

2014-2015

CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

West Hartford 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.¹ The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.² 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).³

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.⁴ 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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¹ 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.

² 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.)

³ 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.

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

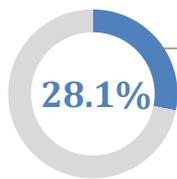
SECTION I: SURVEY DELIVERY AND RESPONSE

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	821	Mail Non-Deliverable Rate	1.5% (n=12)
Email	82.3% (n=676)	Email Non-Deliverable Rate	6.4% (n=43)

RESPONSE RATE

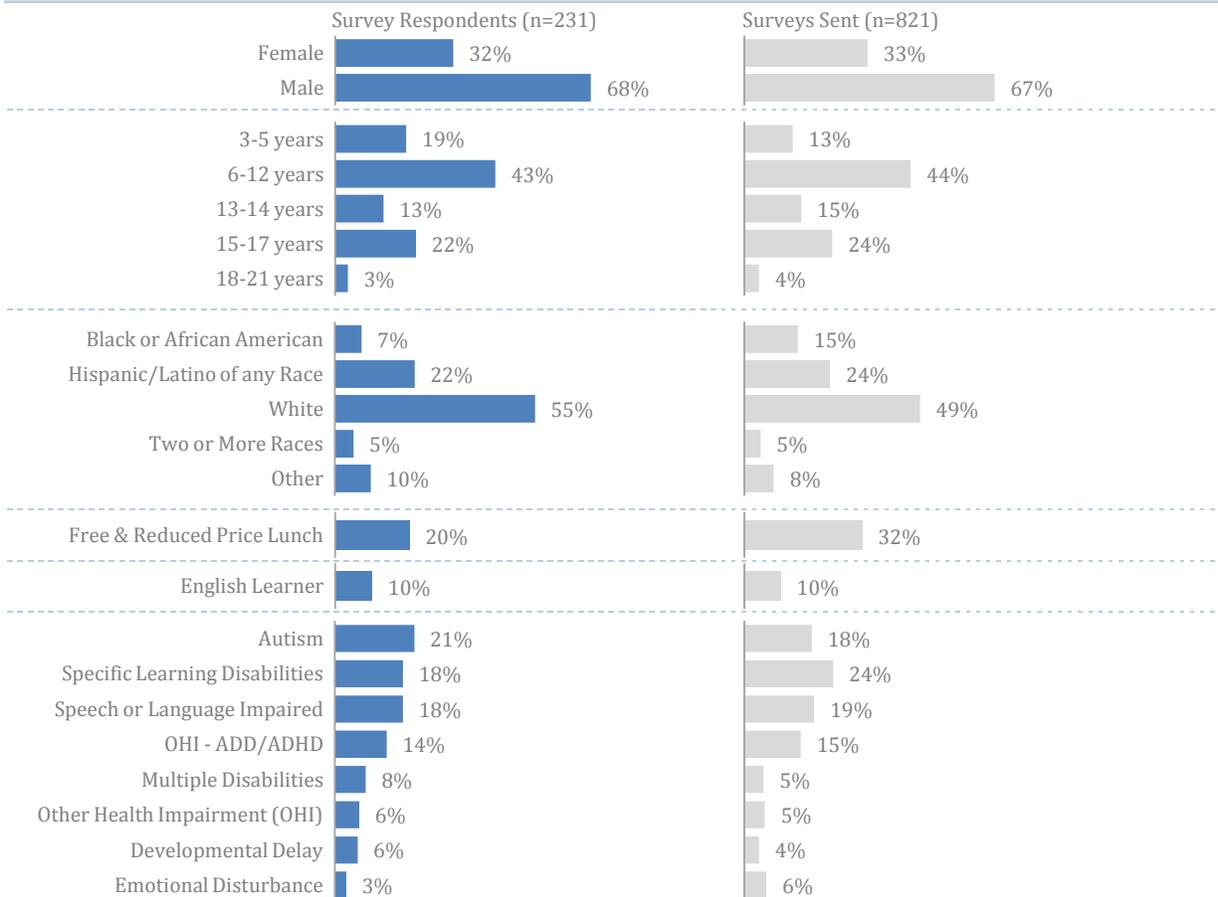


231 completed

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

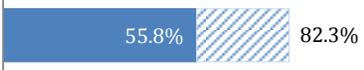
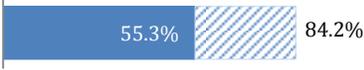
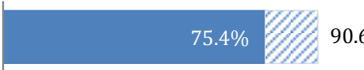
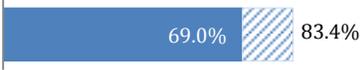
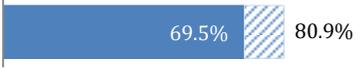
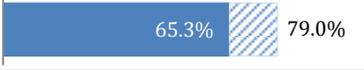
The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.⁵ The following tables include bar charts that illustrate parents’ “high level of agreement” (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% 88.2%	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		

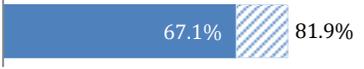
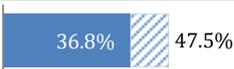
⁵ Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	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=226]		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]		93.0%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=230]		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]		86.2%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=224]		94.6%
19. If necessary, a translator was provided at the PPT meetings. [n=145]		87.6%
20. The translation services provided at the PPT meetings were useful and accurate. [n=141]		87.9%
21. The school district proposed the regular classroom for my child as the first placement option. [n=219]		82.2%

My Child's Participation

22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=183]		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]		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]		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]		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]		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]		42.2%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=220]		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]		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]		87.1%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=215]		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]		86.4%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=63]		81.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=59]		57.6%
35. The PPT introduced planning for my child's transition to adulthood. [n=61]		77.0%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=63]		87.3%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=62]		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]		80.0%

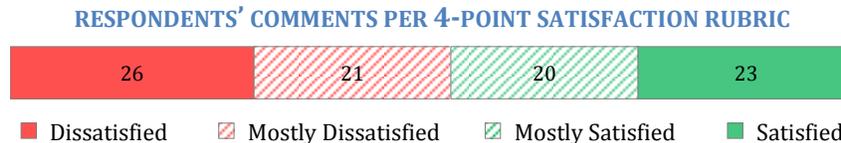
Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

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.⁶



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.*

⁶ 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%

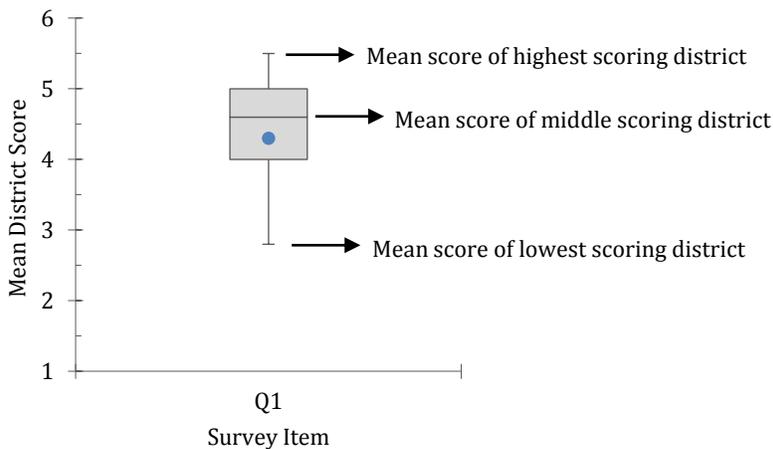
Note: High level agree = "moderately agree" + "strongly agree."

± 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.⁷ The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."⁸ 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.⁹ 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.¹⁰

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."

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

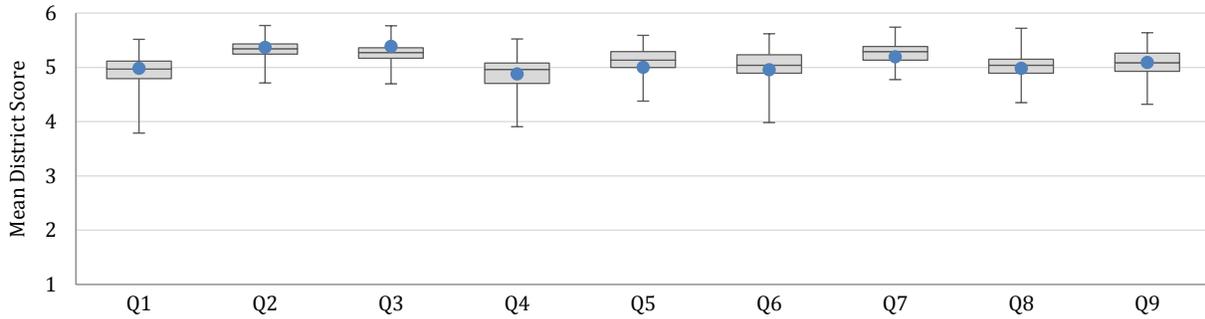
⁸ The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

⁹ 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.

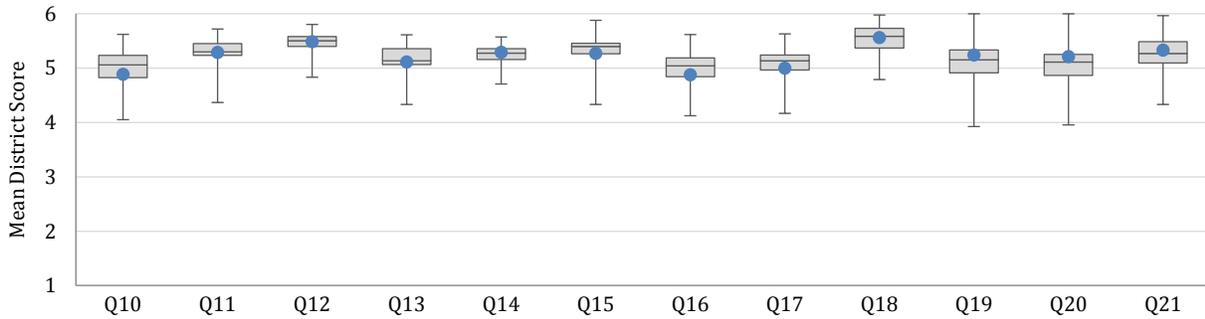
¹⁰ A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

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

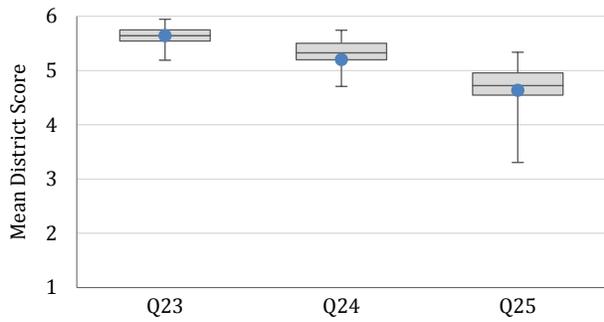
SATISFACTION WITH MY CHILD'S PROGRAM



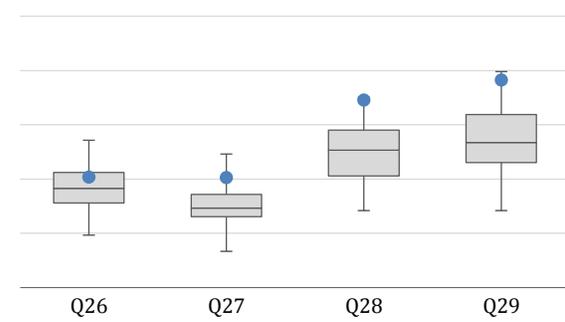
PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



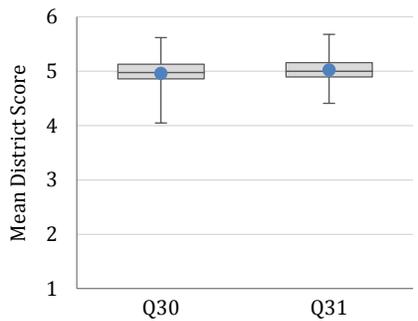
MY CHILD'S PARTICIPATION



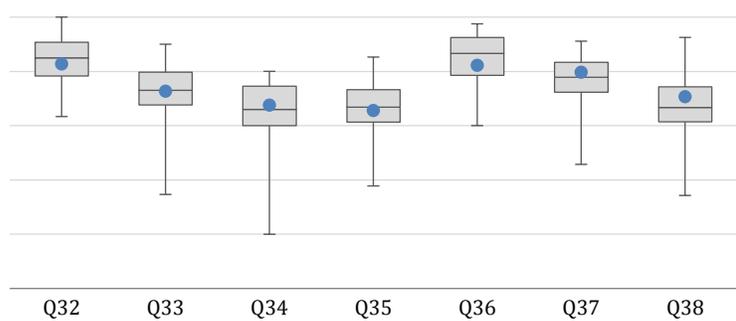
PARENT TRAINING AND SUPPORT



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%
Total	18,634	3,965	21.3%

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.