

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

New Canaan Nexus District

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## 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.

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<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.)

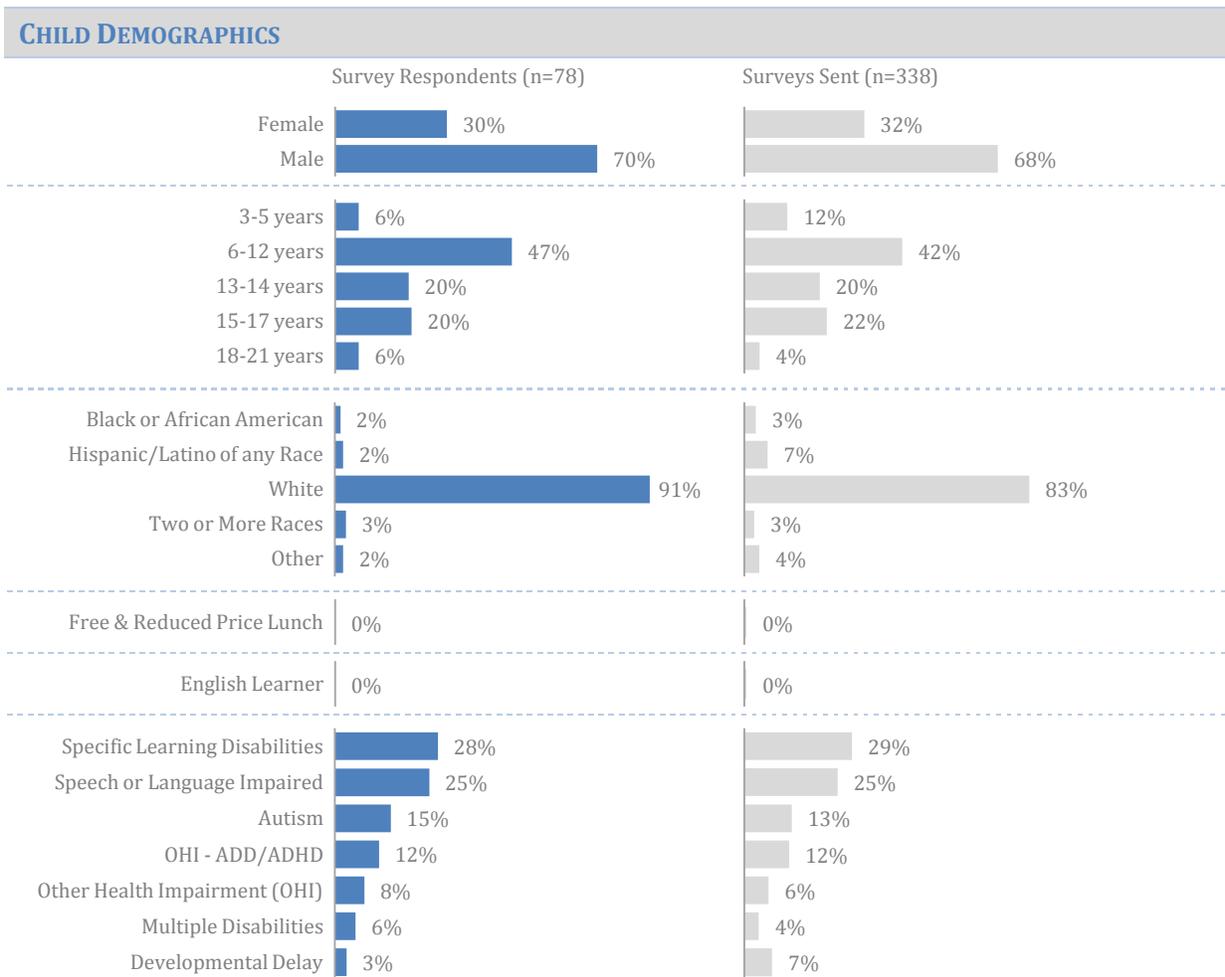
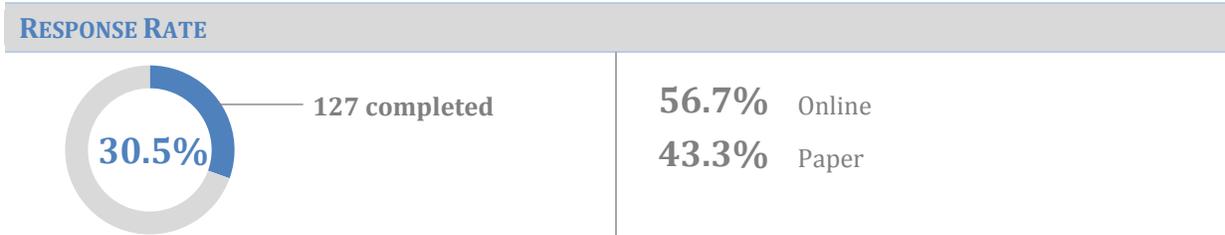
<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<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.

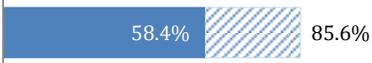
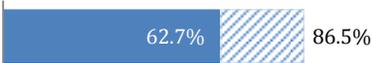
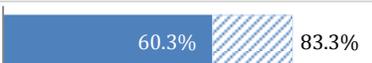
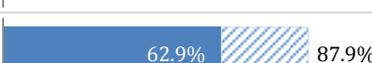
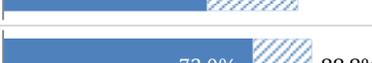
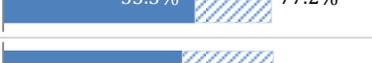
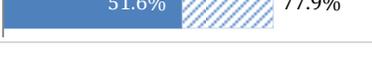
DELIVERY METHOD			
Mail	417	Mail Non-Deliverable Rate	1.0% (n=4)
Email	99.5% (n=415)	Email Non-Deliverable Rate	0.2% (n=1)



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
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*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
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*My Child's Skills*

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%

*Transition Planning*

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

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## 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.*

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<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%

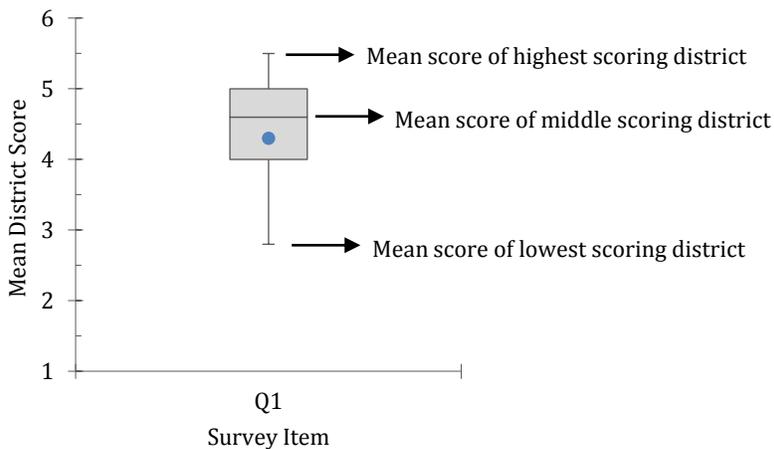
Note: High level agree = "moderately agree" + "strongly agree."

± 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.

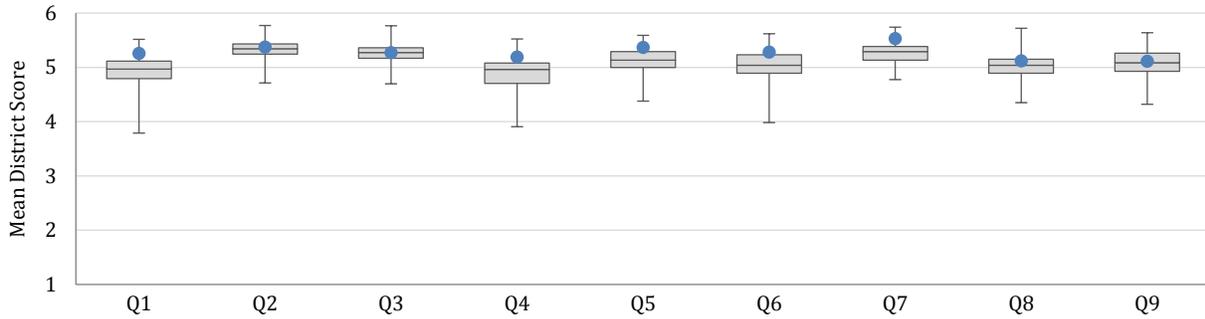
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<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.

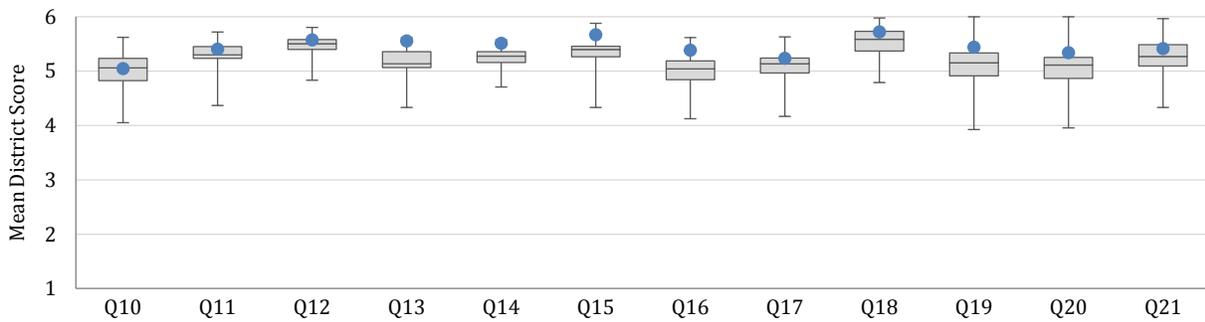
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

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

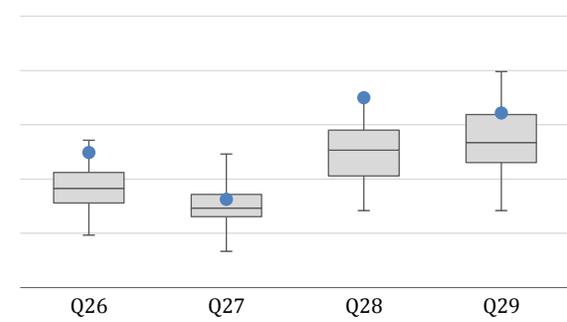
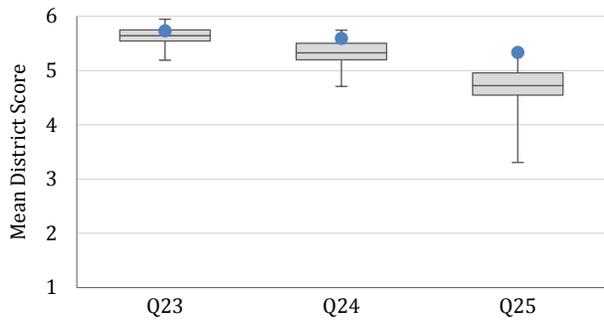
**SATISFACTION WITH MY CHILD'S PROGRAM**



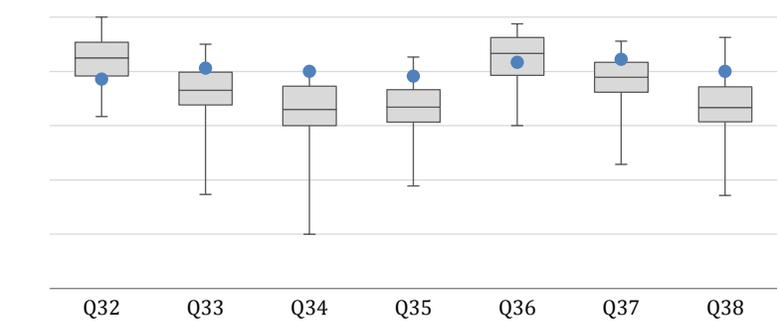
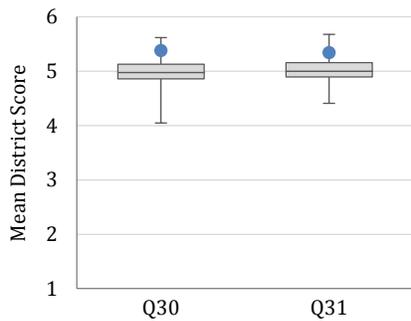
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



**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.