the topic ahead of time.*
- *I wish that my district included special education children in after school programs and that there was a support group available to parents. The last 12 months I have felt that my child is just getting the minimal education that he needs to move on to the next level. I am already not that happy with the start of the new school year.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

- *I have supplied information regarding my child and it has been ignored. I do not feel that they are willing to use simple strategies I have suggested. They also do not seem to have the same high expectations that I have and are not encouraging him to be an independent learner.*
- *The school dragged their feet at getting services and accommodations recommended in a private evaluation for my child. I had to request a PPT every month to try to get an IEP written to his needs. I felt none of the staff, with the exception of the social worker, had any qualifications to teach a child with autism. Therefore, after a school year passed, all I had in place was a behavioral intervention plan.*



**APPENDIX A | NAUGATUCK SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: NAUGATUCK SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	94	4.3%	3.2%	4.3%	5.3%	30.9%	52.1%	±	11.7%	88.3%	83.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	96	1.0%	2.1%	3.1%	4.2%	33.3%	56.3%	±	6.3%	93.8%	89.6%
3. My child is accepted within the school community.	96	1.0%	3.1%	4.2%	8.3%	21.9%	61.5%	±	8.3%	91.7%	83.3%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	95	7.4%	1.1%	6.3%	6.3%	26.3%	52.6%	0.0%	14.7%	85.3%	78.9%
5. All special education services identified in my child's IEP have been provided.	94	4.3%	3.2%	0.0%	9.6%	22.3%	60.6%	0.0%	7.4%	92.6%	83.0%
6. Staff is appropriately trained and able to provide my child's specific program and services.	96	2.1%	3.1%	2.1%	10.4%	19.8%	60.4%	2.1%	7.3%	90.6%	80.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	96	1.0%	3.1%	3.1%	8.3%	17.7%	65.6%	1.0%	7.3%	91.7%	83.3%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	95	4.2%	1.1%	2.1%	16.8%	17.9%	55.8%	2.1%	7.4%	90.5%	73.7%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	96	2.1%	3.1%	2.1%	9.4%	25.0%	57.3%	1.0%	7.3%	91.7%	82.3%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	95	3.2%	1.1%	5.3%	10.5%	32.6%	47.4%	±	9.5%	90.5%	80.0%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	95	1.1%	1.1%	1.1%	7.4%	24.2%	65.3%	±	3.2%	96.8%	89.5%
12. I understand what is discussed at meetings to develop my child's IEP.	95	1.1%	0.0%	3.2%	4.2%	26.3%	65.3%	±	4.2%	95.8%	91.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	95	2.1%	1.1%	3.2%	12.6%	15.8%	65.3%	±	6.3%	93.7%	81.1%
14. My child's evaluation report is written in terms I understand.	94	1.1%	2.1%	1.1%	9.6%	27.7%	58.5%	±	4.3%	95.7%	86.2%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	94	2.1%	1.1%	2.1%	9.6%	18.1%	67.0%	±	5.3%	94.7%	85.1%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	94	2.1%	5.3%	3.2%	7.4%	28.7%	53.2%	±	10.6%	89.4%	81.9%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	95	1.1%	1.1%	2.1%	8.4%	27.4%	60.0%	±	4.2%	95.8%	87.4%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	95	1.1%	1.1%	0.0%	2.1%	15.8%	80.0%	±	2.1%	97.9%	95.8%
19. If necessary, a translator was provided at the PPT meetings.	65	15.4%	1.5%	0.0%	10.8%	16.9%	55.4%	±	16.9%	83.1%	72.3%
20. The translation services provided at the PPT meetings were useful and accurate.	63	20.6%	0.0%	1.6%	12.7%	15.9%	49.2%	±	22.2%	77.8%	65.1%
21. The school district proposed the regular classroom for my child as the first placement option.	91	6.6%	1.1%	3.3%	2.2%	20.9%	58.2%	7.7%	11.0%	81.3%	79.1%

Table is continued on the next page.

## APPENDIX A.1: NAUGATUCK SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	76	60.5%	13.2%	2.6%	7.9%	5.3%	10.5%	±	76.3%	23.7%	15.8%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	93	1.1%	0.0%	1.1%	5.4%	9.7%	82.8%	±	2.2%	97.8%	92.5%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	90	1.1%	2.2%	3.3%	8.9%	11.1%	73.3%	±	6.7%	93.3%	84.4%
25. 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).	90	4.4%	2.2%	3.3%	4.4%	13.3%	51.1%	21.1%	10.0%	68.9%	64.4%
26. 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.	81	46.9%	4.9%	7.4%	17.3%	6.2%	17.3%	±	59.3%	40.7%	23.5%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	78	48.7%	3.8%	10.3%	16.7%	9.0%	11.5%	±	62.8%	37.2%	20.5%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	90	14.4%	4.4%	7.8%	10.0%	8.9%	15.6%	38.9%	26.7%	34.4%	24.4%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	90	14.4%	6.7%	7.8%	11.1%	2.2%	12.2%	45.6%	28.9%	25.6%	14.4%
30. My child is learning skills that will enable him/her to be as independent as possible.	91	3.3%	5.5%	1.1%	9.9%	29.7%	50.5%	±	9.9%	90.1%	80.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	89	4.5%	4.5%	3.4%	12.4%	16.9%	58.4%	±	12.4%	87.6%	75.3%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	5	0.0%	0.0%	0.0%	20.0%	0.0%	80.0%	±	0.0%	100.0%	80.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	18	16.7%	0.0%	0.0%	5.6%	33.3%	44.4%	±	16.7%	83.3%	77.8%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	18	11.1%	0.0%	5.6%	16.7%	16.7%	16.7%	33.3%	16.7%	50.0%	33.3%
35. The PPT introduced planning for my child's transition to adulthood.	18	5.6%	0.0%	5.6%	16.7%	22.2%	50.0%	±	11.1%	88.9%	72.2%
36. The school district actively encourages my child to attend and participate in PPT meetings.	18	0.0%	0.0%	0.0%	5.6%	16.7%	77.8%	±	0.0%	100.0%	94.4%
37. The PPT discussed an appropriate course of study at the high school for my child.	18	5.6%	5.6%	5.6%	0.0%	16.7%	66.7%	±	16.7%	83.3%	83.3%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	18	5.6%	0.0%	0.0%	11.1%	38.9%	44.4%	±	5.6%	94.4%	83.3%

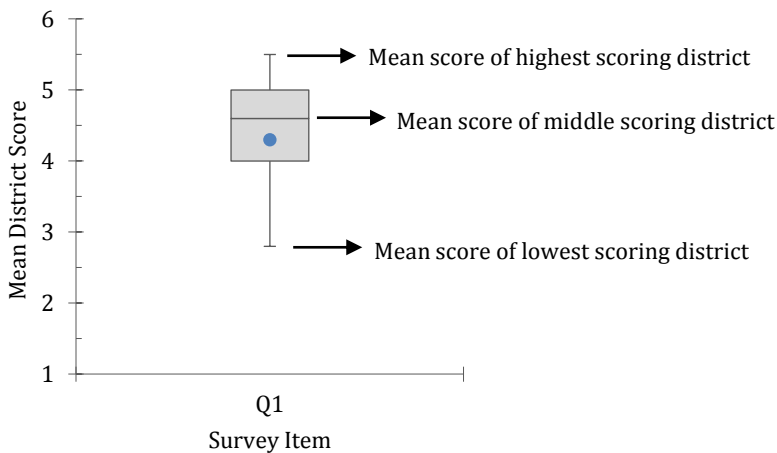
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: NAUGATUCK BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

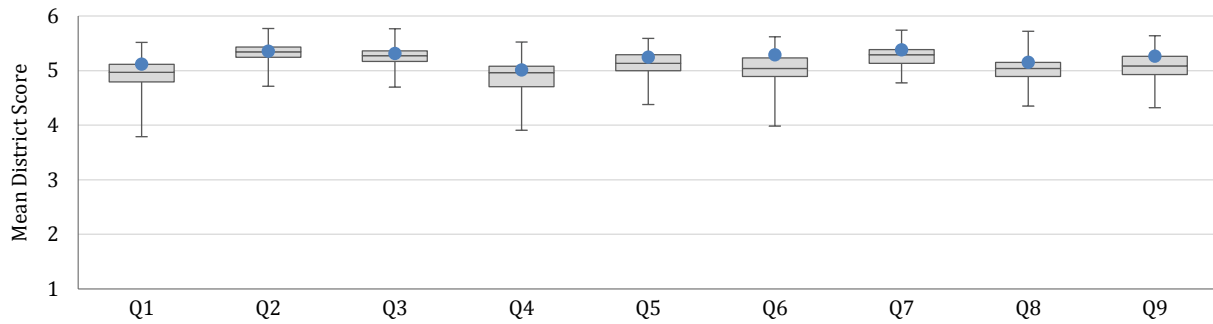
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

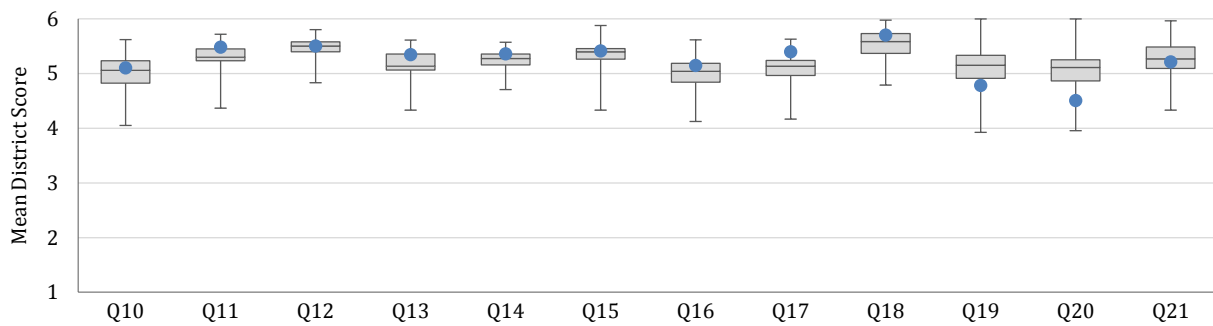
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

## APPENDIX A.2: NAUGATUCK BOX-AND-WHISKER CHARTS (CONTINUED)

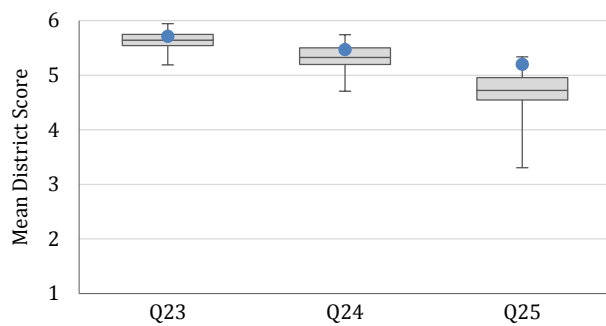
### SATISFACTION WITH MY CHILD'S PROGRAM



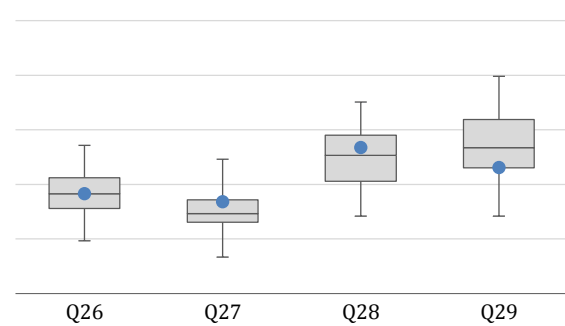
### PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



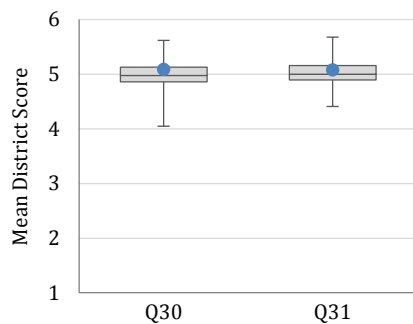
### MY CHILD'S PARTICIPATION



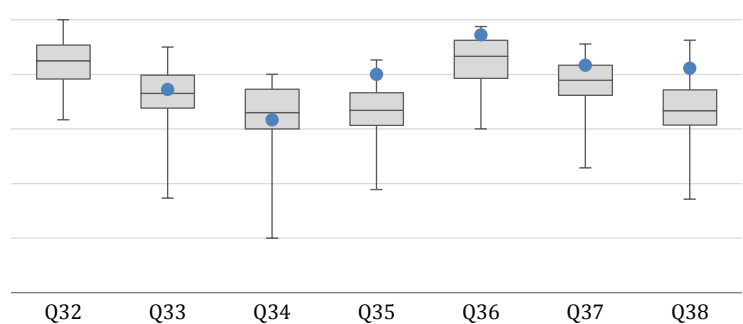
### PARENT TRAINING AND SUPPORT



### MY CHILD'S SKILLS



### TRANSITION PLANNING



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.



## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

New Canaan Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the New Canaan Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: New Canaan Survey Findings</u>	Page 8
A.1: New Canaan Survey Response Table	Page 9
A.2: New Canaan Box-and-Whiskers Charts	Page 11
<u>Appendix B: Statewide Results</u>	Page 13
B.1: Response Rate by District	Page 14
B.2: Statewide Survey Response Table	Page 15

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

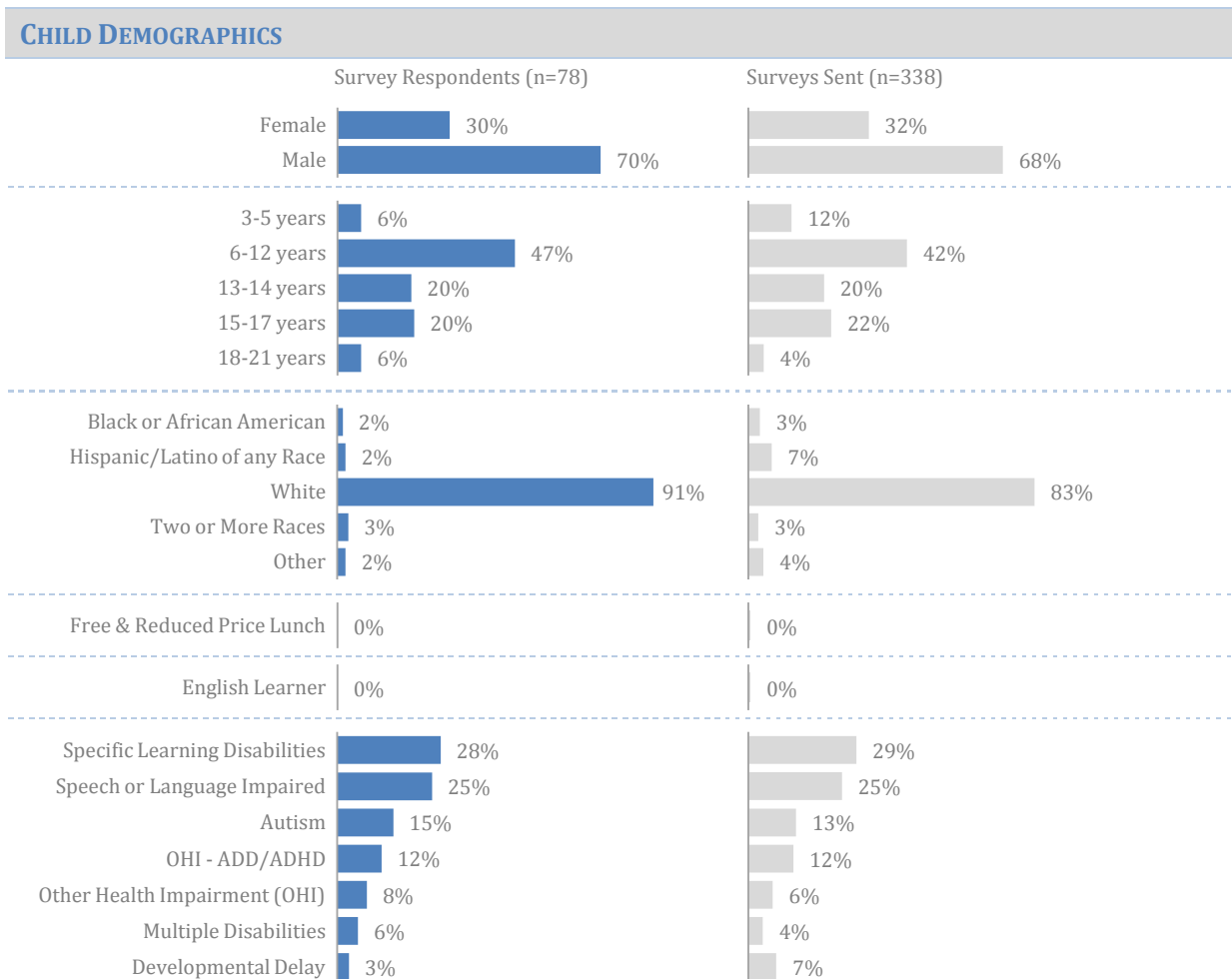
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the New Canaan Nexus District.


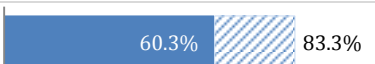

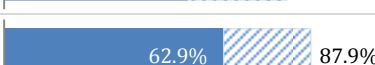

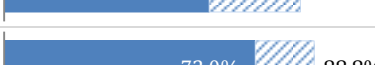



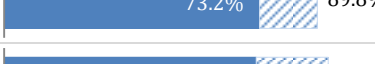


DELIVERY METHOD			
Mail	417	Mail Non-Deliverable Rate	1.0% (n=4)
Email	99.5% (n=415)	Email Non-Deliverable Rate	0.2% (n=1)



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the New Canaan Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=125]	 58.4% 85.6%	92.8%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=126]	 62.7% 86.5%	95.2%
3. My child is accepted within the school community. [n=126]	 60.3% 83.3%	92.9%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=127]	 52.8% 81.1%	92.9%
5. All special education services identified in my child’s IEP have been provided. [n=124]	 62.9% 87.9%	92.7%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=126]	 58.7% 84.9%	92.1%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=125]	 72.0% 88.8%	92.0%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=123]	 55.3% 77.2%	83.7%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=122]	 51.6% 77.9%	85.2%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=127]	 55.1% 71.7%	90.6%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=126]	 70.6% 86.5%	91.3%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=127]	 73.2% 89.8%	96.1%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=126]	 72.2% 92.9%	95.2%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=127]	67.7% 89.8%	96.1%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=127]	79.5% 92.9%	97.6%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=127]	63.8% 87.4%	92.9%
17. 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=123]	61.8% 82.9%	89.4%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=126]	80.2% 95.2%	98.4%
19. If necessary, a translator was provided at the PPT meetings. [n=59]	74.6% 84.7%	94.9%
20. The translation services provided at the PPT meetings were useful and accurate. [n=53]	66.0% 81.1%	94.3%
21. The school district proposed the regular classroom for my child as the first placement option. [n=124]	70.2% 84.7%	87.9%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=103]	7.8%	9.7%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=121]	87.6% 91.7%	96.7%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=119]	84.0% 89.9%	93.3%
25. 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=107]	55.1% 62.6%	69.2%

*Parent Training and Support*

26. 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=107]	29.9% 44.9%	53.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=101]	23.8%	32.7%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=122]	39.3% 50.0%	56.6%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=115]	31.3% 37.4%	47.8%

KEY: ■ Strongly Agree ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=121]		94.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=120]		91.7%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=7]		85.7%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=34]		85.3%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=33]		54.5%
35. The PPT introduced planning for my child's transition to adulthood. [n=34]		88.2%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=36]		88.9%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=36]		88.9%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=33]		81.8%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree    ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 127 surveys completed by parents in the New Canaan Nexus District, 43.3% (n=55) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>

RESPONDENTS’ COMMENTS PER 4-POINT SATISFACTION RUBRIC



Note: The comment of one respondent was not coded because the remark could not be classified as either a reflection of satisfaction or dissatisfaction with their child’s program.

### COMMENTS EXPRESSING SATISFACTION

- *We are extremely satisfied with the New Canaan special education program. The staff is well trained and helpful.*
- *The special education program at my son's high school, in particular the social worker and the special education teacher assigned to him, have transformed my child. He is a different (and a much better) person than when he first entered the school. They did things that, as my son's parent, I could not do. Everyone is so proud of him. He is so proud of himself! The work done for my son by the special education department at his school has been priceless!*
- *We are very satisfied with the New Canaan special education program that is making a tremendous positive impact on the life of our son. The staff are very engaged, provide regular updates to the parents and are very collaborative in their approach.*
- *We have been very pleased with our son's special education experiences. Teachers and staff have gone "above and beyond" to help our son learn, grow and succeed, both academically and socially, in the school environment. As I speak with friends and relatives in other states who have children with similar needs, I continually feel blessed to live here, where special education is individually tailored to each child's needs.*
- *I could not be happier with the support my daughter and I received in the New Canaan school system! Everyone there was wonderful and helped us both through a process that could have been very difficult, but instead was a pleasure. My daughter got wonderful encouragement from all the people with whom she interacted!*
- *We have been very fortunate with his current school district. They have been very helpful with my child's needs. He has made a lot of growth. I have been able to fully participate in my child's program.*
- *My child's special education teacher/case manager has been fundamental in providing a wonderful program – she has been proactive rather than reactive. The school's special education director has been very accommodating to my child's needs.*
- *The teachers in New Canaan are fantastic, accommodating and very communicative. They truly seem to care about the kids and love their jobs.*
- *Overall, grade school has been a positive experience for my child with a supportive team and some talented teachers/therapist. The district is beginning to be more supportive as they see "our" investment and determination.*
- *We have been pleased with the special education program at our school district. Our son has excellent support.*
- *The special education program at my child's school has worked very hard to accommodate him and offer the best education possible. The team is made-up of committed and dedicated individuals. I am very satisfied with all their efforts on behalf of my son.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.



- *We feel well cared for by the New Canaan school team. They have been a pleasure to work with and we appreciate their help and care.*
- *My son has received very good care through the special education program since enrolling in the CT school system several years ago. Our school district has very skilled professionals that have helped my son take advantage of the curriculum to the fullest extent possible and have made him feel comfortable in his environment without feeling different. They try different techniques and are willing to utilize technology where appropriate to help him in his learning deficiencies. The regular classroom teachers work with the special education teachers to provide my son the time and support he needs to be successful.*
- *I have been very happy with the New Canaan School District. The teachers and special education staff have always been proactive and caring. They taught my son to self-advocate. Because of his dyslexia, he has faced a challenge to maintain his motivation and not feel stupid and give up. We always shared this with the school and they understood the importance of confidence and liking school. I strongly support efforts to identify dyslexia as young as possible so kids can get early intervention that is research/evidence based such as Orton-Gillingham.*
- *My son has had the most wonderful assistance from various special education teachers. He has received outstanding help from numerous people in the past 8 years. Various teachers have helped my son to progress both academically and socially.*
- *My child's experience was amazing, mainly due to a special education teacher. She made a huge difference in the life of my daughter who struggles with a moderate reading/processing issue. The transition to middle school is too early to judge, but seems to be going well and we are very impressed so far with her new special education teacher. Overall, our experience has been very positive.*

#### COMMENTS EXPRESSING DISSATISFACTION

- *The one thing that would really benefit kids and families with special needs is for school teachers and administrators to be more open in their communication. We have sat through too many meetings where teachers/administrators look to us to suggest accommodations rather than offering anything useful. It is rarely a matter of the cost of services, but rather we are generally left with the impression that folks have been instructed not to say anything. We are willing to work at home with our child and support her in other ways, but sometimes we are met with a wall of silence.*
- *Parents need more training. There is too much jargon from the education staff. Also, each kid has so many needs and the schools do not have the support staff due to a lack of budget. Most education professionals have the best intentions but they need more resources.*
- *Throughout the years, our experience has been that the district is reactive verse proactive. It is unfortunate and inappropriate that a child must fail or be on the brink of failure in order for steps to be taken – whether it was small issues or larger issues, the approach tended to be reactive.*
- *They spend a ton of money making the IEP but zero implementation. I've even been told that they will not modify the curriculum, because they don't do that. When I try to get involved they shame my son.*
- *Deep deficits existed in well trained special education staff and the speech therapist. There was very little coordination with regular education for any inclusion opportunities during or after school. Aids who were with my daughter most of the day were neither specifically trained nor adequately supported. Transition to post 21 was attempted but ineffective – the staff did a poor job of really knowing much about the adult services.*
- *The services are very inconsistent from year to year. We've had great case managers who go out of their way and are very responsive, but others have been less than helpful.*
- *We have been disappointed that only when initiated by us have there been scheduled updates to share progress and performance by the special education teachers or core teachers. In addition, it has not appeared that the core teachers are making accommodations to address my child's IEP needs.*
- *At the elementary school level, it has been a constant struggle to get our child the help he needs.*
- *Parents need more training and understanding of avenues available to them when they disagree with the assessments done by the school district. Often times the assessments conducted do not include recommendations for services or they are a conflict of interest because they are being paid by the school district. Assessments drive services and provide professional advice on intervention and goals. When assessments are done correctly, the rest of the process goes smoother.*

**APPENDIX A | NEW CANAAN SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: NEW CANAAN SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	125	4.8%	1.6%	0.8%	7.2%	27.2%	58.4%	±	7.2%	92.8%	85.6%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	126	3.2%	0.8%	0.8%	8.7%	23.8%	62.7%	±	4.8%	95.2%	86.5%
3. My child is accepted within the school community.	126	3.2%	3.2%	0.8%	9.5%	23.0%	60.3%	±	7.1%	92.9%	83.3%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	127	3.1%	1.6%	2.4%	11.8%	28.3%	52.8%	0.0%	7.1%	92.9%	81.1%
5. All special education services identified in my child's IEP have been provided.	124	3.2%	2.4%	0.8%	4.8%	25.0%	62.9%	0.8%	6.5%	92.7%	87.9%
6. Staff is appropriately trained and able to provide my child's specific program and services.	126	4.0%	1.6%	1.6%	7.1%	26.2%	58.7%	0.8%	7.1%	92.1%	84.9%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	125	1.6%	0.8%	4.0%	3.2%	16.8%	72.0%	1.6%	6.4%	92.0%	88.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	123	3.3%	4.9%	4.9%	6.5%	22.0%	55.3%	3.3%	13.0%	83.7%	77.2%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	122	4.1%	4.1%	2.5%	7.4%	26.2%	51.6%	4.1%	10.7%	85.2%	77.9%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	127	5.5%	1.6%	2.4%	18.9%	16.5%	55.1%	±	9.4%	90.6%	71.7%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	126	3.2%	1.6%	4.0%	4.8%	15.9%	70.6%	±	8.7%	91.3%	86.5%
12. I understand what is discussed at meetings to develop my child's IEP.	127	0.0%	1.6%	2.4%	6.3%	16.5%	73.2%	±	3.9%	96.1%	89.8%
13. My concerns and recommendations are documented in the development of my child's IEP.	126	2.4%	0.0%	2.4%	2.4%	20.6%	72.2%	±	4.8%	95.2%	92.9%
14. My child's evaluation report is written in terms I understand.	127	0.8%	0.8%	2.4%	6.3%	22.0%	67.7%	±	3.9%	96.1%	89.8%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	127	0.8%	1.6%	0.0%	4.7%	13.4%	79.5%	±	2.4%	97.6%	92.9%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	127	1.6%	2.4%	3.1%	5.5%	23.6%	63.8%	±	7.1%	92.9%	87.4%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	123	4.1%	2.4%	4.1%	6.5%	21.1%	61.8%	±	10.6%	89.4%	82.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	126	0.8%	0.0%	0.8%	3.2%	15.1%	80.2%	±	1.6%	98.4%	95.2%
19. If necessary, a translator was provided at the PPT meetings.	59	5.1%	0.0%	0.0%	10.2%	10.2%	74.6%	±	5.1%	94.9%	84.7%
20. The translation services provided at the PPT meetings were useful and accurate.	53	3.8%	0.0%	1.9%	13.2%	15.1%	66.0%	±	5.7%	94.3%	81.1%
21. The school district proposed the regular classroom for my child as the first placement option.	124	5.6%	1.6%	0.0%	3.2%	14.5%	70.2%	4.8%	7.3%	87.9%	84.7%

Table is continued on the next page.

**APPENDIX A.1: NEW CANAAN SURVEY RESPONSE TABLE (CONTINUED)**

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	103	86.4%	1.9%	1.9%	1.9%	1.9%	5.8%	±	90.3%	9.7%	7.8%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	121	0.8%	1.7%	0.8%	5.0%	4.1%	87.6%	±	3.3%	96.7%	91.7%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	119	4.2%	0.0%	2.5%	3.4%	5.9%	84.0%	±	6.7%	93.3%	89.9%
25. 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).	107	3.7%	0.9%	2.8%	6.5%	7.5%	55.1%	23.4%	7.5%	69.2%	62.6%
26. 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.	107	37.4%	4.7%	4.7%	8.4%	15.0%	29.9%	±	46.7%	53.3%	44.9%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	101	49.5%	9.9%	7.9%	8.9%	8.9%	14.9%	±	67.3%	32.7%	23.8%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	122	9.8%	4.9%	9.8%	6.6%	10.7%	39.3%	18.9%	24.6%	56.6%	50.0%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	115	10.4%	7.0%	7.8%	10.4%	6.1%	31.3%	27.0%	25.2%	47.8%	37.4%
30. My child is learning skills that will enable him/her to be as independent as possible.	121	1.7%	1.7%	2.5%	8.3%	23.1%	62.8%	±	5.8%	94.2%	86.0%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	120	2.5%	1.7%	4.2%	7.5%	19.2%	65.0%	±	8.3%	91.7%	84.2%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	7	0.0%	0.0%	14.3%	14.3%	42.9%	28.6%	±	14.3%	85.7%	71.4%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	34	5.9%	0.0%	8.8%	5.9%	26.5%	52.9%	±	14.7%	85.3%	79.4%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	33	6.1%	3.0%	6.1%	3.0%	3.0%	48.5%	30.3%	15.2%	54.5%	51.5%
35. The PPT introduced planning for my child's transition to adulthood.	34	2.9%	2.9%	5.9%	11.8%	41.2%	35.3%	±	11.8%	88.2%	76.5%
36. The school district actively encourages my child to attend and participate in PPT meetings.	36	11.1%	0.0%	0.0%	8.3%	11.1%	69.4%	±	11.1%	88.9%	80.6%
37. The PPT discussed an appropriate course of study at the high school for my child.	36	0.0%	0.0%	11.1%	8.3%	27.8%	52.8%	±	11.1%	88.9%	80.6%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	33	3.0%	0.0%	15.2%	6.1%	27.3%	48.5%	±	18.2%	81.8%	75.8%

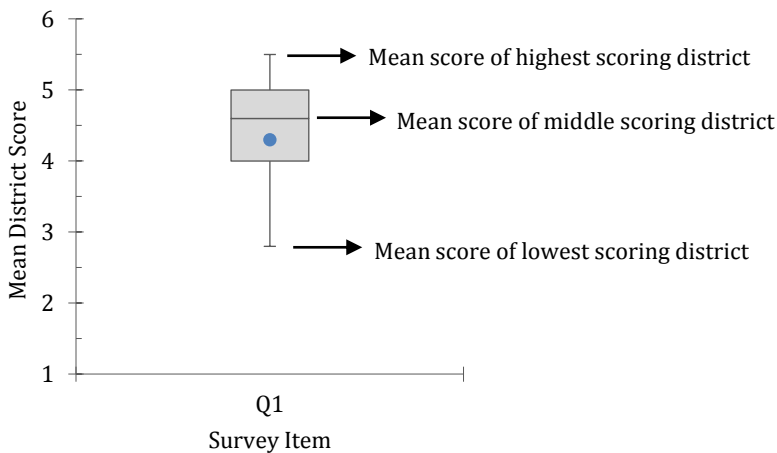
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: NEW CANAAN BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

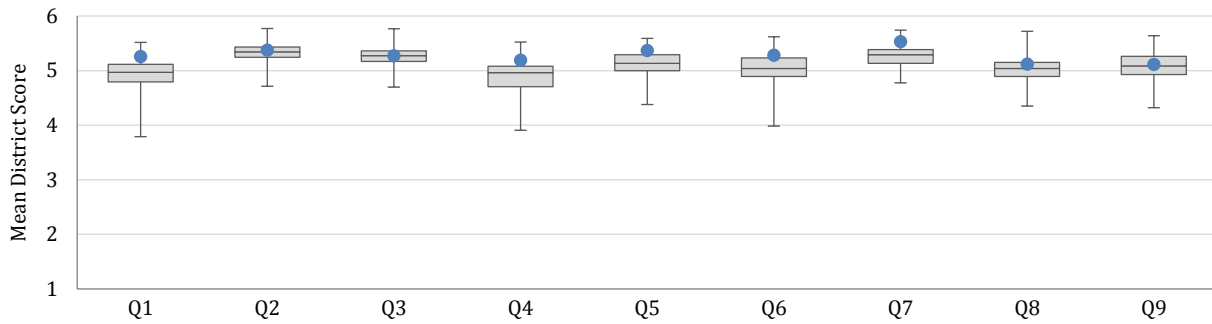
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

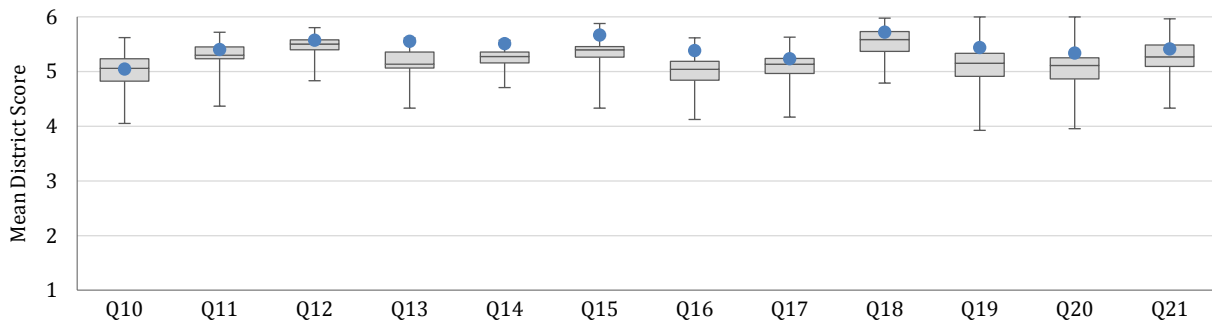
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: NEW CANAAN BOX-AND-WHISKER CHARTS (CONTINUED)**

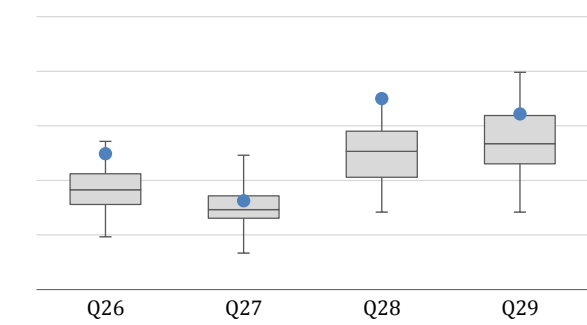
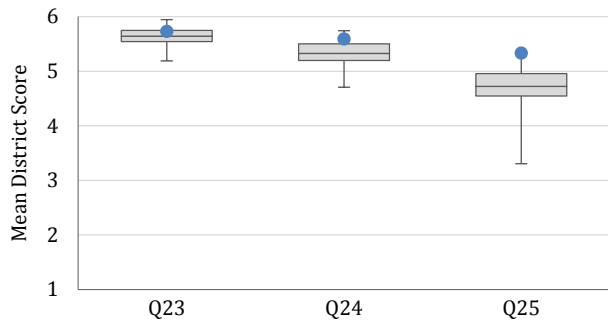
**SATISFACTION WITH MY CHILD'S PROGRAM**



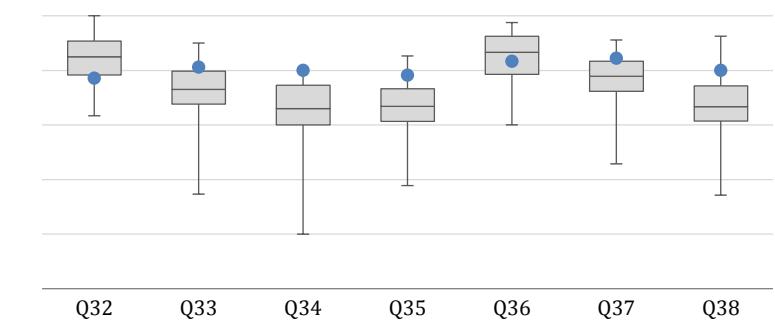
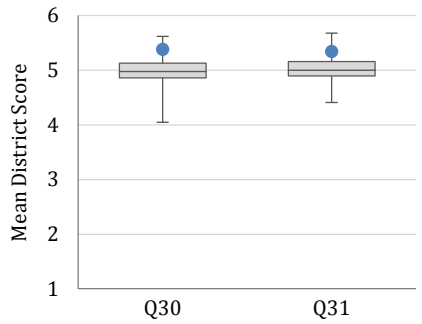
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**MY CHILD'S PARTICIPATION      PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS      TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.



## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

New Fairfield Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the New Fairfield Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: New Fairfield Survey Findings</u>	Page 8
A.1: New Fairfield Survey Response Table	Page 9
A.2: New Fairfield Box-and-Whiskers Charts	Page 11
<u>Appendix B: Statewide Results</u>	Page 13
B.1: Response Rate by District	Page 14
B.2: Statewide Survey Response Table	Page 15

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

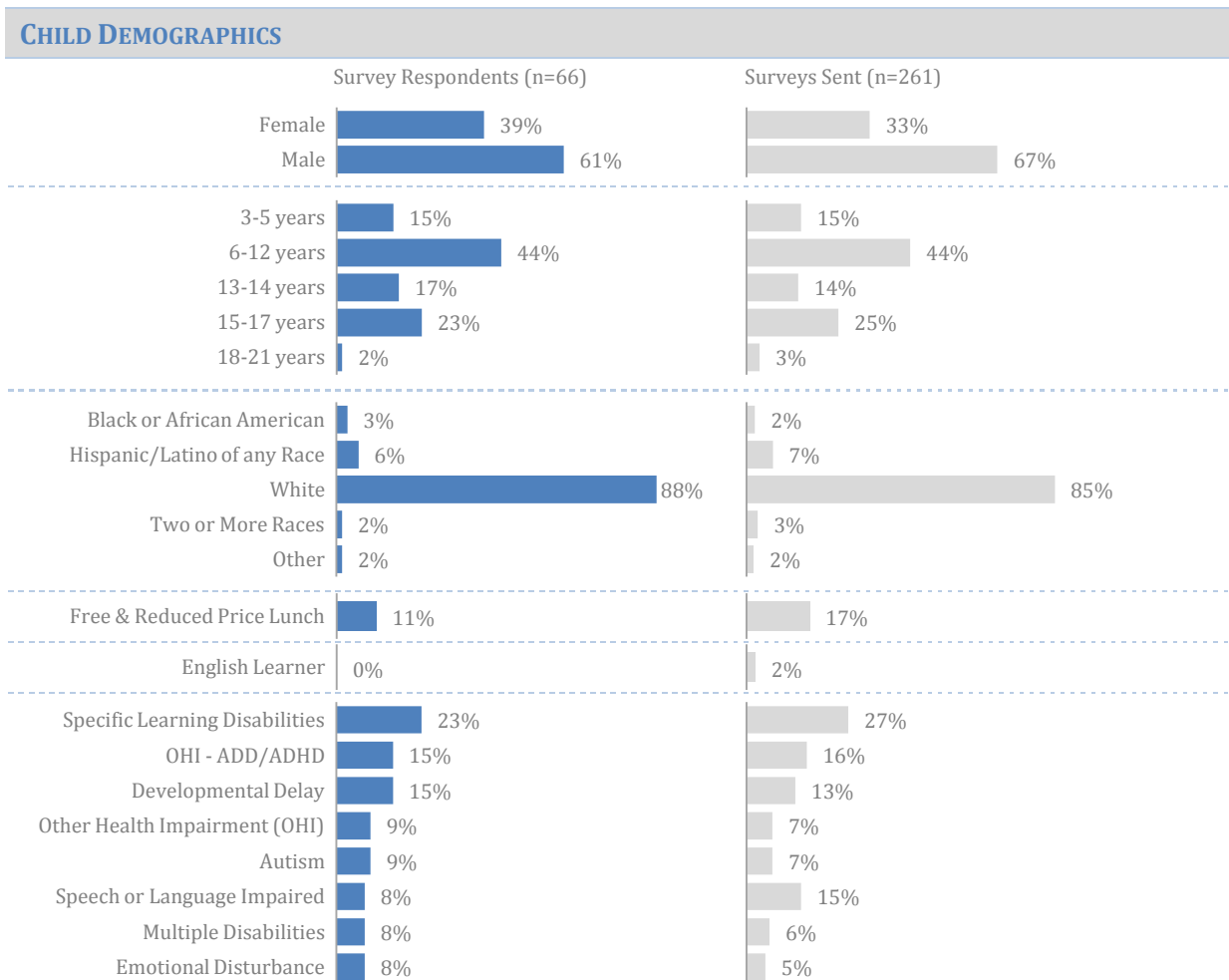
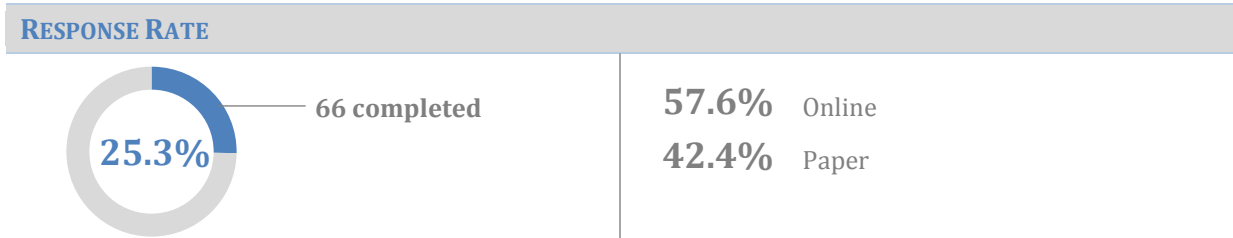
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the New Fairfield Nexus District.









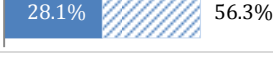



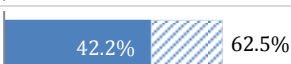


DELIVERY METHOD			
Mail	261	Mail Non-Deliverable Rate	0.4% (n=1)
Email	97.3% (n=254)	Email Non-Deliverable Rate	0.4% (n=1)



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS


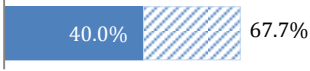


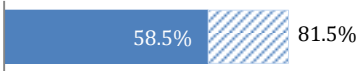
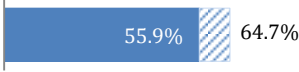

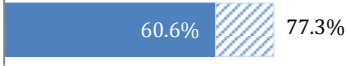
The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the New Fairfield Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=66]	 15.2% 51.5%	65.2%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=66]	 40.9% 68.2%	80.3%
3. My child is accepted within the school community. [n=66]	 45.5% 69.7%	81.8%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=66]	 19.7% 48.5%	65.2%
5. All special education services identified in my child’s IEP have been provided. [n=64]	 28.1% 60.9%	73.4%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=63]	 28.6% 50.8%	61.9%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=64]	 42.2% 73.4%	78.1%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=64]	 31.3% 56.3%	70.3%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=64]	 28.1% 56.3%	73.4%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=66]	 36.4% 53.0%	68.2%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=65]	 41.5% 60.0%	72.3%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=66]	 48.5% 89.4%	95.5%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=64]	 42.2% 62.5%	70.3%
KEY:  Strongly Agree  Moderately Agree		


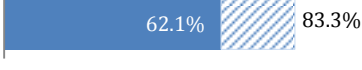
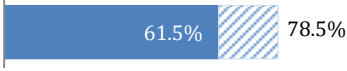
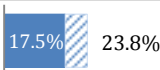
<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------


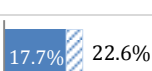


*Participation in My Child's Program (Continued)*



14. My child's evaluation report is written in terms I understand. [n=64]		87.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=65]		75.4%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=64]		71.9%
17. 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=65]		67.7%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=65]		86.2%
19. If necessary, a translator was provided at the PPT meetings. [n=34]		79.4%
20. The translation services provided at the PPT meetings were useful and accurate. [n=30]		73.3%
21. The school district proposed the regular classroom for my child as the first placement option. [n=66]		84.8%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=60]		15.0%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=66]		89.4%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=65]		87.7%
25. 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=63]		33.3%

*Parent Training and Support*

26. 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=65]		43.1%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=62]		33.9%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=64]		42.2%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=62]		35.5%

KEY:  Strongly Agree  Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=65]	30.8% 58.5%	70.8%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=66]	37.9% 65.2%	74.2%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=9]	66.7% 100.0%	100.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=15]	20.0%	33.3%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=13]	7.7%	7.7%
35. The PPT introduced planning for my child's transition to adulthood. [n=14]	42.9%	57.1%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=14]	57.1% 78.6%	78.6%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=14]	35.7%	50.0%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=14]	14.3%	50.0%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

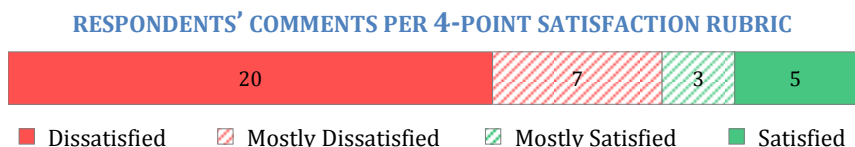
KEY: Strongly Agree Moderately Agree



---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 66 surveys completed by parents in the New Fairfield Nexus District, 53.0% (n=35) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *Consolidated is a terrific school. My son loves it there – everyone works very hard to help our kids strive for excellence!*
- *Our experiences thus far has demonstrated to us that this district is blessed with dedicated, smart, skilled and compassionate people in its special education program.*
- *The teachers, service providers, and paraprofessionals level of caring and commitment to my child has been extraordinary his entire time in this school system. We are lucky to have such support.*
- *We are happy with how the middle school has handled things in the last year and we look forward to great years ahead.*

### COMMENTS EXPRESSING DISSATISFACTION

- *The Pupil Personnel Services administration is reluctant to provide or listen to requests – lack professionalism with communication and simple interpersonal skills. This district has forced parents in special education to retain legal counsel in order to advocate and receive appropriate services.*
- *Our school continues to be selective in what services they give persons with disabilities and at times ignore recommendations made by doctors or even the diagnosis in the evaluation. They have a right to services under the law (IDEA). The school should not try to provide the least amount of services to a bright child. It is because a child has support that they can continue to succeed!*
- *New Fairfield has the worst special education program I have ever experienced. The district is rampant with federal and state violations of law. IEPs and 504s are routinely not followed in this district, and there is no programming outside the classroom for disabled students at all.*
- *I do not trust the educators in the care or education of our son. I do not believe his education is their first and foremost priority. Each year, we receive the same excuses and same poor results. We feel that they are just appeasing us and telling us what they feel we want to hear each PPT and team meeting until we reach the end of the school year. Then, to their relief, our son becomes the next grade’s problem. The educators are unqualified to teach the way our son learns.*
- *At the PPT, I was not given the chance to speak. It was clear that decisions were made before the PPT and nothing was up for discussion. I have lost faith in her team and lost any trust that I had in our special education system. I worry for the other children who do not have parents who know to watch and question, and ask for accountability.*
- *I can say unequivocally that I have had to fight every single inch of every single school year for my son to receive the appropriate services so that he may learn to read, decode and write. All I wanted was for my son to have the same opportunities that his peers have and nothing less. I cannot imagine what it must be like for families who cannot afford the “fight” because that is exactly what it is and what it takes in order for our school district to agree to*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

*anything appropriate. I am left burned out and frankly disheartened and saddened for the special needs students of our district.*

- *My child's special education program has provided her with minimal help. She is still having the same issues with her speech and reading comprehension.*
- *I would love New Fairfield to provide after school clubs/activities and provide my child with the support to be part of those groups. She very badly needs to build upon her social skills.*
- *They need to implement free and thorough dyslexia testing, and hire support staff who can spot the many levels of dyslexia and teach to it. My child's reading issues have still not been figured out. We don't have thousands of dollars to spend on outside testing and support.*
- *We have been extremely dissatisfied with the program and leadership at the school. Not only did they not communicate about taking away needed support, but everything I asked for was ignored (they verbally agreed, but provided no actual follow-through). They also allowed my child to ignore classwork and gave excuses for not communicating or working with home as agreed to at the beginning of each year. All discussions with the team was met with excuses instead of workable plans to positively move my child forward. At no time did I feel the principal supported us parents or my child, who was in great need of special help.*
- *Special education administrators cause much grief at PPT meetings. Previously promised services are cancelled at the meetings, when we are told they are not being offered and suddenly they claim our child doesn't need them. Special education teachers have been fantastic but administrators have failed to follow IEPs, refused necessary services, and cancelled unified sports programming. Some regular education teachers participate fully, while others attempt to ignore the IEP.*
- *I have found that if you are not right on top of the schools, things do not always happen as they should. I also feel that the transitions from elementary school and from middle school could be much better for students that already find transition hard. I feel the teacher should understand a student's IEP and learning style before day one. It is hard to build your child's confidence back up when the transition does not go well. This is what has happened to us both times we have transitioned from one school to the next.*
- *The transition to high school is not going smoothly. There is not a solid plan in place for my daughter's needs. There is a big disconnect between schools and transitions are critical times for children with special needs.*

**APPENDIX A | NEW FAIRFIELD SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: NEW FAIRFIELD SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	66	19.7%	13.6%	1.5%	13.6%	36.4%	15.2%	±	34.8%	65.2%	51.5%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	66	4.5%	9.1%	6.1%	12.1%	27.3%	40.9%	±	19.7%	80.3%	68.2%
3. My child is accepted within the school community.	66	10.6%	6.1%	1.5%	12.1%	24.2%	45.5%	±	18.2%	81.8%	69.7%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	66	16.7%	12.1%	3.0%	16.7%	28.8%	19.7%	3.0%	31.8%	65.2%	48.5%
5. All special education services identified in my child's IEP have been provided.	64	12.5%	6.3%	3.1%	12.5%	32.8%	28.1%	4.7%	21.9%	73.4%	60.9%
6. Staff is appropriately trained and able to provide my child's specific program and services.	63	20.6%	7.9%	3.2%	11.1%	22.2%	28.6%	6.3%	31.7%	61.9%	50.8%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	64	4.7%	9.4%	3.1%	4.7%	31.3%	42.2%	4.7%	17.2%	78.1%	73.4%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	64	12.5%	6.3%	4.7%	14.1%	25.0%	31.3%	6.3%	23.4%	70.3%	56.3%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	64	15.6%	1.6%	1.6%	17.2%	28.1%	28.1%	7.8%	18.8%	73.4%	56.3%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	66	19.7%	7.6%	4.5%	15.2%	16.7%	36.4%	±	31.8%	68.2%	53.0%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	65	12.3%	12.3%	3.1%	12.3%	18.5%	41.5%	±	27.7%	72.3%	60.0%
12. I understand what is discussed at meetings to develop my child's IEP.	66	1.5%	3.0%	0.0%	6.1%	40.9%	48.5%	±	4.5%	95.5%	89.4%
13. My concerns and recommendations are documented in the development of my child's IEP.	64	14.1%	10.9%	4.7%	7.8%	20.3%	42.2%	±	29.7%	70.3%	62.5%
14. My child's evaluation report is written in terms I understand.	64	3.1%	4.7%	4.7%	10.9%	39.1%	37.5%	±	12.5%	87.5%	76.6%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	65	6.2%	6.2%	12.3%	7.7%	27.7%	40.0%	±	24.6%	75.4%	67.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	64	9.4%	12.5%	6.3%	14.1%	31.3%	26.6%	±	28.1%	71.9%	57.8%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	65	18.5%	10.8%	3.1%	6.2%	26.2%	35.4%	±	32.3%	67.7%	61.5%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	65	3.1%	4.6%	6.2%	4.6%	23.1%	58.5%	±	13.8%	86.2%	81.5%
19. If necessary, a translator was provided at the PPT meetings.	34	17.6%	0.0%	2.9%	14.7%	8.8%	55.9%	±	20.6%	79.4%	64.7%
20. The translation services provided at the PPT meetings were useful and accurate.	30	23.3%	0.0%	3.3%	20.0%	13.3%	40.0%	±	26.7%	73.3%	53.3%
21. The school district proposed the regular classroom for my child as the first placement option.	66	7.6%	1.5%	4.5%	7.6%	16.7%	60.6%	1.5%	13.6%	84.8%	77.3%

Table is continued on the next page.

## APPENDIX A.1: NEW FAIRFIELD SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	60	75.0%	10.0%	0.0%	1.7%	1.7%	11.7%	±	85.0%	15.0%	13.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	66	6.1%	1.5%	3.0%	6.1%	21.2%	62.1%	±	10.6%	89.4%	83.3%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	65	9.2%	1.5%	1.5%	9.2%	16.9%	61.5%	±	12.3%	87.7%	78.5%
25. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	63	25.4%	3.2%	6.3%	9.5%	6.3%	17.5%	31.7%	34.9%	33.3%	23.8%
26. 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.	65	38.5%	12.3%	6.2%	9.2%	15.4%	18.5%	±	56.9%	43.1%	33.8%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	62	53.2%	11.3%	1.6%	11.3%	4.8%	17.7%	±	66.1%	33.9%	22.6%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	64	23.4%	4.7%	6.3%	12.5%	9.4%	20.3%	23.4%	34.4%	42.2%	29.7%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	62	24.2%	4.8%	4.8%	11.3%	8.1%	16.1%	30.6%	33.9%	35.5%	24.2%
30. My child is learning skills that will enable him/her to be as independent as possible.	65	13.8%	12.3%	3.1%	12.3%	27.7%	30.8%	±	29.2%	70.8%	58.5%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	66	15.2%	6.1%	4.5%	9.1%	27.3%	37.9%	±	25.8%	74.2%	65.2%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	9	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	±	0.0%	100.0%	100.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	15	26.7%	26.7%	13.3%	13.3%	20.0%	0.0%	±	66.7%	33.3%	20.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	13	46.2%	7.7%	23.1%	0.0%	7.7%	0.0%	15.4%	76.9%	7.7%	7.7%
35. The PPT introduced planning for my child's transition to adulthood.	14	35.7%	0.0%	7.1%	14.3%	35.7%	7.1%	±	42.9%	57.1%	42.9%
36. The school district actively encourages my child to attend and participate in PPT meetings.	14	7.1%	7.1%	7.1%	0.0%	21.4%	57.1%	±	21.4%	78.6%	78.6%
37. The PPT discussed an appropriate course of study at the high school for my child.	14	35.7%	0.0%	14.3%	14.3%	21.4%	14.3%	±	50.0%	50.0%	35.7%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	14	42.9%	7.1%	0.0%	35.7%	14.3%	0.0%	±	50.0%	50.0%	14.3%

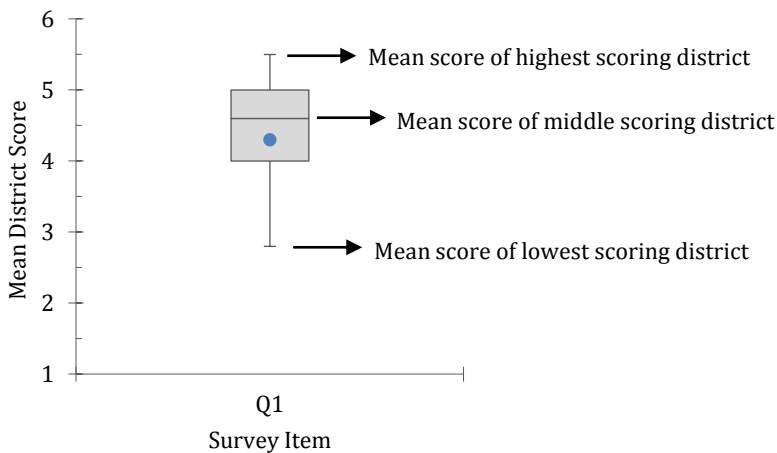
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: NEW FAIRFIELD BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

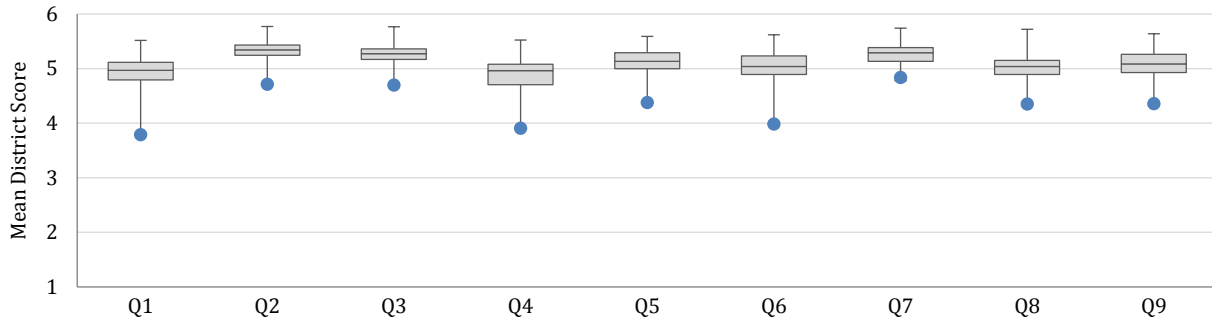
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

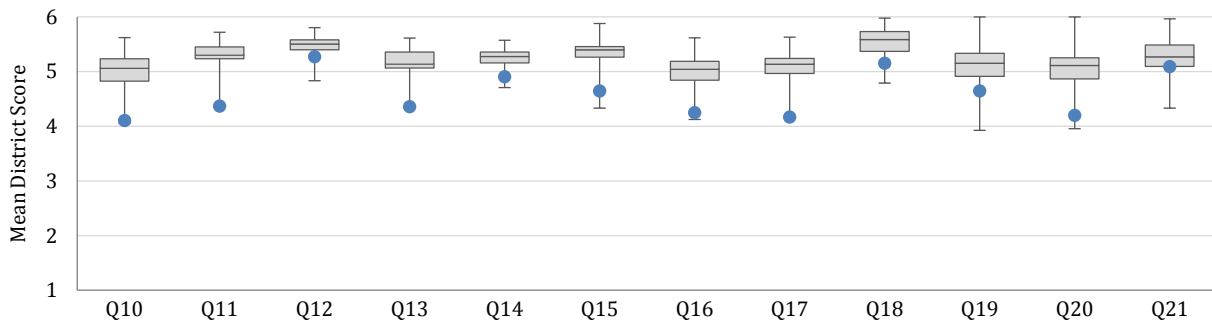
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: NEW FAIRFIELD BOX-AND-WHISKER CHARTS (CONTINUED)**

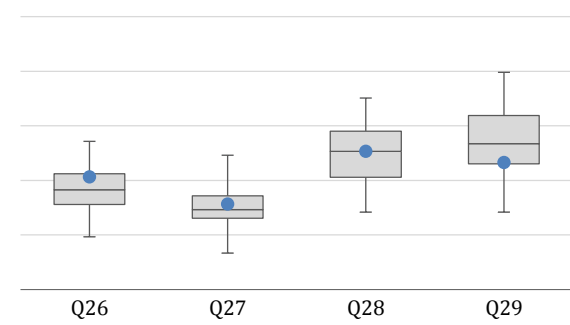
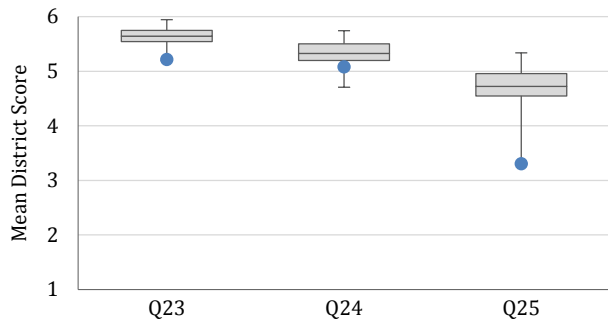
**SATISFACTION WITH MY CHILD'S PROGRAM**



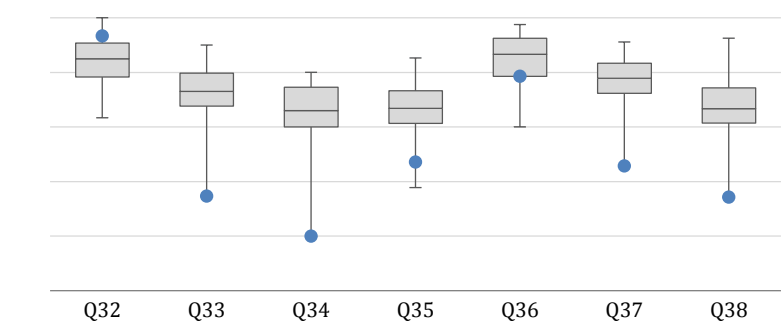
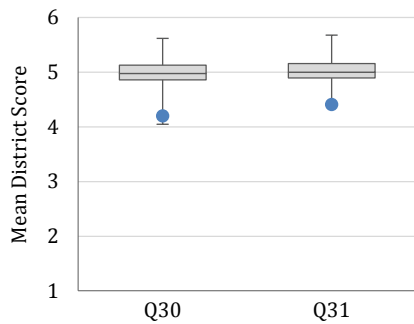
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**MY CHILD'S PARTICIPATION      PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS      TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**



## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

New Hartford Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the New Hartford Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: New Hartford Survey Findings</u>	Page 7
A.1: New Hartford Survey Response Table	Page 8
A.2: New Hartford Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

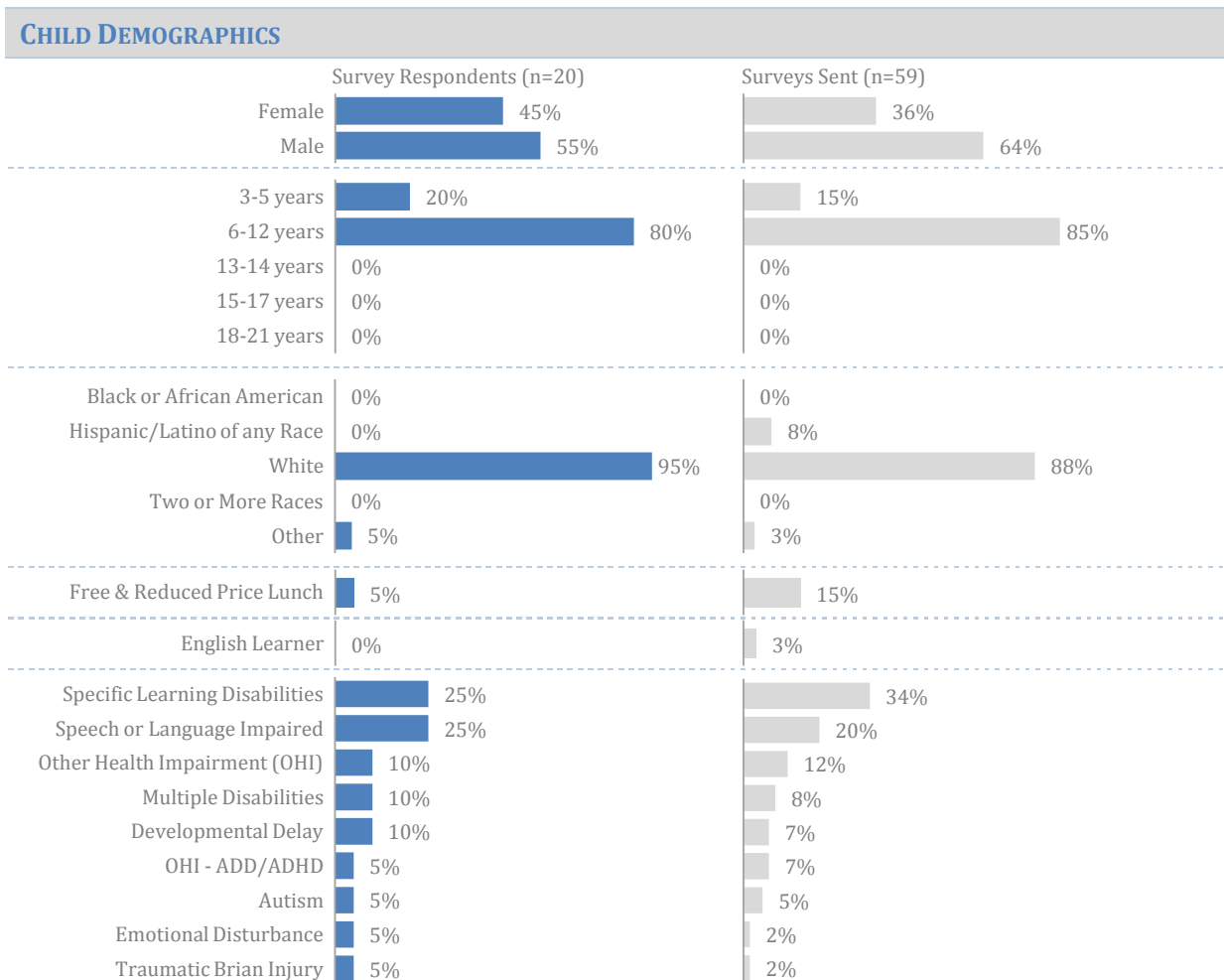
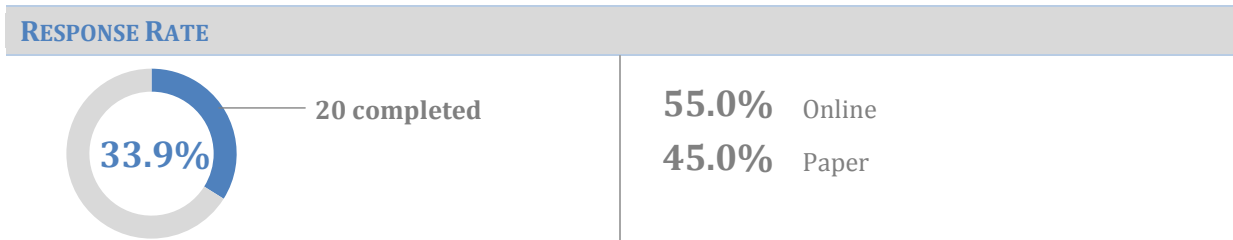
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the New Hartford Nexus District.





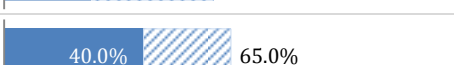

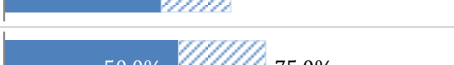


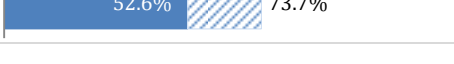
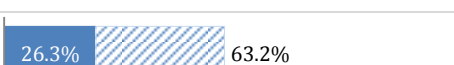




DELIVERY METHOD			
Mail	59	Mail Non-Deliverable Rate	3.4% (n=2)
Email	91.5% (n=54)	Email Non-Deliverable Rate	3.7% (n=2)



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the New Hartford Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=20]		75.0%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=20]		80.0%
3. My child is accepted within the school community. [n=20]		80.0%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=20]		80.0%
5. All special education services identified in my child’s IEP have been provided. [n=20]		70.0%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=20]		75.0%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=20]		85.0%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=19]		89.5%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=19]		84.2%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=19]		63.2%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=20]		90.0%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=20]		90.0%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=20]		85.0%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=20]	55.0% 80.0%	85.0%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=20]	60.0% 70.0%	75.0%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=20]	40.0% 80.0%	85.0%
17. 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=20]	45.0% 70.0%	80.0%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=20]	65.0% 75.0%	85.0%
19. If necessary, a translator was provided at the PPT meetings. [n=6]	83.3% 83.3%	83.3%
20. The translation services provided at the PPT meetings were useful and accurate. [n=7]	71.4% 85.7%	85.7%
21. The school district proposed the regular classroom for my child as the first placement option. [n=19]	57.9% 63.2%	68.4%

*My Child's Participation*

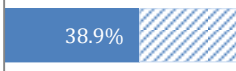
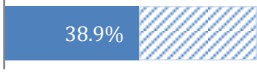

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=15]	6.7%	13.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=16]	81.3% 93.8%	93.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=16]	68.8% 68.8%	68.8%
25. 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=14]	42.9% 42.9%	50.0%

*Parent Training and Support*

26. 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=17]	11.8%	29.4%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=14]	21.4%	35.7%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=18]	11.1%	16.7%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=18]	16.7%	16.7%

KEY: ■ Strongly Agree ▨ Moderately Agree



	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=18]	 38.9% 66.7%	83.3%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=18]	 38.9% 72.2%	77.8%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=3]	 66.7%	66.7%

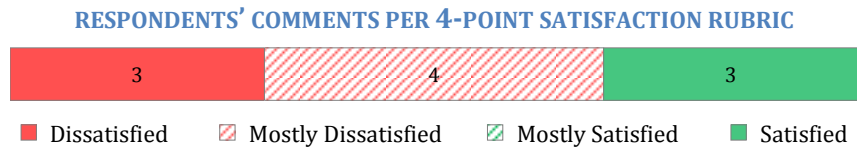
Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years. Respondents were also instructed to only answer items 33-38 if their child was 15 years of age or older at their last PPT meeting. No respondents answered these items for your district and therefore these items were removed from the above table. Due to limited space on the bar graphs, the data label for “strongly agree” is not included if it is less than 15%.

KEY: ■ Strongly Agree    ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 20 surveys completed by parents in the New Hartford Nexus District, 50.0% (n=10) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *The New Hartford school system has done an excellent job in approaching, developing, and meeting the education needs of my child. They are adaptive with her growing and changing needs, and it is a positive experience for her.*
- *All the people involved in my son's development have been very helpful and easy to work with. I feel we are very fortunate.*

### COMMENTS EXPRESSING DISSATISFACTION

- *The school has not provided the necessary support for my child and I have gone to private agencies to help provide her with the support she needs. If the whole team worked together and allowed the parents to participate with their learning, the child as a whole would grow and become independent and proud. That is our goal as parents.*
- *I have been, at times, dismayed with the administrative IEP process and meetings, feeling as if my child was more of a statistic than a person by lead administration. I am not aware or have never been invited to any parent support groups or educational groups of children receiving special education.*
- *The school system has not been receptive to my suggestions and would like to just place a label on my child, instead of assisting with his needs. I am his voice and will always be the voice for all my children – maybe they should listen more to a parent who knows and are involved with their child. They want to diagnose my child without doing any neuropsychological evaluations or use of outside professionals.*
- *The school district could really benefit from providing authentic Orton-Gillingham training for the special education teachers. Not a one day or one week training. Continuous ongoing training. Earlier interventions (K, 1<sup>st</sup>, 2<sup>nd</sup> grade) will have better outcomes. We need to be proactive with this. The training will benefit all students.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

**APPENDIX A | NEW HARTFORD SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: NEW HARTFORD SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	20	15.0%	10.0%	0.0%	10.0%	30.0%	35.0%	±	25.0%	75.0%	65.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	20	5.0%	10.0%	5.0%	5.0%	35.0%	40.0%	±	20.0%	80.0%	75.0%
3. My child is accepted within the school community.	20	15.0%	5.0%	0.0%	0.0%	20.0%	60.0%	±	20.0%	80.0%	80.0%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	20	5.0%	10.0%	5.0%	20.0%	35.0%	25.0%	0.0%	20.0%	80.0%	60.0%
5. All special education services identified in my child's IEP have been provided.	20	0.0%	20.0%	10.0%	5.0%	25.0%	40.0%	0.0%	30.0%	70.0%	65.0%
6. Staff is appropriately trained and able to provide my child's specific program and services.	20	5.0%	10.0%	5.0%	10.0%	20.0%	45.0%	5.0%	20.0%	75.0%	65.0%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	20	0.0%	10.0%	5.0%	10.0%	25.0%	50.0%	0.0%	15.0%	85.0%	75.0%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	19	0.0%	5.3%	5.3%	0.0%	42.1%	47.4%	0.0%	10.5%	89.5%	89.5%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	19	0.0%	5.3%	10.5%	10.5%	21.1%	52.6%	0.0%	15.8%	84.2%	73.7%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	19	21.1%	5.3%	10.5%	0.0%	36.8%	26.3%	±	36.8%	63.2%	63.2%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	20	0.0%	5.0%	5.0%	10.0%	20.0%	60.0%	±	10.0%	90.0%	80.0%
12. I understand what is discussed at meetings to develop my child's IEP.	20	5.0%	0.0%	5.0%	5.0%	20.0%	65.0%	±	10.0%	90.0%	85.0%
13. My concerns and recommendations are documented in the development of my child's IEP.	20	0.0%	10.0%	5.0%	10.0%	25.0%	50.0%	±	15.0%	85.0%	75.0%
14. My child's evaluation report is written in terms I understand.	20	5.0%	5.0%	5.0%	5.0%	25.0%	55.0%	±	15.0%	85.0%	80.0%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	20	0.0%	0.0%	25.0%	5.0%	10.0%	60.0%	±	25.0%	75.0%	70.0%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	20	0.0%	5.0%	10.0%	5.0%	40.0%	40.0%	±	15.0%	85.0%	80.0%
17. 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	10.0%	0.0%	10.0%	10.0%	25.0%	45.0%	±	20.0%	80.0%	70.0%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	20	0.0%	0.0%	15.0%	10.0%	10.0%	65.0%	±	15.0%	85.0%	75.0%
19. If necessary, a translator was provided at the PPT meetings.	6	16.7%	0.0%	0.0%	0.0%	0.0%	83.3%	±	16.7%	83.3%	83.3%
20. The translation services provided at the PPT meetings were useful and accurate.	7	14.3%	0.0%	0.0%	0.0%	14.3%	71.4%	±	14.3%	85.7%	85.7%
21. The school district proposed the regular classroom for my child as the first placement option.	19	21.1%	5.3%	5.3%	5.3%	5.3%	57.9%	0.0%	31.6%	68.4%	63.2%

Table is continued on the next page.

## APPENDIX A.1: NEW HARTFORD SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	15	86.7%	0.0%	0.0%	6.7%	0.0%	6.7%	±	86.7%	13.3%	6.7%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	16	6.3%	0.0%	0.0%	0.0%	12.5%	81.3%	±	6.3%	93.8%	93.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	16	12.5%	6.3%	12.5%	0.0%	0.0%	68.8%	±	31.3%	68.8%	68.8%
25. 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).	14	14.3%	0.0%	0.0%	7.1%	0.0%	42.9%	35.7%	14.3%	50.0%	42.9%
26. 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.	17	52.9%	5.9%	11.8%	17.6%	0.0%	11.8%	±	70.6%	29.4%	11.8%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	14	42.9%	7.1%	14.3%	14.3%	14.3%	7.1%	±	64.3%	35.7%	21.4%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	18	33.3%	5.6%	11.1%	5.6%	5.6%	5.6%	33.3%	50.0%	16.7%	11.1%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	18	22.2%	11.1%	11.1%	0.0%	5.6%	11.1%	38.9%	44.4%	16.7%	16.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	18	16.7%	0.0%	0.0%	16.7%	27.8%	38.9%	±	16.7%	83.3%	66.7%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	18	22.2%	0.0%	0.0%	5.6%	33.3%	38.9%	±	22.2%	77.8%	72.2%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	3	33.3%	0.0%	0.0%	0.0%	66.7%	0.0%	±	33.3%	66.7%	66.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	0	--	--	--	--	--	--	±	--	--	--
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	0	--	--	--	--	--	--	--	--	--	--
35. The PPT introduced planning for my child's transition to adulthood.	0	--	--	--	--	--	--	±	--	--	--
36. The school district actively encourages my child to attend and participate in PPT meetings.	0	--	--	--	--	--	--	±	--	--	--
37. The PPT discussed an appropriate course of study at the high school for my child.	0	--	--	--	--	--	--	±	--	--	--
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	0	--	--	--	--	--	--	±	--	--	--

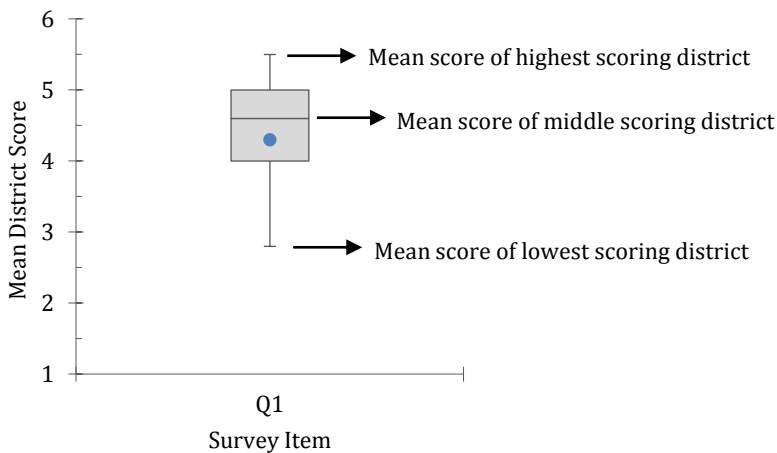
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: NEW HARTFORD BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

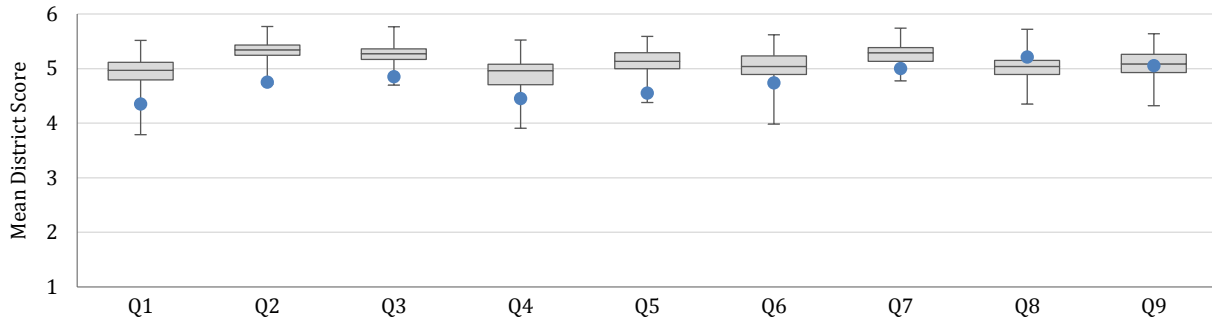
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

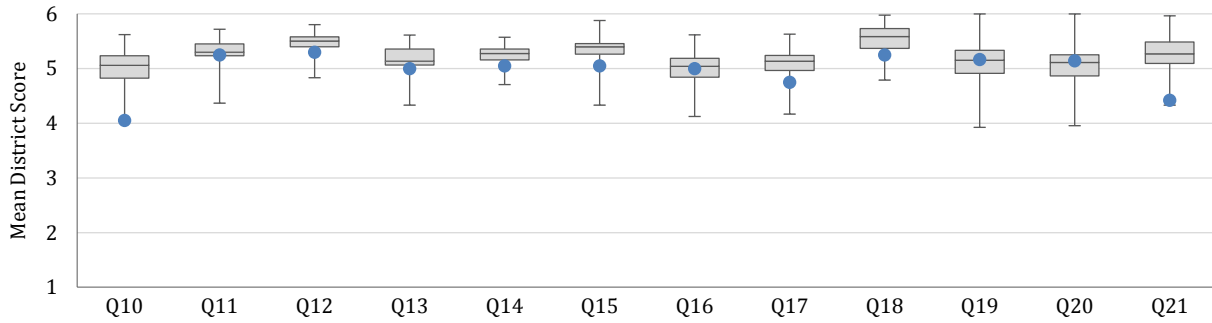
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: NEW HARTFORD BOX-AND-WHISKER CHARTS (CONTINUED)**

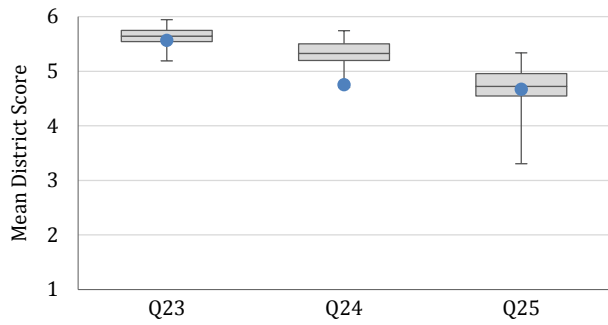
**SATISFACTION WITH MY CHILD'S PROGRAM**



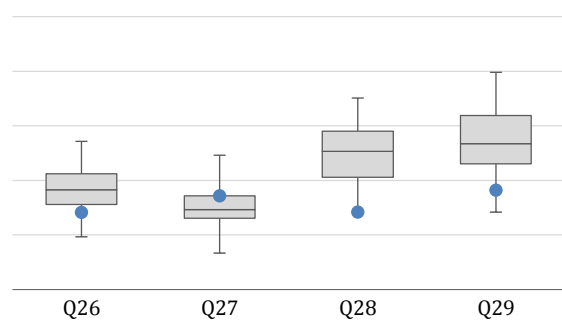
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



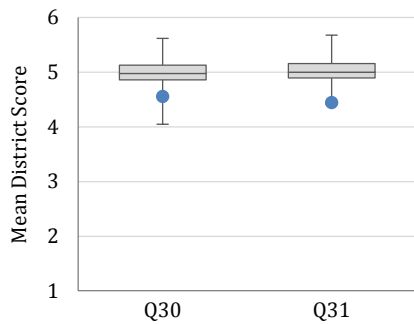
**MY CHILD'S PARTICIPATION**



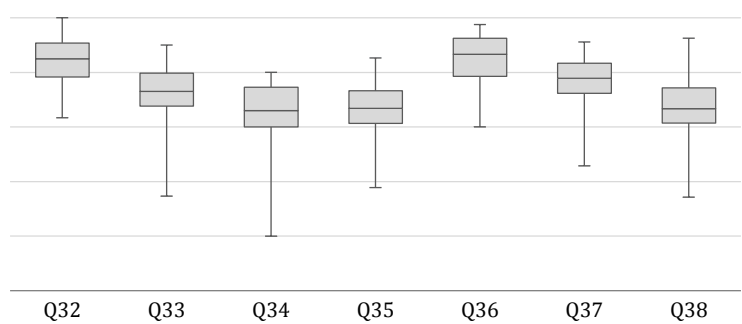
**PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS**



**TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**



## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Newtown Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207



---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Newtown Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Newtown Survey Findings</u>	Page 8
A.1: Newtown Survey Response Table	Page 9
A.2: Newtown Box-and-Whiskers Charts	Page 11
<u>Appendix B: Statewide Results</u>	Page 13
B.1: Response Rate by District	Page 14
B.2: Statewide Survey Response Table	Page 15

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

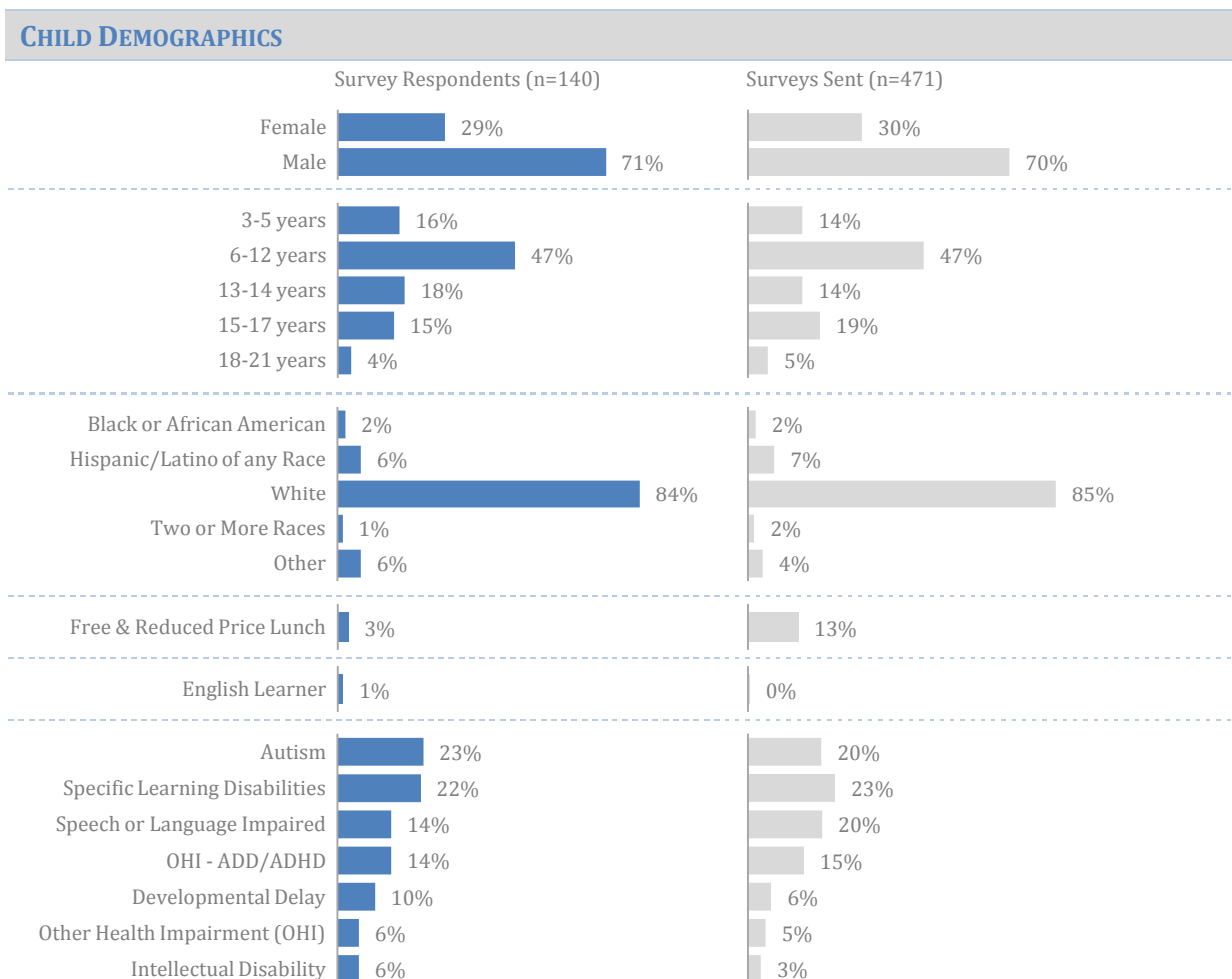
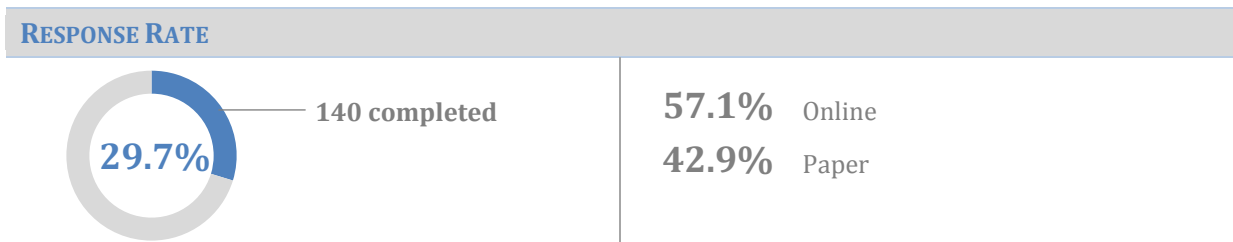
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Newtown Nexus District.

DELIVERY METHOD			
Mail	471	Mail Non-Deliverable Rate	1.1% (n=5)
Email	90.7% (n=427)	Email Non-Deliverable Rate	2.1% (n=9)



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Newtown Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=138]	40.6% 71.7%	82.6%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=136]	63.2% 88.2%	94.9%
3. My child is accepted within the school community. [n=135]	60.0% 83.7%	92.6%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=138]	39.1% 70.3%	84.1%
5. All special education services identified in my child’s IEP have been provided. [n=135]	52.6% 77.8%	85.2%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=136]	49.3% 75.0%	84.6%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=136]	64.7% 82.4%	91.2%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=131]	47.3% 68.7%	80.9%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=134]	47.8% 70.9%	82.8%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=138]	42.0% 69.6%	83.3%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=136]	62.5% 83.1%	91.2%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=135]	67.4% 87.4%	97.8%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=136]	58.1% 80.1%	91.2%
	KEY:  Strongly Agree  Moderately Agree	

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=135]	54.8% 80.7%	91.1%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=136]	69.9% 87.5%	91.2%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=138]	50.0% 77.5%	84.1%
17. 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=134]	46.3% 73.9%	88.8%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=136]	78.7% 89.0%	94.1%
19. If necessary, a translator was provided at the PPT meetings. [n=67]	70.1% 79.1%	91.0%
20. The translation services provided at the PPT meetings were useful and accurate. [n=60]	60.0% 78.3%	90.0%
21. The school district proposed the regular classroom for my child as the first placement option. [n=134]	69.4% 84.3%	85.8%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=119]	7.6%	9.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=136]	86.0% 94.9%	96.3%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=127]	76.4% 84.3%	88.2%
25. 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=122]	36.9% 45.9%	50.8%

*Parent Training and Support*

26. 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=119]	20.2% 31.1%	42.9%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=117]	17.9%	32.5%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=133]	21.1% 34.6%	48.9%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=128]	18.8% 26.6%	42.2%

KEY: ■ Strongly Agree ▨ Moderately Agree



	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=132]	44.7% 73.5%	84.8%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=128]	53.1% 78.1%	85.2%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=18]	66.7% 88.9%	88.9%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=29]	34.5% 58.6%	69.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=29]	17.2% 37.9%	48.3%
35. The PPT introduced planning for my child's transition to adulthood. [n=29]	20.7% 48.3%	58.6%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=30]	63.3% 76.7%	80.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=30]	43.3% 70.0%	73.3%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=28]	39.3% 60.7%	64.3%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

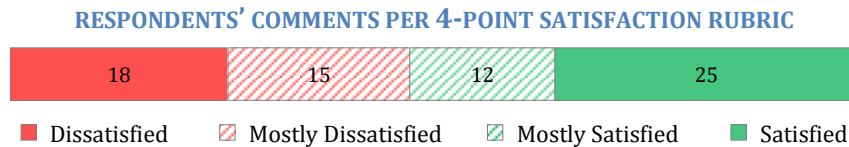
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree    ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 140 surveys completed by parents in the Newtown Nexus District, 50.0% (n=70) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *I have been very pleased with the exceptional special education staff in Newtown. We are in our last year with the transition program at Newtown High School and are proud to have a thriving young adult.*
- *We have had a great experience at school. All the teachers and staff are very involved, approachable, and want every child to succeed.*
- *My son has had great success with his special education teachers. All of his teachers have been very good with him. The program has really helped with his confidence and progress to move forward.*
- *I feel the team working with my child has gone above and beyond. I see him thriving and growing in his PreK environment.*
- *The Newtown preschool program has gone above and beyond my expectations for my child's special education needs. I have an ongoing dialogue with all teachers/therapist and staff involved, and feel very accepted as an integrated part of the PPT team. I honestly feel blessed to be part of this school district.*
- *The Newtown school system has done a tremendous job in educating my son and promoting inclusion for him in all the activities of his interest.*
- *My child overall has had a good experience with his special education services. He liked the staff he worked with. They seemed to really help him.*
- *I am extremely happy with services provided. All staff are supportive and more than willing to go the extra distance to not only teach but to care for my child. The school system and everyone has genuinely cared for my daughter and me. This is the way it is supposed to be.*
- *The IEP staff has done an excellent job diagnosing and helping our son.*
- *Awesome public schools – very helpful to us. We are happy with them.*
- *We have had a very good experience thus far with the special education program. The teachers have been very supportive.*
- *We were very happy with the staff at Middle Gate Elementary, the implementation of our son's IEP, and services he received.*
- *We have been fortunate to have many talented service providers work with our son through the school system.*
- *We moved from another district. I credit the special education staff at Reed Intermediate with encouraging my daughter to read more and giving her the decoding tools. I am so happy we got the opportunity to be here. For the first time, I see a bright future for my child.*
- *We have a great case manager at Newtown High School who really knows my child and has his best interests in mind when planning for him.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

## COMMENTS EXPRESSING DISSATISFACTION

- *I find that I consistently and continually have to make sure the regular education classes are modified appropriately for my daughter and that appropriate accommodations are made. There needs to be more effective coordination between the special education staff and regular education staff in modifying assignments and tests. My experience has been that I need to be constantly involved and pushing for what is appropriate and helps my daughter meet her IEP goals. This starts from day one of the school year and continues throughout the year.*
- *I had to suggest and press for a social skills program that is appropriate for my son. But, I am concerned about its implementation and scope. The school refused to place my son in classes that allow him to fully develop his strengths.*
- *I have found Newtown schools, the special education teachers, and support staff to be surprisingly disappointing in the implementation of my son's IEP. We had numerous team meetings and PPTs to address areas they needed to improve upon and at times were out of compliance. The connection/communication between the special education and general education teachers was poor and the teachers were not made aware of the accommodations and modifications my son was supposed to have. Socially and emotionally this was the worst year my son has had due to the team he was placed with.*
- *The past 12 months of PPT meetings for my child have been a nightmare. The meetings never start on time. The right people have never been to the meetings – they are always scrambling to find a fill in person who either doesn't know my child or doesn't know what is going on. At the meetings, my concerns are totally disregarded.*
- *Administration needs training not only on laws pertaining to special education students, but also on how to interact with students who need services but don't always look like traditional special education students.*
- *Special education teachers are not available to my child at the beginning of the school year. It has been at least two to three weeks before a special education teacher/program is available. That puts my son at an automatic deficit to his peers.*
- *As the years went by the help provided for our child started to get less. At the high school level, they failed to prepare him for a good transition to post-secondary education, independent living, vocational, and most importantly socially. The high school never explored with him post-secondary transition programs, only the program offered at his high school.*
- *Quite often, my child has missed time with his special education teacher because she had been pulled away for a meeting, or testing. Do those functions take priority over what is spelled out in the IEP? In addition, I find that the regular education teachers do not do a good job at following the IEPs at all. Accommodations that are supposed to be given in the classroom were quite often not met.*
- *I felt that the level of education across the elementary schools is not consistent, and I wonder if each school has different levels of exceptions/standards. This past year, much of the communication was delayed or never received.*
- *We have had great and terrible experiences over the years depending on the team assigned to my child. In the past, we were not included as members of the team. We have also experienced the school trying to pull services away without any data to show that the decision makes sense or any placement plan in place. Such efforts, if successful, would have set my son up for failure. Every year, I hold my breath that the people working with my son have his best interest at heart and are not simply punching a time clock and placating the administration.*
- *As a general matter, the IEP was difficult to follow and understand both because of its format and the way the contents were phrased or described. Therefore, it was difficult to follow and comprehend, particularly when it comes to being able to understand its implementation in practical terms. The special education program's purposes are too narrowly and rigidly laid out and as a result lack the necessary flexibility to meet the needs of the particular child.*
- *The only people who get services are the pushy educated parents who won't take no for an answer and have the time and the stomach to fight the schools, day after day, year after year, for pretty subpar services. Most people give up, especially since the teachers are barred from suggesting testing to anyone. Until Newtown has an affirmative duty to identify and help special needs kids, until there is better training and accountability, and until there is meaningful funding – nothing will change.*
- *Newtown's special education program is deplorable. The administration is just going through the motions and filling out the paperwork to make it appear as if they are following the laws. However, when it comes to providing a service or "plan" that is helpful, they clearly do not grasp the nature of the disability.*
- *At PPTs, the focus seems to be on how to reduce services, rather than how to help our son reach his full potential.*
- *I feel that I am hardly ever told how or what I can do to support what my daughter is learning/working on at school. I have never received any information that there is the possibility of assistance for extra-curricular activities, or any offered by the schools that would be able to accommodate her.*

**APPENDIX A | NEWTOWN SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: NEWTOWN SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	138	14.5%	2.2%	0.7%	10.9%	31.2%	40.6%	±	17.4%	82.6%	71.7%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	136	2.2%	0.7%	2.2%	6.6%	25.0%	63.2%	±	5.1%	94.9%	88.2%
3. My child is accepted within the school community.	135	2.2%	3.0%	2.2%	8.9%	23.7%	60.0%	±	7.4%	92.6%	83.7%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	138	10.1%	1.4%	2.2%	13.8%	31.2%	39.1%	2.2%	13.8%	84.1%	70.3%
5. All special education services identified in my child's IEP have been provided.	135	8.9%	3.7%	1.5%	7.4%	25.2%	52.6%	0.7%	14.1%	85.2%	77.8%
6. Staff is appropriately trained and able to provide my child's specific program and services.	136	9.6%	0.7%	0.7%	9.6%	25.7%	49.3%	4.4%	11.0%	84.6%	75.0%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	136	5.1%	1.5%	0.0%	8.8%	17.6%	64.7%	2.2%	6.6%	91.2%	82.4%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	131	5.3%	5.3%	3.1%	12.2%	21.4%	47.3%	5.3%	13.7%	80.9%	68.7%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	134	8.2%	3.0%	0.7%	11.9%	23.1%	47.8%	5.2%	11.9%	82.8%	70.9%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	138	8.0%	2.2%	6.5%	13.8%	27.5%	42.0%	±	16.7%	83.3%	69.6%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	136	4.4%	2.2%	2.2%	8.1%	20.6%	62.5%	±	8.8%	91.2%	83.1%
12. I understand what is discussed at meetings to develop my child's IEP.	135	0.7%	0.7%	0.7%	10.4%	20.0%	67.4%	±	2.2%	97.8%	87.4%
13. My concerns and recommendations are documented in the development of my child's IEP.	136	3.7%	2.9%	2.2%	11.0%	22.1%	58.1%	±	8.8%	91.2%	80.1%
14. My child's evaluation report is written in terms I understand.	135	1.5%	2.2%	5.2%	10.4%	25.9%	54.8%	±	8.9%	91.1%	80.7%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	136	4.4%	0.0%	4.4%	3.7%	17.6%	69.9%	±	8.8%	91.2%	87.5%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	138	8.0%	3.6%	4.3%	6.5%	27.5%	50.0%	±	15.9%	84.1%	77.5%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	134	5.2%	2.2%	3.7%	14.9%	27.6%	46.3%	±	11.2%	88.8%	73.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	136	1.5%	1.5%	2.9%	5.1%	10.3%	78.7%	±	5.9%	94.1%	89.0%
19. If necessary, a translator was provided at the PPT meetings.	67	6.0%	1.5%	1.5%	11.9%	9.0%	70.1%	±	9.0%	91.0%	79.1%
20. The translation services provided at the PPT meetings were useful and accurate.	60	8.3%	0.0%	1.7%	11.7%	18.3%	60.0%	±	10.0%	90.0%	78.3%
21. The school district proposed the regular classroom for my child as the first placement option.	134	3.7%	2.2%	0.7%	1.5%	14.9%	69.4%	7.5%	6.7%	85.8%	84.3%

Table is continued on the next page.

**APPENDIX A.1: NEWTOWN SURVEY RESPONSE TABLE (CONTINUED)**

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	119	86.6%	3.4%	0.8%	1.7%	0.8%	6.7%	±	90.8%	9.2%	7.6%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	136	2.2%	1.5%	0.0%	1.5%	8.8%	86.0%	±	3.7%	96.3%	94.9%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	127	6.3%	3.9%	1.6%	3.9%	7.9%	76.4%	±	11.8%	88.2%	84.3%
25. 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).	122	10.7%	1.6%	3.3%	4.9%	9.0%	36.9%	33.6%	15.6%	50.8%	45.9%
26. 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.	119	40.3%	8.4%	8.4%	11.8%	10.9%	20.2%	±	57.1%	42.9%	31.1%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	117	51.3%	7.7%	8.5%	14.5%	7.7%	10.3%	±	67.5%	32.5%	17.9%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	133	15.0%	5.3%	7.5%	14.3%	13.5%	21.1%	23.3%	27.8%	48.9%	34.6%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	128	19.5%	3.1%	2.3%	15.6%	7.8%	18.8%	32.8%	25.0%	42.2%	26.6%
30. My child is learning skills that will enable him/her to be as independent as possible.	132	8.3%	4.5%	2.3%	11.4%	28.8%	44.7%	±	15.2%	84.8%	73.5%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	128	7.8%	3.9%	3.1%	7.0%	25.0%	53.1%	±	14.8%	85.2%	78.1%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	18	11.1%	0.0%	0.0%	0.0%	22.2%	66.7%	±	11.1%	88.9%	88.9%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	29	31.0%	0.0%	0.0%	10.3%	24.1%	34.5%	±	31.0%	69.0%	58.6%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	29	20.7%	3.4%	0.0%	10.3%	20.7%	17.2%	27.6%	24.1%	48.3%	37.9%
35. The PPT introduced planning for my child's transition to adulthood.	29	31.0%	6.9%	3.4%	10.3%	27.6%	20.7%	±	41.4%	58.6%	48.3%
36. The school district actively encourages my child to attend and participate in PPT meetings.	30	13.3%	3.3%	3.3%	3.3%	13.3%	63.3%	±	20.0%	80.0%	76.7%
37. The PPT discussed an appropriate course of study at the high school for my child.	30	13.3%	10.0%	3.3%	3.3%	26.7%	43.3%	±	26.7%	73.3%	70.0%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	28	25.0%	7.1%	3.6%	3.6%	21.4%	39.3%	±	35.7%	64.3%	60.7%

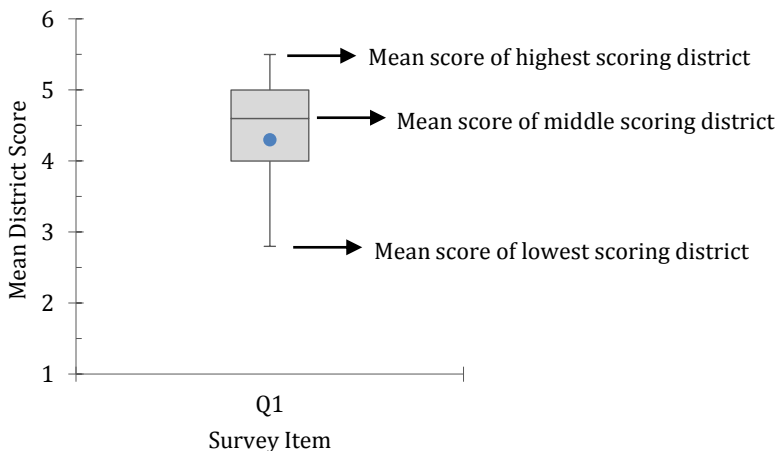
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: NEWTOWN BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

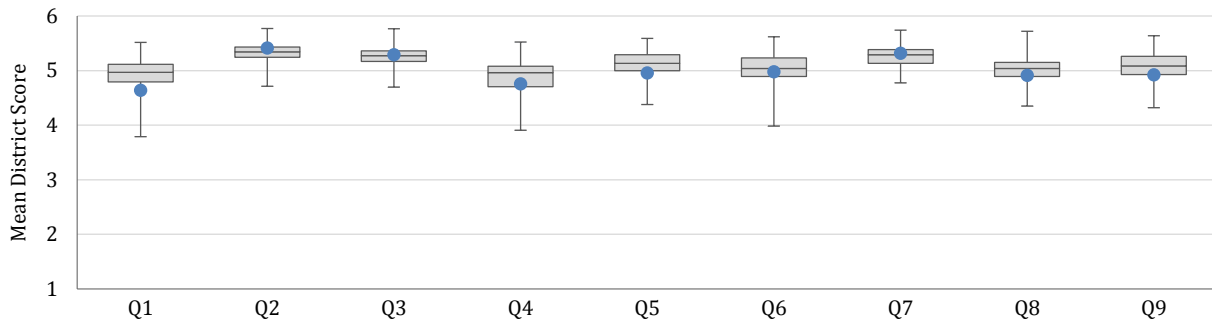
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

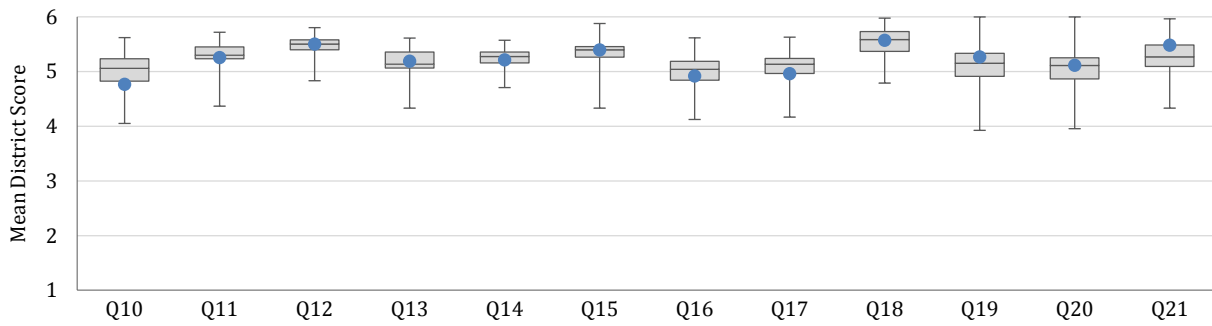
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

## APPENDIX A.2: NEWTOWN BOX-AND-WHISKER CHARTS (CONTINUED)

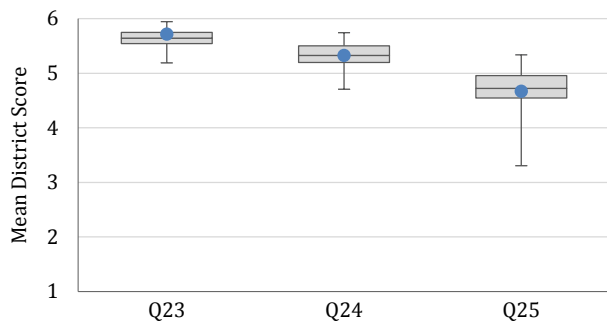
### SATISFACTION WITH MY CHILD'S PROGRAM



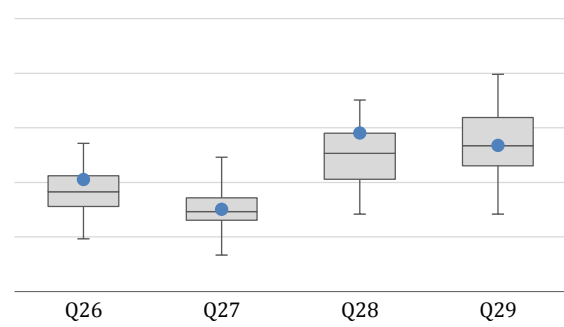
### PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



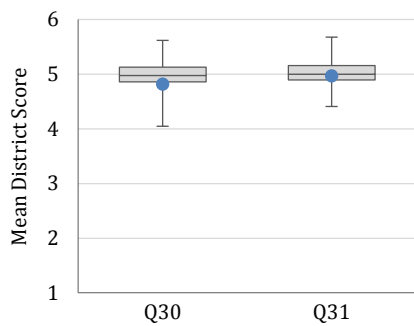
### MY CHILD'S PARTICIPATION



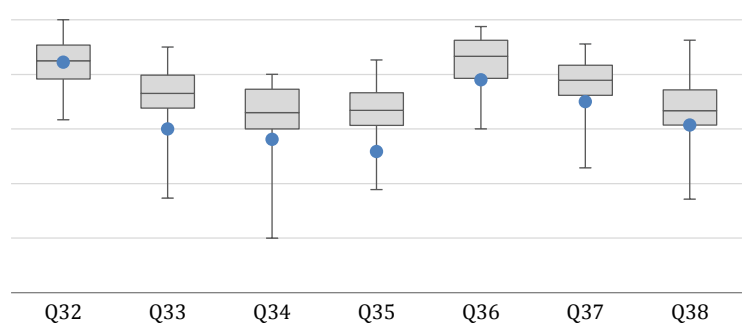
### PARENT TRAINING AND SUPPORT



### MY CHILD'S SKILLS



### TRANSITION PLANNING





**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Norwich Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Norwich Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Norwich Survey Findings</u>	Page 8
A.1: Norwich Survey Response Table	Page 9
A.2: Norwich Box-and-Whiskers Charts	Page 11
<u>Appendix B: Statewide Results</u>	Page 13
B.1: Response Rate by District	Page 14
B.2: Statewide Survey Response Table	Page 15

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

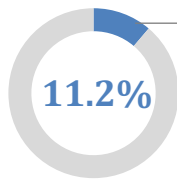
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the sample of parents selected to participate in the survey from the Norwich Nexus District.

### DELIVERY METHOD

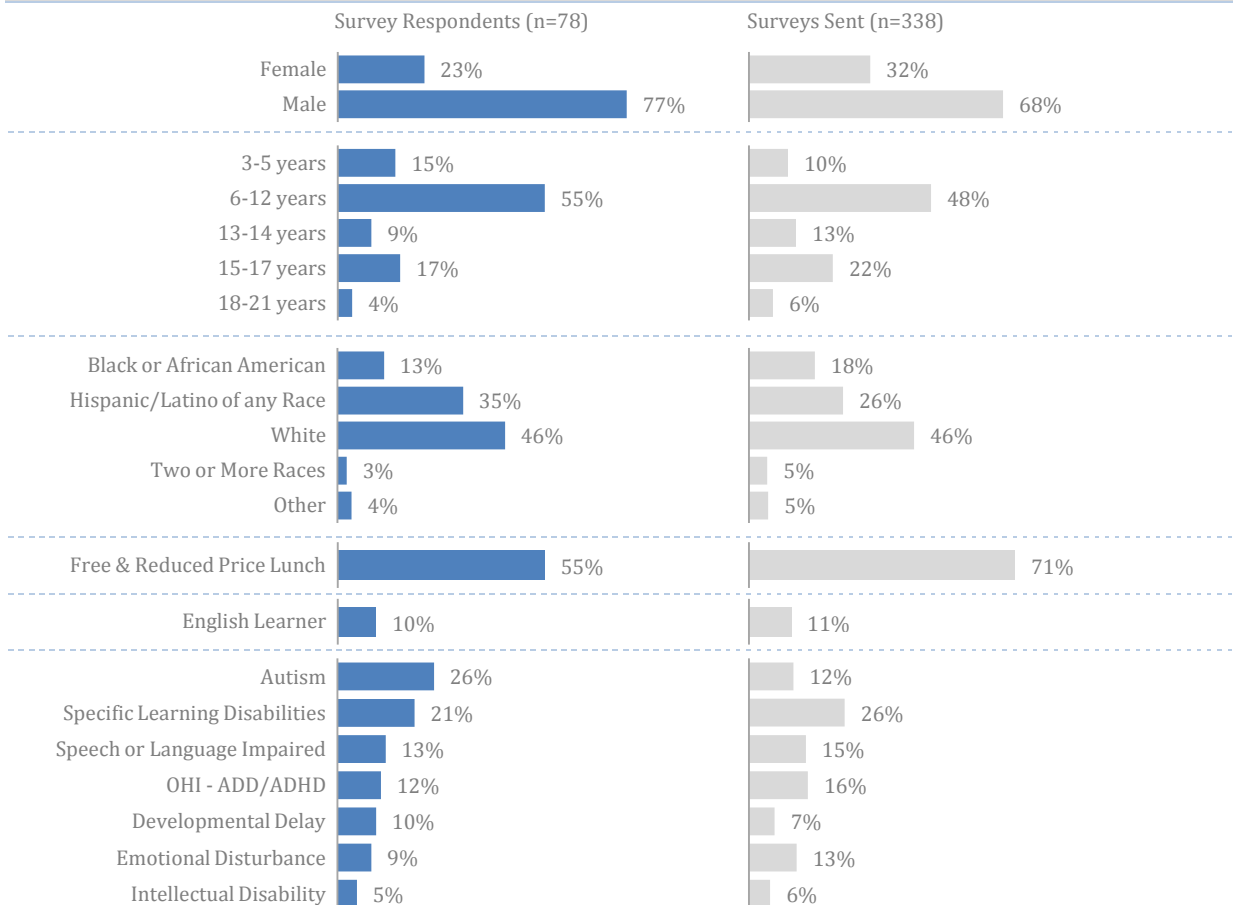
Mail	<b>694</b>	Mail Non-Deliverable Rate	<b>12.5%</b> (n=87)
Email	<b>16.1%</b> (n=112)	Email Non-Deliverable Rate	<b>10.7%</b> (n=12)

### RESPONSE RATE



**19.2%** Online  
**80.8%** Paper






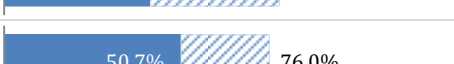









### CHILD DEMOGRAPHICS



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Norwich Nexus District are included in Appendix A.1.

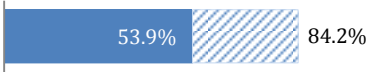
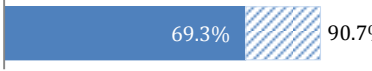
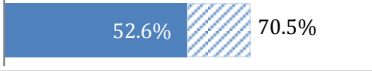

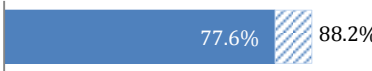
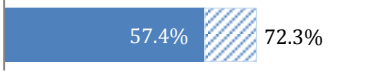
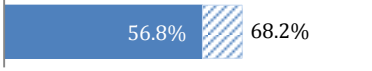

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=76]	 32.9% 78.9%	86.8%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=76]	 67.1% 93.4%	96.1%
3. My child is accepted within the school community. [n=75]	 58.7% 83.3%	92.0%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=78]	 37.2% 71.8%	83.3%
5. All special education services identified in my child’s IEP have been provided. [n=76]	 42.1% 78.9%	86.8%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=75]	 50.7% 76.0%	85.3%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=76]	 59.2% 85.5%	94.7%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=75]	 45.3% 70.7%	85.3%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=74]	 50.0% 70.3%	86.5%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=78]	 62.8% 80.8%	96.2%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=76]	 71.1% 82.9%	90.8%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=76]	 60.5% 85.5%	94.7%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=76]	 52.6% 78.9%	86.8%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.



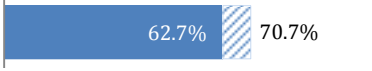
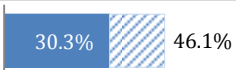


	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

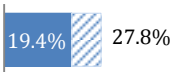



*Participation in My Child's Program (Continued)*



14. My child's evaluation report is written in terms I understand. [n=76]		88.2%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=75]		92.0%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=78]		83.3%
17. 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=77]		89.6%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=76]		94.7%
19. If necessary, a translator was provided at the PPT meetings. [n=47]		83.0%
20. The translation services provided at the PPT meetings were useful and accurate. [n=44]		77.3%
21. The school district proposed the regular classroom for my child as the first placement option. [n=77]		66.2%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=68]		35.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=76]		94.7%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=75]		77.3%
25. 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=76]		55.3%

*Parent Training and Support*

26. 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=72]		36.1%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=71]		28.2%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=76]		36.8%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=75]		34.7%

KEY:  Strongly Agree  Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=78]		85.9%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=74]		82.4%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=13]		76.9%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=15]		93.3%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=16]		56.3%
35. The PPT introduced planning for my child's transition to adulthood. [n=16]		56.3%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=16]		100.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=16]		87.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=15]		60.0%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: Strongly Agree Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 78 surveys completed by parents in the Norwich Nexus District, 35.9% (n=28) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>

RESPONDENTS’ COMMENTS PER 4-POINT SATISFACTION RUBRIC



Note: The comment of one respondent was not coded because the remark could not be classified as either a reflection of satisfaction or dissatisfaction with their child’s program.

### COMMENTS EXPRESSING SATISFACTION

- *We have been very pleased with the primary teachers in the Norwich Public Schools. They have been very accommodating to our son’s needs and have tried their best to help our son become a better learner and student. We have had some positives where we can see our son changing into a child who is happy and willing to try new things.*
- *The special education teacher and her staff of paraprofessionals have been an important staple to my child’s development. The professional staff and cafeteria staff are all very positive and supportive.*
- *My son has learned a lot since he has started school, I believe the school and teachers have helped him in many ways. I’m very thankful of how well he is doing, and how far he has come.*
- *The program provided to my child is great.*

### COMMENTS EXPRESSING DISSATISFACTION

- *My son is not learning, he does not know how to read or write a sentence. I have expressed my concerns and have been ignored. I asked for an out-of-district placement and was denied by the principal. A terrible experience that broke my child. He does not want to attend school.*
- *We have requested my son to have his own aide but we keep being told there is no budget for that. I think this would be a great help for him.*
- *It has been very difficult to get full cooperation from schools. There is no consistency as far as implementing strategies for IEP goals. Evaluations have been ignored. PPTs are rushed and confusing. Only after getting legal services involved did I feel like our needs were met. There is no understanding from regular education teachers or administrators. We were made to feel like a huge inconvenience to the school.*
- *The school district should have a customized program in each school for special education children. They should not be bounced around from school to school because of funding and other sorts. These children need consistency in their lives which plays a major role.*
- *More consistency is needed. Funding cuts for aides is causing transition issues for children that need stability to improve. More technology is needed to help bridge the gap.*
- *When I applied to the program which assists my son the first thing they responded with was “we must evaluate”. These assessments take 2-3 months – the needs of children in special education cannot wait that long. [Translation]*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

- *Quality of special education has been highly dependent on the teachers filling the position. We are currently receiving better services than we have in previous years due to a change in staff. The two previous special education teachers focused on punitive interactions with my child and negative consequences as opposed to creative strategies/modifications that helped in the classroom. Some classroom teachers we have had have assumed that my child could control his/her behavior and have assumed that punishments would get the desired result, as opposed to understanding that a special needs child's brain does not work the same way as a typical child.*
- *The Norwich Public School District was a failure – they did not plan, implement, or follow through.*
- *I have often felt that my opinion was not considered until I had others attend the meeting with me. I was not asked if I understood what was being talked about and in fact I did not understand. The school thought my son's behaviors were on purpose instead of trying to understand what his real needs were. I have also requested parent training and education but have received none.*

**APPENDIX A | NORWICH SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: NORWICH SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	76	9.2%	1.3%	2.6%	7.9%	46.1%	32.9%	±	13.2%	86.8%	78.9%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	76	0.0%	1.3%	2.6%	2.6%	26.3%	67.1%	±	3.9%	96.1%	93.4%
3. My child is accepted within the school community.	75	2.7%	1.3%	4.0%	10.7%	22.7%	58.7%	±	8.0%	92.0%	81.3%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	78	9.0%	3.8%	2.6%	11.5%	34.6%	37.2%	1.3%	15.4%	83.3%	71.8%
5. All special education services identified in my child's IEP have been provided.	76	2.6%	5.3%	3.9%	7.9%	36.8%	42.1%	1.3%	11.8%	86.8%	78.9%
6. Staff is appropriately trained and able to provide my child's specific program and services.	75	4.0%	2.7%	5.3%	9.3%	25.3%	50.7%	2.7%	12.0%	85.3%	76.0%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	76	2.6%	0.0%	1.3%	9.2%	26.3%	59.2%	1.3%	3.9%	94.7%	85.5%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	75	4.0%	0.0%	5.3%	14.7%	25.3%	45.3%	5.3%	9.3%	85.3%	70.7%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	74	2.7%	4.1%	1.4%	16.2%	20.3%	50.0%	5.4%	8.1%	86.5%	70.3%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	78	1.3%	1.3%	1.3%	15.4%	17.9%	62.8%	±	3.8%	96.2%	80.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	76	3.9%	3.9%	1.3%	7.9%	11.8%	71.1%	±	9.2%	90.8%	82.9%
12. I understand what is discussed at meetings to develop my child's IEP.	76	1.3%	2.6%	1.3%	9.2%	25.0%	60.5%	±	5.3%	94.7%	85.5%
13. My concerns and recommendations are documented in the development of my child's IEP.	76	5.3%	1.3%	6.6%	7.9%	26.3%	52.6%	±	13.2%	86.8%	78.9%
14. My child's evaluation report is written in terms I understand.	76	6.6%	2.6%	2.6%	3.9%	30.3%	53.9%	±	11.8%	88.2%	84.2%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	75	4.0%	0.0%	4.0%	1.3%	21.3%	69.3%	±	8.0%	92.0%	90.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	78	6.4%	6.4%	3.8%	12.8%	17.9%	52.6%	±	16.7%	83.3%	70.5%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	77	3.9%	2.6%	3.9%	15.6%	18.2%	55.8%	±	10.4%	89.6%	74.0%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	76	2.6%	0.0%	2.6%	6.6%	10.5%	77.6%	±	5.3%	94.7%	88.2%
19. If necessary, a translator was provided at the PPT meetings.	47	14.9%	0.0%	2.1%	10.6%	14.9%	57.4%	±	17.0%	83.0%	72.3%
20. The translation services provided at the PPT meetings were useful and accurate.	44	18.2%	0.0%	4.5%	9.1%	11.4%	56.8%	±	22.7%	77.3%	68.2%
21. The school district proposed the regular classroom for my child as the first placement option.	77	11.7%	5.2%	1.3%	9.1%	15.6%	41.6%	15.6%	18.2%	66.2%	57.1%

Table is continued on the next page.

## APPENDIX A.1: NORWICH SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	68	48.5%	13.2%	2.9%	5.9%	4.4%	25.0%	±	64.7%	35.3%	29.4%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	76	1.3%	2.6%	1.3%	7.9%	10.5%	76.3%	±	5.3%	94.7%	86.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	75	9.3%	4.0%	9.3%	6.7%	8.0%	62.7%	±	22.7%	77.3%	70.7%
25. 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).	76	18.4%	2.6%	3.9%	9.2%	15.8%	30.3%	19.7%	25.0%	55.3%	46.1%
26. 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.	72	43.1%	11.1%	9.7%	8.3%	8.3%	19.4%	±	63.9%	36.1%	27.8%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	71	53.5%	12.7%	5.6%	4.2%	9.9%	14.1%	±	71.8%	28.2%	23.9%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	76	25.0%	7.9%	6.6%	7.9%	9.2%	19.7%	23.7%	39.5%	36.8%	28.9%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	75	20.0%	5.3%	5.3%	8.0%	9.3%	17.3%	34.7%	30.7%	34.7%	26.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	78	7.7%	3.8%	2.6%	12.8%	28.2%	44.9%	±	14.1%	85.9%	73.1%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	74	8.1%	6.8%	2.7%	18.9%	23.0%	40.5%	±	17.6%	82.4%	63.5%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	13	15.4%	0.0%	7.7%	0.0%	7.7%	69.2%	±	23.1%	76.9%	76.9%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	15	6.7%	0.0%	0.0%	6.7%	53.3%	33.3%	±	6.7%	93.3%	86.7%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	16	6.3%	0.0%	6.3%	6.3%	12.5%	37.5%	31.3%	12.5%	56.3%	50.0%
35. The PPT introduced planning for my child's transition to adulthood.	16	18.8%	6.3%	18.8%	0.0%	18.8%	37.5%	±	43.8%	56.3%	56.3%
36. The school district actively encourages my child to attend and participate in PPT meetings.	16	0.0%	0.0%	0.0%	6.3%	6.3%	87.5%	±	0.0%	100.0%	93.8%
37. The PPT discussed an appropriate course of study at the high school for my child.	16	6.3%	0.0%	6.3%	0.0%	31.3%	56.3%	±	12.5%	87.5%	87.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	15	13.3%	13.3%	13.3%	6.7%	33.3%	20.0%	±	40.0%	60.0%	53.3%

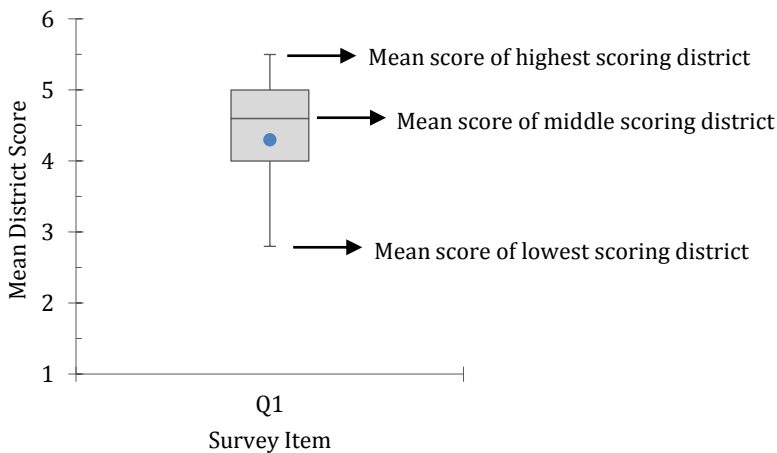
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: NORWICH BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

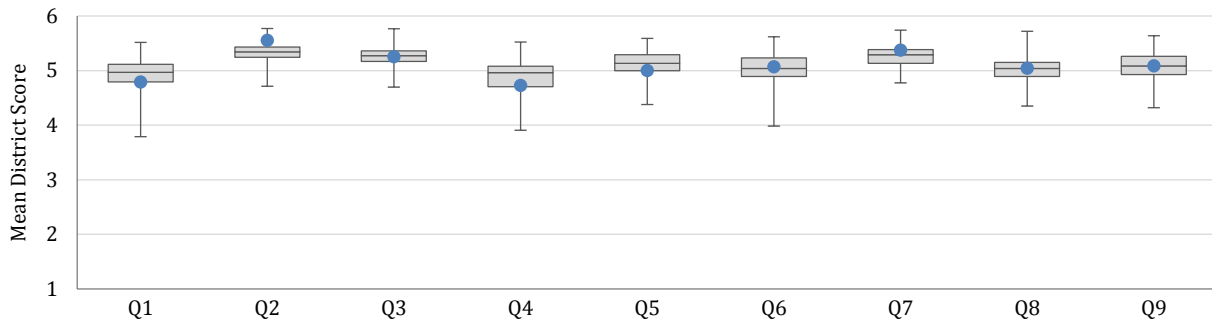
<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

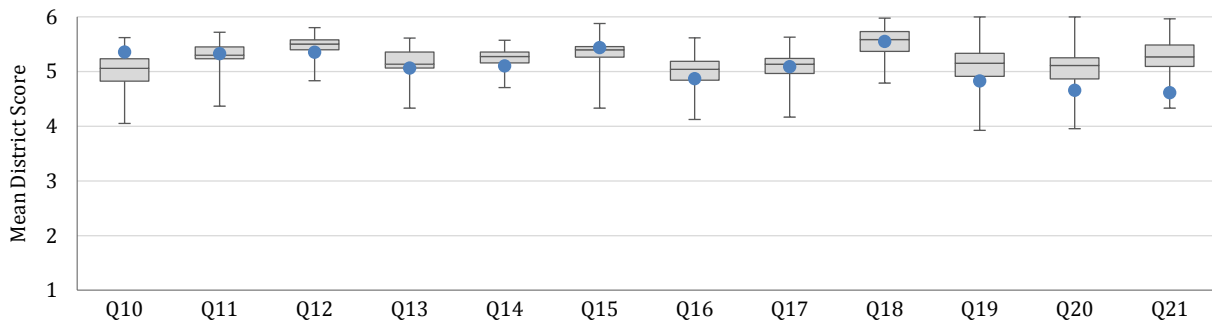


## APPENDIX A.2: NORWICH BOX-AND-WHISKER CHARTS (CONTINUED)

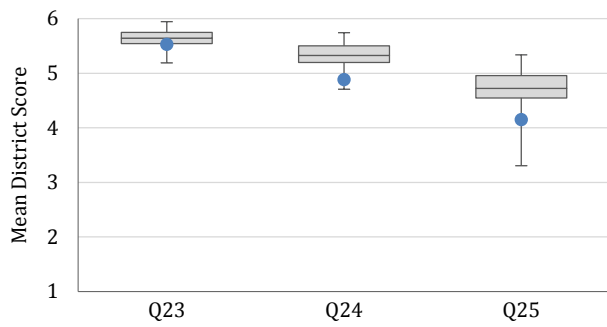
### SATISFACTION WITH MY CHILD'S PROGRAM



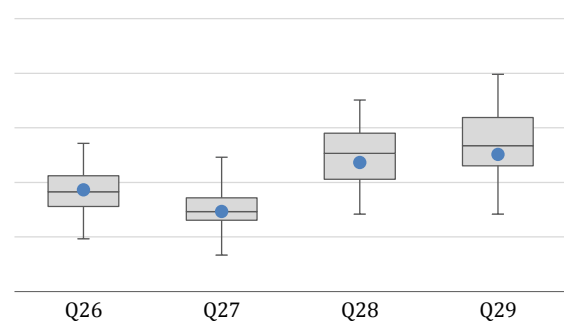
### PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



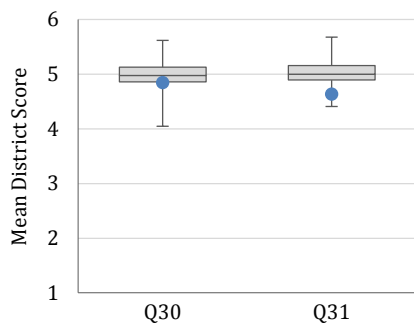
### MY CHILD'S PARTICIPATION



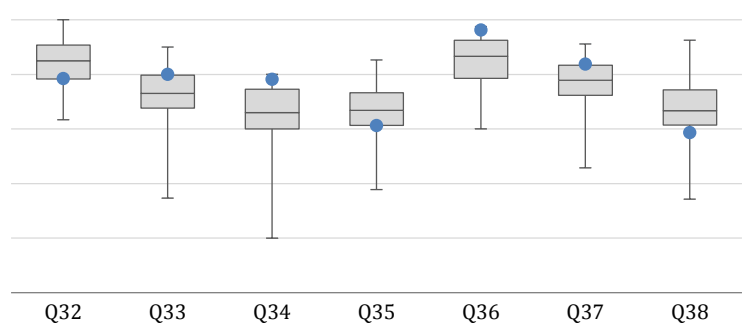
### PARENT TRAINING AND SUPPORT



### MY CHILD'S SKILLS



### TRANSITION PLANNING



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Plainfield Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207



---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Plainfield Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Plainfield Survey Findings</u>	Page 7
A.1: Plainfield Survey Response Table	Page 8
A.2: Plainfield Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

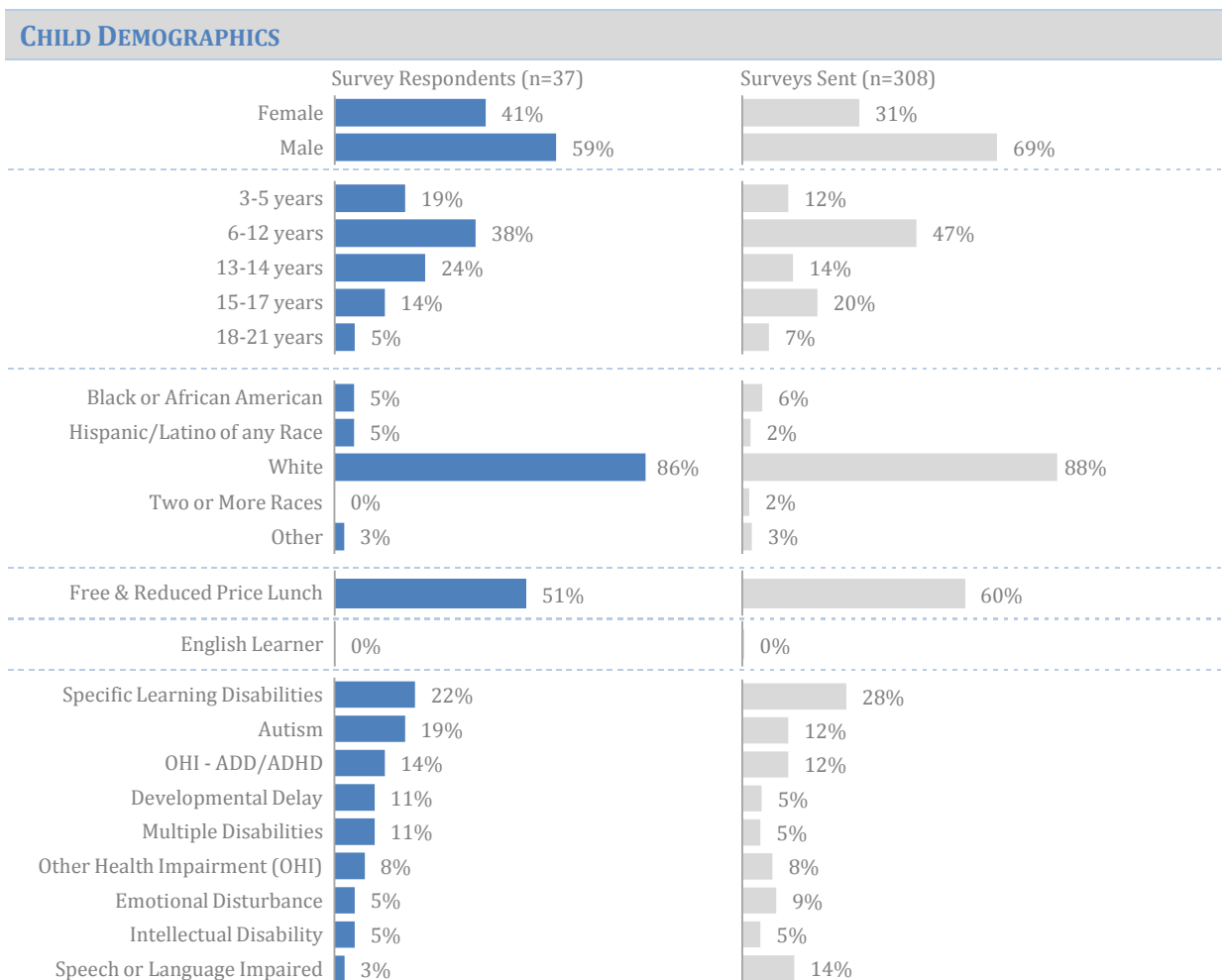
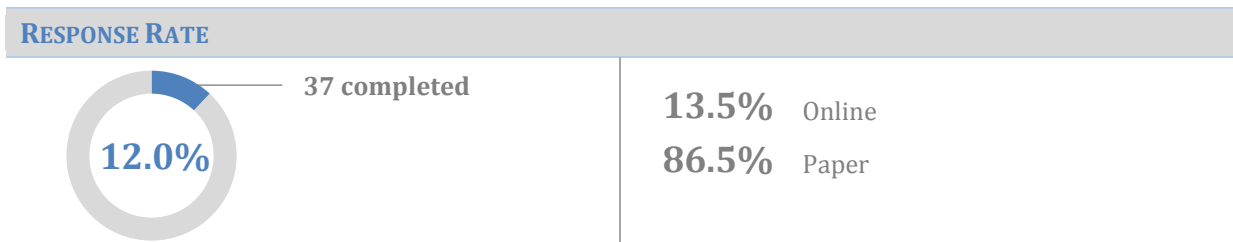
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Plainfield Nexus District.

DELIVERY METHOD			
Mail	<b>308</b>	Mail Non-Deliverable Rate	<b>2.6%</b> (n=8)
Email	<b>23.4%</b> (n=72)	Email Non-Deliverable Rate	<b>16.7%</b> (n=12)





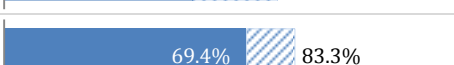
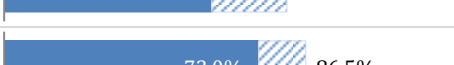


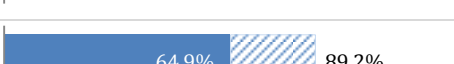






Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.



## SECTION II: SURVEY RESULTS

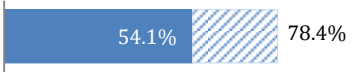
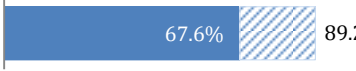
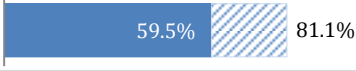
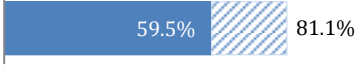
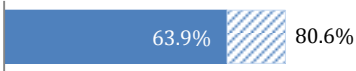



The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Plainfield Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=37]	 43.2% 81.1%	83.8%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=37]	 73.0% 89.2%	89.2%
3. My child is accepted within the school community. [n=36]	 47.2% 83.3%	91.7%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=37]	 54.1% 78.4%	83.8%
5. All special education services identified in my child’s IEP have been provided. [n=36]	 69.4% 83.3%	88.9%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=37]	 59.5% 81.1%	86.5%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=37]	 73.0% 86.5%	91.9%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=37]	 43.2% 75.7%	89.2%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=37]	 54.1% 77.7%	89.2%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=37]	 59.5% 88.4%	94.6%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=37]	 64.9% 89.2%	94.6%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=37]	 56.8% 86.5%	91.9%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=36]	 66.7% 83.3%	91.7%
KEY:  Strongly Agree  Moderately Agree		



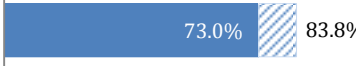

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

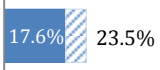
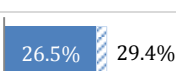


*Participation in My Child's Program (Continued)*



14. My child's evaluation report is written in terms I understand. [n=37]		91.9%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=37]		94.6%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=37]		86.5%
17. 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=37]		83.8%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=36]		86.1%
19. If necessary, a translator was provided at the PPT meetings. [n=25]		76.0%
20. The translation services provided at the PPT meetings were useful and accurate. [n=21]		85.7%
21. The school district proposed the regular classroom for my child as the first placement option. [n=36]		75.0%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=32]		21.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=37]		86.5%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=37]		89.2%
25. 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=36]		55.6%

*Parent Training and Support*

26. 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=34]		23.5%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=34]		38.2%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=35]		40.0%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=35]		37.1%

KEY:  Strongly Agree  Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=37]		81.1%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=33]		81.8%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=5]		60.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=9]		77.8%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=8]		50.0%
35. The PPT introduced planning for my child's transition to adulthood. [n=8]		62.5%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=9]		77.8%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=9]		77.8%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=9]		77.8%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

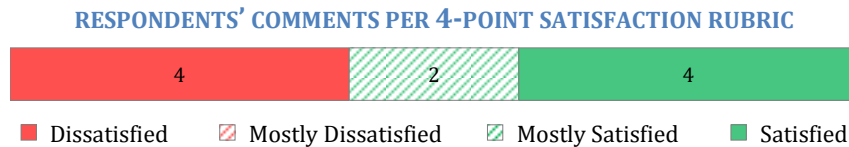
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 37 surveys completed by parents in the Plainfield Nexus District, 27.0% (n=10) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *I have been very blessed with those who work with my son. They all have been amazing and are a huge part of our lives. I couldn't ask for anyone better.*
- *I think overall the school system is doing a great job on the IEP and PPT planning teams. My children have come a long way in their school years.*
- *We have seen a big change in our daughter for the better with organizational skills and with her attitude with school. Now if we see her attitude change or struggle we meet with the teachers and change things so she remains happy at school.*

### COMMENTS EXPRESSING DISSATISFACTION

- *My child is in need of another evaluation. The district is giving me a hard time about doing it, even though it was recommended as my son grows and changes. I feel that the school does not adequately have the resources available to help teach my son the social behaviors needed for his life.*
- *My son is going to be in high school. He can't read past the 3rd grade level and doesn't know multiplication or division. The school doesn't think it's important. He doesn't get help outside of the classroom. No one-on-one help. It's frustrating.*
- *The administrator conducting the PPT meeting is not always welcoming and does not foster a sense of team commitment. I often feel that I have to push to be thought of as part of my child's team.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

**APPENDIX A | PLAINFIELD SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: PLAINFIELD SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	37	2.7%	8.1%	5.4%	2.7%	37.8%	43.2%	±	16.2%	83.8%	81.1%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	37	0.0%	10.8%	0.0%	0.0%	16.2%	73.0%	±	10.8%	89.2%	89.2%
3. My child is accepted within the school community.	36	0.0%	5.6%	2.8%	8.3%	36.1%	47.2%	±	8.3%	91.7%	83.3%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	37	8.1%	2.7%	2.7%	5.4%	24.3%	54.1%	2.7%	13.5%	83.8%	78.4%
5. All special education services identified in my child's IEP have been provided.	36	2.8%	2.8%	5.6%	5.6%	13.9%	69.4%	0.0%	11.1%	88.9%	83.3%
6. Staff is appropriately trained and able to provide my child's specific program and services.	37	2.7%	8.1%	2.7%	5.4%	21.6%	59.5%	0.0%	13.5%	86.5%	81.1%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	37	2.7%	2.7%	2.7%	5.4%	13.5%	73.0%	0.0%	8.1%	91.9%	86.5%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	37	2.7%	2.7%	2.7%	13.5%	32.4%	43.2%	2.7%	8.1%	89.2%	75.7%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	37	0.0%	2.7%	8.1%	13.5%	21.6%	54.1%	0.0%	10.8%	89.2%	75.7%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	37	0.0%	2.7%	2.7%	16.2%	18.9%	59.5%	±	5.4%	94.6%	78.4%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	37	0.0%	5.4%	0.0%	5.4%	24.3%	64.9%	±	5.4%	94.6%	89.2%
12. I understand what is discussed at meetings to develop my child's IEP.	37	0.0%	2.7%	5.4%	5.4%	29.7%	56.8%	±	8.1%	91.9%	86.5%
13. My concerns and recommendations are documented in the development of my child's IEP.	36	2.8%	5.6%	0.0%	8.3%	16.7%	66.7%	±	8.3%	91.7%	83.3%
14. My child's evaluation report is written in terms I understand.	37	2.7%	2.7%	2.7%	13.5%	24.3%	54.1%	±	8.1%	91.9%	78.4%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	37	0.0%	5.4%	0.0%	5.4%	21.6%	67.6%	±	5.4%	94.6%	89.2%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	37	2.7%	8.1%	2.7%	5.4%	21.6%	59.5%	±	13.5%	86.5%	81.1%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	37	2.7%	5.4%	8.1%	2.7%	21.6%	59.5%	±	16.2%	83.8%	81.1%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	36	5.6%	5.6%	2.8%	5.6%	16.7%	63.9%	±	13.9%	86.1%	80.6%
19. If necessary, a translator was provided at the PPT meetings.	25	24.0%	0.0%	0.0%	20.0%	0.0%	56.0%	±	24.0%	76.0%	56.0%
20. The translation services provided at the PPT meetings were useful and accurate.	21	14.3%	0.0%	0.0%	23.8%	4.8%	57.1%	±	14.3%	85.7%	61.9%
21. The school district proposed the regular classroom for my child as the first placement option.	36	2.8%	2.8%	0.0%	8.3%	16.7%	50.0%	19.4%	5.6%	75.0%	66.7%

Table is continued on the next page.

## APPENDIX A.1: PLAINFIELD SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	32	68.8%	6.3%	3.1%	9.4%	6.3%	6.3%	±	78.1%	21.9%	12.5%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	37	5.4%	5.4%	2.7%	0.0%	8.1%	78.4%	±	13.5%	86.5%	86.5%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	37	8.1%	0.0%	2.7%	5.4%	10.8%	73.0%	±	10.8%	89.2%	83.8%
25. 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).	36	11.1%	5.6%	2.8%	2.8%	8.3%	44.4%	25.0%	19.4%	55.6%	52.8%
26. 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.	34	61.8%	2.9%	11.8%	0.0%	5.9%	17.6%	±	76.5%	23.5%	23.5%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	34	50.0%	2.9%	8.8%	8.8%	2.9%	26.5%	±	61.8%	38.2%	29.4%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	35	20.0%	2.9%	8.6%	5.7%	5.7%	28.6%	28.6%	31.4%	40.0%	34.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	35	20.0%	2.9%	5.7%	5.7%	5.7%	25.7%	34.3%	28.6%	37.1%	31.4%
30. My child is learning skills that will enable him/her to be as independent as possible.	37	10.8%	2.7%	5.4%	0.0%	21.6%	59.5%	±	18.9%	81.1%	81.1%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	33	9.1%	3.0%	6.1%	6.1%	18.2%	57.6%	±	18.2%	81.8%	75.8%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	5	0.0%	0.0%	40.0%	0.0%	0.0%	60.0%	±	40.0%	60.0%	60.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	9	11.1%	0.0%	11.1%	11.1%	11.1%	55.6%	±	22.2%	77.8%	66.7%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	8	25.0%	0.0%	0.0%	12.5%	0.0%	37.5%	25.0%	25.0%	50.0%	37.5%
35. The PPT introduced planning for my child's transition to adulthood.	8	25.0%	0.0%	12.5%	0.0%	12.5%	50.0%	±	37.5%	62.5%	62.5%
36. The school district actively encourages my child to attend and participate in PPT meetings.	9	22.2%	0.0%	0.0%	0.0%	0.0%	77.8%	±	22.2%	77.8%	77.8%
37. The PPT discussed an appropriate course of study at the high school for my child.	9	11.1%	0.0%	11.1%	11.1%	11.1%	55.6%	±	22.2%	77.8%	66.7%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	9	11.1%	11.1%	0.0%	33.3%	0.0%	44.4%	±	22.2%	77.8%	44.4%

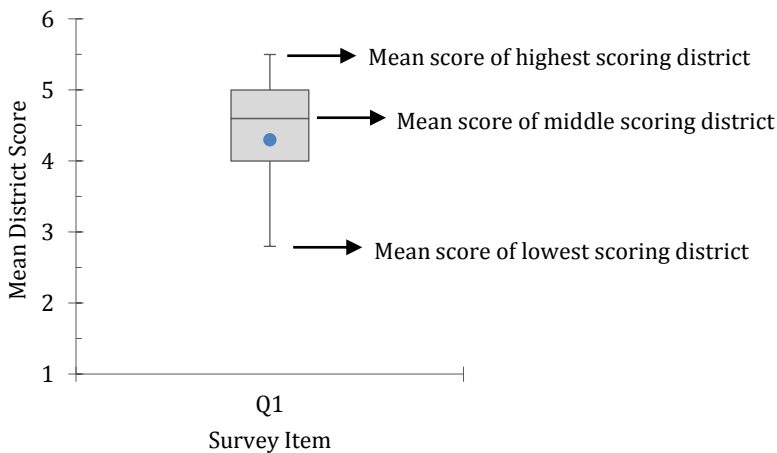
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: PLAINFIELD BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

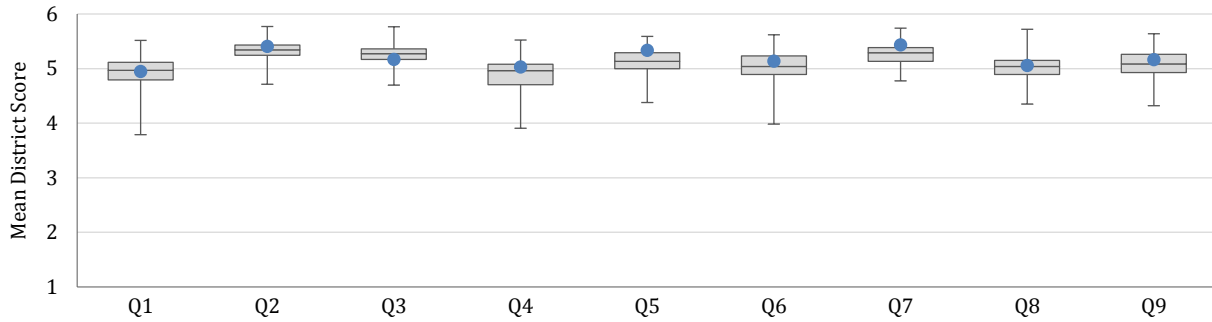
<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

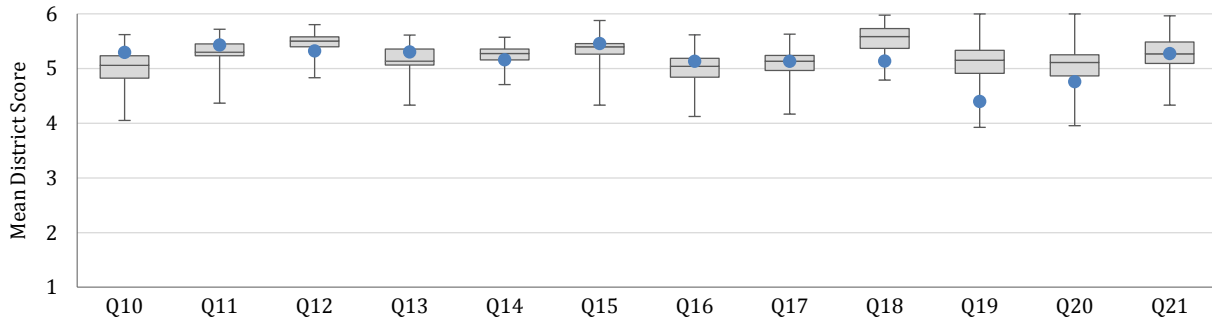


**APPENDIX A.2: PLAINFIELD BOX-AND-WHISKER CHARTS (CONTINUED)**

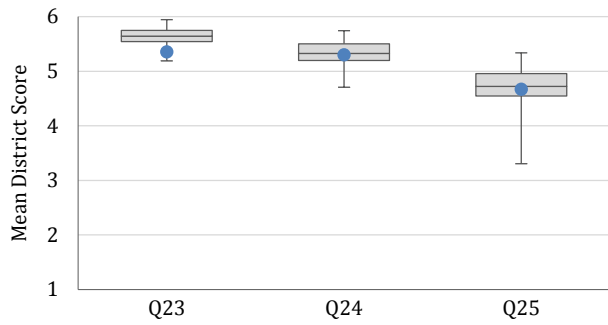
**SATISFACTION WITH MY CHILD'S PROGRAM**



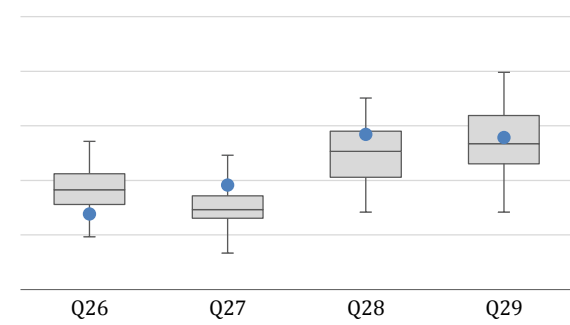
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



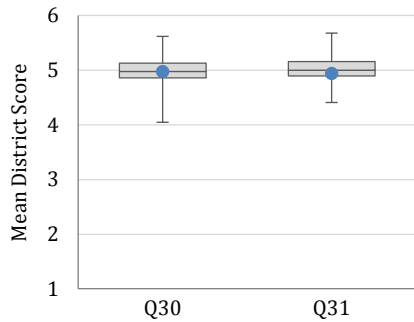
**MY CHILD'S PARTICIPATION**



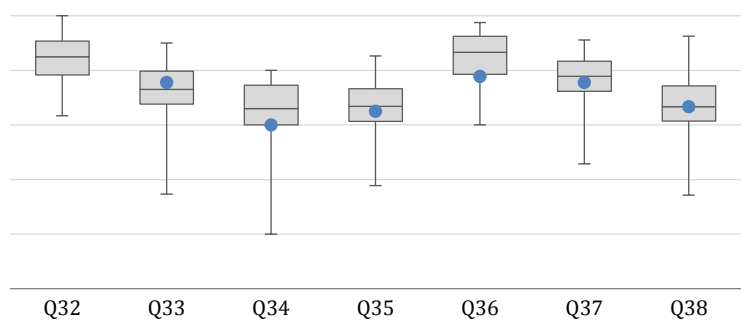
**PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS**



**TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Plymouth Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Plymouth Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Plymouth Survey Findings</u>	Page 7
A.1: Plymouth Survey Response Table	Page 8
A.2: Plymouth Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

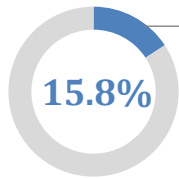
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Plymouth Nexus District.

### DELIVERY METHOD

Mail	253	Mail Non-Deliverable Rate	5.9% (n=15)
Email	62.8% (n=159)	Email Non-Deliverable Rate	6.9% (n=11)

### RESPONSE RATE

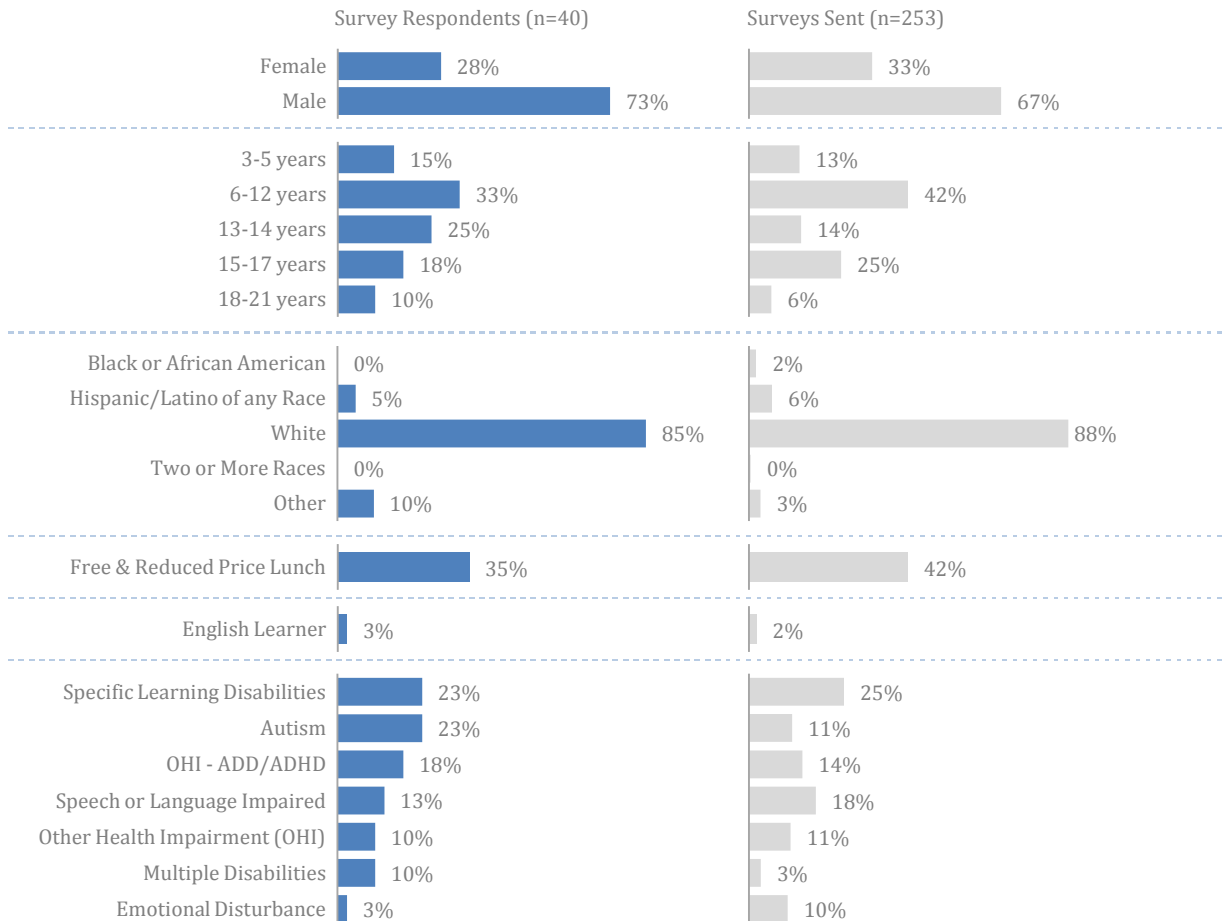


40 completed

37.5% Online

62.5% Paper

### CHILD DEMOGRAPHICS






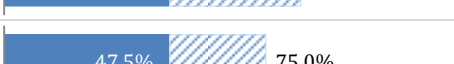




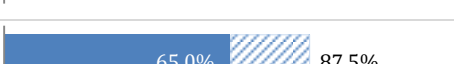

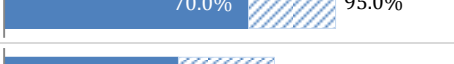




Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.



## SECTION II: SURVEY RESULTS


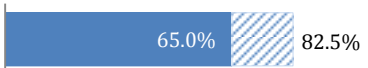

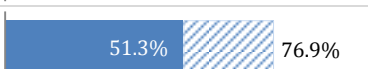




The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Plymouth Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=40]	 32.5% 70.0%	90.0%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=40]	 47.5% 87.5%	95.0%
3. My child is accepted within the school community. [n=40]	 52.5% 87.5%	95.0%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=40]	 32.5% 75.0%	87.5%
5. All special education services identified in my child’s IEP have been provided. [n=40]	 47.5% 85.0%	87.5%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=40]	 47.5% 75.0%	87.5%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=40]	 50.0% 82.5%	92.5%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=39]	 33.3% 79.5%	89.7%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=39]	 38.5% 76.9%	89.7%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=40]	 50.0% 75.0%	90.0%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=40]	 65.0% 87.5%	95.0%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=40]	 70.0% 95.0%	97.5%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=40]	 50.0% 77.5%	87.5%
KEY:  Strongly Agree  Moderately Agree		



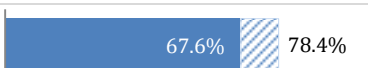

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------





*Participation in My Child's Program (Continued)*



14. My child's evaluation report is written in terms I understand. [n=40]		95.0%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=40]		87.5%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=39]		87.2%
17. 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=39]		87.2%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=39]		87.2%
19. If necessary, a translator was provided at the PPT meetings. [n=18]		77.8%
20. The translation services provided at the PPT meetings were useful and accurate. [n=15]		73.3%
21. The school district proposed the regular classroom for my child as the first placement option. [n=38]		68.4%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=32]		15.6%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=39]		100.0%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=37]		86.5%
25. 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=38]		50.0%

*Parent Training and Support*

26. 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=38]		42.1%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=36]		41.7%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=39]		35.9%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=39]		48.7%

KEY:  Strongly Agree  Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=39]	28.2% 61.5%	82.1%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=39]	33.3% 64.1%	82.1%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=4]	50.0% 50.0%	50.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=11]	18.2% 63.6%	81.8%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=11]	27.3% 27.3%	36.4%
35. The PPT introduced planning for my child's transition to adulthood. [n=11]	18.2% 45.5%	63.6%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=11]	36.4% 45.5%	90.9%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=11]	45.5% 54.5%	63.6%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=11]	45.5% 45.5%	54.5%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

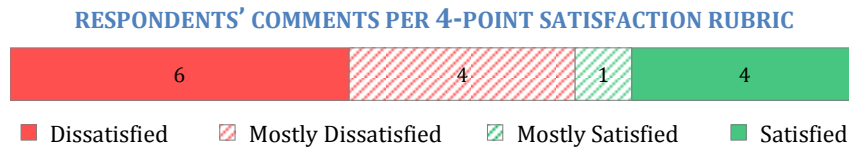
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: Strongly Agree Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 40 surveys completed by parents in the Plymouth Nexus District, 37.5% (n=15) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *Everyone at both the middle school and high school have been proactive in helping my son with what he needs to succeed. I am always involved and encouraged to be. A great group of people at both schools. I am very satisfied with all the help and assistance my son has been receiving. Happy mom and son.*
- *Overall, I am pleased with the support my son has received in middle school.*

### COMMENTS EXPRESSING DISSATISFACTION

- *It has been a challenge to get my son what he needs – they only provide the bare minimum.*
- *I was not satisfied with the way my child's education was handled until he was outplaced – since then he has done very well. I have repeatedly asked for information on available programs for after graduation until he is 21 so I can research them but to-date I have not received anything.*
- *Plymouth has had too many teachers and administrators leave the district in recent months. The inconsistency in staff has led to many problems within the district and specifically to my child's education.*
- *Overall, I feel my child was not pushed to his full potential and was somewhat babied. I understand his limitations but also the need to not let him just give up because something is challenging or new. He needs to develop good study habits, learn that he does need to be challenged with new things, and be given a realistic view of what is going to be expected of him as an adult so he can learn the skills to cope with those future challenges now.*
- *I disagree with punishments (i.e. detention for behaviors he has no control over due to his impairment). Our school does this frequently.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

**APPENDIX A | PLYMOUTH SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: PLYMOUTH SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	40	5.0%	2.5%	2.5%	20.0%	37.5%	32.5%	±	10.0%	90.0%	70.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	40	0.0%	0.0%	5.0%	7.5%	40.0%	47.5%	±	5.0%	95.0%	87.5%
3. My child is accepted within the school community.	40	0.0%	0.0%	5.0%	7.5%	35.0%	52.5%	±	5.0%	95.0%	87.5%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	40	5.0%	5.0%	2.5%	12.5%	42.5%	32.5%	0.0%	12.5%	87.5%	75.0%
5. All special education services identified in my child's IEP have been provided.	40	2.5%	7.5%	2.5%	2.5%	37.5%	47.5%	0.0%	12.5%	87.5%	85.0%
6. Staff is appropriately trained and able to provide my child's specific program and services.	40	5.0%	0.0%	2.5%	12.5%	27.5%	47.5%	5.0%	7.5%	87.5%	75.0%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	40	2.5%	0.0%	5.0%	10.0%	32.5%	50.0%	0.0%	7.5%	92.5%	82.5%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	39	5.1%	2.6%	2.6%	10.3%	46.2%	33.3%	0.0%	10.3%	89.7%	79.5%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	39	2.6%	0.0%	7.7%	12.8%	38.5%	38.5%	0.0%	10.3%	89.7%	76.9%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	40	2.5%	2.5%	5.0%	15.0%	25.0%	50.0%	±	10.0%	90.0%	75.0%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	40	0.0%	2.5%	2.5%	7.5%	22.5%	65.0%	±	5.0%	95.0%	87.5%
12. I understand what is discussed at meetings to develop my child's IEP.	40	0.0%	2.5%	0.0%	2.5%	25.0%	70.0%	±	2.5%	97.5%	95.0%
13. My concerns and recommendations are documented in the development of my child's IEP.	40	5.0%	2.5%	5.0%	10.0%	27.5%	50.0%	±	12.5%	87.5%	77.5%
14. My child's evaluation report is written in terms I understand.	40	0.0%	5.0%	0.0%	10.0%	35.0%	50.0%	±	5.0%	95.0%	85.0%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	40	5.0%	0.0%	7.5%	5.0%	17.5%	65.0%	±	12.5%	87.5%	82.5%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	39	2.6%	5.1%	5.1%	23.1%	30.8%	33.3%	±	12.8%	87.2%	64.1%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	39	2.6%	2.6%	7.7%	10.3%	25.6%	51.3%	±	12.8%	87.2%	76.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	39	5.1%	7.7%	0.0%	7.7%	25.6%	53.8%	±	12.8%	87.2%	79.5%
19. If necessary, a translator was provided at the PPT meetings.	18	11.1%	0.0%	11.1%	11.1%	22.2%	44.4%	±	22.2%	77.8%	66.7%
20. The translation services provided at the PPT meetings were useful and accurate.	15	13.3%	0.0%	13.3%	20.0%	26.7%	26.7%	±	26.7%	73.3%	53.3%
21. The school district proposed the regular classroom for my child as the first placement option.	38	7.9%	2.6%	2.6%	5.3%	21.1%	42.1%	18.4%	13.2%	68.4%	63.2%

Table is continued on the next page.

## APPENDIX A.1: PLYMOUTH SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	32	78.1%	3.1%	3.1%	0.0%	9.4%	6.3%	±	84.4%	15.6%	15.6%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	39	0.0%	0.0%	0.0%	2.6%	15.4%	82.1%	±	0.0%	100.0%	97.4%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	37	2.7%	5.4%	5.4%	8.1%	10.8%	67.6%	±	13.5%	86.5%	78.4%
25. 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).	38	13.2%	2.6%	7.9%	5.3%	13.2%	31.6%	26.3%	23.7%	50.0%	44.7%
26. 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.	38	42.1%	7.9%	7.9%	15.8%	18.4%	7.9%	±	57.9%	42.1%	26.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	36	36.1%	8.3%	13.9%	13.9%	5.6%	22.2%	±	58.3%	41.7%	27.8%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	39	10.3%	12.8%	10.3%	12.8%	12.8%	10.3%	30.8%	33.3%	35.9%	23.1%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	39	5.1%	2.6%	7.7%	10.3%	23.1%	15.4%	35.9%	15.4%	48.7%	38.5%
30. My child is learning skills that will enable him/her to be as independent as possible.	39	10.3%	2.6%	5.1%	20.5%	33.3%	28.2%	±	17.9%	82.1%	61.5%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	39	10.3%	2.6%	5.1%	17.9%	30.8%	33.3%	±	17.9%	82.1%	64.1%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	4	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%	±	50.0%	50.0%	50.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	11	0.0%	9.1%	9.1%	18.2%	45.5%	18.2%	±	18.2%	81.8%	63.6%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	11	9.1%	0.0%	36.4%	9.1%	0.0%	27.3%	18.2%	45.5%	36.4%	27.3%
35. The PPT introduced planning for my child's transition to adulthood.	11	9.1%	9.1%	18.2%	18.2%	27.3%	18.2%	±	36.4%	63.6%	45.5%
36. The school district actively encourages my child to attend and participate in PPT meetings.	11	9.1%	0.0%	0.0%	45.5%	9.1%	36.4%	±	9.1%	90.9%	45.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	11	0.0%	18.2%	18.2%	9.1%	9.1%	45.5%	±	36.4%	63.6%	54.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	11	18.2%	0.0%	27.3%	9.1%	0.0%	45.5%	±	45.5%	54.5%	45.5%

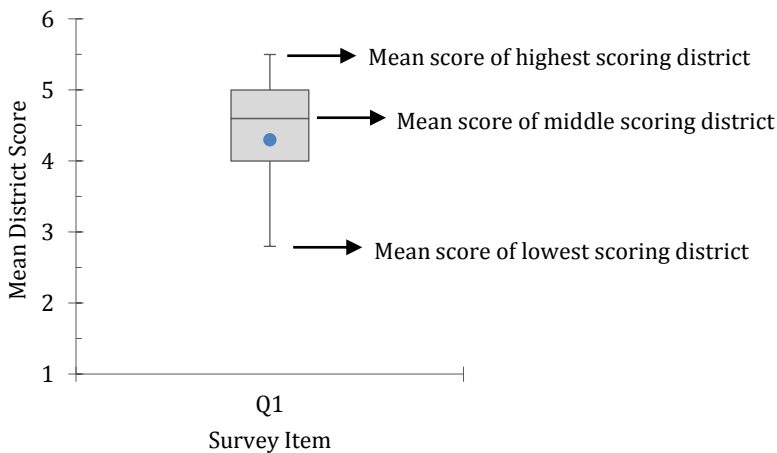
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: PLYMOUTH BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

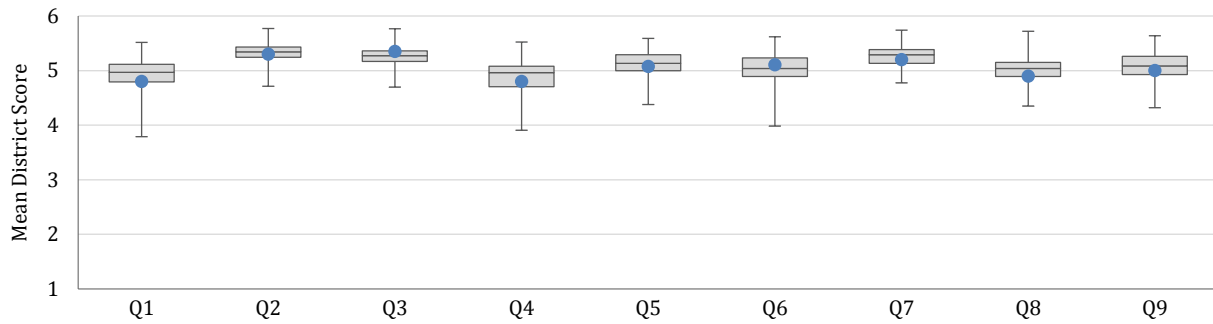
<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

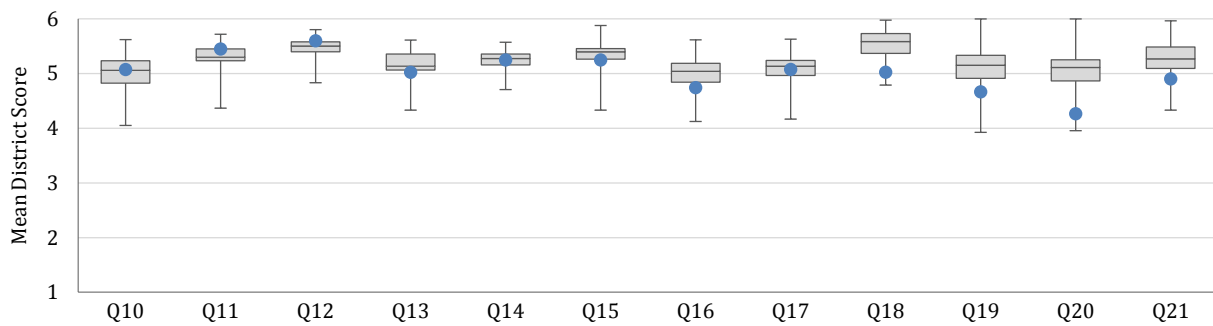


## APPENDIX A.2: PLYMOUTH BOX-AND-WHISKER CHARTS (CONTINUED)

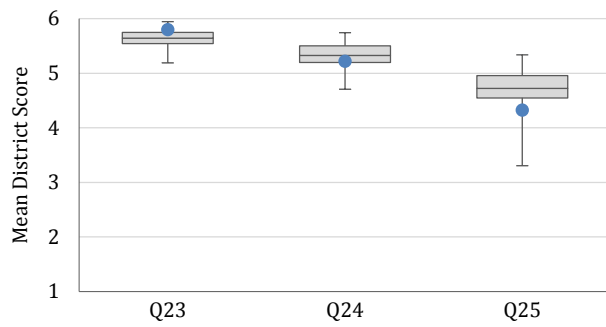
### SATISFACTION WITH MY CHILD'S PROGRAM



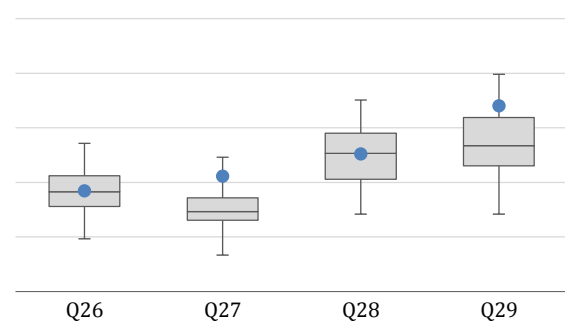
### PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



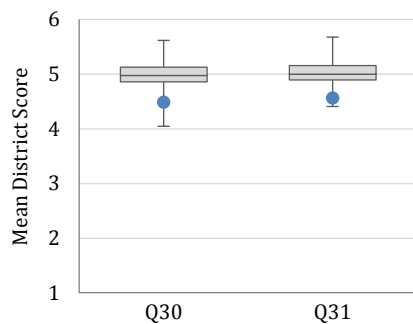
### MY CHILD'S PARTICIPATION



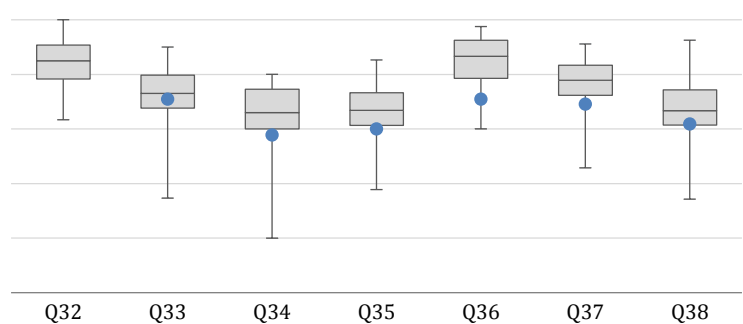
### PARENT TRAINING AND SUPPORT



### MY CHILD'S SKILLS



### TRANSITION PLANNING



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Putnam Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207



---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Putnam Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Putnam Survey Findings</u>	Page 7
A.1: Putnam Survey Response Table	Page 8
A.2: Putnam Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

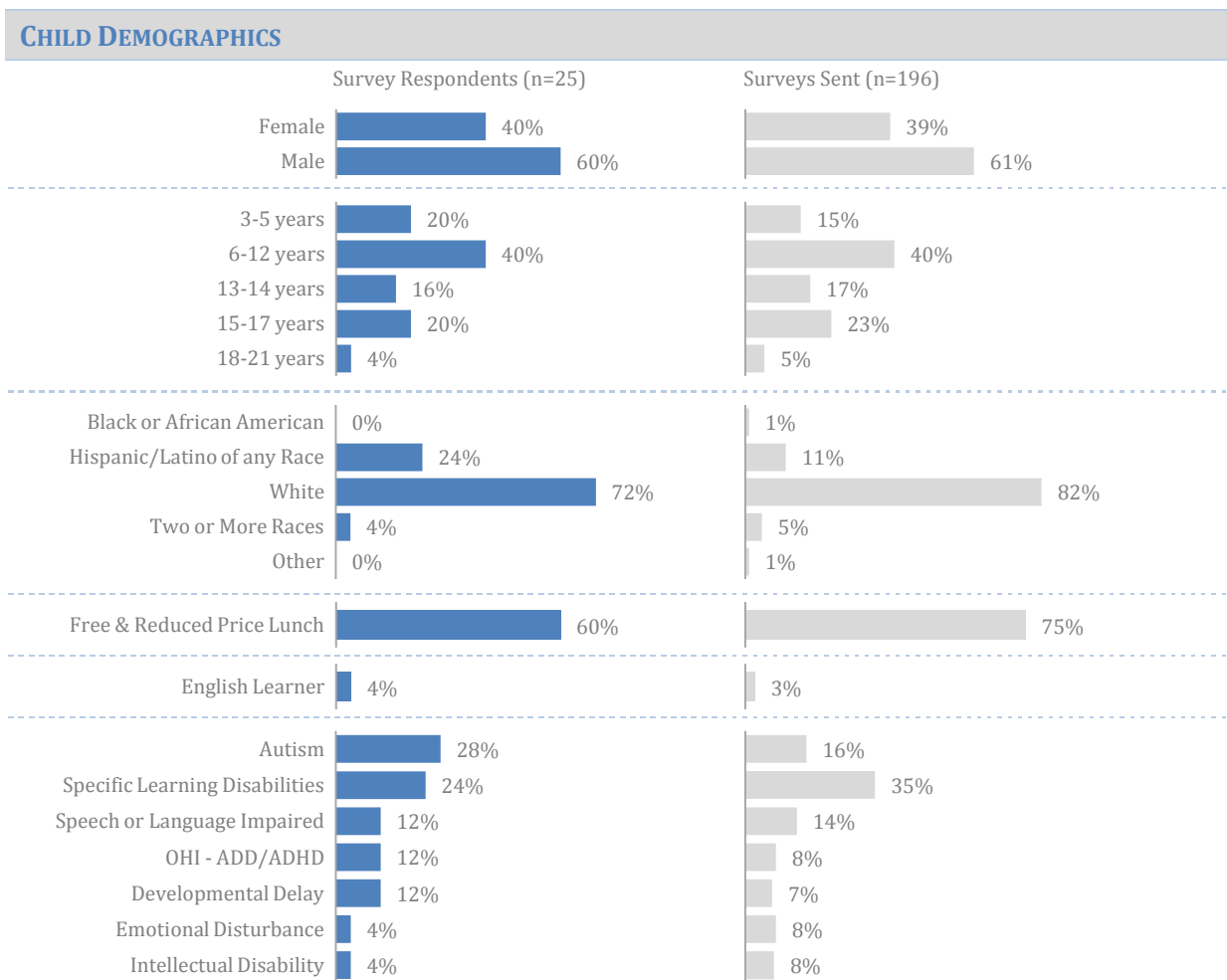
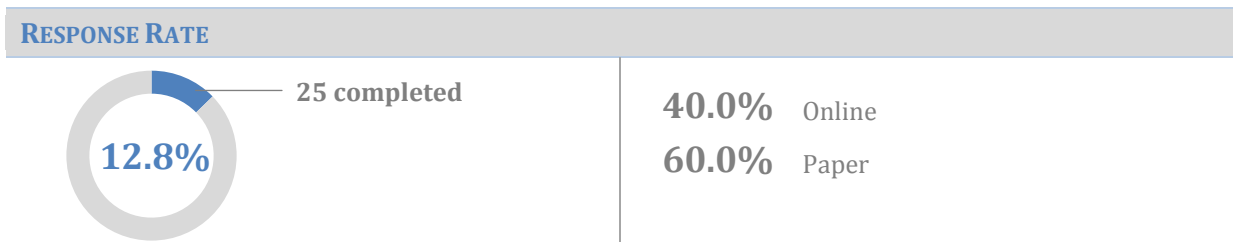
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Putnam Nexus District.

DELIVERY METHOD			
Mail	196	Mail Non-Deliverable Rate	3.1% (n=6)
Email	57.1% (n=112)	Email Non-Deliverable Rate	8.0% (n=9)




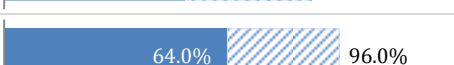






Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.



## SECTION II: SURVEY RESULTS

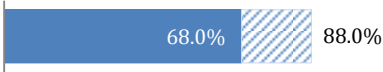

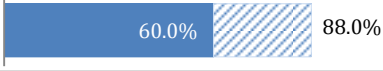
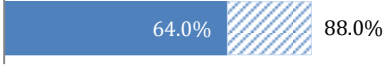

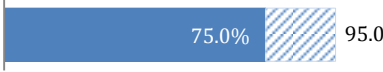
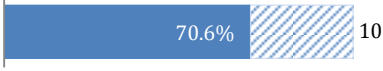

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Putnam Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=25]	 48.0% 92.0%	92.0%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=25]	 64.0% 92.0%	100.0%
3. My child is accepted within the school community. [n=24]	 50.0% 75.0%	91.7%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=25]	 52.0% 88.0%	92.0%
5. All special education services identified in my child’s IEP have been provided. [n=25]	 64.0% 96.0%	96.0%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=25]	 60.0% 92.0%	92.0%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=25]	 60.0% 88.0%	100.0%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=25]	 48.0% 80.0%	88.0%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=25]	 60.0% 84.0%	88.0%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=25]	 60.0% 84.0%	92.0%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=25]	 84.0% 92.0%	96.0%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=25]	 72.0% 96.0%	96.0%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=25]	 60.0% 84.0%	96.0%
KEY:  Strongly Agree  Moderately Agree		

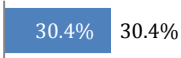
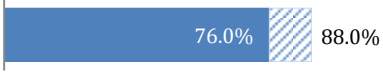
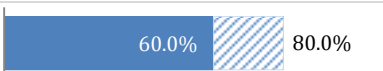
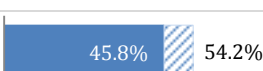
<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

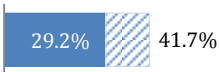

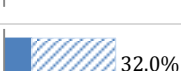

*Participation in My Child's Program (Continued)*



14. My child's evaluation report is written in terms I understand. [n=25]		96.0%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=25]		100.0%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=25]		96.0%
17. 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=25]		96.0%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=25]		100.0%
19. If necessary, a translator was provided at the PPT meetings. [n=20]		95.0%
20. The translation services provided at the PPT meetings were useful and accurate. [n=17]		100.0%
21. The school district proposed the regular classroom for my child as the first placement option. [n=25]		68.0%



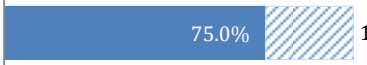
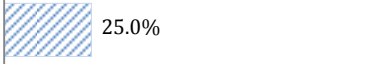
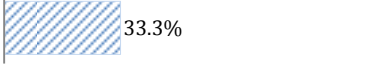
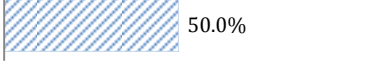



*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=23]		30.4%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=25]		92.0%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=25]		84.0%
25. 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=24]		66.7%

*Parent Training and Support*

26. 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=24]		54.2%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=24]		54.2%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=25]		44.0%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=25]		56.0%

KEY:  Strongly Agree  Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=25]		88.0%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=24]		87.5%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=4]		100.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=4]		50.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=3]		33.3%
35. The PPT introduced planning for my child's transition to adulthood. [n=4]		75.0%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=5]		100.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=5]		80.0%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=4]		0.0%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree    ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 25 surveys completed by parents in the Putnam Nexus District, 28.0% (n=7) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>

RESPONDENTS’ COMMENTS PER 4-POINT SATISFACTION RUBRIC



### COMMENTS EXPRESSING SATISFACTION

- *I'm happy because they are helping my son to write and speak. I see that they are making an effort with my child. [Translation]*
- *Our experience with my son's school and his speech issues were handled professionally by the school. He enjoyed his speech classes and was sad that they ended last year when he "graduated" out of speech.*
- *Our experience with the Putnam Elementary School was 90% positive and we found the majority of administrators, teachers and support staff to be dedicated, caring individuals who went above and beyond to provide the support our son needed to be successful each year. Our son just entered the Putnam Middle School this year and so far, interactions with teachers have been very positive. His special education teacher has been providing excellent communication to us. As she gets to know and understand our son – she asks questions of him and us. We are very much aware that we have been so fortunate to have quality individuals and programs available to him.*

### COMMENTS EXPRESSING DISSATISFACTION

- *Overall, as a parent, I have felt isolated and certainly not a part of my child's school community. My child tries very hard to fit in socially, but in general is more of an outsider than part of her class at large.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents' comments.

**APPENDIX A | PUTNAM SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: PUTNAM SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	25	0.0%	4.0%	4.0%	0.0%	44.0%	48.0%	±	8.0%	92.0%	92.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	25	0.0%	0.0%	0.0%	8.0%	28.0%	64.0%	±	0.0%	100.0%	92.0%
3. My child is accepted within the school community.	24	4.2%	0.0%	4.2%	16.7%	25.0%	50.0%	±	8.3%	91.7%	75.0%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	25	0.0%	8.0%	0.0%	4.0%	36.0%	52.0%	0.0%	8.0%	92.0%	88.0%
5. All special education services identified in my child's IEP have been provided.	25	0.0%	0.0%	4.0%	0.0%	32.0%	64.0%	0.0%	4.0%	96.0%	96.0%
6. Staff is appropriately trained and able to provide my child's specific program and services.	25	4.0%	4.0%	0.0%	0.0%	32.0%	60.0%	0.0%	8.0%	92.0%	92.0%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	25	0.0%	0.0%	0.0%	12.0%	28.0%	60.0%	0.0%	0.0%	100.0%	88.0%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	25	0.0%	0.0%	4.0%	8.0%	32.0%	48.0%	8.0%	4.0%	88.0%	80.0%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	25	0.0%	4.0%	4.0%	4.0%	24.0%	60.0%	4.0%	8.0%	88.0%	84.0%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	25	4.0%	4.0%	0.0%	8.0%	24.0%	60.0%	±	8.0%	92.0%	84.0%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	25	0.0%	0.0%	4.0%	4.0%	8.0%	84.0%	±	4.0%	96.0%	92.0%
12. I understand what is discussed at meetings to develop my child's IEP.	25	0.0%	0.0%	4.0%	0.0%	24.0%	72.0%	±	4.0%	96.0%	96.0%
13. My concerns and recommendations are documented in the development of my child's IEP.	25	0.0%	4.0%	0.0%	12.0%	24.0%	60.0%	±	4.0%	96.0%	84.0%
14. My child's evaluation report is written in terms I understand.	25	0.0%	4.0%	0.0%	8.0%	20.0%	68.0%	±	4.0%	96.0%	88.0%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	25	0.0%	0.0%	0.0%	0.0%	12.0%	88.0%	±	0.0%	100.0%	100.0%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	25	0.0%	4.0%	0.0%	8.0%	28.0%	60.0%	±	4.0%	96.0%	88.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	25	0.0%	4.0%	0.0%	8.0%	24.0%	64.0%	±	4.0%	96.0%	88.0%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	25	0.0%	0.0%	0.0%	0.0%	16.0%	84.0%	±	0.0%	100.0%	100.0%
19. If necessary, a translator was provided at the PPT meetings.	20	5.0%	0.0%	0.0%	0.0%	20.0%	75.0%	±	5.0%	95.0%	95.0%
20. The translation services provided at the PPT meetings were useful and accurate.	17	0.0%	0.0%	0.0%	0.0%	29.4%	70.6%	±	0.0%	100.0%	100.0%
21. The school district proposed the regular classroom for my child as the first placement option.	25	20.0%	0.0%	0.0%	0.0%	36.0%	32.0%	12.0%	20.0%	68.0%	68.0%

Table is continued on the next page.

## APPENDIX A.1: PUTNAM SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	23	60.9%	0.0%	8.7%	0.0%	0.0%	30.4%	±	69.6%	30.4%	30.4%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	25	4.0%	0.0%	4.0%	4.0%	12.0%	76.0%	±	8.0%	92.0%	88.0%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	25	8.0%	8.0%	0.0%	4.0%	20.0%	60.0%	±	16.0%	84.0%	80.0%
25. 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).	24	8.3%	4.2%	0.0%	12.5%	8.3%	45.8%	20.8%	12.5%	66.7%	54.2%
26. 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.	24	29.2%	8.3%	8.3%	12.5%	12.5%	29.2%	±	45.8%	54.2%	41.7%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	24	29.2%	8.3%	8.3%	16.7%	16.7%	20.8%	±	45.8%	54.2%	37.5%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	25	8.0%	8.0%	8.0%	12.0%	24.0%	8.0%	32.0%	24.0%	44.0%	32.0%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	25	4.0%	4.0%	4.0%	16.0%	8.0%	32.0%	32.0%	12.0%	56.0%	40.0%
30. My child is learning skills that will enable him/her to be as independent as possible.	25	4.0%	8.0%	0.0%	4.0%	36.0%	48.0%	±	12.0%	88.0%	84.0%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	24	8.3%	0.0%	4.2%	20.8%	29.2%	37.5%	±	12.5%	87.5%	66.7%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	4	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%	±	0.0%	100.0%	100.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	4	25.0%	25.0%	0.0%	25.0%	25.0%	0.0%	±	50.0%	50.0%	25.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	3	33.3%	0.0%	0.0%	0.0%	33.3%	0.0%	33.3%	33.3%	33.3%	33.3%
35. The PPT introduced planning for my child's transition to adulthood.	4	0.0%	25.0%	0.0%	25.0%	50.0%	0.0%	±	25.0%	75.0%	50.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	5	0.0%	0.0%	0.0%	0.0%	80.0%	20.0%	±	0.0%	100.0%	100.0%
37. The PPT discussed an appropriate course of study at the high school for my child.	5	0.0%	0.0%	20.0%	0.0%	40.0%	40.0%	±	20.0%	80.0%	80.0%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	4	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	±	100.0%	0.0%	0.0%

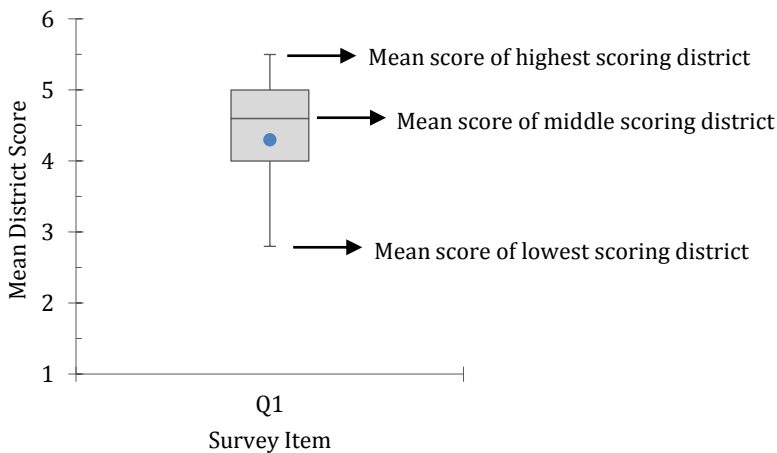
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: PUTNAM BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

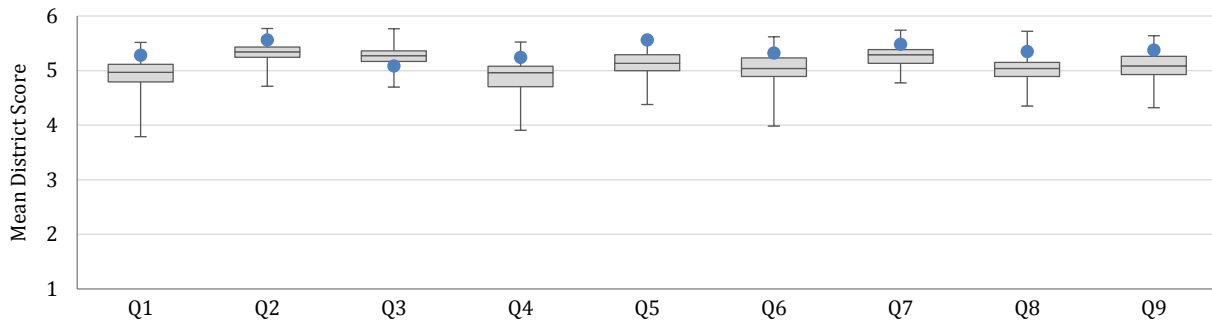
<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

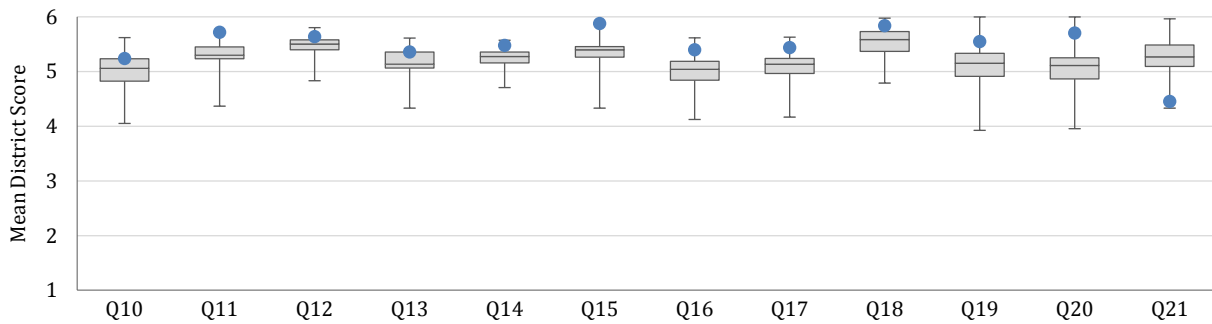


**APPENDIX A.2: PUTNAM BOX-AND-WHISKER CHARTS (CONTINUED)**

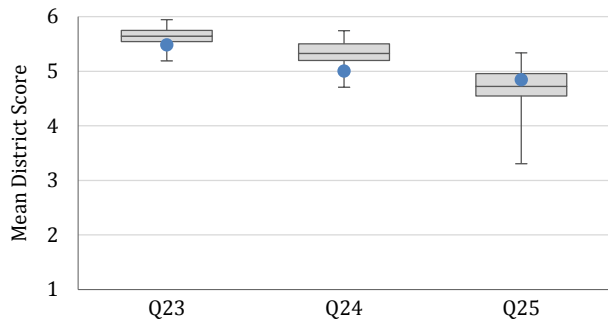
**SATISFACTION WITH MY CHILD'S PROGRAM**



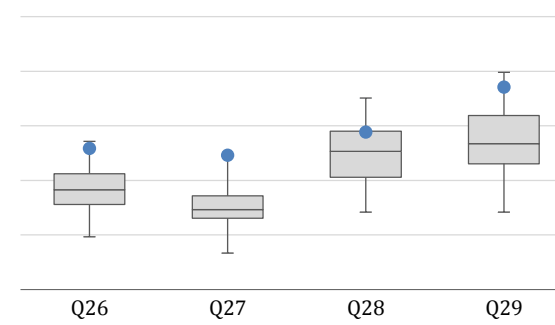
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



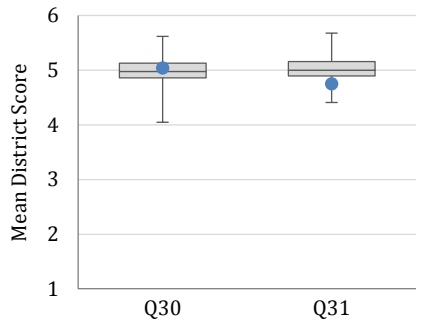
**MY CHILD'S PARTICIPATION**



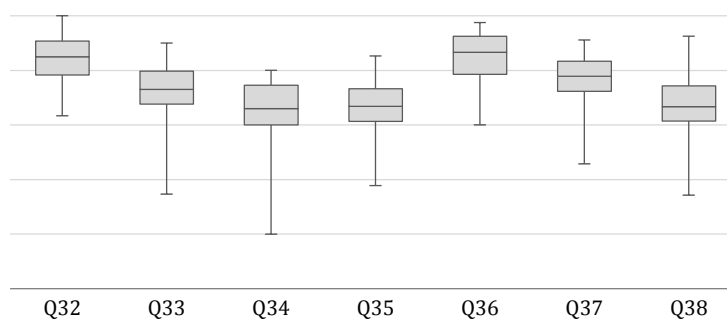
**PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS**



**TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Region 7 Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Region 7 Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

<b>TABLE OF CONTENTS</b>	
<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Region 7 Survey Findings</u>	Page 7
A.1: Region 7 Survey Response Table	Page 8
A.2: Region 7 Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

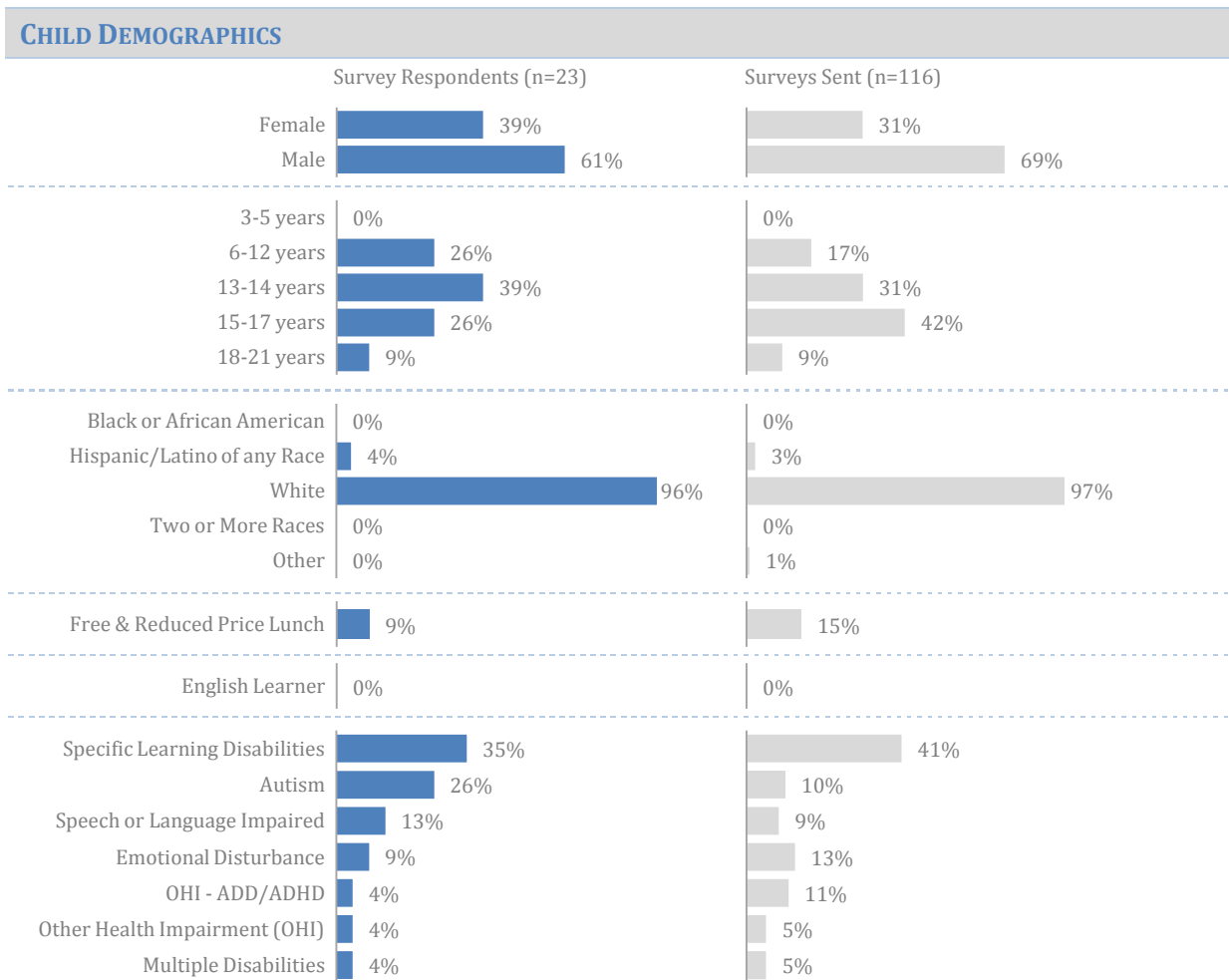
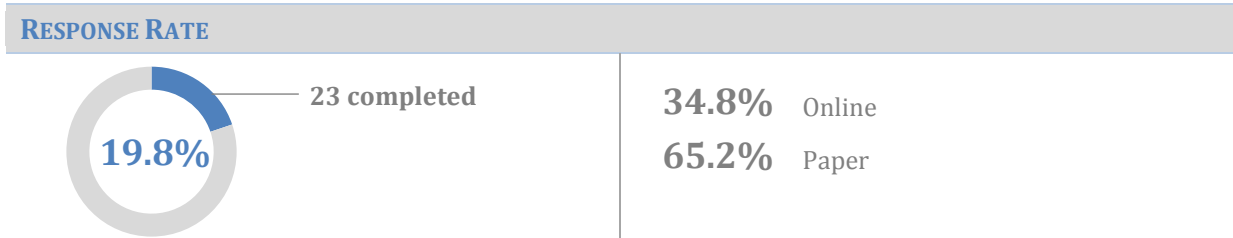
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Region 7 Nexus District.

DELIVERY METHOD			
Mail	<b>116</b>	Mail Non-Deliverable Rate	<b>0.9%</b> (n=1)
Email	<b>29.3%</b> (n=34)	Email Non-Deliverable Rate	<b>17.6%</b> (n=6)






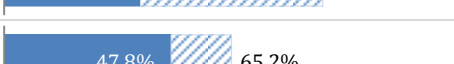
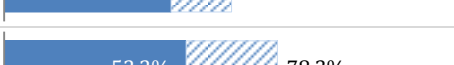










Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.



## SECTION II: SURVEY RESULTS


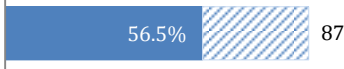


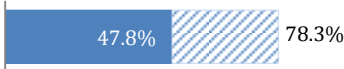



The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Region 7 Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=23]	 39.1% 65.2%	78.3%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=23]	 39.1% 73.9%	87.0%
3. My child is accepted within the school community. [n=22]	 50.0% 77.3%	86.4%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=23]	 30.4% 60.9%	73.9%
5. All special education services identified in my child’s IEP have been provided. [n=23]	 39.1% 91.3%	95.7%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=23]	 47.8% 65.2%	78.3%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=23]	 52.2% 78.3%	87.0%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=22]	 36.4% 68.2%	81.8%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=22]	 36.4% 72.7%	81.8%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=23]	 43.5% 82.6%	82.6%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=23]	 52.2% 82.6%	91.3%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=23]	 56.5% 87.0%	95.7%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=23]	 47.8% 78.3%	87.0%
KEY:  Strongly Agree  Moderately Agree		



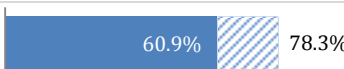
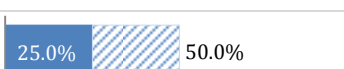
<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

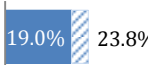



*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=22]		90.9%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=23]		87.0%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=23]		78.3%
17. 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=23]		82.6%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=23]		87.0%
19. If necessary, a translator was provided at the PPT meetings. [n=10]		80.0%
20. The translation services provided at the PPT meetings were useful and accurate. [n=9]		88.9%
21. The school district proposed the regular classroom for my child as the first placement option. [n=23]		65.2%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=19]		5.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=23]		87.0%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=23]		87.0%
25. 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=20]		60.0%

*Parent Training and Support*

26. 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=21]		38.1%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=21]		33.3%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=21]		28.6%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=21]		33.3%

KEY: ■ Strongly Agree ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=21]	28.6% 57.1%	66.7%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=22]	40.9% 68.2%	72.7%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=0]	No respondents answered this item.	0.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=10]	30.0% 70.0%	80.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=10]	30.0% 60.0%	70.0%
35. The PPT introduced planning for my child's transition to adulthood. [n=12]	50.0% 66.7%	83.3%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=12]	50.0% 66.7%	75.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=12]	58.3% 75.0%	75.0%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=11]	45.5% 72.7%	72.7%

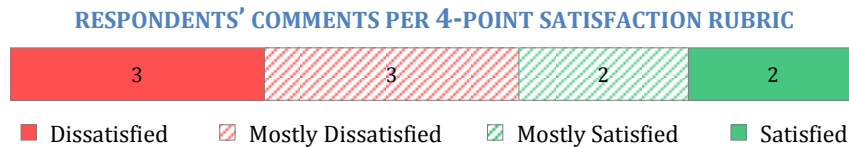
Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting. Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree    ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 23 surveys completed by parents in the Region 7 Nexus District, 43.5% (n=10) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *We are very lucky to have such great staff and teachers in our school district. Our son has made great progress at the high school.*
- *I am very satisfied with my son’s special education program overall. Teachers and staff have made the proper recommendations and accommodations to fit his needs. He is succeeding in school and we are happy with where he is academically.*

### COMMENTS EXPRESSING DISSATISFACTION

- *Our school system has historically scored very well on standardized testing and I believe is a good school for typical kids but when it comes to the special education population, they do not know what they are doing. Teachers are not properly trained and the school just lowers the bar. They need additional funding from the state and federal government and dumping the money into magnet/charter schools is not the answer.*
- *Would like parent support throughout the district.*
- *As a parent, I had to take a very aggressive approach with the middle school and high school to ensure that my child was getting the services necessary. The school would not have taken the initiative to ensure that my child was receiving the most appropriate services. I had to do a lot of outside investigation into the IEP process and ensure that my child was getting the most out of the 'system'. I still feel that there was more to be gained; however, the school did not seem to be as willing to support my child.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

**APPENDIX A | REGION 7 SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: REGION 7 SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	23	8.7%	8.7%	4.3%	13.0%	26.1%	39.1%	±	21.7%	78.3%	65.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	23	8.7%	0.0%	4.3%	13.0%	34.8%	39.1%	±	13.0%	87.0%	73.9%
3. My child is accepted within the school community.	22	4.5%	0.0%	9.1%	9.1%	27.3%	50.0%	±	13.6%	86.4%	77.3%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	23	17.4%	4.3%	4.3%	13.0%	30.4%	30.4%	0.0%	26.1%	73.9%	60.9%
5. All special education services identified in my child's IEP have been provided.	23	4.3%	0.0%	0.0%	4.3%	52.2%	39.1%	0.0%	4.3%	95.7%	91.3%
6. Staff is appropriately trained and able to provide my child's specific program and services.	23	13.0%	4.3%	4.3%	13.0%	17.4%	47.8%	0.0%	21.7%	78.3%	65.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	23	8.7%	4.3%	0.0%	8.7%	26.1%	52.2%	0.0%	13.0%	87.0%	78.3%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	22	4.5%	0.0%	4.5%	13.6%	31.8%	36.4%	9.1%	9.1%	81.8%	68.2%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	22	9.1%	4.5%	4.5%	9.1%	36.4%	36.4%	0.0%	18.2%	81.8%	72.7%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	23	8.7%	8.7%	0.0%	0.0%	39.1%	43.5%	±	17.4%	82.6%	82.6%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	23	8.7%	0.0%	0.0%	8.7%	30.4%	52.2%	±	8.7%	91.3%	82.6%
12. I understand what is discussed at meetings to develop my child's IEP.	23	0.0%	0.0%	4.3%	8.7%	30.4%	56.5%	±	4.3%	95.7%	87.0%
13. My concerns and recommendations are documented in the development of my child's IEP.	23	13.0%	0.0%	0.0%	8.7%	30.4%	47.8%	±	13.0%	87.0%	78.3%
14. My child's evaluation report is written in terms I understand.	22	4.5%	4.5%	0.0%	13.6%	31.8%	45.5%	±	9.1%	90.9%	77.3%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	23	0.0%	4.3%	8.7%	0.0%	30.4%	56.5%	±	13.0%	87.0%	87.0%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	23	4.3%	13.0%	4.3%	8.7%	30.4%	39.1%	±	21.7%	78.3%	69.6%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	23	0.0%	8.7%	8.7%	8.7%	34.8%	39.1%	±	17.4%	82.6%	73.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	23	4.3%	4.3%	4.3%	8.7%	30.4%	47.8%	±	13.0%	87.0%	78.3%
19. If necessary, a translator was provided at the PPT meetings.	10	20.0%	0.0%	0.0%	20.0%	20.0%	40.0%	±	20.0%	80.0%	60.0%
20. The translation services provided at the PPT meetings were useful and accurate.	9	11.1%	0.0%	0.0%	22.2%	22.2%	44.4%	±	11.1%	88.9%	66.7%
21. The school district proposed the regular classroom for my child as the first placement option.	23	17.4%	8.7%	4.3%	0.0%	21.7%	43.5%	4.3%	30.4%	65.2%	65.2%

Table is continued on the next page.

## APPENDIX A.1: REGION 7 SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	19	78.9%	15.8%	0.0%	0.0%	5.3%	0.0%	±	94.7%	5.3%	5.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	23	8.7%	0.0%	4.3%	4.3%	8.7%	73.9%	±	13.0%	87.0%	82.6%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	23	8.7%	4.3%	0.0%	8.7%	17.4%	60.9%	±	13.0%	87.0%	78.3%
25. 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).	20	10.0%	5.0%	5.0%	10.0%	25.0%	25.0%	20.0%	20.0%	60.0%	50.0%
26. 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.	21	28.6%	4.8%	28.6%	14.3%	4.8%	19.0%	±	61.9%	38.1%	23.8%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	21	42.9%	9.5%	14.3%	14.3%	0.0%	19.0%	±	66.7%	33.3%	19.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	21	38.1%	0.0%	9.5%	19.0%	9.5%	0.0%	23.8%	47.6%	28.6%	9.5%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	21	33.3%	0.0%	9.5%	9.5%	19.0%	4.8%	23.8%	42.9%	33.3%	23.8%
30. My child is learning skills that will enable him/her to be as independent as possible.	21	19.0%	9.5%	4.8%	9.5%	28.6%	28.6%	±	33.3%	66.7%	57.1%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	22	13.6%	9.1%	4.5%	4.5%	27.3%	40.9%	±	27.3%	72.7%	68.2%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	0	--	--	--	--	--	--	±	--	--	--
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	10	10.0%	10.0%	0.0%	10.0%	40.0%	30.0%	±	20.0%	80.0%	70.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	10	10.0%	0.0%	0.0%	10.0%	30.0%	30.0%	20.0%	10.0%	70.0%	60.0%
35. The PPT introduced planning for my child's transition to adulthood.	12	16.7%	0.0%	0.0%	16.7%	16.7%	50.0%	±	16.7%	83.3%	66.7%
36. The school district actively encourages my child to attend and participate in PPT meetings.	12	16.7%	0.0%	8.3%	8.3%	16.7%	50.0%	±	25.0%	75.0%	66.7%
37. The PPT discussed an appropriate course of study at the high school for my child.	12	8.3%	16.7%	0.0%	0.0%	16.7%	58.3%	±	25.0%	75.0%	75.0%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	11	18.2%	9.1%	0.0%	0.0%	27.3%	45.5%	±	27.3%	72.7%	72.7%

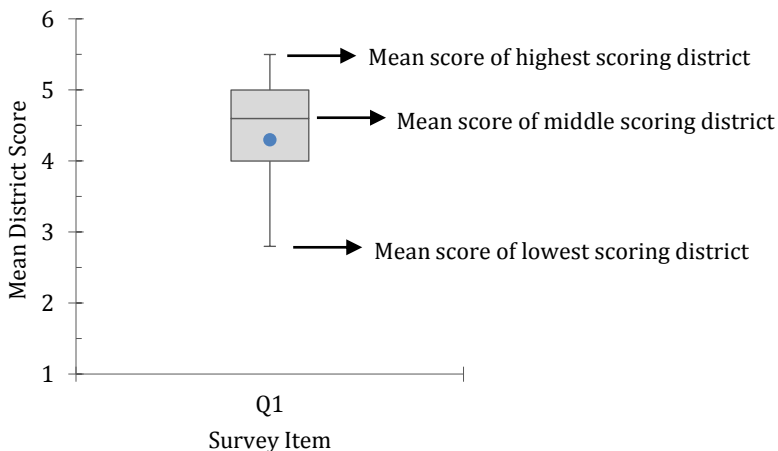
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: REGION 7 BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

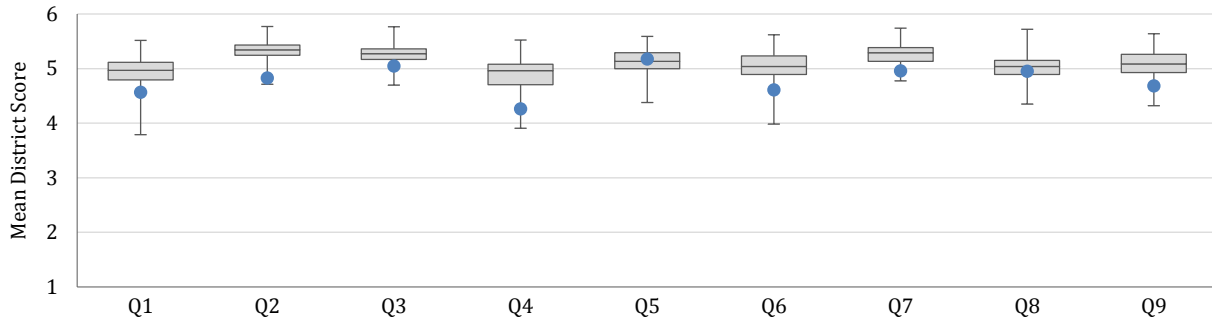
<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

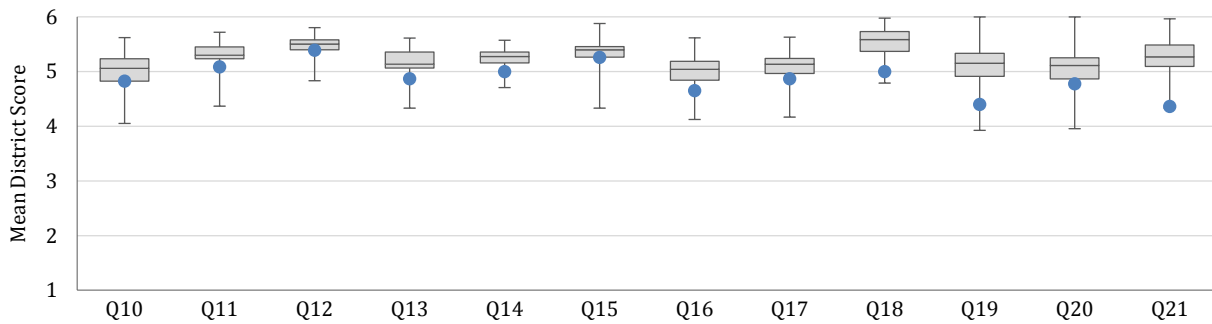


**APPENDIX A.2: REGION 7 BOX-AND-WHISKER CHARTS (CONTINUED)**

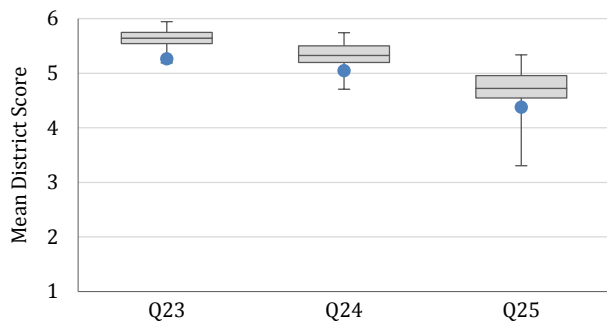
**SATISFACTION WITH MY CHILD'S PROGRAM**



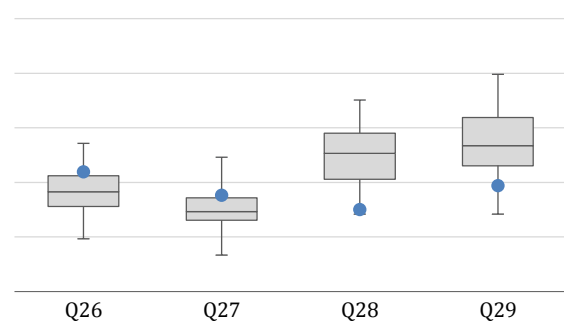
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



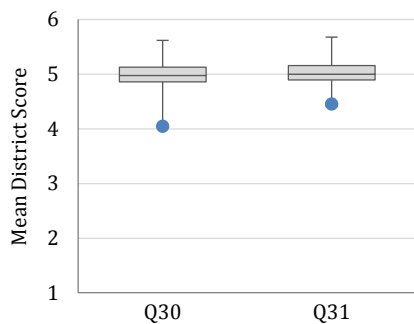
**MY CHILD'S PARTICIPATION**



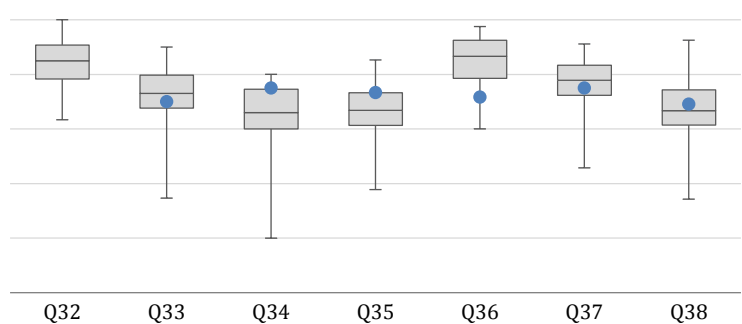
**PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS**



**TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Region 8 Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207



---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Region 8 Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Region 8 Survey Findings</u>	Page 7
A.1: Region 8 Survey Response Table	Page 8
A.2: Region 8 Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

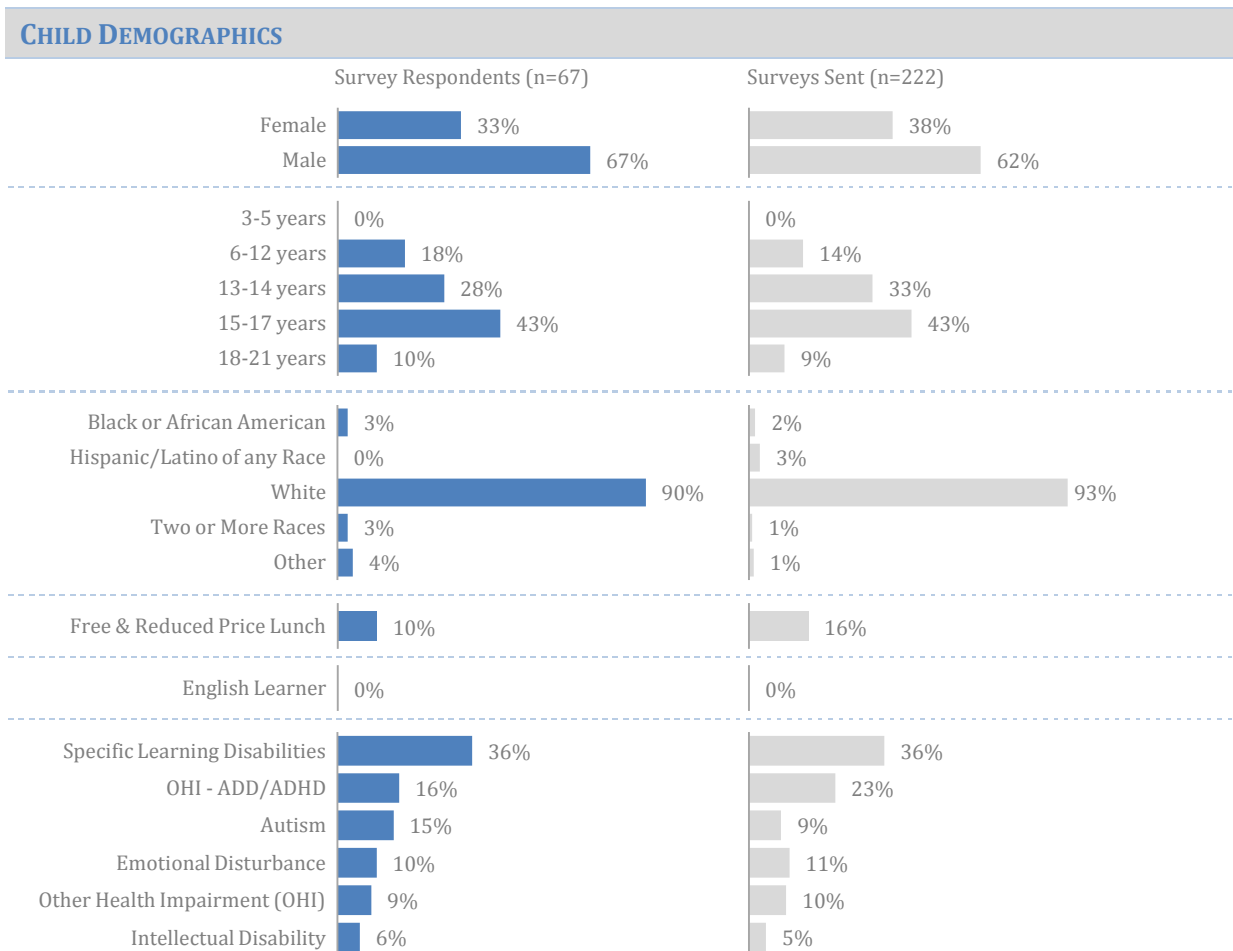
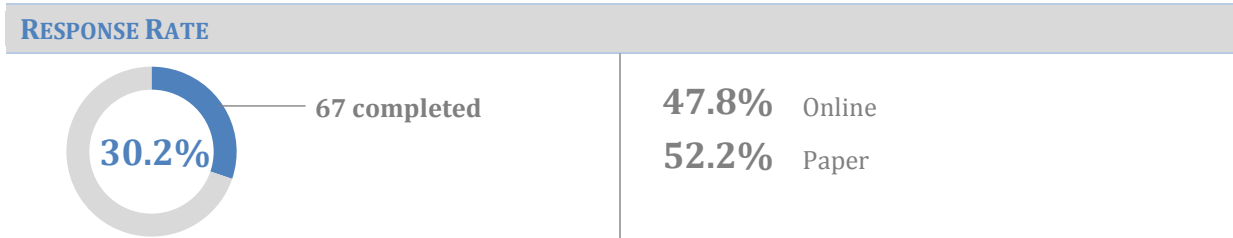
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Region 8 Nexus District.

DELIVERY METHOD			
Mail	222	Mail Non-Deliverable Rate	0.9% (n=2)
Email	92.8% (n=206)	Email Non-Deliverable Rate	1.5% (n=3)



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.



## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Region 8 Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=65]	49.2% 80.0%	84.6%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=66]	54.5% 84.8%	95.5%
3. My child is accepted within the school community. [n=67]	52.2% 76.1%	89.6%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=66]	43.9% 78.8%	89.4%
5. All special education services identified in my child’s IEP have been provided. [n=67]	49.3% 80.6%	85.1%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=66]	50.0% 71.2%	83.3%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=65]	56.9% 81.5%	89.2%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=65]	41.5% 69.2%	81.5%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=65]	46.2% 70.8%	84.6%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=67]	49.3% 71.6%	88.1%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=67]	59.7% 82.1%	91.0%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=65]	67.7% 89.2%	95.4%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=66]	56.1% 77.3%	87.9%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=66]	53.0% 78.8%	90.9%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=67]	53.7% 83.6%	91.0%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=67]	52.2% 77.6%	89.6%
17. 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=65]	55.4% 75.4%	89.2%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=65]	70.8% 86.2%	87.7%
19. If necessary, a translator was provided at the PPT meetings. [n=29]	69.0% 79.3%	86.2%
20. The translation services provided at the PPT meetings were useful and accurate. [n=26]	69.2% 80.8%	84.6%
21. The school district proposed the regular classroom for my child as the first placement option. [n=66]	59.1% 72.7%	78.8%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=59]	15.3%	16.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=66]	74.2% 92.4%	95.5%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=62]	67.7% 82.3%	85.5%
25. 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=58]	31.0% 50.0%	62.1%

*Parent Training and Support*

26. 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=55]	32.7% 34.5%	45.5%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=50]	16.0%	22.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=62]	21.0%	24.2%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=60]	16.7%	18.3%

KEY: ■ Strongly Agree ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=60]		88.3%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=58]		89.7%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=0]	No respondents answered this item.	0.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=35]		71.4%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=33]		39.4%
35. The PPT introduced planning for my child's transition to adulthood. [n=33]		57.6%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=32]		87.5%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=31]		77.4%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=34]		64.7%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

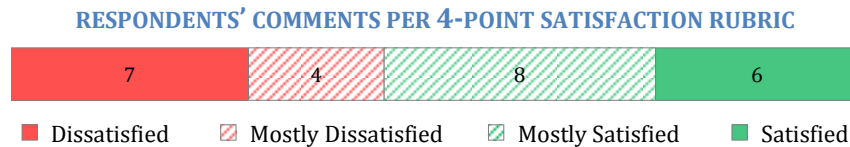
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree    ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 67 surveys completed by parents in the Region 8 Nexus District, 37.3% (n=25) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *I have been very happy with the special education teachers and support personnel, and the time and effort they have spent helping my child!*
- *We are extremely pleased with administrator and teachers.*
- *We have been very pleased with the special education program at the middle school. Teachers and staff have worked with my son to help him learn in a way that works for him instead of trying to force him to be a round peg in a square hole. He has thrived at this school and loves school now. We are always in contact with his advisory teacher and are kept updated on his progress. It should be used as a model for other schools to use.*
- *The special education liaisons assigned to each of the teams is a wonderful model – really appreciate that setup. The transition from elementary school to junior high was handled very well by both special education teams.*
- *The teachers and staff have been incredibly supportive, accommodating, and caring toward my daughter. She would not have had a smooth transition or as much success as she has had in high school if it weren't for their efforts.*
- *I am very impressed with the special education services provided for my daughter at middle school. I continue to see progress, and increasing confidence in my child. I strongly feel my child's needs are met. Adjustments are made in her best interest to ensure continued growth and success.*
- *Overall, I am very pleased with the services provided. I'm lucky to deal with the staff that I do. They have embraced my child and me and offered full support.*

### COMMENTS EXPRESSING DISSATISFACTION

- *I don't know where to go to find out about the colleges that offer the support services that my child will need in order to be successful. Our high school is of no help.*
- *I have to fight the school to get my child the correct services. It's a full time job staying on top of my child's education.*
- *In my experience, regular education teachers feel that my child's issues are to be handled in special education exclusively. They take very little responsibility in upholding the accommodations in his IEP.*
- *Services are not always offered or I'm not aware of all the various services that may or may not help my child. I consider the recommendations from the staff but sometimes feel there may be additional services that could help.*
- *I would like to see more talk of/planning for after high school, including college and career/job success. It would be great if there were also programs for children with special needs to have jobs while in high school, as there are in other parts of the state.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents' comments.

**APPENDIX A | REGION 8 SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: REGION 8 SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	65	7.7%	1.5%	6.2%	4.6%	30.8%	49.2%	±	15.4%	84.6%	80.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	66	1.5%	0.0%	3.0%	10.6%	30.3%	54.5%	±	4.5%	95.5%	84.8%
3. My child is accepted within the school community.	67	4.5%	6.0%	0.0%	13.4%	23.9%	52.2%	±	10.4%	89.6%	76.1%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	66	4.5%	4.5%	1.5%	10.6%	34.8%	43.9%	0.0%	10.6%	89.4%	78.8%
5. All special education services identified in my child's IEP have been provided.	67	6.0%	4.5%	3.0%	4.5%	31.3%	49.3%	1.5%	13.4%	85.1%	80.6%
6. Staff is appropriately trained and able to provide my child's specific program and services.	66	6.1%	4.5%	4.5%	12.1%	21.2%	50.0%	1.5%	15.2%	83.3%	71.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	65	1.5%	3.1%	4.6%	7.7%	24.6%	56.9%	1.5%	9.2%	89.2%	81.5%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	65	4.6%	3.1%	7.7%	12.3%	27.7%	41.5%	3.1%	15.4%	81.5%	69.2%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	65	3.1%	4.6%	4.6%	13.8%	24.6%	46.2%	3.1%	12.3%	84.6%	70.8%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	67	3.0%	1.5%	7.5%	16.4%	22.4%	49.3%	±	11.9%	88.1%	71.6%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	67	1.5%	3.0%	4.5%	9.0%	22.4%	59.7%	±	9.0%	91.0%	82.1%
12. I understand what is discussed at meetings to develop my child's IEP.	65	0.0%	0.0%	4.6%	6.2%	21.5%	67.7%	±	4.6%	95.4%	89.2%
13. My concerns and recommendations are documented in the development of my child's IEP.	66	1.5%	4.5%	6.1%	10.6%	21.2%	56.1%	±	12.1%	87.9%	77.3%
14. My child's evaluation report is written in terms I understand.	66	3.0%	0.0%	6.1%	12.1%	25.8%	53.0%	±	9.1%	90.9%	78.8%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	67	0.0%	4.5%	4.5%	7.5%	29.9%	53.7%	±	9.0%	91.0%	83.6%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	67	4.5%	3.0%	3.0%	11.9%	25.4%	52.2%	±	10.4%	89.6%	77.6%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	65	3.1%	6.2%	1.5%	13.8%	20.0%	55.4%	±	10.8%	89.2%	75.4%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	65	1.5%	4.6%	6.2%	1.5%	15.4%	70.8%	±	12.3%	87.7%	86.2%
19. If necessary, a translator was provided at the PPT meetings.	29	10.3%	3.4%	0.0%	6.9%	10.3%	69.0%	±	13.8%	86.2%	79.3%
20. The translation services provided at the PPT meetings were useful and accurate.	26	11.5%	3.8%	0.0%	3.8%	11.5%	69.2%	±	15.4%	84.6%	80.8%
21. The school district proposed the regular classroom for my child as the first placement option.	66	7.6%	4.5%	3.0%	6.1%	13.6%	59.1%	6.1%	15.2%	78.8%	72.7%

Table is continued on the next page.

## APPENDIX A.1: REGION 8 SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	59	74.6%	8.5%	0.0%	1.7%	6.8%	8.5%	±	83.1%	16.9%	15.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	66	0.0%	3.0%	1.5%	3.0%	18.2%	74.2%	±	4.5%	95.5%	92.4%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	62	8.1%	1.6%	4.8%	3.2%	14.5%	67.7%	±	14.5%	85.5%	82.3%
25. 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).	58	10.3%	3.4%	0.0%	12.1%	19.0%	31.0%	24.1%	13.8%	62.1%	50.0%
26. 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.	55	47.3%	5.5%	1.8%	10.9%	1.8%	32.7%	±	54.5%	45.5%	34.5%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	50	62.0%	12.0%	4.0%	6.0%	4.0%	12.0%	±	78.0%	22.0%	16.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	62	24.2%	4.8%	3.2%	3.2%	6.5%	14.5%	43.5%	32.3%	24.2%	21.0%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	60	26.7%	3.3%	6.7%	1.7%	3.3%	13.3%	45.0%	36.7%	18.3%	16.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	60	3.3%	1.7%	6.7%	16.7%	26.7%	45.0%	±	11.7%	88.3%	71.7%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	58	8.6%	0.0%	1.7%	8.6%	19.0%	62.1%	±	10.3%	89.7%	81.0%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	0	--	--	--	--	--	--	±	--	--	--
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	35	14.3%	2.9%	11.4%	2.9%	42.9%	25.7%	±	28.6%	71.4%	68.6%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	33	12.1%	0.0%	6.1%	12.1%	9.1%	18.2%	42.4%	18.2%	39.4%	27.3%
35. The PPT introduced planning for my child's transition to adulthood.	33	21.2%	12.1%	9.1%	12.1%	24.2%	21.2%	±	42.4%	57.6%	45.5%
36. The school district actively encourages my child to attend and participate in PPT meetings.	32	6.3%	0.0%	6.3%	12.5%	21.9%	53.1%	±	12.5%	87.5%	75.0%
37. The PPT discussed an appropriate course of study at the high school for my child.	31	9.7%	9.7%	3.2%	19.4%	19.4%	38.7%	±	22.6%	77.4%	58.1%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	34	20.6%	5.9%	8.8%	20.6%	20.6%	23.5%	±	35.3%	64.7%	44.1%

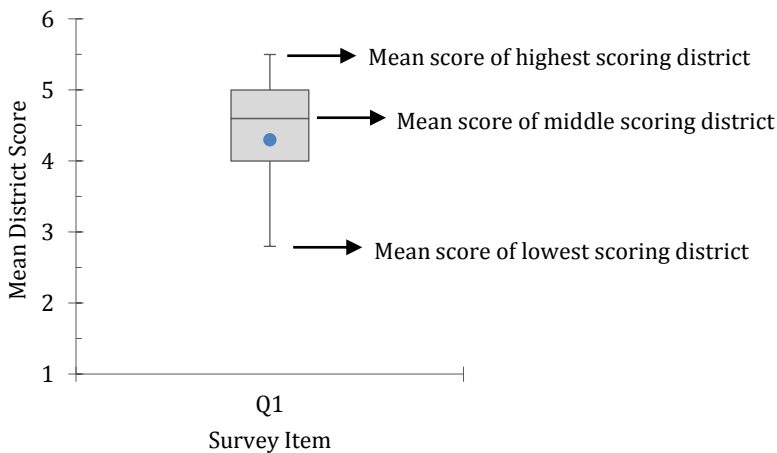
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: REGION 8 BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

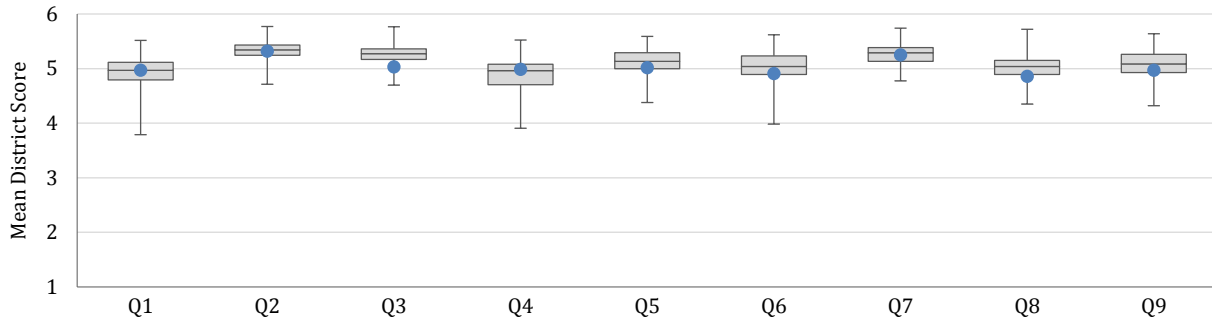
<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

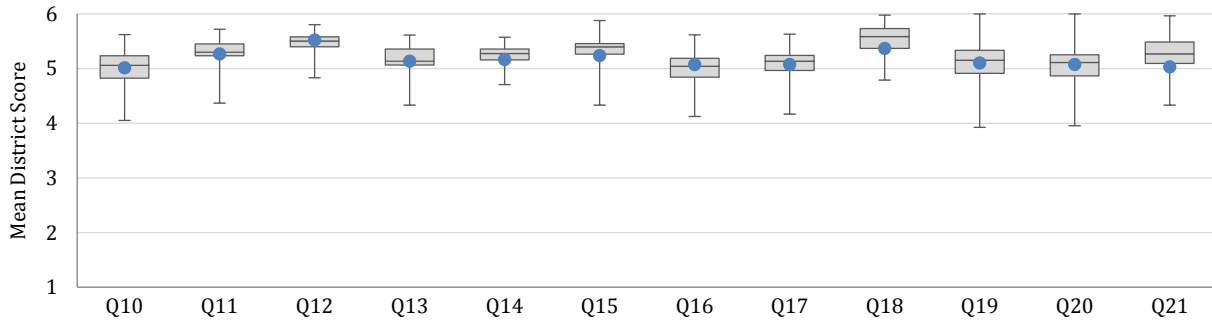


**APPENDIX A.2: REGION 8 BOX-AND-WHISKER CHARTS (CONTINUED)**

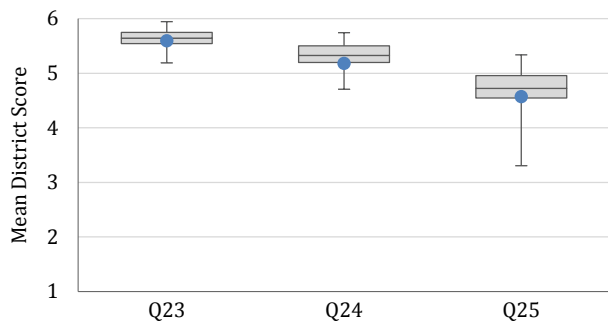
**SATISFACTION WITH MY CHILD'S PROGRAM**



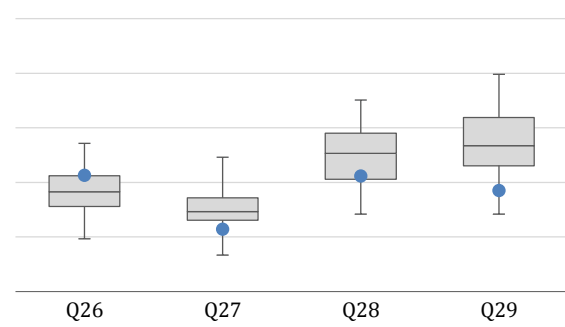
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



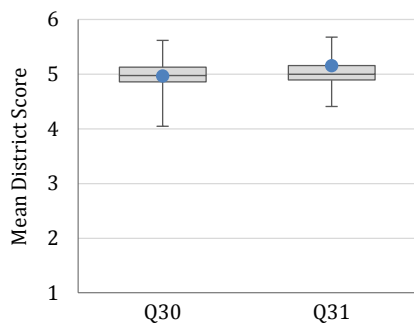
**MY CHILD'S PARTICIPATION**



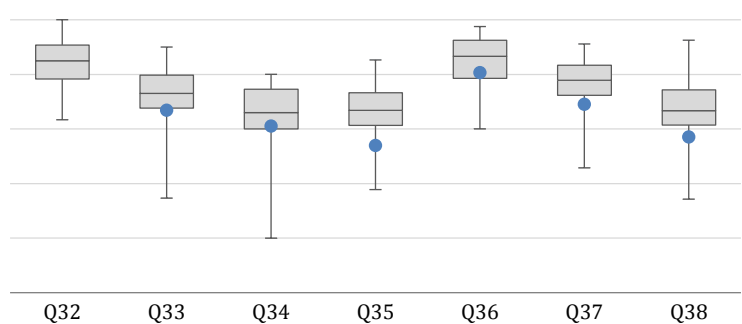
**PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS**



**TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Region 13 Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Region 13 Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

<b>TABLE OF CONTENTS</b>	
<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Region 13 Survey Findings</u>	Page 8
A.1: Region 13 Survey Response Table	Page 9
A.2: Region 13 Box-and-Whiskers Charts	Page 11
<u>Appendix B: Statewide Results</u>	Page 13
B.1: Response Rate by District	Page 14
B.2: Statewide Survey Response Table	Page 15

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

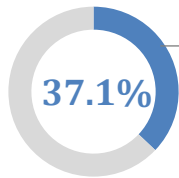
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Region 13 Nexus District.

### DELIVERY METHOD

Mail	286	Mail Non-Deliverable Rate	1.0% (n=3)
Email	94.4% (n=270)	Email Non-Deliverable Rate	20.0% (n=54)

### RESPONSE RATE

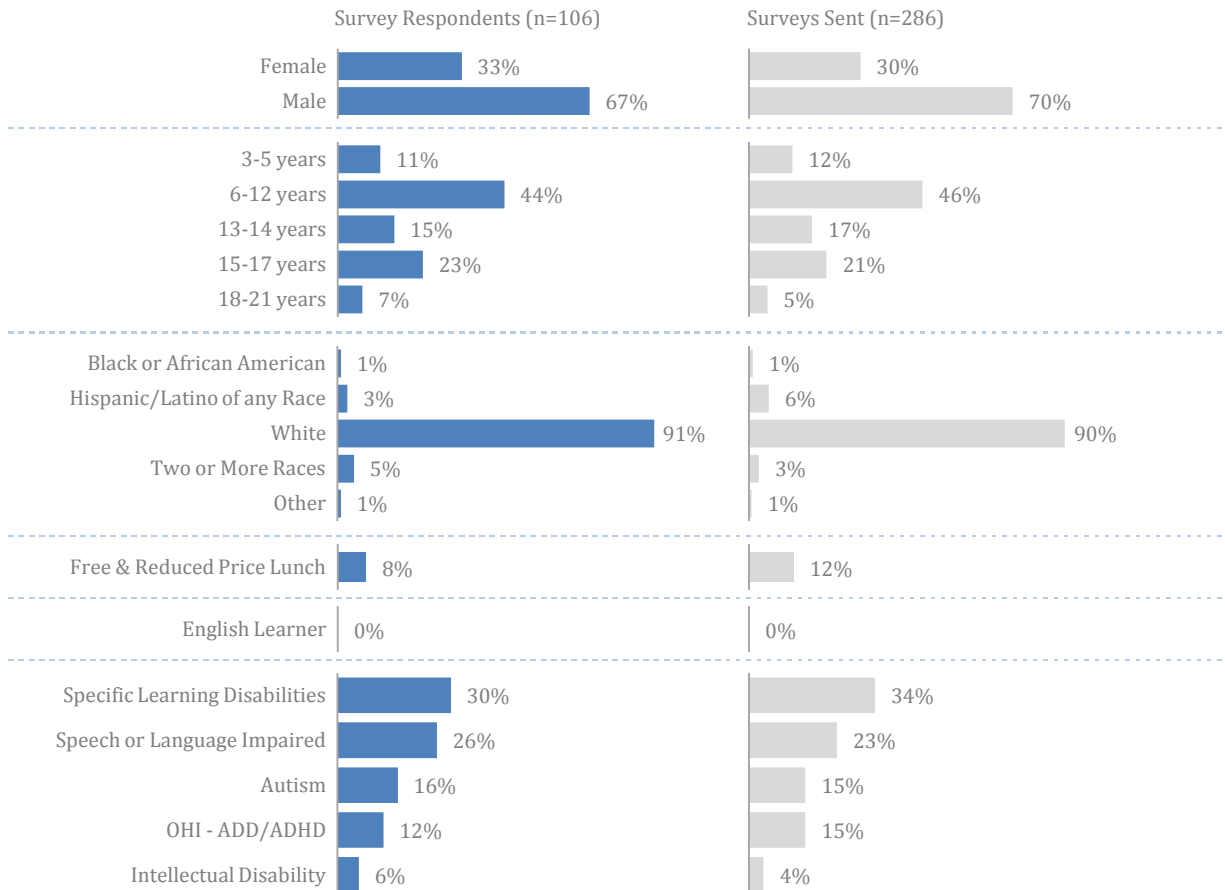


106 completed

37.7% Online

62.3% Paper

### CHILD DEMOGRAPHICS

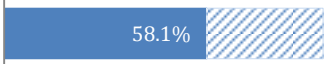


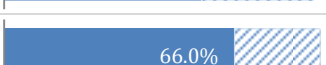
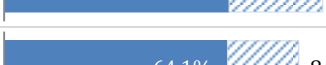






Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.



## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Region 13 Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=105]	 58.1% 91.4%	94.3%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=105]	 75.2% 92.4%	96.2%
3. My child is accepted within the school community. [n=105]	 69.5% 91.4%	98.1%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=106]	 56.6% 88.7%	91.5%
5. All special education services identified in my child’s IEP have been provided. [n=106]	 66.0% 90.6%	92.5%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=104]	 64.4% 91.3%	93.3%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=103]	 64.1% 84.5%	87.4%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=103]	 51.5% 80.6%	84.5%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=104]	 58.7% 84.6%	88.5%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=106]	 64.2% 85.8%	92.5%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=106]	 83.0% 94.3%	97.2%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=105]	 74.3% 92.4%	98.1%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=105]	 68.6% 88.6%	92.4%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=105]	64.8% 91.4%	95.2%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=105]	75.2% 91.4%	97.1%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=105]	61.9% 86.7%	94.3%
17. 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=106]	62.3% 86.8%	92.5%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=105]	91.4% 97.1%	99.0%
19. If necessary, a translator was provided at the PPT meetings. [n=53]	79.2% 86.8%	88.7%
20. The translation services provided at the PPT meetings were useful and accurate. [n=48]	72.9% 83.3%	87.5%
21. The school district proposed the regular classroom for my child as the first placement option. [n=100]	82.0% 90.0%	90.0%

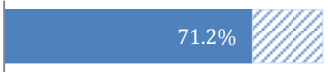

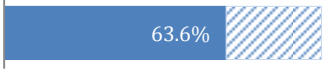
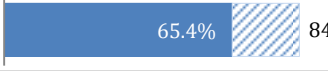
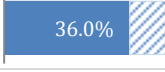
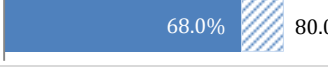

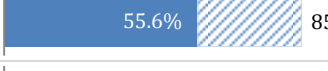
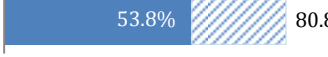
*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=84]	9.5%	9.5%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=106]	89.6% 97.2%	97.2%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=103]	88.3% 94.2%	95.1%
25. 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=93]	47.3% 55.9%	61.3%

*Parent Training and Support*

26. 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=91]	19.8% 24.2%	29.7%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=90]	12.2%	15.6%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=98]	17.3%	22.4%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=99]	19.2%	24.2%

KEY: ■ Strongly Agree ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=104]	 71.2% 91.3%	95.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=103]	 75.7% 93.2%	98.1%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=11]	 63.6% 90.9%	90.9%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=26]	 65.4% 84.6%	92.3%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=25]	 36.0% 48.0%	48.0%
35. The PPT introduced planning for my child's transition to adulthood. [n=25]	 68.0% 80.0%	88.0%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=27]	 77.8% 96.3%	96.3%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=27]	 55.6% 85.2%	96.3%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=26]	 53.8% 80.8%	84.6%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

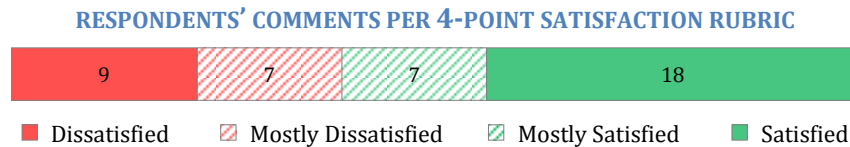
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree    ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 106 surveys completed by parents in the Region 13 Nexus District, 38.7% (n=41) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *I just want to take this opportunity to thank the District 13 for their love and dedication to every student that receives aid in special education. [Translation]*
- *We are very satisfied with our daughter's special education – our general education teachers, paraprofessionals, special education teachers, speech therapy (particularly in the last year), OT, and PT. We truly believe that our daughter is very much loved by her "team". She has had opportunities for socialization with typical and special education children, and cherished for who she is.*
- *I am pleased with the support services offered at RSD 13. Our daughter has learned strategies to help her become a better learner. Many thanks to all.*
- *Our Director of Pupil Services in RSD 13 is absolutely amazing and goes way above and beyond on behalf of her students.*
- *I have been very satisfied with the special education program in my son's school. He is currently in high school and doing well academically as well as socially. I feel early intervention is the reason why – also the outstanding program in this district.*
- *RSD 13 has been an excellent school district for my son to develop. The district is truly cutting edge with autism services and should be considered a model for other districts of success. They are willing to supplement on staff resources with experts for additional ideas to make IEP planning and execution even more robust, and therefore successful.*
- *Overall, I've been very happy with the teachers and staff regarding my son's education. They've always made good suggestions for how to help my son learn best. I've never had to fight for any services, as I've heard that others have had to. I feel as if everyone is helping him succeed!*
- *I believe that RSD 13 has gone above and beyond for my child to identify and service her disability.*
- *Our overall goal was for our son to have a successful junior year and really grow into the mature adult that he is today. Wow, they did a great job and our son successfully completed both his junior year and the program. Thanks to all his teachers and the school district.*
- *The school was always open to other resources available outside of the school district to help understand why my son, at times, struggled. By the time he transitioned into middle school, he had matured significantly due to the support and consistency the school gave him.*
- *Our district is exceptional in their special needs program, both in the services they offer and in their willingness to work with us as parents. The staff is approachable and, we feel, genuinely vested in providing a caring educational experience for our child. We could not ask for a more committed and talented group of educators.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents' comments.

- *Throughout his years in the district, he received excellent care and support from all of his special education support staff and most of his teachers. The PPTs were well planned and benefited our son. He also received excellent supports from the school to participate in class field trips. A special program was developed with the school district to provide social opportunities for our kids on a regular basis. This program was well received by both students and parents.*

#### COMMENTS EXPRESSING DISSATISFACTION

- *I believe there is a need for increased technology/ IT training for special education students. It is one area that I feel our district is lacking and it has a significant impact on our students' progress.*
- *More information needs to be given to parents on how to read an IEP. Each of the pages should be gone over with parents so they understand what they're looking at.*
- *Terrible experience! A constant fight with the district. No transitional planning. I am so unhappy with their unprofessionalism and general uncaring for my daughter.*
- *As her parents we have had to fight every inch of the way to get what she needs. We have been given wrong information and have never been told up front what we can and cannot ask for help with. We are made to feel like we are entitled to nothing and have to find our own resources. I understand special education is costly. However, what is out there should be put on the table, so as a parent you do not have to fight for what your child needs.*
- *Getting appropriate services for my son so he can graduate and go to college has been my job for 10 years. It should not be this difficult.*
- *Our biggest complaint is that our district is fractured. The contemporary program requires that our children change schools five times before they graduate. This means that their special education team changes 5 times over the course of their education. Each of these changes basically makes us all start over, which is difficult for our kids and for us as parents. For kids who have anxiety and difficulty transitioning to new surroundings and staff, it can take months for them to feel like their feet are on level ground. As parents of these children, we have felt that it has taken us the majority of the first year (of each new school) to establish a firm working relationship with our child's new team – we all want what is best for the kids, but let's face it new relationships take time to develop for adults and children alike.*
- *I feel that for kids who are highly functional and bright in some areas, the special education program does not promote growth. I find that teachers are generally happy with an average grade even for kids in special education who could do better. One area that I think my school district could help with is to actively seek out the talents of my child and enroll him in classes or before and after school programs which could allow him to strengthen his talents and bring out the most in him.*

**APPENDIX A | REGION 13 SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: REGION 13 SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	105	1.9%	2.9%	1.0%	2.9%	33.3%	58.1%	±	5.7%	94.3%	91.4%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	105	1.0%	1.9%	1.0%	3.8%	17.1%	75.2%	±	3.8%	96.2%	92.4%
3. My child is accepted within the school community.	105	1.0%	0.0%	1.0%	6.7%	21.9%	69.5%	±	1.9%	98.1%	91.4%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	106	0.9%	4.7%	1.9%	2.8%	32.1%	56.6%	0.9%	7.5%	91.5%	88.7%
5. All special education services identified in my child's IEP have been provided.	106	1.9%	2.8%	0.9%	1.9%	24.5%	66.0%	1.9%	5.7%	92.5%	90.6%
6. Staff is appropriately trained and able to provide my child's specific program and services.	104	1.0%	3.8%	0.0%	1.9%	26.9%	64.4%	1.9%	4.8%	93.3%	91.3%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	103	1.0%	0.0%	3.9%	2.9%	20.4%	64.1%	7.8%	4.9%	87.4%	84.5%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	103	1.0%	1.9%	3.9%	3.9%	29.1%	51.5%	8.7%	6.8%	84.5%	80.6%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	104	1.0%	1.0%	2.9%	3.8%	26.0%	58.7%	6.7%	4.8%	88.5%	84.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	106	2.8%	1.9%	2.8%	6.6%	21.7%	64.2%	±	7.5%	92.5%	85.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	106	0.9%	1.9%	0.0%	2.8%	11.3%	83.0%	±	2.8%	97.2%	94.3%
12. I understand what is discussed at meetings to develop my child's IEP.	105	1.9%	0.0%	0.0%	5.7%	18.1%	74.3%	±	1.9%	98.1%	92.4%
13. My concerns and recommendations are documented in the development of my child's IEP.	105	1.0%	2.9%	3.8%	3.8%	20.0%	68.6%	±	7.6%	92.4%	88.6%
14. My child's evaluation report is written in terms I understand.	105	1.0%	1.0%	2.9%	3.8%	26.7%	64.8%	±	4.8%	95.2%	91.4%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	105	2.9%	0.0%	0.0%	5.7%	16.2%	75.2%	±	2.9%	97.1%	91.4%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	105	1.9%	1.9%	1.9%	7.6%	24.8%	61.9%	±	5.7%	94.3%	86.7%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	106	2.8%	1.9%	2.8%	5.7%	24.5%	62.3%	±	7.5%	92.5%	86.8%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	105	1.0%	0.0%	0.0%	1.9%	5.7%	91.4%	±	1.0%	99.0%	97.1%
19. If necessary, a translator was provided at the PPT meetings.	53	9.4%	1.9%	0.0%	1.9%	7.5%	79.2%	±	11.3%	88.7%	86.8%
20. The translation services provided at the PPT meetings were useful and accurate.	48	10.4%	2.1%	0.0%	4.2%	10.4%	72.9%	±	12.5%	87.5%	83.3%
21. The school district proposed the regular classroom for my child as the first placement option.	100	4.0%	0.0%	1.0%	0.0%	8.0%	82.0%	5.0%	5.0%	90.0%	90.0%

Table is continued on the next page.

**APPENDIX A.1: REGION 13 SURVEY RESPONSE TABLE (CONTINUED)**

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	84	89.3%	1.2%	0.0%	0.0%	2.4%	7.1%	±	90.5%	9.5%	9.5%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	106	1.9%	0.0%	0.9%	0.0%	7.5%	89.6%	±	2.8%	97.2%	97.2%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	103	2.9%	1.0%	1.0%	1.0%	5.8%	88.3%	±	4.9%	95.1%	94.2%
25. 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).	93	6.5%	1.1%	2.2%	5.4%	8.6%	47.3%	29.0%	9.7%	61.3%	55.9%
26. 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.	91	64.8%	1.1%	4.4%	5.5%	4.4%	19.8%	±	70.3%	29.7%	24.2%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	90	74.4%	6.7%	3.3%	3.3%	3.3%	8.9%	±	84.4%	15.6%	12.2%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	98	26.5%	4.1%	3.1%	5.1%	6.1%	11.2%	43.9%	33.7%	22.4%	17.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	99	22.2%	6.1%	1.0%	5.1%	6.1%	13.1%	46.5%	29.3%	24.2%	19.2%
30. My child is learning skills that will enable him/her to be as independent as possible.	104	1.9%	1.9%	1.0%	3.8%	20.2%	71.2%	±	4.8%	95.2%	91.3%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	103	1.0%	1.0%	0.0%	4.9%	17.5%	75.7%	±	1.9%	98.1%	93.2%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	11	9.1%	0.0%	0.0%	0.0%	27.3%	63.6%	±	9.1%	90.9%	90.9%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	26	7.7%	0.0%	0.0%	7.7%	19.2%	65.4%	±	7.7%	92.3%	84.6%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	25	16.0%	0.0%	4.0%	0.0%	12.0%	36.0%	32.0%	20.0%	48.0%	48.0%
35. The PPT introduced planning for my child's transition to adulthood.	25	12.0%	0.0%	0.0%	8.0%	12.0%	68.0%	±	12.0%	88.0%	80.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	27	3.7%	0.0%	0.0%	0.0%	18.5%	77.8%	±	3.7%	96.3%	96.3%
37. The PPT discussed an appropriate course of study at the high school for my child.	27	3.7%	0.0%	0.0%	11.1%	29.6%	55.6%	±	3.7%	96.3%	85.2%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	26	15.4%	0.0%	0.0%	3.8%	26.9%	53.8%	±	15.4%	84.6%	80.8%

Note: High level agree = "moderately agree" + "strongly agree."

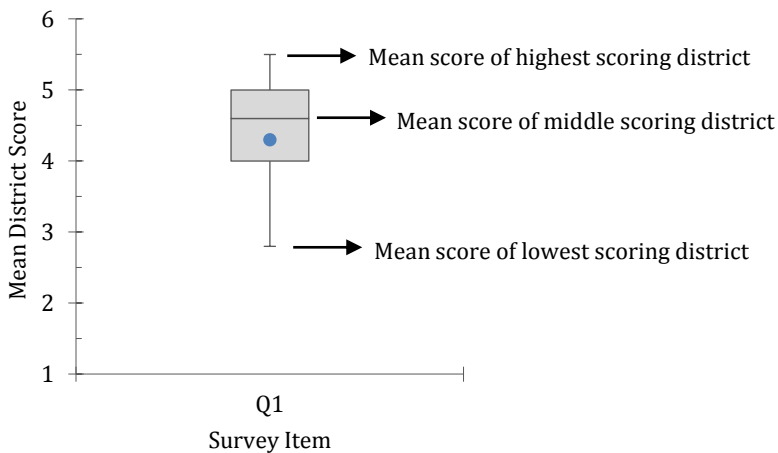
± Not a response option for this survey item.



## APPENDIX A.2: REGION 13 BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

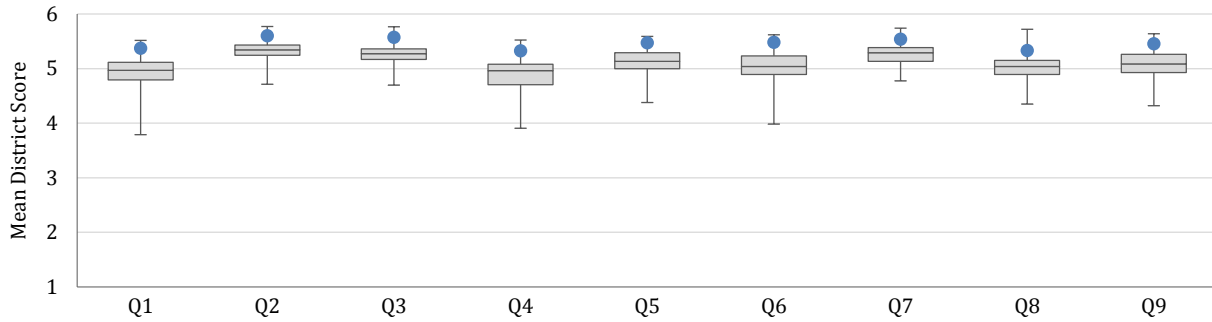
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

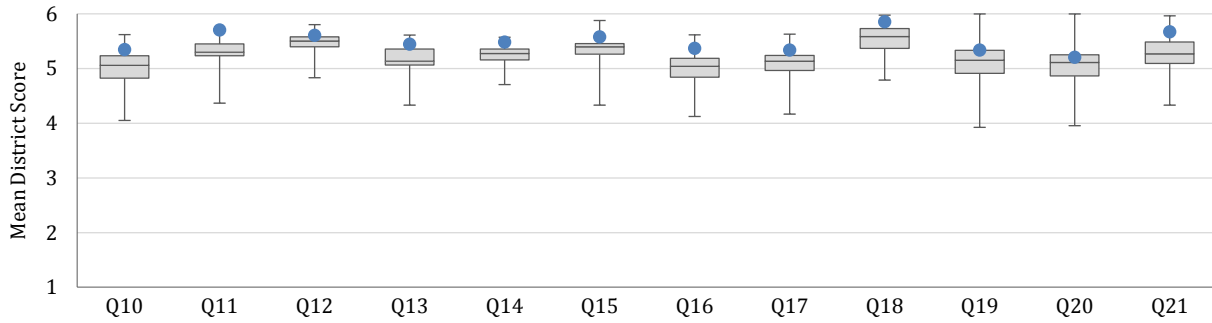
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: REGION 13 BOX-AND-WHISKER CHARTS (CONTINUED)**

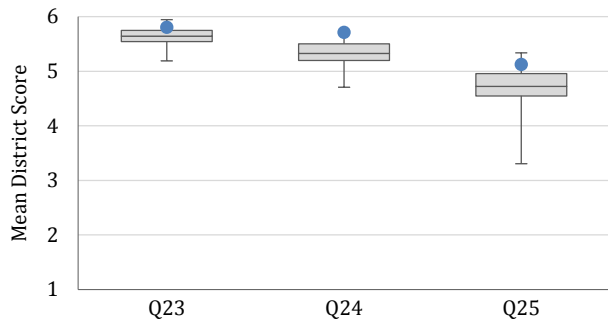
**SATISFACTION WITH MY CHILD'S PROGRAM**



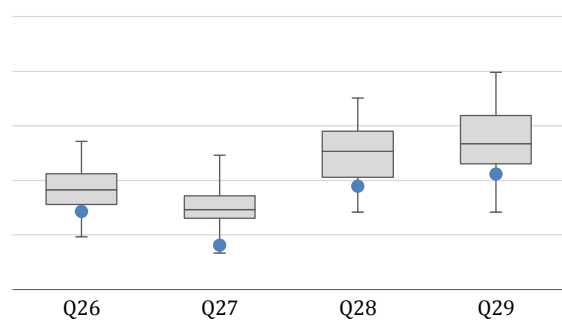
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



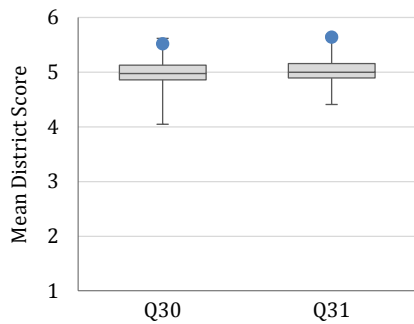
**MY CHILD'S PARTICIPATION**



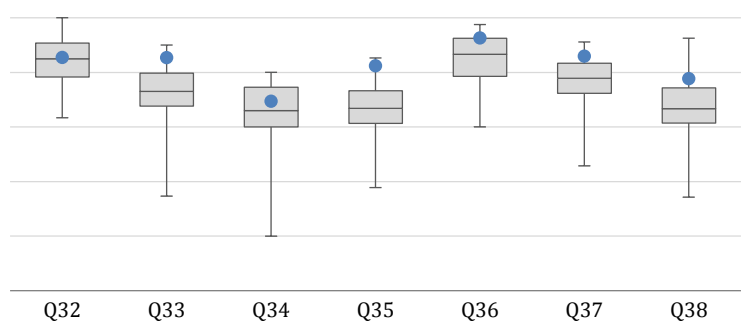
**PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS**



**TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Region 14 Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207



---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Region 14 Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

TABLE OF CONTENTS	
<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Region 14 Survey Findings</u>	Page 7
A.1: Region 14 Survey Response Table	Page 8
A.2: Region 14 Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.



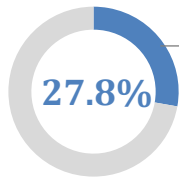
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Region 14 Nexus District.

### DELIVERY METHOD

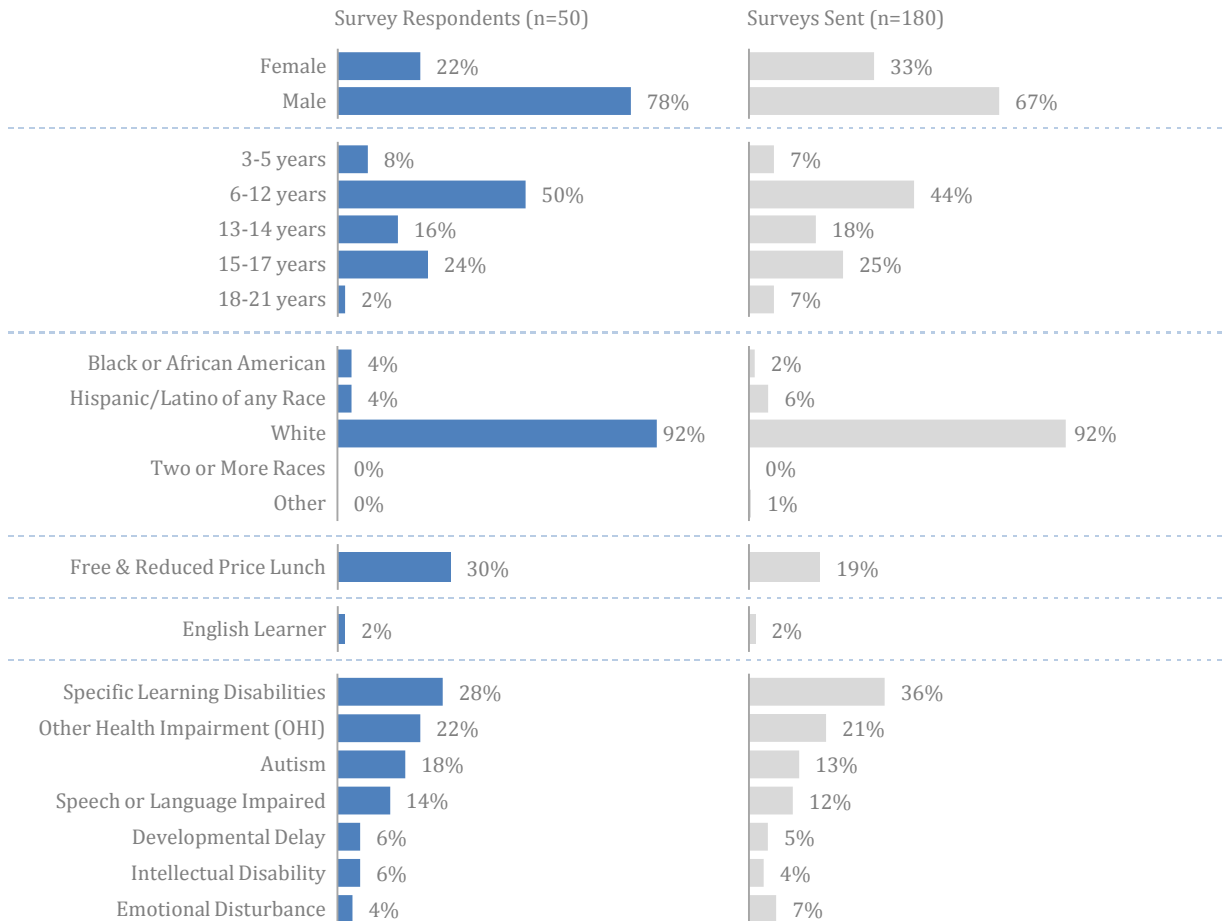
Mail	<b>180</b>	Mail Non-Deliverable Rate	<b>0.6%</b> (n=1)
Email	<b>91.1%</b> (n=164)	Email Non-Deliverable Rate	<b>6.1%</b> (n=10)

### RESPONSE RATE



**42.0%** Online  
**58.0%** Paper



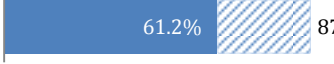

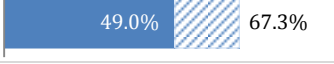

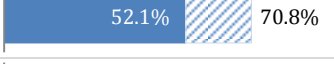





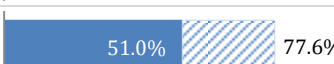


### CHILD DEMOGRAPHICS



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS


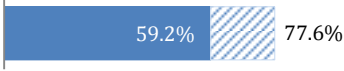
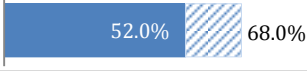

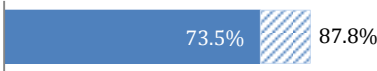
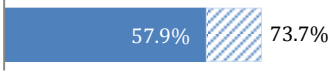
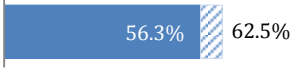
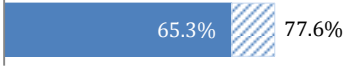
The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Region 14 Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=50]	 42.0% 74.0%	80.0%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=49]	 51.0% 71.4%	85.7%
3. My child is accepted within the school community. [n=49]	 61.2% 87.8%	91.8%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=50]	 38.0% 66.0%	74.0%
5. All special education services identified in my child’s IEP have been provided. [n=49]	 49.0% 67.3%	73.5%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=49]	 40.8% 63.3%	75.5%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=48]	 52.1% 70.8%	85.4%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=48]	 41.7% 68.8%	85.4%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=48]	 41.7% 64.6%	75.0%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=50]	 40.0% 68.0%	84.0%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=49]	 55.1% 83.7%	83.7%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=49]	 49.0% 79.6%	98.0%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=49]	 51.0% 77.6%	91.8%
KEY:  Strongly Agree  Moderately Agree		



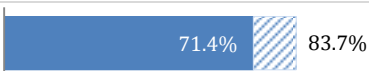
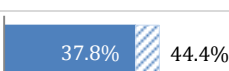
<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

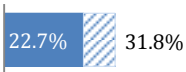



*Participation in My Child's Program (Continued)*



14. My child's evaluation report is written in terms I understand. [n=49]		81.6%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=49]		89.8%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=50]		80.0%
17. 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=49]		81.6%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=49]		95.9%
19. If necessary, a translator was provided at the PPT meetings. [n=19]		84.2%
20. The translation services provided at the PPT meetings were useful and accurate. [n=16]		81.3%
21. The school district proposed the regular classroom for my child as the first placement option. [n=49]		87.8%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=39]		10.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=50]		94.0%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=49]		87.8%
25. 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=45]		51.1%

*Parent Training and Support*

26. 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=44]		36.4%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=44]		34.1%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=49]		49.0%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=48]		50.0%

KEY:  Strongly Agree  Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=50]		86.0%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=47]		85.1%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=4]		75.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=13]		76.9%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=11]		36.4%
35. The PPT introduced planning for my child's transition to adulthood. [n=13]		69.2%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=13]		100.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=13]		92.3%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=12]		66.7%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

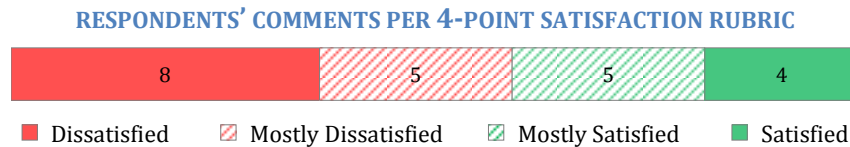
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree    ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child's special education program. Of the 50 surveys completed by parents in the Region 14 Nexus District, 44.0% (n=22) included written comments. The comments were classified according to a 4-point rubric: "1" if the comment conveyed complete dissatisfaction; "2" if mostly dissatisfied; "3" if mostly satisfied; and "4" if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents' feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *My child's school has always been very helpful and knowledgeable of all of my child's needs. I thank Bethlehem Elementary School and all its staff for the kindness and support they have given me in the past few years with my child.*
- *I have been very happy with the education and staff that my grandson gets. I am always in contact with the staff.*
- *Overall, I have been very happy with the work of all those involved in helping my son with his special education needs.*
- *I am very pleased with every teacher he has had over the years. I am pleased with his progress. Thank you all from the bottom of my heart. Looking forward to meeting with everyone again this year.*

### COMMENTS EXPRESSING DISSATISFACTION

- *Social skills programming needs to be viewed as part of the curriculum in districts. Many social problems could have been avoided with more intense training.*
- *It would help to have professional speakers and other professionals or coaches to help my child and myself deal with the daily stresses that come with his disability.*
- *We were overall displeased with the way our school district handled our child's special education needs. We felt misled by the administrator. It seemed to us like the administrator qualified our child too easily as a special needs child. There was also conflict among this administrator and the classroom teacher in regards to how much help our child needed.*
- *I, as the parent, am feeling very unsupported. The only way I get anything done is by repeated phone calls to the school.*
- *If my child has a regular teacher, not special education, they don't seem to put forth much effort to give extra help. I'm not contacted if he isn't doing his best or not doing what is expected of him (i.e., homework, projects).*
- *The district continues to segregate students with more severe disabilities. They do not encourage parents to choose more inclusive options. Instead, they rely on a "safer" more manageable setting to provide instruction and services.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents' comments.

**APPENDIX A | REGION 14 SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: REGION 14 SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	50	4.0%	6.0%	10.0%	6.0%	32.0%	42.0%	±	20.0%	80.0%	74.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	49	6.1%	4.1%	4.1%	14.3%	20.4%	51.0%	±	14.3%	85.7%	71.4%
3. My child is accepted within the school community.	49	2.0%	2.0%	4.1%	4.1%	26.5%	61.2%	±	8.2%	91.8%	87.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	50	2.0%	14.0%	8.0%	8.0%	28.0%	38.0%	2.0%	24.0%	74.0%	66.0%
5. All special education services identified in my child's IEP have been provided.	49	4.1%	8.2%	12.2%	6.1%	18.4%	49.0%	2.0%	24.5%	73.5%	67.3%
6. Staff is appropriately trained and able to provide my child's specific program and services.	49	6.1%	6.1%	8.2%	12.2%	22.4%	40.8%	4.1%	20.4%	75.5%	63.3%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	48	2.1%	8.3%	2.1%	14.6%	18.8%	52.1%	2.1%	12.5%	85.4%	70.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	48	4.2%	6.3%	2.1%	16.7%	27.1%	41.7%	2.1%	12.5%	85.4%	68.8%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	48	12.5%	0.0%	6.3%	10.4%	22.9%	41.7%	6.3%	18.8%	75.0%	64.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	50	8.0%	4.0%	4.0%	16.0%	28.0%	40.0%	±	16.0%	84.0%	68.0%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	49	4.1%	8.2%	4.1%	0.0%	28.6%	55.1%	±	16.3%	83.7%	83.7%
12. I understand what is discussed at meetings to develop my child's IEP.	49	0.0%	2.0%	0.0%	18.4%	30.6%	49.0%	±	2.0%	98.0%	79.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	49	2.0%	4.1%	2.0%	14.3%	26.5%	51.0%	±	8.2%	91.8%	77.6%
14. My child's evaluation report is written in terms I understand.	49	4.1%	8.2%	6.1%	12.2%	30.6%	38.8%	±	18.4%	81.6%	69.4%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	49	4.1%	4.1%	2.0%	12.2%	18.4%	59.2%	±	10.2%	89.8%	77.6%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	50	4.0%	8.0%	8.0%	12.0%	16.0%	52.0%	±	20.0%	80.0%	68.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	49	4.1%	8.2%	6.1%	8.2%	24.5%	49.0%	±	18.4%	81.6%	73.5%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	49	2.0%	0.0%	2.0%	8.2%	14.3%	73.5%	±	4.1%	95.9%	87.8%
19. If necessary, a translator was provided at the PPT meetings.	19	10.5%	0.0%	5.3%	10.5%	15.8%	57.9%	±	15.8%	84.2%	73.7%
20. The translation services provided at the PPT meetings were useful and accurate.	16	12.5%	0.0%	6.3%	18.8%	6.3%	56.3%	±	18.8%	81.3%	62.5%
21. The school district proposed the regular classroom for my child as the first placement option.	49	2.0%	4.1%	0.0%	10.2%	12.2%	65.3%	6.1%	6.1%	87.8%	77.6%

Table is continued on the next page.

**APPENDIX A.1: REGION 14 SURVEY RESPONSE TABLE (CONTINUED)**

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	39	82.1%	7.7%	0.0%	0.0%	0.0%	10.3%	±	89.7%	10.3%	10.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	50	2.0%	2.0%	2.0%	0.0%	8.0%	86.0%	±	6.0%	94.0%	94.0%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	49	6.1%	4.1%	2.0%	4.1%	12.2%	71.4%	±	12.2%	87.8%	83.7%
25. 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).	45	17.8%	0.0%	4.4%	6.7%	6.7%	37.8%	26.7%	22.2%	51.1%	44.4%
26. 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.	44	40.9%	13.6%	9.1%	4.5%	9.1%	22.7%	±	63.6%	36.4%	31.8%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	44	52.3%	2.3%	11.4%	13.6%	9.1%	11.4%	±	65.9%	34.1%	20.5%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	49	16.3%	4.1%	8.2%	8.2%	18.4%	22.4%	22.4%	28.6%	49.0%	40.8%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	48	10.4%	4.2%	10.4%	4.2%	16.7%	29.2%	25.0%	25.0%	50.0%	45.8%
30. My child is learning skills that will enable him/her to be as independent as possible.	50	8.0%	4.0%	2.0%	10.0%	32.0%	44.0%	±	14.0%	86.0%	76.0%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	47	6.4%	6.4%	2.1%	8.5%	25.5%	51.1%	±	14.9%	85.1%	76.6%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	4	25.0%	0.0%	0.0%	25.0%	0.0%	50.0%	±	25.0%	75.0%	50.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	13	0.0%	7.7%	15.4%	7.7%	38.5%	30.8%	±	23.1%	76.9%	69.2%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	11	18.2%	0.0%	9.1%	18.2%	0.0%	18.2%	36.4%	27.3%	36.4%	18.2%
35. The PPT introduced planning for my child's transition to adulthood.	13	7.7%	15.4%	7.7%	30.8%	23.1%	15.4%	±	30.8%	69.2%	38.5%
36. The school district actively encourages my child to attend and participate in PPT meetings.	13	0.0%	0.0%	0.0%	0.0%	23.1%	76.9%	±	0.0%	100.0%	100.0%
37. The PPT discussed an appropriate course of study at the high school for my child.	13	0.0%	0.0%	7.7%	7.7%	46.2%	38.5%	±	7.7%	92.3%	84.6%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	12	0.0%	16.7%	16.7%	33.3%	8.3%	25.0%	±	33.3%	66.7%	33.3%

Note: High level agree = "moderately agree" + "strongly agree."

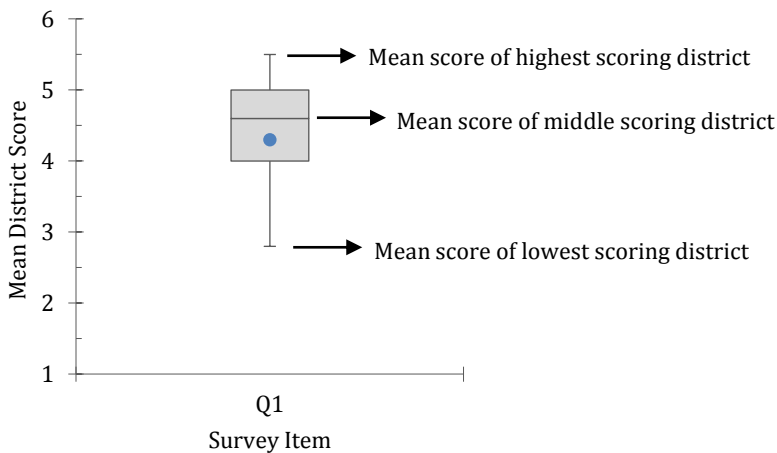
± Not a response option for this survey item.



## APPENDIX A.2: REGION 14 BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

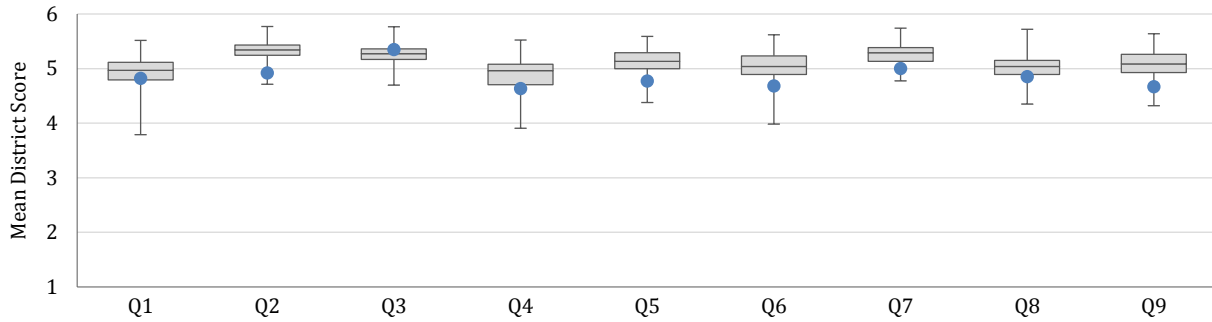
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

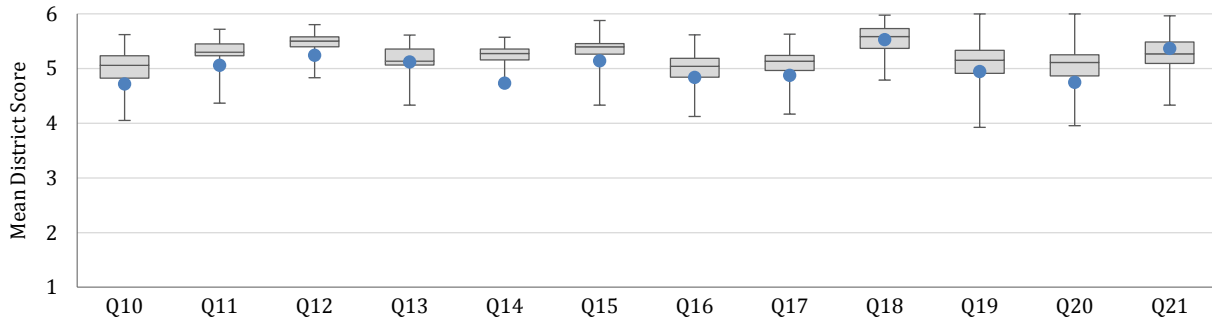
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: REGION 14 BOX-AND-WHISKER CHARTS (CONTINUED)**

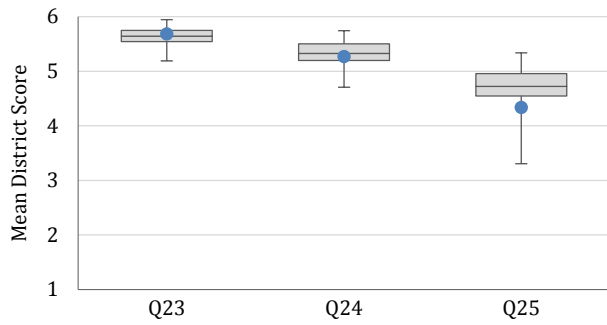
**SATISFACTION WITH MY CHILD'S PROGRAM**



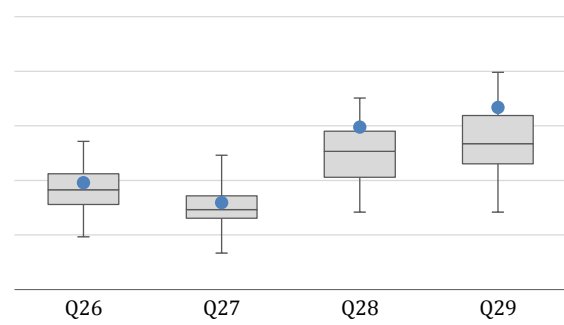
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



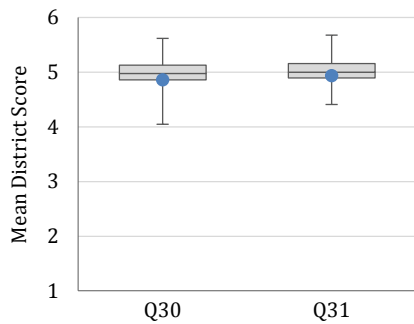
**MY CHILD'S PARTICIPATION**



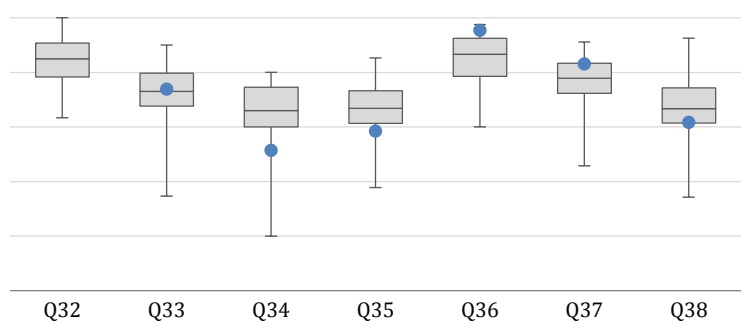
**PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS**



**TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Region 15 Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Region 15 Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Region 15 Survey Findings</u>	Page 9
A.1: Region 15 Survey Response Table	Page 10
A.2: Region 15 Box-and-Whiskers Charts	Page 12
<u>Appendix B: Statewide Results</u>	Page 14
B.1: Response Rate by District	Page 15
B.2: Statewide Survey Response Table	Page 16

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

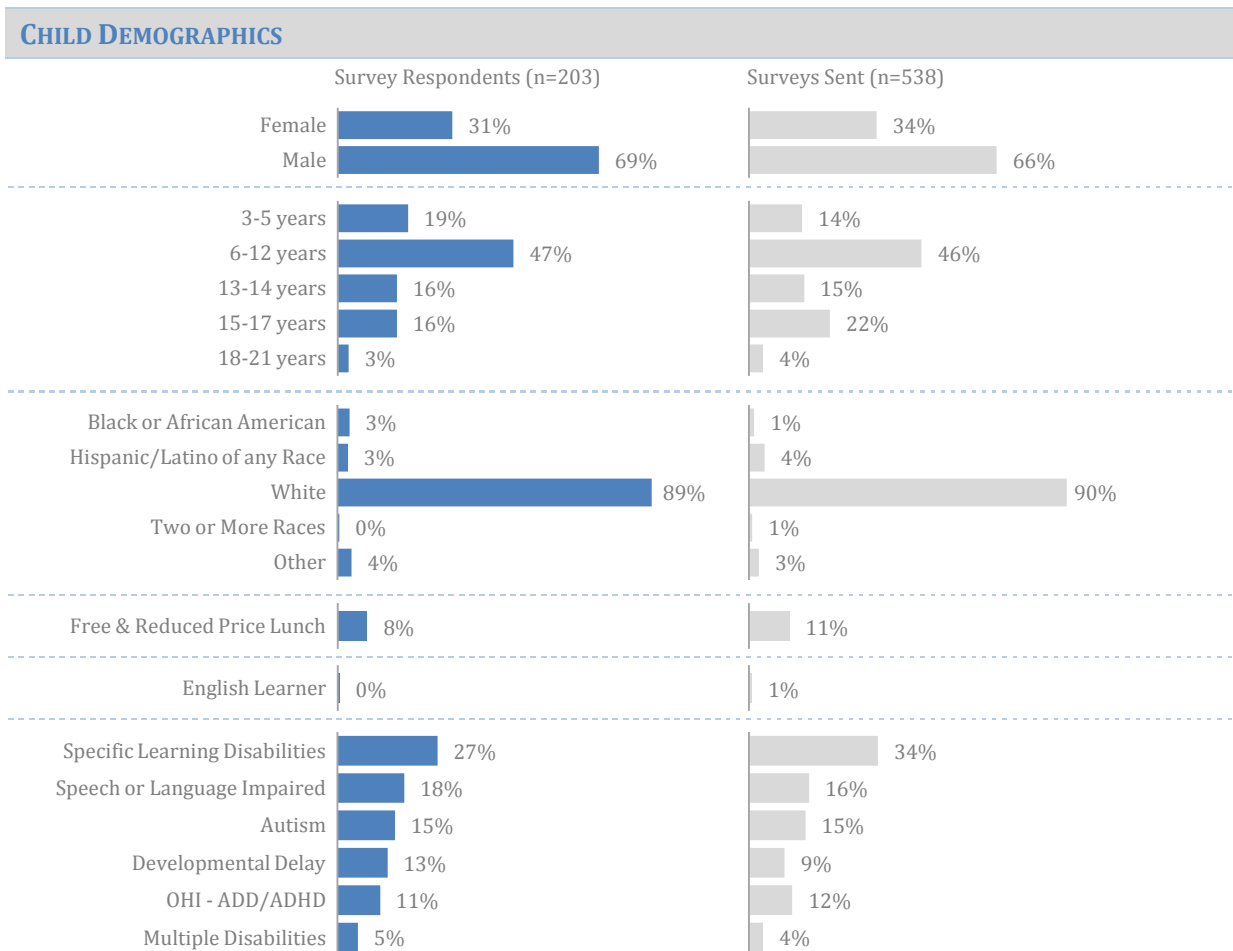
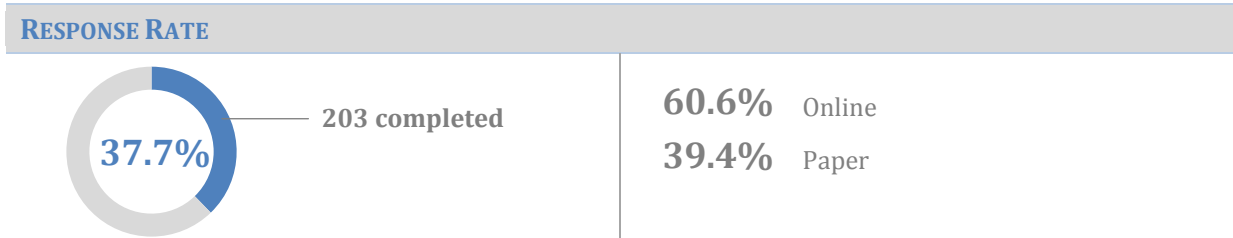
<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.



## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Region 15 Nexus District.


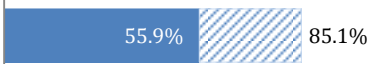

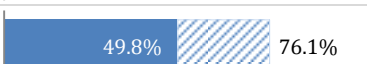



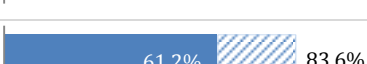



DELIVERY METHOD			
Mail	538	Mail Non-Deliverable Rate	0.7% (n=4)
Email	90.5% (n=487)	Email Non-Deliverable Rate	3.1% (n=15)



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

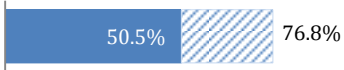
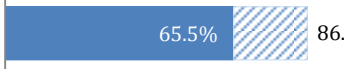



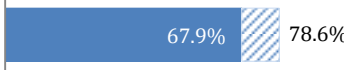
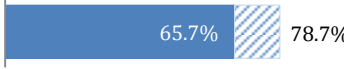
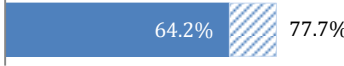
The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Region 15 Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=202]	 41.1% 74.8%	86.6%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=202]	 55.9% 85.1%	91.1%
3. My child is accepted within the school community. [n=202]	 55.0% 82.7%	88.6%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=202]	 39.6% 68.3%	84.2%
5. All special education services identified in my child’s IEP have been provided. [n=201]	 49.8% 76.1%	83.6%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=202]	 46.0% 74.3%	81.2%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=202]	 52.0% 79.7%	90.1%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=202]	 38.6% 63.9%	76.7%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=200]	 44.5% 72.5%	81.5%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=201]	 40.3% 65.2%	80.6%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=201]	 61.2% 83.6%	89.1%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=200]	 68.0% 95.5%	94.5%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=199]	 52.3% 80.9%	89.4%
KEY:  Strongly Agree  Moderately Agree		



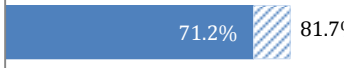

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

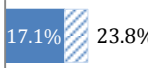

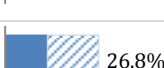

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=198]		88.4%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=200]		96.0%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=200]		85.5%
17. 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=199]		83.4%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=200]		95.0%
19. If necessary, a translator was provided at the PPT meetings. [n=112]		87.5%
20. The translation services provided at the PPT meetings were useful and accurate. [n=108]		87.0%
21. The school district proposed the regular classroom for my child as the first placement option. [n=193]		83.4%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=173]		11.0%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=196]		94.9%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=191]		91.6%
25. 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=177]		45.8%

*Parent Training and Support*

26. 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=181]		33.7%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=175]		28.6%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=190]		37.4%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=184]		29.3%

KEY: ■ Strongly Agree    ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=198]	49.0% 76.8%	84.3%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=195]	48.2% 75.9%	86.7%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=33]	72.7% 78.8%	87.9%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=39]	33.3% 61.5%	82.1%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=33]	27.3% 42.4%	48.5%
35. The PPT introduced planning for my child's transition to adulthood. [n=39]	30.8% 66.7%	71.8%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=40]	65.0% 87.5%	95.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=40]	37.5% 72.5%	85.0%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=40]	30.0% 55.0%	65.0%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

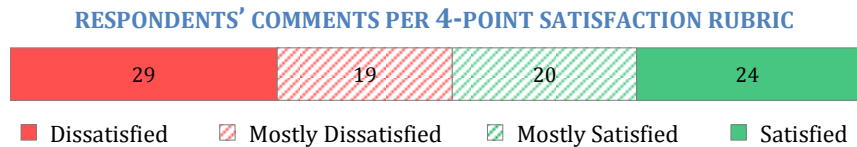
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 203 surveys completed by parents in the Region 15 Nexus District, 46.3% (n=94) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



Note: The comments of two respondents were not coded because the remarks could not be classified as either a reflection of satisfaction or dissatisfaction with their child’s program.

### COMMENTS EXPRESSING SATISFACTION

- *We are very pleased with the care our son is receiving. He is progressing in his skills, and is moving forward both academically and socially. His regular education teachers and special education teachers have worked collaboratively to meet his needs.*
- *This past year in particular was stellar for my son. His team was very helpful and did much to encourage him both academically and socially. His classroom teacher worked with him as much as she could. His aide was a perfect match, and the flex room and special education teacher are a great asset to my son's education.*
- *Classroom teachers, special educators and paraprofessionals are top notch. Other personnel like behaviorists, speech teachers, etc. are available as ongoing resources. All have seemed genuinely invested in my child's education and success. I have found that every reasonable request I have made for my child to-date has been honored.*
- *The school district, especially the special education teachers at high school are excellent. The teachers are very engaged and willing to explore different ways of teaching my child. The PPT meetings are highly collaborative and supportive of the parents as well as our child. We cannot express more positively how pleased we are with the high school special education teachers.*
- *I have been very satisfied with the special education services that have been provided to my child. Region 15 schools have been very accommodating and have helped my child begin to succeed in areas that were of previous struggle both in the classroom and at home.*
- *We could not be more pleased with the services provided for our child by our district. The teachers and service providers exemplify the true meaning of dedication to our child and her education. They ensure that all of her needs are met and go beyond expectations when it comes to communication with us. We are always kept up-to-date on her progress and are given exercises that we can work on with her at home. We feel it is a true team with our daughter's best interest and success in mind.*
- *Our experience with the teachers has been outstanding with excellent teaching and specialized services. I would like to acknowledge the special education teacher for her dedication to providing a caring environment to foster best learning. The support staff, aides and special needs service providers sincerely care for my child's well-being and educational development. A great transitional group has been put in place to continue his growth.*
- *Our experience has been all good! We have worked together with the school as a team – because of that, our child's future is bright. We couldn't ask for more support. This special education system is truly wonderful!*
- *My child's special education teachers have been fantastic. They really understand my child's strengths and weaknesses. They are helping him develop needed skills and confidence. I cannot say enough about the teachers he had at elementary and middle school!*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

- *We only had positive experiences with the special education program. The teachers, administrators, and staff have been more than supportive. They have always put our son's needs first and have always made accommodations for his learning style. Our son has made more progress than we ever thought possible. We owe this to the dedicated teachers and staff who have worked with him.*
- *Region 15 is absolutely astounding. They go way above and beyond for my son. He has made tremendous gains thanks to the services he has been provided.*
- *I cannot say enough about the incredible team of teachers and support staff that we have been working with. Every time we leave a meeting with them I am so impressed with how they handle my child's education. I feel truly fortunate to have these teachers involved in my child's school and extremely grateful for their hard work and dedication.*

## COMMENTS EXPRESSING DISSATISFACTION

- *Our experience since our daughter has entered special education has been extremely frustrating and stressful, to say the least. We have had to constantly advocate and even battle with the school system in order to get our daughter's needs met even if it did not involve any further cost to the district. In general, we do not believe our position on our daughter's needs is respected.*
- *It has been frustrating how slow it is to make changes to my child's placement and/or to obtain homebound tutoring when appropriate. Things that should take weeks instead take months.*
- *I have received emails and talked to regular education and the specials teachers that told me they did not know my child was special education, and therefore modifications and accommodations were not followed. Very little communication with parents.*
- *The administrators should be more educated on types of special needs and how all special needs children don't react and learn the same way.*
- *It would be good to train aides in special education and to be a lot more compassionate to children.*
- *Overall, there is a lack of respect for the parent's input and a lack of parental support. Lack of help facilitating the child's participation in clubs and sports, and especially a lack of social skills groups for children.*
- *I feel the school doesn't have enough resources to accommodate the elective classes. My child was having difficulty in a class and was told to switch to another because they didn't have the resources to allow an aid in the class. My child would have benefited more from the first class than the second.*
- *Our school needs to have more resources for students with behavioral difficulties. There needs to be more focus on how to address behaviors in a productive, not always punitive way. Most of the teachers my son has had have been wonderful. However, those who have not have set him back significantly, both academically and emotionally. There should be a focus on teaching teachers/staff/other students not just tolerance, but acceptance of kids with special needs.*
- *Much more communication is needed between parents and teachers/aides. Communication books are vague and not detailed, and parents rarely have the opportunity to see and talk to teachers. This is very difficult for parents with nonverbal children. There should be more opportunities for volunteering and being involved in the classroom.*
- *I would love to see more after school activities for my child. There are a great deal of activities for her typically developing peers, but nothing I am aware of that my daughter can participate in. I understand the additional cost involved can be difficult on most already strained school district budgets. It would be nice to see school districts moving in this direction, so that my child and others like her can feel more a part of the school community.*
- *Limited resources based on limited budgets. Teachers do not consistently follow through on modifications and strategies. Class size and lack of training may be a cause.*
- *Overall, my child's experience with special education has been poor. While some teachers (special and regular education) may have been personally invested, their professional knowledge and skills were strongly lacking in addressing special education needs of my child. When questions were presented that may delve into these areas that appeared weaker, the professionals' responses seemed arrogant and even obtuse. Seemingly, as a result of their unwillingness to grow or possibly learn more as educators, my child's special education experience has been poor and we have little trust in their ability to help develop the necessary skills.*
- *I feel that an inexperienced teacher poorly managed my child's early transition years. My child seems to be on the right track now, but may have been greatly hampered by the lost initial transition.*

- *The special education teacher assigned to our child was not very supportive. Her communication between parents and regular teachers was poor. Her ability to help strengthen our son's weaknesses was poor. We feel that it would be more effective if the same special education teacher were assigned to a student for the duration of their time at each school.*
- *I wasn't made aware that my child was going to have new aides and a new teacher. This more than likely caused more anxiety for my child to not to want to go to school.*
- *Support networks are not aligned with our district. They are private groups. The school district should provide this support. It would create goodwill and better cooperation.*

**APPENDIX A | REGION 15 SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**



## APPENDIX A.1: REGION 15 SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	202	5.4%	2.5%	5.4%	11.9%	33.7%	41.1%	±	13.4%	86.6%	74.8%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	202	3.5%	1.0%	4.5%	5.9%	29.2%	55.9%	±	8.9%	91.1%	85.1%
3. My child is accepted within the school community.	202	1.5%	5.9%	4.0%	5.9%	27.7%	55.0%	±	11.4%	88.6%	82.7%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	202	6.4%	3.0%	5.4%	15.8%	28.7%	39.6%	1.0%	14.9%	84.2%	68.3%
5. All special education services identified in my child's IEP have been provided.	201	4.5%	5.5%	5.5%	7.5%	26.4%	49.8%	1.0%	15.4%	83.6%	76.1%
6. Staff is appropriately trained and able to provide my child's specific program and services.	202	5.9%	5.4%	5.4%	6.9%	28.2%	46.0%	2.0%	16.8%	81.2%	74.3%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	202	2.0%	3.5%	1.5%	10.4%	27.7%	52.0%	3.0%	6.9%	90.1%	79.7%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	202	7.9%	4.0%	5.0%	12.9%	25.2%	38.6%	6.4%	16.8%	76.7%	63.9%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	200	5.0%	5.5%	1.5%	9.0%	28.0%	44.5%	6.5%	12.0%	81.5%	72.5%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	201	7.0%	5.0%	7.5%	15.4%	24.9%	40.3%	±	19.4%	80.6%	65.2%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	201	3.0%	4.5%	3.5%	5.5%	22.4%	61.2%	±	10.9%	89.1%	83.6%
12. I understand what is discussed at meetings to develop my child's IEP.	200	2.0%	1.0%	2.5%	4.0%	22.5%	68.0%	±	5.5%	94.5%	90.5%
13. My concerns and recommendations are documented in the development of my child's IEP.	199	3.0%	3.5%	4.0%	8.5%	28.6%	52.3%	±	10.6%	89.4%	80.9%
14. My child's evaluation report is written in terms I understand.	198	3.0%	3.0%	5.6%	11.6%	26.3%	50.5%	±	11.6%	88.4%	76.8%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	200	0.5%	2.0%	1.5%	9.5%	21.0%	65.5%	±	4.0%	96.0%	86.5%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	200	3.0%	5.0%	6.5%	12.5%	27.0%	46.0%	±	14.5%	85.5%	73.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	199	5.0%	4.0%	7.5%	11.1%	20.6%	51.8%	±	16.6%	83.4%	72.4%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	200	2.0%	2.0%	1.0%	2.5%	15.5%	77.0%	±	5.0%	95.0%	92.5%
19. If necessary, a translator was provided at the PPT meetings.	112	8.9%	0.9%	2.7%	8.9%	10.7%	67.9%	±	12.5%	87.5%	78.6%
20. The translation services provided at the PPT meetings were useful and accurate.	108	9.3%	1.9%	1.9%	8.3%	13.0%	65.7%	±	13.0%	87.0%	78.7%
21. The school district proposed the regular classroom for my child as the first placement option.	193	4.7%	3.1%	2.6%	5.7%	13.5%	64.2%	6.2%	10.4%	83.4%	77.7%

Table is continued on the next page.

**APPENDIX A.1: REGION 15 SURVEY RESPONSE TABLE (CONTINUED)**

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	173	83.8%	4.0%	1.2%	1.7%	4.6%	4.6%	±	89.0%	11.0%	9.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	196	2.0%	1.0%	2.0%	4.1%	9.2%	81.6%	±	5.1%	94.9%	90.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	191	4.2%	1.0%	3.1%	9.9%	10.5%	71.2%	±	8.4%	91.6%	81.7%
25. 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).	177	10.2%	2.3%	5.1%	6.2%	12.4%	27.1%	36.7%	17.5%	45.8%	39.5%
26. 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.	181	53.0%	4.4%	8.8%	9.9%	6.6%	17.1%	±	66.3%	33.7%	23.8%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	175	58.9%	5.7%	6.9%	10.3%	7.4%	10.9%	±	71.4%	28.6%	18.3%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	190	19.5%	5.8%	6.3%	10.5%	14.7%	12.1%	31.1%	31.6%	37.4%	26.8%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	184	16.3%	6.0%	7.1%	9.8%	8.2%	11.4%	41.3%	29.3%	29.3%	19.6%
30. My child is learning skills that will enable him/her to be as independent as possible.	198	3.0%	3.5%	9.1%	7.6%	27.8%	49.0%	±	15.7%	84.3%	76.8%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	195	4.1%	4.6%	4.6%	10.8%	27.7%	48.2%	±	13.3%	86.7%	75.9%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	33	9.1%	3.0%	0.0%	9.1%	6.1%	72.7%	±	12.1%	87.9%	78.8%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	39	7.7%	2.6%	7.7%	20.5%	28.2%	33.3%	±	17.9%	82.1%	61.5%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	33	18.2%	6.1%	3.0%	6.1%	15.2%	27.3%	24.2%	27.3%	48.5%	42.4%
35. The PPT introduced planning for my child's transition to adulthood.	39	12.8%	7.7%	7.7%	5.1%	35.9%	30.8%	±	28.2%	71.8%	66.7%
36. The school district actively encourages my child to attend and participate in PPT meetings.	40	5.0%	0.0%	0.0%	7.5%	22.5%	65.0%	±	5.0%	95.0%	87.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	40	5.0%	5.0%	5.0%	12.5%	35.0%	37.5%	±	15.0%	85.0%	72.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	40	15.0%	10.0%	10.0%	10.0%	25.0%	30.0%	±	35.0%	65.0%	55.0%

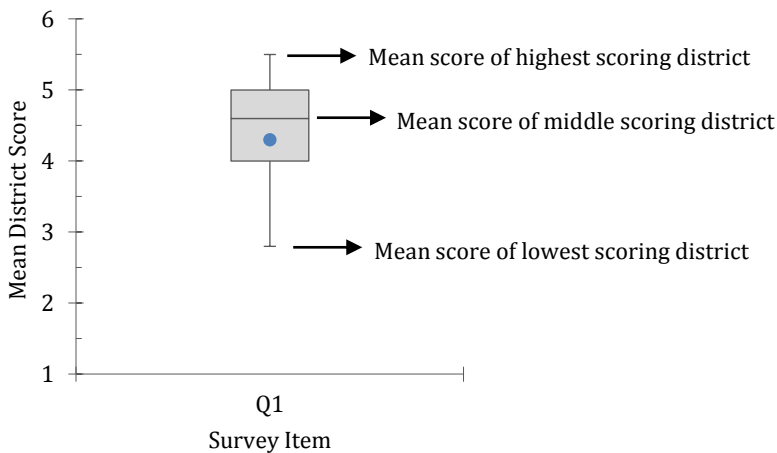
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: REGION 15 BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

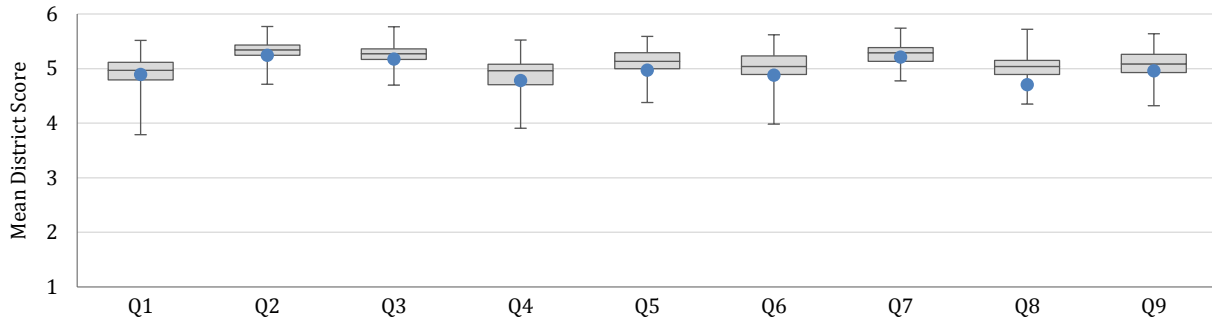
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

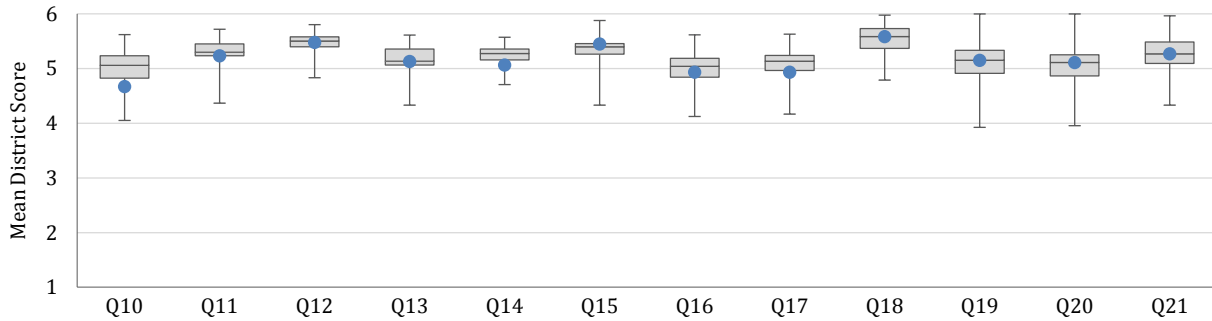
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: REGION 15 BOX-AND-WHISKER CHARTS (CONTINUED)**

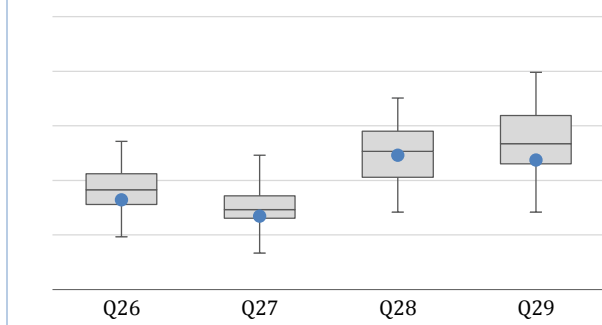
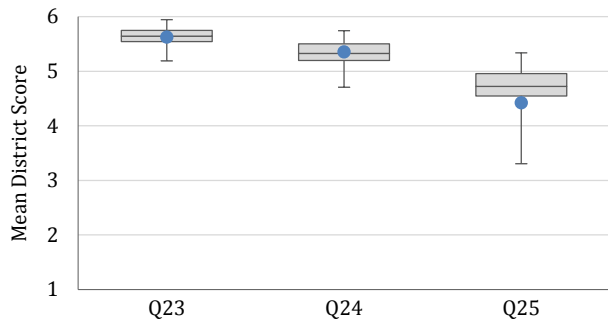
**SATISFACTION WITH MY CHILD'S PROGRAM**



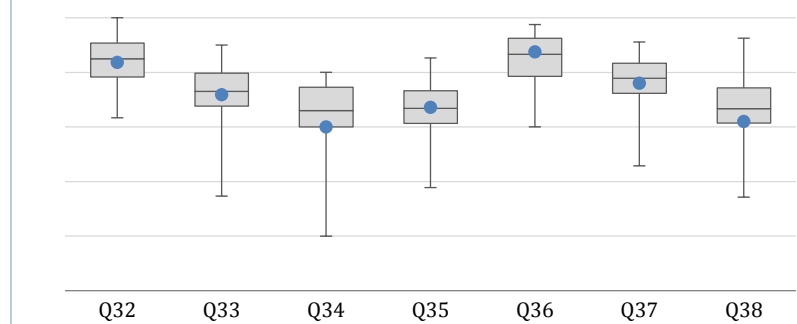
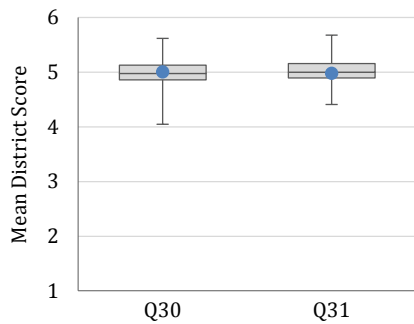
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**MY CHILD'S PARTICIPATION      PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS      TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.



2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Region 16 Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207



---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Region 16 Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Region 16 Survey Findings</u>	Page 7
A.1: Region 16 Survey Response Table	Page 8
A.2: Region 16 Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

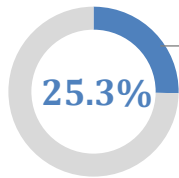
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Region 16 Nexus District.

### DELIVERY METHOD

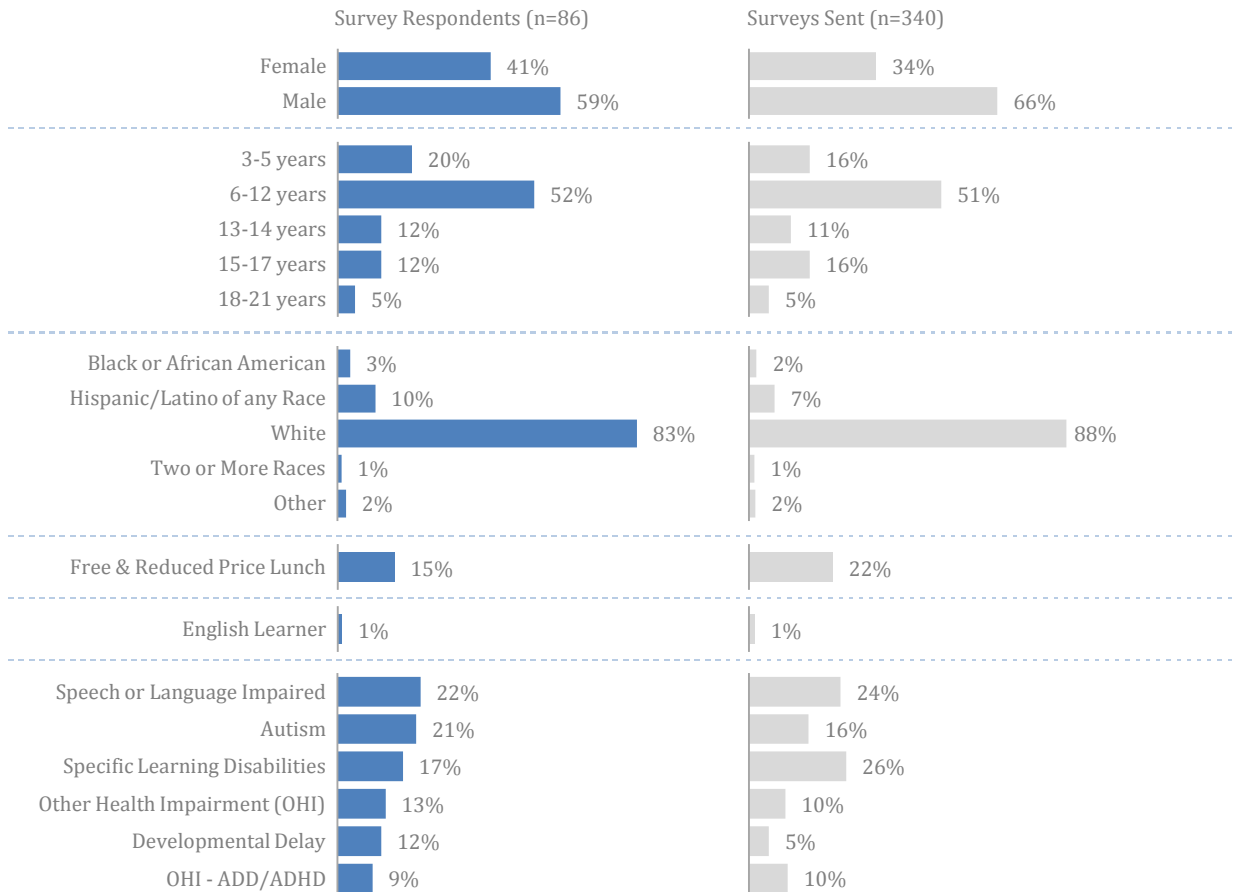
Mail	<b>340</b>	Mail Non-Deliverable Rate	<b>2.9%</b> (n=10)
Email	<b>91.5%</b> (n=311)	Email Non-Deliverable Rate	<b>10.6%</b> (n=33)

### RESPONSE RATE



**47.7%** Online  
**52.3%** Paper









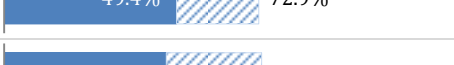

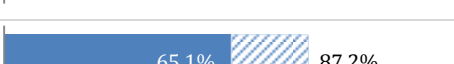

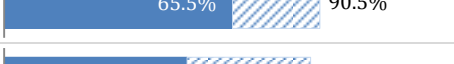


### CHILD DEMOGRAPHICS



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Region 16 Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=86]	 30.2% 75.6%	87.2%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=84]	 60.7% 90.5%	96.4%
3. My child is accepted within the school community. [n=84]	 58.3% 85.7%	90.5%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=85]	 32.9% 70.6%	84.7%
5. All special education services identified in my child’s IEP have been provided. [n=86]	 47.7% 74.4%	81.4%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=85]	 45.9% 71.8%	81.2%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=85]	 49.4% 82.4%	89.4%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=85]	 49.4% 72.9%	85.9%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=84]	 46.4% 73.8%	86.9%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=85]	 56.5% 77.6%	91.8%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=86]	 65.1% 82.2%	95.3%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=84]	 65.5% 90.5%	92.9%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=82]	 52.4% 87.8%	91.5%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=85]	48.2% 78.8%	91.8%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=85]	71.8% 87.1%	91.8%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=86]	40.7% 72.1%	84.9%
17. 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=86]	53.5% 80.2%	90.7%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=86]	84.9% 93.0%	98.8%
19. If necessary, a translator was provided at the PPT meetings. [n=55]	67.3% 78.2%	90.9%
20. The translation services provided at the PPT meetings were useful and accurate. [n=50]	62.0% 74.0%	88.0%
21. The school district proposed the regular classroom for my child as the first placement option. [n=86]	60.5% 73.3%	82.6%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=73]	4.1%	11.0%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=84]	88.1% 94.0%	97.6%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=83]	74.7% 85.5%	92.8%
25. 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=81]	34.6% 40.7%	49.4%

*Parent Training and Support*

26. 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=78]	17.9%	21.8%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=79]	16.5%	20.3%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=82]	14.6%	19.5%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=79]	12.7%	17.7%

KEY: ■ Strongly Agree ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=82]		86.6%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=78]		88.5%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=18]		66.7%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=13]		92.3%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=13]		38.5%
35. The PPT introduced planning for my child's transition to adulthood. [n=12]		58.3%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=13]		100.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=13]		76.9%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=11]		45.5%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

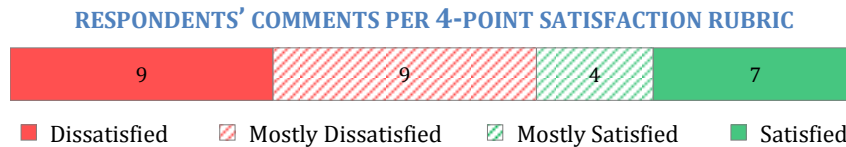
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree    ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 86 surveys completed by parents in the Region 16 Nexus District, 33.7% (n=29) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *I was very happy with my child's program. Her speech teacher was in constant contact – always listening to my concerns and answering my questions.*
- *Over the last few years, I have watched my daughter improve tremendously with her socialization skills. Most of her special education teachers, as well as her classroom teachers have gone above and beyond to help her.*
- *I couldn't be happier with my daughter's team and our open communication!*
- *My daughter's special education experience has been great. There are exceptional teachers at all grade levels. My daughter's high school case manager/life skills teacher is bright, caring, and innovative. She has changed a lot of kids' lives, both with and without special needs.*
- *My child received the necessary support and educational curriculum that enabled her to transition into a typical peer. I am satisfied with the overall support and guidance from the school district.*

### COMMENTS EXPRESSING DISSATISFACTION

- *When my son entered high school, it seemed like the teachers were completely unaware of the accommodations/modifications that my son needed. I got the feeling that they didn't cooperate with the case manager easily.*
- *I have had to advocate for programming, aide support, appropriate modifications, and educate this district on laws. Most disappointing is the lack of initiative and forward thinking on future skills like executive functioning, time management, and expanding social opportunities. Very isolating here as a parent.*
- *I would like to see more activities and involvement with typical peers to help my child's learning process.*
- *My son cannot attend after school activities because he needs a one-on-one paraprofessional. The district will not pay the paraprofessional to stay after school with him.*
- *There should be parental training to help understand and work with her disability.*
- *This district is maxed out in capacity to help their special education students, especially ones that are not typical to the issues they have. I have been frustrated and continued to be as the new school starts. I feel in many ways the district stifled his potential because they didn't understand his learning difficulties. The staff tried their best to do the best with the resources allotted to them, but when you are at your max capacity with children it's very hard to achieve success.*
- *Work experience program for resource room students' needs additional work.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents' comments.

**APPENDIX A | REGION 16 SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**



## APPENDIX A.1: REGION 16 SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	86	7.0%	2.3%	3.5%	11.6%	45.3%	30.2%	±	12.8%	87.2%	75.6%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	84	2.4%	0.0%	1.2%	6.0%	29.8%	60.7%	±	3.6%	96.4%	90.5%
3. My child is accepted within the school community.	84	1.2%	3.6%	4.8%	4.8%	27.4%	58.3%	±	9.5%	90.5%	85.7%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	85	4.7%	8.2%	2.4%	14.1%	37.6%	32.9%	0.0%	15.3%	84.7%	70.6%
5. All special education services identified in my child's IEP have been provided.	86	7.0%	4.7%	4.7%	7.0%	26.7%	47.7%	2.3%	16.3%	81.4%	74.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	85	5.9%	4.7%	4.7%	9.4%	25.9%	45.9%	3.5%	15.3%	81.2%	71.8%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	85	3.5%	3.5%	2.4%	7.1%	32.9%	49.4%	1.2%	9.4%	89.4%	82.4%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	85	5.9%	4.7%	1.2%	12.9%	23.5%	49.4%	2.4%	11.8%	85.9%	72.9%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	84	3.6%	4.8%	2.4%	13.1%	27.4%	46.4%	2.4%	10.7%	86.9%	73.8%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	85	2.4%	3.5%	2.4%	14.1%	21.2%	56.5%	±	8.2%	91.8%	77.6%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	86	1.2%	1.2%	2.3%	8.1%	22.1%	65.1%	±	4.7%	95.3%	87.2%
12. I understand what is discussed at meetings to develop my child's IEP.	84	1.2%	1.2%	4.8%	2.4%	25.0%	65.5%	±	7.1%	92.9%	90.5%
13. My concerns and recommendations are documented in the development of my child's IEP.	82	2.4%	3.7%	2.4%	3.7%	35.4%	52.4%	±	8.5%	91.5%	87.8%
14. My child's evaluation report is written in terms I understand.	85	0.0%	3.5%	4.7%	12.9%	30.6%	48.2%	±	8.2%	91.8%	78.8%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	85	2.4%	2.4%	3.5%	4.7%	15.3%	71.8%	±	8.2%	91.8%	87.1%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	86	5.8%	4.7%	4.7%	12.8%	31.4%	40.7%	±	15.1%	84.9%	72.1%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	86	3.5%	1.2%	4.7%	10.5%	26.7%	53.5%	±	9.3%	90.7%	80.2%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	86	0.0%	1.2%	0.0%	5.8%	8.1%	84.9%	±	1.2%	98.8%	93.0%
19. If necessary, a translator was provided at the PPT meetings.	55	7.3%	1.8%	0.0%	12.7%	10.9%	67.3%	±	9.1%	90.9%	78.2%
20. The translation services provided at the PPT meetings were useful and accurate.	50	10.0%	2.0%	0.0%	14.0%	12.0%	62.0%	±	12.0%	88.0%	74.0%
21. The school district proposed the regular classroom for my child as the first placement option.	86	2.3%	1.2%	1.2%	9.3%	12.8%	60.5%	12.8%	4.7%	82.6%	73.3%

Table is continued on the next page.

**APPENDIX A.1: REGION 16 SURVEY RESPONSE TABLE (CONTINUED)**

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	73	82.2%	5.5%	1.4%	6.8%	1.4%	2.7%	±	89.0%	11.0%	4.1%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	84	1.2%	1.2%	0.0%	3.6%	6.0%	88.1%	±	2.4%	97.6%	94.0%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	83	3.6%	0.0%	3.6%	7.2%	10.8%	74.7%	±	7.2%	92.8%	85.5%
25. 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).	81	7.4%	1.2%	3.7%	8.6%	6.2%	34.6%	38.3%	12.3%	49.4%	40.7%
26. 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.	78	70.5%	3.8%	3.8%	3.8%	5.1%	12.8%	±	78.2%	21.8%	17.9%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	79	72.2%	3.8%	3.8%	3.8%	7.6%	8.9%	±	79.7%	20.3%	16.5%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	82	29.3%	1.2%	6.1%	4.9%	7.3%	7.3%	43.9%	36.6%	19.5%	14.6%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	79	29.1%	1.3%	5.1%	5.1%	7.6%	5.1%	46.8%	35.4%	17.7%	12.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	82	6.1%	3.7%	3.7%	8.5%	28.0%	50.0%	±	13.4%	86.6%	78.0%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	78	6.4%	1.3%	3.8%	7.7%	28.2%	52.6%	±	11.5%	88.5%	80.8%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	18	33.3%	0.0%	0.0%	0.0%	16.7%	50.0%	±	33.3%	66.7%	66.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	13	7.7%	0.0%	0.0%	15.4%	30.8%	46.2%	±	7.7%	92.3%	76.9%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	13	7.7%	7.7%	7.7%	0.0%	7.7%	30.8%	38.5%	23.1%	38.5%	38.5%
35. The PPT introduced planning for my child's transition to adulthood.	12	25.0%	8.3%	8.3%	0.0%	8.3%	50.0%	±	41.7%	58.3%	58.3%
36. The school district actively encourages my child to attend and participate in PPT meetings.	13	0.0%	0.0%	0.0%	7.7%	23.1%	69.2%	±	0.0%	100.0%	92.3%
37. The PPT discussed an appropriate course of study at the high school for my child.	13	7.7%	7.7%	7.7%	7.7%	15.4%	53.8%	±	23.1%	76.9%	69.2%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	11	27.3%	27.3%	0.0%	0.0%	18.2%	27.3%	±	54.5%	45.5%	45.5%

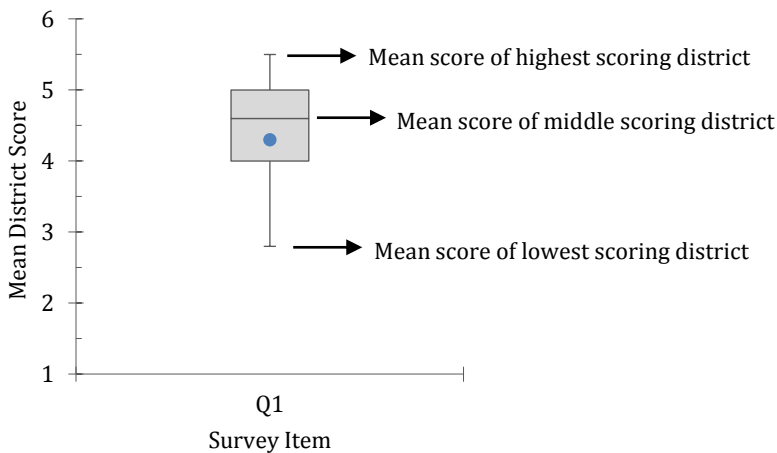
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: REGION 16 BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

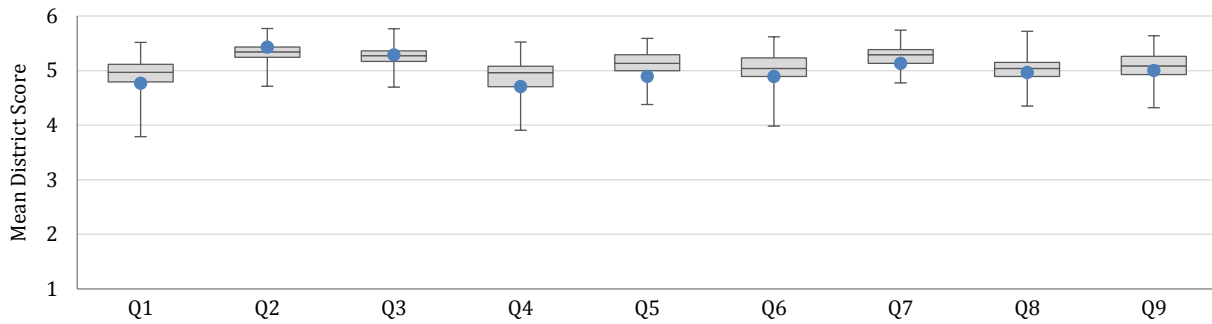
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

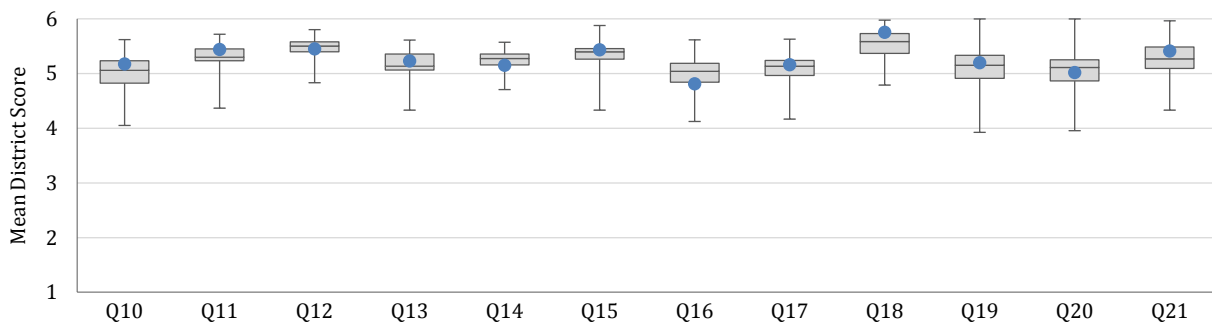
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: REGION 16 BOX-AND-WHISKER CHARTS (CONTINUED)**

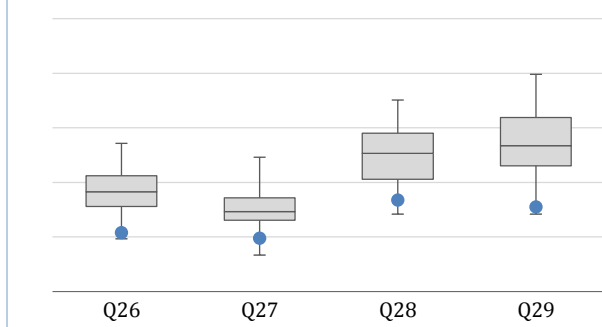
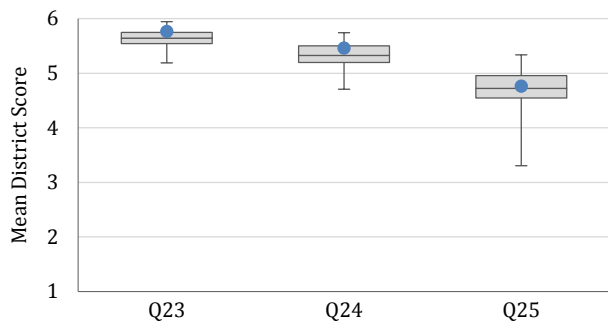
**SATISFACTION WITH MY CHILD'S PROGRAM**



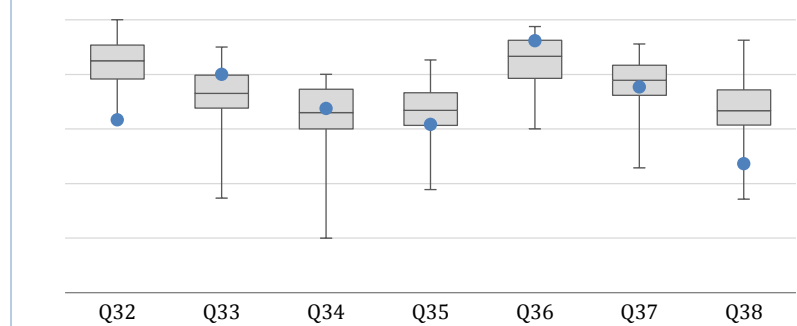
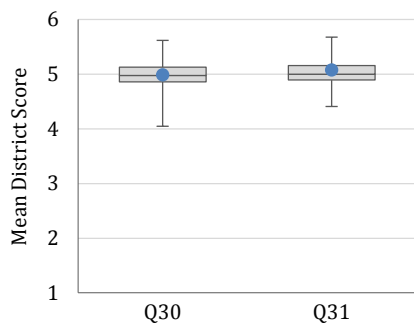
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**MY CHILD'S PARTICIPATION      PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS      TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.



2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Region 17 Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207



---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Region 17 Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

TABLE OF CONTENTS	
<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Region 17 Survey Findings</u>	Page 7
A.1: Region 17 Survey Response Table	Page 8
A.2: Region 17 Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

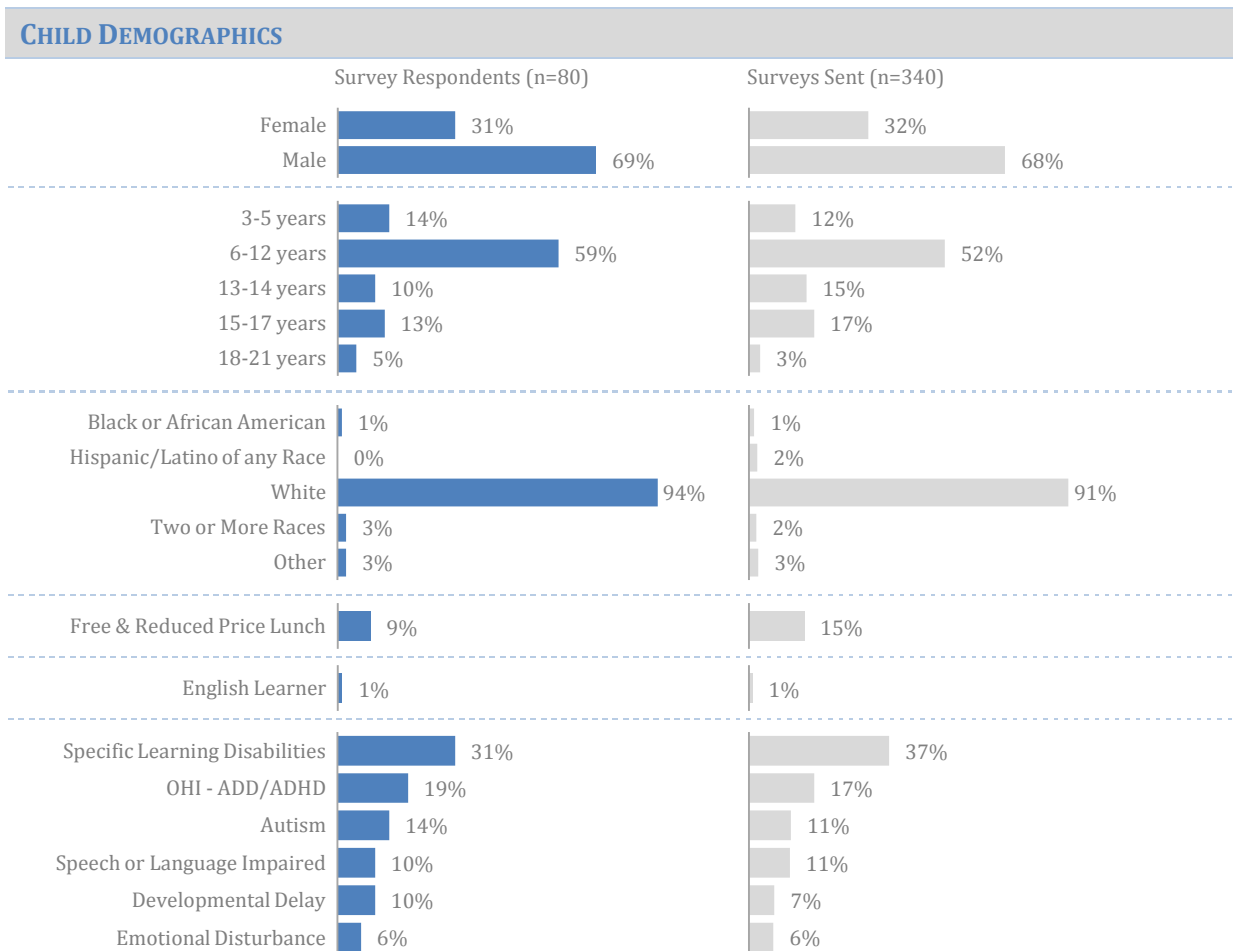
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Region 17 Nexus District.

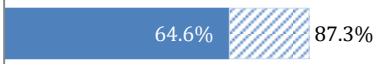
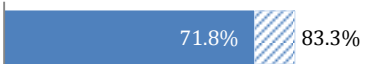
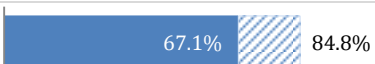
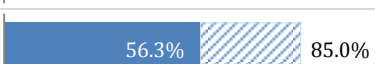
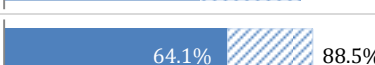

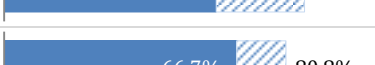

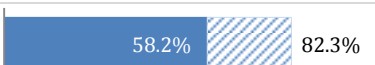


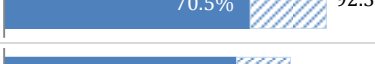


DELIVERY METHOD			
Mail	340	Mail Non-Deliverable Rate	1.5% (n=5)
Email	97.1% (n=330)	Email Non-Deliverable Rate	12.1% (n=40)



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

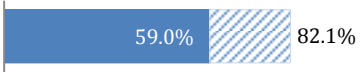

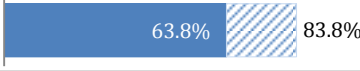



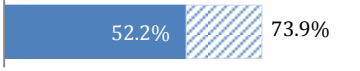

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Region 17 Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=79]	 64.6% 87.3%	91.1%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=78]	 71.8% 83.3%	89.7%
3. My child is accepted within the school community. [n=79]	 67.1% 84.8%	88.6%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=80]	 56.3% 85.0%	91.3%
5. All special education services identified in my child’s IEP have been provided. [n=78]	 64.1% 88.5%	89.7%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=79]	 60.8% 86.1%	91.1%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=78]	 66.7% 80.8%	92.3%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=78]	 56.4% 76.9%	87.2%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=77]	 61.0% 79.2%	87.0%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=79]	 58.2% 82.3%	87.3%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=79]	 69.6% 87.3%	92.4%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=78]	 70.5% 92.3%	93.6%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=78]	 66.7% 82.1%	93.6%
KEY:  Strongly Agree  Moderately Agree		



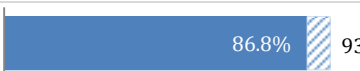

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------





*Participation in My Child's Program (Continued)*



14. My child's evaluation report is written in terms I understand. [n=78]		92.3%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=77]		93.5%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=80]		91.3%
17. 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=79]		89.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=79]		96.2%
19. If necessary, a translator was provided at the PPT meetings. [n=50]		92.0%
20. The translation services provided at the PPT meetings were useful and accurate. [n=46]		89.1%
21. The school district proposed the regular classroom for my child as the first placement option. [n=78]		92.3%


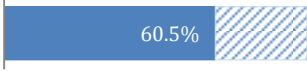

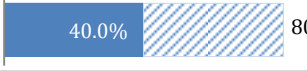





*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=71]		7.0%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=78]		100.0%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=76]		94.7%
25. 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=72]		70.8%

*Parent Training and Support*



26. 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=66]		31.8%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=61]		19.7%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=71]		46.5%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=69]		40.6%

KEY:  Strongly Agree  Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=78]	 59.0% 85.9%	93.6%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=76]	 60.5% 86.8%	93.4%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=12]	 83.3% 91.7%	100.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=15]	 40.0% 80.0%	86.7%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=14]	 21.4% 35.7%	50.0%
35. The PPT introduced planning for my child's transition to adulthood. [n=14]	 28.6% 64.3%	85.7%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=15]	 66.7% 100.0%	100.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=14]	 28.6% 92.9%	100.0%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=15]	 46.7% 80.0%	100.0%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

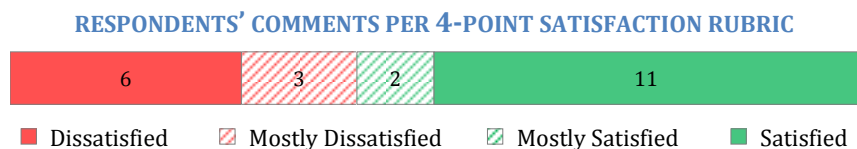
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY:  Strongly Agree  Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 80 surveys completed by parents in the Region 17 Nexus District, 27.5% (n=22) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *My child's school has been so supportive and helps any way they can.*
- *I was very happy with the special education services. The teachers and staff were very helpful and encouraging to my son and myself. I felt like we were all on a true team.*
- *We have been very pleased with the special education team at the high school. They are the best.*
- *The school has adapted around my child's needs. The school has done an excellent job empowering my child to be as independent as possible. He has real friendships and the school works hard at setting up real life environments where all children can flourish. They have diverse opportunities and the staff are interactive and involved. They work hard to meet every child's needs.*
- *I have the highest praise for the special education program provided at the middle school. Every possible effort has been made to address my child's needs.*
- *I have been very happy with the special education program for my son during high school. He has adjusted well and is working hard.*

### COMMENTS EXPRESSING DISSATISFACTION

- *I feel as though we discuss plans for my son and then there is no follow-through. My son needs help with organization. He is a slow processor so he needs additional time. They spoke of having him use a computer but that never happened. There was supposed to be more proactive socialization, which never happened.*
- *It was very difficult to get a plan in place. I felt the initial evaluations were close to impossible to even have the district perform when my child was clearly exhibiting signs of a disability.*
- *My child didn't get the help that he needed regarding tests or communication between his teachers and myself. When we had our PPT meeting the plan was great to keep my son on track, however it was never put into place.*
- *I feel that my son has been labeled by the school system and treated as if he can do nothing correct. He has lost much of his confidence and constantly seeks approval because of it. We are hoping that this year is a fresh and better start.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

**APPENDIX A | REGION 17 SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**



## APPENDIX A.1: REGION 17 SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	79	1.3%	5.1%	2.5%	3.8%	22.8%	64.6%	±	8.9%	91.1%	87.3%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	78	5.1%	0.0%	5.1%	6.4%	11.5%	71.8%	±	10.3%	89.7%	83.3%
3. My child is accepted within the school community.	79	1.3%	3.8%	6.3%	3.8%	17.7%	67.1%	±	11.4%	88.6%	84.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	80	1.3%	5.0%	2.5%	6.3%	28.8%	56.3%	0.0%	8.8%	91.3%	85.0%
5. All special education services identified in my child's IEP have been provided.	78	1.3%	2.6%	3.8%	1.3%	24.4%	64.1%	2.6%	7.7%	89.7%	88.5%
6. Staff is appropriately trained and able to provide my child's specific program and services.	79	1.3%	1.3%	3.8%	5.1%	25.3%	60.8%	2.5%	6.3%	91.1%	86.1%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	78	1.3%	1.3%	2.6%	11.5%	14.1%	66.7%	2.6%	5.1%	92.3%	80.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	78	1.3%	3.8%	3.8%	10.3%	20.5%	56.4%	3.8%	9.0%	87.2%	76.9%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	77	0.0%	6.5%	2.6%	7.8%	18.2%	61.0%	3.9%	9.1%	87.0%	79.2%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	79	2.5%	2.5%	7.6%	5.1%	24.1%	58.2%	±	12.7%	87.3%	82.3%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	79	0.0%	3.8%	3.8%	5.1%	17.7%	69.6%	±	7.6%	92.4%	87.3%
12. I understand what is discussed at meetings to develop my child's IEP.	78	0.0%	0.0%	6.4%	1.3%	21.8%	70.5%	±	6.4%	93.6%	92.3%
13. My concerns and recommendations are documented in the development of my child's IEP.	78	1.3%	0.0%	5.1%	11.5%	15.4%	66.7%	±	6.4%	93.6%	82.1%
14. My child's evaluation report is written in terms I understand.	78	0.0%	5.1%	2.6%	10.3%	23.1%	59.0%	±	7.7%	92.3%	82.1%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	77	2.6%	2.6%	1.3%	5.2%	18.2%	70.1%	±	6.5%	93.5%	88.3%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	80	0.0%	3.8%	5.0%	7.5%	20.0%	63.8%	±	8.8%	91.3%	83.8%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	79	1.3%	5.1%	3.8%	7.6%	25.3%	57.0%	±	10.1%	89.9%	82.3%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	79	0.0%	2.5%	1.3%	5.1%	7.6%	83.5%	±	3.8%	96.2%	91.1%
19. If necessary, a translator was provided at the PPT meetings.	50	2.0%	0.0%	6.0%	14.0%	18.0%	60.0%	±	8.0%	92.0%	78.0%
20. The translation services provided at the PPT meetings were useful and accurate.	46	2.2%	0.0%	8.7%	15.2%	21.7%	52.2%	±	10.9%	89.1%	73.9%
21. The school district proposed the regular classroom for my child as the first placement option.	78	0.0%	1.3%	0.0%	6.4%	9.0%	76.9%	6.4%	1.3%	92.3%	85.9%

Table is continued on the next page.

## APPENDIX A.1: REGION 17 SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	71	85.9%	4.2%	2.8%	0.0%	2.8%	4.2%	±	93.0%	7.0%	7.0%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	78	0.0%	0.0%	0.0%	5.1%	5.1%	89.7%	±	0.0%	100.0%	94.9%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	76	3.9%	0.0%	1.3%	1.3%	6.6%	86.8%	±	5.3%	94.7%	93.4%
25. 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).	72	5.6%	2.8%	2.8%	6.9%	22.2%	41.7%	18.1%	11.1%	70.8%	63.9%
26. 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.	66	48.5%	6.1%	13.6%	9.1%	15.2%	7.6%	±	68.2%	31.8%	22.7%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	61	57.4%	13.1%	9.8%	8.2%	3.3%	8.2%	±	80.3%	19.7%	11.5%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	71	12.7%	4.2%	4.2%	25.4%	8.5%	12.7%	32.4%	21.1%	46.5%	21.1%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	69	15.9%	2.9%	5.8%	14.5%	11.6%	14.5%	34.8%	24.6%	40.6%	26.1%
30. My child is learning skills that will enable him/her to be as independent as possible.	78	0.0%	1.3%	5.1%	7.7%	26.9%	59.0%	±	6.4%	93.6%	85.9%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	76	0.0%	2.6%	3.9%	6.6%	26.3%	60.5%	±	6.6%	93.4%	86.8%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	12	0.0%	0.0%	0.0%	8.3%	8.3%	83.3%	±	0.0%	100.0%	91.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	15	6.7%	0.0%	6.7%	6.7%	40.0%	40.0%	±	13.3%	86.7%	80.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	14	14.3%	7.1%	0.0%	14.3%	14.3%	21.4%	28.6%	21.4%	50.0%	35.7%
35. The PPT introduced planning for my child's transition to adulthood.	14	7.1%	0.0%	7.1%	21.4%	35.7%	28.6%	±	14.3%	85.7%	64.3%
36. The school district actively encourages my child to attend and participate in PPT meetings.	15	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	±	0.0%	100.0%	100.0%
37. The PPT discussed an appropriate course of study at the high school for my child.	14	0.0%	0.0%	0.0%	7.1%	64.3%	28.6%	±	0.0%	100.0%	92.9%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	15	0.0%	0.0%	0.0%	20.0%	33.3%	46.7%	±	0.0%	100.0%	80.0%

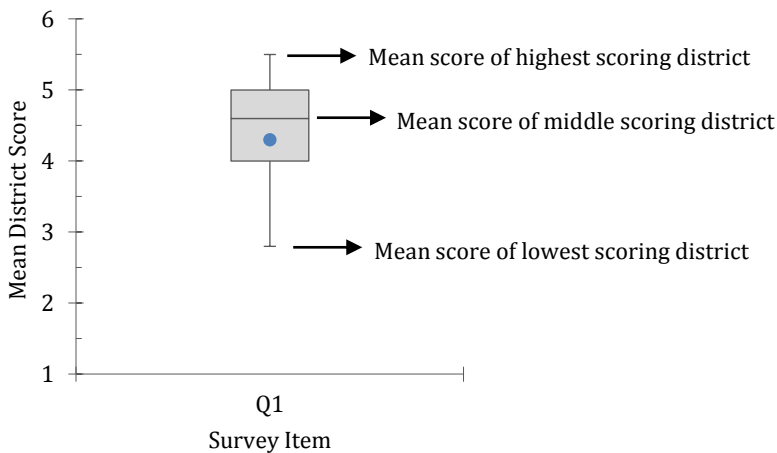
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: REGION 17 BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

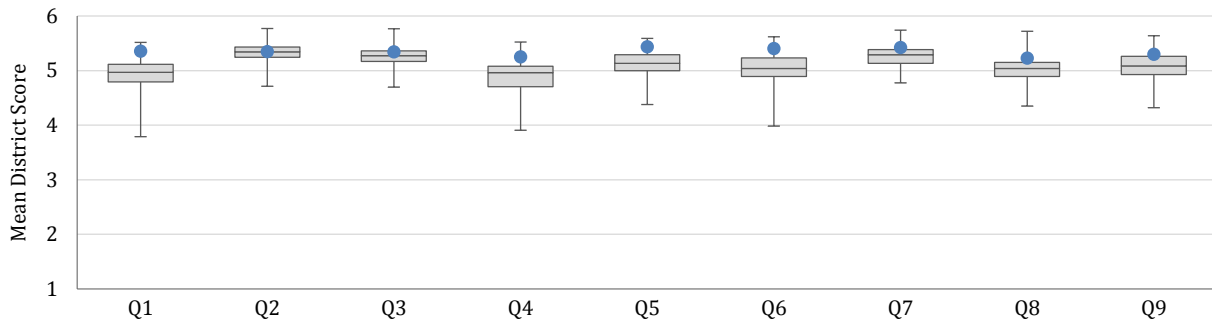
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

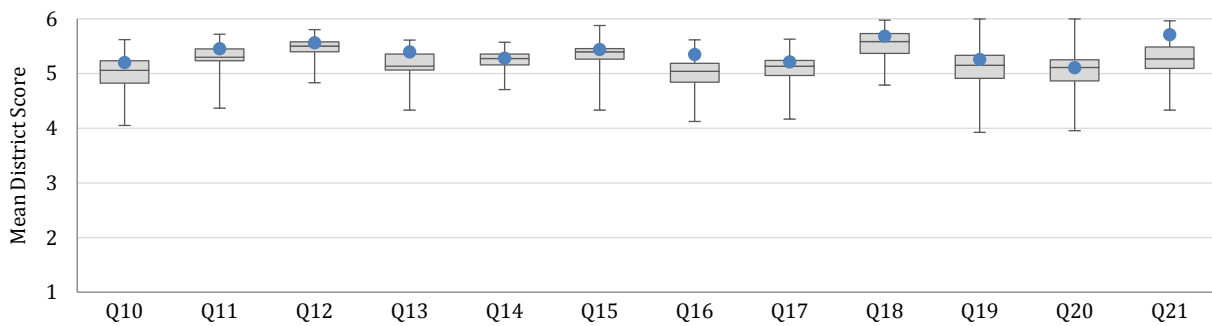
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: REGION 17 BOX-AND-WHISKER CHARTS (CONTINUED)**

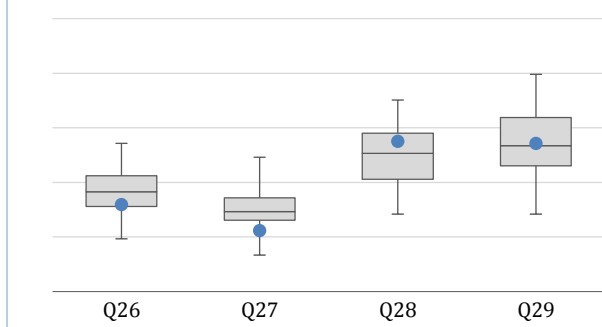
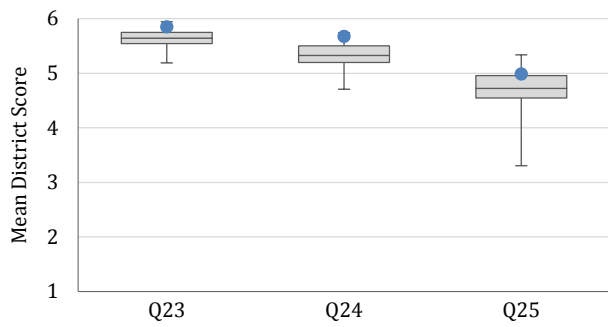
**SATISFACTION WITH MY CHILD'S PROGRAM**



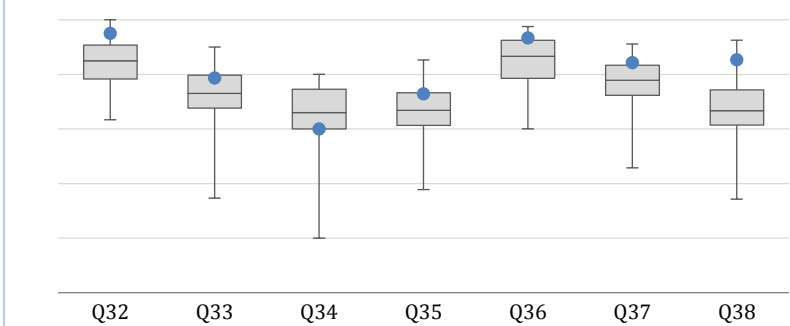
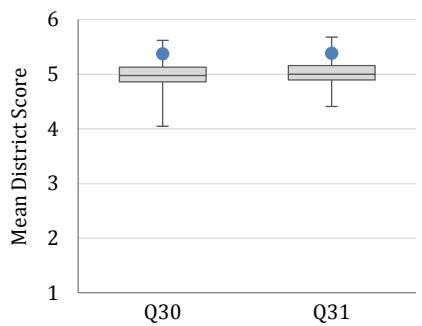
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**MY CHILD'S PARTICIPATION      PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS      TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.



2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Region 18 Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207



---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Region 18 Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Region 18 Survey Findings</u>	Page 7
A.1: Region 18 Survey Response Table	Page 8
A.2: Region 18 Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

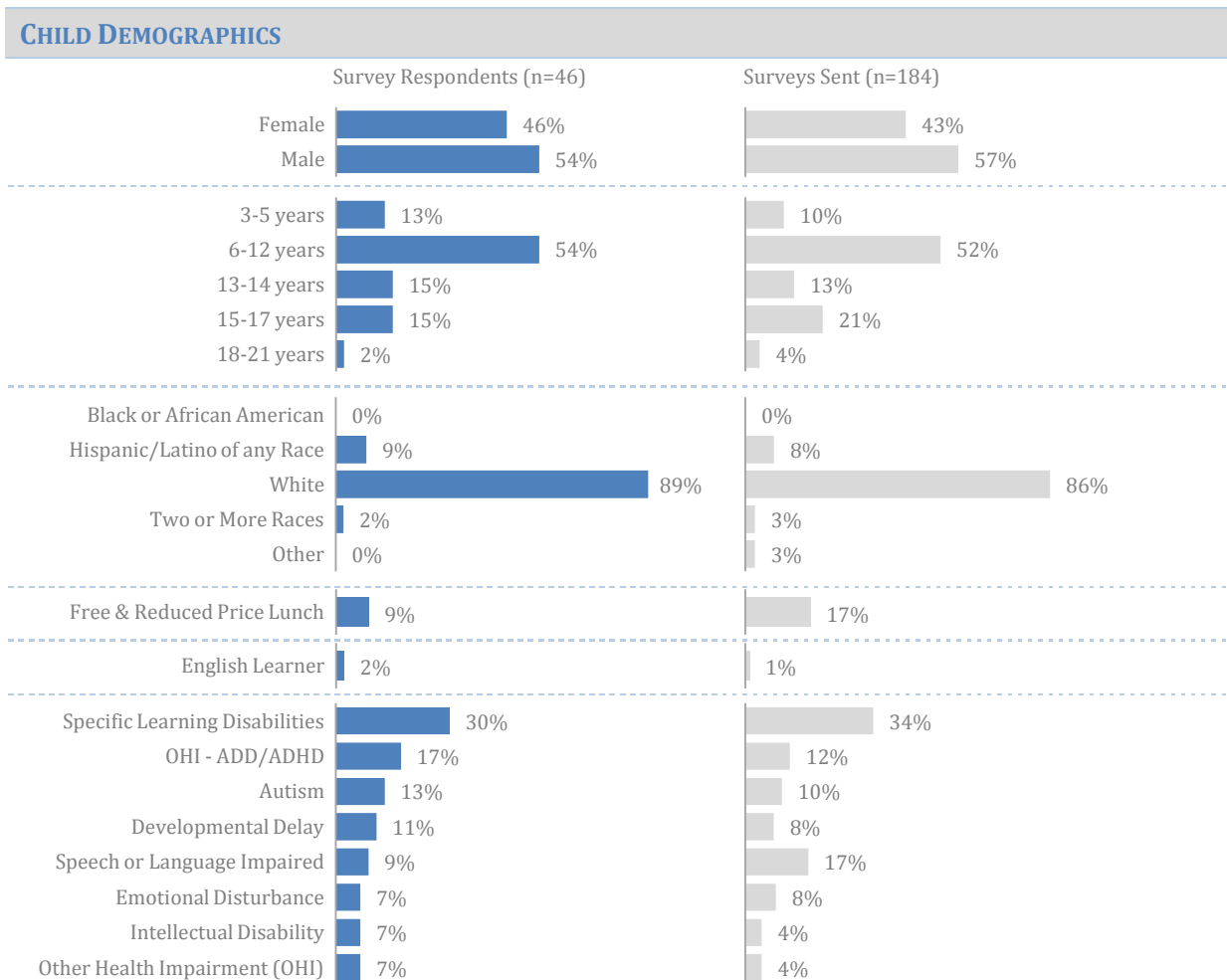
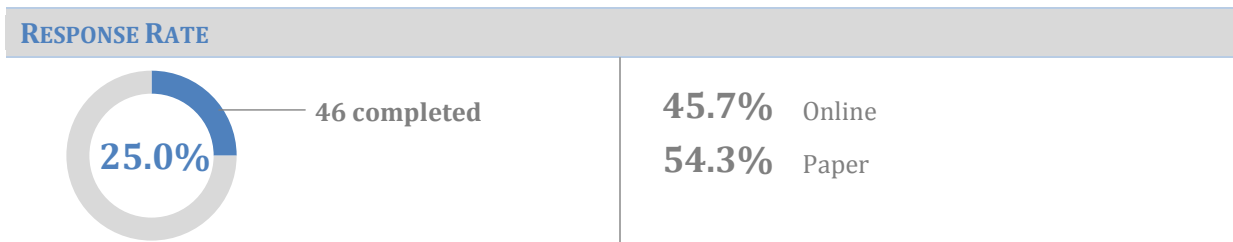
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Region 18 Nexus District.



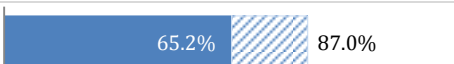

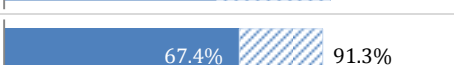

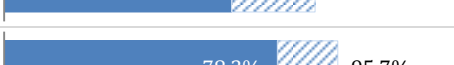


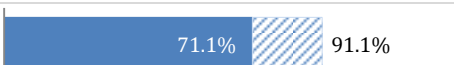
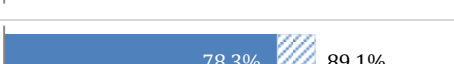




DELIVERY METHOD			
Mail	184	Mail Non-Deliverable Rate	0.0% (n=0)
Email	92.4% (n=170)	Email Non-Deliverable Rate	8.2% (n=14)



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Region 18 Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=45]	 60.0% 91.1%	100.0%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=46]	 65.2% 97.8%	100.0%
3. My child is accepted within the school community. [n=46]	 65.2% 87.0%	93.5%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=46]	 60.9% 93.5%	97.8%
5. All special education services identified in my child’s IEP have been provided. [n=46]	 67.4% 91.3%	97.8%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=46]	 65.2% 89.1%	95.7%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=46]	 78.3% 95.7%	100.0%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=46]	 50.0% 78.3%	91.3%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=45]	 62.2% 84.4%	93.3%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=45]	 71.1% 91.1%	100.0%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=46]	 78.3% 89.1%	100.0%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=46]	 82.6% 97.8%	100.0%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=46]	 71.7% 89.1%	93.5%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=46]	67.4% 87.0%	95.7%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=45]	84.4% 95.6%	100.0%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=46]	67.4% 84.8%	95.7%
17. 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=46]	73.9% 89.1%	100.0%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=46]	97.8% 100.0%	100.0%
19. If necessary, a translator was provided at the PPT meetings. [n=19]	94.7% 94.7%	94.7%
20. The translation services provided at the PPT meetings were useful and accurate. [n=16]	93.8% 93.8%	93.8%
21. The school district proposed the regular classroom for my child as the first placement option. [n=46]	80.4% 87.0%	89.1%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=34]	2.9%	5.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=45]	86.7% 93.3%	97.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=43]	86.0% 90.7%	93.0%
25. 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=34]	47.1% 52.9%	67.6%

*Parent Training and Support*

26. 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=35]	22.9% 34.3%	40.0%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=36]	16.7% 22.2%	27.8%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=40]	20.0% 30.0%	32.5%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=40]	22.5% 32.5%	37.5%

KEY: ■ Strongly Agree ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=44]	59.1% 79.5%	93.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=42]	61.9% 81.0%	95.2%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=3]	100.0% 100.0%	100.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=9]	44.4% 55.6%	77.8%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=8]	25.0% 37.5%	50.0%
35. The PPT introduced planning for my child's transition to adulthood. [n=9]	55.6% 55.6%	77.8%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=8]	87.5% 100.0%	100.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=9]	77.8% 77.8%	77.8%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=8]	62.5% 87.5%	100.0%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 46 surveys completed by parents in the Region 18 Nexus District, 47.8% (n=22) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>

RESPONDENTS’ COMMENTS PER 4-POINT SATISFACTION RUBRIC



Note: The comments of two respondents were not coded because the remarks could not be classified as either a reflection of satisfaction or dissatisfaction with their child’s program.

### COMMENTS EXPRESSING SATISFACTION

- *The school system goes above and beyond to provide the education and learning atmosphere for my daughter. We work together as a team to provide her the tools she needs for her education plan now and in the future for career planning.*
- *My child's experience in high school has been amazing. Her case manager is wonderful and she has received a great deal of support.*
- *My daughter could be a poster child for a successful special education program. While I understand that this is not the case for everyone, she has thrived in the school system. They have given her every tool she needs to be a great success! I could not be happier with the special education program that has helped her along.*
- *I'm grateful that the teachers at my child's school recognized, at such an early stage that she needed extra help and attention. I'm also happy that the school has been keeping my spouse and I updated on our child's progress and welcomed our feedback.*
- *All teachers and counselors were outstanding in regards to the extra attention and learning that was necessary for my child's development. We are very impressed with our school system.*
- *Super support always. Fabulous people and great services.*
- *I think the teachers and principal are wonderfully supportive, professional, and overall superb. We are very happy with all special services we have received!*
- *The special education staff has typically been available to answer questions and provide updates on my child's academic and social/emotional progress.*

### COMMENTS EXPRESSING DISSATISFACTION

- *The district's curriculum is heavily focused on preparing students for college, as it should be. However, students with disabilities that are not college bound need courses that develop work place skills. These courses need to be in inclusive settings and not segregated classes.*
- *My son has an IEP in place, but I feel as though not all of his teachers, particularly his general education teachers, acknowledge it or follow what has been recommended for him. The special education team has done a great job of doing their best to accommodate his needs. It would be helpful to have them be more insistent that general education teachers follow the IEP as well.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

**APPENDIX A | REGION 18 SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**



## APPENDIX A.1: REGION 18 SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	45	0.0%	0.0%	0.0%	8.9%	31.1%	60.0%	±	0.0%	100.0%	91.1%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	46	0.0%	0.0%	0.0%	2.2%	32.6%	65.2%	±	0.0%	100.0%	97.8%
3. My child is accepted within the school community.	46	4.3%	2.2%	0.0%	6.5%	21.7%	65.2%	±	6.5%	93.5%	87.0%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	46	0.0%	0.0%	2.2%	4.3%	32.6%	60.9%	0.0%	2.2%	97.8%	93.5%
5. All special education services identified in my child's IEP have been provided.	46	0.0%	2.2%	0.0%	6.5%	23.9%	67.4%	0.0%	2.2%	97.8%	91.3%
6. Staff is appropriately trained and able to provide my child's specific program and services.	46	0.0%	4.3%	0.0%	6.5%	23.9%	65.2%	0.0%	4.3%	95.7%	89.1%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	46	0.0%	0.0%	0.0%	4.3%	17.4%	78.3%	0.0%	0.0%	100.0%	95.7%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	46	0.0%	0.0%	6.5%	13.0%	28.3%	50.0%	2.2%	6.5%	91.3%	78.3%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	45	0.0%	0.0%	6.7%	8.9%	22.2%	62.2%	0.0%	6.7%	93.3%	84.4%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	45	0.0%	0.0%	0.0%	8.9%	20.0%	71.1%	±	0.0%	100.0%	91.1%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	46	0.0%	0.0%	0.0%	10.9%	10.9%	78.3%	±	0.0%	100.0%	89.1%
12. I understand what is discussed at meetings to develop my child's IEP.	46	0.0%	0.0%	0.0%	2.2%	15.2%	82.6%	±	0.0%	100.0%	97.8%
13. My concerns and recommendations are documented in the development of my child's IEP.	46	4.3%	0.0%	2.2%	4.3%	17.4%	71.7%	±	6.5%	93.5%	89.1%
14. My child's evaluation report is written in terms I understand.	46	0.0%	0.0%	4.3%	8.7%	19.6%	67.4%	±	4.3%	95.7%	87.0%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	45	0.0%	0.0%	0.0%	4.4%	11.1%	84.4%	±	0.0%	100.0%	95.6%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	46	0.0%	2.2%	2.2%	10.9%	17.4%	67.4%	±	4.3%	95.7%	84.8%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	46	0.0%	0.0%	0.0%	10.9%	15.2%	73.9%	±	0.0%	100.0%	89.1%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	46	0.0%	0.0%	0.0%	0.0%	2.2%	97.8%	±	0.0%	100.0%	100.0%
19. If necessary, a translator was provided at the PPT meetings.	19	5.3%	0.0%	0.0%	0.0%	0.0%	94.7%	±	5.3%	94.7%	94.7%
20. The translation services provided at the PPT meetings were useful and accurate.	16	6.3%	0.0%	0.0%	0.0%	0.0%	93.8%	±	6.3%	93.8%	93.8%
21. The school district proposed the regular classroom for my child as the first placement option.	46	2.2%	4.3%	0.0%	2.2%	6.5%	80.4%	4.3%	6.5%	89.1%	87.0%

Table is continued on the next page.

## APPENDIX A.1: REGION 18 SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	34	85.3%	5.9%	2.9%	2.9%	0.0%	2.9%	±	94.1%	5.9%	2.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	45	0.0%	0.0%	2.2%	4.4%	6.7%	86.7%	±	2.2%	97.8%	93.3%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	43	2.3%	0.0%	4.7%	2.3%	4.7%	86.0%	±	7.0%	93.0%	90.7%
25. 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).	34	5.9%	0.0%	5.9%	14.7%	5.9%	47.1%	20.6%	11.8%	67.6%	52.9%
26. 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.	35	54.3%	0.0%	5.7%	5.7%	11.4%	22.9%	±	60.0%	40.0%	34.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	36	66.7%	2.8%	2.8%	5.6%	5.6%	16.7%	±	72.2%	27.8%	22.2%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	40	17.5%	2.5%	2.5%	2.5%	10.0%	20.0%	45.0%	22.5%	32.5%	30.0%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	40	10.0%	2.5%	2.5%	5.0%	10.0%	22.5%	47.5%	15.0%	37.5%	32.5%
30. My child is learning skills that will enable him/her to be as independent as possible.	44	2.3%	4.5%	0.0%	13.6%	20.5%	59.1%	±	6.8%	93.2%	79.5%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	42	0.0%	4.8%	0.0%	14.3%	19.0%	61.9%	±	4.8%	95.2%	81.0%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	3	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	±	0.0%	100.0%	100.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	9	11.1%	0.0%	11.1%	22.2%	11.1%	44.4%	±	22.2%	77.8%	55.6%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	8	25.0%	12.5%	0.0%	12.5%	12.5%	25.0%	12.5%	37.5%	50.0%	37.5%
35. The PPT introduced planning for my child's transition to adulthood.	9	11.1%	11.1%	0.0%	22.2%	0.0%	55.6%	±	22.2%	77.8%	55.6%
36. The school district actively encourages my child to attend and participate in PPT meetings.	8	0.0%	0.0%	0.0%	0.0%	12.5%	87.5%	±	0.0%	100.0%	100.0%
37. The PPT discussed an appropriate course of study at the high school for my child.	9	11.1%	11.1%	0.0%	0.0%	0.0%	77.8%	±	22.2%	77.8%	77.8%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	8	0.0%	0.0%	0.0%	12.5%	25.0%	62.5%	±	0.0%	100.0%	87.5%

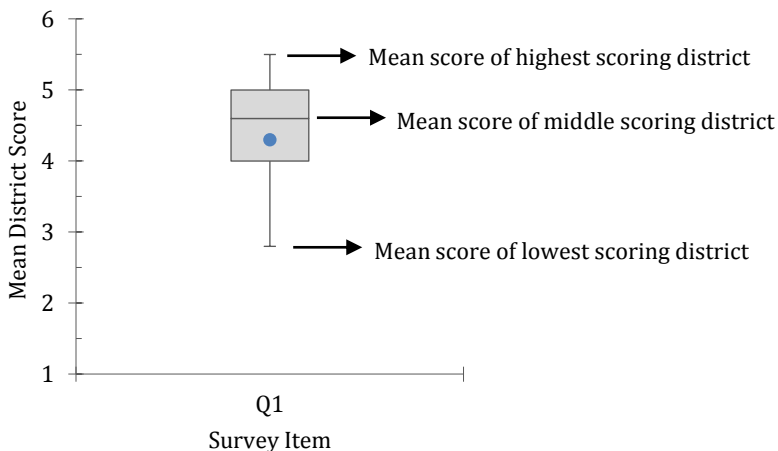
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: REGION 18 BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

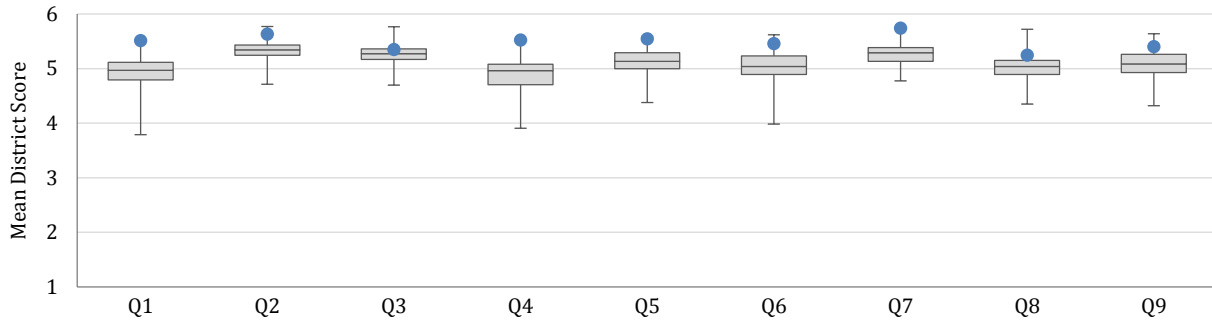
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

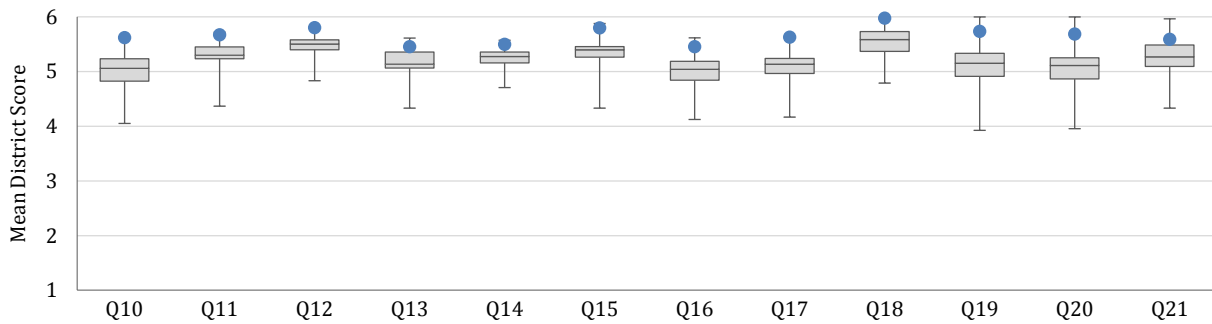
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: REGION 18 BOX-AND-WHISKER CHARTS (CONTINUED)**

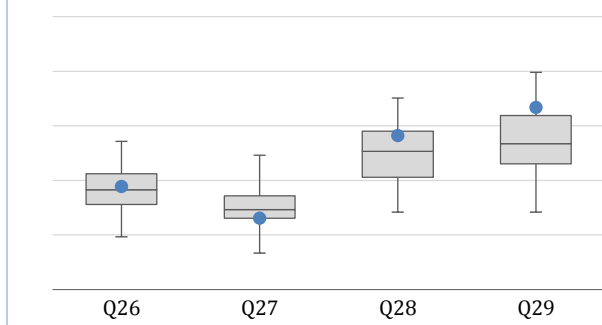
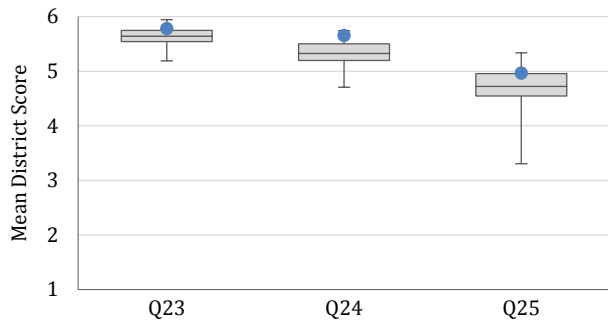
**SATISFACTION WITH MY CHILD'S PROGRAM**



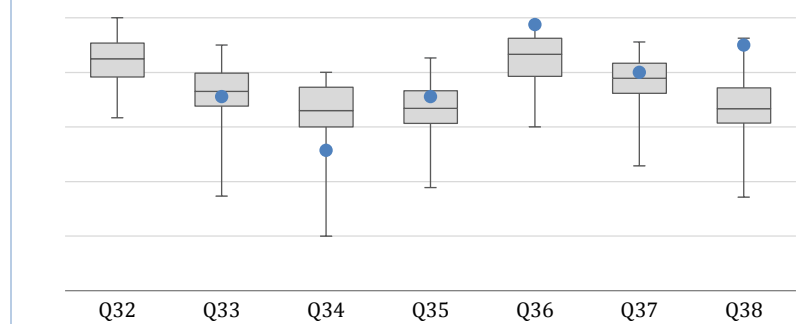
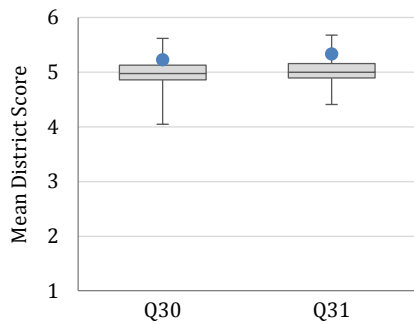
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**MY CHILD'S PARTICIPATION      PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS      TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.



2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Rocky Hill Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Rocky Hill Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

<b>TABLE OF CONTENTS</b>	
<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Rocky Hill Survey Findings</u>	Page 8
A.1: Rocky Hill Survey Response Table	Page 9
A.2: Rocky Hill Box-and-Whiskers Charts	Page 11
<u>Appendix B: Statewide Results</u>	Page 13
B.1: Response Rate by District	Page 14
B.2: Statewide Survey Response Table	Page 15

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

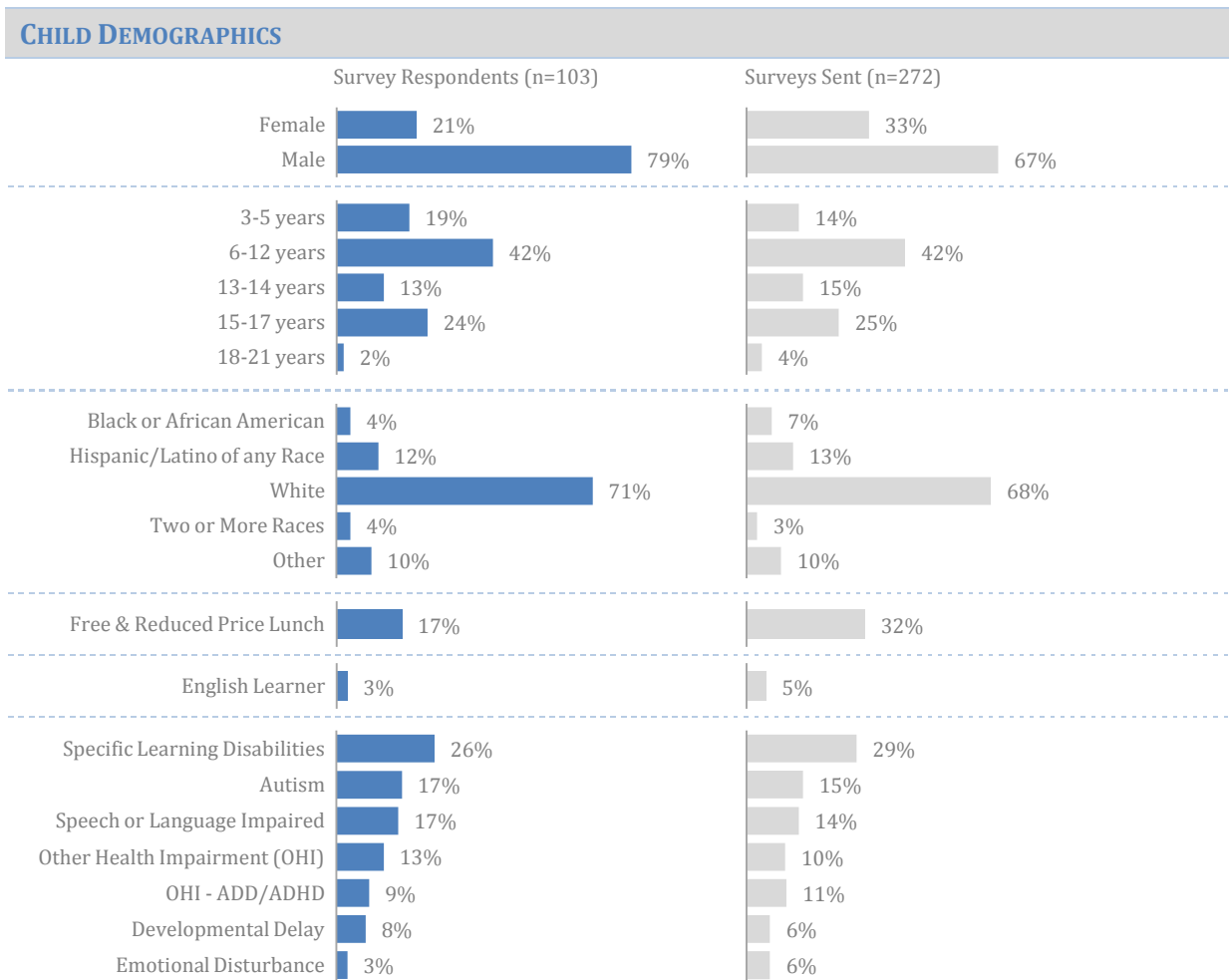
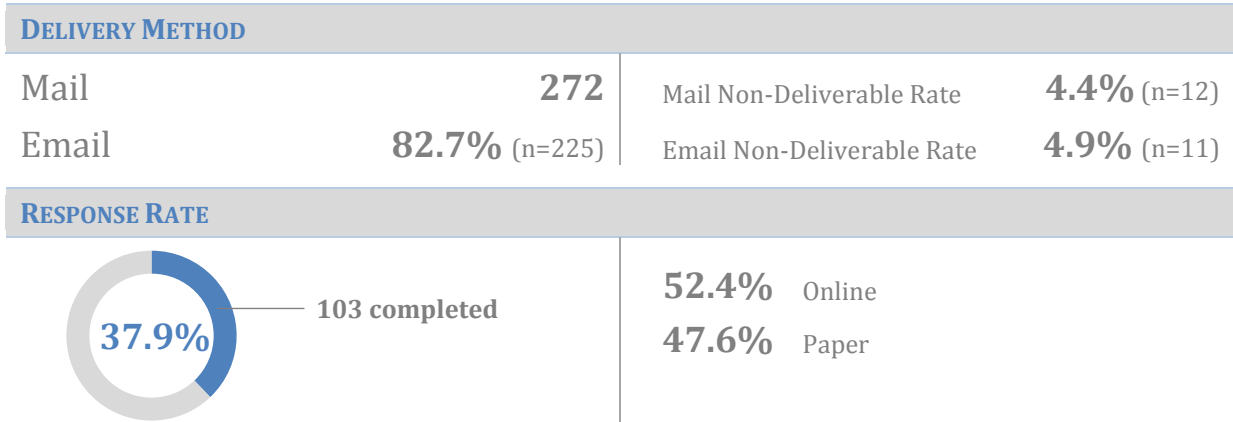
<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Rocky Hill Nexus District.



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

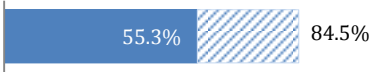
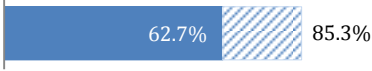



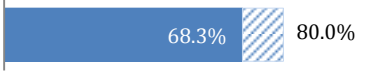
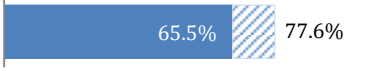
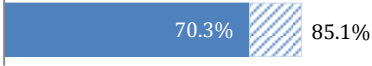
The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Rocky Hill Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=102]	45.1% 78.4%	89.2%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=103]	62.1% 85.4%	93.2%
3. My child is accepted within the school community. [n=103]	60.2% 83.5%	90.3%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=103]	48.5% 78.6%	85.4%
5. All special education services identified in my child’s IEP have been provided. [n=102]	59.8% 82.4%	90.2%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=102]	58.8% 81.4%	87.3%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=102]	62.7% 83.3%	87.3%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=101]	46.5% 73.3%	83.2%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=101]	54.5% 73.3%	84.2%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=103]	53.4% 74.8%	86.4%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=103]	70.9% 84.5%	90.3%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=103]	70.9% 92.2%	96.1%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=103]	60.2% 79.6%	89.3%
	KEY:  Strongly Agree  Moderately Agree	



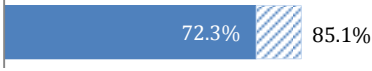

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------



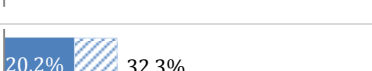

*Participation in My Child's Program (Continued)*



14. My child's evaluation report is written in terms I understand. [n=103]		93.2%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=102]		92.2%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=102]		85.3%
17. 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=102]		90.2%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=101]		98.0%
19. If necessary, a translator was provided at the PPT meetings. [n=60]		83.3%
20. The translation services provided at the PPT meetings were useful and accurate. [n=58]		81.0%
21. The school district proposed the regular classroom for my child as the first placement option. [n=101]		88.1%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=93]		19.4%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=102]		96.1%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=101]		92.1%
25. 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=97]		53.6%

*Parent Training and Support*

26. 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=95]		41.1%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=93]		26.9%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=99]		39.4%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=97]		32.0%

KEY:  Strongly Agree  Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=100]	56.0% 73.0%	85.0%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=99]	55.6% 71.7%	84.8%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=19]	73.7% 84.2%	94.7%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=28]	46.4% 67.9%	96.4%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=25]	28.0% 40.0%	48.0%
35. The PPT introduced planning for my child's transition to adulthood. [n=28]	46.4% 82.1%	85.7%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=28]	85.7% 92.9%	100.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=27]	70.4% 88.9%	96.3%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=27]	48.1% 77.8%	81.5%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

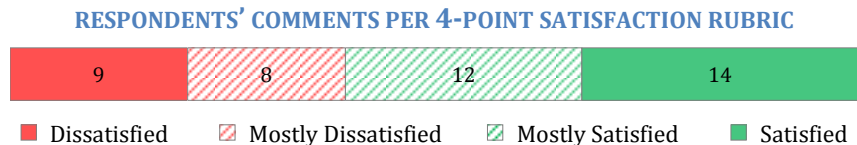
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 103 surveys completed by parents in the Rocky Hill Nexus District, 43.7% (n=45) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



Note: The comments of two respondents were not coded because the remarks could not be classified as either a reflection of satisfaction or dissatisfaction with their child’s program.

### COMMENTS EXPRESSING SATISFACTION

- *West Hill School has provided a warm, welcoming and beneficial elementary experience for my daughter. Her special education and regular education teachers have been outstanding! They help my daughter keep a positive attitude and feel accomplished even with the academic struggles she faces on a daily basis. I appreciate the genuine caring and compassionate nature of the teachers at the school.*
- *The special services department in Rocky Hill have been a great asset for both my daughter and family. She has steadily progressed with favorable results. Caring staff and well-structured program. It's making a difference.*
- *My child showed lots of improvement after attending the West Hill Elementary school's Pre-K program Bright Beginnings. Excellent staff, very cooperative and knowledgeable on kids' education. I hope every needy child gets access to this program.*
- *I am generally satisfied with the services my son receives. If I ever have any concerns, the school is very open to discussing those concerns with me and working out a viable solution with me.*
- *Our special education team is wonderful! They have pulled together to help my daughter with her autism. I am using some of the coping skills at home and they seem to help.*
- *In elementary and middle school years, switching to a new special education teacher each year was very difficult. It's much better now in high school where we have been assigned the same special education teacher for all four years. Consistency and someone who knows your child well is very important.*
- *The Rocky Hill School District has wonderful educators who are willing to do whatever it takes to help my child.*
- *Our town has done a great job with pulling together after school/parks and recreation activities for kids with special needs with older peers as models/supports. This didn't come from our special education department, but more from the superintendent working with families, Board of Education members, and parks and recreation staff. We also have a unified sports program in place at my son's school that was facilitated by our school principal and it has special education kids with typical peers their age.*
- *Rocky Hill's special education services go above and beyond to help my child be successful in school and outside of school.*
- *I would like to express my gratitude for all the tremendous assistance my child has received in the past years. The administrator/designee from the Rocky Hill district has been so wonderful in every way. Thank you!*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

- *The special education teachers are in tune with my child's needs and go above and beyond for him to get what he needs to learn. My child did ok in another district, but really improved in Rocky Hill. He is an honor roll student and an exemplary unified sports athlete. I could write a novel praising the special education teams at Rocky Hill – they don't need to change a thing! I love the fact that they integrate technology and still use good basic teaching principles.*
- *Overall, we are happy with our child's school and the help and care they have given him. We are happy and we see improvement in our child's condition, which we are grateful for. The school and staff overall have been excellent!*

#### COMMENTS EXPRESSING DISSATISFACTION

- *I personally take the IEP and pull it apart before the meeting, writing my questions down, asking for the goals to be more specific than broad. My opinion is that PPTs should walk through each goal and status, and not be a general "how he is doing." If they take the time to write/pick goals then we should walk through them individually. I look at his school support, and my husband and I, as his "team." I realize that I cannot do it without them, and they can't succeed without me reinforcing the work at home.*
- *The school system thus far has been very frustrating to deal with. I have encountered people who prioritize their egos over my child's education, who insist that they know all they need to know about his disability, and refuse to consider very relevant information, and refuse to provide appropriate services. They do not want to hear anything from me. I have to fight for every bit of information I get from the school. I know the school has people who are trying hard for him, but they are ill-equipped, uninformed, and they really do not want parental involvement at all.*
- *Teachers need to listen to the children and need training on recognizing the signs of a near shutdown for autistic children. Every year it seems that teachers are not properly trained in this area and it becomes frustrating for both the child and parent, as well as school officials. Also, teachers appear to need training on re-directing.*
- *I do not agree with placing 50% of special education students in our classrooms and calling this inclusion. Special education teachers are overworked and this is the district's solution to meet mandated hours.*
- *I was disappointed when Rocky Hill did not provide my child with an environment that was as "normal" as possible. I feel that they restricted students based on disabilities and ignored parents' suggestions, knowledge, and expertise about our children. I wish we had another option for our child.*
- *At times, I felt like I had lost communication with the staff at my son's school. I thought no news was good news – which was not the case. By the time any issues were being brought to my attention and addressed – it was the end of the school year and a little too late. So far, this year seems to be off to a better start as I made it very clear that I want to be made aware of any and all issues – big or small.*
- *One of the biggest things I feel that needs to be worked on, especially for my son, is more social interaction for him. Kids might say hello, but he is often left out or socially isolated. He craves more than a hello. For the majority of students within the grade, they could be taught more on accepting and including, along with paras learning how to facilitate social interactions more and knowing when to step back a bit.*



**APPENDIX A | ROCKY HILL SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: ROCKY HILL SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	102	3.9%	4.9%	2.0%	10.8%	33.3%	45.1%	±	10.8%	89.2%	78.4%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	103	2.9%	1.9%	1.9%	7.8%	23.3%	62.1%	±	6.8%	93.2%	85.4%
3. My child is accepted within the school community.	103	2.9%	3.9%	2.9%	6.8%	23.3%	60.2%	±	9.7%	90.3%	83.5%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	103	5.8%	4.9%	3.9%	6.8%	30.1%	48.5%	0.0%	14.6%	85.4%	78.6%
5. All special education services identified in my child's IEP have been provided.	102	2.9%	2.9%	2.0%	7.8%	22.5%	59.8%	2.0%	7.8%	90.2%	82.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	102	2.0%	6.9%	2.9%	5.9%	22.5%	58.8%	1.0%	11.8%	87.3%	81.4%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	102	1.0%	2.9%	4.9%	3.9%	20.6%	62.7%	3.9%	8.8%	87.3%	83.3%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	101	2.0%	5.0%	3.0%	9.9%	26.7%	46.5%	6.9%	9.9%	83.2%	73.3%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	101	3.0%	5.0%	3.0%	10.9%	18.8%	54.5%	5.0%	10.9%	84.2%	73.3%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	103	4.9%	3.9%	4.9%	11.7%	21.4%	53.4%	±	13.6%	86.4%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	103	4.9%	1.9%	2.9%	5.8%	13.6%	70.9%	±	9.7%	90.3%	84.5%
12. I understand what is discussed at meetings to develop my child's IEP.	103	1.0%	0.0%	2.9%	3.9%	21.4%	70.9%	±	3.9%	96.1%	92.2%
13. My concerns and recommendations are documented in the development of my child's IEP.	103	3.9%	2.9%	3.9%	9.7%	19.4%	60.2%	±	10.7%	89.3%	79.6%
14. My child's evaluation report is written in terms I understand.	103	1.9%	1.9%	2.9%	8.7%	29.1%	55.3%	±	6.8%	93.2%	84.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	102	2.0%	1.0%	4.9%	6.9%	22.5%	62.7%	±	7.8%	92.2%	85.3%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	102	3.9%	2.9%	7.8%	11.8%	26.5%	47.1%	±	14.7%	85.3%	73.5%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	102	2.9%	4.9%	2.0%	14.7%	26.5%	49.0%	±	9.8%	90.2%	75.5%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	101	1.0%	0.0%	1.0%	1.0%	16.8%	80.2%	±	2.0%	98.0%	97.0%
19. If necessary, a translator was provided at the PPT meetings.	60	15.0%	0.0%	1.7%	3.3%	11.7%	68.3%	±	16.7%	83.3%	80.0%
20. The translation services provided at the PPT meetings were useful and accurate.	58	12.1%	1.7%	5.2%	3.4%	12.1%	65.5%	±	19.0%	81.0%	77.6%
21. The school district proposed the regular classroom for my child as the first placement option.	101	3.0%	0.0%	0.0%	3.0%	14.9%	70.3%	8.9%	3.0%	88.1%	85.1%

Table is continued on the next page.

## APPENDIX A.1: ROCKY HILL SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	93	74.2%	5.4%	1.1%	3.2%	4.3%	11.8%	±	80.6%	19.4%	16.1%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	102	2.0%	0.0%	2.0%	2.9%	9.8%	83.3%	±	3.9%	96.1%	93.1%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	101	4.0%	2.0%	2.0%	6.9%	12.9%	72.3%	±	7.9%	92.1%	85.1%
25. 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).	97	8.2%	4.1%	10.3%	2.1%	9.3%	42.3%	23.7%	22.7%	53.6%	51.5%
26. 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.	95	45.3%	8.4%	5.3%	7.4%	10.5%	23.2%	±	58.9%	41.1%	33.7%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	93	58.1%	9.7%	5.4%	12.9%	7.5%	6.5%	±	73.1%	26.9%	14.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	99	14.1%	3.0%	6.1%	7.1%	12.1%	20.2%	37.4%	23.2%	39.4%	32.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	97	12.4%	5.2%	5.2%	11.3%	5.2%	15.5%	45.4%	22.7%	32.0%	20.6%
30. My child is learning skills that will enable him/her to be as independent as possible.	100	5.0%	5.0%	5.0%	12.0%	17.0%	56.0%	±	15.0%	85.0%	73.0%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	99	6.1%	3.0%	6.1%	13.1%	16.2%	55.6%	±	15.2%	84.8%	71.7%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	19	0.0%	5.3%	0.0%	10.5%	10.5%	73.7%	±	5.3%	94.7%	84.2%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	28	0.0%	3.6%	0.0%	28.6%	21.4%	46.4%	±	3.6%	96.4%	67.9%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	25	8.0%	0.0%	4.0%	8.0%	12.0%	28.0%	40.0%	12.0%	48.0%	40.0%
35. The PPT introduced planning for my child's transition to adulthood.	28	7.1%	7.1%	0.0%	3.6%	35.7%	46.4%	±	14.3%	85.7%	82.1%
36. The school district actively encourages my child to attend and participate in PPT meetings.	28	0.0%	0.0%	0.0%	7.1%	7.1%	85.7%	±	0.0%	100.0%	92.9%
37. The PPT discussed an appropriate course of study at the high school for my child.	27	0.0%	0.0%	3.7%	7.4%	18.5%	70.4%	±	3.7%	96.3%	88.9%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	27	7.4%	3.7%	7.4%	3.7%	29.6%	48.1%	±	18.5%	81.5%	77.8%

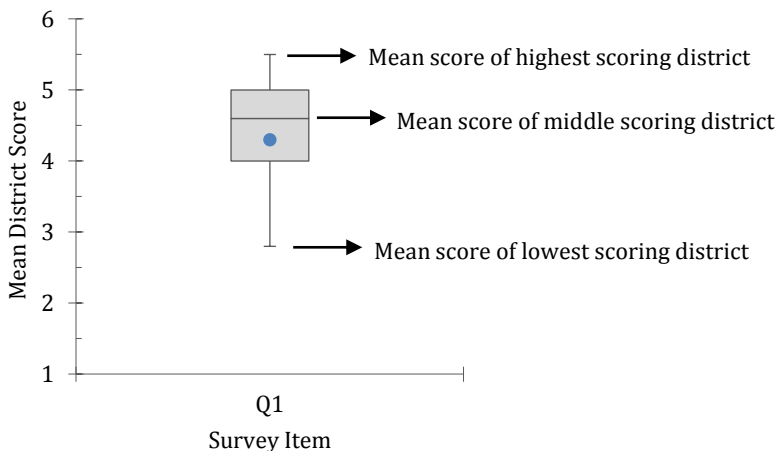
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: ROCKY HILL BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

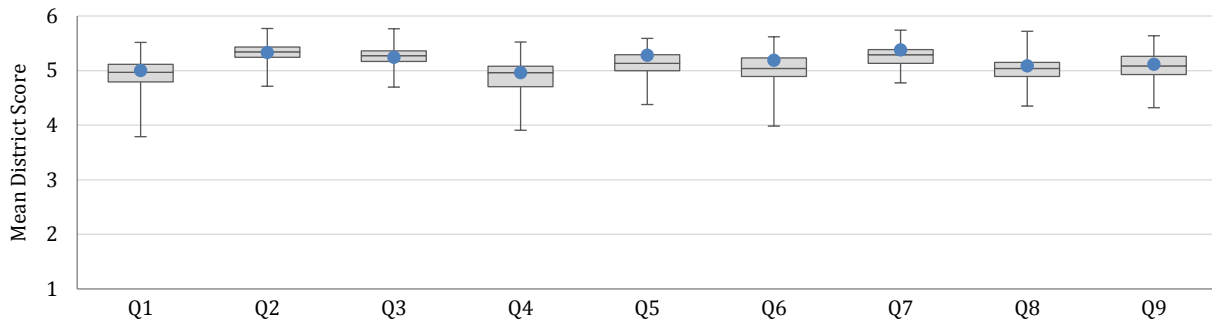
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

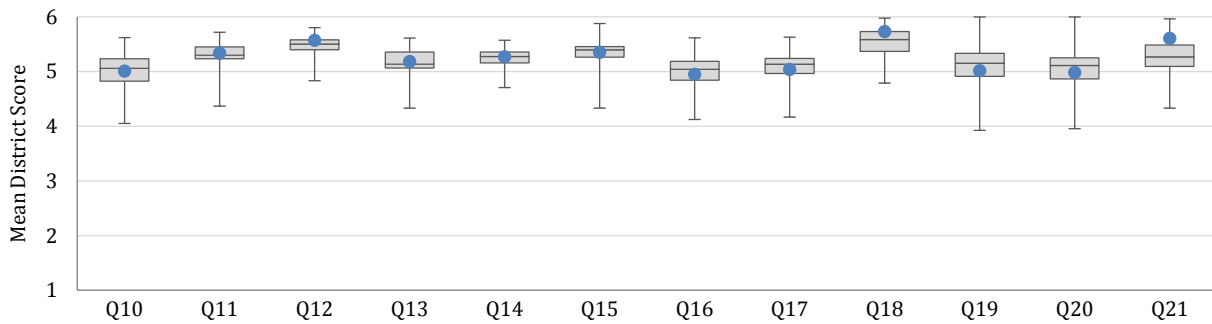
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: ROCKY HILL BOX-AND-WHISKER CHARTS (CONTINUED)**

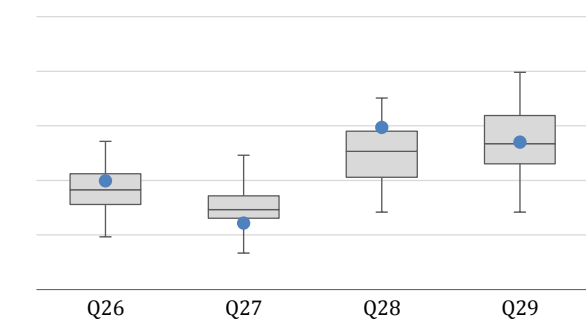
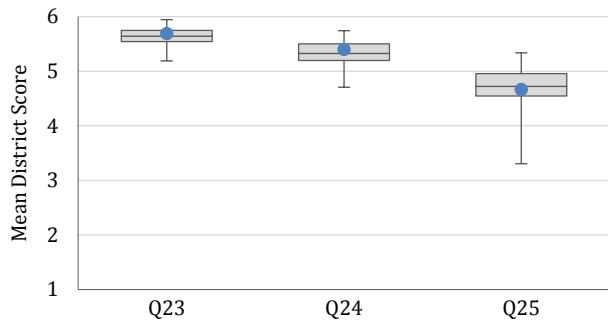
**SATISFACTION WITH MY CHILD'S PROGRAM**



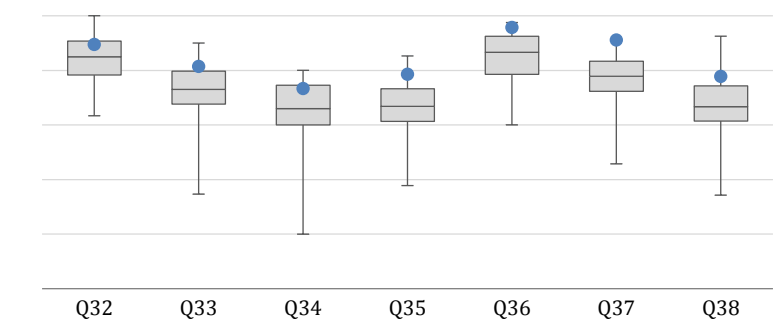
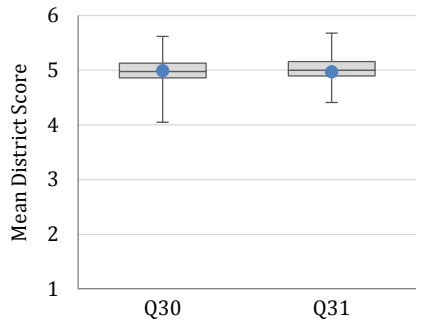
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**MY CHILD'S PARTICIPATION      PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS      TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.



## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Sherman Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Sherman Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Sherman Survey Findings</u>	Page 7
A.1: Sherman Survey Response Table	Page 8
A.2: Sherman Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

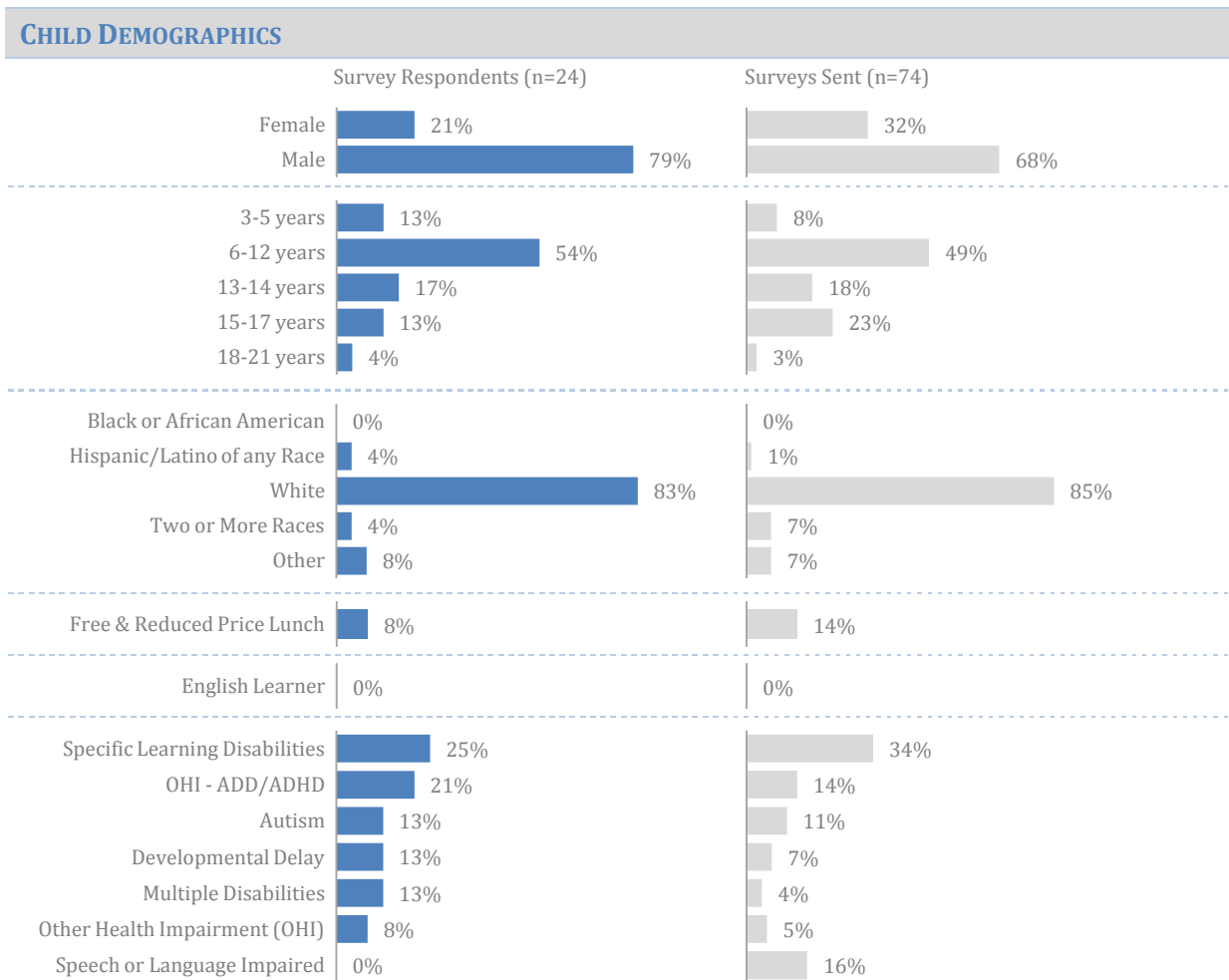
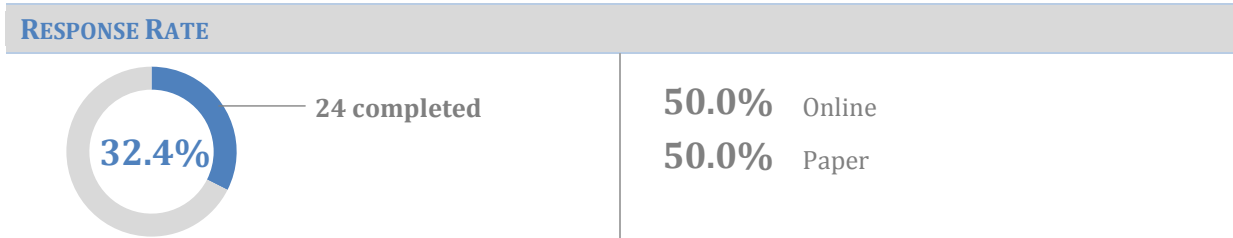
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Sherman Nexus District.




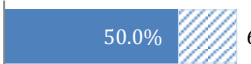

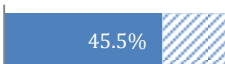
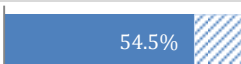
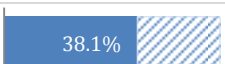







DELIVERY METHOD			
Mail	74	Mail Non-Deliverable Rate	5.4% (n=4)
Email	98.6% (n=73)	Email Non-Deliverable Rate	2.7% (n=2)



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Sherman Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=24]	 54.2% 62.5%	70.8%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=24]	 66.7% 75.0%	87.5%
3. My child is accepted within the school community. [n=24]	 58.3% 70.8%	75.0%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=24]	 50.0% 66.7%	70.8%
5. All special education services identified in my child’s IEP have been provided. [n=22]	 59.1% 63.6%	86.4%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=22]	 45.5% 63.6%	68.2%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=22]	 54.5% 68.2%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=21]	 38.1% 61.9%	76.2%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=21]	 38.1% 61.9%	71.4%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=24]	 41.7% 78.8%	83.3%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=23]	 78.3% 85.3%	95.7%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=23]	 82.6% 95.6%	100.0%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=22]	 63.6% 72.7%	86.4%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=23]	69.6% 91.3%	91.3%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=23]	73.9% 91.3%	95.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=24]	50.0% 62.5%	79.2%
17. 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=23]	52.2% 73.9%	87.0%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=23]	78.3% 100.0%	100.0%
19. If necessary, a translator was provided at the PPT meetings. [n=11]	100.0% 100.0%	100.0%
20. The translation services provided at the PPT meetings were useful and accurate. [n=11]	100.0% 100.0%	100.0%
21. The school district proposed the regular classroom for my child as the first placement option. [n=23]	60.9% 78.3%	78.3%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=20]	15.0%	15.0%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=24]	87.5% 91.7%	95.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=23]	87.0% 91.3%	95.7%
25. 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=20]	55.0% 55.0%	60.0%

*Parent Training and Support*

26. 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=22]	27.3% 27.3%	27.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=22]	18.2% 22.7%	27.3%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=24]	16.7% 20.8%	20.8%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=24]	12.5%	12.5%

KEY: ■ Strongly Agree ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=24]		79.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=24]		75.0%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=4]		100.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=5]		60.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=4]		75.0%
35. The PPT introduced planning for my child's transition to adulthood. [n=4]		75.0%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=4]		100.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=3]		33.3%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=4]		75.0%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

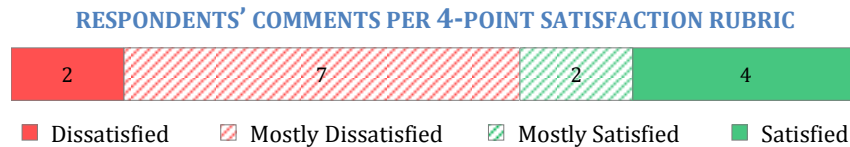
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree    ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 24 surveys completed by parents in the Sherman Nexus District, 62.5% (n=15) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *I am extremely lucky to be in such a good school district. I am very thankful for the excellent support from the school.*
- *The school has been amazingly supportive to my son during difficult times. They are supportive and nurturing to us. I'm so grateful.*
- *My daughter's IEP goals have been mastered. We are overjoyed and pleased with the results!*

### COMMENTS EXPRESSING DISSATISFACTION

- *I don't feel that the teachers are capable of helping my child with his disability. He needs more one-on-one and small group settings. I feel he is just "getting by" and his experience with the school has not been a good one. He needs help with social skills and he does not get that kind of help.*
- *The program is too easy. I agreed with many goals but feel they are implemented at a very low level. My child is not performing near his potential. In theory what has been proposed is positive, but it is not challenging.*
- *My high school student is reading at a 4<sup>th</sup>/5<sup>th</sup> grade level. He is frustrated and close to dropping out. At this point, he needs an alternate form of education, as he is a child at risk. The traditional school is not working for him. An alternate school path was not offered to him. We are losing this child and are at our wits end.*
- *Too many, different untrained people (paraprofessionals) are responsible for implementing the IEP. There is a lack of coordination between classroom and special education teachers. Parents are not made to feel part of the team and are not informed adequately when child is bullied.*
- *I believe the special education staff are very lovely individuals, yet I don't believe they are always doing the best, educationally, for my child. I haven't felt that they have the most up-to-date information on programs that would be beneficial to my child. Too often, my child is put into a "box" with other students who may not necessarily have the same disability or needs that my child does. The overall culture (of students) in the building towards special education students is dismal! There is absolutely no empathy or understanding or tolerance of children who are different. I think there needs to be better training, better communication, and a more tolerant attitude (from students) towards special education. I think training needs to be more readily available for staff - training that pinpoints more current programs for the population of student disabilities the resource teachers are dealing with.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents' comments.



**APPENDIX A | SHERMAN SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: SHERMAN SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	24	12.5%	12.5%	4.2%	8.3%	8.3%	54.2%	±	29.2%	70.8%	62.5%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	24	0.0%	8.3%	4.2%	12.5%	8.3%	66.7%	±	12.5%	87.5%	75.0%
3. My child is accepted within the school community.	24	8.3%	8.3%	8.3%	4.2%	12.5%	58.3%	±	25.0%	75.0%	70.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	24	20.8%	8.3%	0.0%	4.2%	16.7%	50.0%	0.0%	29.2%	70.8%	66.7%
5. All special education services identified in my child's IEP have been provided.	22	4.5%	9.1%	0.0%	22.7%	4.5%	59.1%	0.0%	13.6%	86.4%	63.6%
6. Staff is appropriately trained and able to provide my child's specific program and services.	22	9.1%	22.7%	0.0%	4.5%	18.2%	45.5%	0.0%	31.8%	68.2%	63.6%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	22	0.0%	9.1%	9.1%	13.6%	13.6%	54.5%	0.0%	18.2%	81.8%	68.2%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	21	4.8%	4.8%	9.5%	14.3%	23.8%	38.1%	4.8%	19.0%	76.2%	61.9%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	21	4.8%	4.8%	14.3%	9.5%	23.8%	38.1%	4.8%	23.8%	71.4%	61.9%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	24	8.3%	8.3%	0.0%	12.5%	29.2%	41.7%	±	16.7%	83.3%	70.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	23	4.3%	0.0%	0.0%	8.7%	8.7%	78.3%	±	4.3%	95.7%	87.0%
12. I understand what is discussed at meetings to develop my child's IEP.	23	0.0%	0.0%	0.0%	4.3%	13.0%	82.6%	±	0.0%	100.0%	95.7%
13. My concerns and recommendations are documented in the development of my child's IEP.	22	4.5%	0.0%	9.1%	13.6%	9.1%	63.6%	±	13.6%	86.4%	72.7%
14. My child's evaluation report is written in terms I understand.	23	4.3%	0.0%	4.3%	0.0%	21.7%	69.6%	±	8.7%	91.3%	91.3%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	23	4.3%	0.0%	0.0%	4.3%	17.4%	73.9%	±	4.3%	95.7%	91.3%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	24	4.2%	12.5%	4.2%	16.7%	12.5%	50.0%	±	20.8%	79.2%	62.5%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	23	4.3%	4.3%	4.3%	13.0%	21.7%	52.2%	±	13.0%	87.0%	73.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	23	0.0%	0.0%	0.0%	0.0%	21.7%	78.3%	±	0.0%	100.0%	100.0%
19. If necessary, a translator was provided at the PPT meetings.	11	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	±	0.0%	100.0%	100.0%
20. The translation services provided at the PPT meetings were useful and accurate.	11	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	±	0.0%	100.0%	100.0%
21. The school district proposed the regular classroom for my child as the first placement option.	23	0.0%	0.0%	4.3%	0.0%	17.4%	60.9%	17.4%	4.3%	78.3%	78.3%

Table is continued on the next page.

## APPENDIX A.1: SHERMAN SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	20	85.0%	0.0%	0.0%	0.0%	10.0%	5.0%	±	85.0%	15.0%	15.0%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	24	4.2%	0.0%	0.0%	4.2%	4.2%	87.5%	±	4.2%	95.8%	91.7%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	23	0.0%	0.0%	4.3%	4.3%	4.3%	87.0%	±	4.3%	95.7%	91.3%
25. 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).	20	15.0%	0.0%	0.0%	5.0%	0.0%	55.0%	25.0%	15.0%	60.0%	55.0%
26. 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.	22	54.5%	9.1%	9.1%	0.0%	0.0%	27.3%	±	72.7%	27.3%	27.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	22	54.5%	13.6%	4.5%	4.5%	4.5%	18.2%	±	72.7%	27.3%	22.7%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	24	37.5%	4.2%	0.0%	0.0%	4.2%	16.7%	37.5%	41.7%	20.8%	20.8%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	24	33.3%	0.0%	4.2%	0.0%	0.0%	12.5%	50.0%	37.5%	12.5%	12.5%
30. My child is learning skills that will enable him/her to be as independent as possible.	24	4.2%	12.5%	4.2%	12.5%	20.8%	45.8%	±	20.8%	79.2%	66.7%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	24	16.7%	4.2%	4.2%	4.2%	25.0%	45.8%	±	25.0%	75.0%	70.8%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	4	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%	±	0.0%	100.0%	100.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	5	20.0%	20.0%	0.0%	0.0%	40.0%	20.0%	±	40.0%	60.0%	60.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	4	25.0%	0.0%	0.0%	0.0%	50.0%	25.0%	0.0%	25.0%	75.0%	75.0%
35. The PPT introduced planning for my child's transition to adulthood.	4	25.0%	0.0%	0.0%	0.0%	0.0%	75.0%	±	25.0%	75.0%	75.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	4	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%	±	0.0%	100.0%	100.0%
37. The PPT discussed an appropriate course of study at the high school for my child.	3	66.7%	0.0%	0.0%	0.0%	33.3%	0.0%	±	66.7%	33.3%	33.3%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	4	25.0%	0.0%	0.0%	0.0%	50.0%	25.0%	±	25.0%	75.0%	75.0%

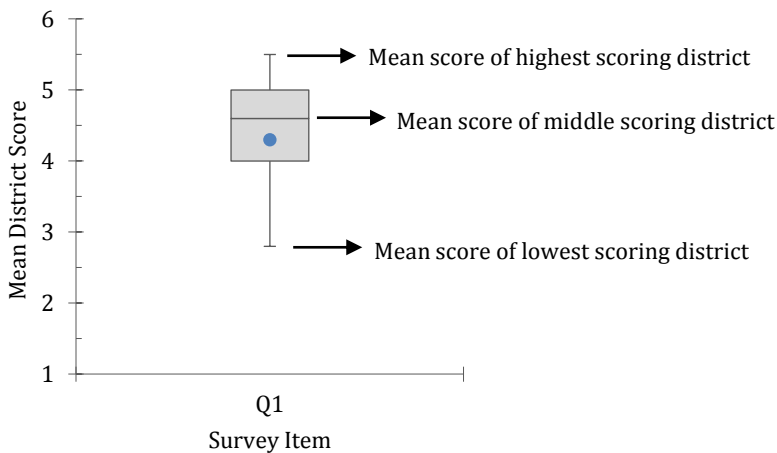
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: SHERMAN BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

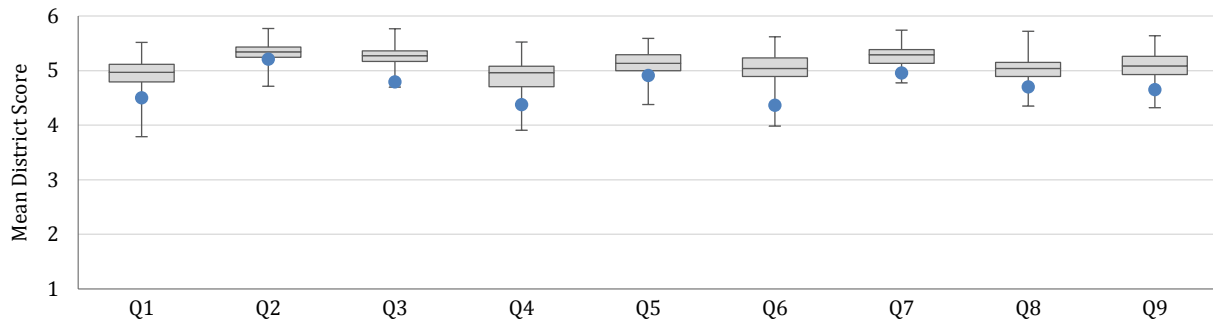
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

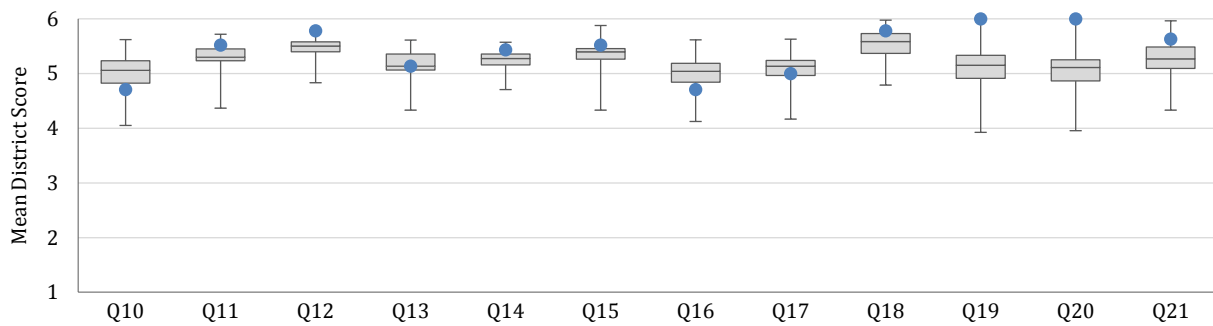
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

## APPENDIX A.2: SHERMAN BOX-AND-WHISKER CHARTS (CONTINUED)

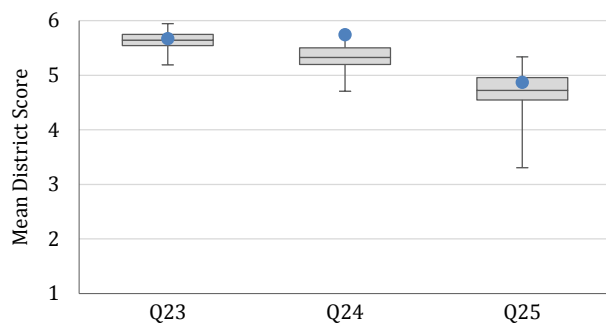
### SATISFACTION WITH MY CHILD'S PROGRAM



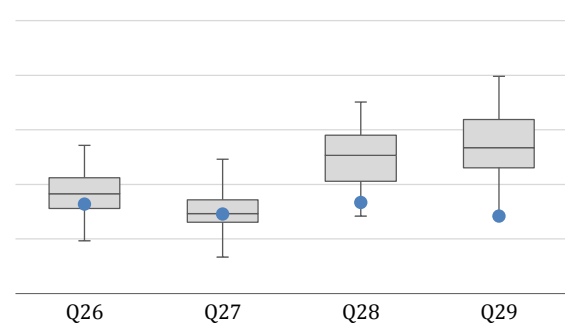
### PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



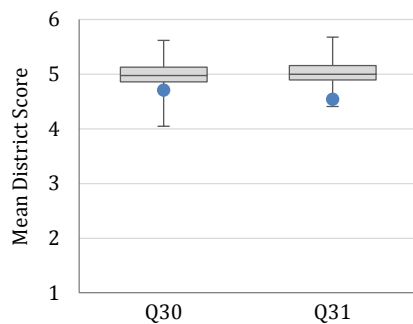
### MY CHILD'S PARTICIPATION



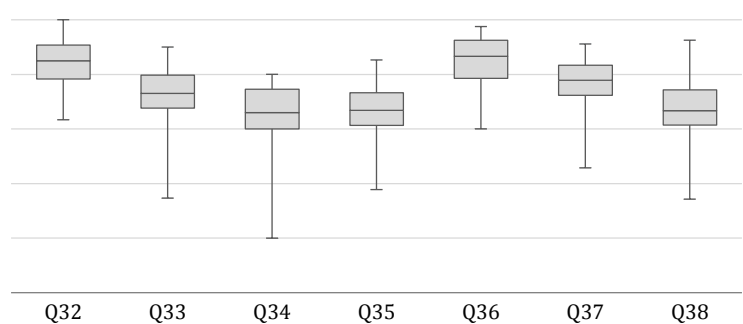
### PARENT TRAINING AND SUPPORT



### MY CHILD'S SKILLS



### TRANSITION PLANNING



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.



## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Simsbury Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207



---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Simsbury Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

<b>TABLE OF CONTENTS</b>	
<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Simsbury Survey Findings</u>	Page 9
A.1: Simsbury Survey Response Table	Page 10
A.2: Simsbury Box-and-Whiskers Charts	Page 12
<u>Appendix B: Statewide Results</u>	Page 14
B.1: Response Rate by District	Page 15
B.2: Statewide Survey Response Table	Page 16

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

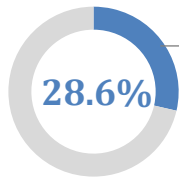
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Simsbury Nexus District.

### DELIVERY METHOD

Mail	<b>612</b>	Mail Non-Deliverable Rate	<b>1.5%</b> (n=9)
Email	<b>84.8%</b> (n=519)	Email Non-Deliverable Rate	<b>5.4%</b> (n=28)

### RESPONSE RATE

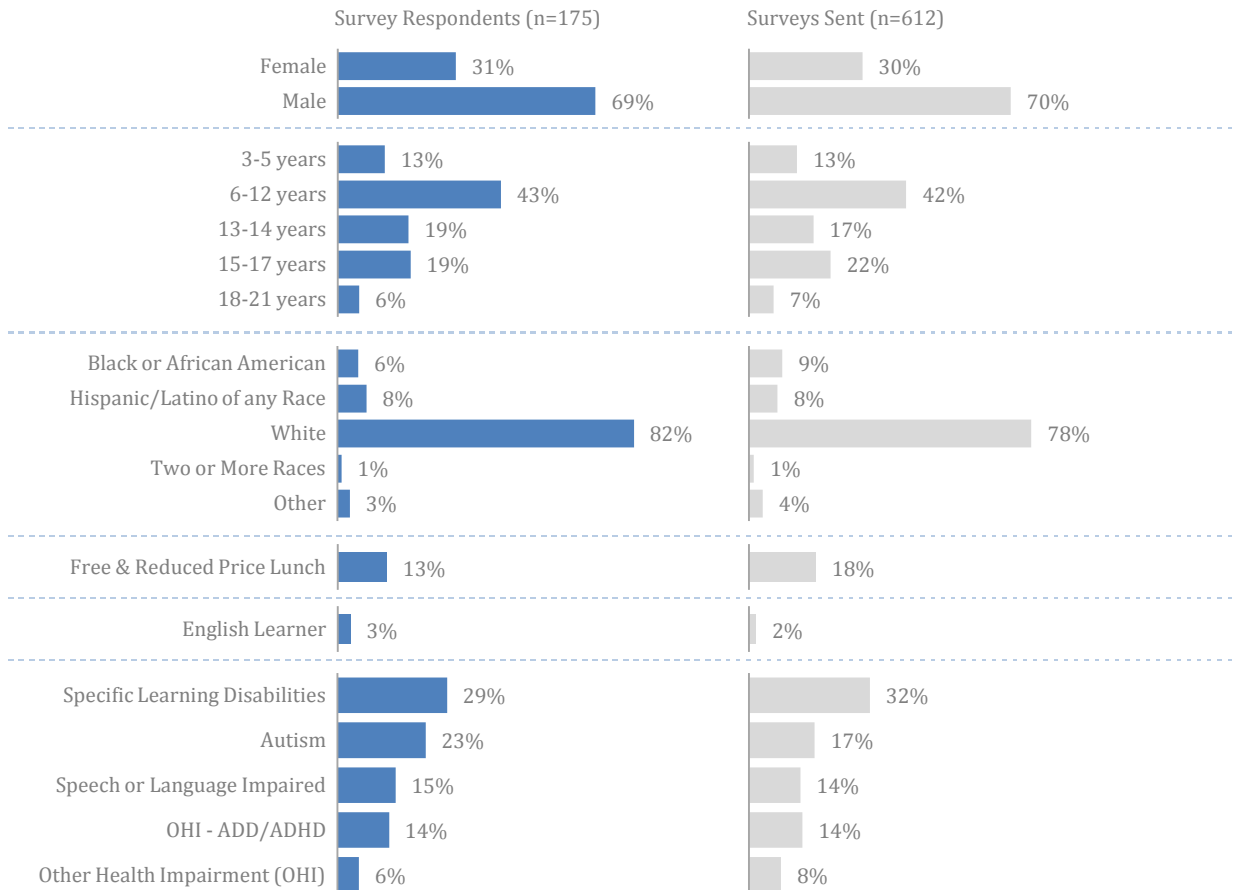


175 completed

**54.3%** Online

**45.7%** Paper





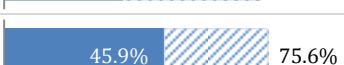










### CHILD DEMOGRAPHICS



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Simsbury Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=174]	 41.4% 78.7%	87.4%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=173]	 53.2% 77.5%	92.5%
3. My child is accepted within the school community. [n=172]	 55.2% 77.9%	90.7%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=175]	 34.3% 73.7%	86.3%
5. All special education services identified in my child’s IEP have been provided. [n=172]	 45.9% 75.6%	87.2%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=171]	 48.0% 73.1%	87.1%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=170]	 52.9% 82.4%	93.5%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=170]	 42.4% 67.1%	83.5%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=171]	 45.0% 69.6%	88.3%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=173]	 43.9% 69.9%	87.9%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=172]	 56.4% 83.1%	91.9%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=171]	 64.9% 86.0%	94.7%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=171]	 52.0% 78.4%	89.5%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=167]	61.1% 86.8%	94.0%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=171]	64.3% 85.4%	91.2%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=173]	46.8% 72.8%	86.7%
17. 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=169]	46.7% 73.4%	85.8%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=170]	74.7% 90.0%	94.1%
19. If necessary, a translator was provided at the PPT meetings. [n=90]	64.4% 76.7%	86.7%
20. The translation services provided at the PPT meetings were useful and accurate. [n=84]	64.3% 77.4%	84.5%
21. The school district proposed the regular classroom for my child as the first placement option. [n=170]	67.6% 81.8%	85.3%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=145]	6.2%	10.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=168]	83.9% 92.9%	95.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=165]	71.5% 81.8%	87.9%
25. 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=159]	36.5% 47.2%	55.3%

*Parent Training and Support*

26. 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=154]	24.0%	31.8%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=150]	16.0%	28.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=162]	16.7%	27.2%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=160]	21.3%	30.6%

KEY: ■ Strongly Agree ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=169]	47.3% 72.2%	86.4%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=164]	52.4% 77.4%	87.2%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=25]	60.0% 96.0%	100.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=40]	30.0% 47.5%	75.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=38]	26.3% 34.2%	50.0%
35. The PPT introduced planning for my child's transition to adulthood. [n=44]	27.3% 50.0%	63.6%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=41]	63.4% 85.4%	90.2%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=43]	32.6% 65.1%	81.4%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=43]	39.5%	65.1%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

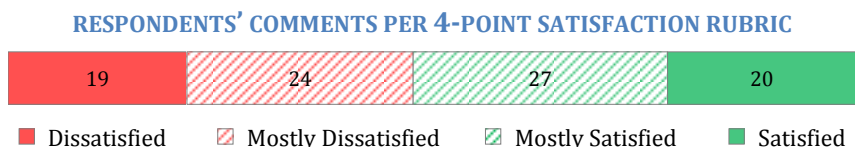
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree    ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 175 surveys completed by parents in the Simsbury Nexus District, 52.0% (n=91) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



Note: The comment of one respondent was not coded because the remark could not be classified as either a reflection of satisfaction or dissatisfaction with their child’s program.

### COMMENTS EXPRESSING SATISFACTION

- *Overall, I have been very pleased with the program. My questions are answered promptly and my son is provided with warm, compassionate, and patient educators.*
- *Tariffville Elementary is an exceptional school and has given my son great support for his special education needs. He has greatly improved speech and reading skills.*
- *This program has changed my son for the better. The plan in place really works for him and he seems to be getting smarter every day.*
- *My daughter's special education teacher is the best case manager – proactive and wonderful with communication. If there is an award for the best teacher, she should definitely get it. She totally understands the system, the children, and individual needs.*
- *Our experience at Simsbury High School has been outstanding.*
- *My son has progressed tremendously within the Simsbury public school system. Prior to transferring to Simsbury he was passed through each grade in another school system without retaining the information that he learned during the school year. In Simsbury, he received the one-on-one help from teachers that had patience and expressed interest in getting him to the next educational level. Each PPT meeting that I have attended has given me the information needed on how my son is learning and growing as an individual at school. Every teacher is pleasant and willing to go above and beyond to provide any additional information on how to utilize services outside of the school.*
- *I have had a wonderful experience with special education in Simsbury. There was help available every step of the way. We couldn't be this far without everyone involved.*
- *We were thrilled with the services our child received throughout her years in school. The transitional academy provided the help with skills post graduation. Thank you!*
- *I feel very fortunate to have the proactive services provided in Simsbury. It exceeds those of friends outside of my town/state.*
- *We are very fortunate to have an extremely supportive staff and administration for our daughter's special education services. We work collaboratively with them at all times. We always feel that our questions and concerns are addressed in a timely and effective manner. We give very high marks to our school and district for their caring and supportive learning environment. As a result, our daughter has flourished and has been very successful.*
- *We are very happy with the services and education being provided by the Simsbury School District. We feel fortunate that our son gets to receive services here and we are grateful for the high quality.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.



- Overall, we are pleased with our child's progress and the efforts made on his behalf. While we believe a larger presence of trained paraprofessionals would have improved his experience in the growth of his academic abilities, his social growth and experience has exceeded our expectations. We believe his teachers make the best use of the resources available to them, and have provided important leadership for us as we educate ourselves in the planning and transition process.
- The school staff are excellent and strongly support our child. Their recommendations have helped him, and the progress is significant. They have been available if we have any questions or concerns outside of the PPT. It is obvious that they want what is best for our child. When he began to have difficulty behaviorally, they quickly gathered all parties, and we openly discussed all options and recommendations. They provided recommendations for outside help when he needed it (not just one, but several, so we could find the right fit). Our son loves them!
- My son is in the Ready Set Go program which is offered for children on the Autism Spectrum. Working with staff who have expertise in my son's challenges and difficulties has been something we have been incredibly grateful for. We know that there are many schools that do not offer this expertise so we do not take this for granted. We feel that there is a "team" mentality between us and the school/special education staff. We know that no situation is perfect and both we and the school will need to compromise at times. It is my hope and prayer that this will continue so that my son will continue to grow as a student and as a person and be surrounded by people who understand, accept and support him.

### COMMENTS EXPRESSING DISSATISFACTION

- Responsiveness from special education services has been slow. They don't always answer all of the questions posed to them. For the current school year, I did not learn my child's full schedule until the day before school started.
- We understand there are time constraints to schedule PPT meetings, however, one hour is not a realistic time frame to discuss results, propose new goals, find solutions for concerns, etc. Especially when meeting for a triennial, even after reviewing test results in advance. All testing results, reports, and progress reports should be sent to parents at least three days previous to the meeting.
- Some individuals working with our child are tireless, but many seem to want us to solve problems that are clearly identified in the IEP. We also find that we have to constantly remind the staff to recognize our child's accomplishments, rather than simply trying to discipline away the behavioral challenges. We don't really feel like our child is an equal member of the school community at times. Services are provided but he's not really "part" of the school.
- I feel transitional support from home to school are lacking – wish there was a paraprofessional available for transport. I also wish there were more opportunities to network with other parents. I feel rather isolated from his typical class and the same from his special education class.
- There needs to be more follow-through from the regular team teachers regarding the accommodations available to our child. We have had to repeatedly remind teachers of the available accommodations after they have either marked down assignments or reprimanded our child for failure to complete something in a timely way or failed a test after notes had not been provided. This lack of awareness results in raised frustration by both our child and the teacher and creates work for his special education coordinator when they have to both hear from me and then have to translate the issue to the teacher.
- There have been no discussions about transition goals to adulthood.
- When PPTs would take place, more often than not, team members would be missing, and therefore, goals would not be created with a collaborative effort. Often, 24-hours prior written notice was not provided. IEPs were not sent within the allotted 10 days. It was difficult to reach the PPT chair to discuss changes, even after a formal rejection, which needs to be addressed within 7 days.
- There is a disconnect with PPTs and real world application. My daughter is always progressing and completing IEP goals and her GPA is stellar where you would think she is ready for a complete general education program. In reality, she is not prepared. Her SAT scores are the reality of her abilities, which are not college material. Where are the other plans, skills, or information that would prepare her for any/all other options? We are stuck.
- I am still shocked at how hard we had to advocate for so long – and at how many external expert evaluations we had to obtain in order to get the school to agree to provide services for our daughter.
- My initial experience was terrible in getting my daughter the help she needed for her learning disabilities. I had to hire an attorney to fight. Once my daughter was in the correct program she began to excel. Now I feel like the school system wants to transition her out of special services without an adequate plan.

- *In general, the emphasis seems to be on helping my son be like the other kids rather than embracing and welcoming his unique differences. I would prefer to see a greater emphasis on the individual than on conformance.*
- *I feel like my child is pushed forward every year and falls more behind every year in reading and math.*
- *My son is in high school. The transition from middle school to high school is severely lacking. He did not/does not have the tools he needs to be successful even though they are clearly stated in his IEP.*
- *Each year my child has been assigned a different special education teacher, due to job changes etc. My son has not benefited from continuity. In the past years, it has been up to me as a parent to ask the special education teacher to see if there are modifications that can be made in his classes to help him learn/test better. These have all been done when I have noticed that his scores were failing and did not reflect the amount of study effort he was putting in. In essence, once I noticed he was starting to fail, I had to prompt the teachers via the special education teacher to put modifications in place. It just seems that there should be a way to document this from year to year, so it would not be such a surprise or ordeal.*
- *PPTs are painfully uncomfortable. It feels like you can cut the tension in the room with a knife and the school system personnel are often defensive when asked questions. I feel badly for all parents who have to go through this.*

**APPENDIX A | SIMSBURY SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: SIMSBURY SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	174	4.0%	6.3%	2.3%	8.6%	37.4%	41.4%	±	12.6%	87.4%	78.7%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	173	0.6%	2.3%	4.6%	15.0%	24.3%	53.2%	±	7.5%	92.5%	77.5%
3. My child is accepted within the school community.	172	0.6%	1.7%	7.0%	12.8%	22.7%	55.2%	±	9.3%	90.7%	77.9%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	175	5.1%	4.0%	4.6%	12.6%	39.4%	34.3%	0.0%	13.7%	86.3%	73.7%
5. All special education services identified in my child's IEP have been provided.	172	1.2%	5.2%	4.7%	11.6%	29.7%	45.9%	1.7%	11.0%	87.2%	75.6%
6. Staff is appropriately trained and able to provide my child's specific program and services.	171	2.3%	4.1%	2.9%	14.0%	25.1%	48.0%	3.5%	9.4%	87.1%	73.1%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	170	1.8%	0.6%	0.0%	11.2%	29.4%	52.9%	4.1%	2.4%	93.5%	82.4%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	170	3.5%	2.9%	4.1%	16.5%	24.7%	42.4%	5.9%	10.6%	83.5%	67.1%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	171	2.9%	2.9%	2.3%	18.7%	24.6%	45.0%	3.5%	8.2%	88.3%	69.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	173	2.9%	1.7%	7.5%	17.9%	26.0%	43.9%	±	12.1%	87.9%	69.9%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	172	2.3%	1.7%	4.1%	8.7%	26.7%	56.4%	±	8.1%	91.9%	83.1%
12. I understand what is discussed at meetings to develop my child's IEP.	171	1.2%	2.9%	1.2%	8.8%	21.1%	64.9%	±	5.3%	94.7%	86.0%
13. My concerns and recommendations are documented in the development of my child's IEP.	171	2.9%	1.2%	6.4%	11.1%	26.3%	52.0%	±	10.5%	89.5%	78.4%
14. My child's evaluation report is written in terms I understand.	167	1.2%	1.2%	3.6%	7.2%	25.7%	61.1%	±	6.0%	94.0%	86.8%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	171	2.3%	4.7%	1.8%	5.8%	21.1%	64.3%	±	8.8%	91.2%	85.4%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	173	1.7%	5.2%	6.4%	13.9%	26.0%	46.8%	±	13.3%	86.7%	72.8%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	169	3.0%	3.6%	7.7%	12.4%	26.6%	46.7%	±	14.2%	85.8%	73.4%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	170	2.4%	2.4%	1.2%	4.1%	15.3%	74.7%	±	5.9%	94.1%	90.0%
19. If necessary, a translator was provided at the PPT meetings.	90	12.2%	1.1%	0.0%	10.0%	12.2%	64.4%	±	13.3%	86.7%	76.7%
20. The translation services provided at the PPT meetings were useful and accurate.	84	14.3%	1.2%	0.0%	7.1%	13.1%	64.3%	±	15.5%	84.5%	77.4%
21. The school district proposed the regular classroom for my child as the first placement option.	170	4.7%	2.4%	1.2%	3.5%	14.1%	67.6%	6.5%	8.2%	85.3%	81.8%

Table is continued on the next page.

## APPENDIX A.1: SIMSBURY SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	145	84.1%	4.8%	0.7%	4.1%	0.7%	5.5%	±	89.7%	10.3%	6.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	168	1.8%	1.8%	0.6%	3.0%	8.9%	83.9%	±	4.2%	95.8%	92.9%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	165	6.1%	2.4%	3.6%	6.1%	10.3%	71.5%	±	12.1%	87.9%	81.8%
25. 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).	159	10.7%	3.8%	3.8%	8.2%	10.7%	36.5%	26.4%	18.2%	55.3%	47.2%
26. 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.	154	51.9%	7.8%	8.4%	7.8%	12.3%	11.7%	±	68.2%	31.8%	24.0%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	150	56.7%	6.7%	8.7%	12.0%	7.3%	8.7%	±	72.0%	28.0%	16.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	162	20.4%	6.2%	9.9%	10.5%	7.4%	9.3%	36.4%	36.4%	27.2%	16.7%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	160	13.8%	4.4%	10.0%	9.4%	9.4%	11.9%	41.3%	28.1%	30.6%	21.3%
30. My child is learning skills that will enable him/her to be as independent as possible.	169	4.7%	4.7%	4.1%	14.2%	24.9%	47.3%	±	13.6%	86.4%	72.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	164	5.5%	4.9%	2.4%	9.8%	25.0%	52.4%	±	12.8%	87.2%	77.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	25	0.0%	0.0%	0.0%	4.0%	36.0%	60.0%	±	0.0%	100.0%	96.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	40	10.0%	5.0%	10.0%	27.5%	17.5%	30.0%	±	25.0%	75.0%	47.5%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	38	7.9%	5.3%	10.5%	15.8%	7.9%	26.3%	26.3%	23.7%	50.0%	34.2%
35. The PPT introduced planning for my child's transition to adulthood.	44	13.6%	9.1%	13.6%	13.6%	22.7%	27.3%	±	36.4%	63.6%	50.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	41	9.8%	0.0%	0.0%	4.9%	22.0%	63.4%	±	9.8%	90.2%	85.4%
37. The PPT discussed an appropriate course of study at the high school for my child.	43	9.3%	4.7%	4.7%	16.3%	32.6%	32.6%	±	18.6%	81.4%	65.1%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	43	20.9%	0.0%	14.0%	25.6%	27.9%	11.6%	±	34.9%	65.1%	39.5%

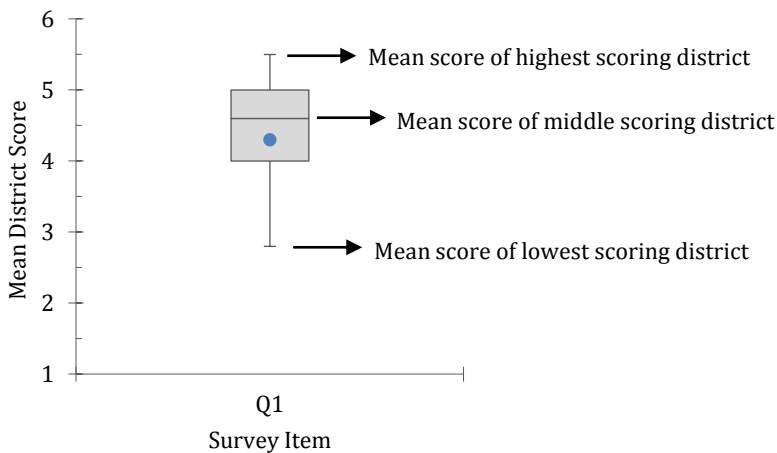
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: SIMSBURY BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

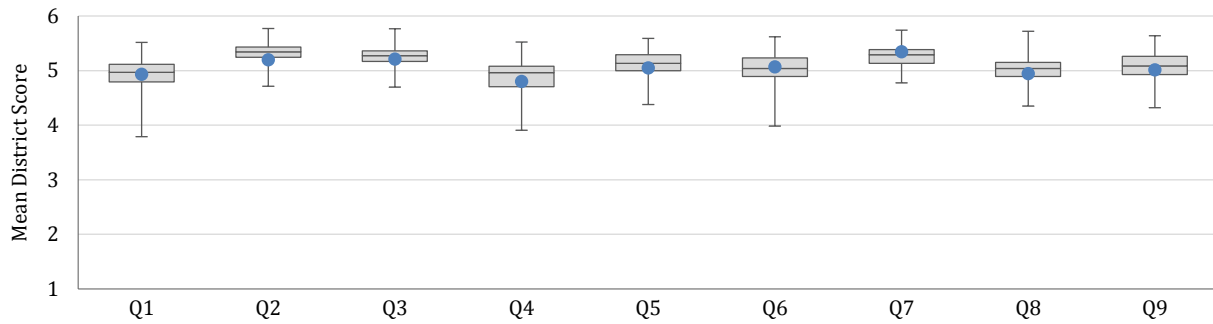
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

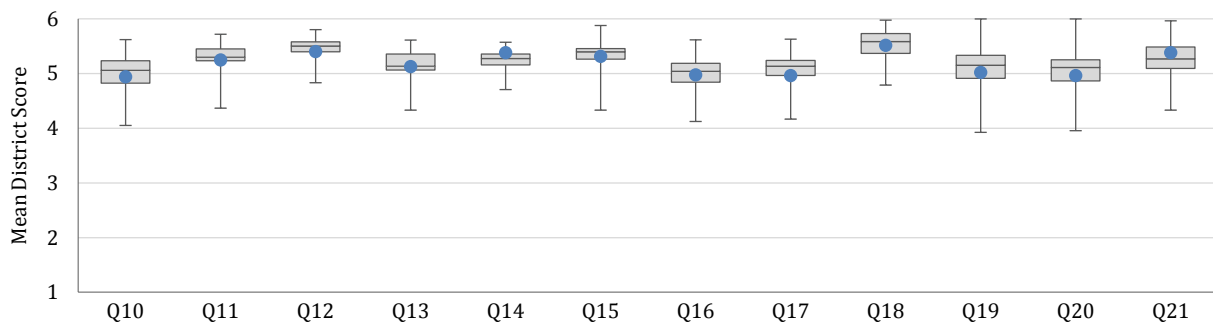
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

## APPENDIX A.2: SIMSBURY BOX-AND-WHISKER CHARTS (CONTINUED)

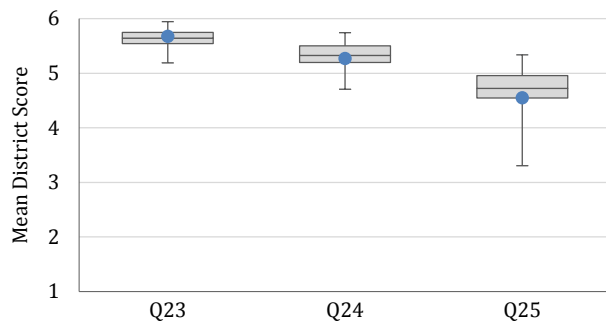
### SATISFACTION WITH MY CHILD'S PROGRAM



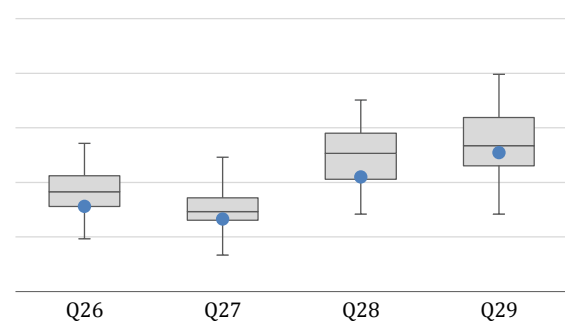
### PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



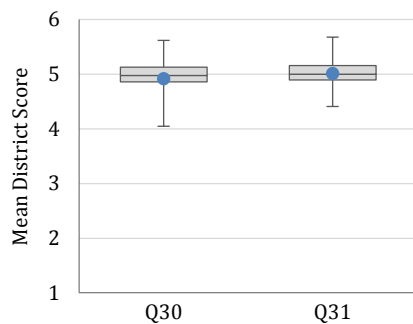
### MY CHILD'S PARTICIPATION



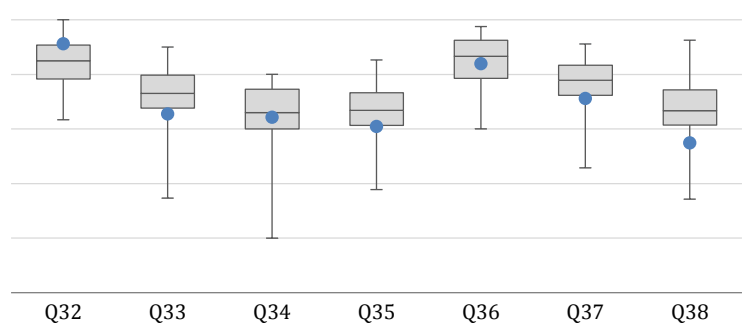
### PARENT TRAINING AND SUPPORT



### MY CHILD'S SKILLS



### TRANSITION PLANNING



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**



## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Southington Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Southington Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Southington Survey Findings</u>	Page 9
A.1: Southington Survey Response Table	Page 10
A.2: Southington Box-and-Whiskers Charts	Page 12
<u>Appendix B: Statewide Results</u>	Page 14
B.1: Response Rate by District	Page 15
B.2: Statewide Survey Response Table	Page 16

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

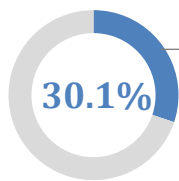
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the sample of parents selected to participate in the survey from the Southington Nexus District.

### DELIVERY METHOD

Mail	<b>627</b>	Mail Non-Deliverable Rate	<b>2.1%</b> (n=13)
Email	<b>87.1%</b> (n=546)	Email Non-Deliverable Rate	<b>4.2%</b> (n=23)

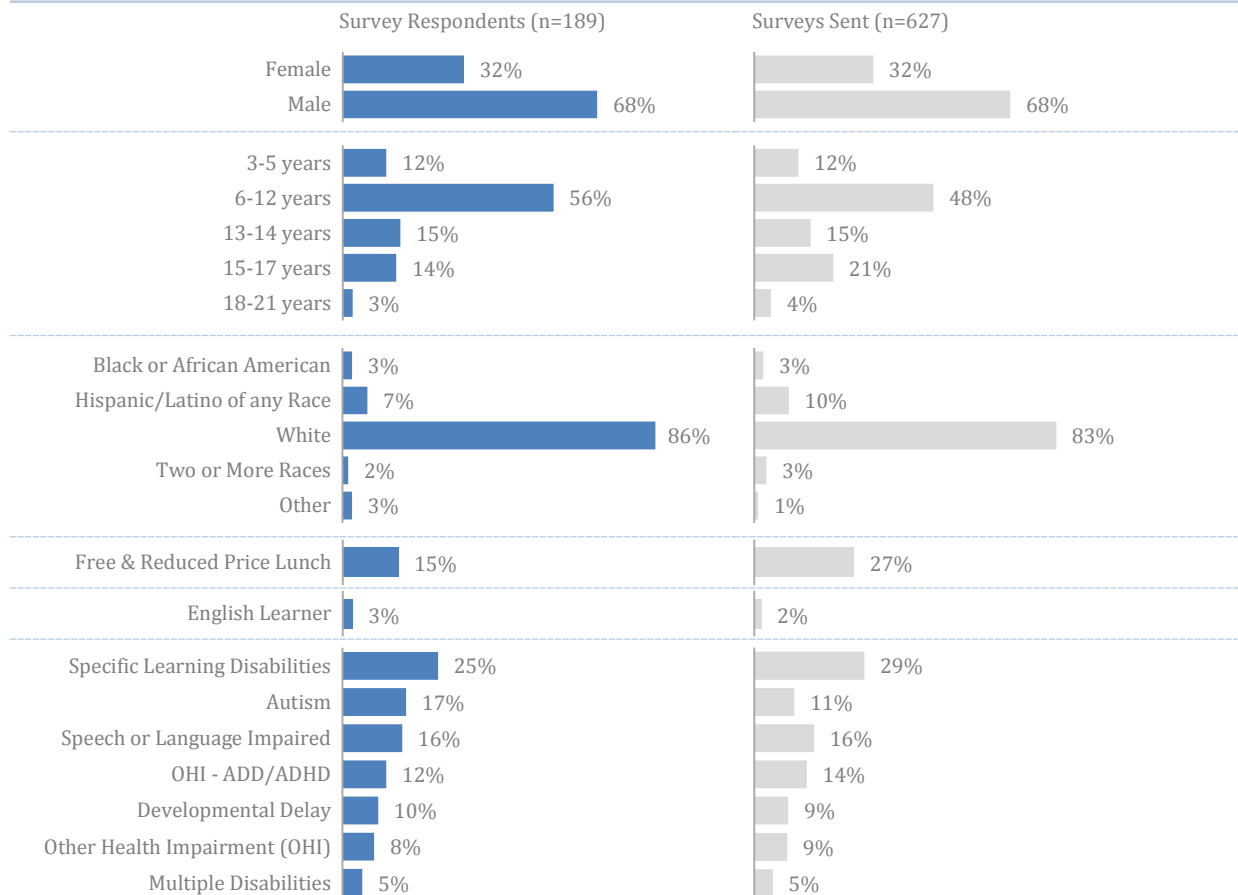
### RESPONSE RATE



189 completed

**63.5%** Online  
**36.5%** Paper

### CHILD DEMOGRAPHICS



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

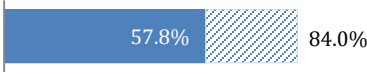
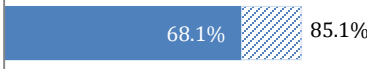
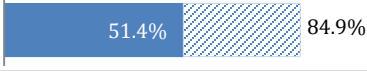
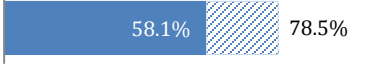

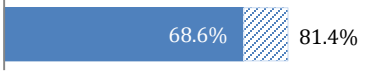
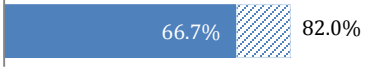
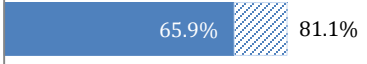
The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Southington Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=188]	48.9% 81.4%	92.0%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=186]	58.6% 83.3%	94.1%
3. My child is accepted within the school community. [n=188]	62.8% 86.2%	93.6%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=189]	50.3% 79.9%	87.8%
5. All special education services identified in my child’s IEP have been provided. [n=189]	56.1% 84.1%	91.5%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=187]	56.7% 82.4%	89.3%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=187]	57.8% 86.6%	94.1%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=188]	50.0% 75.0%	86.2%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=187]	50.3% 78.1%	88.2%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=186]	59.7% 80.1%	94.1%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=188]	69.7% 86.7%	92.6%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=187]	72.7% 94.1%	98.9%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=185]	58.4% 85.4%	91.4%
KEY:  Strongly Agree  Moderately Agree		





<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

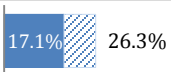



*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=187]		92.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=188]		92.0%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=185]		90.8%
17. 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=186]		91.4%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=186]		95.7%
19. If necessary, a translator was provided at the PPT meetings. [n=118]		90.7%
20. The translation services provided at the PPT meetings were useful and accurate. [n=111]		91.9%
21. The school district proposed the regular classroom for my child as the first placement option. [n=185]		84.9%

*My Child's Participation*

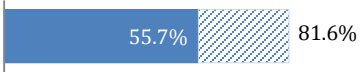
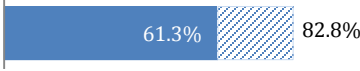
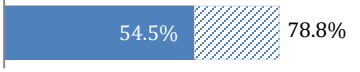

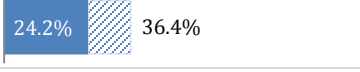


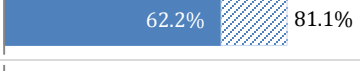
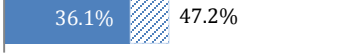
22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=162]		17.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=187]		97.9%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=183]		93.4%
25. 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=174]		70.1%

*Parent Training and Support*

26. 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=175]		40.0%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=172]		26.7%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=179]		45.8%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=180]		38.9%

KEY: ■ Strongly Agree    ▨ Moderately Agree



	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=185]		88.1%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=186]		89.8%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=33]		81.8%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=39]		76.9%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=33]		48.5%
35. The PPT introduced planning for my child's transition to adulthood. [n=37]		73.0%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=37]		91.9%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=37]		91.9%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=36]		75.0%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree    ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 189 surveys completed by parents in the Southington Nexus District, 43.9% (n=83) included written comments. The comments were classified according to a 4–point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4–point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>

RESPONDENTS’ COMMENTS PER 4-POINT SATISFACTION RUBRIC



Note: The comments of two respondents were not coded because the remarks could not be classified as either a reflection of satisfaction or dissatisfaction with their child’s program.

### COMMENTS EXPRESSING SATISFACTION

- *The special education program at Southington High School is outstanding! I truly believe that my child is getting the best education.*
- *The special education program at Southington schools has been excellent. We are extremely happy with all the teachers and support resources provided over the years. Our child has truly benefited from the services. His progress with his education and meeting his goals has enabled him to perform at his expected grade level. He has become an independent student who really takes pride in his work.*
- *Overall, we have been very pleased with our experience. Any time a change in our daughter's IEP has been made it has been to her benefit. We feel the school system has advocated for her and continues to do so. Any concerns we have ever brought to her schools have been addressed to our satisfaction and we honestly feel they have done an amazing job of putting her needs first. Our daughter enjoys school and we feel this is a credit to the people that work with her. They are always encouraging her.*
- *The staff at DES were terrific in helping my son with his social, sensory, and speech skills. They have invaluable staff who have been wonderful in helping my son with his daily activities at school. They took extra steps to help him stay organized, put him in lunch bunches, and social groups to help him learn skills. They were very supportive of him. I feel blessed to have had my son in this school surrounded by those staff members.*
- *We have been very happy with the services our son has received. He has come a long way since he started an IEP. The Southington school system has been excellent. We work with individuals that truly care about our son’s success and are willing to work collaboratively with our family to ensure he attains his goals.*
- *I am confident that the skills learned by my son under the program are a real benefit for his education and learning. He has been successful in middle school as a result of this consistent, ongoing assistance under the program.*
- *This past year has been great. All of the meetings went very well and we are very happy with how everything went. Our child has improved so much this year and we hope each year will continue that way.*
- *Our experience so far has been very positive and our daughter feels like a fully participating member of her classroom.*
- *Overall, the individual classroom teachers have taken great care and interest in furthering our child's education. They continually modify and assist her learning based on the recommendations within her IEP. They consistently provide updates, feedback and answer specific education-based questions or concerns directly related to our child's IEP. Our child's educational experience had been very good. She is accepted, happy and well-adjusted, and enjoys school every day – which as a parent is what is most important.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

- *The teachers and special education staff, speech language, and other support staff have been wonderful to my daughter at DES. The Hatton teachers were wonderful with my daughter. They gave her the proper attention and gave her different strategies to use for coping and social situations. The transition to DES was seamless and the staff have taken wonderful care of her. They have also been invaluable with providing support to help her with her social difficulties and giving me tools to use with her. I would not have wanted my daughter to be placed anywhere else. Every step of the way, they have been phenomenal.*
- *We are beyond appreciative and impressed with the level of attention, nurturing and discipline our son has received through Hatton Elementary School. His progress is overwhelming. From Board of Education partners to the principal to the teachers to the therapists, our son has received 100% personalized and dedicated services. Their only goal is to see him succeed as best he can. As parents, our role is as valued and essential as any educator or administrator in ensuring he meets the goals of his IEP.*
- *My child has learned so much thanks to his special education teachers. He has come a long way. He is talking so much more. He amazes me every day.*
- *The staff at Southington High School were caring, concerned and worked very hard with my daughter and I to see that she would be as successful as possible. My daughter is a success today because the staff at the high school recognized her need and gave her the most appropriate and consistent help and support. I will forever be grateful to her teacher. She created and maintained a wonderful working relationship with both my daughter and I, answered my emails within 24 hours and worked tirelessly to solve any issue that surfaced. High school was a wonderful, successful experience for my daughter, largely because of this teacher and the staff there.*

### COMMENTS EXPRESSING DISSATISFACTION

- *The PPTs are always at the convenience of the school and teachers not the parents. I received a form letter with my son's name introducing his special education coordinator – no phone call, no email. Communication is extremely poor. We are having difficulties with the mainstream classrooms, with a lack of success and modifications and adherence to the IEP. Middle school and high school are a big disappointment.*
- *Southington has always been lacking in parent training opportunities and in the area of support in general. There is no SEPTA in town. Attempts to get one started have always been pushed aside by some members of the school system. There is an independently run support group for parents in town that is "advertised" through the school system but is not an official SEPTA.*
- *My district has had three different special education directors. Each time I have to start from scratch with every new director. Agreements made by prior directors are denied by new directors, which leaves my child without services. I am very very frustrated with the special education system. There are no checks and balances nor accountability unless you have the money to sue. This just seems unfair and unjust.*
- *Decisions are dragged out over months and it takes months to get PPT dates. The district seems to have returned to its previous approach of limiting services to help our kids.*
- *My child's school has not been compliant and has not followed his IEP. He is not being prepared for his post high school life. He has had an IEP since second grade and our experience in the high school is by far the worst one.*
- *I am disappointed with my child's overall experience with the special education system. She has had teachers that refused to follow her IEP, didn't believe that she needed the extra services, referred to her as lazy or manipulative, or said that they didn't have the time to modify her work or make special study guides that her IEP called for. During those times, her lack of progress was very evident. Overall, I think Southington has an extremely poor special education system.*
- *I would like my school to implement more dyslexia assistance for my child. I have asked for specific dyslexia testing and was told that there is no testing available through the school.*
- *I was very pleased with my daughter's teacher. However, her special education teacher was too worried about testing and statistics rather than working with my child. It takes a special person to teach special education and I didn't feel she was one of those people.*
- *In our experience, the frustrations we have is due mainly to staffing and communication. There seems to be a lack of consistency in special education staff which leads to large breaks in service. This has led to private tutoring provided by the school district and by us parents to maintain our child's program. The administration, while always responding to emails, tends to redirect questions and concerns versus addressing and documenting as needed.*

- *Our only complaint - and it is a large one - is the ESY offered. Our child had 1 weeks' worth of services offered. Not only was it not enough, it was actually detrimental to our child's well-being. We will have no choice but to seek private summer care/camp/sessions for summer 2016 which we will greatly struggle to afford.*
- *As a parent with two children in the special education system in Southington, I have felt isolated, uninformed, and unsupported many times in the last 12 months. I wish there were more resources available.*
- *For years, we have known that dyslexic students need individualized, systematic, multi-sensory instruction by individuals that are specifically trained in dyslexia. The Southington public schools are not doing this. They prescribe a one shoe fits all approach to any reading disability and very few of the special education teachers have training in dyslexia. The schools refuse to put the appropriate interventions in the IEP because they do not have qualified staff to provide this and they do not have the manpower to individualize instruction.*
- *PPTs are always scheduled during the teams' "team time" which is never convenient. Regular education teachers at the middle school level do not seem to know how to modify work and/or communicate with me about my child's progress/needs.*

**APPENDIX A | SOUTHINGTON SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: SOUTHTON SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	188	3.2%	3.2%	1.6%	10.6%	32.4%	48.9%	±	8.0%	92.0%	81.4%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	186	1.1%	1.6%	3.2%	10.8%	24.7%	58.6%	±	5.9%	94.1%	83.3%
3. My child is accepted within the school community.	188	1.6%	1.1%	3.7%	7.4%	23.4%	62.8%	±	6.4%	93.6%	86.2%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	189	4.2%	2.6%	4.8%	7.9%	29.6%	50.3%	0.5%	11.6%	87.8%	79.9%
5. All special education services identified in my child's IEP have been provided.	189	2.6%	2.1%	1.6%	7.4%	28.0%	56.1%	2.1%	6.3%	91.5%	84.1%
6. Staff is appropriately trained and able to provide my child's specific program and services.	187	3.2%	5.3%	1.6%	7.0%	25.7%	56.7%	0.5%	10.2%	89.3%	82.4%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	187	0.5%	1.6%	2.7%	7.5%	28.9%	57.8%	1.1%	4.8%	94.1%	86.6%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	188	0.5%	4.3%	5.3%	11.2%	25.0%	50.0%	3.7%	10.1%	86.2%	75.0%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	187	2.1%	1.6%	2.7%	10.2%	27.8%	50.3%	5.3%	6.4%	88.2%	78.1%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	186	1.6%	2.2%	2.2%	14.0%	20.4%	59.7%	±	5.9%	94.1%	80.1%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	188	0.5%	3.2%	3.7%	5.9%	17.0%	69.7%	±	7.4%	92.6%	86.7%
12. I understand what is discussed at meetings to develop my child's IEP.	187	0.0%	0.5%	0.5%	4.8%	21.4%	72.7%	±	1.1%	98.9%	94.1%
13. My concerns and recommendations are documented in the development of my child's IEP.	185	2.2%	4.3%	2.2%	5.9%	27.0%	58.4%	±	8.6%	91.4%	85.4%
14. My child's evaluation report is written in terms I understand.	187	1.1%	4.3%	2.1%	8.6%	26.2%	57.8%	±	7.5%	92.5%	84.0%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	188	2.1%	3.7%	2.1%	6.9%	17.0%	68.1%	±	8.0%	92.0%	85.1%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	185	3.2%	1.6%	4.3%	5.9%	33.5%	51.4%	±	9.2%	90.8%	84.9%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	186	1.1%	2.2%	5.4%	12.9%	20.4%	58.1%	±	8.6%	91.4%	78.5%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	186	2.2%	0.5%	1.6%	1.6%	12.9%	81.2%	±	4.3%	95.7%	94.1%
19. If necessary, a translator was provided at the PPT meetings.	118	8.5%	0.0%	0.8%	9.3%	12.7%	68.6%	±	9.3%	90.7%	81.4%
20. The translation services provided at the PPT meetings were useful and accurate.	111	7.2%	0.0%	0.9%	9.9%	15.3%	66.7%	±	8.1%	91.9%	82.0%
21. The school district proposed the regular classroom for my child as the first placement option.	185	4.9%	1.6%	1.6%	3.8%	15.1%	65.9%	7.0%	8.1%	84.9%	81.1%

Table is continued on the next page.

**APPENDIX A.1: SOUTHTON SURVEY RESPONSE TABLE (CONTINUED)**

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	162	77.2%	4.3%	1.2%	3.7%	4.3%	9.3%	±	82.7%	17.3%	13.6%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	187	1.6%	0.5%	0.0%	3.2%	8.6%	86.1%	±	2.1%	97.9%	94.7%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	183	4.4%	1.1%	1.1%	6.0%	6.6%	80.9%	±	6.6%	93.4%	87.4%
25. 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).	174	4.6%	2.3%	4.6%	5.7%	11.5%	52.9%	18.4%	11.5%	70.1%	64.4%
26. 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.	175	44.0%	8.6%	7.4%	13.7%	9.1%	17.1%	±	60.0%	40.0%	26.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	172	53.5%	9.9%	9.9%	9.3%	10.5%	7.0%	±	73.3%	26.7%	17.4%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	179	12.3%	6.7%	6.1%	12.3%	13.4%	20.1%	29.1%	25.1%	45.8%	33.5%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	180	8.9%	9.4%	6.7%	11.7%	9.4%	17.8%	36.1%	25.0%	38.9%	27.2%
30. My child is learning skills that will enable him/her to be as independent as possible.	185	3.2%	3.8%	4.9%	6.5%	25.9%	55.7%	±	11.9%	88.1%	81.6%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	186	4.3%	2.7%	3.2%	7.0%	21.5%	61.3%	±	10.2%	89.8%	82.8%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	33	12.1%	0.0%	6.1%	3.0%	24.2%	54.5%	±	18.2%	81.8%	78.8%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	39	10.3%	5.1%	7.7%	12.8%	17.9%	46.2%	±	23.1%	76.9%	64.1%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	33	9.1%	3.0%	6.1%	12.1%	12.1%	24.2%	33.3%	18.2%	48.5%	36.4%
35. The PPT introduced planning for my child's transition to adulthood.	37	13.5%	5.4%	8.1%	18.9%	16.2%	37.8%	±	27.0%	73.0%	54.1%
36. The school district actively encourages my child to attend and participate in PPT meetings.	37	5.4%	0.0%	2.7%	2.7%	13.5%	75.7%	±	8.1%	91.9%	89.2%
37. The PPT discussed an appropriate course of study at the high school for my child.	37	5.4%	0.0%	2.7%	10.8%	18.9%	62.2%	±	8.1%	91.9%	81.1%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	36	8.3%	8.3%	8.3%	27.8%	11.1%	36.1%	±	25.0%	75.0%	47.2%

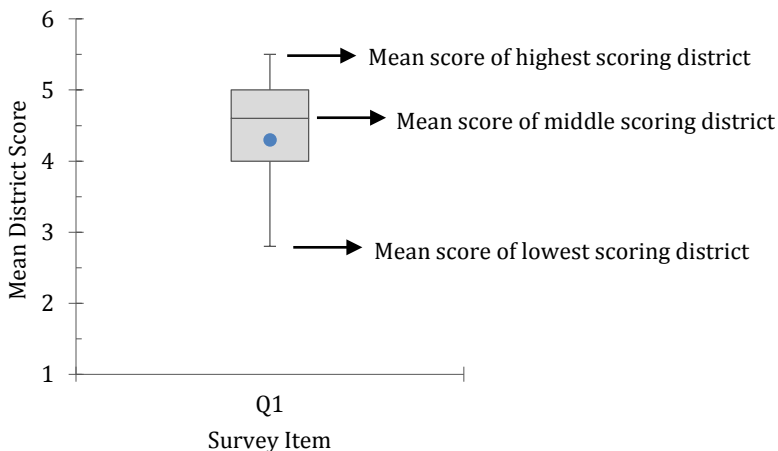
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: SOUTHLINGTON BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

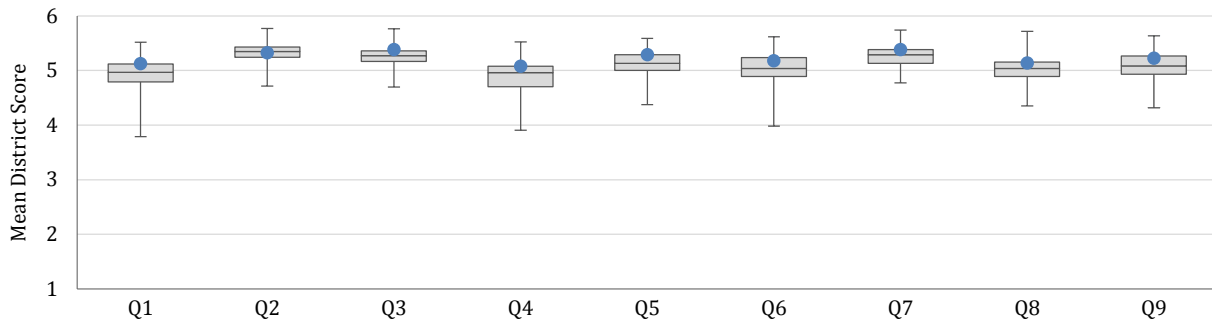
<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

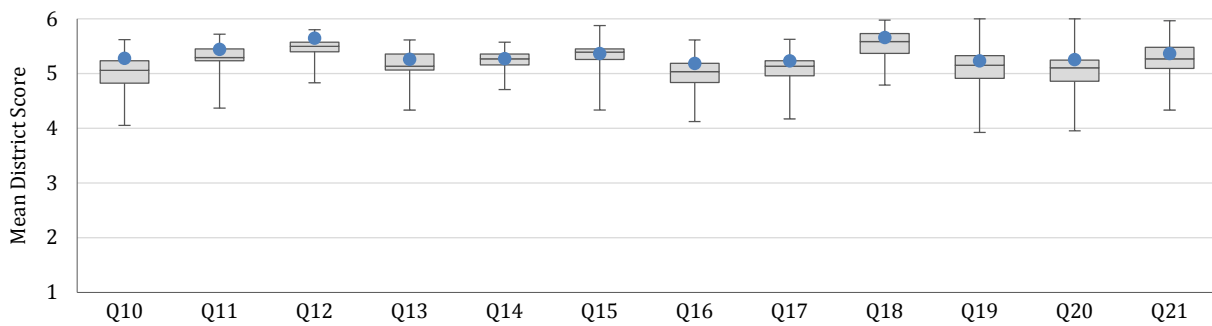


## APPENDIX A.2: SOUTHLINGTON BOX-AND-WHISKER CHARTS (CONTINUED)

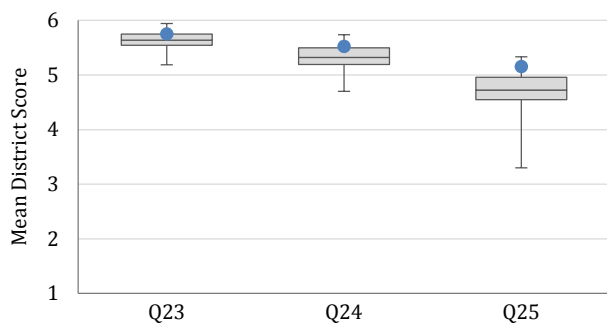
### SATISFACTION WITH MY CHILD'S PROGRAM



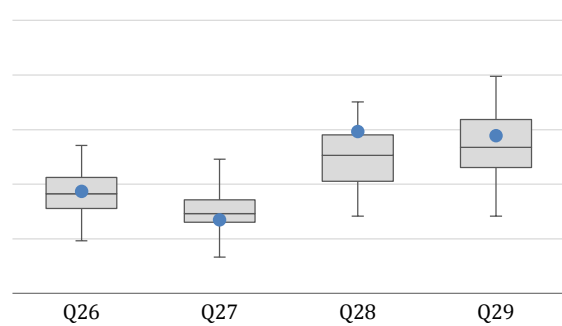
### PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



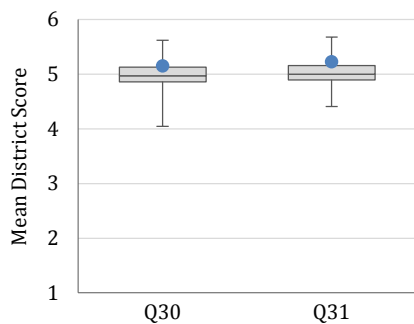
### MY CHILD'S PARTICIPATION



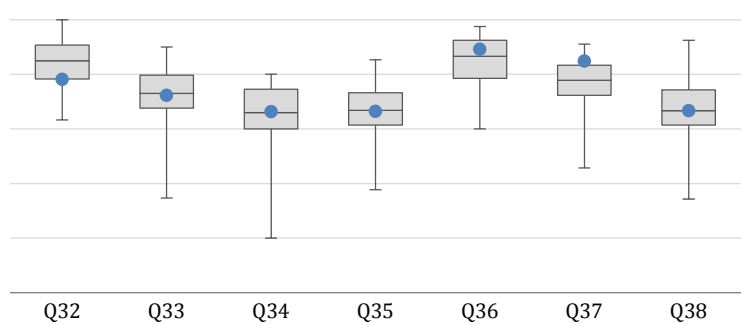
### PARENT TRAINING AND SUPPORT



### MY CHILD'S SKILLS



### TRANSITION PLANNING



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Stamford Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Stamford Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Stamford Survey Findings</u>	Page 8
A.1: Stamford Survey Response Table	Page 9
A.2: Stamford Box-and-Whiskers Charts	Page 11
<u>Appendix B: Statewide Results</u>	Page 13
B.1: Response Rate by District	Page 14
B.2: Statewide Survey Response Table	Page 15

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

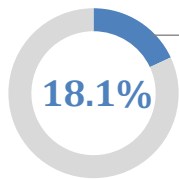
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the sample of parents selected to participate in the survey from the Stamford Nexus District.

### DELIVERY METHOD

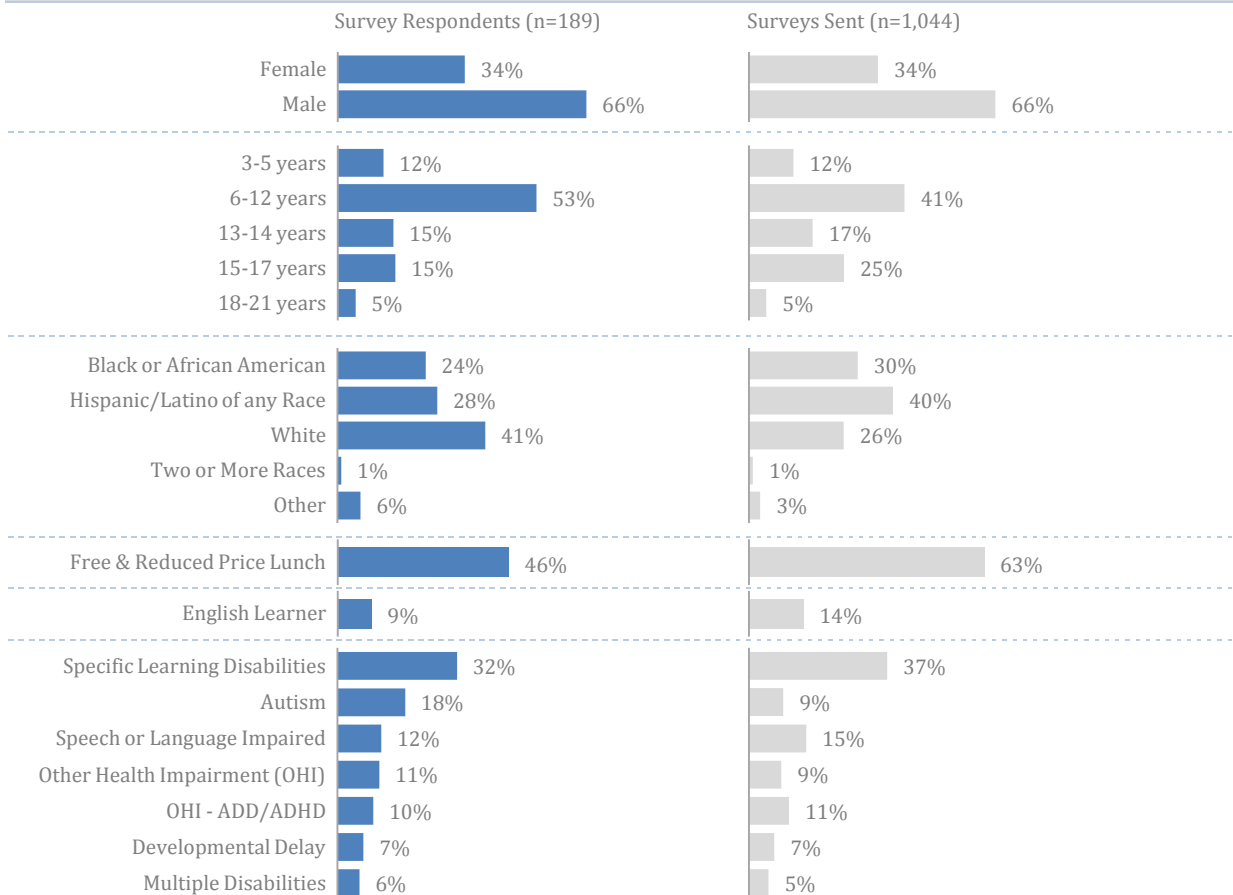
Mail	<b>1,044</b>	Mail Non-Deliverable Rate	<b>4.1%</b> (n=43)
Email	<b>41.7%</b> (n=435)	Email Non-Deliverable Rate	<b>9.0%</b> (n=39)

### RESPONSE RATE



**38.6%** Online  
**61.4%** Paper

### CHILD DEMOGRAPHICS






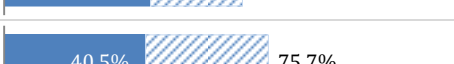

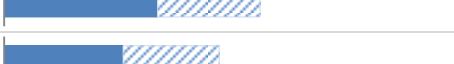









Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.



## SECTION II: SURVEY RESULTS

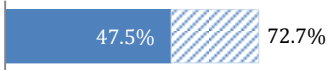
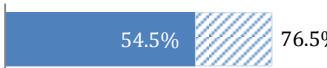

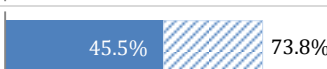
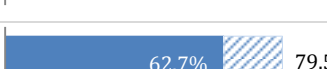
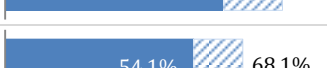


The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Stamford Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=187]		84.0%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=185]		92.4%
3. My child is accepted within the school community. [n=181]		90.6%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=187]		80.2%
5. All special education services identified in my child’s IEP have been provided. [n=186]		79.6%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=185]		82.7%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=184]		83.7%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=185]		76.2%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=184]		79.3%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=188]		87.2%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=187]		89.3%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=188]		92.0%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=184]		87.5%
KEY:  Strongly Agree  Moderately Agree		

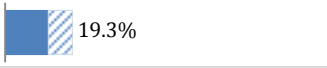

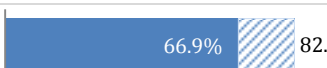

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------





*Participation in My Child's Program (Continued)*



14. My child's evaluation report is written in terms I understand. [n=183]		86.3%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=187]		88.8%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=189]		81.5%
17. 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=187]		86.6%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=185]		88.1%
19. If necessary, a translator was provided at the PPT meetings. [n=135]		77.8%
20. The translation services provided at the PPT meetings were useful and accurate. [n=135]		76.3%
21. The school district proposed the regular classroom for my child as the first placement option. [n=183]		79.2%

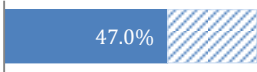
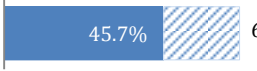
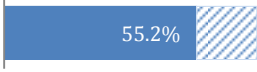
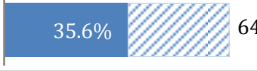

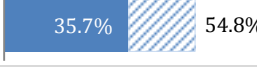
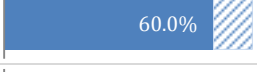
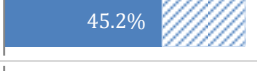

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=161]		24.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=184]		94.6%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=175]		88.6%
25. 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=177]		65.0%

*Parent Training and Support*

26. 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=171]		48.0%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=167]		46.1%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=180]		45.0%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=176]		46.0%

KEY:  Strongly Agree  Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=181]	 47.0% 72.4%	84.0%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=175]	 45.7% 67.4%	82.9%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=29]	 55.2% 72.4%	82.8%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=45]	 35.6% 64.4%	80.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=40]	 27.5% 40.0%	52.5%
35. The PPT introduced planning for my child's transition to adulthood. [n=42]	 35.7% 54.8%	66.7%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=45]	 60.0% 71.1%	77.8%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=42]	 45.2% 69.0%	78.6%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=42]	 38.1% 57.1%	66.7%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree    ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 189 surveys completed by parents in the Stamford Nexus District, 37.6% (n=71) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>

RESPONDENTS’ COMMENTS PER 4-POINT SATISFACTION RUBRIC



Note: The comments of two respondents were not coded because the remarks could not be classified as either a reflection of satisfaction or dissatisfaction with their child’s program.

### COMMENTS EXPRESSING SATISFACTION

- *It has been a good three years for my son with the help of the teachers and the administrators at Westover School. My son is getting better because of the support in his IEP and the social workers, the assistant principal, school psychologist, homeroom teacher, etc. I am very happy with the special education that my son is receiving.*
- *The special education team has been extremely responsive and cooperative in working to meet the needs of our child. We have been very satisfied with the process and the teamwork. We believe they are truly interested in the best interests of our child.*
- *I was very supported by the special education team of my children. [Translation]*
- *I have found the middle school special education team to be more aware and compliant than the elementary school team. I have always felt that I had a voice in the recommendations and actions for my child. I appreciated the frequent communication provided by the special education team and hope that the next grade team is similar.*
- *My child's school made amazing strides and achievements. My child is happy, loves his school and his teachers. I make it a point to be involved with any aspect of his activities or concerns in school.*
- *My daughter's school is very supportive. Very helpful when needed.*
- *This program helped my son to improve and I appreciate it. I would recommend this program to children who need extra support in school.*
- *Teachers in the Apples Program are so caring and really are great teachers and paraprofessionals, and love what they do. The patience they gave to our daughter, who can be difficult at times, cannot be explained in words. We worked with them to resolve problems during the school year. Apples was the best thing that happened to us and our daughter. We are so happy we stayed in Stamford and were able to get our daughter great services. Thank you Apples and Stamford Public Schools.*

### COMMENTS EXPRESSING DISSATISFACTION

- *Communication between the district, school, and parents is inadequate. Often the school administrators need direction from the district, and those directives are not effectively communicated to parents. There needs to be better procedures in place when children transition to elementary, middle, and high school.*
- *We use an advocate and it makes a big difference in services received – sad but true. Now that my child is older, I need to keep tabs on the teachers and service providers to make sure they are following the IEP.*
- *There needs to be a behavior curriculum for higher functioning autism (i.e. social thinking by Michelle Garcia Winner). The approach today is reactive instead of proactive.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

- *The school system lacks a strong behavior (ABA) program for high functioning autism and typical kids.*
- *Still waiting for services that were promised to my child from the school over six months ago. I still feel alone with a child with disabilities. No one seems to be helping.*
- *I feel my son needs more special education services than what he is getting. Every year they keep cutting his services. I do not know how to read the IEPs provided. I do not even know where to turn for help to make sure he is getting the level of services he should. Every year they change the special education teachers and paraprofessionals.*
- *Too many children per classroom. Services not offered unless you push for them. Pushing children through the system. Summer school is babysitting.*
- *I wish there were more support for parents with children with an IEP.*
- *District personnel lack knowledge in laws, IDEA, and FAPE. They do not offer enough help to parents to ensure that the child is receiving all the services that child requires. At PPT meetings, the staff is often quiet. When I have asked a specific question to a general education teacher, often I'll get an answer from the school psychologist or administrator. The PPT team is often not able to individualize goals and objectives to the child. The team will often recycle the same goals and really do not keep track of data to measure progress. Goals and objectives are not achievable if they do not have scaffolding. I was often rushed through PPTs due to time constraints on the part of the staff at the schools.*
- *My child's services do not seem to happen at the beginning of each school year or during the summer months. I am not contacted when a service provider leaves and a new provider never seems to know that my child is in their care. Frustrating.*
- *It took the school a long time to start giving extra help to my daughter, due to low staffing. That effects the student.*
- *Personally, I think the school should each have a SEPTA to help involve and support the parents of those with special needs. Parents should also be welcome to visit their children in their classrooms and more feedback should be available directly from paraprofessionals. Parents like feeling involved. The more involved we are, the more comfortable we feel about our children and their caregivers, especially when our children are not able to tell us what is going on.*
- *I appreciated the support my child and I got when these programs were finally implemented. I was very frustrated and discouraged trying to get them. It took three years to get my concerns addressed and acted on.*
- *If a parent is not well-informed, they will not understand how to participate in their child's PPT meetings, as well as understand what the appropriate goals and objectives should be. I wish our district would provide more parent training on how to understand appropriate goals, and what measurements are needed to ascertain if the student is reaching those goals. I feel that I have become a well-informed parent (because I attend several conferences a year), but I wish that the district had provided training and I wish I didn't feel like I wasted a lot of my son's years of not knowing what a good "IEP" is with measurable and appropriate goals.*

**APPENDIX A | STAMFORD SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: STAMFORD SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	187	5.3%	4.8%	5.9%	16.6%	32.6%	34.8%	±	16.0%	84.0%	67.4%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	185	3.8%	2.7%	1.1%	15.7%	30.3%	46.5%	±	7.6%	92.4%	76.8%
3. My child is accepted within the school community.	181	2.8%	2.8%	3.9%	7.2%	26.5%	56.9%	±	9.4%	90.6%	83.4%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	187	6.4%	7.5%	4.8%	12.8%	34.8%	32.6%	1.1%	18.7%	80.2%	67.4%
5. All special education services identified in my child's IEP have been provided.	186	5.9%	3.8%	8.6%	11.3%	26.3%	41.9%	2.2%	18.3%	79.6%	68.3%
6. Staff is appropriately trained and able to provide my child's specific program and services.	185	5.9%	4.9%	2.2%	7.0%	35.1%	40.5%	4.3%	13.0%	82.7%	75.7%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	184	3.8%	2.7%	4.3%	10.3%	29.3%	44.0%	5.4%	10.9%	83.7%	73.4%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	185	7.0%	2.7%	7.0%	14.6%	27.6%	34.1%	7.0%	16.8%	76.2%	61.6%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	184	3.3%	3.8%	6.0%	12.5%	27.2%	39.7%	7.6%	13.0%	79.3%	66.8%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	188	4.3%	2.1%	6.4%	17.6%	25.5%	44.1%	±	12.8%	87.2%	69.7%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	187	3.2%	3.2%	4.3%	8.6%	19.8%	61.0%	±	10.7%	89.3%	80.7%
12. I understand what is discussed at meetings to develop my child's IEP.	188	3.2%	1.6%	3.2%	8.0%	24.5%	59.6%	±	8.0%	92.0%	84.0%
13. My concerns and recommendations are documented in the development of my child's IEP.	184	5.4%	2.7%	4.3%	10.3%	27.2%	50.0%	±	12.5%	87.5%	77.2%
14. My child's evaluation report is written in terms I understand.	183	3.3%	2.2%	8.2%	13.7%	25.1%	47.5%	±	13.7%	86.3%	72.7%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	187	5.3%	1.6%	4.3%	12.3%	21.9%	54.5%	±	11.2%	88.8%	76.5%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	189	5.8%	5.8%	6.9%	14.8%	31.7%	34.9%	±	18.5%	81.5%	66.7%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	187	4.8%	3.2%	5.3%	12.8%	28.3%	45.5%	±	13.4%	86.6%	73.8%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	185	4.3%	2.7%	4.9%	8.6%	16.8%	62.7%	±	11.9%	88.1%	79.5%
19. If necessary, a translator was provided at the PPT meetings.	135	18.5%	0.7%	3.0%	9.6%	14.1%	54.1%	±	22.2%	77.8%	68.1%
20. The translation services provided at the PPT meetings were useful and accurate.	135	17.8%	1.5%	4.4%	9.6%	18.5%	48.1%	±	23.7%	76.3%	66.7%
21. The school district proposed the regular classroom for my child as the first placement option.	183	8.2%	1.6%	3.3%	5.5%	21.9%	51.9%	7.7%	13.1%	79.2%	73.8%

Table is continued on the next page.

## APPENDIX A.1: STAMFORD SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	161	67.1%	6.8%	1.9%	5.0%	6.8%	12.4%	±	75.8%	24.2%	19.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	184	3.3%	0.5%	1.6%	3.3%	15.2%	76.1%	±	5.4%	94.6%	91.3%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	175	9.1%	0.6%	1.7%	5.7%	16.0%	66.9%	±	11.4%	88.6%	82.9%
25. 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).	177	10.2%	2.3%	2.8%	11.3%	13.6%	40.1%	19.8%	15.3%	65.0%	53.7%
26. 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.	171	39.8%	7.0%	5.3%	14.0%	17.0%	17.0%	±	52.0%	48.0%	33.9%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	167	41.9%	4.2%	7.8%	13.8%	12.0%	20.4%	±	53.9%	46.1%	32.3%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	180	15.0%	2.8%	3.9%	14.4%	14.4%	16.1%	33.3%	21.7%	45.0%	30.6%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	176	11.9%	2.8%	2.8%	9.1%	17.6%	19.3%	36.4%	17.6%	46.0%	36.9%
30. My child is learning skills that will enable him/her to be as independent as possible.	181	5.0%	5.0%	6.1%	11.6%	25.4%	47.0%	±	16.0%	84.0%	72.4%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	175	8.6%	2.3%	6.3%	15.4%	21.7%	45.7%	±	17.1%	82.9%	67.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	29	6.9%	10.3%	0.0%	10.3%	17.2%	55.2%	±	17.2%	82.8%	72.4%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	45	8.9%	4.4%	6.7%	15.6%	28.9%	35.6%	±	20.0%	80.0%	64.4%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	40	12.5%	2.5%	5.0%	12.5%	12.5%	27.5%	27.5%	20.0%	52.5%	40.0%
35. The PPT introduced planning for my child's transition to adulthood.	42	14.3%	4.8%	14.3%	11.9%	19.0%	35.7%	±	33.3%	66.7%	54.8%
36. The school district actively encourages my child to attend and participate in PPT meetings.	45	13.3%	2.2%	6.7%	6.7%	11.1%	60.0%	±	22.2%	77.8%	71.1%
37. The PPT discussed an appropriate course of study at the high school for my child.	42	14.3%	2.4%	4.8%	9.5%	23.8%	45.2%	±	21.4%	78.6%	69.0%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	42	26.2%	0.0%	7.1%	9.5%	19.0%	38.1%	±	33.3%	66.7%	57.1%

Note: High level agree = "moderately agree" + "strongly agree."

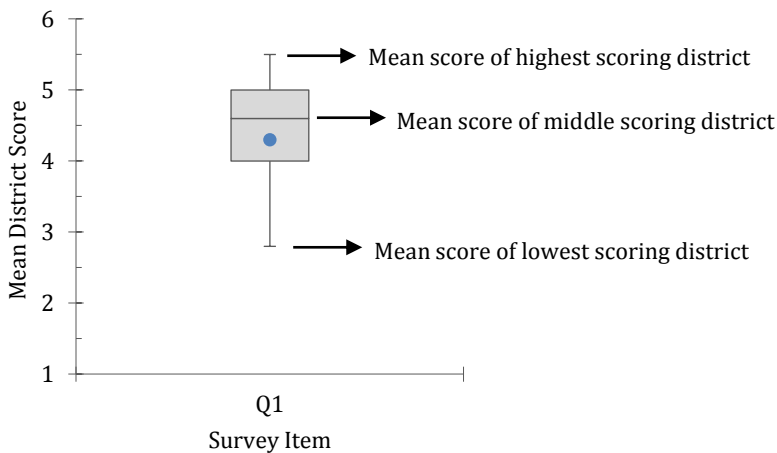
± Not a response option for this survey item.



## APPENDIX A.2: STAMFORD BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

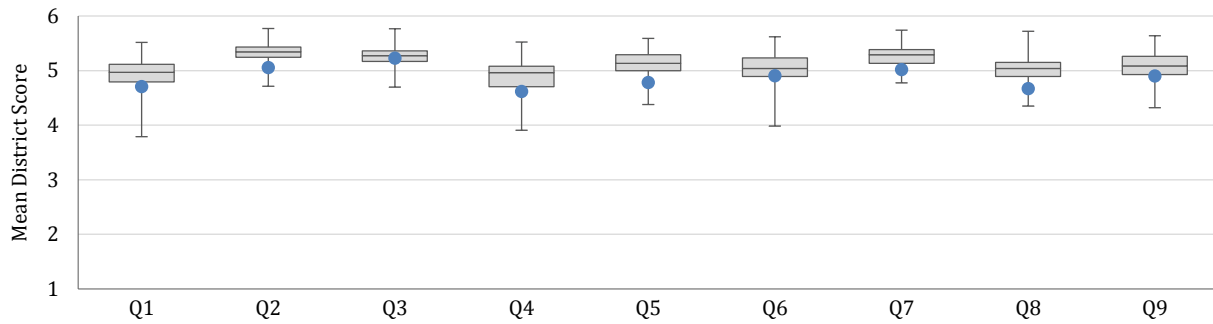
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

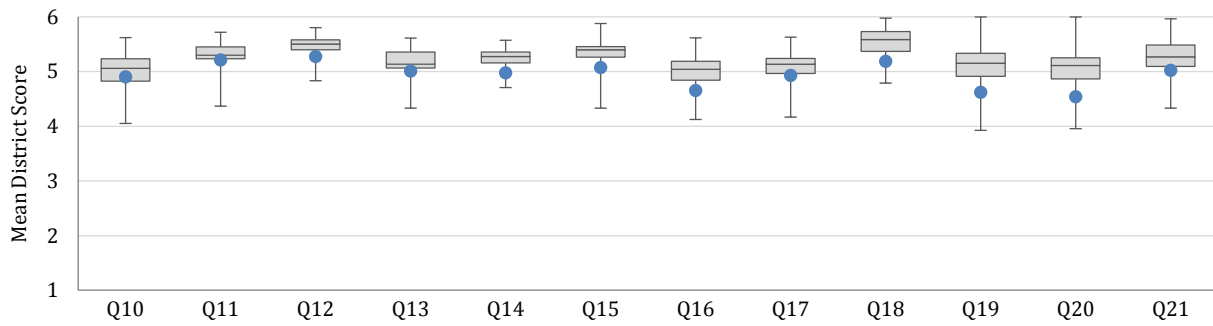
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

## APPENDIX A.2: STAMFORD BOX-AND-WHISKER CHARTS (CONTINUED)

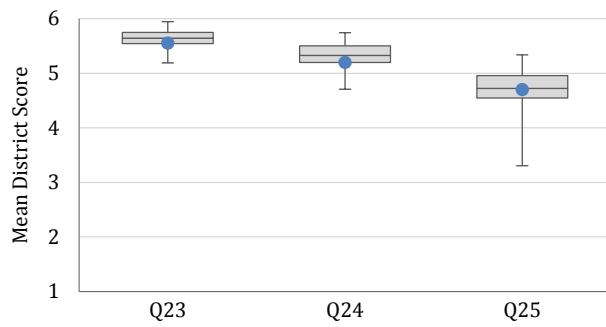
### SATISFACTION WITH MY CHILD'S PROGRAM



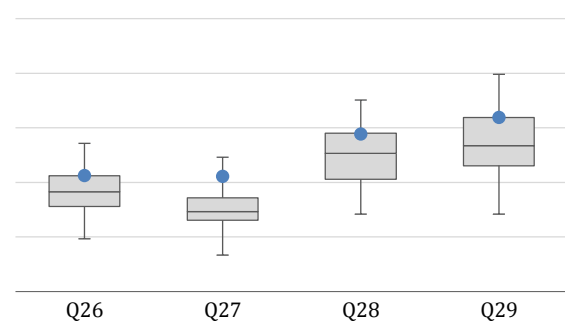
### PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



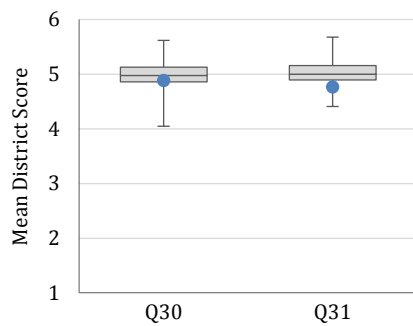
### MY CHILD'S PARTICIPATION



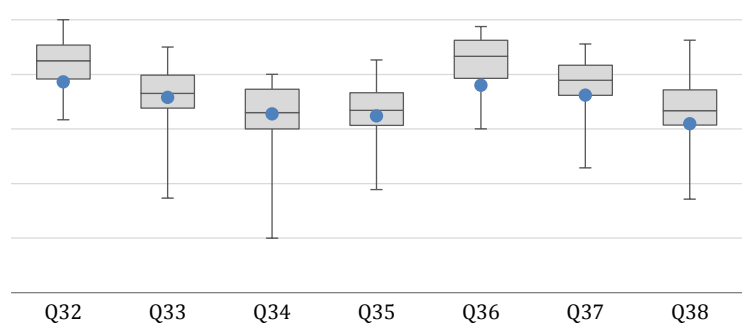
### PARENT TRAINING AND SUPPORT



### MY CHILD'S SKILLS



### TRANSITION PLANNING



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Sterling Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Sterling Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Sterling Survey Findings</u>	Page 7
A.1: Sterling Survey Response Table	Page 8
A.2: Sterling Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

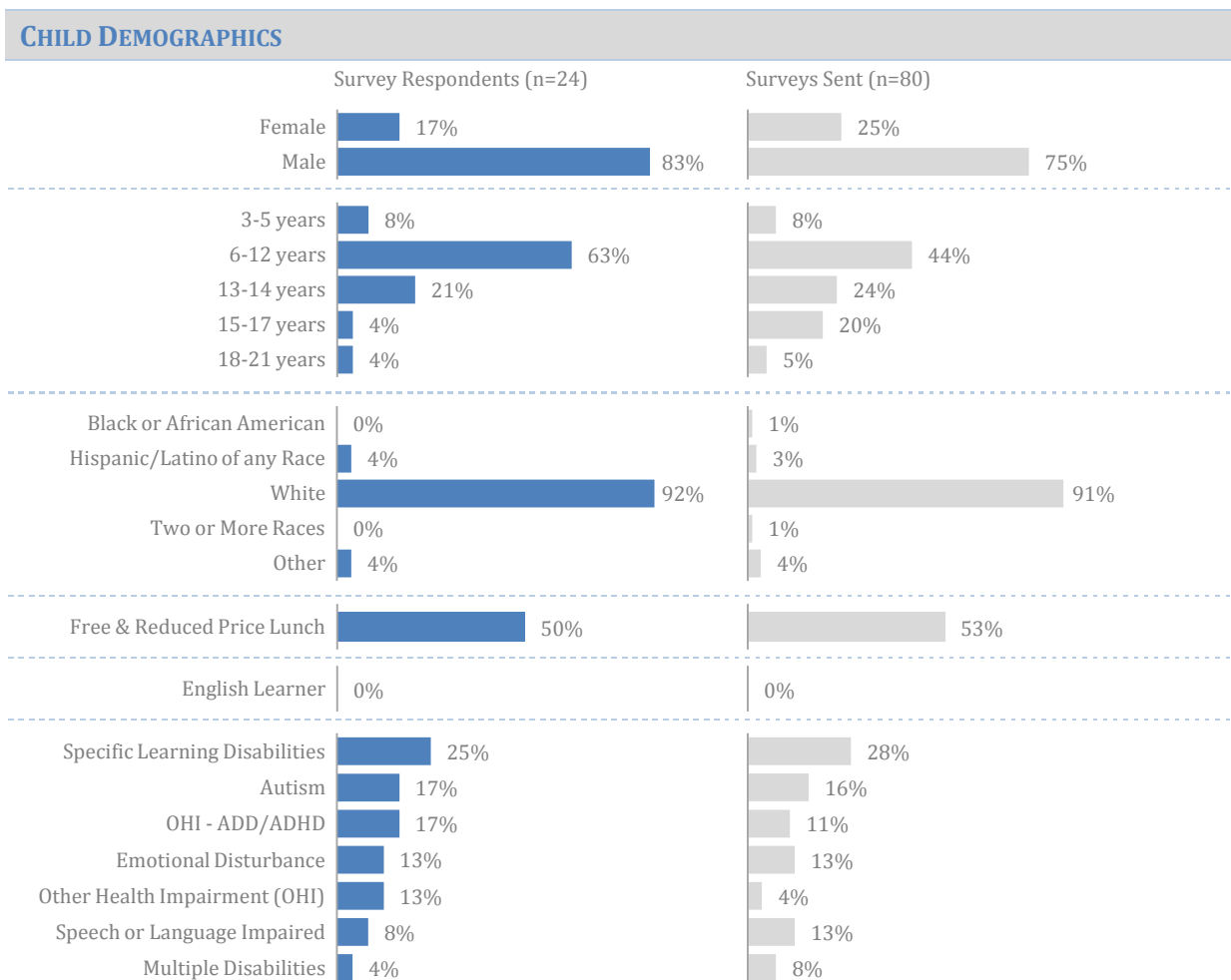
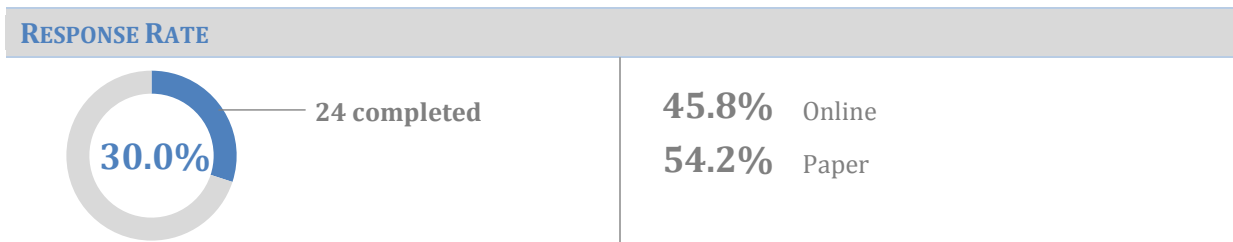
<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.



## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Sterling Nexus District.









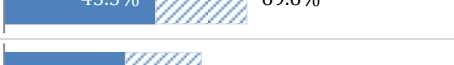






DELIVERY METHOD			
Mail	80	Mail Non-Deliverable Rate	1.3% (n=1)
Email	55.0% (n=44)	Email Non-Deliverable Rate	4.5% (n=2)



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

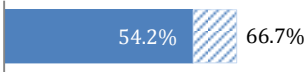



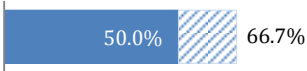
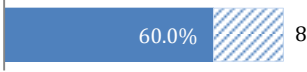
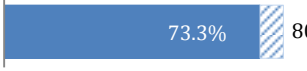
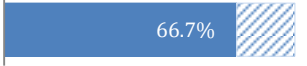
The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Sterling Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=24]	 41.7% 75.0%	79.2%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=24]	 54.2% 83.3%	91.7%
3. My child is accepted within the school community. [n=23]	 47.8% 73.9%	82.6%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=24]	 45.8% 70.8%	79.2%
5. All special education services identified in my child’s IEP have been provided. [n=23]	 47.8% 65.2%	73.9%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=23]	 43.5% 69.6%	78.3%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=23]	 47.8% 69.6%	78.3%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=23]	 43.5% 69.6%	87.0%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=23]	 34.8% 56.5%	69.6%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=24]	 37.5% 70.8%	83.3%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=23]	 47.8% 69.6%	73.9%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=24]	 58.3% 75.0%	79.2%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=24]	 45.8% 54.2%	70.8%
KEY:  Strongly Agree  Moderately Agree		

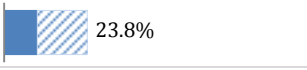


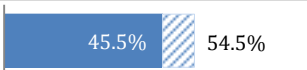
<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------





*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=24]		79.2%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=24]		70.8%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=24]		70.8%
17. 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=24]		79.2%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=24]		83.3%
19. If necessary, a translator was provided at the PPT meetings. [n=15]		86.7%
20. The translation services provided at the PPT meetings were useful and accurate. [n=15]		86.7%
21. The school district proposed the regular classroom for my child as the first placement option. [n=24]		87.5%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=21]		33.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=23]		100.0%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=22]		86.4%
25. 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=22]		68.2%

*Parent Training and Support*

26. 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=22]		27.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=22]		27.3%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=22]		22.7%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=22]		27.3%

KEY: ■ Strongly Agree ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=23]		78.3%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=23]		82.6%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=3]		100.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=3]		100.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=2]		50.0%
35. The PPT introduced planning for my child's transition to adulthood. [n=3]		100.0%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=3]		100.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=3]		100.0%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=3]		100.0%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

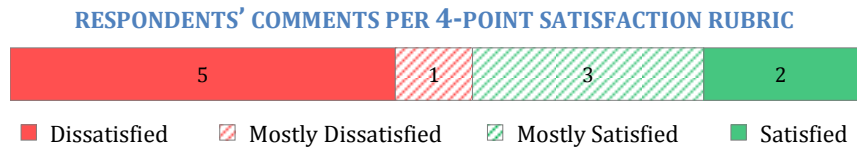
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree    ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 24 surveys completed by parents in the Sterling Nexus District, 45.8% (n=11) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *We have been 100% satisfied with the services we have received for our child at all levels of his education.*
- *They do a wonderful job helping my son when needed!*

### COMMENTS EXPRESSING DISSATISFACTION

- *Unfortunately, the school my child is attending is very limited to a small or non-existent budget. My child needs extended day, year, etc. My child needs a specialized school but only receives a one-to-one paraprofessional with no specialized training.*
- *It was a fight to get any services. All neurologist recommendations are ignored.*
- *I find that the district school does not provide extracurricular support for disabled children or children with learning disabilities or behavioral issues. That it is tremendously difficult for parents.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

**APPENDIX A | STERLING SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: STERLING SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	24	16.7%	4.2%	0.0%	4.2%	33.3%	41.7%	±	20.8%	79.2%	75.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	24	0.0%	0.0%	8.3%	8.3%	29.2%	54.2%	±	8.3%	91.7%	83.3%
3. My child is accepted within the school community.	23	8.7%	0.0%	8.7%	8.7%	26.1%	47.8%	±	17.4%	82.6%	73.9%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	24	16.7%	4.2%	0.0%	8.3%	25.0%	45.8%	0.0%	20.8%	79.2%	70.8%
5. All special education services identified in my child's IEP have been provided.	23	21.7%	4.3%	0.0%	8.7%	17.4%	47.8%	0.0%	26.1%	73.9%	65.2%
6. Staff is appropriately trained and able to provide my child's specific program and services.	23	17.4%	0.0%	4.3%	8.7%	26.1%	43.5%	0.0%	21.7%	78.3%	69.6%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	23	13.0%	0.0%	4.3%	8.7%	21.7%	47.8%	4.3%	17.4%	78.3%	69.6%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	23	4.3%	0.0%	4.3%	17.4%	26.1%	43.5%	4.3%	8.7%	87.0%	69.6%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	23	13.0%	8.7%	4.3%	13.0%	21.7%	34.8%	4.3%	26.1%	69.6%	56.5%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	24	4.2%	8.3%	4.2%	12.5%	33.3%	37.5%	±	16.7%	83.3%	70.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	23	13.0%	8.7%	4.3%	4.3%	21.7%	47.8%	±	26.1%	73.9%	69.6%
12. I understand what is discussed at meetings to develop my child's IEP.	24	12.5%	4.2%	4.2%	4.2%	16.7%	58.3%	±	20.8%	79.2%	75.0%
13. My concerns and recommendations are documented in the development of my child's IEP.	24	16.7%	4.2%	8.3%	16.7%	8.3%	45.8%	±	29.2%	70.8%	54.2%
14. My child's evaluation report is written in terms I understand.	24	12.5%	4.2%	4.2%	12.5%	12.5%	54.2%	±	20.8%	79.2%	66.7%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	24	12.5%	12.5%	4.2%	8.3%	25.0%	37.5%	±	29.2%	70.8%	62.5%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	24	12.5%	8.3%	8.3%	25.0%	16.7%	29.2%	±	29.2%	70.8%	45.8%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	24	12.5%	4.2%	4.2%	16.7%	25.0%	37.5%	±	20.8%	79.2%	62.5%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	24	8.3%	4.2%	4.2%	16.7%	16.7%	50.0%	±	16.7%	83.3%	66.7%
19. If necessary, a translator was provided at the PPT meetings.	15	13.3%	0.0%	0.0%	6.7%	20.0%	60.0%	±	13.3%	86.7%	80.0%
20. The translation services provided at the PPT meetings were useful and accurate.	15	13.3%	0.0%	0.0%	6.7%	6.7%	73.3%	±	13.3%	86.7%	80.0%
21. The school district proposed the regular classroom for my child as the first placement option.	24	12.5%	0.0%	0.0%	4.2%	16.7%	66.7%	0.0%	12.5%	87.5%	83.3%

Table is continued on the next page.

## APPENDIX A.1: STERLING SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	21	66.7%	0.0%	0.0%	9.5%	14.3%	9.5%	±	66.7%	33.3%	23.8%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	23	0.0%	0.0%	0.0%	13.0%	13.0%	73.9%	±	0.0%	100.0%	87.0%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	22	9.1%	0.0%	4.5%	4.5%	13.6%	68.2%	±	13.6%	86.4%	81.8%
25. 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).	22	13.6%	4.5%	0.0%	13.6%	9.1%	45.5%	13.6%	18.2%	68.2%	54.5%
26. 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.	22	59.1%	13.6%	0.0%	4.5%	13.6%	9.1%	±	72.7%	27.3%	22.7%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	22	54.5%	18.2%	0.0%	4.5%	13.6%	9.1%	±	72.7%	27.3%	22.7%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	22	36.4%	4.5%	4.5%	0.0%	13.6%	9.1%	31.8%	45.5%	22.7%	22.7%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	22	31.8%	9.1%	0.0%	0.0%	13.6%	13.6%	31.8%	40.9%	27.3%	27.3%
30. My child is learning skills that will enable him/her to be as independent as possible.	23	4.3%	13.0%	4.3%	13.0%	30.4%	34.8%	±	21.7%	78.3%	65.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	23	4.3%	4.3%	8.7%	21.7%	21.7%	39.1%	±	17.4%	82.6%	60.9%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	3	0.0%	0.0%	0.0%	66.7%	0.0%	33.3%	±	0.0%	100.0%	33.3%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	3	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	±	0.0%	100.0%	100.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	2	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%	50.0%	50.0%
35. The PPT introduced planning for my child's transition to adulthood.	3	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	±	0.0%	100.0%	100.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	3	0.0%	0.0%	0.0%	33.3%	0.0%	66.7%	±	0.0%	100.0%	66.7%
37. The PPT discussed an appropriate course of study at the high school for my child.	3	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	±	0.0%	100.0%	100.0%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	3	0.0%	0.0%	0.0%	33.3%	0.0%	66.7%	±	0.0%	100.0%	66.7%

Note: High level agree = "moderately agree" + "strongly agree."

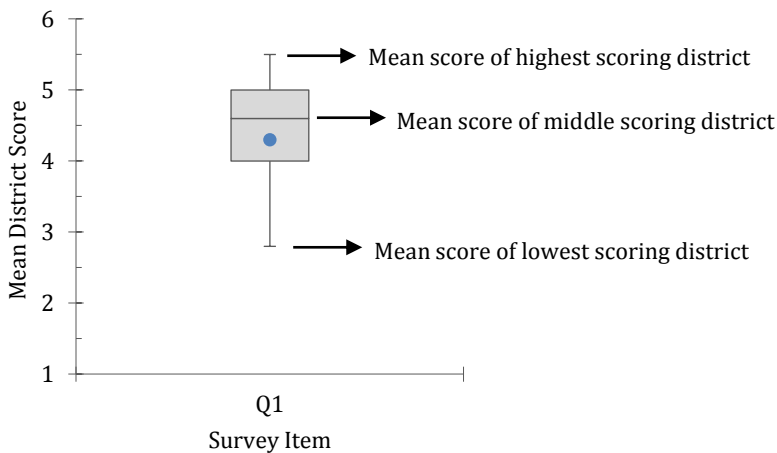
± Not a response option for this survey item.



## APPENDIX A.2: STERLING BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

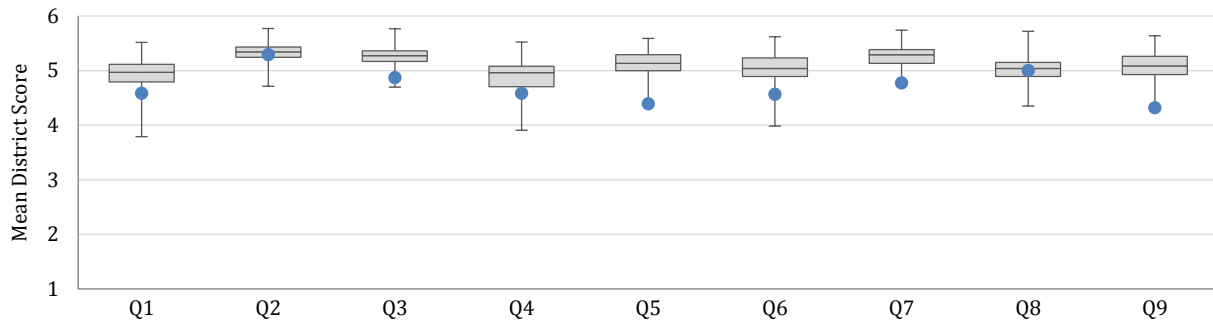
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

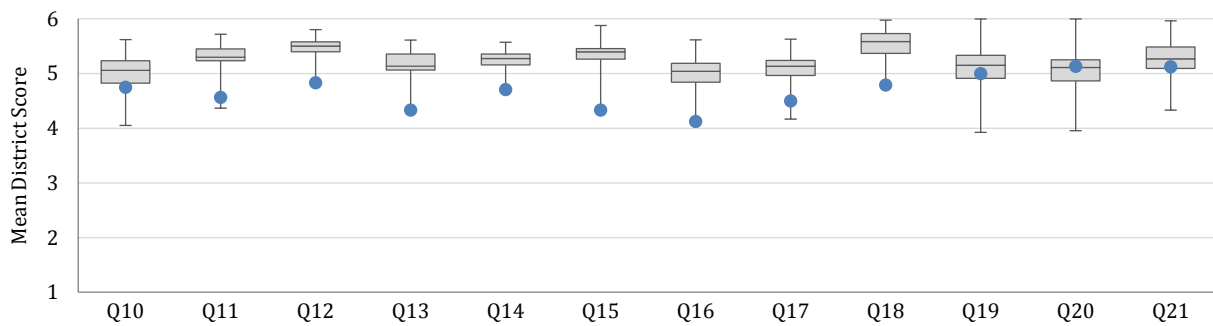
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

## APPENDIX A.2: STERLING BOX-AND-WHISKER CHARTS (CONTINUED)

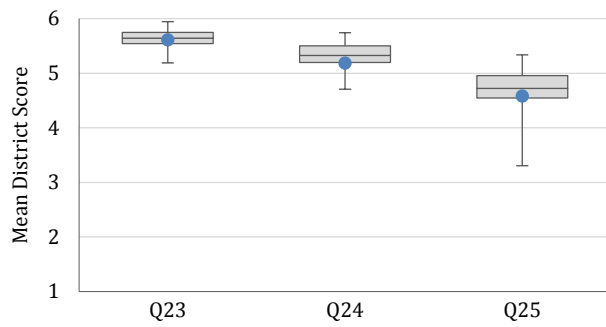
### SATISFACTION WITH MY CHILD'S PROGRAM



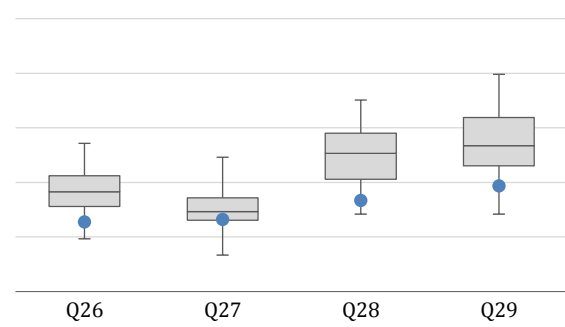
### PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



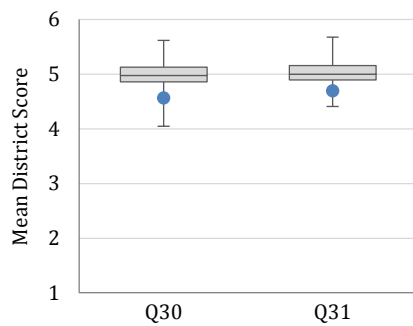
### MY CHILD'S PARTICIPATION



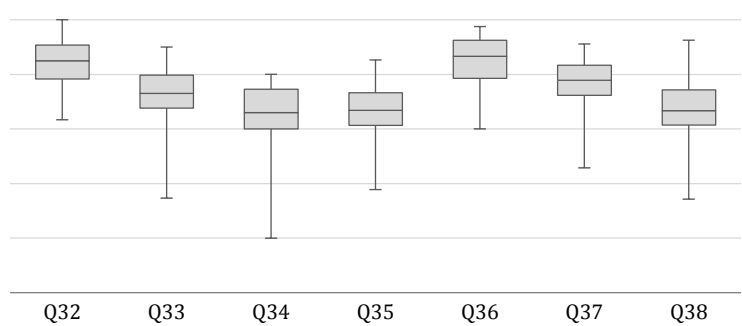
### PARENT TRAINING AND SUPPORT



### MY CHILD'S SKILLS



### TRANSITION PLANNING



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Thomaston Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Thomaston Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Thomaston Survey Findings</u>	Page 7
A.1: Thomaston Survey Response Table	Page 8
A.2: Thomaston Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

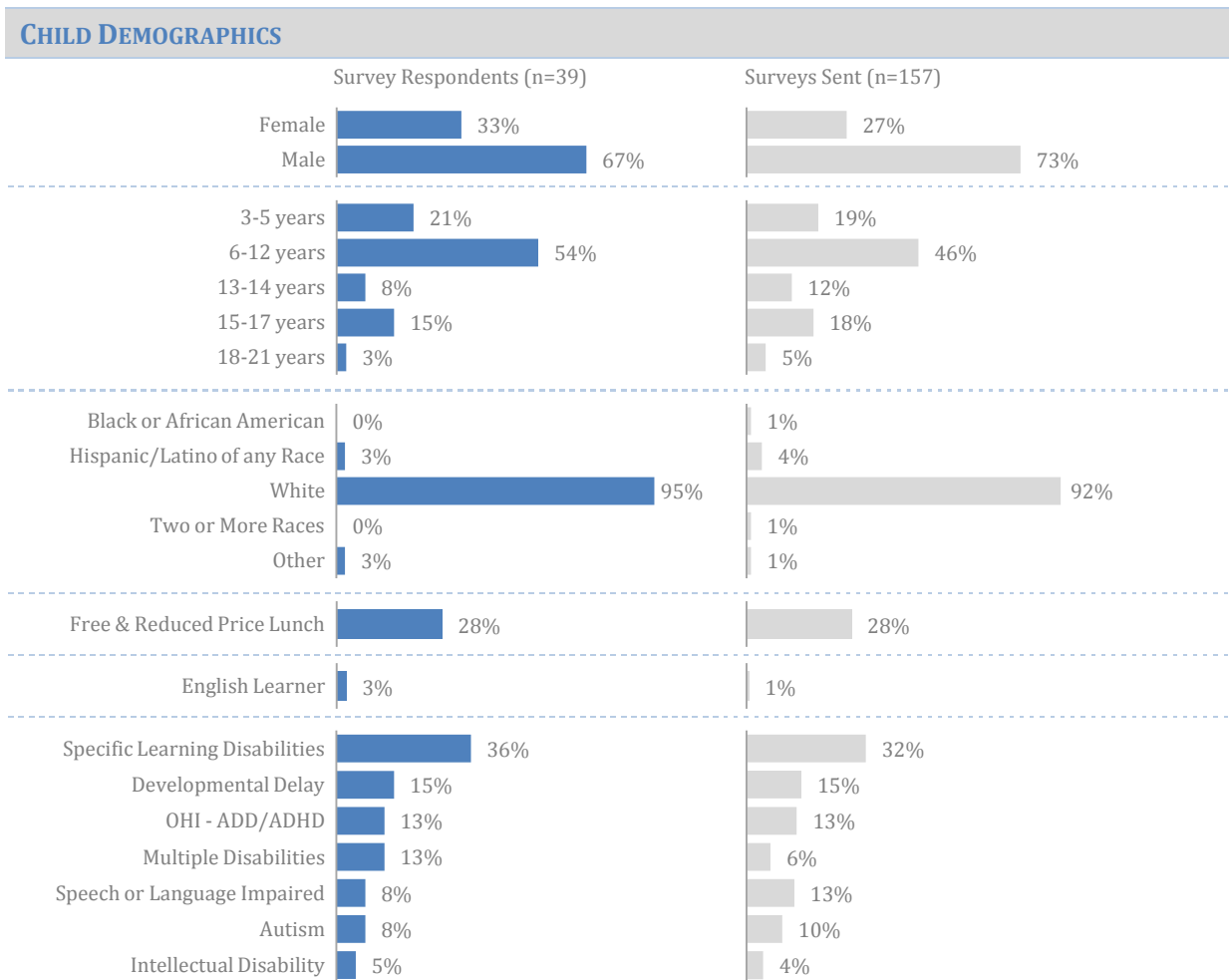
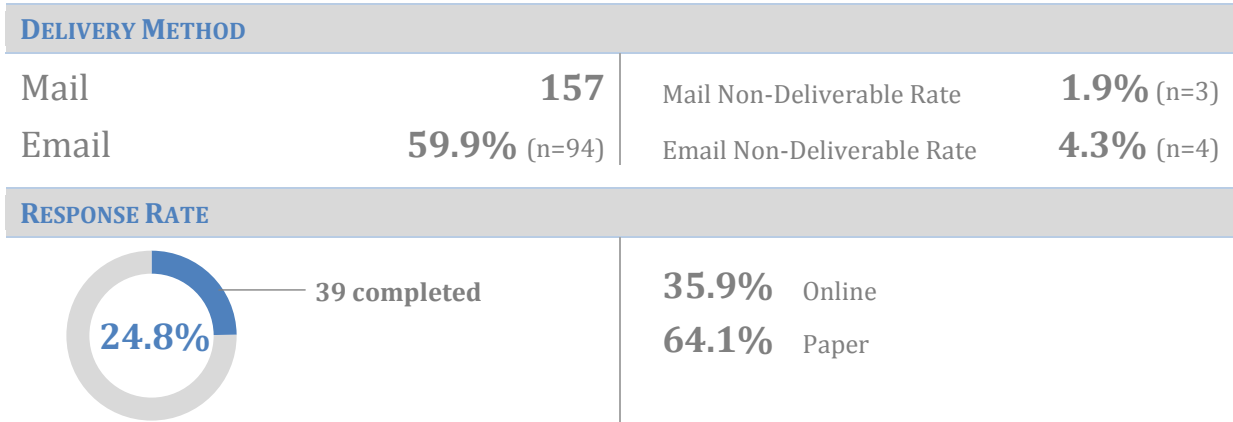
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.



## SECTION I: SURVEY DELIVERY AND RESPONSE



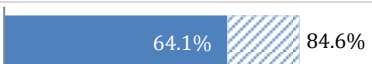
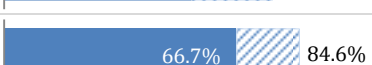


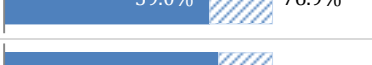
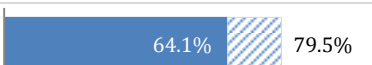
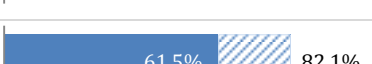

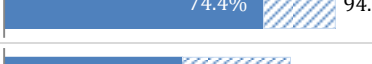


In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Thomaston Nexus District.



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

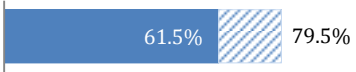
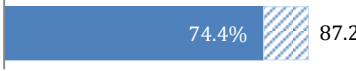
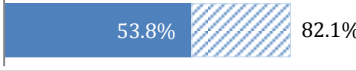


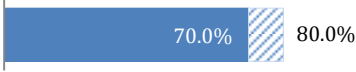
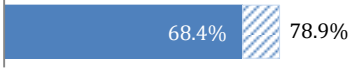
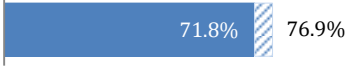
The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Thomaston Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=37]	 51.4% 86.5%	91.9%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=38]	 63.2% 78.9%	92.1%
3. My child is accepted within the school community. [n=39]	 64.1% 84.6%	89.7%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=39]	 53.8% 76.9%	82.1%
5. All special education services identified in my child’s IEP have been provided. [n=39]	 66.7% 84.6%	92.3%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=39]	 51.3% 76.9%	87.2%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=39]	 64.1% 79.5%	94.9%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=39]	 59.0% 76.9%	92.3%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=39]	 61.5% 76.9%	92.3%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=39]	 64.1% 79.5%	94.9%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=39]	 61.5% 82.1%	97.4%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=39]	 74.4% 94.9%	97.4%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=39]	 51.3% 82.1%	92.3%
KEY:  Strongly Agree  Moderately Agree		

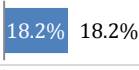


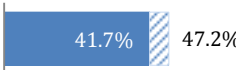
<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------





*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=39]		94.9%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=39]		92.3%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=39]		89.7%
17. 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=39]		89.7%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=39]		94.9%
19. If necessary, a translator was provided at the PPT meetings. [n=20]		80.0%
20. The translation services provided at the PPT meetings were useful and accurate. [n=19]		78.9%
21. The school district proposed the regular classroom for my child as the first placement option. [n=39]		82.1%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=33]		21.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=39]		89.7%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=37]		86.5%
25. 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=36]		52.8%

*Parent Training and Support*

26. 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=34]		26.5%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=33]		21.2%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=34]		29.4%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=34]		32.4%

KEY: ■ Strongly Agree    ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=37]	56.8% 70.3%	78.4%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=36]	63.9% 72.2%	88.9%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=8]	87.5% 87.5%	87.5%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=7]	57.1% 71.4%	100.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=5]	0.0%	40.0%
35. The PPT introduced planning for my child's transition to adulthood. [n=7]	57.1% 57.1%	100.0%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=7]	85.7% 85.7%	100.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=7]	71.4% 71.4%	85.7%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=7]	57.1% 57.1%	85.7%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 39 surveys completed by parents in the Thomaston Nexus District, 35.9% (n=14) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>

**RESPONDENTS’ COMMENTS PER 4-POINT SATISFACTION RUBRIC**



Note: The comment of one respondent was not coded because the remark could not be classified as either a reflection of satisfaction or dissatisfaction with their child’s program.

### COMMENTS EXPRESSING SATISFACTION

- *I am very happy with my child's special education program. She has made terrific progress – the changes in her have been amazing. The staff/educators have been wonderful. They are both compassionate and professional. They are always trying to help my daughter move forward and I feel we are all on the same team working for my daughter. My daughter would not be doing so well if it were not for the teachers and the other staff/educators at Black Rock School.*
- *I am very pleased with my child's program. Support in reading and math is given continuously and he is not held back.*
- *The preschool teacher and the whole preschool staff (PT, OT, and teachers' aides) who helped along the way really did an excellent job for my son. They all helped him come out of his shell.*

### COMMENTS EXPRESSING DISSATISFACTION

- *I feel that sometimes my son isn't afforded all he requires in his school and perhaps it's time for him to be outplaced. I see things that I think should be happening that aren't and I don't get anywhere with the school.*
- *The school had no resources to help our son. He improved only because of the tutoring and assistance we sought out. We are still paying for and driving him 4 days a week to specialized teaching so he can read and write. It is no thanks to the school system. If they had listened and helped him in the beginning, maybe he could have caught up sooner.*
- *I feel my daughter's academic special needs have been minimally met. She still has problems with reading, writing, math, and speech but was deemed at level to be phased out of special education help in all these areas.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

**APPENDIX A | THOMASTON SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: THOMASTON SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	37	5.4%	2.7%	0.0%	5.4%	35.1%	51.4%	±	8.1%	91.9%	86.5%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	38	0.0%	7.9%	0.0%	13.2%	15.8%	63.2%	±	7.9%	92.1%	78.9%
3. My child is accepted within the school community.	39	5.1%	2.6%	2.6%	5.1%	20.5%	64.1%	±	10.3%	89.7%	84.6%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	39	5.1%	5.1%	7.7%	5.1%	23.1%	53.8%	0.0%	17.9%	82.1%	76.9%
5. All special education services identified in my child's IEP have been provided.	39	2.6%	0.0%	5.1%	7.7%	17.9%	66.7%	0.0%	7.7%	92.3%	84.6%
6. Staff is appropriately trained and able to provide my child's specific program and services.	39	5.1%	7.7%	0.0%	10.3%	25.6%	51.3%	0.0%	12.8%	87.2%	76.9%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	39	0.0%	2.6%	2.6%	15.4%	15.4%	64.1%	0.0%	5.1%	94.9%	79.5%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	39	2.6%	0.0%	5.1%	15.4%	17.9%	59.0%	0.0%	7.7%	92.3%	76.9%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	39	0.0%	2.6%	5.1%	15.4%	15.4%	61.5%	0.0%	7.7%	92.3%	76.9%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	39	0.0%	2.6%	2.6%	15.4%	15.4%	64.1%	±	5.1%	94.9%	79.5%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	39	0.0%	2.6%	0.0%	15.4%	20.5%	61.5%	±	2.6%	97.4%	82.1%
12. I understand what is discussed at meetings to develop my child's IEP.	39	0.0%	2.6%	0.0%	2.6%	20.5%	74.4%	±	2.6%	97.4%	94.9%
13. My concerns and recommendations are documented in the development of my child's IEP.	39	5.1%	2.6%	0.0%	10.3%	30.8%	51.3%	±	7.7%	92.3%	82.1%
14. My child's evaluation report is written in terms I understand.	39	0.0%	5.1%	0.0%	15.4%	17.9%	61.5%	±	5.1%	94.9%	79.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	39	2.6%	5.1%	0.0%	5.1%	12.8%	74.4%	±	7.7%	92.3%	87.2%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	39	2.6%	0.0%	7.7%	7.7%	28.2%	53.8%	±	10.3%	89.7%	82.1%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	39	0.0%	5.1%	5.1%	12.8%	17.9%	59.0%	±	10.3%	89.7%	76.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	39	5.1%	0.0%	0.0%	0.0%	10.3%	84.6%	±	5.1%	94.9%	94.9%
19. If necessary, a translator was provided at the PPT meetings.	20	15.0%	0.0%	5.0%	0.0%	10.0%	70.0%	±	20.0%	80.0%	80.0%
20. The translation services provided at the PPT meetings were useful and accurate.	19	15.8%	0.0%	5.3%	0.0%	10.5%	68.4%	±	21.1%	78.9%	78.9%
21. The school district proposed the regular classroom for my child as the first placement option.	39	5.1%	2.6%	5.1%	5.1%	5.1%	71.8%	5.1%	12.8%	82.1%	76.9%

Table is continued on the next page.

## APPENDIX A.1: THOMASTON SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	33	69.7%	6.1%	3.0%	3.0%	0.0%	18.2%	±	78.8%	21.2%	18.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	39	5.1%	2.6%	2.6%	2.6%	0.0%	87.2%	±	10.3%	89.7%	87.2%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	37	10.8%	0.0%	2.7%	2.7%	5.4%	78.4%	±	13.5%	86.5%	83.8%
25. 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).	36	8.3%	2.8%	2.8%	5.6%	5.6%	41.7%	33.3%	13.9%	52.8%	47.2%
26. 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.	34	52.9%	8.8%	11.8%	8.8%	2.9%	14.7%	±	73.5%	26.5%	17.6%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	33	66.7%	6.1%	6.1%	6.1%	3.0%	12.1%	±	78.8%	21.2%	15.2%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	34	20.6%	5.9%	2.9%	5.9%	8.8%	14.7%	41.2%	29.4%	29.4%	23.5%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	34	20.6%	2.9%	2.9%	5.9%	11.8%	14.7%	41.2%	26.5%	32.4%	26.5%
30. My child is learning skills that will enable him/her to be as independent as possible.	37	5.4%	8.1%	8.1%	8.1%	13.5%	56.8%	±	21.6%	78.4%	70.3%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	36	2.8%	2.8%	5.6%	16.7%	8.3%	63.9%	±	11.1%	88.9%	72.2%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	8	12.5%	0.0%	0.0%	0.0%	0.0%	87.5%	±	12.5%	87.5%	87.5%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	7	0.0%	0.0%	0.0%	28.6%	14.3%	57.1%	±	0.0%	100.0%	71.4%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	5	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	60.0%	0.0%	40.0%	0.0%
35. The PPT introduced planning for my child's transition to adulthood.	7	0.0%	0.0%	0.0%	42.9%	0.0%	57.1%	±	0.0%	100.0%	57.1%
36. The school district actively encourages my child to attend and participate in PPT meetings.	7	0.0%	0.0%	0.0%	14.3%	0.0%	85.7%	±	0.0%	100.0%	85.7%
37. The PPT discussed an appropriate course of study at the high school for my child.	7	0.0%	14.3%	0.0%	14.3%	0.0%	71.4%	±	14.3%	85.7%	71.4%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	7	14.3%	0.0%	0.0%	28.6%	0.0%	57.1%	±	14.3%	85.7%	57.1%

Note: High level agree = "moderately agree" + "strongly agree."

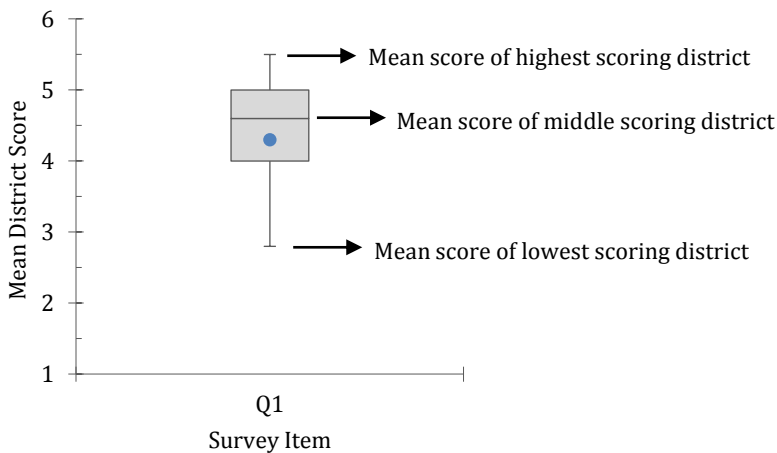
± Not a response option for this survey item.



## APPENDIX A.2: THOMASTON BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

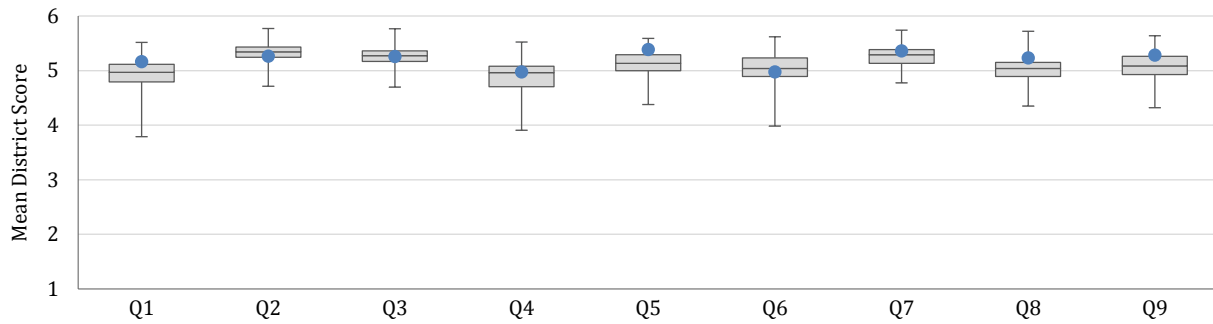
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

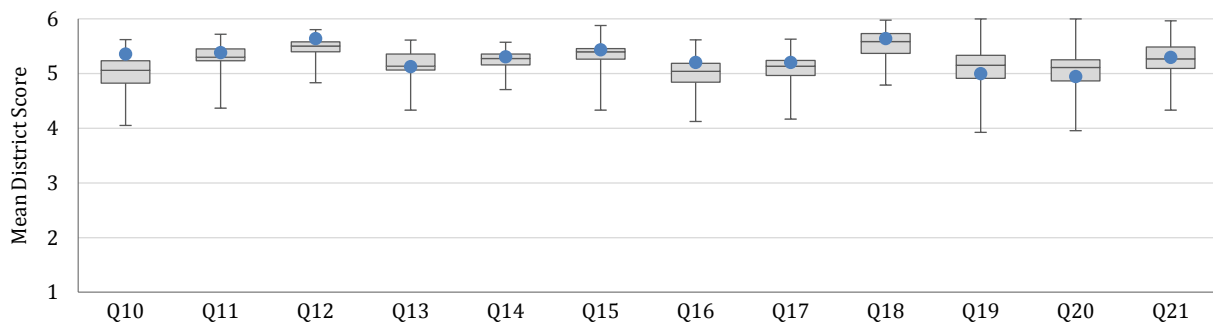
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

## APPENDIX A.2: THOMASTON BOX-AND-WHISKER CHARTS (CONTINUED)

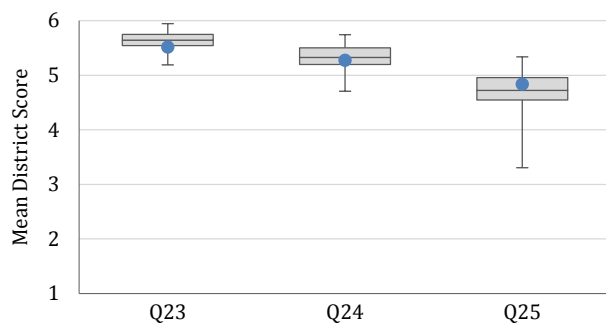
### SATISFACTION WITH MY CHILD'S PROGRAM



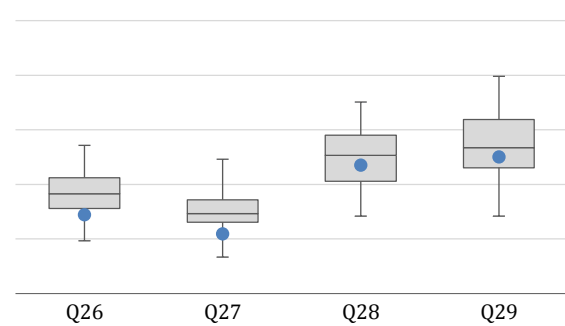
### PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



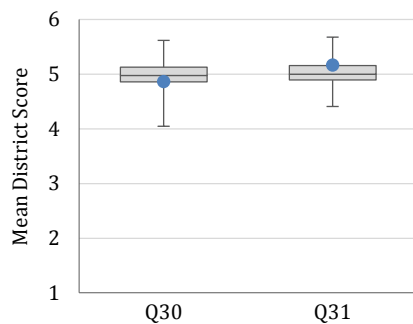
### MY CHILD'S PARTICIPATION



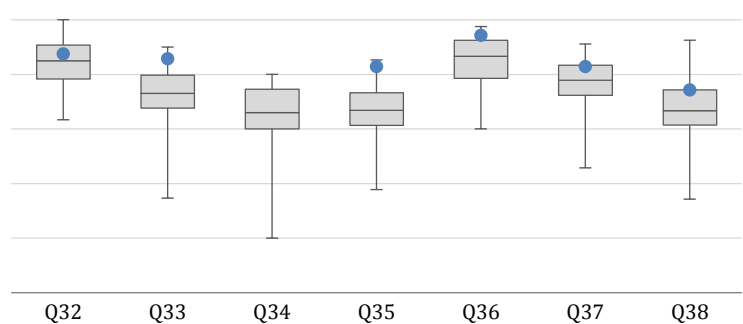
### PARENT TRAINING AND SUPPORT



### MY CHILD'S SKILLS



### TRANSITION PLANNING



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Wallingford Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Wallingford Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Wallingford Survey Findings</u>	Page 8
A.1: Wallingford Survey Response Table	Page 9
A.2: Wallingford Box-and-Whiskers Charts	Page 11
<u>Appendix B: Statewide Results</u>	Page 13
B.1: Response Rate by District	Page 14
B.2: Statewide Survey Response Table	Page 15

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.



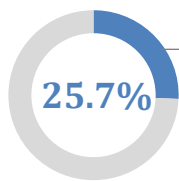
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the sample of parents selected to participate in the survey from the Wallingford Nexus District.

### DELIVERY METHOD

Mail	<b>568</b>	Mail Non-Deliverable Rate	<b>2.6%</b> (n=15)
Email	<b>72.4%</b> (n=411)	Email Non-Deliverable Rate	<b>4.9%</b> (n=20)

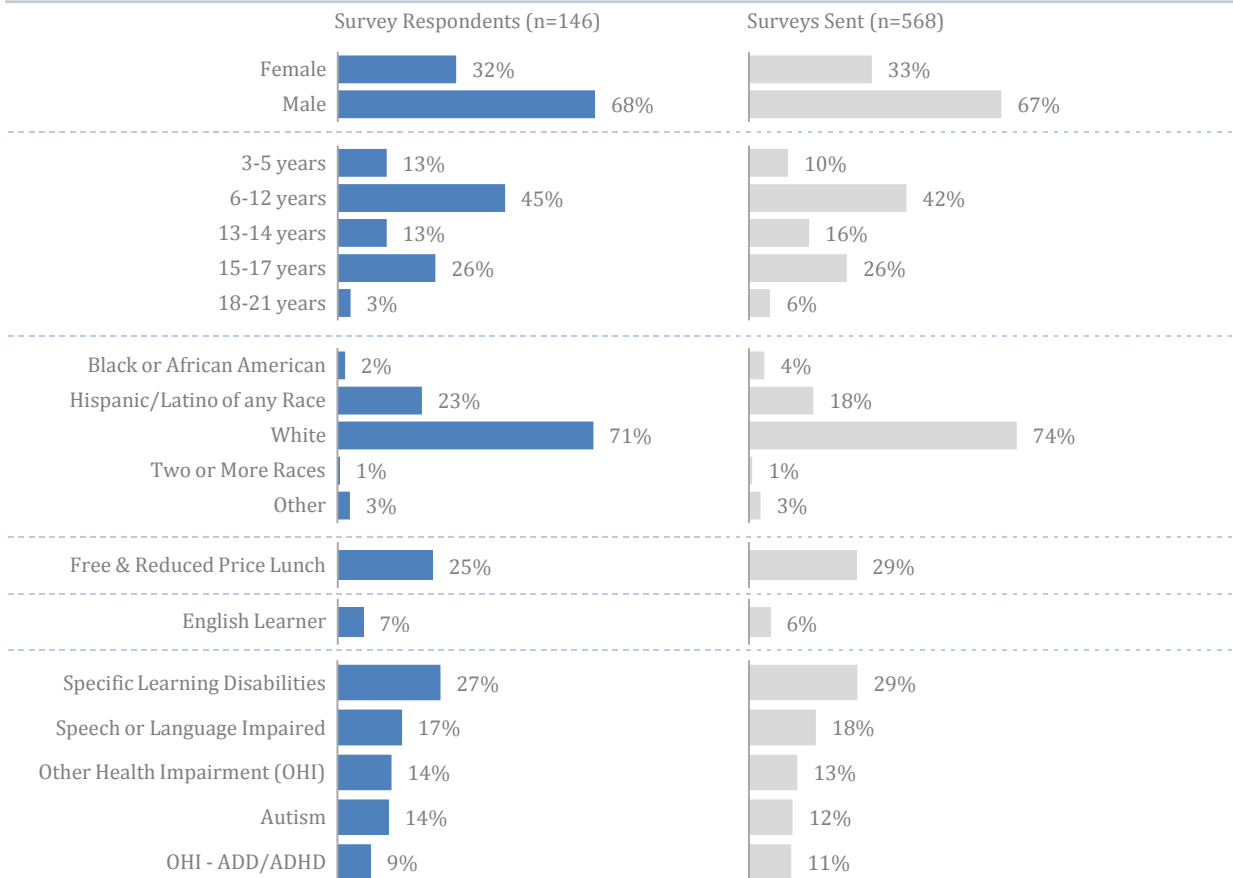
### RESPONSE RATE



146 completed

**49.3%** Online  
**50.7%** Paper



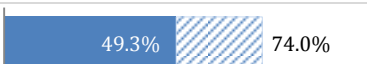
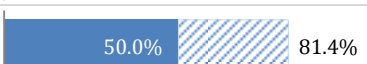
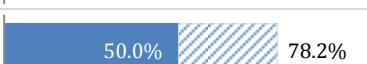
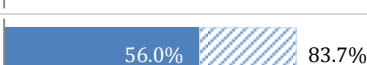




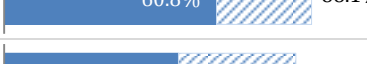


### CHILD DEMOGRAPHICS



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Wallingford Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=144]	 44.4% 79.2%	86.8%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=145]	 56.6% 82.8%	93.8%
3. My child is accepted within the school community. [n=144]	 61.1% 88.9%	93.1%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=146]	 49.3% 74.0%	86.3%
5. All special education services identified in my child’s IEP have been provided. [n=140]	 50.0% 81.4%	86.4%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=142]	 50.0% 78.2%	85.9%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=141]	 56.0% 83.7%	89.4%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=142]	 43.0% 71.1%	78.9%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=141]	 49.6% 70.2%	79.4%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=145]	 46.2% 71.7%	89.0%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=143]	 58.0% 82.5%	91.6%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=143]	 60.8% 88.1%	97.2%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=140]	 50.0% 83.6%	90.0%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=143]	51.0% 86.7%	95.1%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=142]	60.6% 87.3%	92.3%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=144]	46.5% 74.3%	88.2%
17. 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=141]	50.4% 79.4%	91.5%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=141]	74.5% 94.3%	97.9%
19. If necessary, a translator was provided at the PPT meetings. [n=89]	70.8% 85.4%	91.0%
20. The translation services provided at the PPT meetings were useful and accurate. [n=89]	64.0% 83.1%	88.8%
21. The school district proposed the regular classroom for my child as the first placement option. [n=139]	61.2% 76.3%	79.1%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=116]	14.7%	17.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=143]	74.8% 90.2%	92.3%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=141]	73.8% 86.5%	89.4%
25. 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=135]	34.8% 54.1%	57.8%

*Parent Training and Support*

26. 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=126]	16.7% 28.6%	42.9%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=117]	21.4%	29.9%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=136]	22.1% 39.0%	50.0%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=135]	22.2% 34.8%	43.0%

KEY: ■ Strongly Agree    ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=140]	50.0% 76.4%	84.3%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=136]	51.5% 77.2%	89.0%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=19]	52.6% 57.9%	78.9%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=41]	39.0% 58.5%	70.7%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=37]	27.0% 43.2%	54.1%
35. The PPT introduced planning for my child's transition to adulthood. [n=40]	37.5% 60.0%	75.0%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=39]	66.7% 89.7%	92.3%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=39]	46.2% 71.8%	82.1%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=38]	34.2% 57.9%	76.3%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: Strongly Agree Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 146 surveys completed by parents in the Wallingford Nexus District, 37.0% (n=54) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>

RESPONDENTS’ COMMENTS PER 4-POINT SATISFACTION RUBRIC



Note: The comments of three respondents were not coded because the remarks could not be classified as either a reflection of satisfaction or dissatisfaction with their child’s program.

### COMMENTS EXPRESSING SATISFACTION

- *Overall, I am pleased with the support that the Wallingford School District has provided.*
- *Everyone within the school system has been extremely helpful and accepting of my son and his needs. They have worked very hard to make sure he has what he needs to enjoy every minute of his school days.*
- *I have been very happy with the special education program that the Wallingford School District provides. The teachers and staff have been positive and have supported my son.*
- *I am extremely satisfied with how my daughter has been accommodated in the classroom. They have done everything possible to help make it an easy learning experience for her and transitioned her into a mainstream classroom appropriately. I am very happy with the services they are providing her in order for her to get the education she needs just like all her peers.*
- *My child is learning and improving very well due to the support that he gets from the school. We are so thankful for all the support that will enable our child to function to his full potential in the near future.*
- *Every school my daughter has attended has always accommodated her and made things as easy as they can for her. I am grateful to the school board.*
- *The elementary and middle school years have been very pleasant for my son. He has had exceptional teachers.*
- *We have all been very impressed with the Wallingford teachers, special education teachers, social workers, psychologists, and staff. Our daughter, and now our son, are well cared for and educated here. I make good use of the email system to communicate all things big and small to all of those who are charged with my children’s education and care. I appreciate that all of them so far have been responsive and helpful as well as professional and friendly.*

### COMMENTS EXPRESSING DISSATISFACTION

- *Behavioral therapy and behavioral support services need to be increased and accessible. Parent support groups and training also needs to be offered and emphasized, as well as extracurricular activities with support staff.*
- *I would like the IEP papers translated into Spanish. [Translation]*
- *Teachers and special educators need to ask and listen to parents’ ideas and input. PPT meetings have been more for the teachers and principals instead of the parents.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

- *I am disappointed with the post-secondary options available to my child at the high school. It is obvious they are understaffed, which limits opportunities for extracurricular activities. I have had to bring in outside agencies numerous times to help with goal writing. Most goals were typically too vague and unmeasurable.*
- *Special education services for my child were very difficult to receive. Initial PPTs and testing did not qualify my child, even though there was a discrepancy in ranges for scores. Outside evaluations needed to be done at our expense to prove that there were learning disabilities and then services were provided. Once my child entered high school, services started getting cut back and follow-up was less frequent by special education teachers. PPTs were scheduled without finding mutual agreeable times to meet by all parties involved. Modifications and accommodations are inconsistently in place throughout the year. It is not a regular practice all the time. The special education teacher does not correspond with us as parents and does not notice weaknesses in grades until they are beyond fixable.*
- *The school has sent work home on a consistent basis that she did not have an understanding of. We spoke to the school a number of times and were met with inflexibility.*
- *The individual school systems each have a unique approach to life skills and transition goals. This approach can become problematic to a child that changes school districts. Furthermore, the programs are not at all individualized. When a student requires more than 2 years of life skills to aid in becoming as independent and productive as possible, many school systems hold off on this activity until 12 school years have elapsed. School systems need to invite/involve services like the Department of Developmental Services well in advance of 18, particularly concerning transition into 18-21 education and graduating.*
- *I'm disappointed that Dyslexia has not been recognized as a primary disability in this state until recently. Even with the implementation of this diagnosis, we feel that there are many gray areas that will inhibit the help our children and community deserve. Dyslexia is a real problem and needs to be put forth with full commitment on all levels of education throughout our nation.*
- *My child's special education teacher wasn't responsible in regards to communication between teachers, tutors, paraprofessionals, and myself. She also didn't complete his testing on time so his results were not 100%. All the years of my children attending schools in the district, I've never been offered support. Also, my son has never been permitted to join in any extracurricular activities that are sports related. He has always been told only Special Olympics or unified sports.*
- *I would like it if there were more children role models than adults sometimes. I would also like it if my son was partnered with a student daily to follow through with class work. I think he would be more engaged in his work and have less behavioral issues.*
- *It would be helpful for us also to have had training or briefings on special education in Spanish. Many mothers, who do not speak English, want to understand and help their children. [Translation]*
- *I feel my child should be getting more services than he does and I feel I have to fight to get him what he needs with the administration of his school – his teacher, paraprofessional, and classroom helpers are wonderful and do a great job with my son.*
- *Frequently modifications and accommodations that are on my son's IEP are not applied in general education classrooms. Assistive technology is not used as often as is necessary for my son to be successful in general education classrooms.*
- *I have attended PPTs with my daughter being present and when she hasn't been invited to attend. I firmly believe that not having the child there is in the best interest of everyone. It is hard to sit at meeting where you need to be objective about your child, and historically speaking when my child is there, I don't think the teachers feel comfortable saying something that might be constructive/negative.*

**APPENDIX A | WALLINGFORD SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: WALLINGFORD SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	144	6.9%	3.5%	2.8%	7.6%	34.7%	44.4%	±	13.2%	86.8%	79.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	145	2.1%	1.4%	2.8%	11.0%	26.2%	56.6%	±	6.2%	93.8%	82.8%
3. My child is accepted within the school community.	144	2.8%	1.4%	2.8%	4.2%	27.8%	61.1%	±	6.9%	93.1%	88.9%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	146	5.5%	1.4%	6.2%	12.3%	24.7%	49.3%	0.7%	13.0%	86.3%	74.0%
5. All special education services identified in my child's IEP have been provided.	140	4.3%	2.1%	5.7%	5.0%	31.4%	50.0%	1.4%	12.1%	86.4%	81.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	142	4.9%	4.2%	4.2%	7.7%	28.2%	50.0%	0.7%	13.4%	85.9%	78.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	141	2.8%	2.1%	4.3%	5.7%	27.7%	56.0%	1.4%	9.2%	89.4%	83.7%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	142	4.2%	1.4%	6.3%	7.7%	28.2%	43.0%	9.2%	12.0%	78.9%	71.1%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	141	4.3%	2.8%	5.0%	9.2%	20.6%	49.6%	8.5%	12.1%	79.4%	70.2%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	145	4.1%	0.7%	6.2%	17.2%	25.5%	46.2%	±	11.0%	89.0%	71.7%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	143	0.7%	2.1%	5.6%	9.1%	24.5%	58.0%	±	8.4%	91.6%	82.5%
12. I understand what is discussed at meetings to develop my child's IEP.	143	0.7%	0.0%	2.1%	9.1%	27.3%	60.8%	±	2.8%	97.2%	88.1%
13. My concerns and recommendations are documented in the development of my child's IEP.	140	4.3%	2.9%	2.9%	6.4%	33.6%	50.0%	±	10.0%	90.0%	83.6%
14. My child's evaluation report is written in terms I understand.	143	2.1%	0.7%	2.1%	8.4%	35.7%	51.0%	±	4.9%	95.1%	86.7%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	142	2.8%	2.1%	2.8%	4.9%	26.8%	60.6%	±	7.7%	92.3%	87.3%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	144	3.5%	3.5%	4.9%	13.9%	27.8%	46.5%	±	11.8%	88.2%	74.3%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	141	1.4%	4.3%	2.8%	12.1%	29.1%	50.4%	±	8.5%	91.5%	79.4%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	141	0.7%	1.4%	0.0%	3.5%	19.9%	74.5%	±	2.1%	97.9%	94.3%
19. If necessary, a translator was provided at the PPT meetings.	89	6.7%	1.1%	1.1%	5.6%	14.6%	70.8%	±	9.0%	91.0%	85.4%
20. The translation services provided at the PPT meetings were useful and accurate.	89	9.0%	1.1%	1.1%	5.6%	19.1%	64.0%	±	11.2%	88.8%	83.1%
21. The school district proposed the regular classroom for my child as the first placement option.	139	6.5%	4.3%	3.6%	2.9%	15.1%	61.2%	6.5%	14.4%	79.1%	76.3%

Table is continued on the next page.



## APPENDIX A.1: WALLINGFORD SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	116	79.3%	2.6%	0.9%	2.6%	5.2%	9.5%	±	82.8%	17.2%	14.7%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	143	3.5%	2.8%	1.4%	2.1%	15.4%	74.8%	±	7.7%	92.3%	90.2%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	141	6.4%	1.4%	2.8%	2.8%	12.8%	73.8%	±	10.6%	89.4%	86.5%
25. 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).	135	10.4%	2.2%	3.0%	3.7%	19.3%	34.8%	26.7%	15.6%	57.8%	54.1%
26. 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.	126	50.8%	4.0%	2.4%	14.3%	11.9%	16.7%	±	57.1%	42.9%	28.6%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	117	59.0%	5.1%	6.0%	8.5%	10.3%	11.1%	±	70.1%	29.9%	21.4%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	136	13.2%	2.9%	3.7%	11.0%	16.9%	22.1%	30.1%	19.9%	50.0%	39.0%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	135	9.6%	4.4%	3.0%	8.1%	12.6%	22.2%	40.0%	17.0%	43.0%	34.8%
30. My child is learning skills that will enable him/her to be as independent as possible.	140	5.7%	2.9%	7.1%	7.9%	26.4%	50.0%	±	15.7%	84.3%	76.4%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	136	3.7%	2.2%	5.1%	11.8%	25.7%	51.5%	±	11.0%	89.0%	77.2%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	19	15.8%	0.0%	5.3%	21.1%	5.3%	52.6%	±	21.1%	78.9%	57.9%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	41	17.1%	7.3%	4.9%	12.2%	19.5%	39.0%	±	29.3%	70.7%	58.5%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	37	16.2%	8.1%	0.0%	10.8%	16.2%	27.0%	21.6%	24.3%	54.1%	43.2%
35. The PPT introduced planning for my child's transition to adulthood.	40	15.0%	2.5%	7.5%	15.0%	22.5%	37.5%	±	25.0%	75.0%	60.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	39	0.0%	2.6%	5.1%	2.6%	23.1%	66.7%	±	7.7%	92.3%	89.7%
37. The PPT discussed an appropriate course of study at the high school for my child.	39	10.3%	5.1%	2.6%	10.3%	25.6%	46.2%	±	17.9%	82.1%	71.8%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	38	21.1%	2.6%	0.0%	18.4%	23.7%	34.2%	±	23.7%	76.3%	57.9%

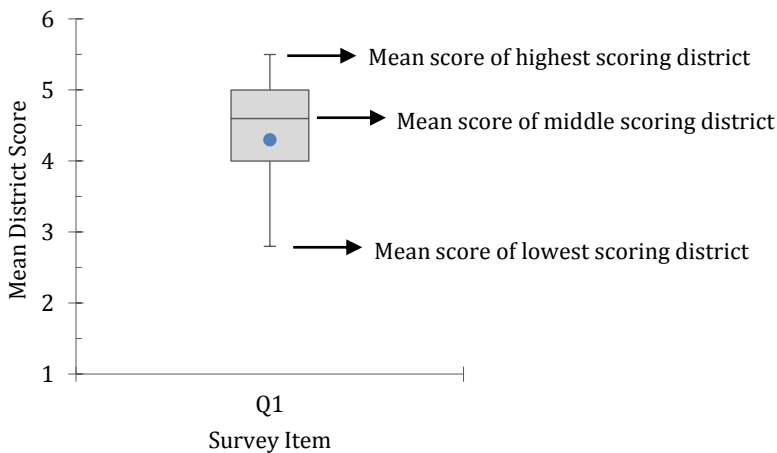
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: WALLINGFORD BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

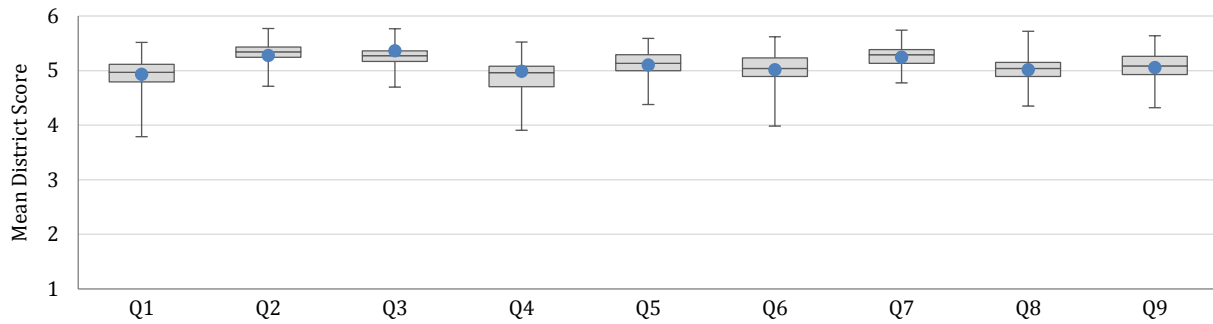
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

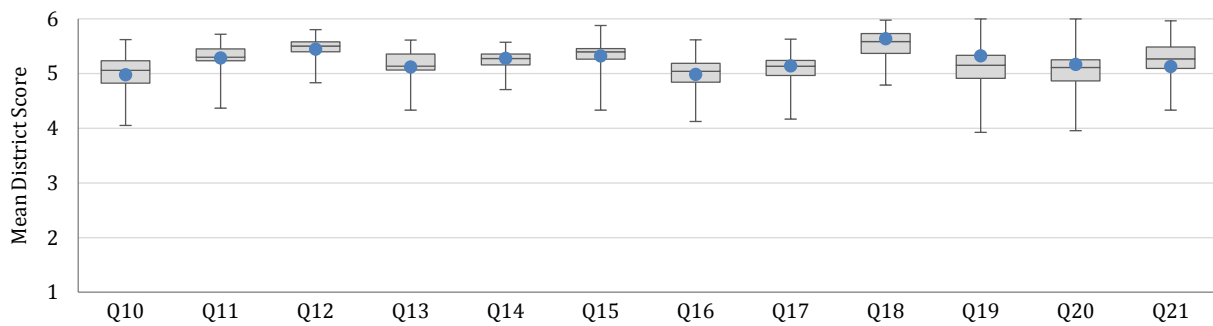
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

## APPENDIX A.2: WALLINGFORD BOX-AND-WHISKER CHARTS (CONTINUED)

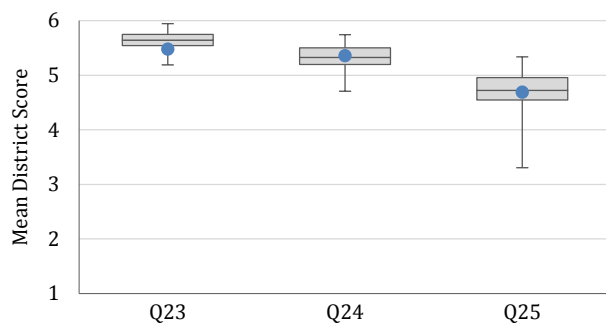
### SATISFACTION WITH MY CHILD'S PROGRAM



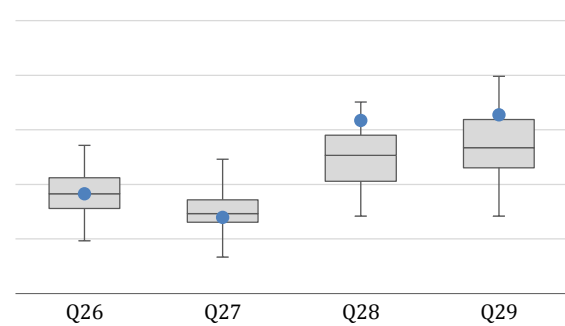
### PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



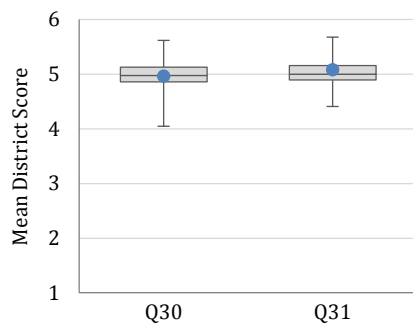
### MY CHILD'S PARTICIPATION



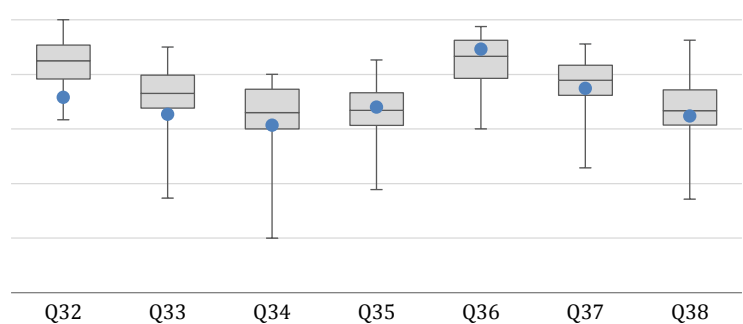
### PARENT TRAINING AND SUPPORT



### MY CHILD'S SKILLS



### TRANSITION PLANNING



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

West Hartford Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207



---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the West Hartford Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: West Hartford Survey Findings</u>	Page 9
A.1: West Hartford Survey Response Table	Page 10
A.2: West Hartford Box-and-Whiskers Charts	Page 12
<u>Appendix B: Statewide Results</u>	Page 14
B.1: Response Rate by District	Page 15
B.2: Statewide Survey Response Table	Page 16

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

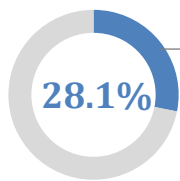
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the sample of parents selected to participate in the survey from the West Hartford Nexus District.

### DELIVERY METHOD

Mail	<b>821</b>	Mail Non-Deliverable Rate	<b>1.5%</b> (n=12)
Email	<b>82.3%</b> (n=676)	Email Non-Deliverable Rate	<b>6.4%</b> (n=43)

### RESPONSE RATE

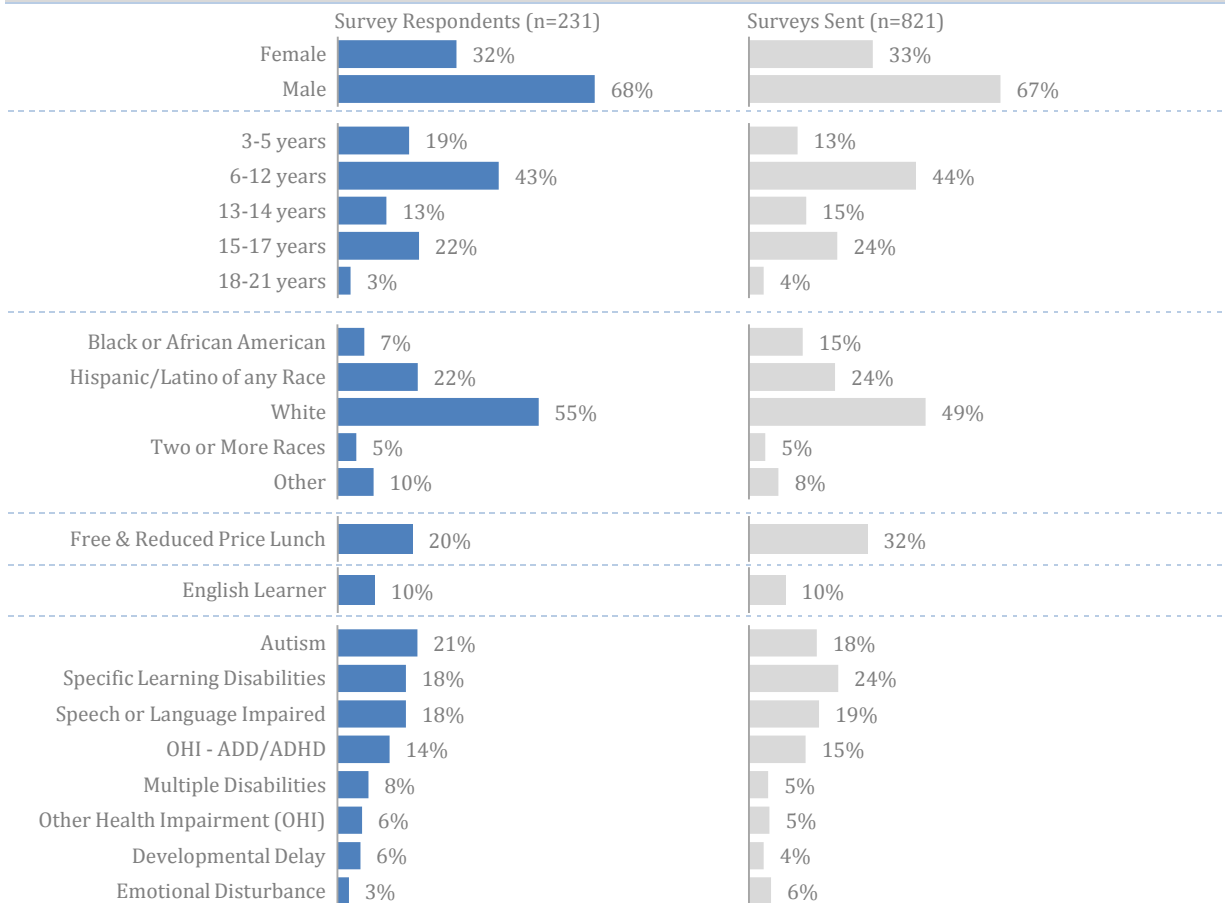


231 completed

**48.5%** Online

**51.5%** Paper





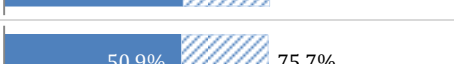


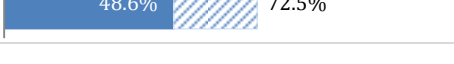


### CHILD DEMOGRAPHICS



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the West Hartford Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=227]	 48.0% 79.3%	86.3%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=229]	 60.7% 83.4%	95.6%
3. My child is accepted within the school community. [n=228]	 60.1% 82.2%	93.9%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=230]	 43.9% 77.0%	86.1%
5. All special education services identified in my child’s IEP have been provided. [n=226]	 51.3% 76.1%	86.3%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=226]	 50.9% 75.7%	84.1%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=225]	 57.3% 81.8%	89.3%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=220]	 45.5% 72.3%	85.5%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=222]	 48.6% 72.5%	86.5%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=231]	 43.7% 68.0%	87.4%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=228]	 63.6% 84.2%	91.2%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=228]	 64.0% 90.4%	95.6%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=227]	 51.5% 80.2%	88.1%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=226]	55.8% 82.3%	94.7%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=228]	55.3% 84.2%	93.0%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=230]	45.7% 72.2%	85.7%
17. 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=225]	48.9% 75.1%	86.2%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=224]	75.4% 90.6%	94.6%
19. If necessary, a translator was provided at the PPT meetings. [n=145]	69.0% 83.4%	87.6%
20. The translation services provided at the PPT meetings were useful and accurate. [n=141]	69.5% 80.9%	87.9%
21. The school district proposed the regular classroom for my child as the first placement option. [n=219]	65.3% 79.0%	82.2%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=183]	14.2%	16.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=222]	80.6% 93.2%	95.9%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=216]	67.1% 81.9%	88.0%
25. 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=204]	36.8% 47.5%	53.9%

*Parent Training and Support*

26. 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=206]	20.9% 31.6%	43.2%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=204]	17.2% 30.4%	42.2%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=220]	29.1% 45.0%	57.7%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=217]	35.0% 55.8%	68.7%

KEY: ■ Strongly Agree ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=224]	46.9% 76.3%	87.1%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=215]	53.0% 76.3%	87.4%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=44]	61.4% 79.5%	86.4%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=63]	34.9% 65.1%	81.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=59]	28.8% 42.4%	57.6%
35. The PPT introduced planning for my child's transition to adulthood. [n=61]	26.2% 54.1%	77.0%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=63]	54.0% 76.2%	87.3%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=62]	45.2% 77.4%	87.1%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=60]	31.7% 68.3%	80.0%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

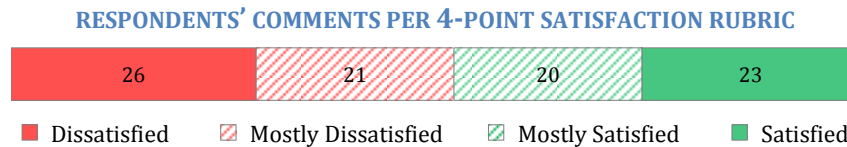
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree    ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 231 surveys completed by parents in the West Hartford Nexus District, 39.0% (n=90) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *Overall, a well-organized process that included subject experts and teachers who were familiar with my daughter and her needs. They worked together to come up with a viable plan for high school including co-taught classes and other accommodations to make her transition smooth.*
- *We are so glad that our daughter had the opportunity to participate in a special education program with an excellent trained staff. Outstanding!*
- *We have been very pleased with the West Hartford speech therapy services. All of the therapists and teachers that have worked with our son have been supportive, inclusive and encouraging to our son and to us as parents. My son’s speech continues to improve at a great rate and we appreciate all of the teamwork in getting him to the level of his peers in his speaking abilities.*
- *We are annually amazed and impressed by what our district offers. They genuinely care and are extremely dedicated. He’s been different from other children they’ve worked with, yet they’ve found a way to accommodate him and help him feel successful and safe, year after year.*
- *We’ve always been very satisfied with the professionalism and the quality of the support. I think the main thing where services helped was in modifying some of his social skills. At this point, we constantly receive positive feedback on his manners, and ability to communicate with adults and teachers.*
- *The support is superb, under the extremely competent administration and a concerned and very capable care team.*
- *I have been very happy with the services that have been provided to my child. The teachers are wonderful. Any time there has been a question or concern in regards to my child’s IEP, it has always been addressed without an issue. More recently, we had a transition to a middle school PPT, which I was nervous about, but the teachers reassured me that things would be fine. His IEP would still allow him to have his accommodations and the staff would help him along the way. So far, I’ve been in contact with his special education teacher and she has been wonderful and very helpful. I’m extremely happy with the services provided to my child by my district.*
- *The team at Aiken School in West Hartford is wonderful. Thank you for providing services to our daughter. She has grown so much since entering Aiken. She loves school and she loves the team of educators working with her on a daily basis to get her at grade level.*
- *All teachers, services, and support have been excellent. I doubt I have ever given such high marks on any evaluation.*
- *We have been amazed by our experience at the Whiting Lane Early Learning Center. The staff is tremendous and supportive and has my child’s best interest at heart.*
- *Our son graduated from Conard in June - we couldn’t have been happier. The support from the special education program, the teachers he had, and his counselor was amazing. They showed such professionalism in their program, making us feel a part of our son’s education and confident in their advice and guidance.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.

- *We have been extremely satisfied with the special education staff that have provided services to our son. They have demonstrated equal parts expertise, compassion, and rigor in addressing our son's needs.*
- *The staff has been awesome in helping us address specific behavioral issues – we have implemented tools and strategies in the classroom and at home.*
- *I can't fully articulate how impressed I've been with the staff, the resources and the attention we have received for our daughter from the first signs of need in middle school through high school. As a parent, you never really know if you're getting the best for your child. I can say that we could not have received better services or a higher level of excellence from a team of professionals anywhere else in the country. I can't tell you how appreciative we are.*

## COMMENTS EXPRESSING DISSATISFACTION

- *Guidance could do better of knowing good colleges for kids on the spectrum.*
- *More work in the area of transition needs to be part of programing. Services should include job shadowing, internships, and meetings with professionals, researching career fields, and completing a self-assessment of skills.*
- *I am very unhappy with my daughter's IEP and how it has not been implemented.*
- *At times, I am concerned that my student's high school is more concerned with meeting their school goals than those for each student. My child was encouraged to take an AP course when it was not appropriate.*
- *My school system suggests very few, if any, new ways to teach my child anything. There is the sense that a "one size fits all special education" is at work. My school system seems very defensive when challenged to provide alternative programs or new methodology.*
- *My child entered the special education process later in his academic career. The school system has failed to provide individualized programming for his needs. I believe that this was based on financial factors. He became a line item on their budget. Very disappointed in the entire process and in the overall lack of dedication to the most vulnerable children in the system.*
- *My faith in the school system my son is in has been totally eroded. I don't feel they put my son's or other special education students' best interests to use. The elementary program was great but it went from bad to worse after that. A "cookie-cutter" approach is used and one size does not fit all. The "I" in the "IEP" stands for individualized and that has been a joke in his education. Time and time again we expressed our concerns only to be given lip service. Needless to say, we are very unhappy with how our school system deals with their special education students and so are many other parents too.*
- *My child has behavior issues and this has been a challenge to get services and appropriate goals in place. No services were offered this summer and he was asked to leave the town camp.*
- *My child is now a graduate, but the whole four years in high school was an extremely difficult time. Half the time his teachers did not honor what was on his IEP. I, as a parent, needed to remind them, as did my son. The experience was not a very good one. He graduated with a great grade point average, but it was not easy to get through to these teachers.*
- *My son's IEP are created without my input and the progress reported is so generic that it is not meaningful at all. For example, the reports will simply just list the goals and then indicate the word satisfactory with no other detail. When I ask about more detail, I can't seem to get any. I really don't have a good gauge as to how he is improving especially now that the CMTs are no longer given.*
- *Often we struggle with the regular education teachers not following the IEP in terms of accommodations – it can be frustrating.*
- *I have found that I often have to meet with my child's teachers/team at the beginning of each year to ensure that they are following my child's IEP. I think this is something that the teachers should be aware of and already making the proper accommodations.*
- *I would like workshops for parents in Spanish in my community, since all I found is in English. [Translation]*
- *I have a concern about my school district's approach to a child with dyslexia. There has been no information given to parents on how the new box on the IEP's for dyslexia would be tested for, or how it may change a student's services. I strongly believe my son has dyslexia and his team refuses to check the box or provide the testing to do so. More training on dyslexia must be required for both general education teachers and special education teachers.*

- *My experience is that the PPTs are not well executed. They are time limited and seem to be a time for staff to share feedback with limited time for parent questions and requests – even with an advocate involved and present. Requests for additional services have been denied. Internal testing does not seem thorough and is inconclusive. I believe that while the teachers and speech education teachers are kind, hardworking, and open to parent involvement and feedback, pupil services is very defensive and not open and accommodating to parent requests.*
- *Support services is limited at Webster Hill Elementary. Too many kids with needs, not enough teachers.*
- *My annual IEP/PPT was not conducted timely last year. I feel like special education teachers are good and bad. Success of IEP depends on case manager, their effort and what's going on in their life. I wish study skills were stressed and long term daily routines, instead of just getting through the assignment.*
- *Huge fight to acknowledge and support my child's disability. No training has occurred for staff on dyslexia over the many years we have been dealing with this.*
- *I feel my main complaint would be communication from the individual special education teachers (i.e., speech therapist and social worker). I am not given updates on my son's progress unless I ask for it. I feel they should give periodic updates on his progress.*
- *My child has high functioning Autism (Asperger's). When it comes to children of my child's level in the middle and high school, there aren't many services offered in and outside of school.*



**APPENDIX A | WEST HARTFORD SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: WEST HARTFORD SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	227	5.3%	4.8%	3.5%	7.0%	31.3%	48.0%	±	13.7%	86.3%	79.3%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	229	0.9%	1.3%	2.2%	12.2%	22.7%	60.7%	±	4.4%	95.6%	83.4%
3. My child is accepted within the school community.	228	1.3%	0.9%	3.9%	5.7%	28.1%	60.1%	±	6.1%	93.9%	88.2%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	230	8.3%	2.6%	3.0%	9.1%	33.0%	43.9%	0.0%	13.9%	86.1%	77.0%
5. All special education services identified in my child's IEP have been provided.	226	4.9%	4.9%	3.5%	10.2%	24.8%	51.3%	0.4%	13.3%	86.3%	76.1%
6. Staff is appropriately trained and able to provide my child's specific program and services.	226	7.5%	2.7%	4.4%	8.4%	24.8%	50.9%	1.3%	14.6%	84.1%	75.7%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	225	4.4%	3.1%	1.8%	7.6%	24.4%	57.3%	1.3%	9.3%	89.3%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	220	4.5%	4.1%	1.8%	13.2%	26.8%	45.5%	4.1%	10.5%	85.5%	72.3%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	222	2.7%	2.7%	3.6%	14.0%	23.9%	48.6%	4.5%	9.0%	86.5%	72.5%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	231	3.5%	3.5%	5.6%	19.5%	24.2%	43.7%	±	12.6%	87.4%	68.0%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	228	3.1%	3.9%	1.8%	7.0%	20.6%	63.6%	±	8.8%	91.2%	84.2%
12. I understand what is discussed at meetings to develop my child's IEP.	228	0.4%	0.4%	3.5%	5.3%	26.3%	64.0%	±	4.4%	95.6%	90.4%
13. My concerns and recommendations are documented in the development of my child's IEP.	227	2.6%	3.1%	6.2%	7.9%	28.6%	51.5%	±	11.9%	88.1%	80.2%
14. My child's evaluation report is written in terms I understand.	226	0.4%	2.7%	2.2%	12.4%	26.5%	55.8%	±	5.3%	94.7%	82.3%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	228	1.8%	1.8%	3.5%	8.8%	28.9%	55.3%	±	7.0%	93.0%	84.2%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	230	6.1%	3.5%	4.8%	13.5%	26.5%	45.7%	±	14.3%	85.7%	72.2%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	225	3.1%	4.0%	6.7%	11.1%	26.2%	48.9%	±	13.8%	86.2%	75.1%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	224	0.9%	2.7%	1.8%	4.0%	15.2%	75.4%	±	5.4%	94.6%	90.6%
19. If necessary, a translator was provided at the PPT meetings.	145	6.2%	3.4%	2.8%	4.1%	14.5%	69.0%	±	12.4%	87.6%	83.4%
20. The translation services provided at the PPT meetings were useful and accurate.	141	7.1%	2.8%	2.1%	7.1%	11.3%	69.5%	±	12.1%	87.9%	80.9%
21. The school district proposed the regular classroom for my child as the first placement option.	219	5.0%	1.4%	3.7%	3.2%	13.7%	65.3%	7.8%	10.0%	82.2%	79.0%

Table is continued on the next page.

## APPENDIX A.1: WEST HARTFORD SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	183	75.4%	5.5%	2.2%	2.7%	3.8%	10.4%	±	83.1%	16.9%	14.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	222	2.7%	0.5%	0.9%	2.7%	12.6%	80.6%	±	4.1%	95.9%	93.2%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	216	6.9%	3.2%	1.9%	6.0%	14.8%	67.1%	±	12.0%	88.0%	81.9%
25. 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).	204	8.8%	5.4%	2.5%	6.4%	10.8%	36.8%	29.4%	16.7%	53.9%	47.5%
26. 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.	206	41.7%	8.7%	6.3%	11.7%	10.7%	20.9%	±	56.8%	43.2%	31.6%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	204	39.2%	8.8%	9.8%	11.8%	13.2%	17.2%	±	57.8%	42.2%	30.4%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	220	7.7%	5.5%	5.5%	12.7%	15.9%	29.1%	23.6%	18.6%	57.7%	45.0%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	217	4.1%	5.1%	2.3%	12.9%	20.7%	35.0%	19.8%	11.5%	68.7%	55.8%
30. My child is learning skills that will enable him/her to be as independent as possible.	224	5.4%	3.6%	4.0%	10.7%	29.5%	46.9%	±	12.9%	87.1%	76.3%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	215	5.6%	3.3%	3.7%	11.2%	23.3%	53.0%	±	12.6%	87.4%	76.3%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	44	6.8%	0.0%	6.8%	6.8%	18.2%	61.4%	±	13.6%	86.4%	79.5%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	63	4.8%	7.9%	6.3%	15.9%	30.2%	34.9%	±	19.0%	81.0%	65.1%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	59	8.5%	6.8%	3.4%	15.3%	13.6%	28.8%	23.7%	18.6%	57.6%	42.4%
35. The PPT introduced planning for my child's transition to adulthood.	61	13.1%	3.3%	6.6%	23.0%	27.9%	26.2%	±	23.0%	77.0%	54.1%
36. The school district actively encourages my child to attend and participate in PPT meetings.	63	1.6%	3.2%	7.9%	11.1%	22.2%	54.0%	±	12.7%	87.3%	76.2%
37. The PPT discussed an appropriate course of study at the high school for my child.	62	3.2%	4.8%	4.8%	9.7%	32.3%	45.2%	±	12.9%	87.1%	77.4%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	60	11.7%	3.3%	5.0%	11.7%	36.7%	31.7%	±	20.0%	80.0%	68.3%

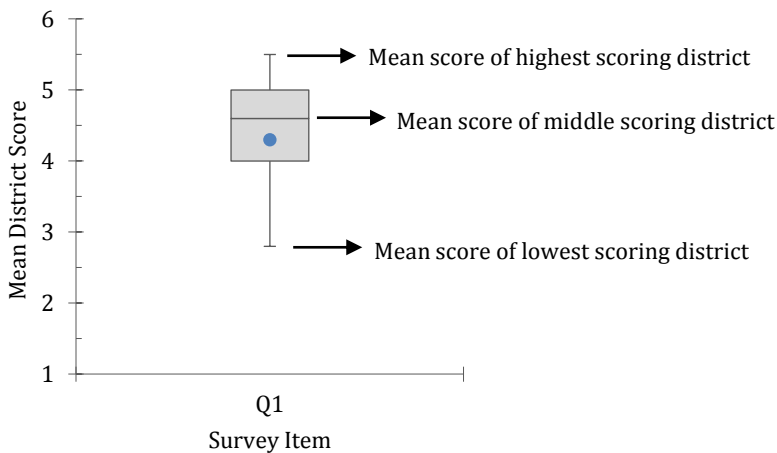
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: WEST HARTFORD BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

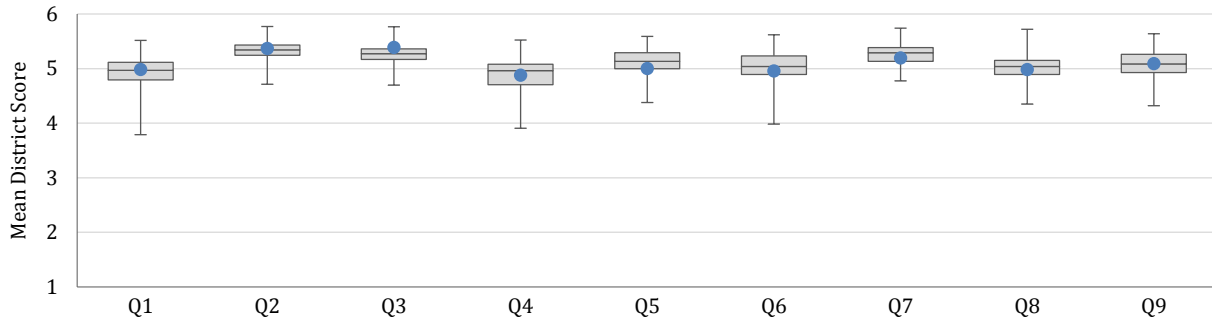
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

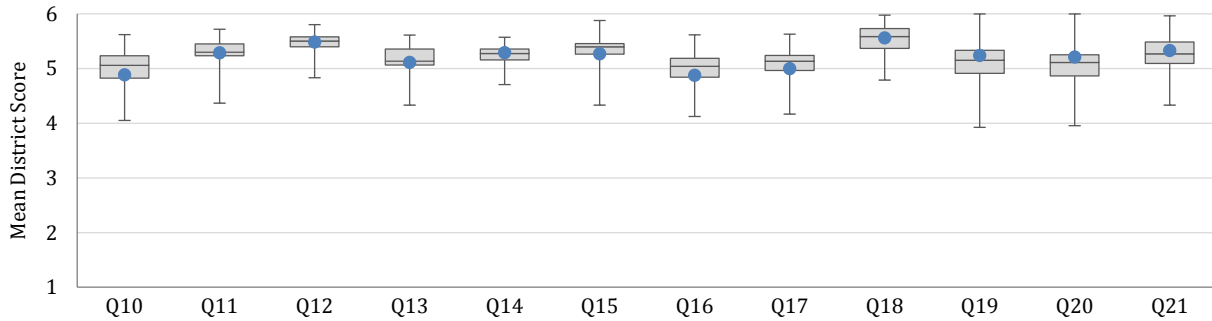
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

**APPENDIX A.2: WEST HARTFORD BOX-AND-WHISKER CHARTS (CONTINUED)**

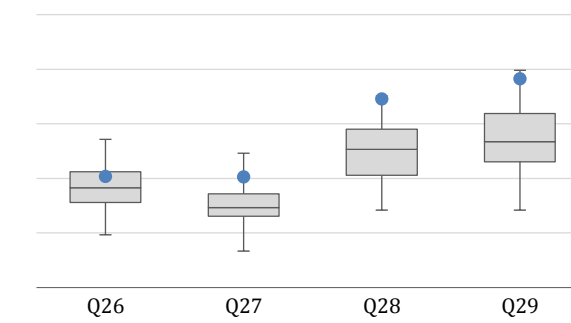
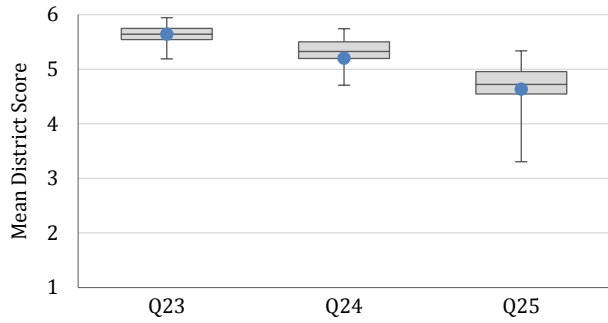
**SATISFACTION WITH MY CHILD'S PROGRAM**



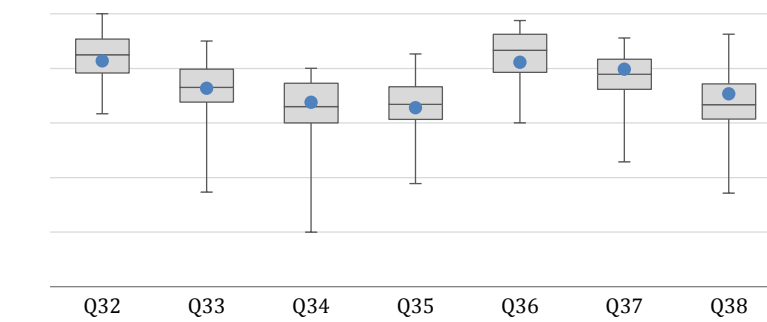
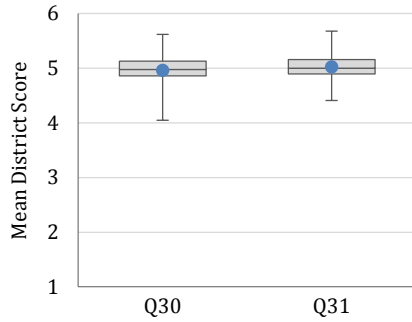
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**MY CHILD'S PARTICIPATION      PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS      TRANSITION PLANNING**



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.



## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

West Haven Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207



---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the West Haven Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: West Haven Survey Findings</u>	Page 7
A.1: West Haven Survey Response Table	Page 8
A.2: West Haven Box-and-Whiskers Charts	Page 10
<u>Appendix B: Statewide Results</u>	Page 12
B.1: Response Rate by District	Page 13
B.2: Statewide Survey Response Table	Page 14

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the 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. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

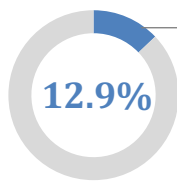
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the sample of parents selected to participate in the survey from the West Haven Nexus District.

### DELIVERY METHOD

Mail	<b>736</b>	Mail Non-Deliverable Rate	<b>7.2%</b> (n=53)
Email	<b>0.0%</b> (n=0)	Email Non-Deliverable Rate	--

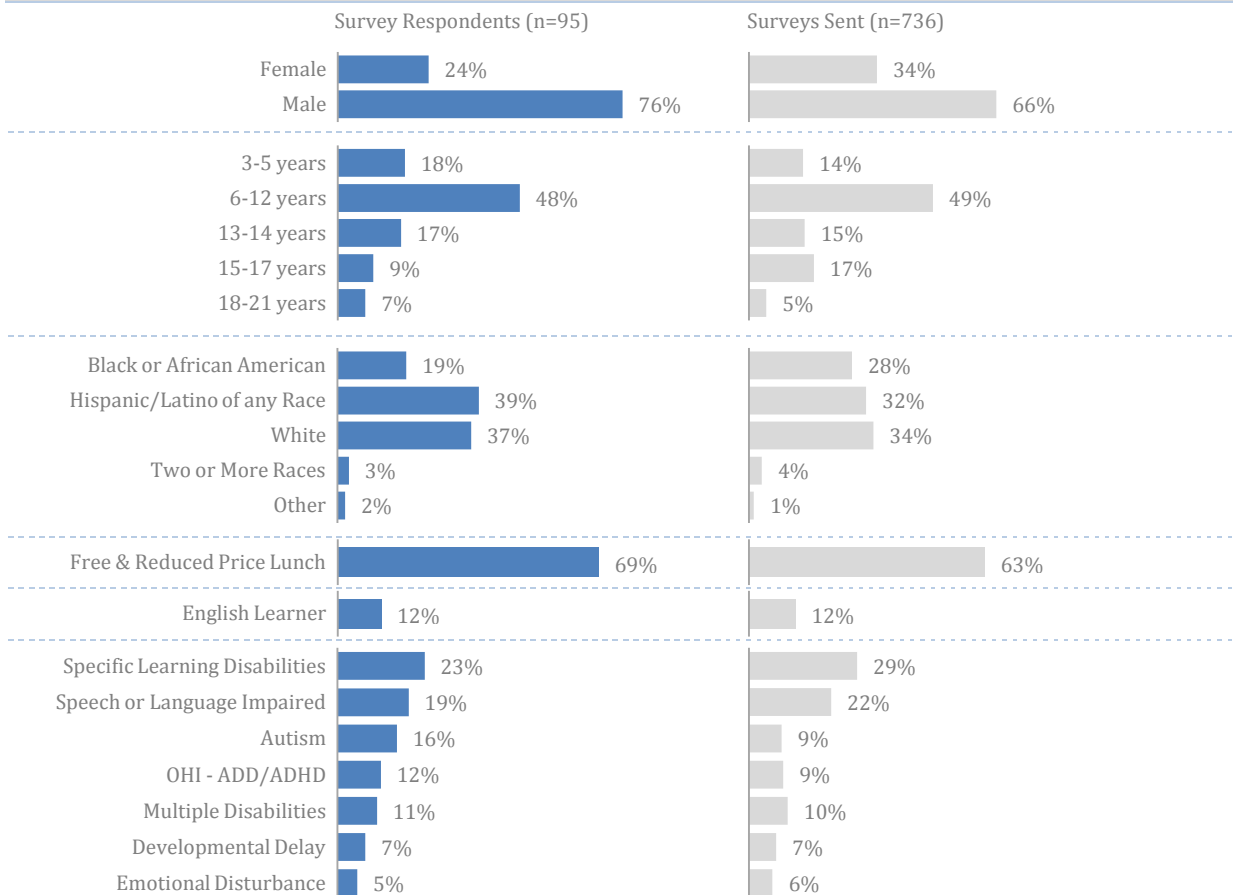
### RESPONSE RATE



95 completed

**13.7%** Online  
**86.3%** Paper











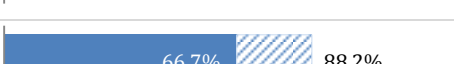



### CHILD DEMOGRAPHICS



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

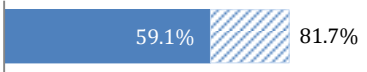
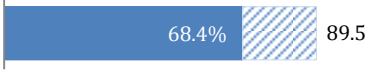
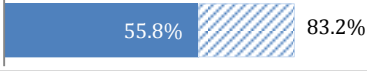
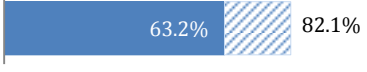
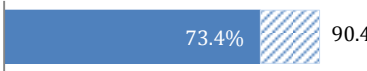
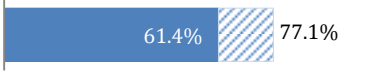
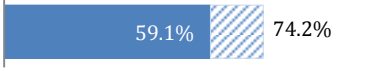

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the West Haven Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=95]	 52.6% 78.9%	87.4%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=94]	 66.0% 88.3%	96.8%
3. My child is accepted within the school community. [n=95]	 66.3% 87.4%	95.8%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=94]	 50.0% 79.8%	86.2%
5. All special education services identified in my child’s IEP have been provided. [n=95]	 57.9% 81.1%	90.5%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=95]	 61.1% 85.3%	96.8%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=92]	 59.8% 80.4%	88.0%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=93]	 50.5% 72.0%	89.2%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=92]	 54.3% 77.2%	84.8%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=95]	 55.8% 78.9%	89.5%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=93]	 66.7% 88.2%	94.6%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=95]	 65.3% 91.6%	95.8%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=95]	 63.2% 86.3%	93.7%
KEY:  Strongly Agree  Moderately Agree		

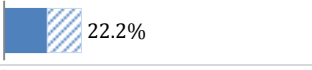

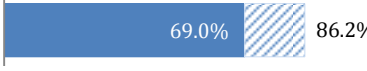

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------





*Participation in My Child's Program (Continued)*



14. My child's evaluation report is written in terms I understand. [n=93]		94.6%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=95]		95.8%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=95]		91.6%
17. 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=95]		93.7%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=94]		94.7%
19. If necessary, a translator was provided at the PPT meetings. [n=70]		85.7%
20. The translation services provided at the PPT meetings were useful and accurate. [n=66]		83.3%
21. The school district proposed the regular classroom for my child as the first placement option. [n=92]		72.8%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=81]		27.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=94]		94.7%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=87]		89.7%
25. 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=91]		67.0%

*Parent Training and Support*

26. 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=86]		50.0%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=84]		50.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=92]		44.6%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=89]		52.8%

KEY:  Strongly Agree  Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=94]	59.6% 84.0%	90.4%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=88]	59.1% 76.1%	86.4%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=15]	73.3% 80.0%	93.3%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=15]	66.7% 93.3%	93.3%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=15]	40.0% 60.0%	66.7%
35. The PPT introduced planning for my child's transition to adulthood. [n=15]	53.3% 86.7%	86.7%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=14]	78.6% 92.9%	100.0%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=14]	78.6% 92.9%	92.9%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=14]	57.1% 85.7%	85.7%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: ■ Strongly Agree ▨ Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 95 surveys completed by parents in the West Haven Nexus District, 26.3% (n=25) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>

RESPONDENTS’ COMMENTS PER 4-POINT SATISFACTION RUBRIC



Note: The comments of two respondents were not coded because the remarks could not be classified as either a reflection of satisfaction or dissatisfaction with their child’s program.

### COMMENTS EXPRESSING SATISFACTION

- *I've been very pleased since my son has been attending school in West Haven. The teachers have been very helpful and patient with him.*
- *The teachers and mentors involved are always very helpful and make themselves available to me for any questions or concerns I may have throughout the school year. I am extremely satisfied with the program and the progress that my child has made since beginning the special education program and receiving an IEP.*
- *I love the West Haven schools. All the staff help out a lot with the students and their education.*
- *My son has to ask many questions to make sure he understands what's needed at the time. Having social workers, support groups, or persons for my child to go and talk to while in school helped greatly.*
- *I love the West Haven schools and preschools. All the staff, teachers, principals, nurses, and therapy are all right on time with everything.*

### COMMENTS EXPRESSING DISSATISFACTION

- *There are no supports for a high functioning child in an inclusive classroom. The ratio of special education teachers to the number of kids with IEPs in the classroom is unmanageable. No paraprofessionals are provided. Self-containment is the only option.*
- *I get upset when I want more services for my child but the school system says he does not need them. He needs them. I want as much as the school can provide and it seems he only gets services once a week and I never get a report on when he gets them, and who he works with or his progression. It's frustrating.*
- *My experience with my school district has been hostile, fruitless, and exhausting. My high school child has a 3rd grade math level, no transition plan, and anxiety.*
- *I feel my child needs more services in place. I would like an advocate to assist me at these PPTs.*
- *The school district has agreed to provide services but I feel that my daughter is more placated than given opportunity to grow. I also feel as though her teacher views her as a burden.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents’ comments.



**APPENDIX A | WEST HAVEN SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: WEST HAVEN SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	95	3.2%	3.2%	6.3%	8.4%	26.3%	52.6%	±	12.6%	87.4%	78.9%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	94	1.1%	1.1%	1.1%	8.5%	22.3%	66.0%	±	3.2%	96.8%	88.3%
3. My child is accepted within the school community.	95	2.1%	0.0%	2.1%	8.4%	21.1%	66.3%	±	4.2%	95.8%	87.4%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	94	3.2%	4.3%	6.4%	6.4%	29.8%	50.0%	0.0%	13.8%	86.2%	79.8%
5. All special education services identified in my child's IEP have been provided.	95	3.2%	0.0%	4.2%	9.5%	23.2%	57.9%	2.1%	7.4%	90.5%	81.1%
6. Staff is appropriately trained and able to provide my child's specific program and services.	95	1.1%	1.1%	1.1%	11.6%	24.2%	61.1%	0.0%	3.2%	96.8%	85.3%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	92	1.1%	1.1%	6.5%	7.6%	20.7%	59.8%	3.3%	8.7%	88.0%	80.4%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	93	3.2%	1.1%	2.2%	17.2%	21.5%	50.5%	4.3%	6.5%	89.2%	72.0%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	92	4.3%	0.0%	5.4%	7.6%	22.8%	54.3%	5.4%	9.8%	84.8%	77.2%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	95	1.1%	4.2%	5.3%	10.5%	23.2%	55.8%	±	10.5%	89.5%	78.9%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	93	3.2%	0.0%	2.2%	6.5%	21.5%	66.7%	±	5.4%	94.6%	88.2%
12. I understand what is discussed at meetings to develop my child's IEP.	95	2.1%	1.1%	1.1%	4.2%	26.3%	65.3%	±	4.2%	95.8%	91.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	95	3.2%	1.1%	2.1%	7.4%	23.2%	63.2%	±	6.3%	93.7%	86.3%
14. My child's evaluation report is written in terms I understand.	93	3.2%	1.1%	1.1%	12.9%	22.6%	59.1%	±	5.4%	94.6%	81.7%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	95	1.1%	0.0%	3.2%	6.3%	21.1%	68.4%	±	4.2%	95.8%	89.5%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	95	5.3%	2.1%	1.1%	8.4%	27.4%	55.8%	±	8.4%	91.6%	83.2%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	95	1.1%	1.1%	4.2%	11.6%	18.9%	63.2%	±	6.3%	93.7%	82.1%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	94	4.3%	0.0%	1.1%	4.3%	17.0%	73.4%	±	5.3%	94.7%	90.4%
19. If necessary, a translator was provided at the PPT meetings.	70	12.9%	0.0%	1.4%	8.6%	15.7%	61.4%	±	14.3%	85.7%	77.1%
20. The translation services provided at the PPT meetings were useful and accurate.	66	15.2%	0.0%	1.5%	9.1%	15.2%	59.1%	±	16.7%	83.3%	74.2%
21. The school district proposed the regular classroom for my child as the first placement option.	92	8.7%	2.2%	4.3%	4.3%	20.7%	47.8%	12.0%	15.2%	72.8%	68.5%

Table is continued on the next page.

**APPENDIX A.1: WEST HAVEN SURVEY RESPONSE TABLE (CONTINUED)**

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	81	59.3%	9.9%	3.7%	4.9%	9.9%	12.3%	±	72.8%	27.2%	22.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	94	1.1%	2.1%	2.1%	6.4%	12.8%	75.5%	±	5.3%	94.7%	88.3%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	87	3.4%	3.4%	3.4%	3.4%	17.2%	69.0%	±	10.3%	89.7%	86.2%
25. 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).	91	5.5%	1.1%	4.4%	6.6%	18.7%	41.8%	22.0%	11.0%	67.0%	60.4%
26. 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.	86	33.7%	9.3%	7.0%	8.1%	14.0%	27.9%	±	50.0%	50.0%	41.9%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	84	42.9%	4.8%	2.4%	9.5%	13.1%	27.4%	±	50.0%	50.0%	40.5%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	92	13.0%	1.1%	5.4%	6.5%	13.0%	25.0%	35.9%	19.6%	44.6%	38.0%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	89	7.9%	0.0%	5.6%	3.4%	14.6%	34.8%	33.7%	13.5%	52.8%	49.4%
30. My child is learning skills that will enable him/her to be as independent as possible.	94	4.3%	4.3%	1.1%	6.4%	24.5%	59.6%	±	9.6%	90.4%	84.0%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	88	5.7%	4.5%	3.4%	10.2%	17.0%	59.1%	±	13.6%	86.4%	76.1%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	15	0.0%	0.0%	6.7%	13.3%	6.7%	73.3%	±	6.7%	93.3%	80.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	15	6.7%	0.0%	0.0%	0.0%	26.7%	66.7%	±	6.7%	93.3%	93.3%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	15	6.7%	6.7%	0.0%	6.7%	20.0%	40.0%	20.0%	13.3%	66.7%	60.0%
35. The PPT introduced planning for my child's transition to adulthood.	15	0.0%	6.7%	6.7%	0.0%	33.3%	53.3%	±	13.3%	86.7%	86.7%
36. The school district actively encourages my child to attend and participate in PPT meetings.	14	0.0%	0.0%	0.0%	7.1%	14.3%	78.6%	±	0.0%	100.0%	92.9%
37. The PPT discussed an appropriate course of study at the high school for my child.	14	7.1%	0.0%	0.0%	0.0%	14.3%	78.6%	±	7.1%	92.9%	92.9%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	14	14.3%	0.0%	0.0%	0.0%	28.6%	57.1%	±	14.3%	85.7%	85.7%

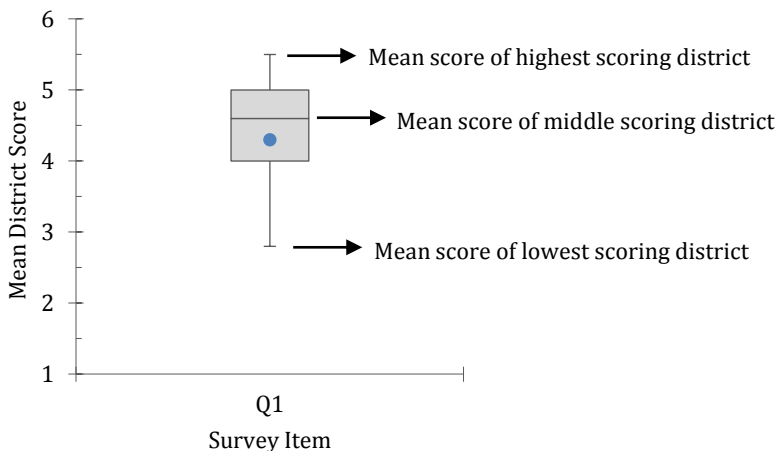
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: WEST HAVEN BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

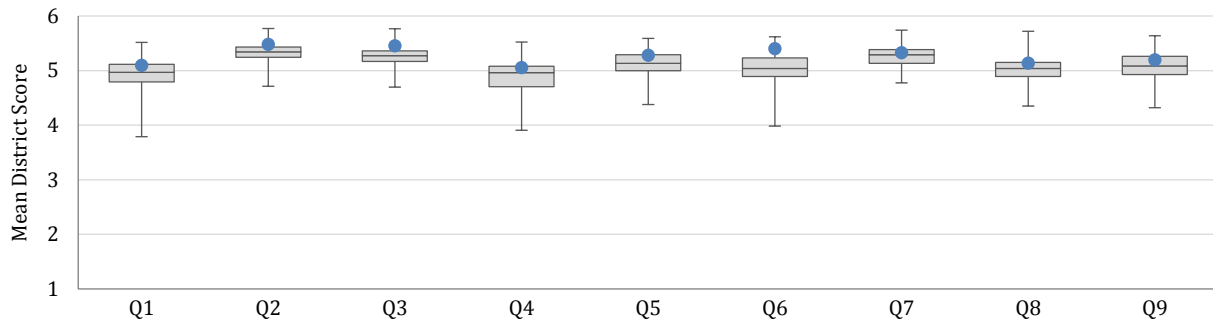
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

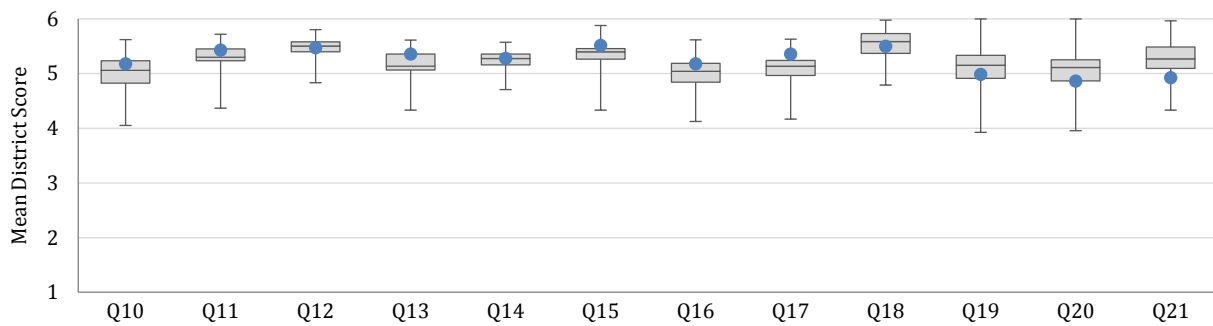
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

## APPENDIX A.2: WEST HAVEN BOX-AND-WHISKER CHARTS (CONTINUED)

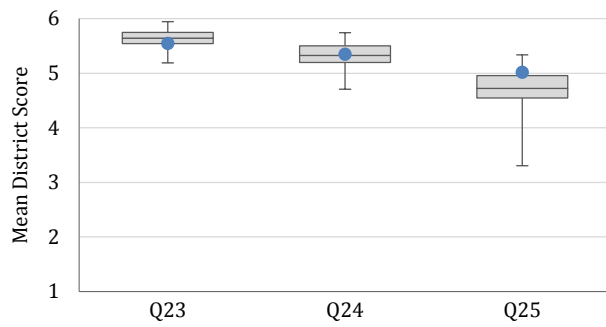
### SATISFACTION WITH MY CHILD'S PROGRAM



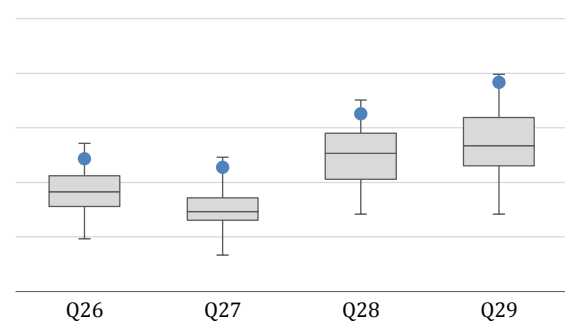
### PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



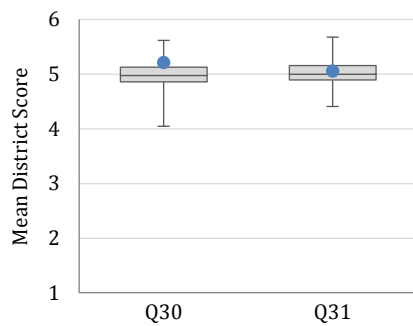
### MY CHILD'S PARTICIPATION



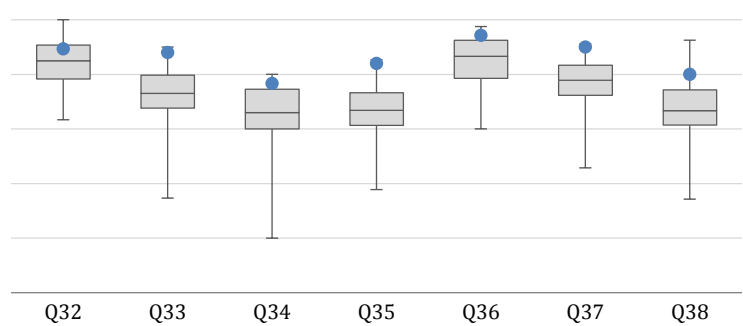
### PARENT TRAINING AND SUPPORT



### MY CHILD'S SKILLS



### TRANSITION PLANNING



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.



## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Wethersfield Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Wethersfield Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Wethersfield Survey Findings</u>	Page 8
A.1: Wethersfield Survey Response Table	Page 9
A.2: Wethersfield Box-and-Whiskers Charts	Page 11
<u>Appendix B: Statewide Results</u>	Page 13
B.1: Response Rate by District	Page 14
B.2: Statewide Survey Response Table	Page 15

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

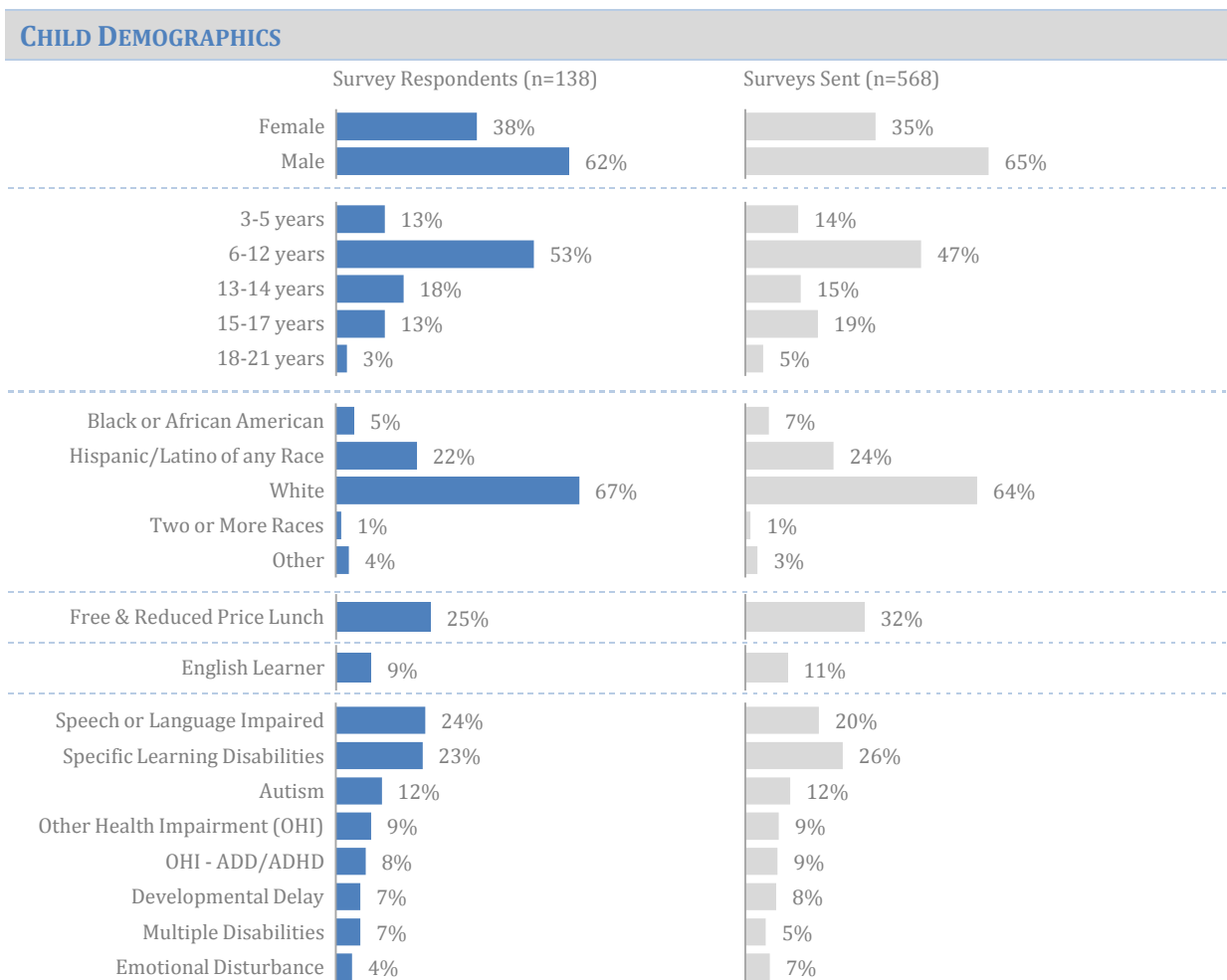
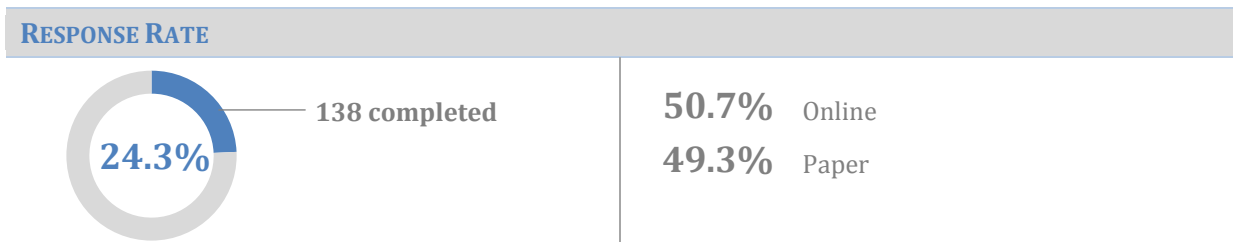
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Wethersfield Nexus District.









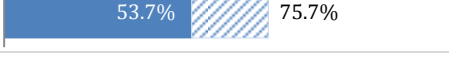


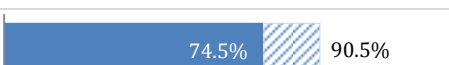
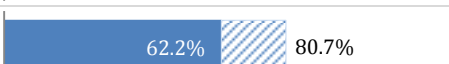


DELIVERY METHOD			
Mail	568	Mail Non-Deliverable Rate	1.1% (n=6)
Email	83.5% (n=474)	Email Non-Deliverable Rate	7.0% (n=33)



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Wethersfield Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=138]	 47.1% 77.5%	89.1%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=136]	 62.5% 83.8%	93.4%
3. My child is accepted within the school community. [n=138]	 67.4% 85.5%	94.2%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=138]	 47.1% 78.3%	87.0%
5. All special education services identified in my child’s IEP have been provided. [n=137]	 58.4% 78.8%	87.6%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=137]	 51.8% 75.2%	86.9%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=136]	 58.8% 82.4%	93.4%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=136]	 55.9% 73.5%	81.6%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=136]	 53.7% 75.7%	85.3%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=137]	 54.7% 75.2%	88.3%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=138]	 64.5% 84.1%	90.6%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=137]	 74.5% 90.5%	94.9%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=135]	 62.2% 80.7%	90.4%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=136]	59.6% 87.5%	91.9%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=137]	62.8% 87.6%	94.9%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=138]	50.0% 78.3%	90.6%
17. 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=138]	53.6% 79.0%	89.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=135]	78.5% 93.3%	94.8%
19. If necessary, a translator was provided at the PPT meetings. [n=94]	68.1% 78.7%	86.2%
20. The translation services provided at the PPT meetings were useful and accurate. [n=82]	61.0% 74.4%	82.9%
21. The school district proposed the regular classroom for my child as the first placement option. [n=133]	77.4% 87.2%	90.2%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=115]	10.4%	13.0%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=137]	87.6% 92.0%	94.2%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=134]	76.9% 82.8%	86.6%
25. 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=126]	42.1% 54.8%	59.5%

*Parent Training and Support*

26. 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=122]	21.3% 26.2%	34.4%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=121]	18.2% 24.0%	33.1%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=133]	21.8%	30.8%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=132]	15.9% 27.3%	34.8%

KEY: ■ Strongly Agree ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=135]	52.6% 72.6%	86.7%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=131]	52.7% 71.8%	85.5%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=13]	76.9% 84.6%	84.6%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=28]	35.7% 64.3%	82.1%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=26]	30.8% 46.2%	57.7%
35. The PPT introduced planning for my child's transition to adulthood. [n=26]	30.8% 50.0%	65.4%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=26]	53.8% 76.9%	84.6%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=26]	30.8% 69.2%	84.6%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=27]	18.5% 55.6%	66.7%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

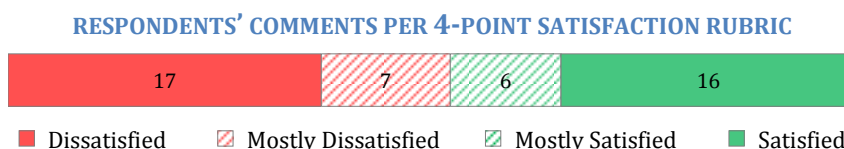
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: Strongly Agree Moderately Agree

---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child's special education program. Of the 138 surveys completed by parents in the Wethersfield Nexus District, 33.3% (n=46) included written comments. The comments were classified according to a 4-point rubric: "1" if the comment conveyed complete dissatisfaction; "2" if mostly dissatisfied; "3" if mostly satisfied; and "4" if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents' feedback.<sup>6</sup>



### COMMENTS EXPRESSING SATISFACTION

- *My child has the opportunity to interact and learn with students his age, as well as being removed from the class for further help in smaller groups. He has had great improvement since he started with the Wethersfield school system.*
- *My child gets the best services I could ask for. Everyone is attentive to his every need. I am thankful to all the teachers who take care of him.*
- *We are very pleased with the services we are being provided. Our IEP meetings are productive and I feel listened to as a parent. It's definitely a team approach, very supportive. The school staff are very accommodating if I have any questions or concerns.*
- *The most wonderful, helpful thing Wethersfield does is assign him a patient and approachable special education teacher. She meets with him two or three times per week to help him organize and prioritize his work. She helps him one-on-one with anything he's failing. This teacher also is my parent-teacher liaison, so when I see the "Ds" and "Fs" appearing on PowerSchool on a daily or weekly basis, I call or email her and she investigates where the problem lies and how to rectify it.*
- *Overall, my husband and I could not be more pleased with the education that our daughter is receiving. From Birth to Three to the transition into the Wethersfield Public Schools, our daughter has been made to feel very special and important. My whole family is amazed at how far she has come already.*
- *I have found my child's special education program to be very instrumental in his overall social and academic growth. My son has grown with a deeper understanding of his handicap with the help of the special education professionals working with him. Because he has worked with consistent staff, they have been able to help him much more because they've seen the growth pattern, both socially and academically, over multiple years (not just one). This is crucial to a child with special needs.*
- *Since my son began kindergarten in the Wethersfield school system we have been blessed with the most caring individuals. They took the time to understand his needs and also worked with me to help him as much as possible. I can't be happier with my son's special education teams. They have been outstanding!*

### COMMENTS EXPRESSING DISSATISFACTION

- *My child struggles to benefit from the paraprofessional program. He felt it stigmatized him and it actually interfered with his natural ability to learn. In my experience, I would not recommend implementation of this program for children above the elementary age.*
- *No parent training offered. No support network.*
- *My child needs more vocational skills. He is in high school and reads on a 2nd-3rd grade level. The teacher still talks "college" to him, which is totally unrealistic. He needs a life skill, like carpentry, or masonry or anything else*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents' comments.



*that will help him have a successful job that does not involve college. More "realism" and less "idealism" will help students in the long run. This is not shortchanging them, just giving them realistic and attainable goals.*

- *My son's IEPs are always late – beyond the 10 days. His goals are not appropriate. He is often penalized when he does not write enough even though his IEP is for writing.*
- *There is too much transition at my son's school and at the Board of Education offices every year. Planning and implementation is inconsistent. When the paraprofessionals are moved around, I am never told, and several times throughout the year it was apparent they were not trained nor able to help my son appropriately. Last year, out of his whole PPT team (principal, teachers, special education teachers, board of education representative, and specialists) there was only one person, besides myself, that had been there the year before.*
- *There has been too much turnover with school staff this past year. The general education teacher was not capable of supporting the learning and teaching environment for my son. The school claimed they did not have enough staff to provide my son his services. He did not receive services as needed this past year.*
- *Teachers have not been responsive to communication. At the PPT meeting, I had to set up a separate meeting to speak about my child's course requirements with her guidance counselor.*
- *I feel that my son's school district is trying hard to address his learning disability. However, I feel there's a lot about the process that I don't understand. I am frustrated by the lack of a support groups in our town. We've resorted to "hiring" a parent advocate to attend monthly consults and PPTs.*
- *I feel there is much room for improvement in communication with staff and parents about modification of classroom work, speech, and OT especially. I have seen minimal improvement in social skills as well as her learning how to care for herself. I don't feel there is enough time spent on her disability and not enough qualified staff for the amount of children.*
- *More time should have been given for the transitional PPT meeting – 30 minutes was not enough time to go over all the information. Communication in general could be improved.*
- *Wethersfield is not a pleasant school system to work with. They are disrespectful to parents and do not have a student's best interest at heart. They do not follow through with what they say they are going to do. I am saddened with how the special education department runs in Wethersfield Public Schools. It has not been a pleasant experience and there is no reason for it to be that way.*
- *Sensory processing is an area that we have found to be highly misunderstood. My child's sensory issues were treated as a behavior problem. Accommodations were misunderstood, so they were implemented incorrectly and my child's self-esteem and social standing plummeted. We have obtained and paid for multiple, outside services to supplement a poor program, so that our child's needs can be met. More training is necessary to help teachers understand and meet these needs.*

**APPENDIX A | WETHERSFIELD SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: WETHERSFIELD SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	138	4.3%	2.9%	3.6%	11.6%	30.4%	47.1%	±	10.9%	89.1%	77.5%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	136	2.2%	0.7%	3.7%	9.6%	21.3%	62.5%	±	6.6%	93.4%	83.8%
3. My child is accepted within the school community.	138	1.4%	1.4%	2.9%	8.7%	18.1%	67.4%	±	5.8%	94.2%	85.5%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	138	6.5%	2.2%	4.3%	8.7%	31.2%	47.1%	0.0%	13.0%	87.0%	78.3%
5. All special education services identified in my child's IEP have been provided.	137	2.9%	2.9%	5.1%	8.8%	20.4%	58.4%	1.5%	10.9%	87.6%	78.8%
6. Staff is appropriately trained and able to provide my child's specific program and services.	137	2.9%	2.9%	3.6%	11.7%	23.4%	51.8%	3.6%	9.5%	86.9%	75.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	136	2.2%	0.0%	2.9%	11.0%	23.5%	58.8%	1.5%	5.1%	93.4%	82.4%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	136	5.1%	1.5%	5.9%	8.1%	17.6%	55.9%	5.9%	12.5%	81.6%	73.5%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	136	2.9%	0.7%	6.6%	9.6%	22.1%	53.7%	4.4%	10.3%	85.3%	75.7%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	137	4.4%	3.6%	3.6%	13.1%	20.4%	54.7%	±	11.7%	88.3%	75.2%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	138	4.3%	2.9%	2.2%	6.5%	19.6%	64.5%	±	9.4%	90.6%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	137	2.2%	1.5%	1.5%	4.4%	16.1%	74.5%	±	5.1%	94.9%	90.5%
13. My concerns and recommendations are documented in the development of my child's IEP.	135	5.9%	2.2%	1.5%	9.6%	18.5%	62.2%	±	9.6%	90.4%	80.7%
14. My child's evaluation report is written in terms I understand.	136	3.7%	1.5%	2.9%	4.4%	27.9%	59.6%	±	8.1%	91.9%	87.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	137	2.2%	1.5%	1.5%	7.3%	24.8%	62.8%	±	5.1%	94.9%	87.6%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	138	3.6%	2.2%	3.6%	12.3%	28.3%	50.0%	±	9.4%	90.6%	78.3%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	138	3.6%	4.3%	2.2%	10.9%	25.4%	53.6%	±	10.1%	89.9%	79.0%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	135	2.2%	1.5%	1.5%	1.5%	14.8%	78.5%	±	5.2%	94.8%	93.3%
19. If necessary, a translator was provided at the PPT meetings.	94	11.7%	1.1%	1.1%	7.4%	10.6%	68.1%	±	13.8%	86.2%	78.7%
20. The translation services provided at the PPT meetings were useful and accurate.	82	15.9%	0.0%	1.2%	8.5%	13.4%	61.0%	±	17.1%	82.9%	74.4%
21. The school district proposed the regular classroom for my child as the first placement option.	133	3.8%	0.8%	2.3%	3.0%	9.8%	77.4%	3.0%	6.8%	90.2%	87.2%

Table is continued on the next page.

## APPENDIX A.1: WETHERSFIELD SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	115	78.3%	6.1%	2.6%	2.6%	4.3%	6.1%	±	87.0%	13.0%	10.4%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	137	2.9%	1.5%	1.5%	2.2%	4.4%	87.6%	±	5.8%	94.2%	92.0%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	134	6.7%	2.2%	4.5%	3.7%	6.0%	76.9%	±	13.4%	86.6%	82.8%
25. 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).	126	11.9%	0.8%	2.4%	4.8%	12.7%	42.1%	25.4%	15.1%	59.5%	54.8%
26. 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.	122	46.7%	9.0%	9.8%	8.2%	4.9%	21.3%	±	65.6%	34.4%	26.2%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	121	52.9%	6.6%	7.4%	9.1%	5.8%	18.2%	±	66.9%	33.1%	24.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	133	21.8%	3.8%	3.0%	9.0%	10.5%	11.3%	40.6%	28.6%	30.8%	21.8%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	132	18.9%	1.5%	4.5%	7.6%	11.4%	15.9%	40.2%	25.0%	34.8%	27.3%
30. My child is learning skills that will enable him/her to be as independent as possible.	135	5.2%	3.7%	4.4%	14.1%	20.0%	52.6%	±	13.3%	86.7%	72.6%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	131	6.9%	3.8%	3.8%	13.7%	19.1%	52.7%	±	14.5%	85.5%	71.8%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	13	7.7%	0.0%	7.7%	0.0%	7.7%	76.9%	±	15.4%	84.6%	84.6%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	28	0.0%	3.6%	14.3%	17.9%	28.6%	35.7%	±	17.9%	82.1%	64.3%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	26	3.8%	0.0%	7.7%	11.5%	15.4%	30.8%	30.8%	11.5%	57.7%	46.2%
35. The PPT introduced planning for my child's transition to adulthood.	26	7.7%	11.5%	15.4%	15.4%	19.2%	30.8%	±	34.6%	65.4%	50.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	26	11.5%	0.0%	3.8%	7.7%	23.1%	53.8%	±	15.4%	84.6%	76.9%
37. The PPT discussed an appropriate course of study at the high school for my child.	26	11.5%	3.8%	0.0%	15.4%	38.5%	30.8%	±	15.4%	84.6%	69.2%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	27	14.8%	3.7%	14.8%	11.1%	37.0%	18.5%	±	33.3%	66.7%	55.6%

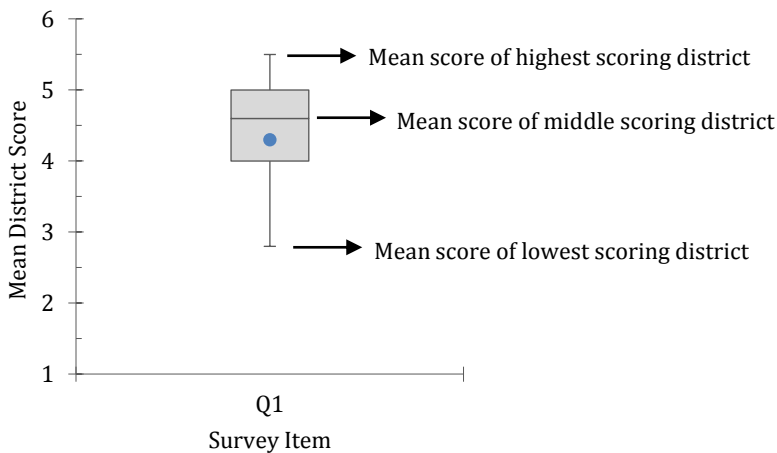
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: WETHERSFIELD BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

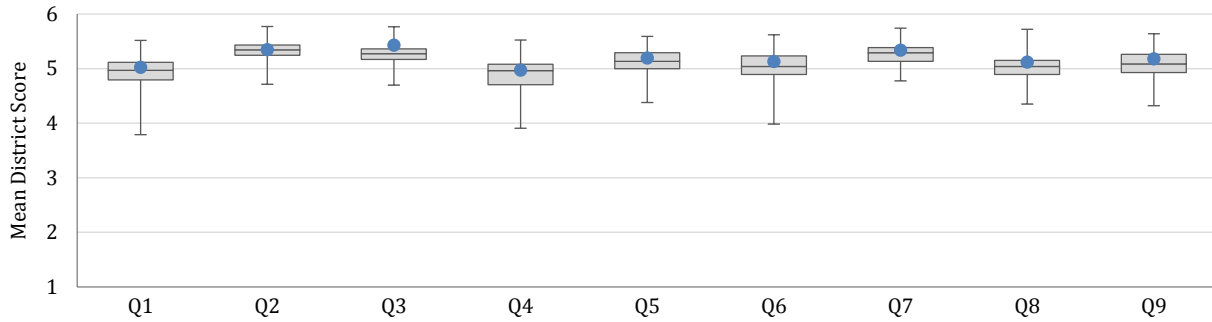
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

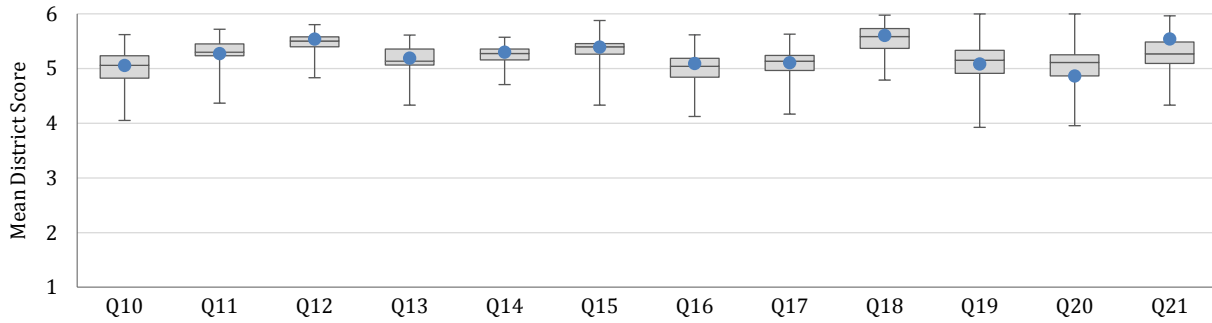
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

## APPENDIX A.2: WETHERSFIELD BOX-AND-WHISKER CHARTS (CONTINUED)

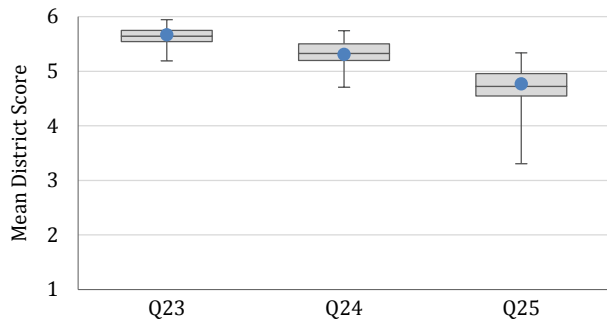
### SATISFACTION WITH MY CHILD'S PROGRAM



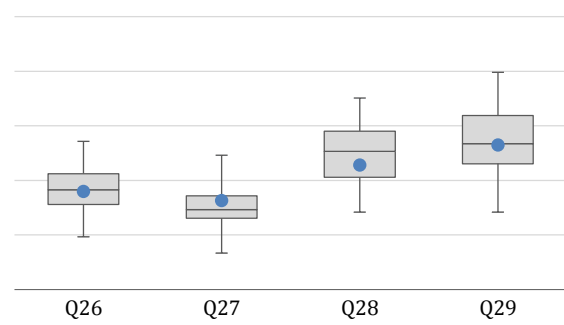
### PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



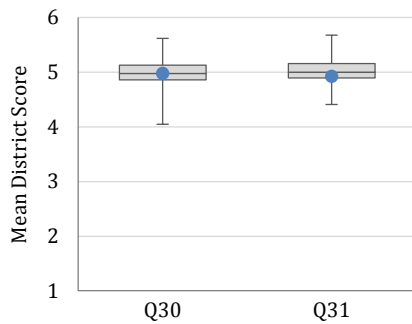
### MY CHILD'S PARTICIPATION



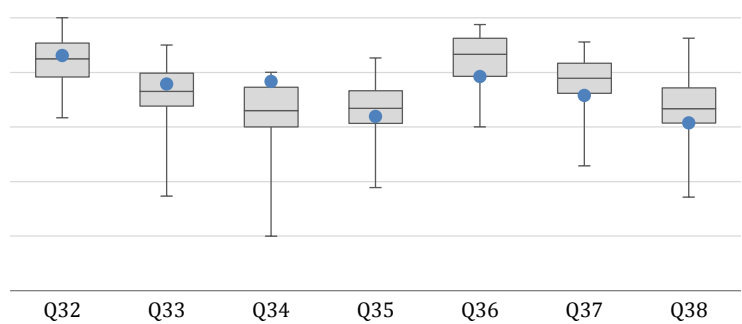
### PARENT TRAINING AND SUPPORT



### MY CHILD'S SKILLS



### TRANSITION PLANNING



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.



## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Windsor Nexus District

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207

---

## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Windsor Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

### TABLE OF CONTENTS

<u>Section I: Survey Delivery and Response</u>	Page 2
<u>Section II: Survey Results</u>	Page 3
<u>Section III: Parent Comments</u>	Page 6
<u>Appendix A: Windsor Survey Findings</u>	Page 8
A.1: Windsor Survey Response Table	Page 9
A.2: Windsor Box-and-Whiskers Charts	Page 11
<u>Appendix B: Statewide Results</u>	Page 13
B.1: Response Rate by District	Page 14
B.2: Statewide Survey Response Table	Page 15

---

<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

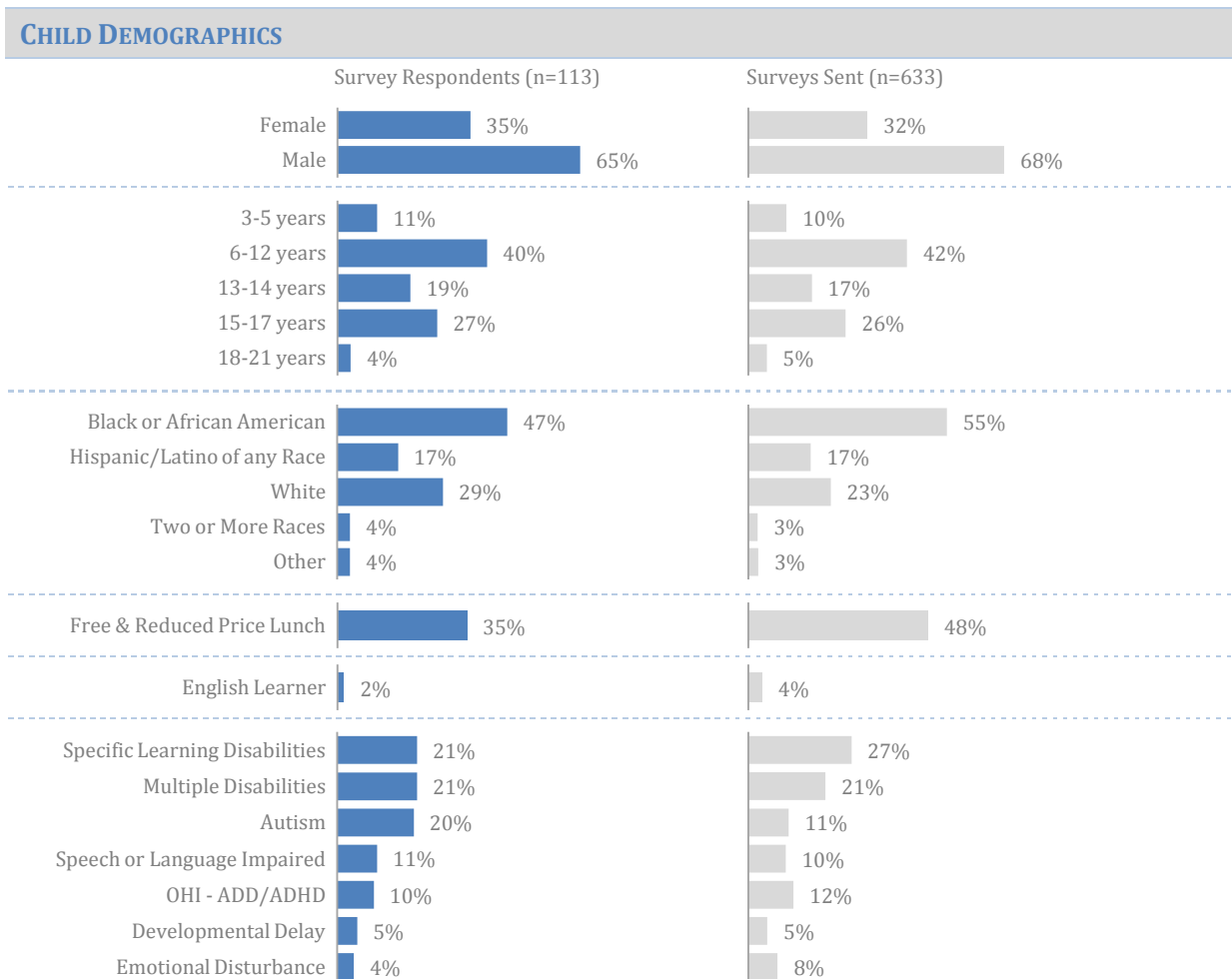
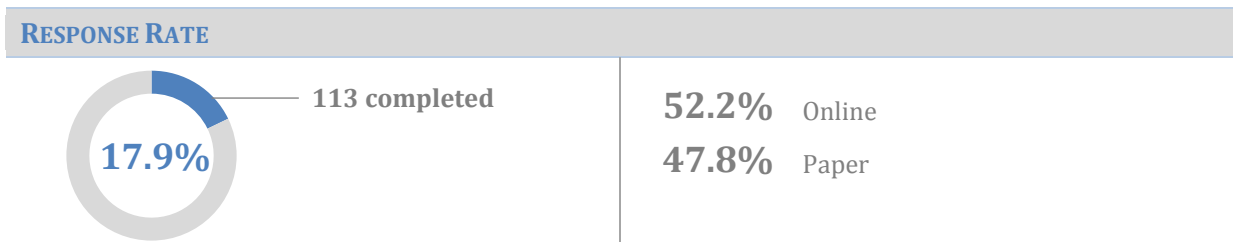
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Windsor Nexus District.






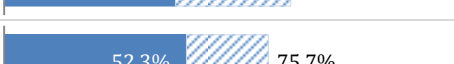








DELIVERY METHOD			
Mail	<b>633</b>	Mail Non-Deliverable Rate	<b>2.8%</b> (n=18)
Email	<b>73.8%</b> (n=467)	Email Non-Deliverable Rate	<b>9.4%</b> (n=44)



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

## SECTION II: SURVEY RESULTS

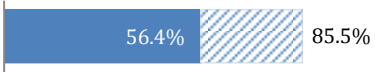
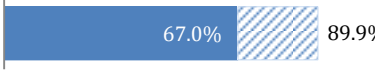
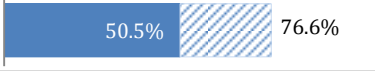
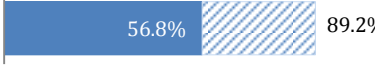

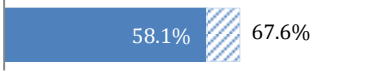


The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Windsor Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=112]	 46.4% 83.3%	92.9%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=112]	 58.0% 86.6%	96.4%
3. My child is accepted within the school community. [n=110]	 57.3% 83.3%	98.2%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=112]	 46.4% 78.6%	92.9%
5. All special education services identified in my child’s IEP have been provided. [n=112]	 49.1% 82.1%	92.0%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=111]	 52.3% 75.7%	91.9%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=112]	 63.4% 86.6%	94.6%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=110]	 43.6% 75.5%	89.1%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=111]	 51.4% 77.5%	91.9%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=112]	 57.1% 84.4%	96.4%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=108]	 67.6% 80.0%	98.1%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=110]	 67.3% 94.5%	98.2%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=109]	 57.8% 83.3%	96.3%
KEY:  Strongly Agree  Moderately Agree		



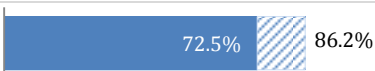

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------





*Participation in My Child's Program (Continued)*

14. My child's evaluation report is written in terms I understand. [n=110]		96.4%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=109]		96.3%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=111]		92.8%
17. 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=111]		98.2%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=111]		99.1%
19. If necessary, a translator was provided at the PPT meetings. [n=74]		82.4%
20. The translation services provided at the PPT meetings were useful and accurate. [n=66]		84.8%
21. The school district proposed the regular classroom for my child as the first placement option. [n=111]		78.4%

*My Child's Participation*

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=96]		12.5%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=113]		99.1%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=109]		92.7%
25. 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=106]		68.9%

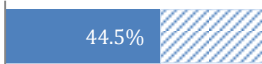
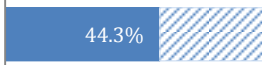
*Parent Training and Support*

26. 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=105]		49.5%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=102]		22.5%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=107]		47.7%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=105]		41.0%

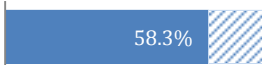
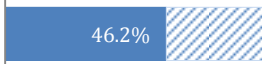




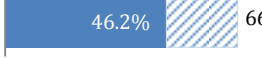
KEY: ■ Strongly Agree ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
--	-------------------------	-----------------

*My Child's Skills*

30. My child is learning skills that will enable him/her to be as independent as possible. [n=110]		74.5%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=106]		77.4%

*Transition Planning*

32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=12]		75.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=39]		82.1%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=36]		55.6%
35. The PPT introduced planning for my child's transition to adulthood. [n=38]		68.4%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=37]		89.2%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=39]		74.4%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=39]		66.7%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

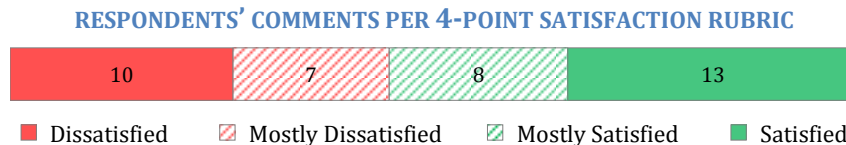
KEY: ■ Strongly Agree    ▨ Moderately Agree



---

## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child’s special education program. Of the 113 surveys completed by parents in the Windsor Nexus District, 34.5% (n=39) included written comments. The comments were classified according to a 4-point rubric: “1” if the comment conveyed complete dissatisfaction; “2” if mostly dissatisfied; “3” if mostly satisfied; and “4” if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents’ feedback.<sup>6</sup>



Note: The comment of one respondent was not coded because the remark could not be classified as either a reflection of satisfaction or dissatisfaction with their child’s program.

### COMMENTS EXPRESSING SATISFACTION

- *I am satisfied with the total communication model and holistic approach to my child's education and enrichment experiences. He is part of a wonderful community.*
- *I have seen great improvements in my son since he started the preschool program. At this time, I am satisfied with the assistance given by the school and look forward to more experiences that are positive for years to come.*
- *The needs of my child are well-taken care of by the school and the staff. As her mom, I am very pleased with her progress at school.*
- *I am satisfied with the amount of assistance my son has received since his transition to Windsor. He has received the help and understanding that other schools were not able to find or figure out. I am thankful for all the teachers and staff in helping my son accomplish his goals.*
- *The people we deal with regarding the services for our child have always been very helpful in planning and implementing a supportive program for our child. We understand how difficult it can be to predict what services and activities will best foster future development.*
- *The Windsor team has done an amazing job in working together with us in order to give our son the best developmental plan. All those involved have followed through on every task. I'm so happy to report what an outstanding team my son has backing him. He has come leaps and bounds and he just keeps getting better all due to the tremendous support we have received. I hope that all families have received the care and thoughtfulness that we have received!*
- *As a parent, I feel that my input is crucial and beneficial to my child's success in school. It's important to be the voice that says "this is how my child should learn." Teachers, paraprofessionals and myself make suggestions, build on suggestions, focus on the classroom setting, and discuss essential life skills to teach until a mutual decision is reached by all. I appreciate the willingness to implement a learning style geared specifically towards my son's learning. Communication is key – and always will be.*
- *My son has been blessed throughout his school years with highly educated and wonderful teachers who take my son's issues seriously.*

### COMMENTS EXPRESSING DISSATISFACTION

- *I feel like overall the experience is good but there have been times where I need information from teachers regarding my son's grades and no response is given and it takes several attempts, with the help of others, before a response is given. It gets frustrating and I feel like some just do not care.*

---

<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents' comments.

- *Several years ago, I noticed that my child was not reading at grade level. I discussed it with the teacher several times and nothing was done until I put it in writing. Once a meeting was called, I was treated rudely and assumptions were made about my child without the principal knowing him. All he needed was assistance in reading. I had to fight to get help for my child.*
- *I find that there is not much help for special education development at the college level. Attempting to find work is very difficult and there is no assistance in the enrollment process for students transitioning to college.*
- *The district does not help my child to read and write. They do not provide specific programs to help with decoding, reading comprehension and writing. There aren't any after school homework clubs. Currently we pay a private tutor to help teach our daughter how to read and write.*
- *My daughter was not receiving her speech services as laid out in her IEP for a month. When trying to contact her speech teacher I was told she was now seeing a new therapist but I had never been notified. When trying to contact the principal I had difficulties getting a response. Finally, after my interventions I was able to get things back in place.*
- *More encouragement and involvement of parents would be good. More opportunity for meeting other parents in my child's classroom (not during work hours) would be good.*
- *Paraprofessionals are untrained and shuffled around so that the kids sometimes have 3-4 different one-to-ones in a week. This is very stressful for kids and for classroom teachers. Summer programing is totally inadequate. My child has social issues, but not academic, and all they offered is the academic. There's no attempt to help mildly disabled kids in a supportive summer program.*
- *I'm not aware of a single school program that helps kids work on their IEP goals and objectives outside of the regular school hours.*

**APPENDIX A | WINDSOR SURVEY FINDINGS**

**A.1 | SURVEY RESPONSE TABLE**

**A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: WINDSOR SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	112	4.5%	1.8%	0.9%	11.6%	34.8%	46.4%	±	7.1%	92.9%	81.3%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	112	0.9%	0.0%	2.7%	9.8%	28.6%	58.0%	±	3.6%	96.4%	86.6%
3. My child is accepted within the school community.	110	0.9%	0.0%	0.9%	10.9%	30.0%	57.3%	±	1.8%	98.2%	87.3%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	112	0.9%	0.9%	4.5%	14.3%	32.1%	46.4%	0.9%	6.3%	92.9%	78.6%
5. All special education services identified in my child's IEP have been provided.	112	1.8%	0.9%	2.7%	9.8%	33.0%	49.1%	2.7%	5.4%	92.0%	82.1%
6. Staff is appropriately trained and able to provide my child's specific program and services.	111	0.9%	0.9%	2.7%	16.2%	23.4%	52.3%	3.6%	4.5%	91.9%	75.7%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	112	0.0%	0.0%	1.8%	8.0%	23.2%	63.4%	3.6%	1.8%	94.6%	86.6%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	110	0.9%	0.9%	4.5%	13.6%	31.8%	43.6%	4.5%	6.4%	89.1%	75.5%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	111	0.0%	0.0%	2.7%	14.4%	26.1%	51.4%	5.4%	2.7%	91.9%	77.5%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	112	0.9%	1.8%	0.9%	8.0%	31.3%	57.1%	±	3.6%	96.4%	88.4%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	108	0.9%	0.9%	0.0%	10.2%	20.4%	67.6%	±	1.9%	98.1%	88.0%
12. I understand what is discussed at meetings to develop my child's IEP.	110	0.9%	0.9%	0.0%	3.6%	27.3%	67.3%	±	1.8%	98.2%	94.5%
13. My concerns and recommendations are documented in the development of my child's IEP.	109	1.8%	0.0%	1.8%	11.0%	27.5%	57.8%	±	3.7%	96.3%	85.3%
14. My child's evaluation report is written in terms I understand.	110	1.8%	1.8%	0.0%	10.9%	29.1%	56.4%	±	3.6%	96.4%	85.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	109	0.0%	0.0%	3.7%	6.4%	22.9%	67.0%	±	3.7%	96.3%	89.9%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	111	0.9%	1.8%	4.5%	16.2%	26.1%	50.5%	±	7.2%	92.8%	76.6%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	111	0.9%	0.9%	0.0%	9.0%	32.4%	56.8%	±	1.8%	98.2%	89.2%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	111	0.0%	0.0%	0.9%	5.4%	12.6%	81.1%	±	0.9%	99.1%	93.7%
19. If necessary, a translator was provided at the PPT meetings.	74	16.2%	0.0%	1.4%	14.9%	9.5%	58.1%	±	17.6%	82.4%	67.6%
20. The translation services provided at the PPT meetings were useful and accurate.	66	13.6%	0.0%	1.5%	16.7%	13.6%	54.5%	±	15.2%	84.8%	68.2%
21. The school district proposed the regular classroom for my child as the first placement option.	111	4.5%	0.9%	1.8%	7.2%	26.1%	45.0%	14.4%	7.2%	78.4%	71.2%

Table is continued on the next page.

## APPENDIX A.1: WINDSOR SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	96	77.1%	7.3%	3.1%	3.1%	5.2%	4.2%	±	87.5%	12.5%	9.4%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	113	0.0%	0.9%	0.0%	1.8%	13.3%	84.1%	±	0.9%	99.1%	97.3%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	109	3.7%	0.0%	3.7%	6.4%	13.8%	72.5%	±	7.3%	92.7%	86.2%
25. 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).	106	3.8%	1.9%	2.8%	10.4%	17.0%	41.5%	22.6%	8.5%	68.9%	58.5%
26. 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.	105	36.2%	4.8%	9.5%	10.5%	16.2%	22.9%	±	50.5%	49.5%	39.0%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	102	52.0%	11.8%	13.7%	6.9%	4.9%	10.8%	±	77.5%	22.5%	15.7%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	107	10.3%	3.7%	7.5%	11.2%	18.7%	17.8%	30.8%	21.5%	47.7%	36.4%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	105	12.4%	2.9%	10.5%	7.6%	15.2%	18.1%	33.3%	25.7%	41.0%	33.3%
30. My child is learning skills that will enable him/her to be as independent as possible.	110	2.7%	4.5%	6.4%	11.8%	30.0%	44.5%	±	13.6%	86.4%	74.5%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	106	4.7%	0.9%	1.9%	15.1%	33.0%	44.3%	±	7.5%	92.5%	77.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	12	0.0%	0.0%	0.0%	25.0%	16.7%	58.3%	±	0.0%	100.0%	75.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	39	5.1%	0.0%	7.7%	5.1%	35.9%	46.2%	±	12.8%	87.2%	82.1%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	36	11.1%	5.6%	5.6%	8.3%	16.7%	38.9%	13.9%	22.2%	63.9%	55.6%
35. The PPT introduced planning for my child's transition to adulthood.	38	13.2%	2.6%	5.3%	10.5%	28.9%	39.5%	±	21.1%	78.9%	68.4%
36. The school district actively encourages my child to attend and participate in PPT meetings.	37	2.7%	2.7%	0.0%	5.4%	16.2%	73.0%	±	5.4%	94.6%	89.2%
37. The PPT discussed an appropriate course of study at the high school for my child.	39	7.7%	0.0%	2.6%	15.4%	15.4%	59.0%	±	10.3%	89.7%	74.4%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	39	10.3%	0.0%	2.6%	20.5%	20.5%	46.2%	±	12.8%	87.2%	66.7%

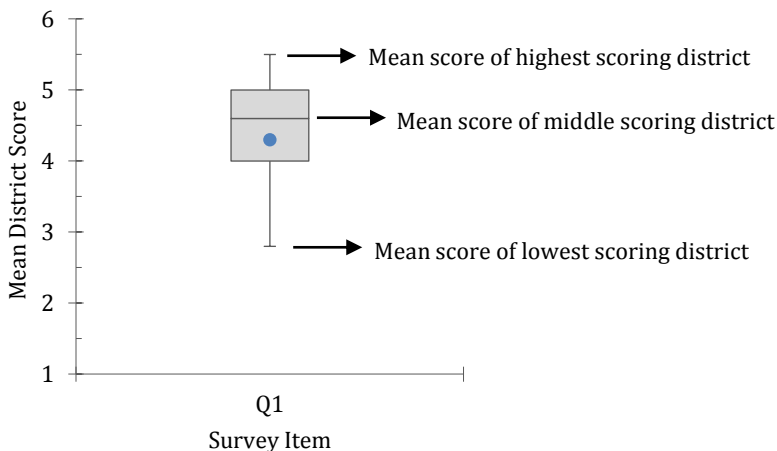
Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: WINDSOR BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>

### How to Interpret Your Box-and-Whisker Chart



□ Contains the middle 50% of mean district scores on Question 1.

● Represents the mean score for your district on Question 1.

**Result:** The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

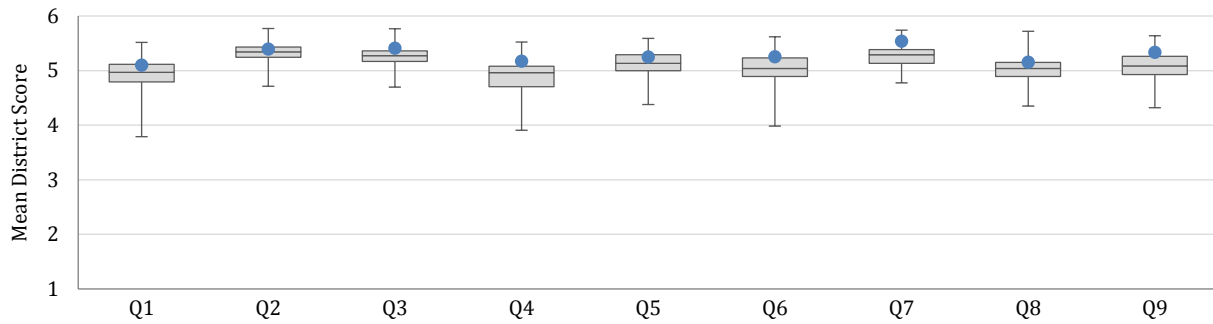
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

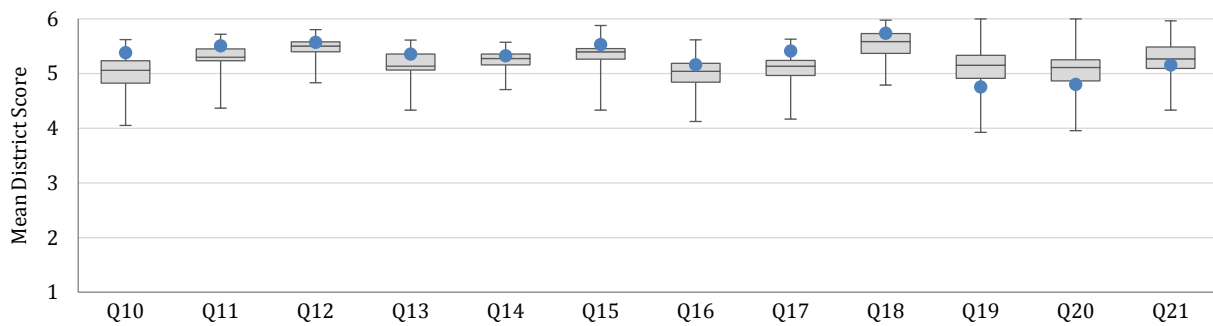
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

## APPENDIX A.2: WINDSOR BOX-AND-WHISKER CHARTS (CONTINUED)

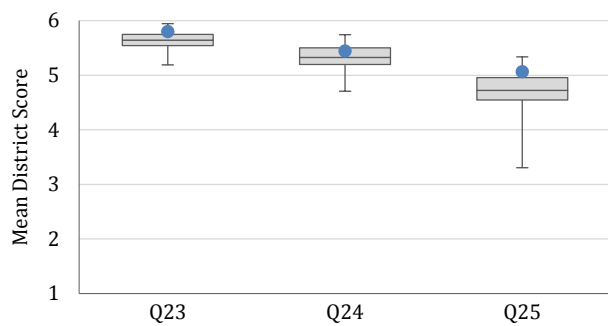
### SATISFACTION WITH MY CHILD'S PROGRAM



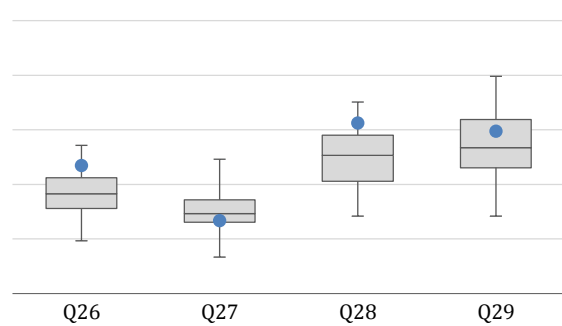
### PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



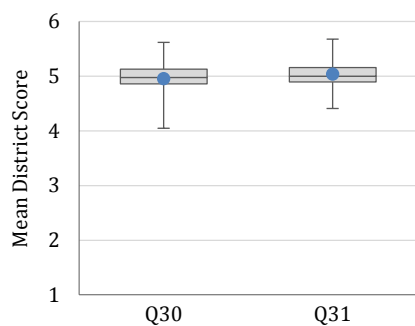
### MY CHILD'S PARTICIPATION



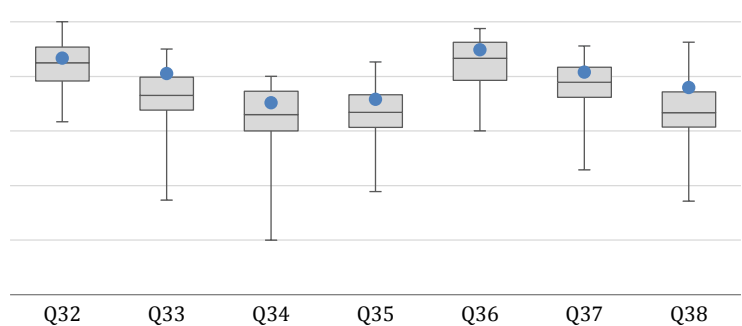
### PARENT TRAINING AND SUPPORT



### MY CHILD'S SKILLS



### TRANSITION PLANNING



**APPENDIX B | STATEWIDE RESULTS**

**B.1 | RESPONSE RATE BY DISTRICT**

**B.2 | STATEWIDE SURVEY RESPONSE TABLE**



## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. 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).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. 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.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.