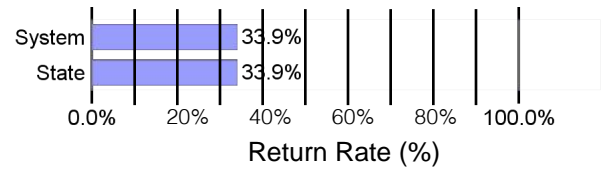




# 2016 Special Education Parent Survey Report Georgia

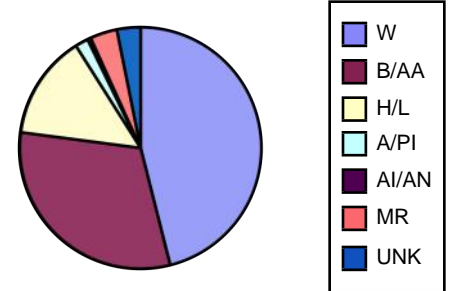
## Overview

	System	State
Number of Surveys Distributed	37,142	37,142
Number of Valid Responses	12,583	12,583
Percentage Return Rate	33.9%	33.9%

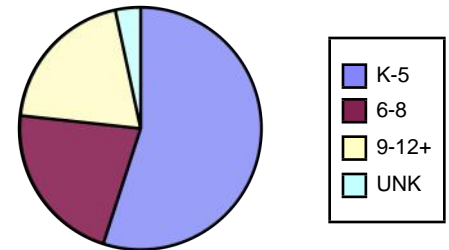


## Child Demographics

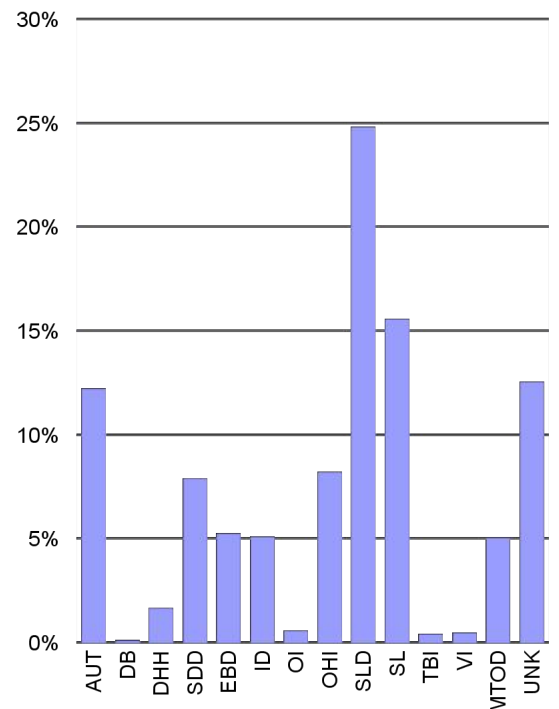
Race/Ethnicity	Count	Percent
White	5,796	46.1%
Black or African American (B/AA)	3,902	31.0%
Hispanic or Latino (H/L)	1,755	13.9%
Asian or Pacific Islander (A/PI)	219	1.7%
American Indian or Alaska Native (AI/AN)	57	0.5%
Multi-racial (MR)	456	3.6%
Unknown (UNK)	398	3.2%



Grade	Count	Percent
K-5	6,922	55.0%
6-8	2,730	21.7%
9-12+	2,507	19.9%
Unknown (UNK)	424	3.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	1,538	12.2%
Deaf-Blind (DB)	17	0.1%
Deaf-Hard of Hearing (D/HH)	211	1.7%
Significant Developmental Delay (SDD)	994	7.9%
Emotional Behavioral Disorder (EBD)	663	5.3%
Intellectual Disability (ID)	641	5.1%
Orthopedic Impairment (OI)	72	0.6%
Other Health Impairment (OHI)	1,034	8.2%
Specific Learning Disability (SLD)	3,123	24.8%
Speech/Language Impairment (SL)	1,962	15.6%
Traumatic Brain Injury (TBI)	51	0.4%
Visual Impairment including Blindness (VI)	62	0.5%
More Than One Disability (MTOD)	634	5.0%
Unknown (UNK)	1,581	12.6%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Georgia

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	49%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	71
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
8	Teachers treat me as a team member.	67
11	Teachers encourage me to participate in the decision-making process.	66
6	My child's evaluation report and other written information are written in terms I understand.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	65
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	64
9	Teachers seek out parent input.	63
13	The school communicates regularly with me regarding my child's progress on IEP goals.	62
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	62
16	The school offers parents a variety of ways to communicate with teachers.	60
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	60
17	The school gives parents the help they may need to play an active role in their child's education.	56
14	The school gives me choices with regard to services that address my child's needs.	55
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
18	The school provides information on agencies that can assist my child in the transition from school.	43
5	I was given information about organizations that offer support for parents of students with disabilities.	43
15	The school offers parents training about special education issues.	39

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

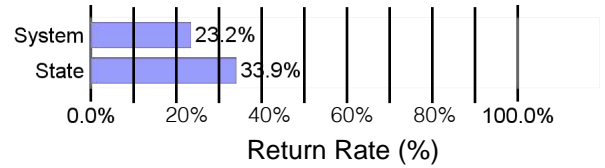
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Appling County

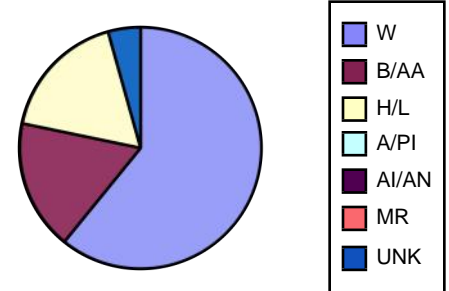
## Overview

	System	State
<b>Number of Surveys Distributed</b>	99	37,142
<b>Number of Valid Responses</b>	23	12,583
<b>Percentage Return Rate</b>	23.2%	33.9%

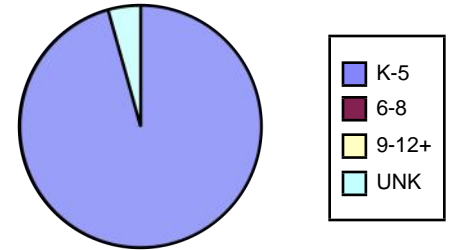


## Child Demographics

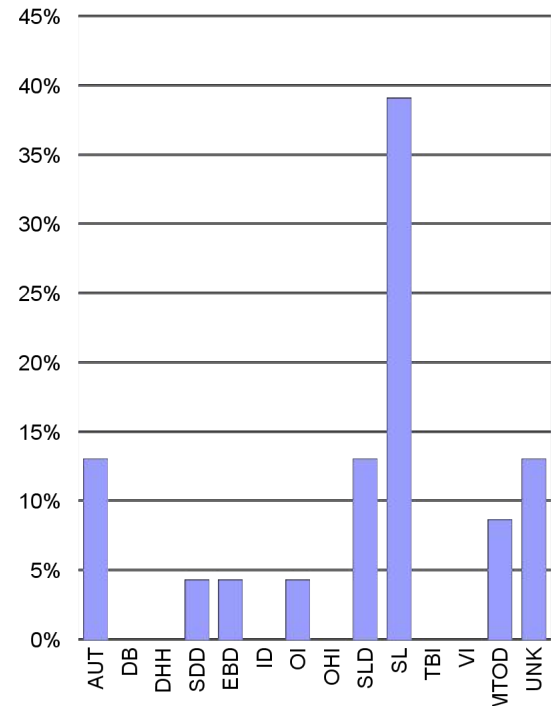
Race/Ethnicity	Count	Percent
White	14	60.9%
Black or African American (B/AA)	4	17.4%
Hispanic or Latino (H/L)	4	17.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	4.3%



Grade	Count	Percent
K-5	22	95.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	4.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	13.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	4.3%
Emotional Behavioral Disorder (EBD)	1	4.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	1	4.3%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	3	13.0%
Speech/Language Impairment (SL)	9	39.1%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	8.7%
Unknown (UNK)	3	13.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Appling County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	70%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
13	The school communicates regularly with me regarding my child's progress on IEP goals.	91
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	87
7	Teachers are available to speak with me.	83
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	83
11	Teachers encourage me to participate in the decision-making process.	82
17	The school gives parents the help they may need to play an active role in their child's education.	81
8	Teachers treat me as a team member.	78
9	Teachers seek out parent input.	78
16	The school offers parents a variety of ways to communicate with teachers.	76
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	74
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	74
18	The school provides information on agencies that can assist my child in the transition from school.	74
14	The school gives me choices with regard to services that address my child's needs.	73
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	70
6	My child's evaluation report and other written information are written in terms I understand.	70
15	The school offers parents training about special education issues.	62
5	I was given information about organizations that offer support for parents of students with disabilities.	59
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	52

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Division for Special Education Services and Supports  
Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

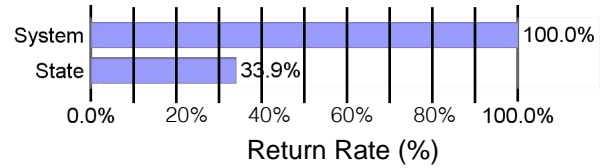
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Atkinson County

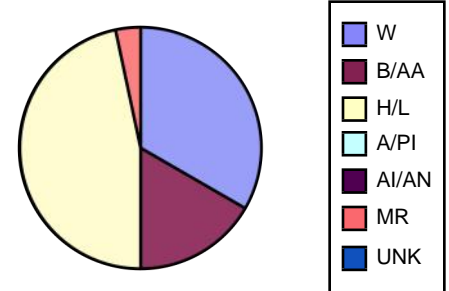
## Overview

	System	State
<b>Number of Surveys Distributed</b>	30	37,142
<b>Number of Valid Responses</b>	30	12,583
<b>Percentage Return Rate</b>	100.0%	33.9%

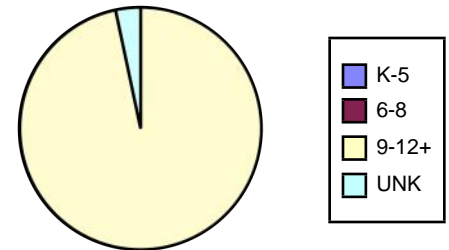


## Child Demographics

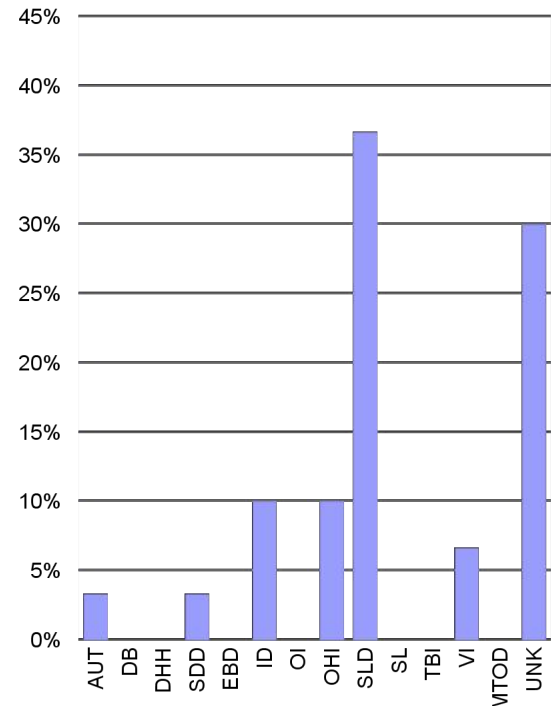
Race/Ethnicity	Count	Percent
White	10	33.3%
Black or African American (B/AA)	5	16.7%
Hispanic or Latino (H/L)	14	46.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.3%
Unknown (UNK)	0	0.0%



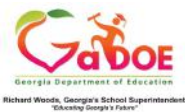
Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	29	96.7%
Unknown (UNK)	1	3.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	3.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	3.3%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	3	10.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	10.0%
Specific Learning Disability (SLD)	11	36.7%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	2	6.7%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	9	30.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Atkinson County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	47%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
6	My child's evaluation report and other written information are written in terms I understand.	73
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	67
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	63
7	Teachers are available to speak with me.	63
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	63
8	Teachers treat me as a team member.	60
11	Teachers encourage me to participate in the decision-making process.	60
16	The school offers parents a variety of ways to communicate with teachers.	60
17	The school gives parents the help they may need to play an active role in their child's education.	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	57
9	Teachers seek out parent input.	57
18	The school provides information on agencies that can assist my child in the transition from school.	57
13	The school communicates regularly with me regarding my child's progress on IEP goals.	53
14	The school gives me choices with regard to services that address my child's needs.	50
15	The school offers parents training about special education issues.	50
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
5	I was given information about organizations that offer support for parents of students with disabilities.	47

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

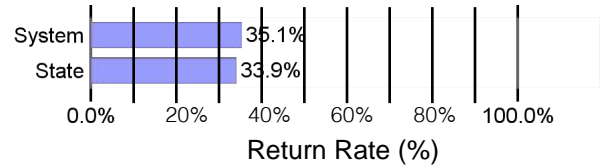
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Bacon County

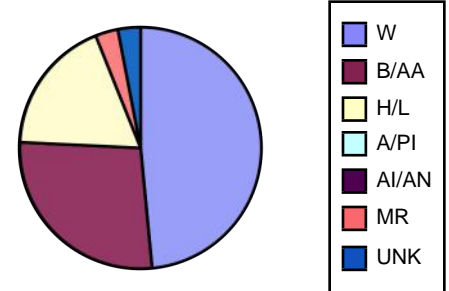
## Overview

	System	State
<b>Number of Surveys Distributed</b>	188	37,142
<b>Number of Valid Responses</b>	66	12,583
<b>Percentage Return Rate</b>	35.1%	33.9%

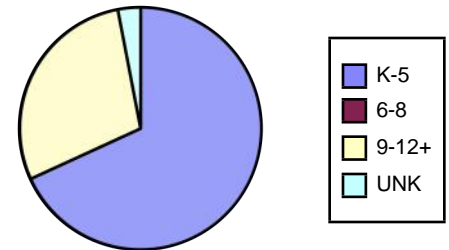


## Child Demographics

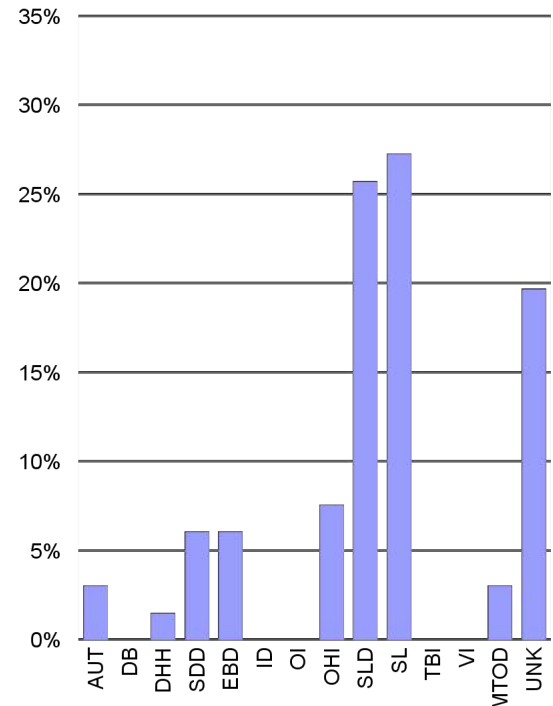
Race/Ethnicity	Count	Percent
White	32	48.5%
Black or African American (B/AA)	18	27.3%
Hispanic or Latino (H/L)	12	18.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	3.0%
Unknown (UNK)	2	3.0%



Grade	Count	Percent
K-5	45	68.2%
6-8	0	0.0%
9-12+	19	28.8%
Unknown (UNK)	2	3.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	3.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.5%
Significant Developmental Delay (SDD)	4	6.1%
Emotional Behavioral Disorder (EBD)	4	6.1%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	7.6%
Specific Learning Disability (SLD)	17	25.8%
Speech/Language Impairment (SL)	18	27.3%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	3.0%
Unknown (UNK)	13	19.7%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Bacon County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	45%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	59
13	The school communicates regularly with me regarding my child's progress on IEP goals.	59
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	58
11	Teachers encourage me to participate in the decision-making process.	58
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	58
7	Teachers are available to speak with me.	57
17	The school gives parents the help they may need to play an active role in their child's education.	57
14	The school gives me choices with regard to services that address my child's needs.	56
8	Teachers treat me as a team member.	55
9	Teachers seek out parent input.	55
16	The school offers parents a variety of ways to communicate with teachers.	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	53
6	My child's evaluation report and other written information are written in terms I understand.	53
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	47
18	The school provides information on agencies that can assist my child in the transition from school.	47
15	The school offers parents training about special education issues.	44
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	42
5	I was given information about organizations that offer support for parents of students with disabilities.	42

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

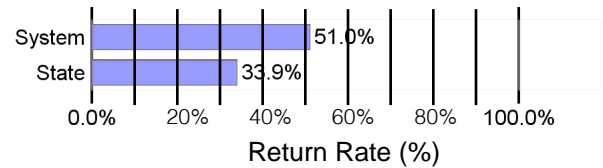




# 2016 Special Education Parent Survey Report Barrow County

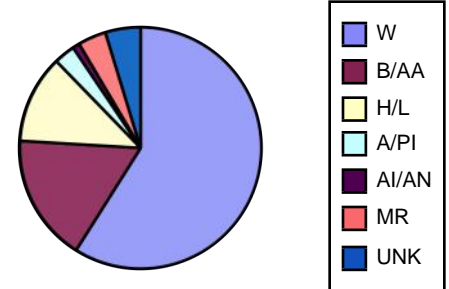
## Overview

	System	State
<b>Number of Surveys Distributed</b>	416	37,142
<b>Number of Valid Responses</b>	212	12,583
<b>Percentage Return Rate</b>	51.0%	33.9%

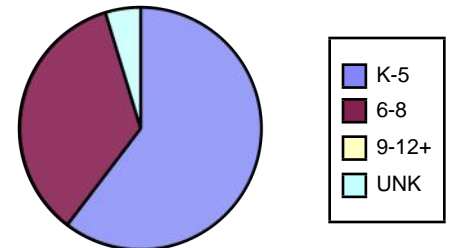


## Child Demographics

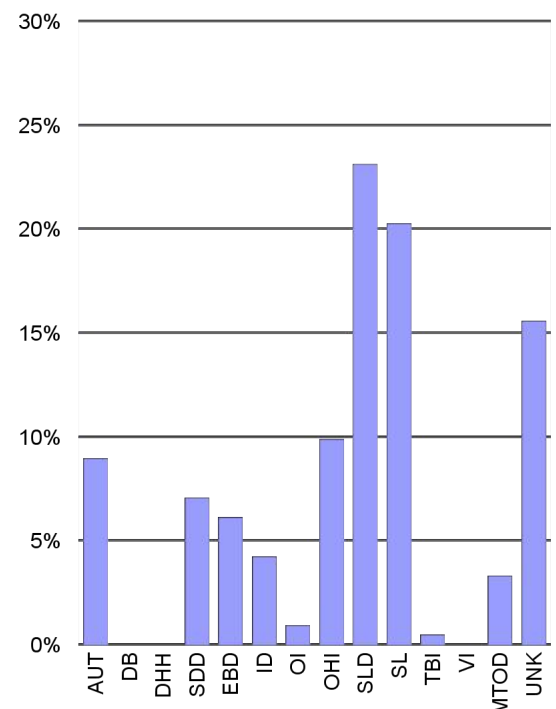
Race/Ethnicity	Count	Percent
White	125	59.0%
Black or African American (B/AA)	36	17.0%
Hispanic or Latino (H/L)	25	11.8%
Asian or Pacific Islander (A/PI)	6	2.8%
American Indian or Alaska Native (AI/AN)	2	0.9%
Multi-racial (MR)	8	3.8%
Unknown (UNK)	10	4.7%



Grade	Count	Percent
K-5	128	60.4%
6-8	74	34.9%
9-12+	0	0.0%
Unknown (UNK)	10	4.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	19	9.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	15	7.1%
Emotional Behavioral Disorder (EBD)	13	6.1%
Intellectual Disability (ID)	9	4.2%
Orthopedic Impairment (OI)	2	0.9%
Other Health Impairment (OHI)	21	9.9%
Specific Learning Disability (SLD)	49	23.1%
Speech/Language Impairment (SL)	43	20.3%
Traumatic Brain Injury (TBI)	1	0.5%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	3.3%
Unknown (UNK)	33	15.6%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Barrow County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	42%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
7	Teachers are available to speak with me.	66
11	Teachers encourage me to participate in the decision-making process.	62
8	Teachers treat me as a team member.	61
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	60
16	The school offers parents a variety of ways to communicate with teachers.	60
9	Teachers seek out parent input.	58
13	The school communicates regularly with me regarding my child's progress on IEP goals.	58
6	My child's evaluation report and other written information are written in terms I understand.	57
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	56
17	The school gives parents the help they may need to play an active role in their child's education.	55
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	55
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
14	The school gives me choices with regard to services that address my child's needs.	52
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	49
5	I was given information about organizations that offer support for parents of students with disabilities.	34
18	The school provides information on agencies that can assist my child in the transition from school.	34
15	The school offers parents training about special education issues.	25

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

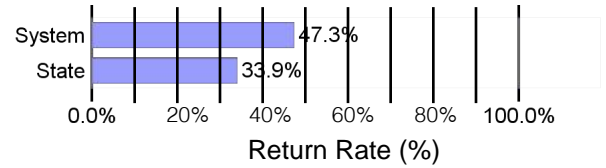
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Bartow County

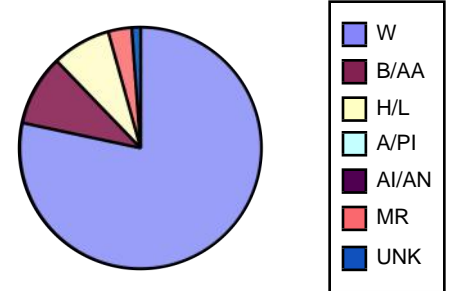
## Overview

	System	State
<b>Number of Surveys Distributed</b>	537	37,142
<b>Number of Valid Responses</b>	254	12,583
<b>Percentage Return Rate</b>	47.3%	33.9%

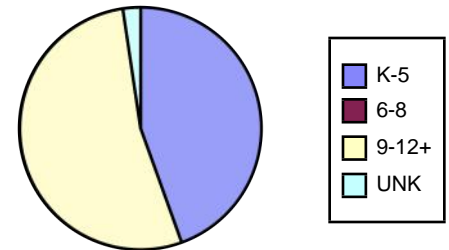


## Child Demographics

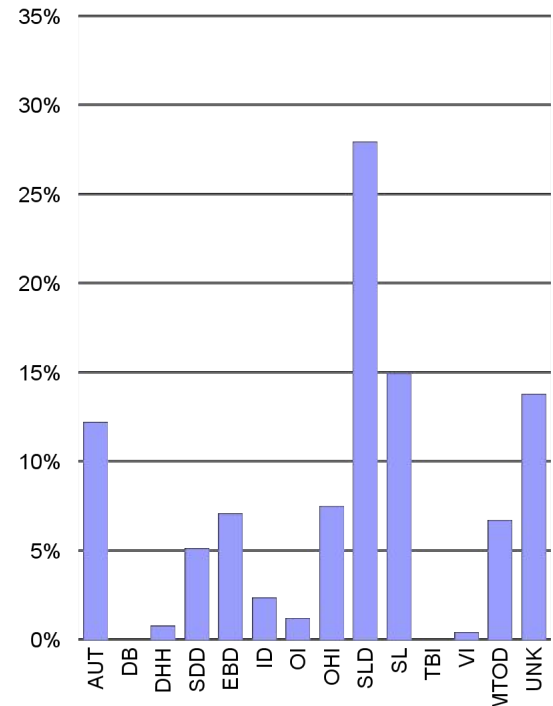
Race/Ethnicity	Count	Percent
White	199	78.3%
Black or African American (B/AA)	24	9.4%
Hispanic or Latino (H/L)	20	7.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	8	3.1%
Unknown (UNK)	3	1.2%



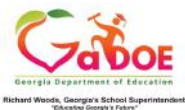
Grade	Count	Percent
K-5	113	44.5%
6-8	0	0.0%
9-12+	135	53.1%
Unknown (UNK)	6	2.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	31	12.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	0.8%
Significant Developmental Delay (SDD)	13	5.1%
Emotional Behavioral Disorder (EBD)	18	7.1%
Intellectual Disability (ID)	6	2.4%
Orthopedic Impairment (OI)	3	1.2%
Other Health Impairment (OHI)	19	7.5%
Specific Learning Disability (SLD)	71	28.0%
Speech/Language Impairment (SL)	38	15.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.4%
More Than One Disability (MTOD)	17	6.7%
Unknown (UNK)	35	13.8%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Bartow County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	50%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
7	Teachers are available to speak with me.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	65
8	Teachers treat me as a team member.	64
11	Teachers encourage me to participate in the decision-making process.	63
6	My child's evaluation report and other written information are written in terms I understand.	62
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	61
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	61
9	Teachers seek out parent input.	60
13	The school communicates regularly with me regarding my child's progress on IEP goals.	59
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	58
16	The school offers parents a variety of ways to communicate with teachers.	54
14	The school gives me choices with regard to services that address my child's needs.	54
17	The school gives parents the help they may need to play an active role in their child's education.	53
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	49
5	I was given information about organizations that offer support for parents of students with disabilities.	39
18	The school provides information on agencies that can assist my child in the transition from school.	39
15	The school offers parents training about special education issues.	30

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

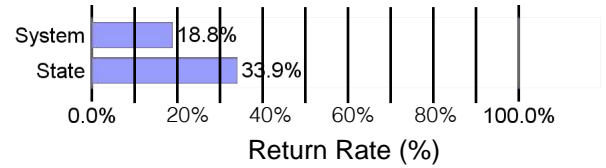
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Ben Hill County

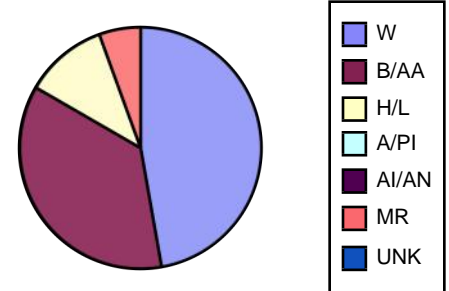
## Overview

	System	State
<b>Number of Surveys Distributed</b>	192	37,142
<b>Number of Valid Responses</b>	36	12,583
<b>Percentage Return Rate</b>	18.8%	33.9%

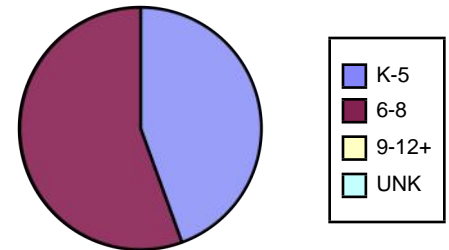


## Child Demographics

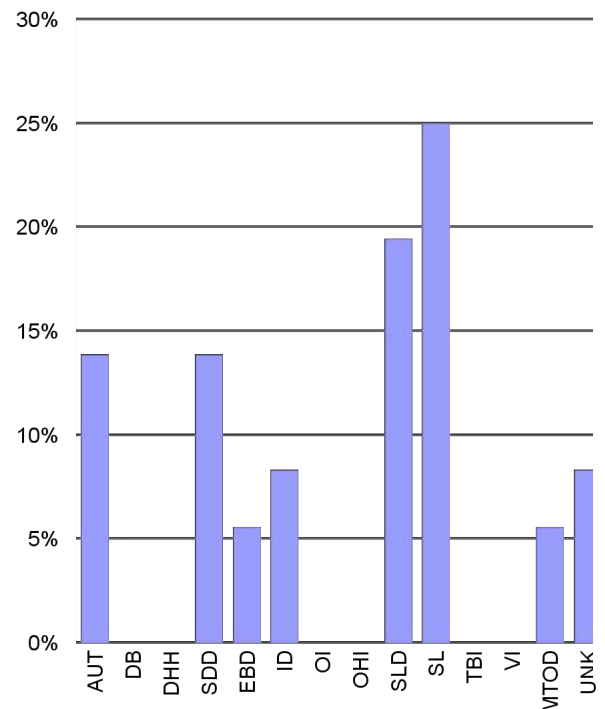
Race/Ethnicity	Count	Percent
White	17	47.2%
Black or African American (B/AA)	13	36.1%
Hispanic or Latino (H/L)	4	11.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	5.6%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	16	44.4%
6-8	20	55.6%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	13.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	13.9%
Emotional Behavioral Disorder (EBD)	2	5.6%
Intellectual Disability (ID)	3	8.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	7	19.4%
Speech/Language Impairment (SL)	9	25.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	5.6%
Unknown (UNK)	3	8.3%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Ben Hill County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	50%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
11	Teachers encourage me to participate in the decision-making process.	75
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	75
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	72
6	My child's evaluation report and other written information are written in terms I understand.	72
9	Teachers seek out parent input.	71
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	69
8	Teachers treat me as a team member.	69
13	The school communicates regularly with me regarding my child's progress on IEP goals.	69
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	67
7	Teachers are available to speak with me.	67
14	The school gives me choices with regard to services that address my child's needs.	66
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	62
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	61
17	The school gives parents the help they may need to play an active role in their child's education.	61
16	The school offers parents a variety of ways to communicate with teachers.	58
15	The school offers parents training about special education issues.	53
18	The school provides information on agencies that can assist my child in the transition from school.	50
5	I was given information about organizations that offer support for parents of students with disabilities.	44

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aladd@doe.K12.ga.us

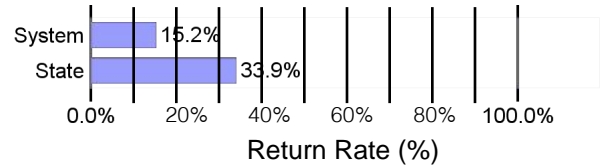
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Berrien County

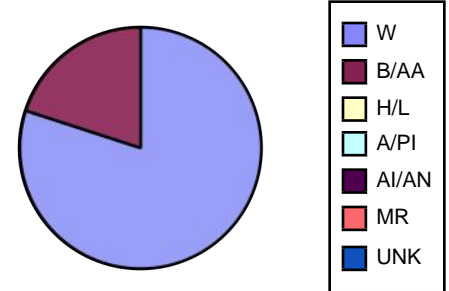
## Overview

	System	State
<b>Number of Surveys Distributed</b>	66	37,142
<b>Number of Valid Responses</b>	10	12,583
<b>Percentage Return Rate</b>	15.2%	33.9%

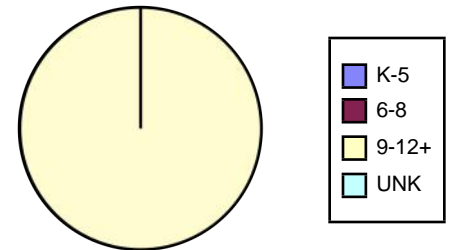


## Child Demographics

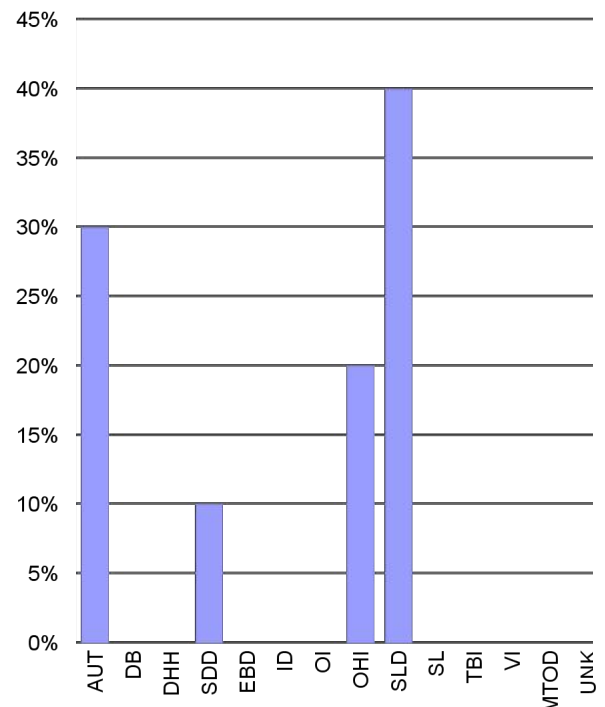
Race/Ethnicity	Count	Percent
White	8	80.0%
Black or African American (B/AA)	2	20.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	10	100.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	30.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	10.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	20.0%
Specific Learning Disability (SLD)	4	40.0%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Berrien County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	60%	49%

## Item Ranking - from Highest to Lowest Ranked Items

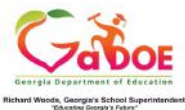
Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	80
8	Teachers treat me as a team member.	80
9	Teachers seek out parent input.	80
11	Teachers encourage me to participate in the decision-making process.	80
13	The school communicates regularly with me regarding my child's progress on IEP goals.	80
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	78
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	78
5	I was given information about organizations that offer support for parents of students with disabilities.	78
17	The school gives parents the help they may need to play an active role in their child's education.	78
18	The school provides information on agencies that can assist my child in the transition from school.	78
6	My child's evaluation report and other written information are written in terms I understand.	70
7	Teachers are available to speak with me.	70
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	70
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	70
14	The school gives me choices with regard to services that address my child's needs.	70
16	The school offers parents a variety of ways to communicate with teachers.	56
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
15	The school offers parents training about special education issues.	33

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 Georgia Department of Education  
 (404) 657-7328  
 aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

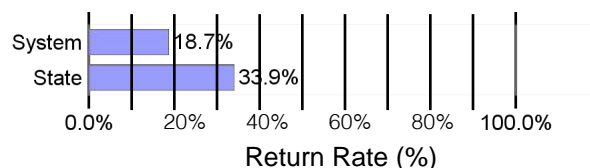




# 2016 Special Education Parent Survey Report Bibb County

## Overview

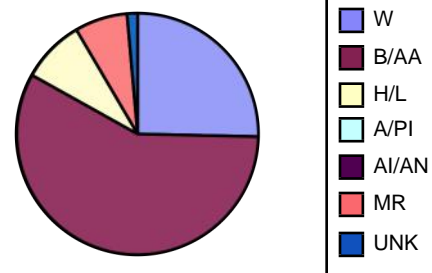
	System	State
Number of Surveys Distributed	380	37,142
Number of Valid Responses	71	12,583
Percentage Return Rate	18.7%	33.9%



## Child Demographics

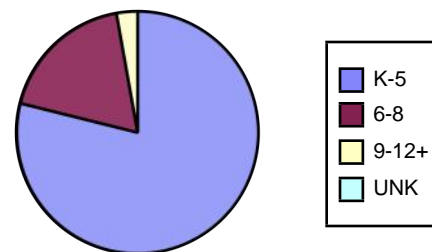
### Race/Ethnicity

Race/Ethnicity	Count	Percent
White	18	25.4%
Black or African American (B/AA)	41	57.7%
Hispanic or Latino (H/L)	6	8.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	7.0%
Unknown (UNK)	1	1.4%



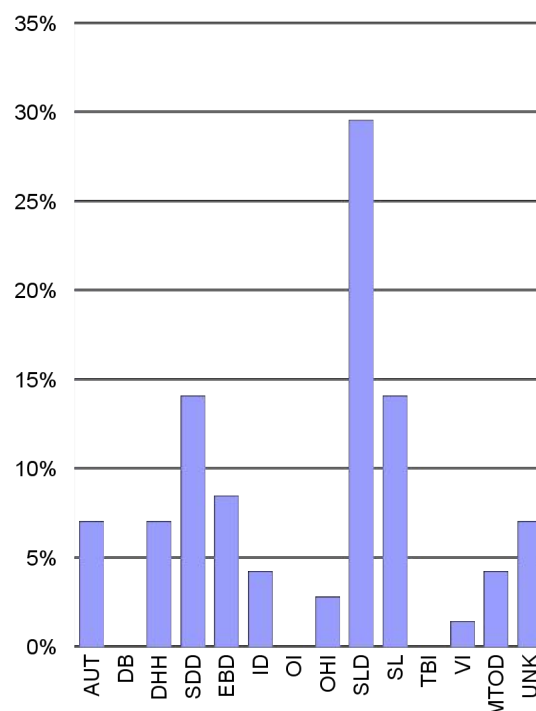
### Grade

Grade	Count	Percent
K-5	56	78.9%
6-8	13	18.3%
9-12+	2	2.8%
Unknown (UNK)	0	0.0%



### Primary Exceptionality

Primary Exceptionality	Count	Percent
Autism (AUT)	5	7.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	5	7.0%
Significant Developmental Delay (SDD)	10	14.1%
Emotional Behavioral Disorder (EBD)	6	8.5%
Intellectual Disability (ID)	3	4.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	2.8%
Specific Learning Disability (SLD)	21	29.6%
Speech/Language Impairment (SL)	10	14.1%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.4%
More Than One Disability (MTOD)	3	4.2%
Unknown (UNK)	5	7.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Bibb County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	62%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
6	My child's evaluation report and other written information are written in terms I understand.	84
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	79
8	Teachers treat me as a team member.	79
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	79
7	Teachers are available to speak with me.	77
9	Teachers seek out parent input.	76
11	Teachers encourage me to participate in the decision-making process.	76
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	76
13	The school communicates regularly with me regarding my child's progress on IEP goals.	76
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	74
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	72
14	The school gives me choices with regard to services that address my child's needs.	72
5	I was given information about organizations that offer support for parents of students with disabilities.	69
17	The school gives parents the help they may need to play an active role in their child's education.	69
16	The school offers parents a variety of ways to communicate with teachers.	68
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	65
15	The school offers parents training about special education issues.	56
18	The school provides information on agencies that can assist my child in the transition from school.	55

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

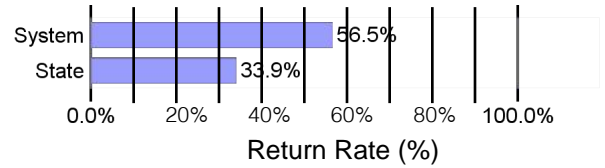
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Brantley County

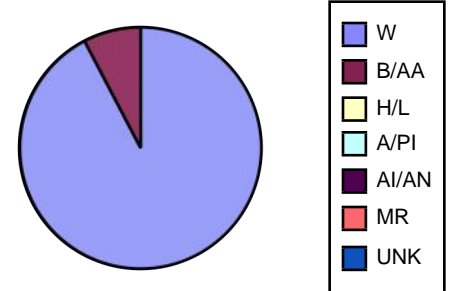
## Overview

	System	State
<b>Number of Surveys Distributed</b>	23	37,142
<b>Number of Valid Responses</b>	13	12,583
<b>Percentage Return Rate</b>	56.5%	33.9%

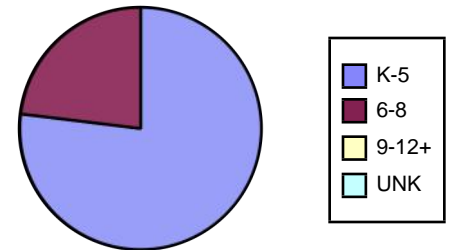


## Child Demographics

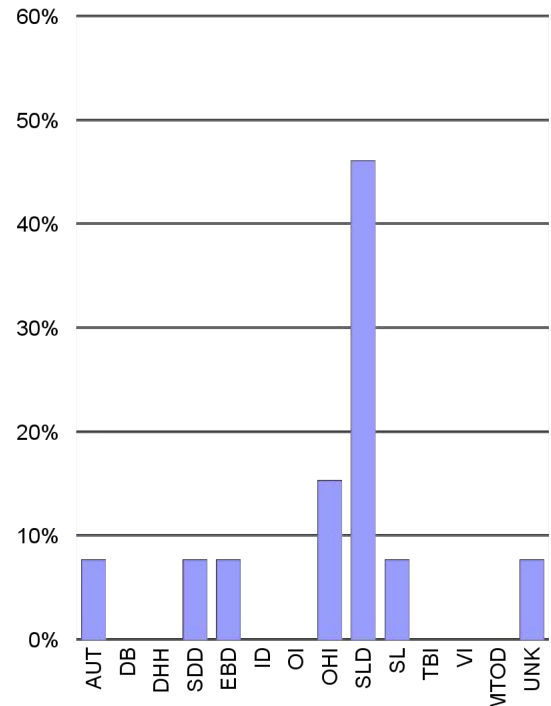
Race/Ethnicity	Count	Percent
White	12	92.3%
Black or African American (B/AA)	1	7.7%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	10	76.9%
6-8	3	23.1%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	7.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	7.7%
Emotional Behavioral Disorder (EBD)	1	7.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	15.4%
Specific Learning Disability (SLD)	6	46.2%
Speech/Language Impairment (SL)	1	7.7%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	1	7.7%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Brantley County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	46%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	85
11	Teachers encourage me to participate in the decision-making process.	85
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	77
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	77
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	77
7	Teachers are available to speak with me.	69
8	Teachers treat me as a team member.	69
13	The school communicates regularly with me regarding my child's progress on IEP goals.	69
14	The school gives me choices with regard to services that address my child's needs.	69
6	My child's evaluation report and other written information are written in terms I understand.	62
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
16	The school offers parents a variety of ways to communicate with teachers.	54
17	The school gives parents the help they may need to play an active role in their child's education.	54
18	The school provides information on agencies that can assist my child in the transition from school.	54
5	I was given information about organizations that offer support for parents of students with disabilities.	46
9	Teachers seek out parent input.	46
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	46
15	The school offers parents training about special education issues.	31

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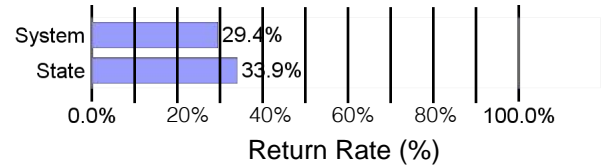
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Brooks County

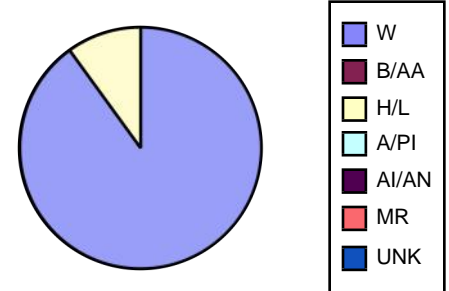
## Overview

	System	State
Number of Surveys Distributed	34	37,142
Number of Valid Responses	10	12,583
Percentage Return Rate	29.4%	33.9%

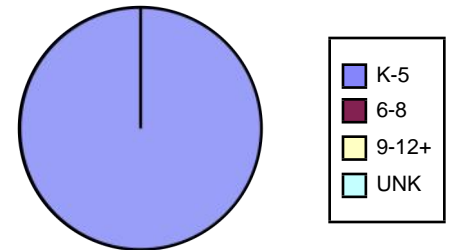


## Child Demographics

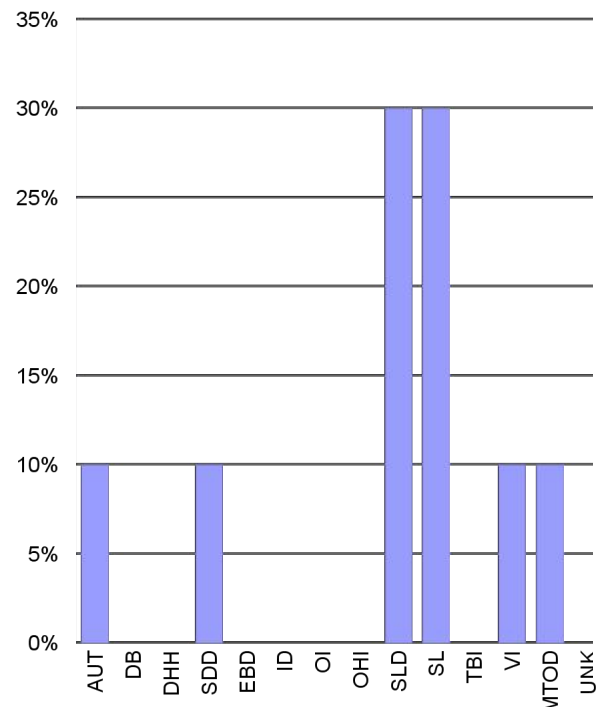
Race/Ethnicity	Count	Percent
White	9	90.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	1	10.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



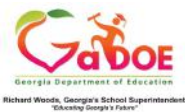
Grade	Count	Percent
K-5	10	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	10.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	10.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	3	30.0%
Speech/Language Impairment (SL)	3	30.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	10.0%
More Than One Disability (MTOD)	1	10.0%
Unknown (UNK)	0	0.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Brooks County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	70%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
5	I was given information about organizations that offer support for parents of students with disabilities.	89
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	78
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	78
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	70
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
6	My child's evaluation report and other written information are written in terms I understand.	70
7	Teachers are available to speak with me.	70
8	Teachers treat me as a team member.	70
9	Teachers seek out parent input.	70
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	70
11	Teachers encourage me to participate in the decision-making process.	70
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	70
13	The school communicates regularly with me regarding my child's progress on IEP goals.	70
14	The school gives me choices with regard to services that address my child's needs.	70
15	The school offers parents training about special education issues.	70
16	The school offers parents a variety of ways to communicate with teachers.	70
17	The school gives parents the help they may need to play an active role in their child's education.	70
18	The school provides information on agencies that can assist my child in the transition from school.	70

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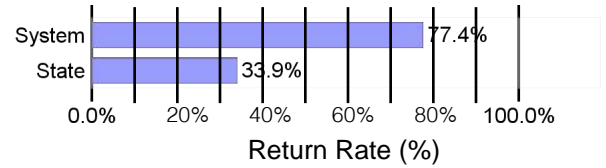
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Bryan County

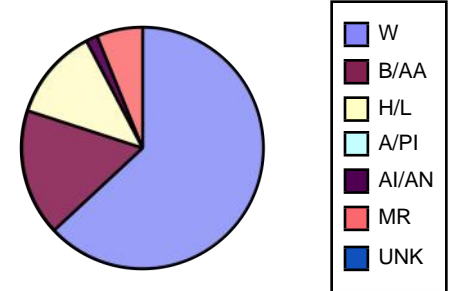
## Overview

	System	State
<b>Number of Surveys Distributed</b>	84	37,142
<b>Number of Valid Responses</b>	65	12,583
<b>Percentage Return Rate</b>	77.4%	33.9%

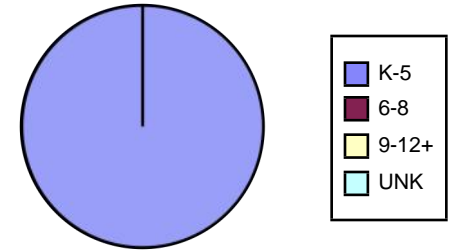


## Child Demographics

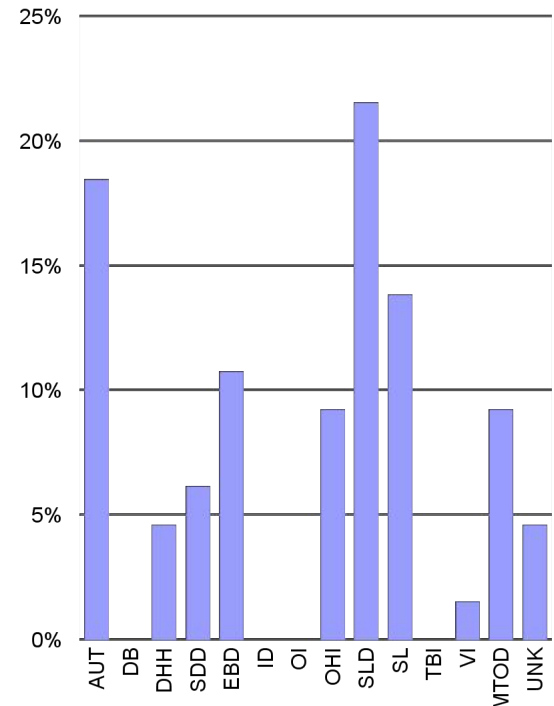
Race/Ethnicity	Count	Percent
White	41	63.1%
Black or African American (B/AA)	11	16.9%
Hispanic or Latino (H/L)	8	12.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	1.5%
Multi-racial (MR)	4	6.2%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	65	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	12	18.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	4.6%
Significant Developmental Delay (SDD)	4	6.2%
Emotional Behavioral Disorder (EBD)	7	10.8%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	9.2%
Specific Learning Disability (SLD)	14	21.5%
Speech/Language Impairment (SL)	9	13.8%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.5%
More Than One Disability (MTOD)	6	9.2%
Unknown (UNK)	3	4.6%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Bryan County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	62%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	78
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	78
7	Teachers are available to speak with me.	78
13	The school communicates regularly with me regarding my child's progress on IEP goals.	78
8	Teachers treat me as a team member.	77
9	Teachers seek out parent input.	74
11	Teachers encourage me to participate in the decision-making process.	74
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	73
16	The school offers parents a variety of ways to communicate with teachers.	72
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	71
6	My child's evaluation report and other written information are written in terms I understand.	71
14	The school gives me choices with regard to services that address my child's needs.	69
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	69
17	The school gives parents the help they may need to play an active role in their child's education.	64
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	58
5	I was given information about organizations that offer support for parents of students with disabilities.	50
15	The school offers parents training about special education issues.	40
18	The school provides information on agencies that can assist my child in the transition from school.	40

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

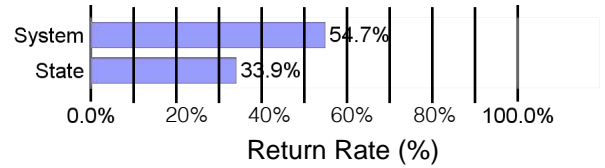




# 2016 Special Education Parent Survey Report Bulloch County

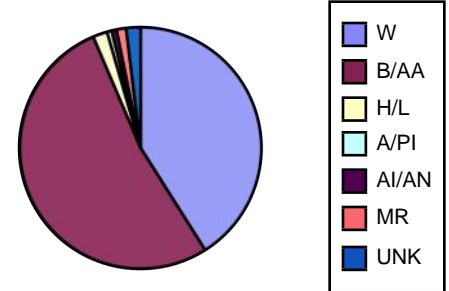
## Overview

	System	State
<b>Number of Surveys Distributed</b>	285	37,142
<b>Number of Valid Responses</b>	156	12,583
<b>Percentage Return Rate</b>	54.7%	33.9%

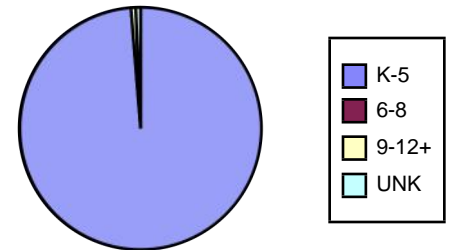


## Child Demographics

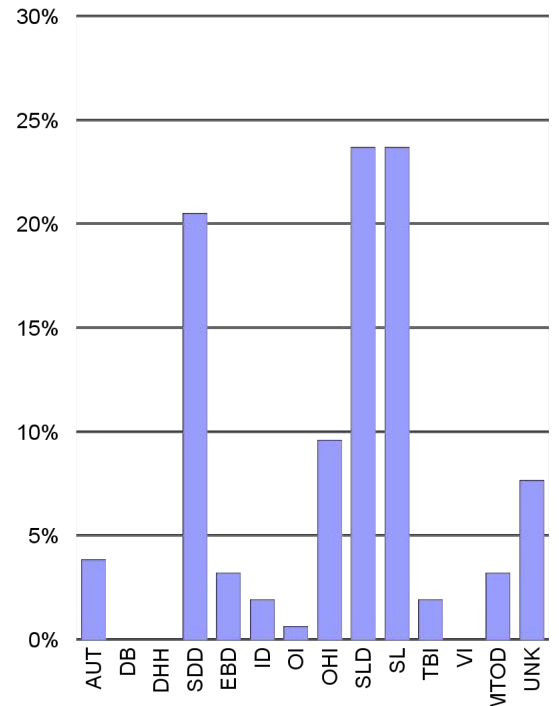
Race/Ethnicity	Count	Percent
White	64	41.0%
Black or African American (B/AA)	82	52.6%
Hispanic or Latino (H/L)	3	1.9%
Asian or Pacific Islander (A/PI)	1	0.6%
American Indian or Alaska Native (AI/AN)	1	0.6%
Multi-racial (MR)	2	1.3%
Unknown (UNK)	3	1.9%



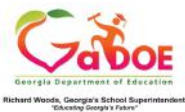
Grade	Count	Percent
K-5	154	98.7%
6-8	0	0.0%
9-12+	1	0.6%
Unknown (UNK)	1	0.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	3.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	32	20.5%
Emotional Behavioral Disorder (EBD)	5	3.2%
Intellectual Disability (ID)	3	1.9%
Orthopedic Impairment (OI)	1	0.6%
Other Health Impairment (OHI)	15	9.6%
Specific Learning Disability (SLD)	37	23.7%
Speech/Language Impairment (SL)	37	23.7%
Traumatic Brain Injury (TBI)	3	1.9%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	3.2%
Unknown (UNK)	12	7.7%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Bulloch County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	52%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	66
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	64
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	62
13	The school communicates regularly with me regarding my child's progress on IEP goals.	62
8	Teachers treat me as a team member.	61
9	Teachers seek out parent input.	61
11	Teachers encourage me to participate in the decision-making process.	61
6	My child's evaluation report and other written information are written in terms I understand.	61
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	60
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	59
16	The school offers parents a variety of ways to communicate with teachers.	58
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	57
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	57
17	The school gives parents the help they may need to play an active role in their child's education.	54
5	I was given information about organizations that offer support for parents of students with disabilities.	53
14	The school gives me choices with regard to services that address my child's needs.	52
18	The school provides information on agencies that can assist my child in the transition from school.	48
15	The school offers parents training about special education issues.	41

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aladd@doe.K12.ga.us

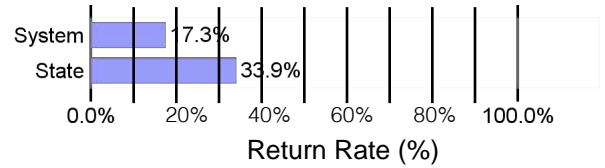
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Butts County

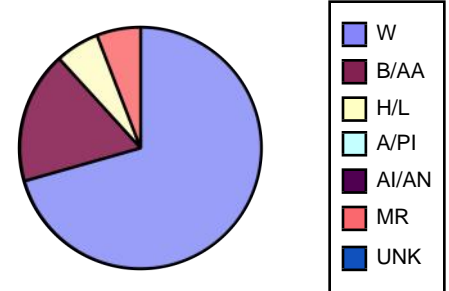
## Overview

	System	State
<b>Number of Surveys Distributed</b>	98	37,142
<b>Number of Valid Responses</b>	17	12,583
<b>Percentage Return Rate</b>	17.3%	33.9%

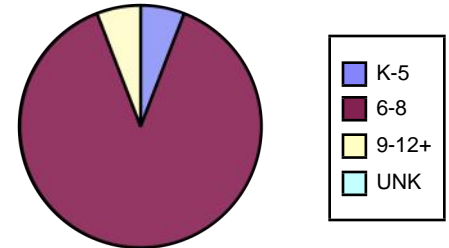


## Child Demographics

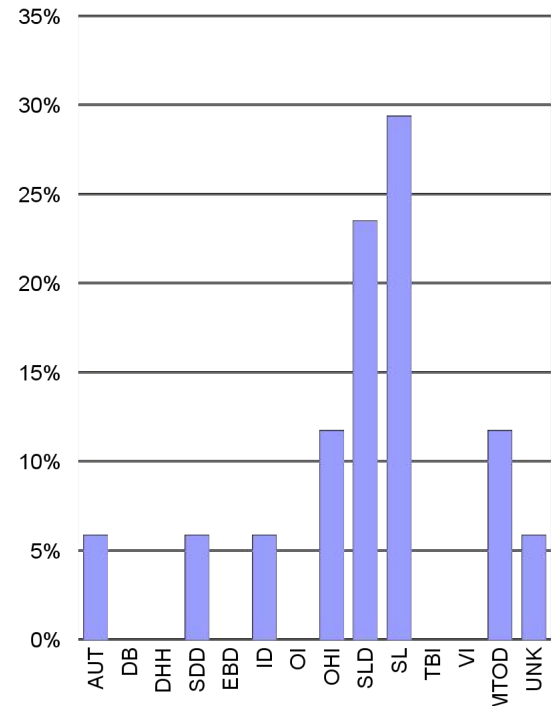
Race/Ethnicity	Count	Percent
White	12	70.6%
Black or African American (B/AA)	3	17.6%
Hispanic or Latino (H/L)	1	5.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	5.9%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	5.9%
6-8	15	88.2%
9-12+	1	5.9%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	5.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	5.9%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	5.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	11.8%
Specific Learning Disability (SLD)	4	23.5%
Speech/Language Impairment (SL)	5	29.4%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	11.8%
Unknown (UNK)	1	5.9%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Butts County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	29%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
13	The school communicates regularly with me regarding my child's progress on IEP goals.	59
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	53
11	Teachers encourage me to participate in the decision-making process.	53
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	53
9	Teachers seek out parent input.	50
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	47
6	My child's evaluation report and other written information are written in terms I understand.	47
7	Teachers are available to speak with me.	47
8	Teachers treat me as a team member.	47
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	44
14	The school gives me choices with regard to services that address my child's needs.	41
17	The school gives parents the help they may need to play an active role in their child's education.	41
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	38
5	I was given information about organizations that offer support for parents of students with disabilities.	35
15	The school offers parents training about special education issues.	29
16	The school offers parents a variety of ways to communicate with teachers.	29
18	The school provides information on agencies that can assist my child in the transition from school.	25

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Georgia Department of Education  
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aladd@doe.K12.ga.us

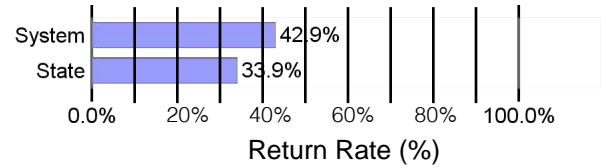
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Camden County

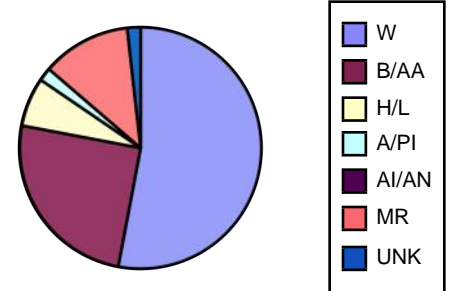
## Overview

	System	State
<b>Number of Surveys Distributed</b>	392	37,142
<b>Number of Valid Responses</b>	168	12,583
<b>Percentage Return Rate</b>	42.9%	33.9%

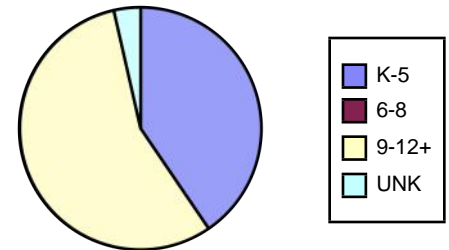


## Child Demographics

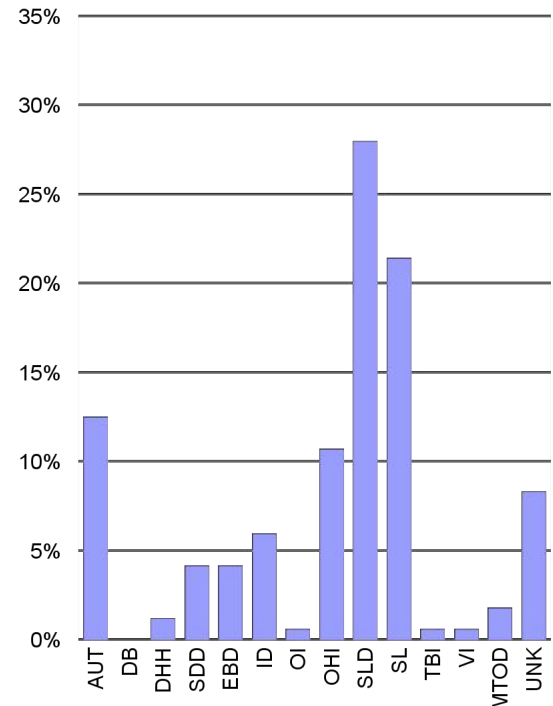
Race/Ethnicity	Count	Percent
White	89	53.0%
Black or African American (B/AA)	42	25.0%
Hispanic or Latino (H/L)	11	6.5%
Asian or Pacific Islander (A/PI)	3	1.8%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	20	11.9%
Unknown (UNK)	3	1.8%



Grade	Count	Percent
K-5	68	40.5%
6-8	0	0.0%
9-12+	94	56.0%
Unknown (UNK)	6	3.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	21	12.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	1.2%
Significant Developmental Delay (SDD)	7	4.2%
Emotional Behavioral Disorder (EBD)	7	4.2%
Intellectual Disability (ID)	10	6.0%
Orthopedic Impairment (OI)	1	0.6%
Other Health Impairment (OHI)	18	10.7%
Specific Learning Disability (SLD)	47	28.0%
Speech/Language Impairment (SL)	36	21.4%
Traumatic Brain Injury (TBI)	1	0.6%
Visual Impairment including Blindness (VI)	1	0.6%
More Than One Disability (MTOD)	3	1.8%
Unknown (UNK)	14	8.3%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Camden County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	57%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
7	Teachers are available to speak with me.	70
11	Teachers encourage me to participate in the decision-making process.	68
6	My child's evaluation report and other written information are written in terms I understand.	68
8	Teachers treat me as a team member.	67
9	Teachers seek out parent input.	66
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	66
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	66
16	The school offers parents a variety of ways to communicate with teachers.	64
13	The school communicates regularly with me regarding my child's progress on IEP goals.	64
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	63
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	63
14	The school gives me choices with regard to services that address my child's needs.	60
17	The school gives parents the help they may need to play an active role in their child's education.	57
5	I was given information about organizations that offer support for parents of students with disabilities.	57
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	55
18	The school provides information on agencies that can assist my child in the transition from school.	53
15	The school offers parents training about special education issues.	48

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aladd@doe.K12.ga.us

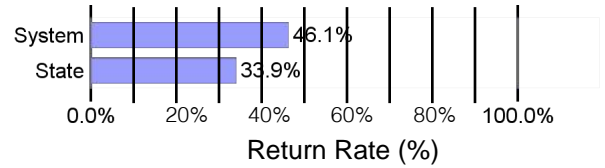
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Carroll County

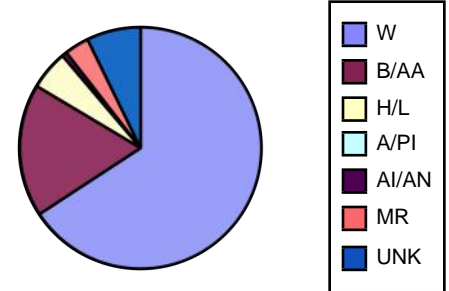
## Overview

	System	State
Number of Surveys Distributed	330	37,142
Number of Valid Responses	152	12,583
Percentage Return Rate	46.1%	33.9%

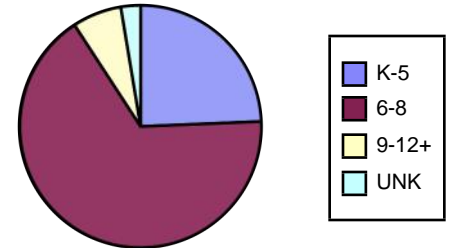


## Child Demographics

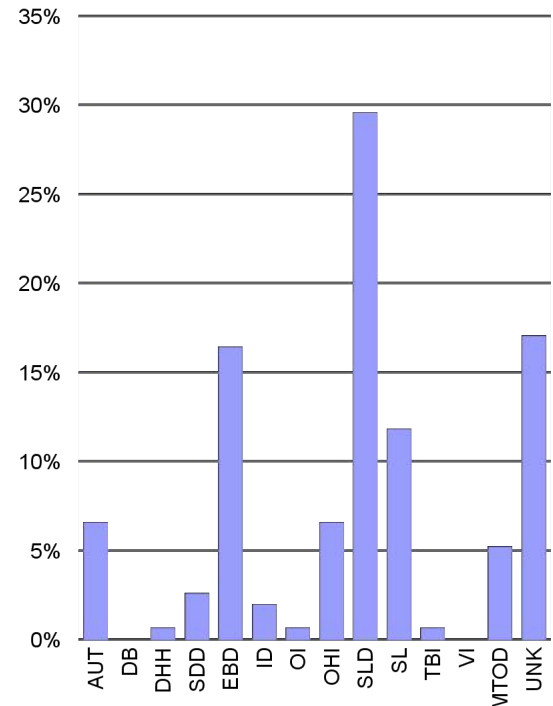
Race/Ethnicity	Count	Percent
White	100	65.8%
Black or African American (B/AA)	27	17.8%
Hispanic or Latino (H/L)	8	5.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	0.7%
Multi-racial (MR)	5	3.3%
Unknown (UNK)	11	7.2%



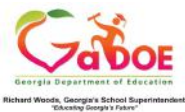
Grade	Count	Percent
K-5	37	24.3%
6-8	101	66.4%
9-12+	10	6.6%
Unknown (UNK)	4	2.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	10	6.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.7%
Significant Developmental Delay (SDD)	4	2.6%
Emotional Behavioral Disorder (EBD)	25	16.4%
Intellectual Disability (ID)	3	2.0%
Orthopedic Impairment (OI)	1	0.7%
Other Health Impairment (OHI)	10	6.6%
Specific Learning Disability (SLD)	45	29.6%
Speech/Language Impairment (SL)	18	11.8%
Traumatic Brain Injury (TBI)	1	0.7%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	8	5.3%
Unknown (UNK)	26	17.1%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Carroll County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	43%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	64
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
7	Teachers are available to speak with me.	63
11	Teachers encourage me to participate in the decision-making process.	62
8	Teachers treat me as a team member.	60
6	My child's evaluation report and other written information are written in terms I understand.	60
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	59
13	The school communicates regularly with me regarding my child's progress on IEP goals.	57
9	Teachers seek out parent input.	57
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	57
16	The school offers parents a variety of ways to communicate with teachers.	56
14	The school gives me choices with regard to services that address my child's needs.	54
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	53
17	The school gives parents the help they may need to play an active role in their child's education.	51
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	46
5	I was given information about organizations that offer support for parents of students with disabilities.	40
18	The school provides information on agencies that can assist my child in the transition from school.	39
15	The school offers parents training about special education issues.	33

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

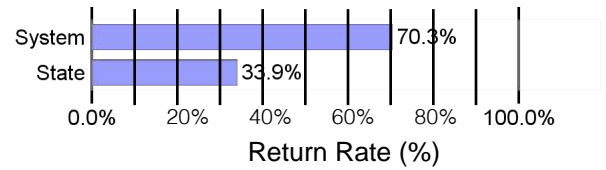




# 2016 Special Education Parent Survey Report Catoosa County

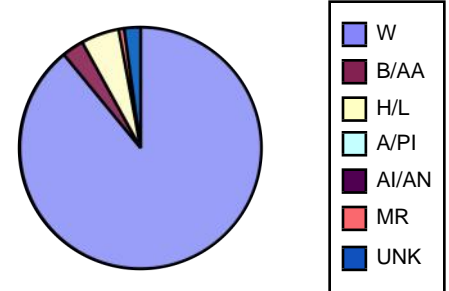
## Overview

	System	State
<b>Number of Surveys Distributed</b>	195	37,142
<b>Number of Valid Responses</b>	137	12,583
<b>Percentage Return Rate</b>	70.3%	33.9%

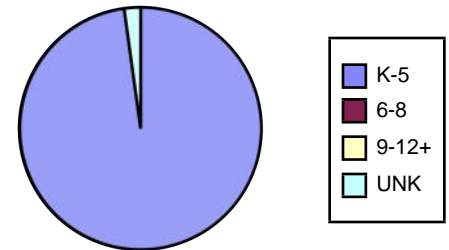


## Child Demographics

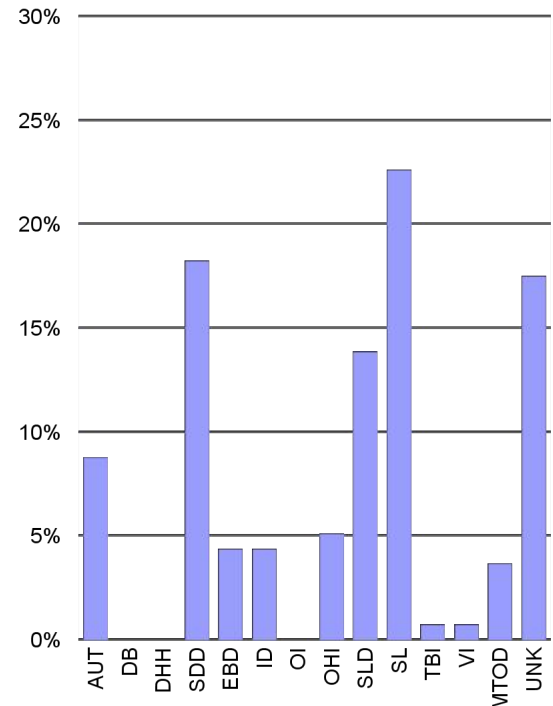
Race/Ethnicity	Count	Percent
White	122	89.1%
Black or African American (B/AA)	4	2.9%
Hispanic or Latino (H/L)	7	5.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	0.7%
Unknown (UNK)	3	2.2%



Grade	Count	Percent
K-5	134	97.8%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	2.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	12	8.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	25	18.2%
Emotional Behavioral Disorder (EBD)	6	4.4%
Intellectual Disability (ID)	6	4.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	7	5.1%
Specific Learning Disability (SLD)	19	13.9%
Speech/Language Impairment (SL)	31	22.6%
Traumatic Brain Injury (TBI)	1	0.7%
Visual Impairment including Blindness (VI)	1	0.7%
More Than One Disability (MTOD)	5	3.6%
Unknown (UNK)	24	17.5%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Catoosa County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	55%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	76
8	Teachers treat me as a team member.	72
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	72
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	69
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	68
11	Teachers encourage me to participate in the decision-making process.	68
13	The school communicates regularly with me regarding my child's progress on IEP goals.	68
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	67
16	The school offers parents a variety of ways to communicate with teachers.	66
6	My child's evaluation report and other written information are written in terms I understand.	65
9	Teachers seek out parent input.	65
14	The school gives me choices with regard to services that address my child's needs.	64
17	The school gives parents the help they may need to play an active role in their child's education.	61
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	57
18	The school provides information on agencies that can assist my child in the transition from school.	49
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	48
5	I was given information about organizations that offer support for parents of students with disabilities.	43
15	The school offers parents training about special education issues.	42

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

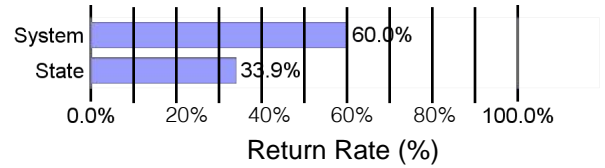
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Charlton County

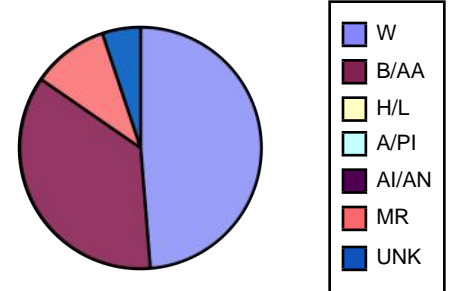
## Overview

	System	State
<b>Number of Surveys Distributed</b>	65	37,142
<b>Number of Valid Responses</b>	39	12,583
<b>Percentage Return Rate</b>	60.0%	33.9%

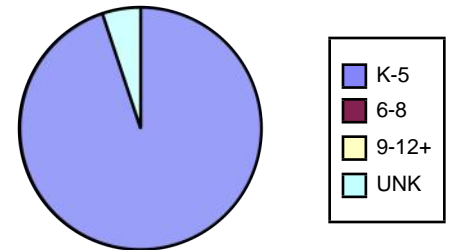


## Child Demographics

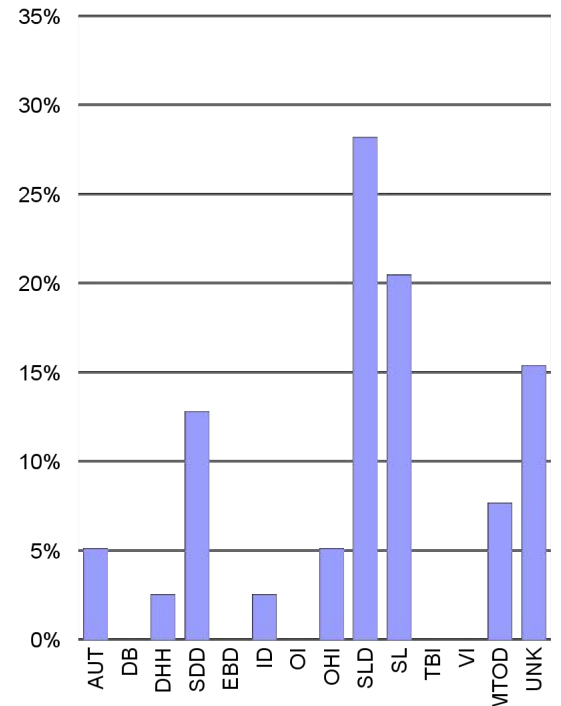
Race/Ethnicity	Count	Percent
White	19	48.7%
Black or African American (B/AA)	14	35.9%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	10.3%
Unknown (UNK)	2	5.1%



Grade	Count	Percent
K-5	37	94.9%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	2	5.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	5.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.6%
Significant Developmental Delay (SDD)	5	12.8%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	2.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	5.1%
Specific Learning Disability (SLD)	11	28.2%
Speech/Language Impairment (SL)	8	20.5%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	7.7%
Unknown (UNK)	6	15.4%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Charlton County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	41%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	69
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	62
8	Teachers treat me as a team member.	62
11	Teachers encourage me to participate in the decision-making process.	62
6	My child's evaluation report and other written information are written in terms I understand.	59
9	Teachers seek out parent input.	58
13	The school communicates regularly with me regarding my child's progress on IEP goals.	56
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	55
16	The school offers parents a variety of ways to communicate with teachers.	53
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	47
17	The school gives parents the help they may need to play an active role in their child's education.	47
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
14	The school gives me choices with regard to services that address my child's needs.	43
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	42
5	I was given information about organizations that offer support for parents of students with disabilities.	38
15	The school offers parents training about special education issues.	38
18	The school provides information on agencies that can assist my child in the transition from school.	34

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aladd@doe.K12.ga.us

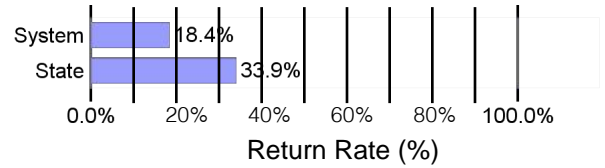
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Chatham County

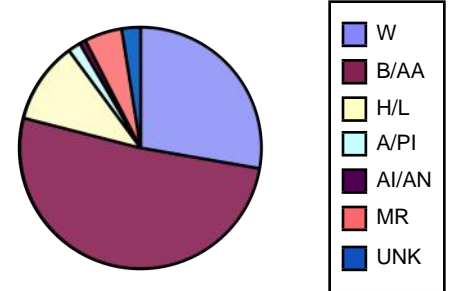
## Overview

	System	State
<b>Number of Surveys Distributed</b>	648	37,142
<b>Number of Valid Responses</b>	119	12,583
<b>Percentage Return Rate</b>	18.4%	33.9%

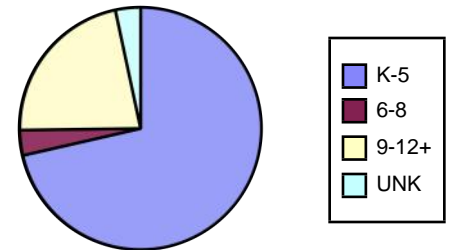


## Child Demographics

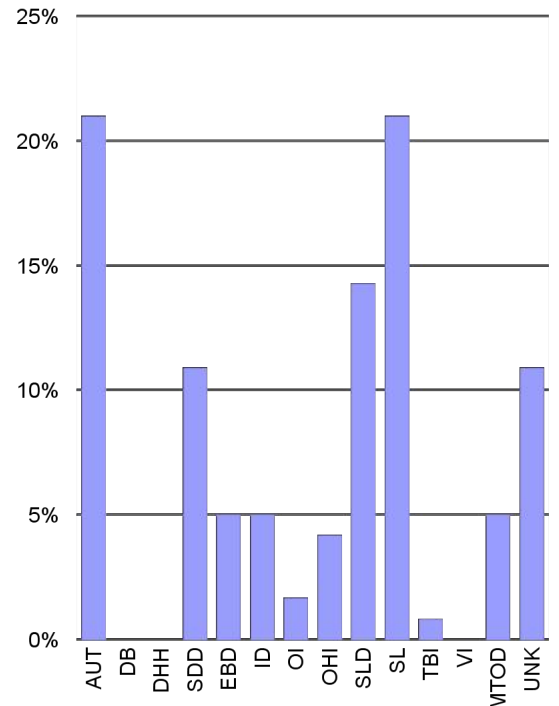
Race/Ethnicity	Count	Percent
White	33	27.7%
Black or African American (B/AA)	61	51.3%
Hispanic or Latino (H/L)	13	10.9%
Asian or Pacific Islander (A/PI)	2	1.7%
American Indian or Alaska Native (AI/AN)	1	0.8%
Multi-racial (MR)	6	5.0%
Unknown (UNK)	3	2.5%



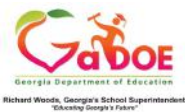
Grade	Count	Percent
K-5	85	71.4%
6-8	4	3.4%
9-12+	26	21.8%
Unknown (UNK)	4	3.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	25	21.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	13	10.9%
Emotional Behavioral Disorder (EBD)	6	5.0%
Intellectual Disability (ID)	6	5.0%
Orthopedic Impairment (OI)	2	1.7%
Other Health Impairment (OHI)	5	4.2%
Specific Learning Disability (SLD)	17	14.3%
Speech/Language Impairment (SL)	25	21.0%
Traumatic Brain Injury (TBI)	1	0.8%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	6	5.0%
Unknown (UNK)	13	10.9%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Chatham County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	44%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	75
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
8	Teachers treat me as a team member.	65
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	63
11	Teachers encourage me to participate in the decision-making process.	63
13	The school communicates regularly with me regarding my child's progress on IEP goals.	62
6	My child's evaluation report and other written information are written in terms I understand.	62
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	61
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
16	The school offers parents a variety of ways to communicate with teachers.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	57
9	Teachers seek out parent input.	56
14	The school gives me choices with regard to services that address my child's needs.	55
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
17	The school gives parents the help they may need to play an active role in their child's education.	47
5	I was given information about organizations that offer support for parents of students with disabilities.	41
18	The school provides information on agencies that can assist my child in the transition from school.	41
15	The school offers parents training about special education issues.	38

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aladd@doe.K12.ga.us

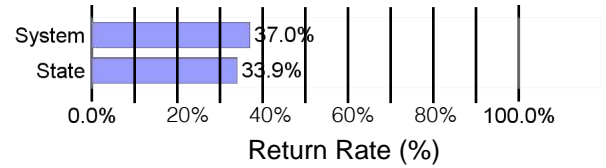
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Chattahoochee County

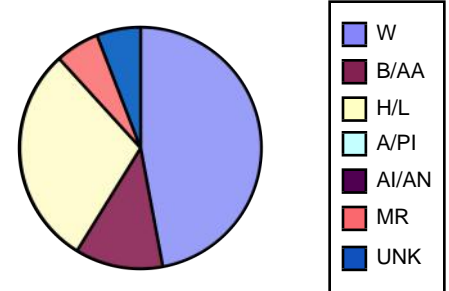
## Overview

	System	State
<b>Number of Surveys Distributed</b>	46	37,142
<b>Number of Valid Responses</b>	17	12,583
<b>Percentage Return Rate</b>	37.0%	33.9%

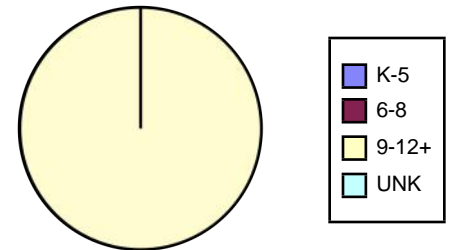


## Child Demographics

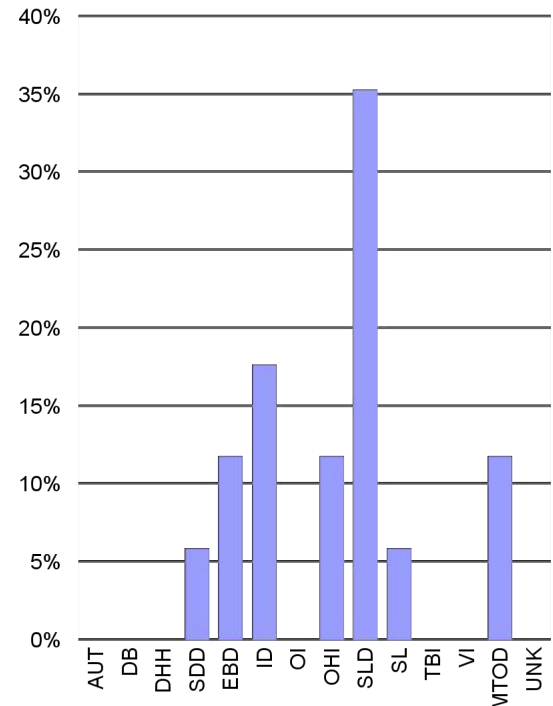
Race/Ethnicity	Count	Percent
White	8	47.1%
Black or African American (B/AA)	2	11.8%
Hispanic or Latino (H/L)	5	29.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	5.9%
Unknown (UNK)	1	5.9%



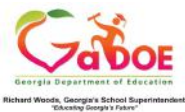
Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	17	100.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	5.9%
Emotional Behavioral Disorder (EBD)	2	11.8%
Intellectual Disability (ID)	3	17.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	11.8%
Specific Learning Disability (SLD)	6	35.3%
Speech/Language Impairment (SL)	1	5.9%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	11.8%
Unknown (UNK)	0	0.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Chattahoochee County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	47%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	82
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	75
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	71
7	Teachers are available to speak with me.	71
11	Teachers encourage me to participate in the decision-making process.	71
8	Teachers treat me as a team member.	69
6	My child's evaluation report and other written information are written in terms I understand.	65
14	The school gives me choices with regard to services that address my child's needs.	65
9	Teachers seek out parent input.	63
13	The school communicates regularly with me regarding my child's progress on IEP goals.	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	59
16	The school offers parents a variety of ways to communicate with teachers.	59
17	The school gives parents the help they may need to play an active role in their child's education.	53
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	47
18	The school provides information on agencies that can assist my child in the transition from school.	40
5	I was given information about organizations that offer support for parents of students with disabilities.	38
15	The school offers parents training about special education issues.	25

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

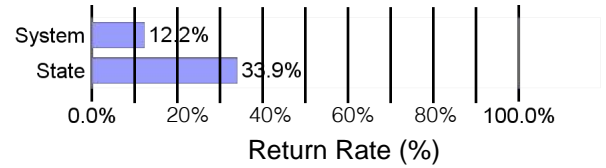




# 2016 Special Education Parent Survey Report Chattooga County

## Overview

	System	State
<b>Number of Surveys Distributed</b>	41	37,142
<b>Number of Valid Responses</b>	5	12,583
<b>Percentage Return Rate</b>	12.2%	33.9%



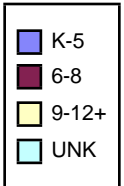
## Child Demographics

Race/Ethnicity	Count	Percent
White		0.0%
Black or African American (B/AA)		0.0%
Hispanic or Latino (H/L)		0.0%
Asian or Pacific Islander (A/PI)		0.0%
American Indian or Alaska Native (AI/AN)		0.0%
Multi-racial (MR)		0.0%
Unknown (UNK)		0.0%

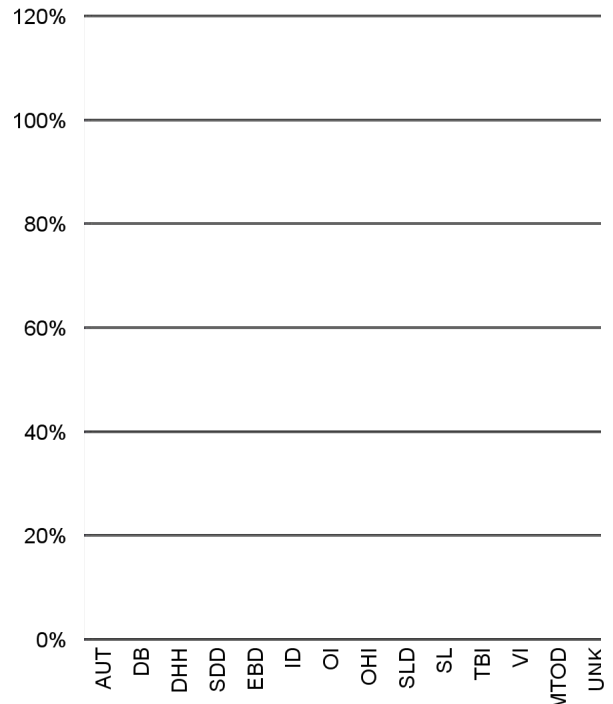
Not enough data.



Grade	Count	Percent
K-5		0.0%
6-8		0.0%
9-12+		0.0%
Unknown (UNK)		0.0%

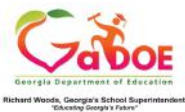


Primary Exceptionality	Count	Percent
Autism (AUT)		0.0%
Deaf-Blind (DB)		0.0%
Deaf-Hard of Hearing (D/HH)		0.0%
Significant Developmental Delay (SDD)		0.0%
Emotional Behavioral Disorder (EBD)		0.0%
Intellectual Disability (ID)		0.0%
Orthopedic Impairment (OI)		0.0%
Other Health Impairment (OHI)		0.0%
Specific Learning Disability (SLD)		0.0%
Speech/Language Impairment (SL)		0.0%
Traumatic Brain Injury (TBI)		0.0%
Visual Impairment including Blindness (VI)		0.0%
More Than One Disability (MTOD)		0.0%
Unknown (UNK)		0.0%



\* Percentages have been rounded and as a result may not add to exactly 100%

\* If less than 10 responses, count will not be shown



# 2016 Special Education Parent Survey Report Chattooga County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	80%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	80
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	80
5	I was given information about organizations that offer support for parents of students with disabilities.	80
6	My child's evaluation report and other written information are written in terms I understand.	80
7	Teachers are available to speak with me.	80
8	Teachers treat me as a team member.	80
9	Teachers seek out parent input.	80
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	80
11	Teachers encourage me to participate in the decision-making process.	80
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	80
13	The school communicates regularly with me regarding my child's progress on IEP goals.	80
14	The school gives me choices with regard to services that address my child's needs.	80
16	The school offers parents a variety of ways to communicate with teachers.	80
17	The school gives parents the help they may need to play an active role in their child's education.	80
18	The school provides information on agencies that can assist my child in the transition from school.	80
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	50
15	The school offers parents training about special education issues.	40

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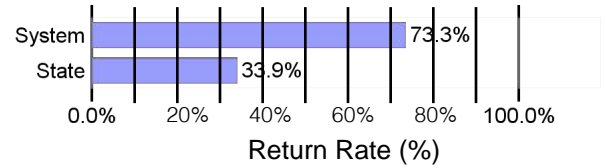
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Cherokee County

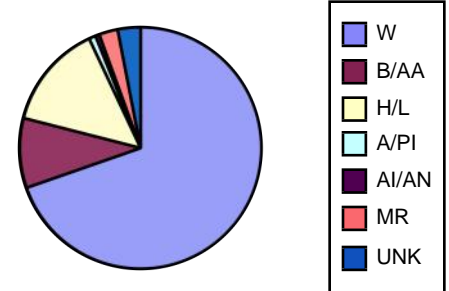
## Overview

	System	State
Number of Surveys Distributed	760	37,142
Number of Valid Responses	557	12,583
Percentage Return Rate	73.3%	33.9%

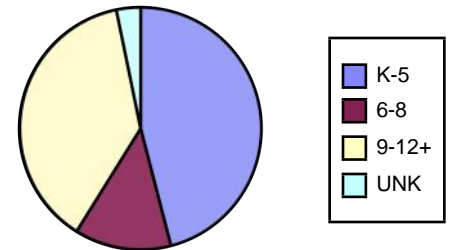


## Child Demographics

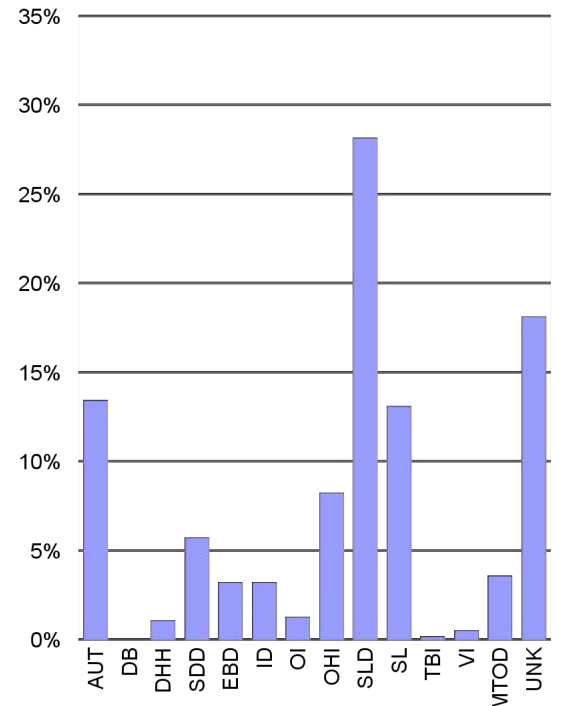
Race/Ethnicity	Count	Percent
White	388	69.7%
Black or African American (B/AA)	52	9.3%
Hispanic or Latino (H/L)	78	14.0%
Asian or Pacific Islander (A/PI)	5	0.9%
American Indian or Alaska Native (AI/AN)	3	0.5%
Multi-racial (MR)	14	2.5%
Unknown (UNK)	17	3.1%



Grade	Count	Percent
K-5	256	46.0%
6-8	72	12.9%
9-12+	211	37.9%
Unknown (UNK)	18	3.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	75	13.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	6	1.1%
Significant Developmental Delay (SDD)	32	5.7%
Emotional Behavioral Disorder (EBD)	18	3.2%
Intellectual Disability (ID)	18	3.2%
Orthopedic Impairment (OI)	7	1.3%
Other Health Impairment (OHI)	46	8.3%
Specific Learning Disability (SLD)	157	28.2%
Speech/Language Impairment (SL)	73	13.1%
Traumatic Brain Injury (TBI)	1	0.2%
Visual Impairment including Blindness (VI)	3	0.5%
More Than One Disability (MTOD)	20	3.6%
Unknown (UNK)	101	18.1%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Cherokee County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	59%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	79
7	Teachers are available to speak with me.	76
8	Teachers treat me as a team member.	75
11	Teachers encourage me to participate in the decision-making process.	75
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	73
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	73
6	My child's evaluation report and other written information are written in terms I understand.	72
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	70
16	The school offers parents a variety of ways to communicate with teachers.	67
9	Teachers seek out parent input.	67
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	66
13	The school communicates regularly with me regarding my child's progress on IEP goals.	65
17	The school gives parents the help they may need to play an active role in their child's education.	64
14	The school gives me choices with regard to services that address my child's needs.	62
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	61
5	I was given information about organizations that offer support for parents of students with disabilities.	53
18	The school provides information on agencies that can assist my child in the transition from school.	51
15	The school offers parents training about special education issues.	43

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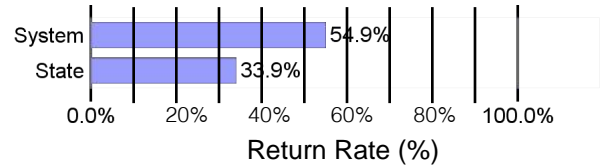
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Clarke County

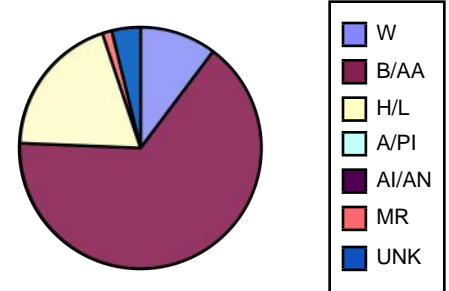
## Overview

	System	State
<b>Number of Surveys Distributed</b>	142	37,142
<b>Number of Valid Responses</b>	78	12,583
<b>Percentage Return Rate</b>	54.9%	33.9%

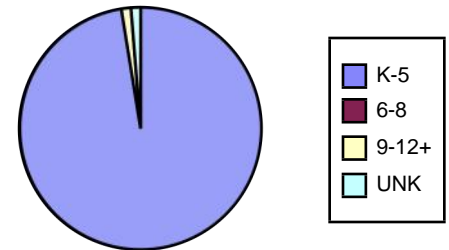


## Child Demographics

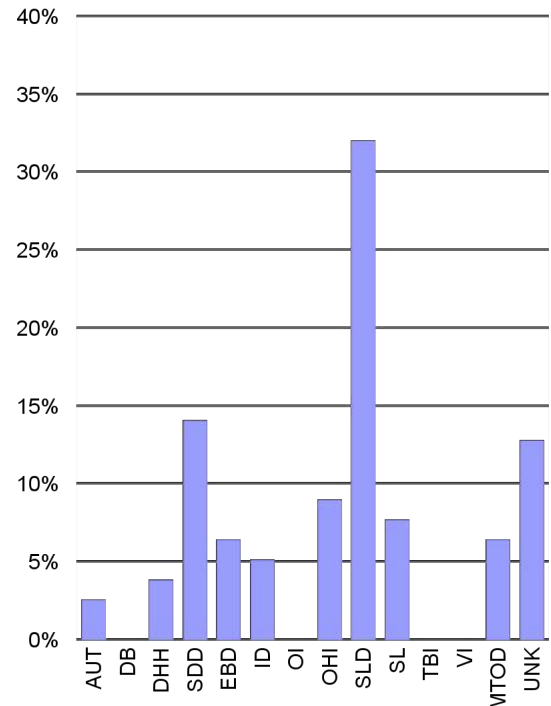
Race/Ethnicity	Count	Percent
White	8	10.3%
Black or African American (B/AA)	51	65.4%
Hispanic or Latino (H/L)	15	19.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.3%
Unknown (UNK)	3	3.8%



Grade	Count	Percent
K-5	76	97.4%
6-8	0	0.0%
9-12+	1	1.3%
Unknown (UNK)	1	1.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	2.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	3.8%
Significant Developmental Delay (SDD)	11	14.1%
Emotional Behavioral Disorder (EBD)	5	6.4%
Intellectual Disability (ID)	4	5.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	7	9.0%
Specific Learning Disability (SLD)	25	32.1%
Speech/Language Impairment (SL)	6	7.7%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	6.4%
Unknown (UNK)	10	12.8%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Clarke County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	76%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	87
7	Teachers are available to speak with me.	87
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	86
8	Teachers treat me as a team member.	83
13	The school communicates regularly with me regarding my child's progress on IEP goals.	83
6	My child's evaluation report and other written information are written in terms I understand.	83
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	82
9	Teachers seek out parent input.	81
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	81
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	81
11	Teachers encourage me to participate in the decision-making process.	79
16	The school offers parents a variety of ways to communicate with teachers.	78
14	The school gives me choices with regard to services that address my child's needs.	78
17	The school gives parents the help they may need to play an active role in their child's education.	78
5	I was given information about organizations that offer support for parents of students with disabilities.	69
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	67
18	The school provides information on agencies that can assist my child in the transition from school.	62
15	The school offers parents training about special education issues.	56

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aladd@doe.K12.ga.us

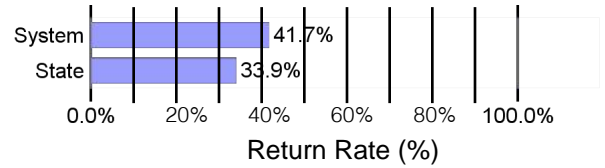
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Clay County

## Overview

	System	State
Number of Surveys Distributed	12	37,142
Number of Valid Responses	5	12,583
Percentage Return Rate	41.7%	33.9%



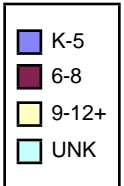
## Child Demographics

Race/Ethnicity	Count	Percent
White		0.0%
Black or African American (B/AA)		0.0%
Hispanic or Latino (H/L)		0.0%
Asian or Pacific Islander (A/PI)		0.0%
American Indian or Alaska Native (AI/AN)		0.0%
Multi-racial (MR)		0.0%
Unknown (UNK)		0.0%

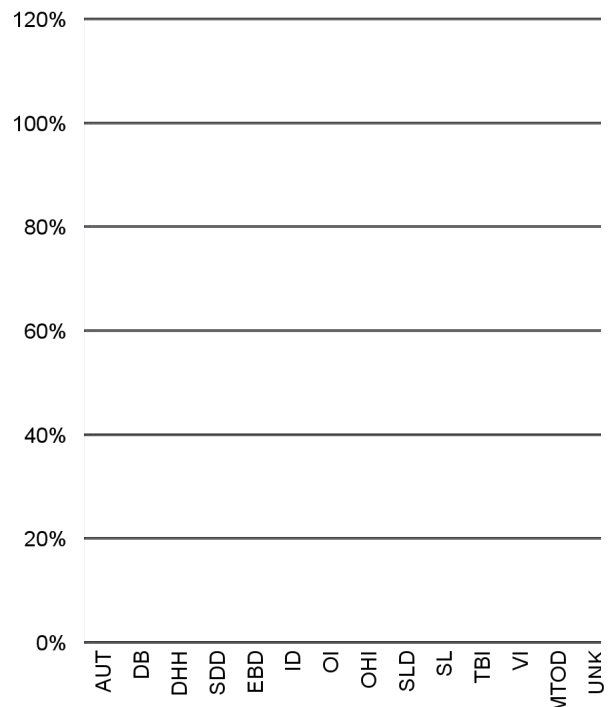
Not enough data.



Grade	Count	Percent
K-5		0.0%
6-8		0.0%
9-12+		0.0%
Unknown (UNK)		0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)		0.0%
Deaf-Blind (DB)		0.0%
Deaf-Hard of Hearing (D/HH)		0.0%
Significant Developmental Delay (SDD)		0.0%
Emotional Behavioral Disorder (EBD)		0.0%
Intellectual Disability (ID)		0.0%
Orthopedic Impairment (OI)		0.0%
Other Health Impairment (OHI)		0.0%
Specific Learning Disability (SLD)		0.0%
Speech/Language Impairment (SL)		0.0%
Traumatic Brain Injury (TBI)		0.0%
Visual Impairment including Blindness (VI)		0.0%
More Than One Disability (MTOD)		0.0%
Unknown (UNK)		0.0%



\* Percentages have been rounded and as a result may not add to exactly 100%

\* If less than 10 responses, count will not be shown



# 2016 Special Education Parent Survey Report Clay County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	60%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	80
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	80
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	80
7	Teachers are available to speak with me.	80
8	Teachers treat me as a team member.	80
9	Teachers seek out parent input.	80
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	80
11	Teachers encourage me to participate in the decision-making process.	80
13	The school communicates regularly with me regarding my child's progress on IEP goals.	80
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	60
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	60
17	The school gives parents the help they may need to play an active role in their child's education.	60
18	The school provides information on agencies that can assist my child in the transition from school.	60
6	My child's evaluation report and other written information are written in terms I understand.	40
16	The school offers parents a variety of ways to communicate with teachers.	40
5	I was given information about organizations that offer support for parents of students with disabilities.	20
14	The school gives me choices with regard to services that address my child's needs.	20
15	The school offers parents training about special education issues.	0

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 Georgia Department of Education  
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 aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

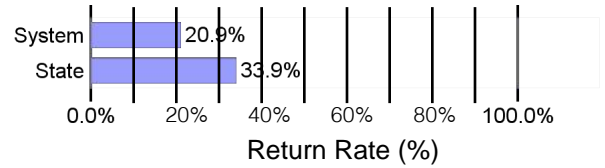




# 2016 Special Education Parent Survey Report Clayton County

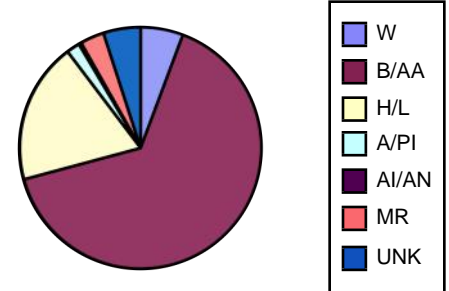
## Overview

	System	State
<b>Number of Surveys Distributed</b>	1,344	37,142
<b>Number of Valid Responses</b>	281	12,583
<b>Percentage Return Rate</b>	20.9%	33.9%

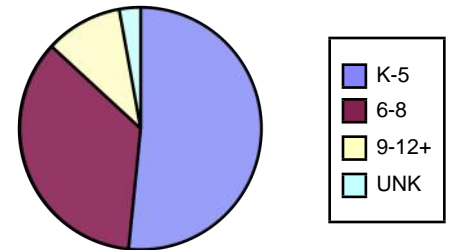


## Child Demographics

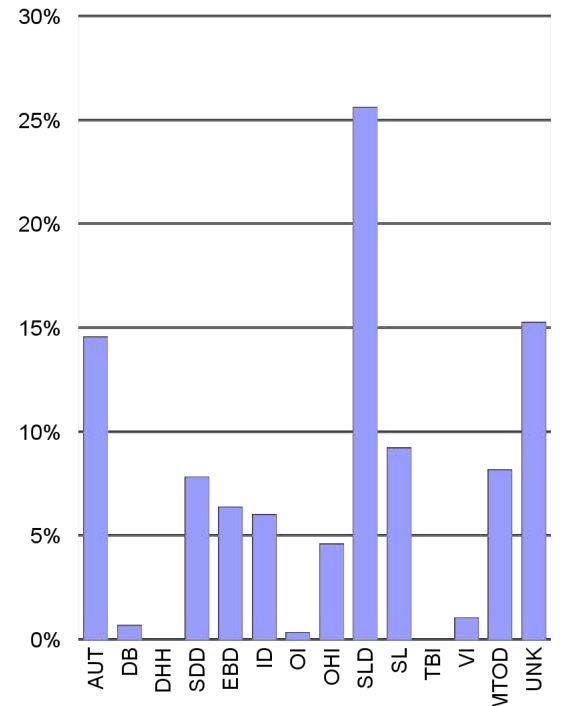
Race/Ethnicity	Count	Percent
White	16	5.7%
Black or African American (B/AA)	183	65.1%
Hispanic or Latino (H/L)	53	18.9%
Asian or Pacific Islander (A/PI)	5	1.8%
American Indian or Alaska Native (AI/AN)	1	0.4%
Multi-racial (MR)	9	3.2%
Unknown (UNK)	14	5.0%



Grade	Count	Percent
K-5	145	51.6%
6-8	99	35.2%
9-12+	29	10.3%
Unknown (UNK)	8	2.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	41	14.6%
Deaf-Blind (DB)	2	0.7%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	22	7.8%
Emotional Behavioral Disorder (EBD)	18	6.4%
Intellectual Disability (ID)	17	6.0%
Orthopedic Impairment (OI)	1	0.4%
Other Health Impairment (OHI)	13	4.6%
Specific Learning Disability (SLD)	72	25.6%
Speech/Language Impairment (SL)	26	9.3%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	3	1.1%
More Than One Disability (MTOD)	23	8.2%
Unknown (UNK)	43	15.3%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Clayton County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	34%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	60
7	Teachers are available to speak with me.	58
6	My child's evaluation report and other written information are written in terms I understand.	58
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	54
11	Teachers encourage me to participate in the decision-making process.	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	53
8	Teachers treat me as a team member.	52
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	51
9	Teachers seek out parent input.	51
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
13	The school communicates regularly with me regarding my child's progress on IEP goals.	49
16	The school offers parents a variety of ways to communicate with teachers.	46
17	The school gives parents the help they may need to play an active role in their child's education.	43
14	The school gives me choices with regard to services that address my child's needs.	42
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	41
5	I was given information about organizations that offer support for parents of students with disabilities.	32
18	The school provides information on agencies that can assist my child in the transition from school.	32
15	The school offers parents training about special education issues.	31

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 Georgia Department of Education  
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 aladd@doe.K12.ga.us

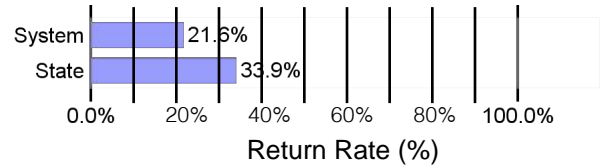
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Cobb County

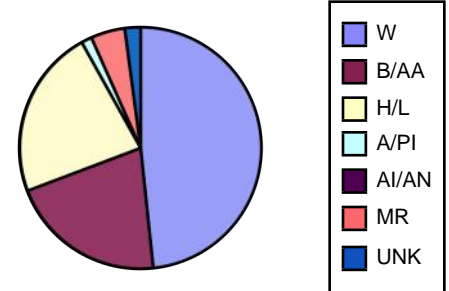
## Overview

	System	State
Number of Surveys Distributed	2,630	37,142
Number of Valid Responses	569	12,583
Percentage Return Rate	21.6%	33.9%

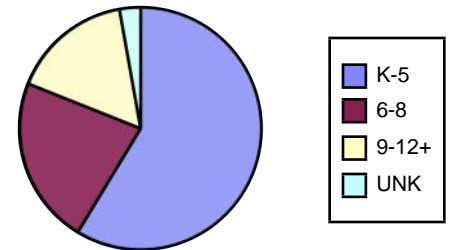


## Child Demographics

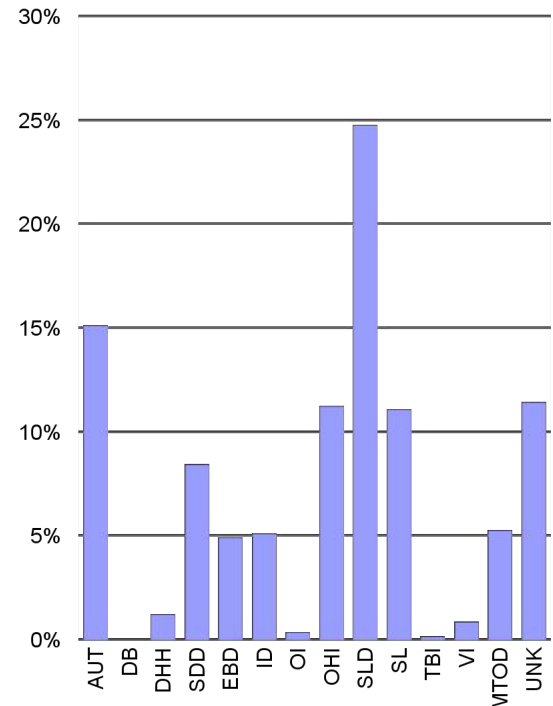
Race/Ethnicity	Count	Percent
White	275	48.3%
Black or African American (B/AA)	119	20.9%
Hispanic or Latino (H/L)	129	22.7%
Asian or Pacific Islander (A/PI)	8	1.4%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	26	4.6%
Unknown (UNK)	12	2.1%



Grade	Count	Percent
K-5	334	58.7%
6-8	127	22.3%
9-12+	92	16.2%
Unknown (UNK)	16	2.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	86	15.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	7	1.2%
Significant Developmental Delay (SDD)	48	8.4%
Emotional Behavioral Disorder (EBD)	28	4.9%
Intellectual Disability (ID)	29	5.1%
Orthopedic Impairment (OI)	2	0.4%
Other Health Impairment (OHI)	64	11.2%
Specific Learning Disability (SLD)	141	24.8%
Speech/Language Impairment (SL)	63	11.1%
Traumatic Brain Injury (TBI)	1	0.2%
Visual Impairment including Blindness (VI)	5	0.9%
More Than One Disability (MTOD)	30	5.3%
Unknown (UNK)	65	11.4%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Cobb County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	46%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	72
7	Teachers are available to speak with me.	71
8	Teachers treat me as a team member.	66
11	Teachers encourage me to participate in the decision-making process.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	65
6	My child's evaluation report and other written information are written in terms I understand.	64
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	63
13	The school communicates regularly with me regarding my child's progress on IEP goals.	62
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	62
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
9	Teachers seek out parent input.	59
16	The school offers parents a variety of ways to communicate with teachers.	58
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
17	The school gives parents the help they may need to play an active role in their child's education.	51
14	The school gives me choices with regard to services that address my child's needs.	51
18	The school provides information on agencies that can assist my child in the transition from school.	35
5	I was given information about organizations that offer support for parents of students with disabilities.	31
15	The school offers parents training about special education issues.	28

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aladd@doe.K12.ga.us

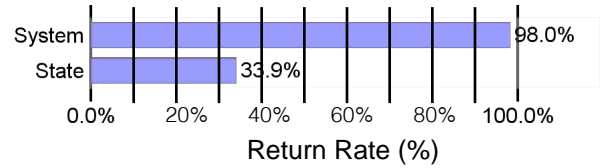
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Coffee County

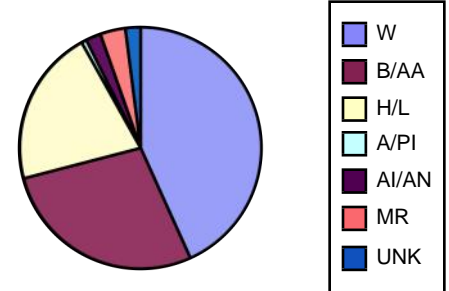
## Overview

	System	State
Number of Surveys Distributed	151	37,142
Number of Valid Responses	148	12,583
Percentage Return Rate	98.0%	33.9%

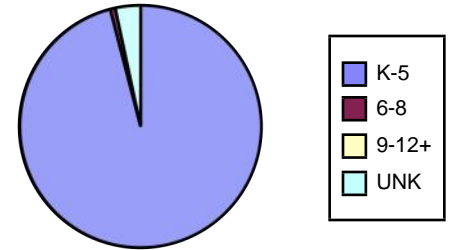


## Child Demographics

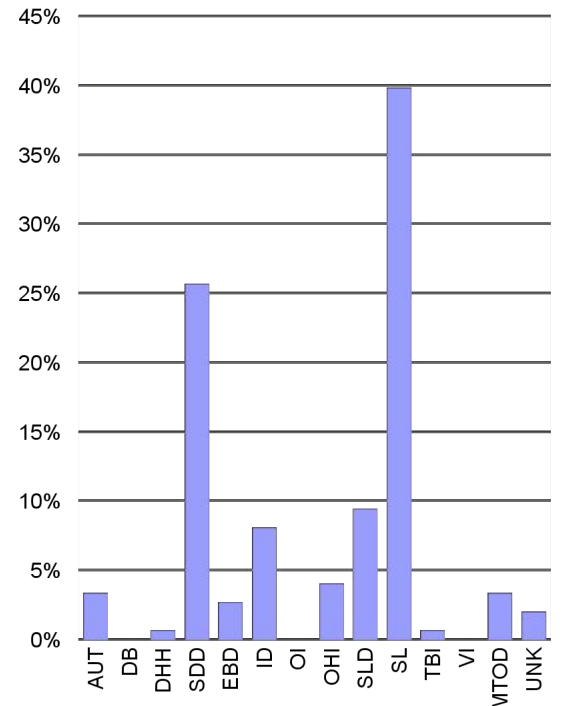
Race/Ethnicity	Count	Percent
White	64	43.2%
Black or African American (B/AA)	41	27.7%
Hispanic or Latino (H/L)	31	20.9%
Asian or Pacific Islander (A/PI)	1	0.7%
American Indian or Alaska Native (AI/AN)	3	2.0%
Multi-racial (MR)	5	3.4%
Unknown (UNK)	3	2.0%



Grade	Count	Percent
K-5	142	95.9%
6-8	1	0.7%
9-12+	0	0.0%
Unknown (UNK)	5	3.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	3.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.7%
Significant Developmental Delay (SDD)	38	25.7%
Emotional Behavioral Disorder (EBD)	4	2.7%
Intellectual Disability (ID)	12	8.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	4.1%
Specific Learning Disability (SLD)	14	9.5%
Speech/Language Impairment (SL)	59	39.9%
Traumatic Brain Injury (TBI)	1	0.7%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	3.4%
Unknown (UNK)	3	2.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Coffee County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	80%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	89
13	The school communicates regularly with me regarding my child's progress on IEP goals.	89
8	Teachers treat me as a team member.	88
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	87
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	87
16	The school offers parents a variety of ways to communicate with teachers.	87
17	The school gives parents the help they may need to play an active role in their child's education.	87
11	Teachers encourage me to participate in the decision-making process.	86
9	Teachers seek out parent input.	86
14	The school gives me choices with regard to services that address my child's needs.	86
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	84
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	83
6	My child's evaluation report and other written information are written in terms I understand.	83
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	82
15	The school offers parents training about special education issues.	81
18	The school provides information on agencies that can assist my child in the transition from school.	78
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	76
5	I was given information about organizations that offer support for parents of students with disabilities.	75

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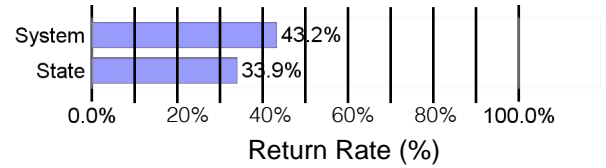
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Colquitt County

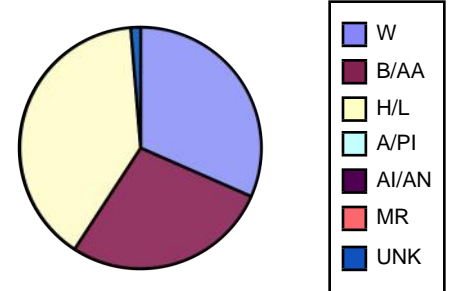
## Overview

	System	State
<b>Number of Surveys Distributed</b>	176	37,142
<b>Number of Valid Responses</b>	76	12,583
<b>Percentage Return Rate</b>	43.2%	33.9%

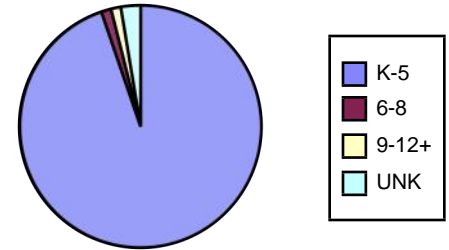


## Child Demographics

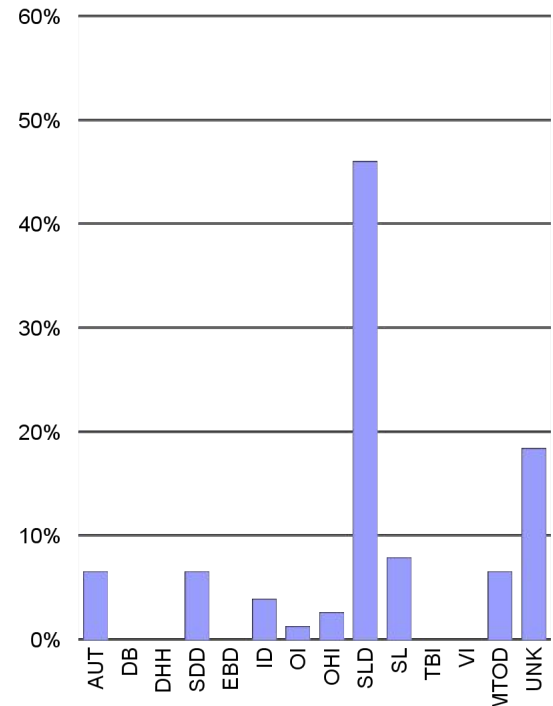
Race/Ethnicity	Count	Percent
White	24	31.6%
Black or African American (B/AA)	21	27.6%
Hispanic or Latino (H/L)	30	39.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	1.3%



Grade	Count	Percent
K-5	72	94.7%
6-8	1	1.3%
9-12+	1	1.3%
Unknown (UNK)	2	2.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	6.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	6.6%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	3	3.9%
Orthopedic Impairment (OI)	1	1.3%
Other Health Impairment (OHI)	2	2.6%
Specific Learning Disability (SLD)	35	46.1%
Speech/Language Impairment (SL)	6	7.9%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	6.6%
Unknown (UNK)	14	18.4%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Colquitt County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	51%	49%

## Item Ranking - from Highest to Lowest Ranked Items

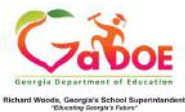
Item No.	Item Text	Percent
7	Teachers are available to speak with me.	70
13	The school communicates regularly with me regarding my child's progress on IEP goals.	69
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
8	Teachers treat me as a team member.	67
6	My child's evaluation report and other written information are written in terms I understand.	64
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	64
9	Teachers seek out parent input.	63
11	Teachers encourage me to participate in the decision-making process.	61
17	The school gives parents the help they may need to play an active role in their child's education.	59
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	58
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	57
16	The school offers parents a variety of ways to communicate with teachers.	57
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	52
14	The school gives me choices with regard to services that address my child's needs.	51
18	The school provides information on agencies that can assist my child in the transition from school.	49
5	I was given information about organizations that offer support for parents of students with disabilities.	47
15	The school offers parents training about special education issues.	42

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

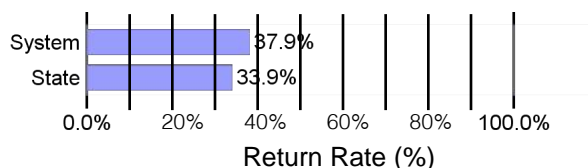




# 2016 Special Education Parent Survey Report Columbia County

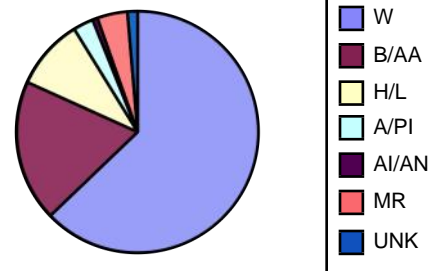
## Overview

	System	State
Number of Surveys Distributed	390	37,142
Number of Valid Responses	148	12,583
Percentage Return Rate	37.9%	33.9%

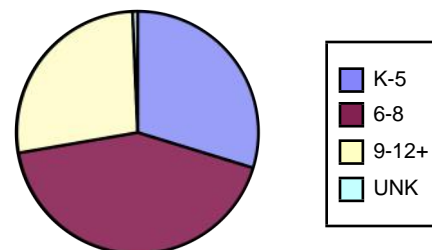


## Child Demographics

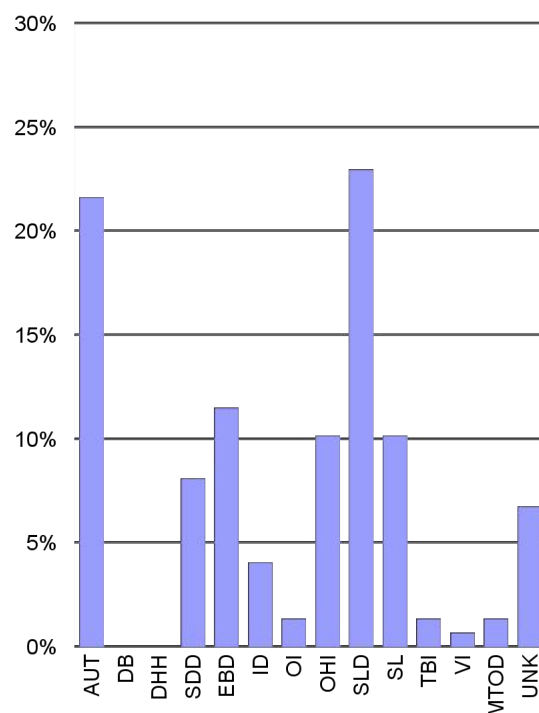
Race/Ethnicity	Count	Percent
White	93	62.8%
Black or African American (B/AA)	28	18.9%
Hispanic or Latino (H/L)	14	9.5%
Asian or Pacific Islander (A/PI)	4	2.7%
American Indian or Alaska Native (AI/AN)	1	0.7%
Multi-racial (MR)	6	4.1%
Unknown (UNK)	2	1.4%



Grade	Count	Percent
K-5	44	29.7%
6-8	63	42.6%
9-12+	40	27.0%
Unknown (UNK)	1	0.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	32	21.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	12	8.1%
Emotional Behavioral Disorder (EBD)	17	11.5%
Intellectual Disability (ID)	6	4.1%
Orthopedic Impairment (OI)	2	1.4%
Other Health Impairment (OHI)	15	10.1%
Specific Learning Disability (SLD)	34	23.0%
Speech/Language Impairment (SL)	15	10.1%
Traumatic Brain Injury (TBI)	2	1.4%
Visual Impairment including Blindness (VI)	1	0.7%
More Than One Disability (MTOD)	2	1.4%
Unknown (UNK)	10	6.8%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Columbia County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	39%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
7	Teachers are available to speak with me.	66
8	Teachers treat me as a team member.	61
9	Teachers seek out parent input.	59
11	Teachers encourage me to participate in the decision-making process.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	58
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	57
6	My child's evaluation report and other written information are written in terms I understand.	55
16	The school offers parents a variety of ways to communicate with teachers.	55
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	53
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	50
13	The school communicates regularly with me regarding my child's progress on IEP goals.	50
17	The school gives parents the help they may need to play an active role in their child's education.	46
14	The school gives me choices with regard to services that address my child's needs.	44
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
5	I was given information about organizations that offer support for parents of students with disabilities.	32
18	The school provides information on agencies that can assist my child in the transition from school.	29
15	The school offers parents training about special education issues.	20

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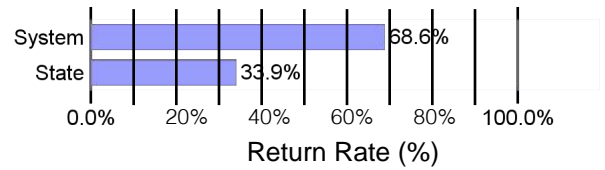
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Coweta County

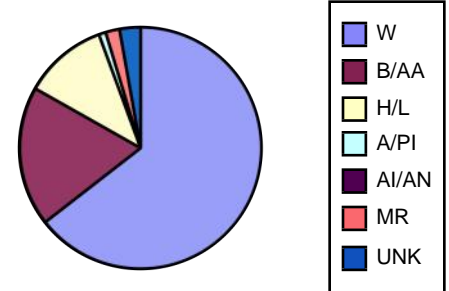
## Overview

	System	State
<b>Number of Surveys Distributed</b>	156	37,142
<b>Number of Valid Responses</b>	107	12,583
<b>Percentage Return Rate</b>	68.6%	33.9%

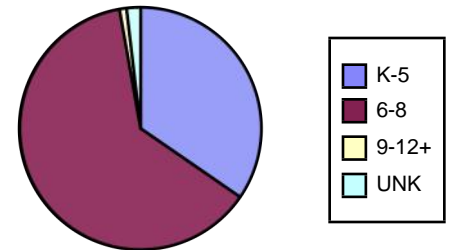


## Child Demographics

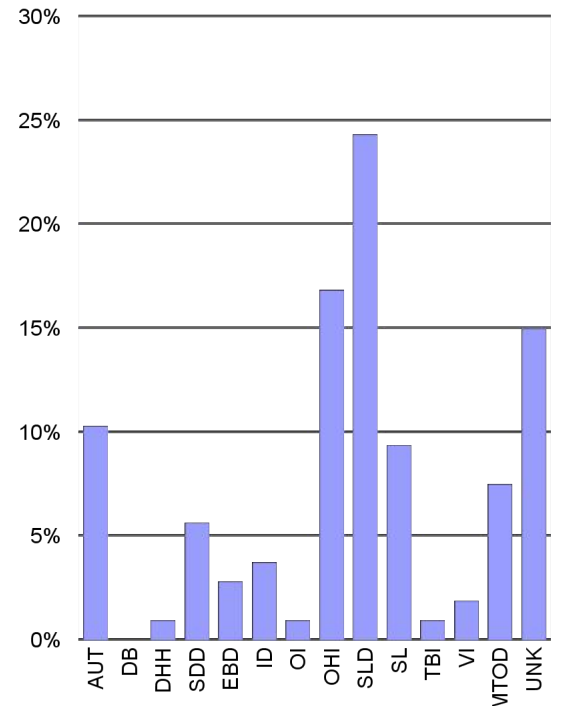
Race/Ethnicity	Count	Percent
White	69	64.5%
Black or African American (B/AA)	20	18.7%
Hispanic or Latino (H/L)	12	11.2%
Asian or Pacific Islander (A/PI)	1	0.9%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	1.9%
Unknown (UNK)	3	2.8%



Grade	Count	Percent
K-5	37	34.6%
6-8	67	62.6%
9-12+	1	0.9%
Unknown (UNK)	2	1.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	11	10.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.9%
Significant Developmental Delay (SDD)	6	5.6%
Emotional Behavioral Disorder (EBD)	3	2.8%
Intellectual Disability (ID)	4	3.7%
Orthopedic Impairment (OI)	1	0.9%
Other Health Impairment (OHI)	18	16.8%
Specific Learning Disability (SLD)	26	24.3%
Speech/Language Impairment (SL)	10	9.3%
Traumatic Brain Injury (TBI)	1	0.9%
Visual Impairment including Blindness (VI)	2	1.9%
More Than One Disability (MTOD)	8	7.5%
Unknown (UNK)	16	15.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Coweta County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	63%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	81
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	80
8	Teachers treat me as a team member.	78
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	78
11	Teachers encourage me to participate in the decision-making process.	77
9	Teachers seek out parent input.	75
13	The school communicates regularly with me regarding my child's progress on IEP goals.	75
6	My child's evaluation report and other written information are written in terms I understand.	74
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	73
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	72
16	The school offers parents a variety of ways to communicate with teachers.	71
17	The school gives parents the help they may need to play an active role in their child's education.	68
14	The school gives me choices with regard to services that address my child's needs.	67
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	66
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	55
18	The school provides information on agencies that can assist my child in the transition from school.	52
5	I was given information about organizations that offer support for parents of students with disabilities.	49
15	The school offers parents training about special education issues.	43

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

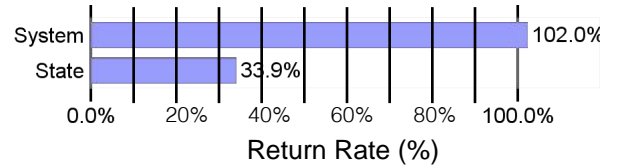
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Dawson County

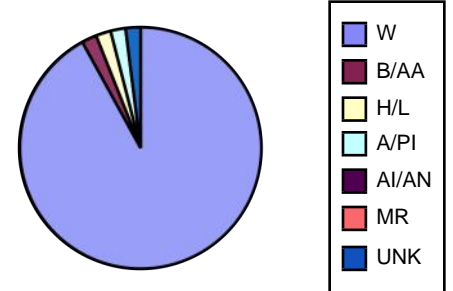
## Overview

	System	State
<b>Number of Surveys Distributed</b>	49	37,142
<b>Number of Valid Responses</b>	50	12,583
<b>Percentage Return Rate</b>	102.0%	33.9%

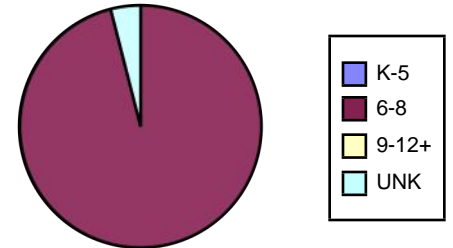


## Child Demographics

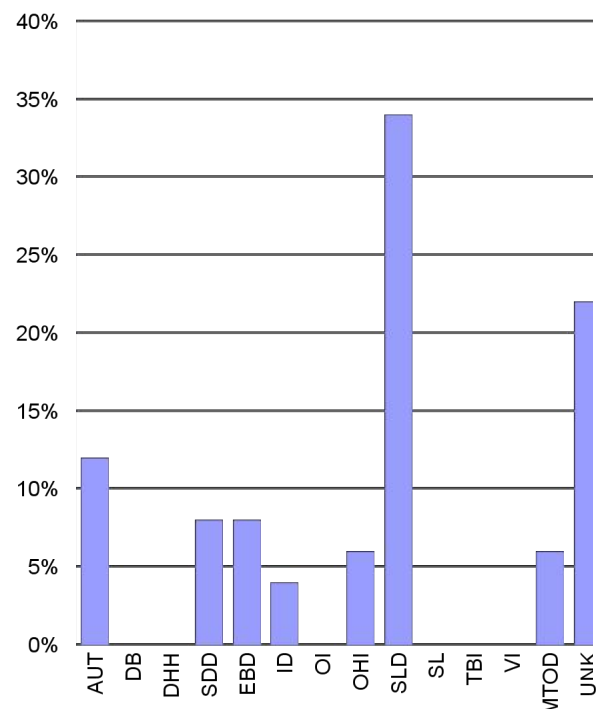
Race/Ethnicity	Count	Percent
White	46	92.0%
Black or African American (B/AA)	1	2.0%
Hispanic or Latino (H/L)	1	2.0%
Asian or Pacific Islander (A/PI)	1	2.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	2.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	48	96.0%
9-12+	0	0.0%
Unknown (UNK)	2	4.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	12.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	8.0%
Emotional Behavioral Disorder (EBD)	4	8.0%
Intellectual Disability (ID)	2	4.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	6.0%
Specific Learning Disability (SLD)	17	34.0%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	6.0%
Unknown (UNK)	11	22.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Dawson County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	62%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	78
7	Teachers are available to speak with me.	76
8	Teachers treat me as a team member.	76
13	The school communicates regularly with me regarding my child's progress on IEP goals.	76
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	74
9	Teachers seek out parent input.	74
16	The school offers parents a variety of ways to communicate with teachers.	74
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	73
11	Teachers encourage me to participate in the decision-making process.	72
14	The school gives me choices with regard to services that address my child's needs.	69
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	67
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	67
6	My child's evaluation report and other written information are written in terms I understand.	65
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	63
17	The school gives parents the help they may need to play an active role in their child's education.	62
18	The school provides information on agencies that can assist my child in the transition from school.	60
5	I was given information about organizations that offer support for parents of students with disabilities.	50
15	The school offers parents training about special education issues.	40

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Georgia Department of Education  
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aladd@doe.K12.ga.us

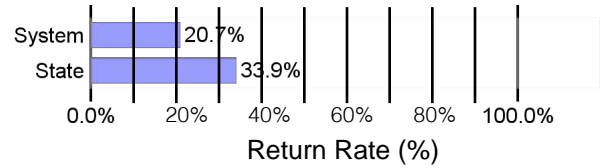
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report DeKalb County

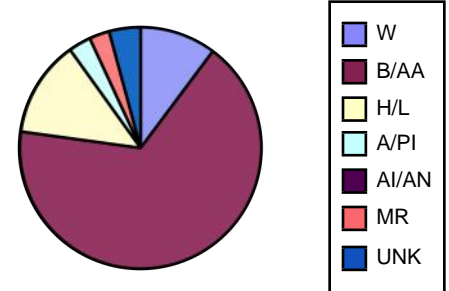
## Overview

	System	State
<b>Number of Surveys Distributed</b>	1,606	37,142
<b>Number of Valid Responses</b>	333	12,583
<b>Percentage Return Rate</b>	20.7%	33.9%

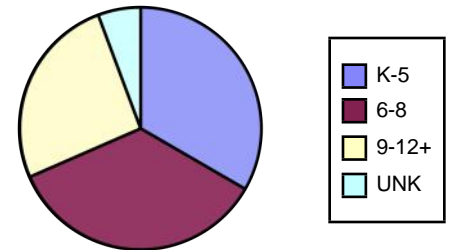


## Child Demographics

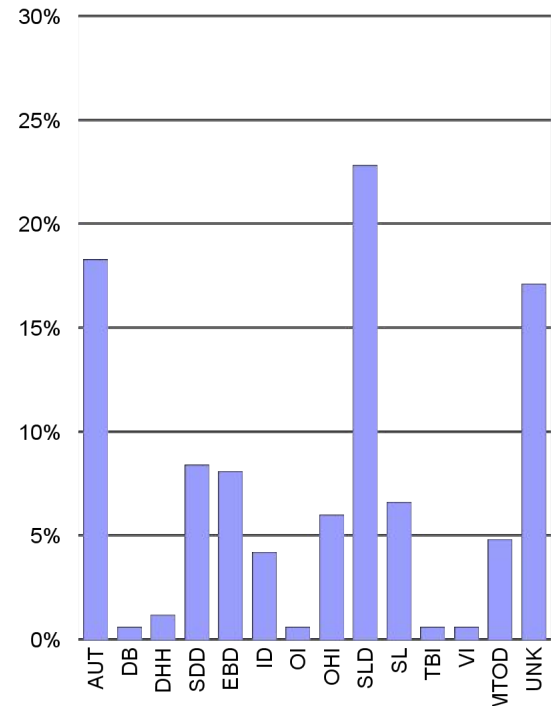
Race/Ethnicity	Count	Percent
White	34	10.2%
Black or African American (B/AA)	223	67.0%
Hispanic or Latino (H/L)	43	12.9%
Asian or Pacific Islander (A/PI)	10	3.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	9	2.7%
Unknown (UNK)	14	4.2%



Grade	Count	Percent
K-5	111	33.3%
6-8	117	35.1%
9-12+	86	25.8%
Unknown (UNK)	19	5.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	61	18.3%
Deaf-Blind (DB)	2	0.6%
Deaf-Hard of Hearing (D/HH)	4	1.2%
Significant Developmental Delay (SDD)	28	8.4%
Emotional Behavioral Disorder (EBD)	27	8.1%
Intellectual Disability (ID)	14	4.2%
Orthopedic Impairment (OI)	2	0.6%
Other Health Impairment (OHI)	20	6.0%
Specific Learning Disability (SLD)	76	22.8%
Speech/Language Impairment (SL)	22	6.6%
Traumatic Brain Injury (TBI)	2	0.6%
Visual Impairment including Blindness (VI)	2	0.6%
More Than One Disability (MTOD)	16	4.8%
Unknown (UNK)	57	17.1%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report DeKalb County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	33%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	65
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	61
8	Teachers treat me as a team member.	60
11	Teachers encourage me to participate in the decision-making process.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	59
6	My child's evaluation report and other written information are written in terms I understand.	56
9	Teachers seek out parent input.	56
13	The school communicates regularly with me regarding my child's progress on IEP goals.	56
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	54
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	52
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	51
16	The school offers parents a variety of ways to communicate with teachers.	46
17	The school gives parents the help they may need to play an active role in their child's education.	42
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	42
14	The school gives me choices with regard to services that address my child's needs.	40
5	I was given information about organizations that offer support for parents of students with disabilities.	32
18	The school provides information on agencies that can assist my child in the transition from school.	30
15	The school offers parents training about special education issues.	24

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

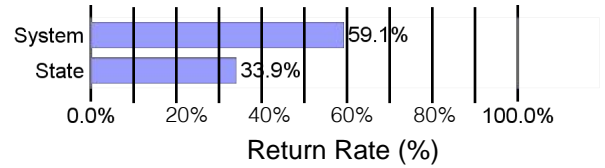




# 2016 Special Education Parent Survey Report Dodge County

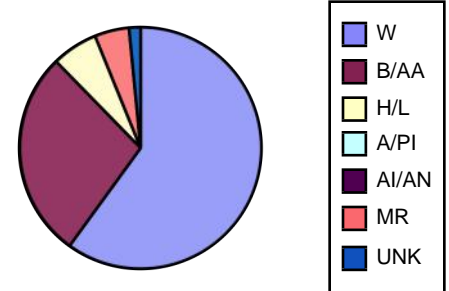
## Overview

	System	State
<b>Number of Surveys Distributed</b>	110	37,142
<b>Number of Valid Responses</b>	65	12,583
<b>Percentage Return Rate</b>	59.1%	33.9%

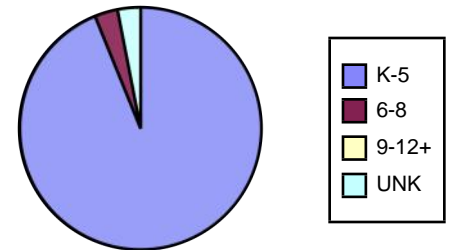


## Child Demographics

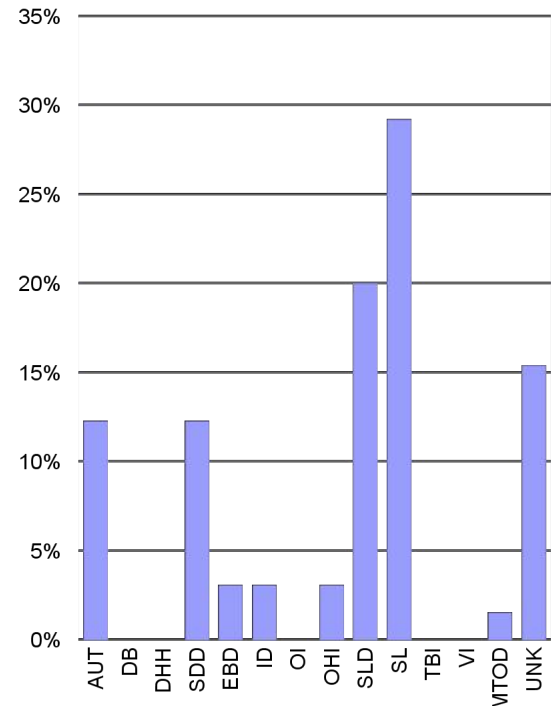
Race/Ethnicity	Count	Percent
White	39	60.0%
Black or African American (B/AA)	18	27.7%
Hispanic or Latino (H/L)	4	6.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	4.6%
Unknown (UNK)	1	1.5%



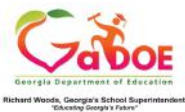
Grade	Count	Percent
K-5	61	93.8%
6-8	2	3.1%
9-12+	0	0.0%
Unknown (UNK)	2	3.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	12.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	8	12.3%
Emotional Behavioral Disorder (EBD)	2	3.1%
Intellectual Disability (ID)	2	3.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	3.1%
Specific Learning Disability (SLD)	13	20.0%
Speech/Language Impairment (SL)	19	29.2%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	1.5%
Unknown (UNK)	10	15.4%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Dodge County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	43%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	69
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
8	Teachers treat me as a team member.	63
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	62
6	My child's evaluation report and other written information are written in terms I understand.	60
11	Teachers encourage me to participate in the decision-making process.	60
9	Teachers seek out parent input.	58
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	55
13	The school communicates regularly with me regarding my child's progress on IEP goals.	55
16	The school offers parents a variety of ways to communicate with teachers.	54
17	The school gives parents the help they may need to play an active role in their child's education.	52
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	52
14	The school gives me choices with regard to services that address my child's needs.	52
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
18	The school provides information on agencies that can assist my child in the transition from school.	45
5	I was given information about organizations that offer support for parents of students with disabilities.	38
15	The school offers parents training about special education issues.	34

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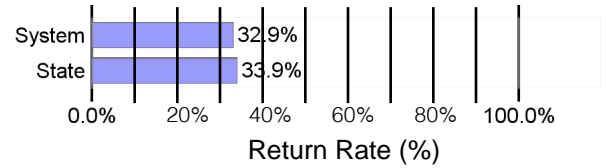
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Dougherty County

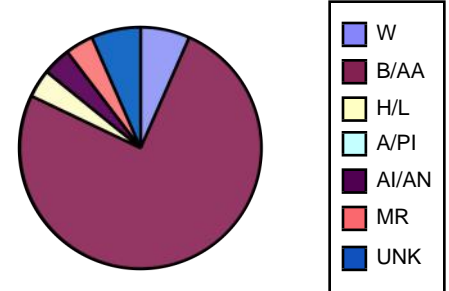
## Overview

	System	State
<b>Number of Surveys Distributed</b>	322	37,142
<b>Number of Valid Responses</b>	106	12,583
<b>Percentage Return Rate</b>	32.9%	33.9%

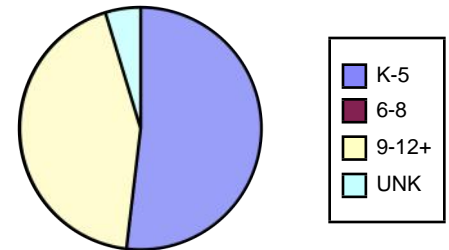


## Child Demographics

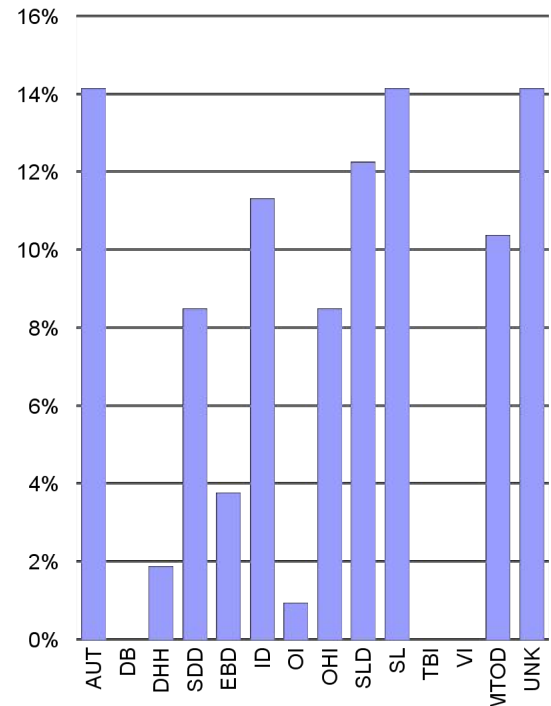
Race/Ethnicity	Count	Percent
White	7	6.6%
Black or African American (B/AA)	80	75.5%
Hispanic or Latino (H/L)	4	3.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	4	3.8%
Multi-racial (MR)	4	3.8%
Unknown (UNK)	7	6.6%



Grade	Count	Percent
K-5	55	51.9%
6-8	0	0.0%
9-12+	46	43.4%
Unknown (UNK)	5	4.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	15	14.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	1.9%
Significant Developmental Delay (SDD)	9	8.5%
Emotional Behavioral Disorder (EBD)	4	3.8%
Intellectual Disability (ID)	12	11.3%
Orthopedic Impairment (OI)	1	0.9%
Other Health Impairment (OHI)	9	8.5%
Specific Learning Disability (SLD)	13	12.3%
Speech/Language Impairment (SL)	15	14.2%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	11	10.4%
Unknown (UNK)	15	14.2%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Dougherty County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	42%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	67
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
6	My child's evaluation report and other written information are written in terms I understand.	61
13	The school communicates regularly with me regarding my child's progress on IEP goals.	60
16	The school offers parents a variety of ways to communicate with teachers.	58
9	Teachers seek out parent input.	58
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	58
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	57
11	Teachers encourage me to participate in the decision-making process.	56
8	Teachers treat me as a team member.	56
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	56
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	56
14	The school gives me choices with regard to services that address my child's needs.	54
17	The school gives parents the help they may need to play an active role in their child's education.	50
18	The school provides information on agencies that can assist my child in the transition from school.	49
5	I was given information about organizations that offer support for parents of students with disabilities.	44
15	The school offers parents training about special education issues.	41
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	36

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Division for Special Education Services and Supports  
Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

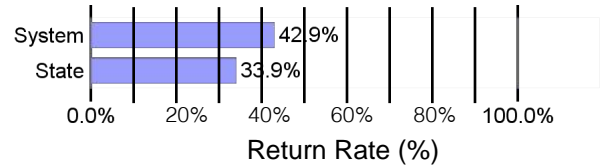
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Douglas County

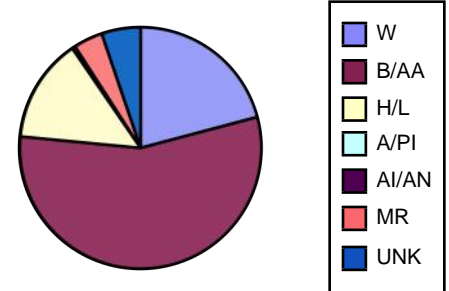
## Overview

	System	State
Number of Surveys Distributed	536	37,142
Number of Valid Responses	230	12,583
Percentage Return Rate	42.9%	33.9%

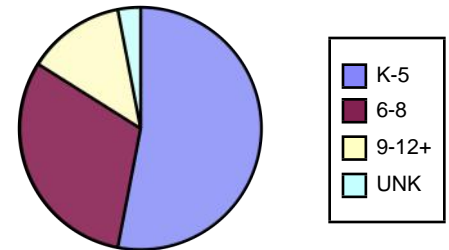


## Child Demographics

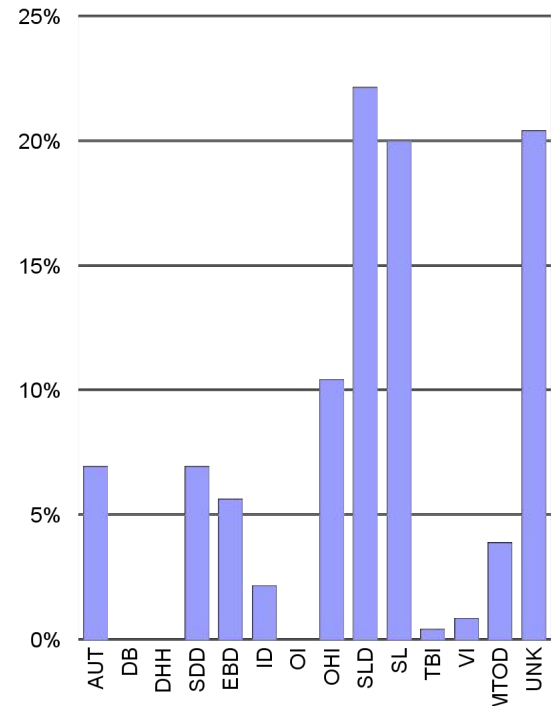
Race/Ethnicity	Count	Percent
White	48	20.9%
Black or African American (B/AA)	128	55.7%
Hispanic or Latino (H/L)	32	13.9%
Asian or Pacific Islander (A/PI)	1	0.4%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	9	3.9%
Unknown (UNK)	12	5.2%



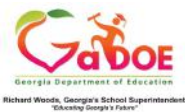
Grade	Count	Percent
K-5	122	53.0%
6-8	71	30.9%
9-12+	30	13.0%
Unknown (UNK)	7	3.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	16	7.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	16	7.0%
Emotional Behavioral Disorder (EBD)	13	5.7%
Intellectual Disability (ID)	5	2.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	24	10.4%
Specific Learning Disability (SLD)	51	22.2%
Speech/Language Impairment (SL)	46	20.0%
Traumatic Brain Injury (TBI)	1	0.4%
Visual Impairment including Blindness (VI)	2	0.9%
More Than One Disability (MTOD)	9	3.9%
Unknown (UNK)	47	20.4%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Douglas County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	47%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	72
7	Teachers are available to speak with me.	70
8	Teachers treat me as a team member.	68
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	67
11	Teachers encourage me to participate in the decision-making process.	67
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	65
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	65
9	Teachers seek out parent input.	65
13	The school communicates regularly with me regarding my child's progress on IEP goals.	64
6	My child's evaluation report and other written information are written in terms I understand.	62
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	61
14	The school gives me choices with regard to services that address my child's needs.	60
16	The school offers parents a variety of ways to communicate with teachers.	59
17	The school gives parents the help they may need to play an active role in their child's education.	56
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	51
5	I was given information about organizations that offer support for parents of students with disabilities.	43
18	The school provides information on agencies that can assist my child in the transition from school.	43
15	The school offers parents training about special education issues.	38

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

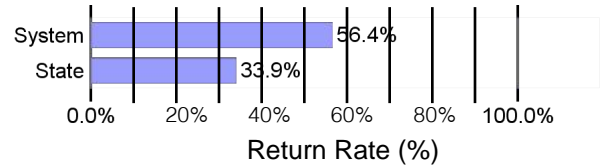
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Early County

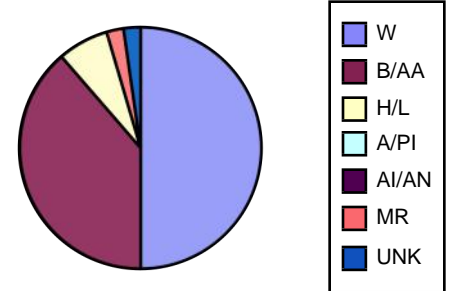
## Overview

	System	State
Number of Surveys Distributed	78	37,142
Number of Valid Responses	44	12,583
Percentage Return Rate	56.4%	33.9%

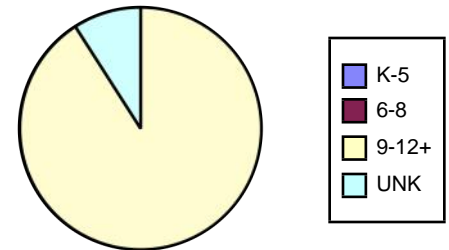


## Child Demographics

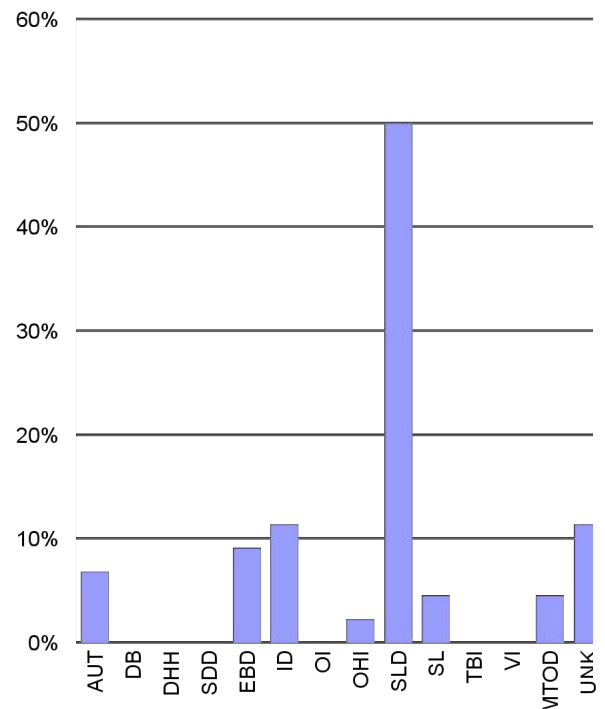
Race/Ethnicity	Count	Percent
White	22	50.0%
Black or African American (B/AA)	17	38.6%
Hispanic or Latino (H/L)	3	6.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.3%
Unknown (UNK)	1	2.3%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	40	90.9%
Unknown (UNK)	4	9.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	6.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	4	9.1%
Intellectual Disability (ID)	5	11.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.3%
Specific Learning Disability (SLD)	22	50.0%
Speech/Language Impairment (SL)	2	4.5%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	4.5%
Unknown (UNK)	5	11.4%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Early County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	64%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
13	The school communicates regularly with me regarding my child's progress on IEP goals.	86
9	Teachers seek out parent input.	86
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	84
16	The school offers parents a variety of ways to communicate with teachers.	83
6	My child's evaluation report and other written information are written in terms I understand.	82
7	Teachers are available to speak with me.	82
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	81
11	Teachers encourage me to participate in the decision-making process.	81
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	81
8	Teachers treat me as a team member.	80
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	79
17	The school gives parents the help they may need to play an active role in their child's education.	78
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	75
14	The school gives me choices with regard to services that address my child's needs.	74
15	The school offers parents training about special education issues.	70
18	The school provides information on agencies that can assist my child in the transition from school.	67
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	61
5	I was given information about organizations that offer support for parents of students with disabilities.	60

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

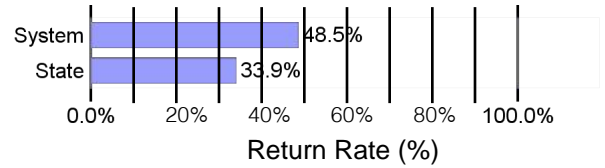




# 2016 Special Education Parent Survey Report Effingham County

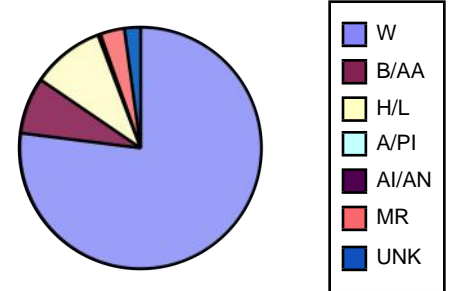
## Overview

	System	State
<b>Number of Surveys Distributed</b>	573	37,142
<b>Number of Valid Responses</b>	278	12,583
<b>Percentage Return Rate</b>	48.5%	33.9%

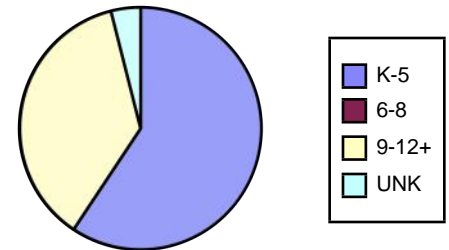


## Child Demographics

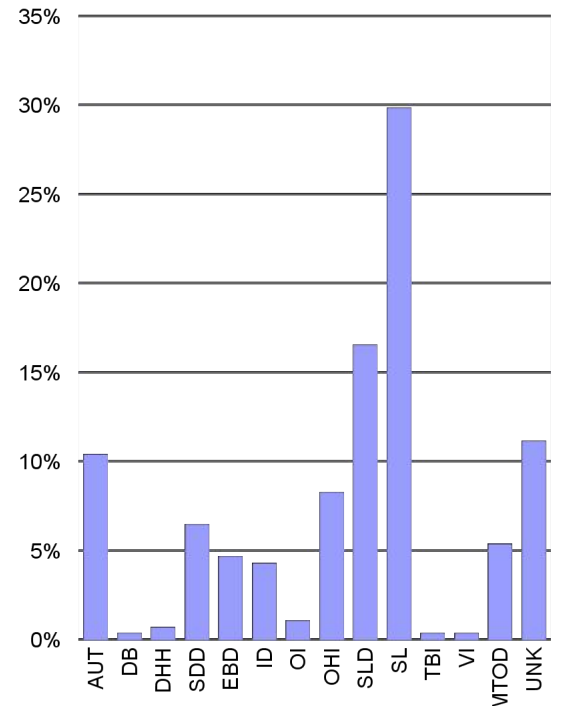
Race/Ethnicity	Count	Percent
White	214	77.0%
Black or African American (B/AA)	21	7.6%
Hispanic or Latino (H/L)	27	9.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	0.4%
Multi-racial (MR)	9	3.2%
Unknown (UNK)	6	2.2%



Grade	Count	Percent
K-5	165	59.4%
6-8	0	0.0%
9-12+	102	36.7%
Unknown (UNK)	11	4.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	29	10.4%
Deaf-Blind (DB)	1	0.4%
Deaf-Hard of Hearing (D/HH)	2	0.7%
Significant Developmental Delay (SDD)	18	6.5%
Emotional Behavioral Disorder (EBD)	13	4.7%
Intellectual Disability (ID)	12	4.3%
Orthopedic Impairment (OI)	3	1.1%
Other Health Impairment (OHI)	23	8.3%
Specific Learning Disability (SLD)	46	16.5%
Speech/Language Impairment (SL)	83	29.9%
Traumatic Brain Injury (TBI)	1	0.4%
Visual Impairment including Blindness (VI)	1	0.4%
More Than One Disability (MTOD)	15	5.4%
Unknown (UNK)	31	11.2%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Effingham County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	47%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	67
8	Teachers treat me as a team member.	65
11	Teachers encourage me to participate in the decision-making process.	64
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	62
6	My child's evaluation report and other written information are written in terms I understand.	62
9	Teachers seek out parent input.	60
16	The school offers parents a variety of ways to communicate with teachers.	59
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	58
13	The school communicates regularly with me regarding my child's progress on IEP goals.	56
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	56
17	The school gives parents the help they may need to play an active role in their child's education.	55
14	The school gives me choices with regard to services that address my child's needs.	55
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	48
18	The school provides information on agencies that can assist my child in the transition from school.	43
5	I was given information about organizations that offer support for parents of students with disabilities.	42
15	The school offers parents training about special education issues.	42

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Georgia Department of Education  
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aladd@doe.K12.ga.us

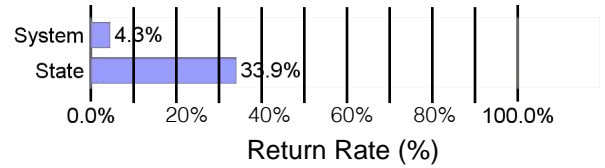
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Elbert County

## Overview

	System	State
<b>Number of Surveys Distributed</b>	69	37,142
<b>Number of Valid Responses</b>	3	12,583
<b>Percentage Return Rate</b>	4.3%	33.9%



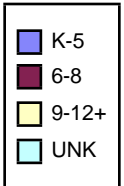
## Child Demographics

Race/Ethnicity	Count	Percent
White		0.0%
Black or African American (B/AA)		0.0%
Hispanic or Latino (H/L)		0.0%
Asian or Pacific Islander (A/PI)		0.0%
American Indian or Alaska Native (AI/AN)		0.0%
Multi-racial (MR)		0.0%
Unknown (UNK)		0.0%

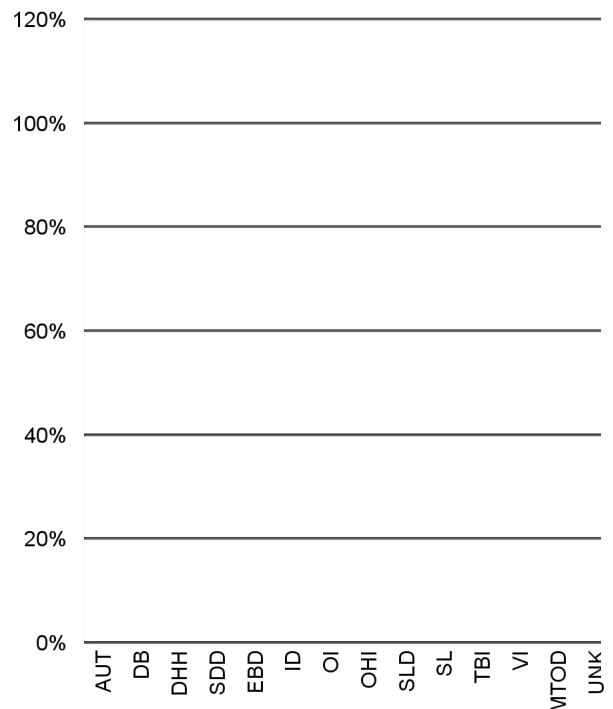
Not enough data.



Grade	Count	Percent
K-5		0.0%
6-8		0.0%
9-12+		0.0%
Unknown (UNK)		0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)		0.0%
Deaf-Blind (DB)		0.0%
Deaf-Hard of Hearing (D/HH)		0.0%
Significant Developmental Delay (SDD)		0.0%
Emotional Behavioral Disorder (EBD)		0.0%
Intellectual Disability (ID)		0.0%
Orthopedic Impairment (OI)		0.0%
Other Health Impairment (OHI)		0.0%
Specific Learning Disability (SLD)		0.0%
Speech/Language Impairment (SL)		0.0%
Traumatic Brain Injury (TBI)		0.0%
Visual Impairment including Blindness (VI)		0.0%
More Than One Disability (MTOD)		0.0%
Unknown (UNK)		0.0%



\* Percentages have been rounded and as a result may not add to exactly 100%

\* If less than 10 responses, count will not be shown



# 2016 Special Education Parent Survey Report Elbert County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	67%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
6	My child's evaluation report and other written information are written in terms I understand.	67
7	Teachers are available to speak with me.	67
8	Teachers treat me as a team member.	67
9	Teachers seek out parent input.	67
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	67
13	The school communicates regularly with me regarding my child's progress on IEP goals.	67
14	The school gives me choices with regard to services that address my child's needs.	67
16	The school offers parents a variety of ways to communicate with teachers.	67
17	The school gives parents the help they may need to play an active role in their child's education.	67
18	The school provides information on agencies that can assist my child in the transition from school.	67
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	33
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	33
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	33
5	I was given information about organizations that offer support for parents of students with disabilities.	33
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	33
11	Teachers encourage me to participate in the decision-making process.	33
15	The school offers parents training about special education issues.	33

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aladd@doe.K12.ga.us

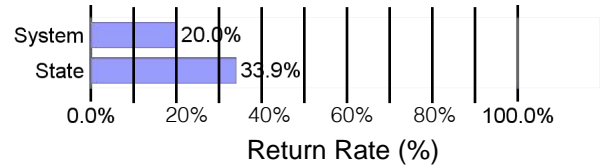
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Emanuel County

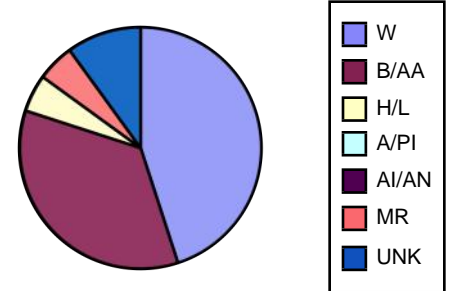
## Overview

	System	State
<b>Number of Surveys Distributed</b>	100	37,142
<b>Number of Valid Responses</b>	20	12,583
<b>Percentage Return Rate</b>	20.0%	33.9%

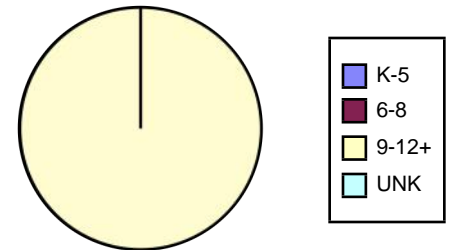


## Child Demographics

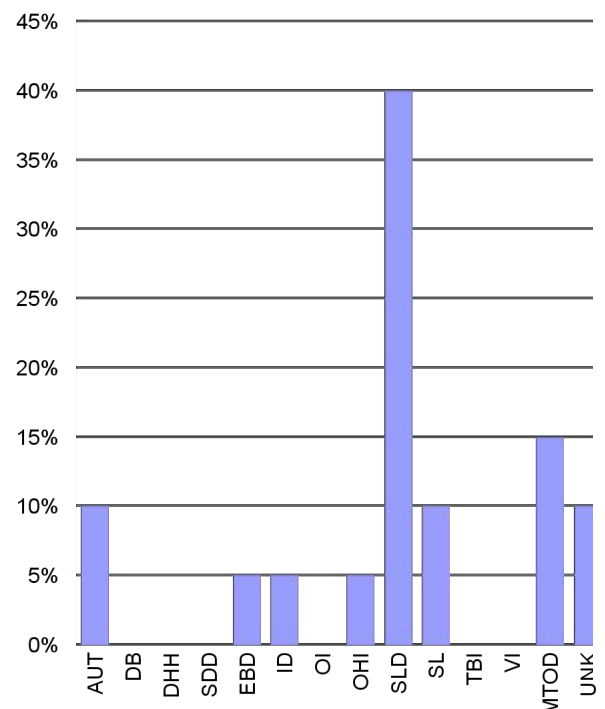
Race/Ethnicity	Count	Percent
White	9	45.0%
Black or African American (B/AA)	7	35.0%
Hispanic or Latino (H/L)	1	5.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	5.0%
Unknown (UNK)	2	10.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	20	100.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	10.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	5.0%
Intellectual Disability (ID)	1	5.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	5.0%
Specific Learning Disability (SLD)	8	40.0%
Speech/Language Impairment (SL)	2	10.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	15.0%
Unknown (UNK)	2	10.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Emanuel County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	25%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	45
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	40
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	40
6	My child's evaluation report and other written information are written in terms I understand.	40
7	Teachers are available to speak with me.	40
17	The school gives parents the help they may need to play an active role in their child's education.	37
5	I was given information about organizations that offer support for parents of students with disabilities.	35
8	Teachers treat me as a team member.	35
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	35
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	35
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	32
16	The school offers parents a variety of ways to communicate with teachers.	32
9	Teachers seek out parent input.	30
11	Teachers encourage me to participate in the decision-making process.	30
13	The school communicates regularly with me regarding my child's progress on IEP goals.	30
14	The school gives me choices with regard to services that address my child's needs.	28
18	The school provides information on agencies that can assist my child in the transition from school.	26
15	The school offers parents training about special education issues.	24

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Division for Special Education Services and Supports  
 Georgia Department of Education  
 (404) 657-7328  
 aladd@doe.K12.ga.us

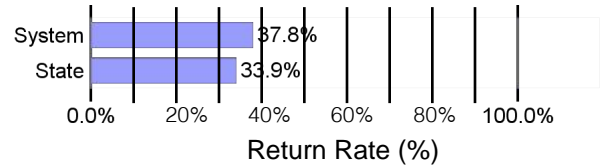
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Fayette County

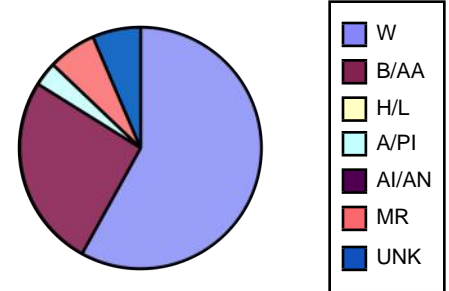
## Overview

	System	State
Number of Surveys Distributed	82	37,142
Number of Valid Responses	31	12,583
Percentage Return Rate	37.8%	33.9%

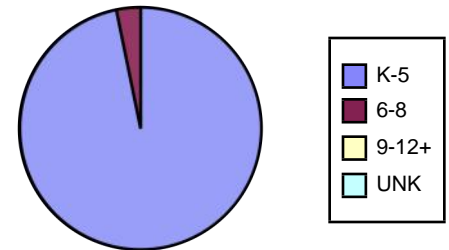


## Child Demographics

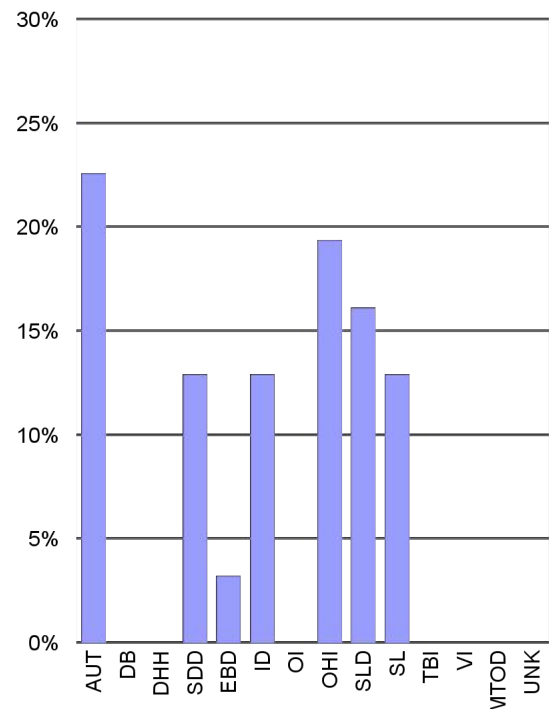
Race/Ethnicity	Count	Percent
White	18	58.1%
Black or African American (B/AA)	8	25.8%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	3.2%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	6.5%
Unknown (UNK)	2	6.5%



Grade	Count	Percent
K-5	30	96.8%
6-8	1	3.2%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	22.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	12.9%
Emotional Behavioral Disorder (EBD)	1	3.2%
Intellectual Disability (ID)	4	12.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	19.4%
Specific Learning Disability (SLD)	5	16.1%
Speech/Language Impairment (SL)	4	12.9%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Fayette County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	61%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	94
8	Teachers treat me as a team member.	90
11	Teachers encourage me to participate in the decision-making process.	90
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	87
9	Teachers seek out parent input.	87
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	84
6	My child's evaluation report and other written information are written in terms I understand.	81
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	81
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	77
13	The school communicates regularly with me regarding my child's progress on IEP goals.	77
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	74
16	The school offers parents a variety of ways to communicate with teachers.	74
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	71
17	The school gives parents the help they may need to play an active role in their child's education.	71
14	The school gives me choices with regard to services that address my child's needs.	68
5	I was given information about organizations that offer support for parents of students with disabilities.	45
15	The school offers parents training about special education issues.	42
18	The school provides information on agencies that can assist my child in the transition from school.	37

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aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

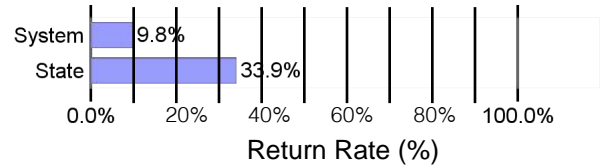




# 2016 Special Education Parent Survey Report Floyd County

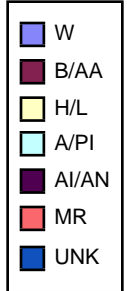
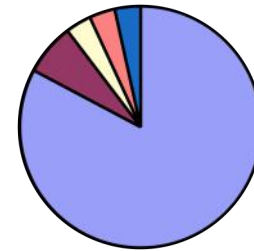
## Overview

	System	State
<b>Number of Surveys Distributed</b>	297	37,142
<b>Number of Valid Responses</b>	29	12,583
<b>Percentage Return Rate</b>	9.8%	33.9%

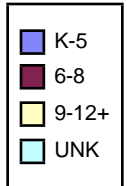
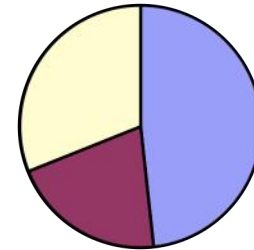


## Child Demographics

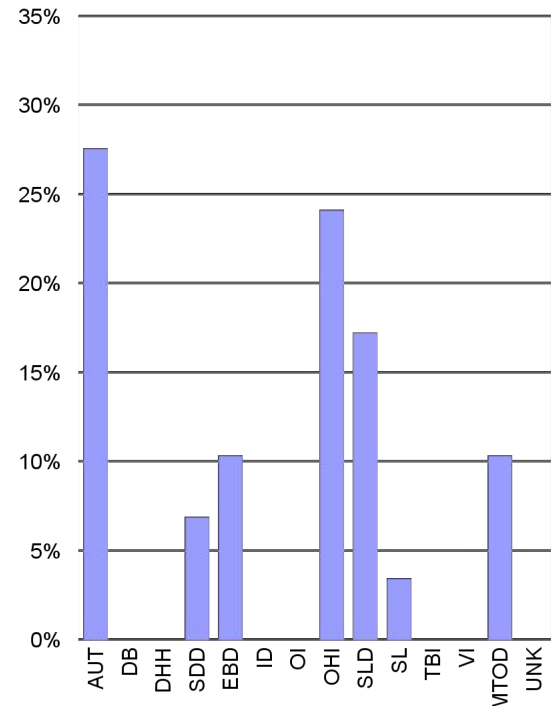
Race/Ethnicity	Count	Percent
White	24	82.8%
Black or African American (B/AA)	2	6.9%
Hispanic or Latino (H/L)	1	3.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.4%
Unknown (UNK)	1	3.4%



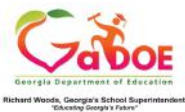
Grade	Count	Percent
K-5	14	48.3%
6-8	6	20.7%
9-12+	9	31.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	27.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	6.9%
Emotional Behavioral Disorder (EBD)	3	10.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	7	24.1%
Specific Learning Disability (SLD)	5	17.2%
Speech/Language Impairment (SL)	1	3.4%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	10.3%
Unknown (UNK)	0	0.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Floyd County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	45%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
6	My child's evaluation report and other written information are written in terms I understand.	76
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	75
7	Teachers are available to speak with me.	66
11	Teachers encourage me to participate in the decision-making process.	66
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	64
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	62
16	The school offers parents a variety of ways to communicate with teachers.	61
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	59
14	The school gives me choices with regard to services that address my child's needs.	59
8	Teachers treat me as a team member.	55
9	Teachers seek out parent input.	55
13	The school communicates regularly with me regarding my child's progress on IEP goals.	55
17	The school gives parents the help they may need to play an active role in their child's education.	55
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
18	The school provides information on agencies that can assist my child in the transition from school.	36
5	I was given information about organizations that offer support for parents of students with disabilities.	31
15	The school offers parents training about special education issues.	14

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 Georgia Department of Education  
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 aladd@doe.K12.ga.us

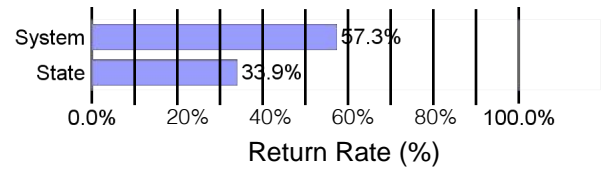
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Forsyth County

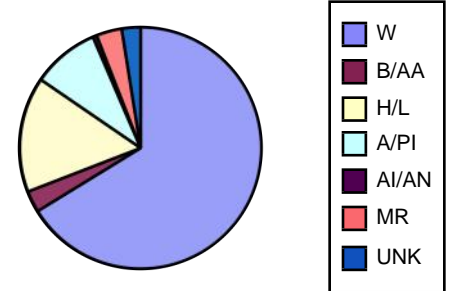
## Overview

	System	State
<b>Number of Surveys Distributed</b>	972	37,142
<b>Number of Valid Responses</b>	557	12,583
<b>Percentage Return Rate</b>	57.3%	33.9%

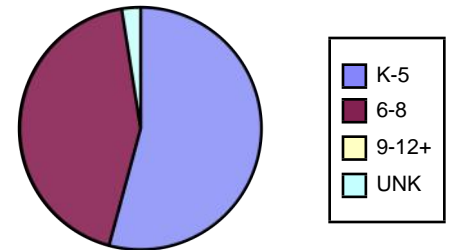


## Child Demographics

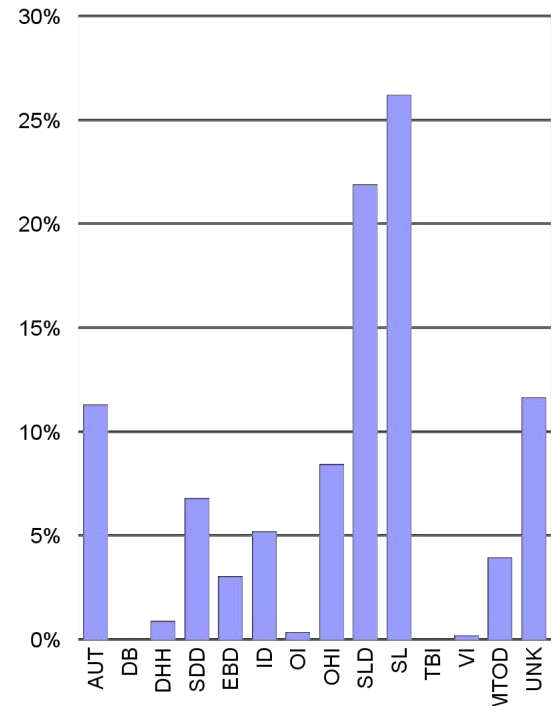
Race/Ethnicity	Count	Percent
White	369	66.2%
Black or African American (B/AA)	16	2.9%
Hispanic or Latino (H/L)	86	15.4%
Asian or Pacific Islander (A/PI)	50	9.0%
American Indian or Alaska Native (AI/AN)	3	0.5%
Multi-racial (MR)	19	3.4%
Unknown (UNK)	14	2.5%



Grade	Count	Percent
K-5	302	54.2%
6-8	241	43.3%
9-12+	0	0.0%
Unknown (UNK)	14	2.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	63	11.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	5	0.9%
Significant Developmental Delay (SDD)	38	6.8%
Emotional Behavioral Disorder (EBD)	17	3.1%
Intellectual Disability (ID)	29	5.2%
Orthopedic Impairment (OI)	2	0.4%
Other Health Impairment (OHI)	47	8.4%
Specific Learning Disability (SLD)	122	21.9%
Speech/Language Impairment (SL)	146	26.2%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.2%
More Than One Disability (MTOD)	22	3.9%
Unknown (UNK)	65	11.7%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Forsyth County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	49%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	76
8	Teachers treat me as a team member.	74
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	72
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	68
6	My child's evaluation report and other written information are written in terms I understand.	68
9	Teachers seek out parent input.	66
11	Teachers encourage me to participate in the decision-making process.	66
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	66
16	The school offers parents a variety of ways to communicate with teachers.	65
13	The school communicates regularly with me regarding my child's progress on IEP goals.	61
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	61
17	The school gives parents the help they may need to play an active role in their child's education.	59
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	58
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
14	The school gives me choices with regard to services that address my child's needs.	52
15	The school offers parents training about special education issues.	50
5	I was given information about organizations that offer support for parents of students with disabilities.	39
18	The school provides information on agencies that can assist my child in the transition from school.	38

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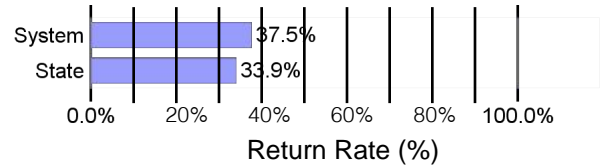
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Franklin County

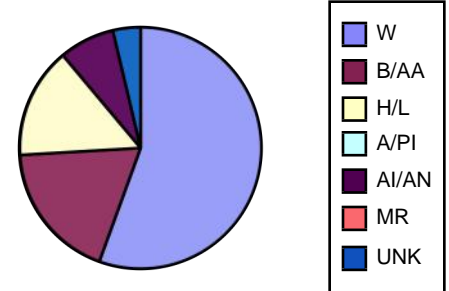
## Overview

	System	State
<b>Number of Surveys Distributed</b>	72	37,142
<b>Number of Valid Responses</b>	27	12,583
<b>Percentage Return Rate</b>	37.5%	33.9%

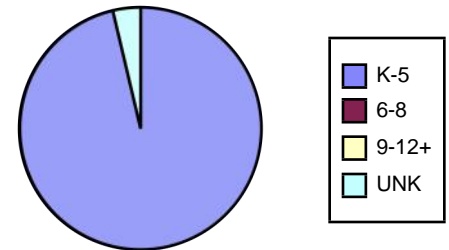


## Child Demographics

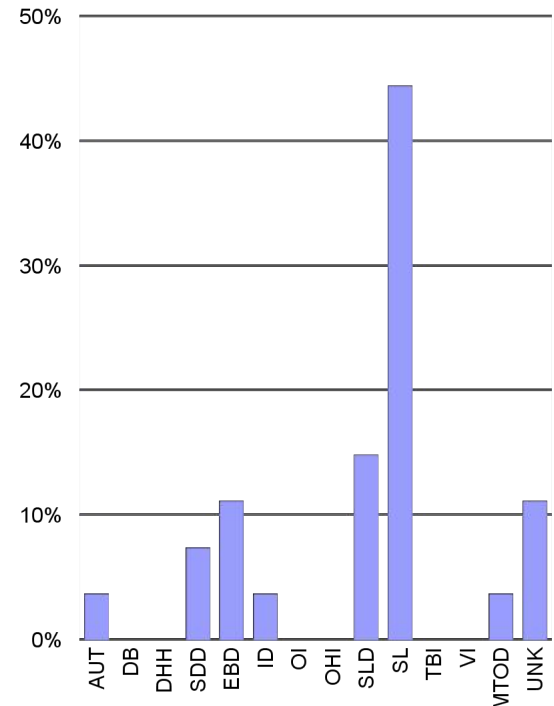
Race/Ethnicity	Count	Percent
White	15	55.6%
Black or African American (B/AA)	5	18.5%
Hispanic or Latino (H/L)	4	14.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	2	7.4%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	3.7%



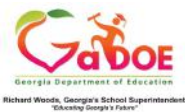
Grade	Count	Percent
K-5	26	96.3%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	3.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	3.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	7.4%
Emotional Behavioral Disorder (EBD)	3	11.1%
Intellectual Disability (ID)	1	3.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	4	14.8%
Speech/Language Impairment (SL)	12	44.4%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	3.7%
Unknown (UNK)	3	11.1%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Franklin County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	19%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	50
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	48
6	My child's evaluation report and other written information are written in terms I understand.	48
8	Teachers treat me as a team member.	46
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	46
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	44
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	33
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	33
13	The school communicates regularly with me regarding my child's progress on IEP goals.	33
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	31
9	Teachers seek out parent input.	31
11	Teachers encourage me to participate in the decision-making process.	30
5	I was given information about organizations that offer support for parents of students with disabilities.	26
16	The school offers parents a variety of ways to communicate with teachers.	26
14	The school gives me choices with regard to services that address my child's needs.	19
15	The school offers parents training about special education issues.	19
17	The school gives parents the help they may need to play an active role in their child's education.	19
18	The school provides information on agencies that can assist my child in the transition from school.	15

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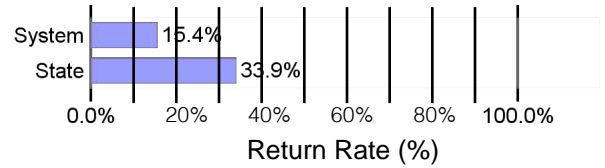
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Fulton County

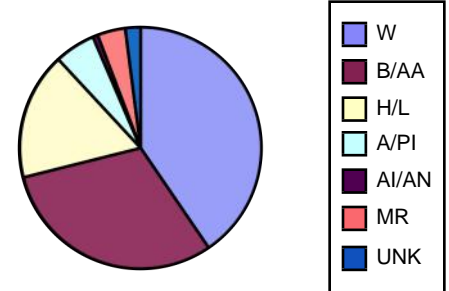
## Overview

	System	State
<b>Number of Surveys Distributed</b>	1,906	37,142
<b>Number of Valid Responses</b>	294	12,583
<b>Percentage Return Rate</b>	15.4%	33.9%

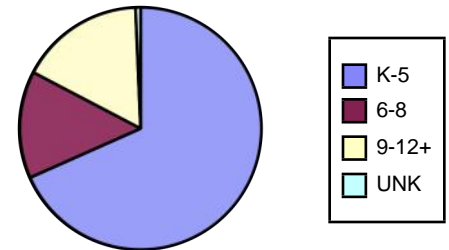


## Child Demographics

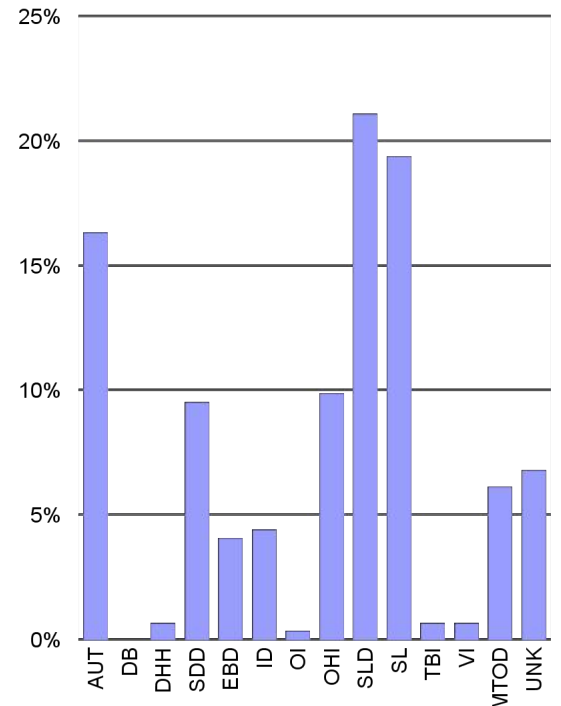
Race/Ethnicity	Count	Percent
White	119	40.5%
Black or African American (B/AA)	90	30.6%
Hispanic or Latino (H/L)	50	17.0%
Asian or Pacific Islander (A/PI)	16	5.4%
American Indian or Alaska Native (AI/AN)	2	0.7%
Multi-racial (MR)	11	3.7%
Unknown (UNK)	6	2.0%



Grade	Count	Percent
K-5	201	68.4%
6-8	42	14.3%
9-12+	49	16.7%
Unknown (UNK)	2	0.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	48	16.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	0.7%
Significant Developmental Delay (SDD)	28	9.5%
Emotional Behavioral Disorder (EBD)	12	4.1%
Intellectual Disability (ID)	13	4.4%
Orthopedic Impairment (OI)	1	0.3%
Other Health Impairment (OHI)	29	9.9%
Specific Learning Disability (SLD)	62	21.1%
Speech/Language Impairment (SL)	57	19.4%
Traumatic Brain Injury (TBI)	2	0.7%
Visual Impairment including Blindness (VI)	2	0.7%
More Than One Disability (MTOD)	18	6.1%
Unknown (UNK)	20	6.8%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Fulton County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	40%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	70
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
8	Teachers treat me as a team member.	64
11	Teachers encourage me to participate in the decision-making process.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	60
6	My child's evaluation report and other written information are written in terms I understand.	59
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	59
9	Teachers seek out parent input.	59
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	58
13	The school communicates regularly with me regarding my child's progress on IEP goals.	56
16	The school offers parents a variety of ways to communicate with teachers.	54
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	52
17	The school gives parents the help they may need to play an active role in their child's education.	49
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
14	The school gives me choices with regard to services that address my child's needs.	46
5	I was given information about organizations that offer support for parents of students with disabilities.	29
18	The school provides information on agencies that can assist my child in the transition from school.	27
15	The school offers parents training about special education issues.	22

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

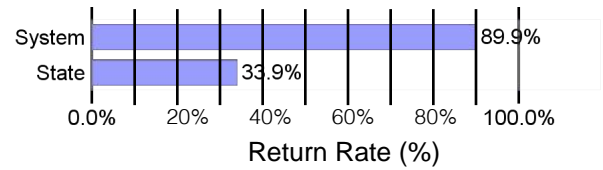




# 2016 Special Education Parent Survey Report Glynn County

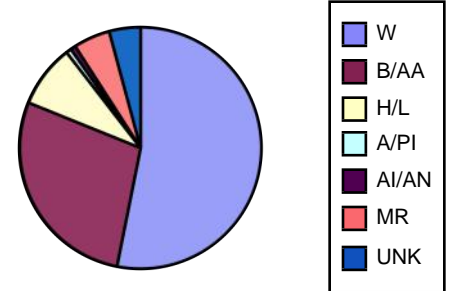
## Overview

	System	State
<b>Number of Surveys Distributed</b>	159	37,142
<b>Number of Valid Responses</b>	143	12,583
<b>Percentage Return Rate</b>	89.9%	33.9%

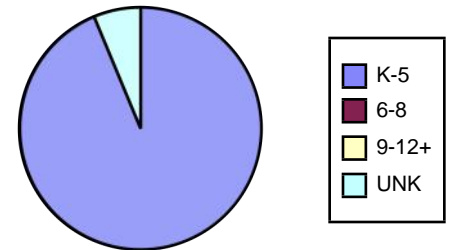


## Child Demographics

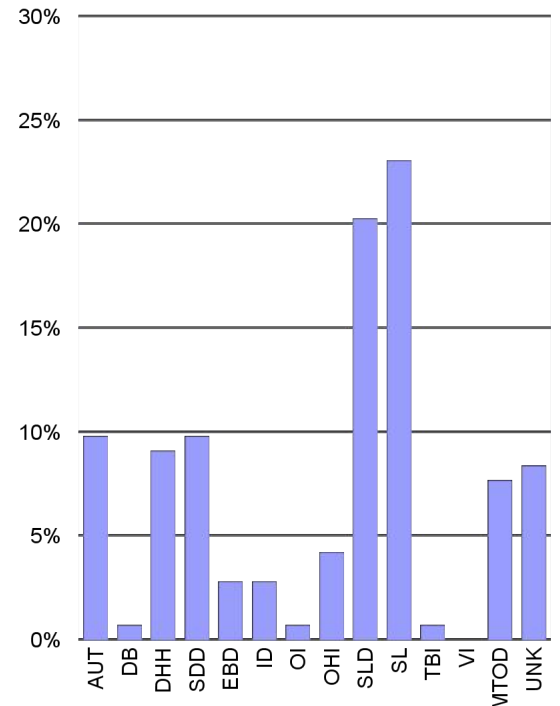
Race/Ethnicity	Count	Percent
White	76	53.1%
Black or African American (B/AA)	40	28.0%
Hispanic or Latino (H/L)	12	8.4%
Asian or Pacific Islander (A/PI)	1	0.7%
American Indian or Alaska Native (AI/AN)	1	0.7%
Multi-racial (MR)	7	4.9%
Unknown (UNK)	6	4.2%



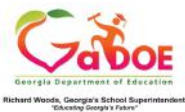
Grade	Count	Percent
K-5	134	93.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	9	6.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	14	9.8%
Deaf-Blind (DB)	1	0.7%
Deaf-Hard of Hearing (D/HH)	13	9.1%
Significant Developmental Delay (SDD)	14	9.8%
Emotional Behavioral Disorder (EBD)	4	2.8%
Intellectual Disability (ID)	4	2.8%
Orthopedic Impairment (OI)	1	0.7%
Other Health Impairment (OHI)	6	4.2%
Specific Learning Disability (SLD)	29	20.3%
Speech/Language Impairment (SL)	33	23.1%
Traumatic Brain Injury (TBI)	1	0.7%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	11	7.7%
Unknown (UNK)	12	8.4%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Glynn County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	51%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	75
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	73
8	Teachers treat me as a team member.	72
11	Teachers encourage me to participate in the decision-making process.	70
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	70
9	Teachers seek out parent input.	70
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	68
13	The school communicates regularly with me regarding my child's progress on IEP goals.	66
6	My child's evaluation report and other written information are written in terms I understand.	66
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	64
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	61
16	The school offers parents a variety of ways to communicate with teachers.	60
17	The school gives parents the help they may need to play an active role in their child's education.	58
14	The school gives me choices with regard to services that address my child's needs.	58
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
5	I was given information about organizations that offer support for parents of students with disabilities.	47
18	The school provides information on agencies that can assist my child in the transition from school.	44
15	The school offers parents training about special education issues.	39

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
 Georgia Department of Education  
 (404) 657-7328  
 aladd@doe.K12.ga.us

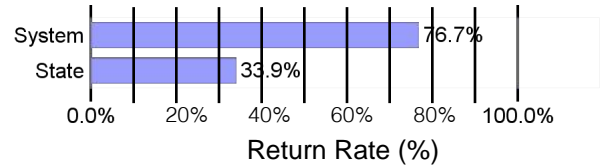
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Gordon County

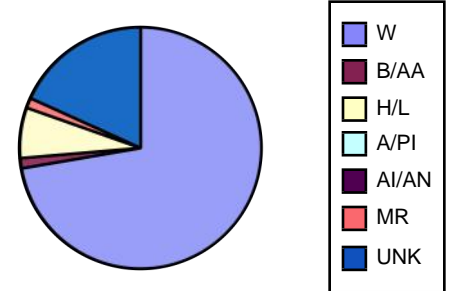
## Overview

	System	State
<b>Number of Surveys Distributed</b>	193	37,142
<b>Number of Valid Responses</b>	148	12,583
<b>Percentage Return Rate</b>	76.7%	33.9%

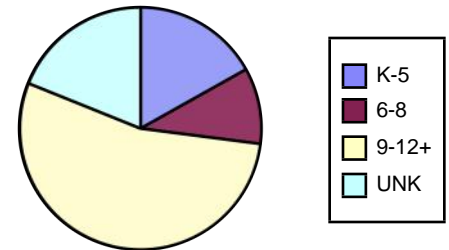


## Child Demographics

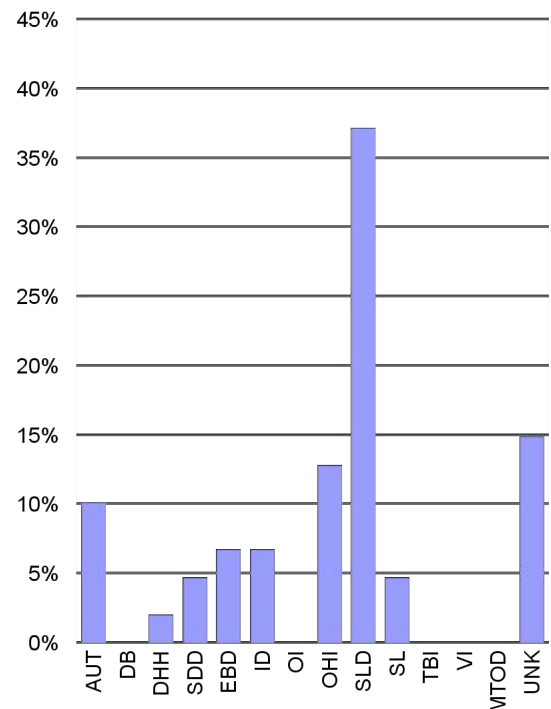
Race/Ethnicity	Count	Percent
White	107	72.3%
Black or African American (B/AA)	2	1.4%
Hispanic or Latino (H/L)	10	6.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	1.4%
Unknown (UNK)	27	18.2%



Grade	Count	Percent
K-5	25	16.9%
6-8	15	10.1%
9-12+	80	54.1%
Unknown (UNK)	28	18.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	15	10.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	2.0%
Significant Developmental Delay (SDD)	7	4.7%
Emotional Behavioral Disorder (EBD)	10	6.8%
Intellectual Disability (ID)	10	6.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	19	12.8%
Specific Learning Disability (SLD)	55	37.2%
Speech/Language Impairment (SL)	7	4.7%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	22	14.9%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Gordon County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	66%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	81
6	My child's evaluation report and other written information are written in terms I understand.	78
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	77
7	Teachers are available to speak with me.	76
8	Teachers treat me as a team member.	76
11	Teachers encourage me to participate in the decision-making process.	75
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	74
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	74
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	74
9	Teachers seek out parent input.	72
16	The school offers parents a variety of ways to communicate with teachers.	70
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	70
13	The school communicates regularly with me regarding my child's progress on IEP goals.	70
14	The school gives me choices with regard to services that address my child's needs.	68
17	The school gives parents the help they may need to play an active role in their child's education.	67
18	The school provides information on agencies that can assist my child in the transition from school.	60
5	I was given information about organizations that offer support for parents of students with disabilities.	59
15	The school offers parents training about special education issues.	59

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

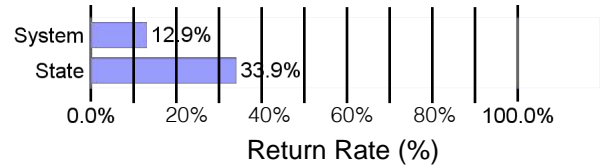
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Grady County

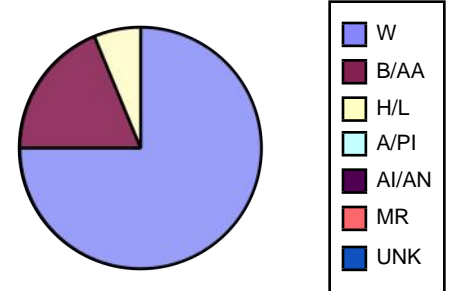
## Overview

	System	State
<b>Number of Surveys Distributed</b>	124	37,142
<b>Number of Valid Responses</b>	16	12,583
<b>Percentage Return Rate</b>	12.9%	33.9%

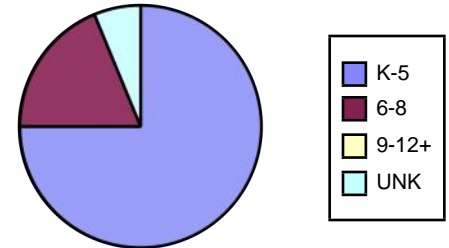


## Child Demographics

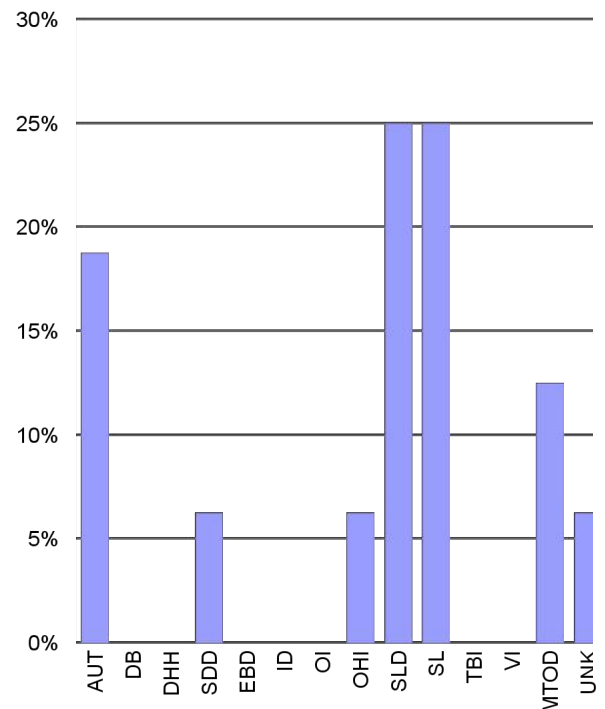
Race/Ethnicity	Count	Percent
White	12	75.0%
Black or African American (B/AA)	3	18.8%
Hispanic or Latino (H/L)	1	6.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



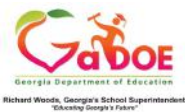
Grade	Count	Percent
K-5	12	75.0%
6-8	3	18.8%
9-12+	0	0.0%
Unknown (UNK)	1	6.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	18.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	6.3%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	6.3%
Specific Learning Disability (SLD)	4	25.0%
Speech/Language Impairment (SL)	4	25.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	12.5%
Unknown (UNK)	1	6.3%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Grady County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	56%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	75
11	Teachers encourage me to participate in the decision-making process.	67
8	Teachers treat me as a team member.	63
9	Teachers seek out parent input.	63
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	63
17	The school gives parents the help they may need to play an active role in their child's education.	63
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	60
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	56
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	56
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	56
6	My child's evaluation report and other written information are written in terms I understand.	56
16	The school offers parents a variety of ways to communicate with teachers.	56
5	I was given information about organizations that offer support for parents of students with disabilities.	50
13	The school communicates regularly with me regarding my child's progress on IEP goals.	50
14	The school gives me choices with regard to services that address my child's needs.	50
18	The school provides information on agencies that can assist my child in the transition from school.	47
15	The school offers parents training about special education issues.	38

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

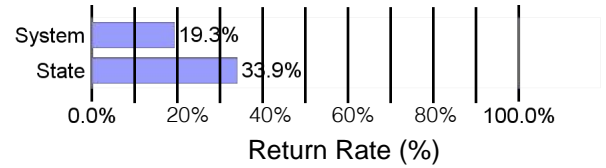
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Gwinnett County

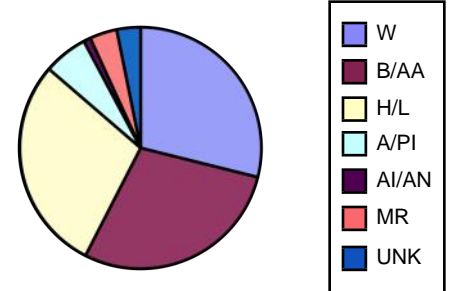
## Overview

	System	State
<b>Number of Surveys Distributed</b>	4,398	37,142
<b>Number of Valid Responses</b>	848	12,583
<b>Percentage Return Rate</b>	19.3%	33.9%

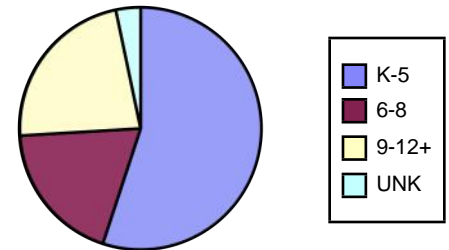


## Child Demographics

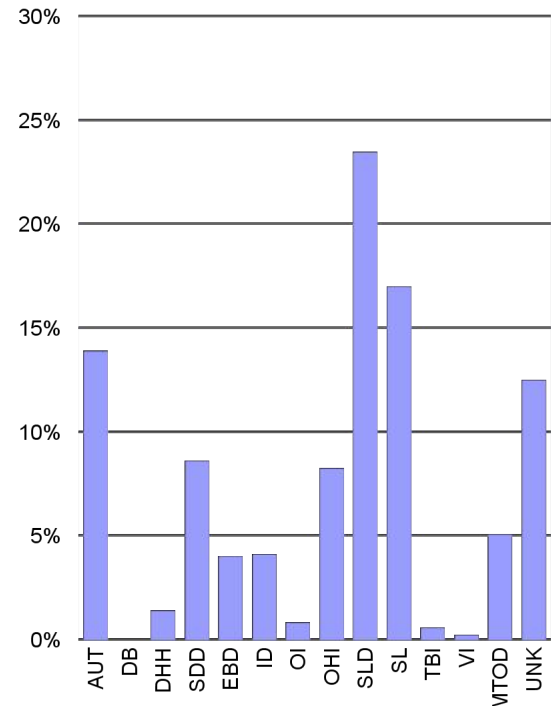
Race/Ethnicity	Count	Percent
White	245	28.9%
Black or African American (B/AA)	243	28.7%
Hispanic or Latino (H/L)	244	28.8%
Asian or Pacific Islander (A/PI)	50	5.9%
American Indian or Alaska Native (AI/AN)	8	0.9%
Multi-racial (MR)	31	3.7%
Unknown (UNK)	27	3.2%



Grade	Count	Percent
K-5	467	55.1%
6-8	161	19.0%
9-12+	192	22.6%
Unknown (UNK)	28	3.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	118	13.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	12	1.4%
Significant Developmental Delay (SDD)	73	8.6%
Emotional Behavioral Disorder (EBD)	34	4.0%
Intellectual Disability (ID)	35	4.1%
Orthopedic Impairment (OI)	7	0.8%
Other Health Impairment (OHI)	70	8.3%
Specific Learning Disability (SLD)	199	23.5%
Speech/Language Impairment (SL)	144	17.0%
Traumatic Brain Injury (TBI)	5	0.6%
Visual Impairment including Blindness (VI)	2	0.2%
More Than One Disability (MTOD)	43	5.1%
Unknown (UNK)	106	12.5%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Gwinnett County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	47%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
7	Teachers are available to speak with me.	69
8	Teachers treat me as a team member.	66
11	Teachers encourage me to participate in the decision-making process.	66
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	64
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	64
6	My child's evaluation report and other written information are written in terms I understand.	63
9	Teachers seek out parent input.	61
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	61
16	The school offers parents a variety of ways to communicate with teachers.	60
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	59
13	The school communicates regularly with me regarding my child's progress on IEP goals.	59
17	The school gives parents the help they may need to play an active role in their child's education.	55
14	The school gives me choices with regard to services that address my child's needs.	54
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
5	I was given information about organizations that offer support for parents of students with disabilities.	40
18	The school provides information on agencies that can assist my child in the transition from school.	39
15	The school offers parents training about special education issues.	36

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

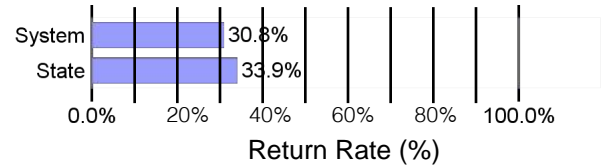




# 2016 Special Education Parent Survey Report Hall County

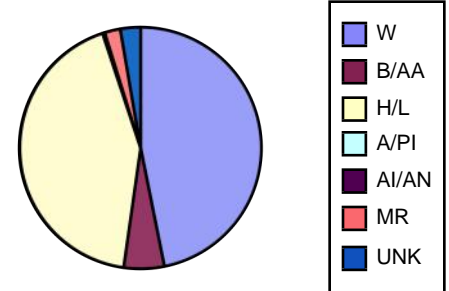
## Overview

	System	State
<b>Number of Surveys Distributed</b>	1,082	37,142
<b>Number of Valid Responses</b>	333	12,583
<b>Percentage Return Rate</b>	30.8%	33.9%

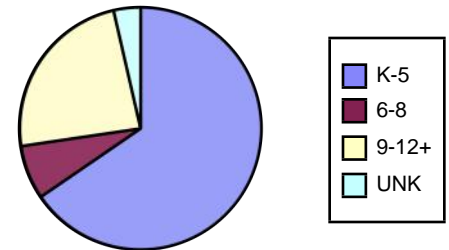


## Child Demographics

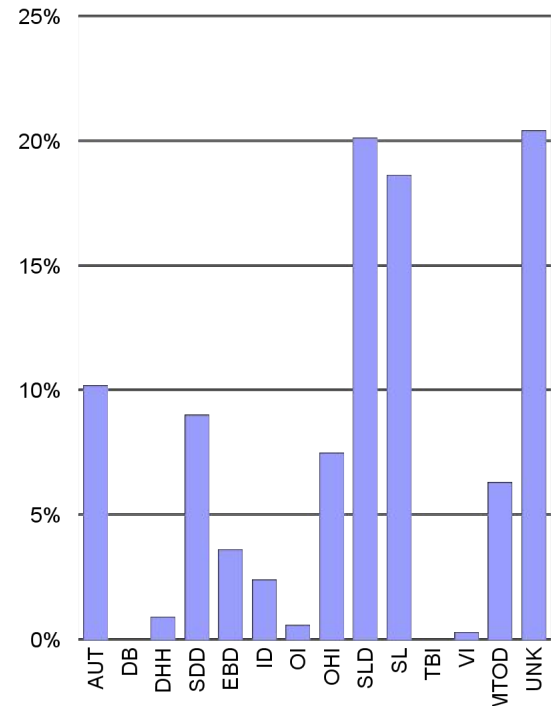
Race/Ethnicity	Count	Percent
White	156	46.8%
Black or African American (B/AA)	18	5.4%
Hispanic or Latino (H/L)	142	42.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	0.3%
Multi-racial (MR)	7	2.1%
Unknown (UNK)	9	2.7%



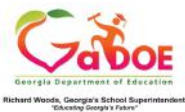
Grade	Count	Percent
K-5	218	65.5%
6-8	24	7.2%
9-12+	79	23.7%
Unknown (UNK)	12	3.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	34	10.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	0.9%
Significant Developmental Delay (SDD)	30	9.0%
Emotional Behavioral Disorder (EBD)	12	3.6%
Intellectual Disability (ID)	8	2.4%
Orthopedic Impairment (OI)	2	0.6%
Other Health Impairment (OHI)	25	7.5%
Specific Learning Disability (SLD)	67	20.1%
Speech/Language Impairment (SL)	62	18.6%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.3%
More Than One Disability (MTOD)	21	6.3%
Unknown (UNK)	68	20.4%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Hall County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	47%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
7	Teachers are available to speak with me.	70
8	Teachers treat me as a team member.	66
9	Teachers seek out parent input.	66
11	Teachers encourage me to participate in the decision-making process.	65
6	My child's evaluation report and other written information are written in terms I understand.	64
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	64
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	63
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	59
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	59
13	The school communicates regularly with me regarding my child's progress on IEP goals.	59
16	The school offers parents a variety of ways to communicate with teachers.	59
14	The school gives me choices with regard to services that address my child's needs.	55
17	The school gives parents the help they may need to play an active role in their child's education.	51
5	I was given information about organizations that offer support for parents of students with disabilities.	41
18	The school provides information on agencies that can assist my child in the transition from school.	41
15	The school offers parents training about special education issues.	34

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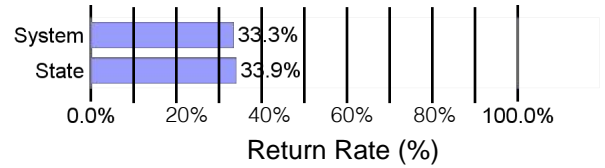
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Hancock County

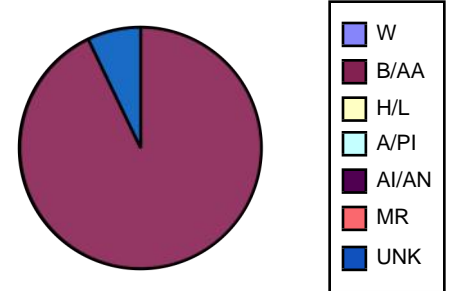
## Overview

	System	State
<b>Number of Surveys Distributed</b>	42	37,142
<b>Number of Valid Responses</b>	14	12,583
<b>Percentage Return Rate</b>	33.3%	33.9%

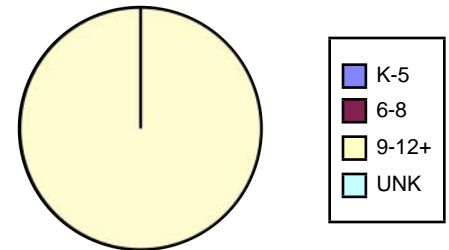


## Child Demographics

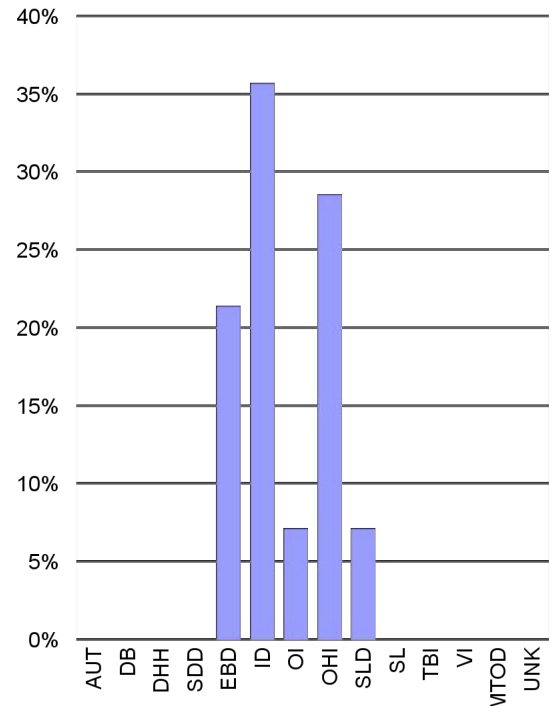
Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	13	92.9%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	7.1%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	14	100.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	3	21.4%
Intellectual Disability (ID)	5	35.7%
Orthopedic Impairment (OI)	1	7.1%
Other Health Impairment (OHI)	4	28.6%
Specific Learning Disability (SLD)	1	7.1%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Hancock County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	21%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	36
11	Teachers encourage me to participate in the decision-making process.	31
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	29
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	29
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	29
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	29
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	21
5	I was given information about organizations that offer support for parents of students with disabilities.	21
6	My child's evaluation report and other written information are written in terms I understand.	21
7	Teachers are available to speak with me.	21
8	Teachers treat me as a team member.	21
9	Teachers seek out parent input.	21
13	The school communicates regularly with me regarding my child's progress on IEP goals.	21
14	The school gives me choices with regard to services that address my child's needs.	21
15	The school offers parents training about special education issues.	21
16	The school offers parents a variety of ways to communicate with teachers.	21
17	The school gives parents the help they may need to play an active role in their child's education.	21
18	The school provides information on agencies that can assist my child in the transition from school.	21

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Division for Special Education Services and Supports  
Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

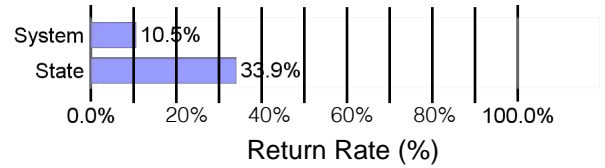
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Haralson County

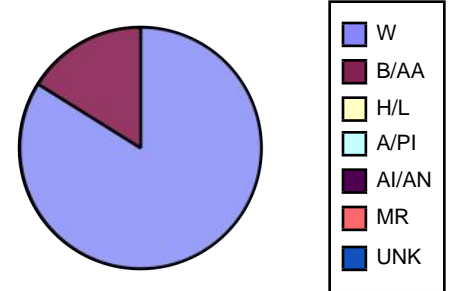
## Overview

	System	State
<b>Number of Surveys Distributed</b>	296	37,142
<b>Number of Valid Responses</b>	31	12,583
<b>Percentage Return Rate</b>	10.5%	33.9%

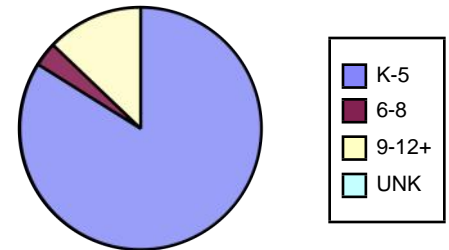


## Child Demographics

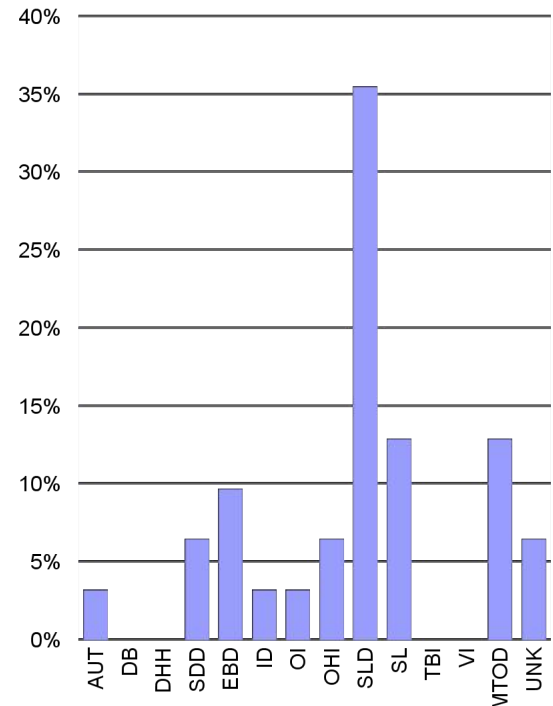
Race/Ethnicity	Count	Percent
White	26	83.9%
Black or African American (B/AA)	5	16.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	26	83.9%
6-8	1	3.2%
9-12+	4	12.9%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	3.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	6.5%
Emotional Behavioral Disorder (EBD)	3	9.7%
Intellectual Disability (ID)	1	3.2%
Orthopedic Impairment (OI)	1	3.2%
Other Health Impairment (OHI)	2	6.5%
Specific Learning Disability (SLD)	11	35.5%
Speech/Language Impairment (SL)	4	12.9%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	12.9%
Unknown (UNK)	2	6.5%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Haralson County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	55%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	75
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	74
8	Teachers treat me as a team member.	74
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	73
6	My child's evaluation report and other written information are written in terms I understand.	71
7	Teachers are available to speak with me.	71
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	71
11	Teachers encourage me to participate in the decision-making process.	68
13	The school communicates regularly with me regarding my child's progress on IEP goals.	67
9	Teachers seek out parent input.	65
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	62
14	The school gives me choices with regard to services that address my child's needs.	59
16	The school offers parents a variety of ways to communicate with teachers.	55
18	The school provides information on agencies that can assist my child in the transition from school.	52
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	52
17	The school gives parents the help they may need to play an active role in their child's education.	52
5	I was given information about organizations that offer support for parents of students with disabilities.	43
15	The school offers parents training about special education issues.	40

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

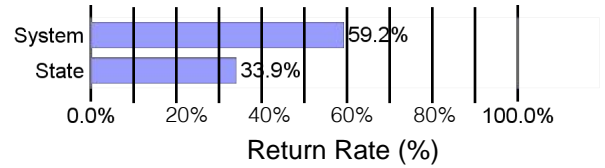
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Harris County

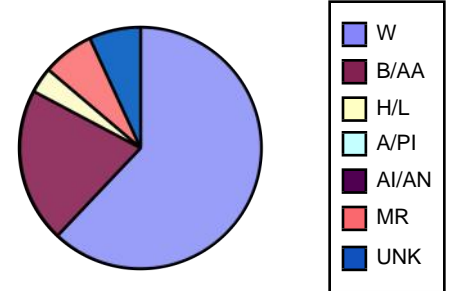
## Overview

	System	State
<b>Number of Surveys Distributed</b>	49	37,142
<b>Number of Valid Responses</b>	29	12,583
<b>Percentage Return Rate</b>	59.2%	33.9%

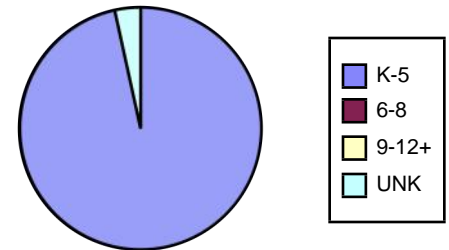


## Child Demographics

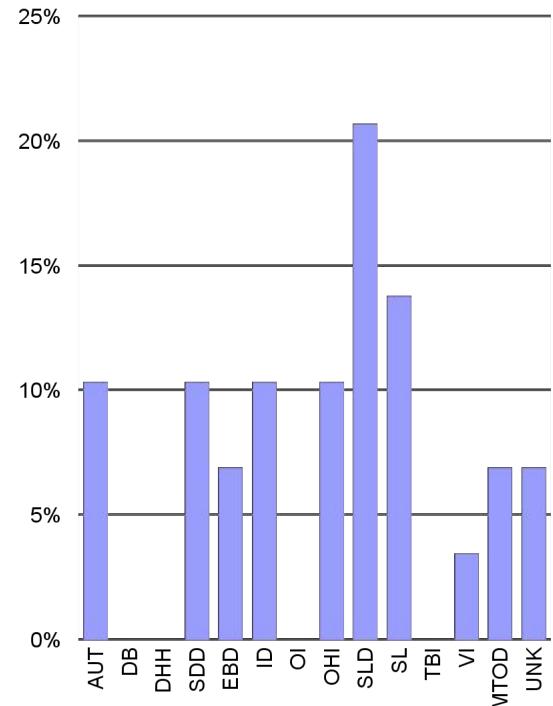
Race/Ethnicity	Count	Percent
White	18	62.1%
Black or African American (B/AA)	6	20.7%
Hispanic or Latino (H/L)	1	3.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	6.9%
Unknown (UNK)	2	6.9%



Grade	Count	Percent
K-5	28	96.6%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	3.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	10.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	10.3%
Emotional Behavioral Disorder (EBD)	2	6.9%
Intellectual Disability (ID)	3	10.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	10.3%
Specific Learning Disability (SLD)	6	20.7%
Speech/Language Impairment (SL)	4	13.8%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	3.4%
More Than One Disability (MTOD)	2	6.9%
Unknown (UNK)	2	6.9%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Harris County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	41%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	76
8	Teachers treat me as a team member.	69
11	Teachers encourage me to participate in the decision-making process.	62
13	The school communicates regularly with me regarding my child's progress on IEP goals.	61
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	59
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	59
9	Teachers seek out parent input.	59
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	59
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	57
16	The school offers parents a variety of ways to communicate with teachers.	55
6	My child's evaluation report and other written information are written in terms I understand.	52
17	The school gives parents the help they may need to play an active role in their child's education.	52
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
14	The school gives me choices with regard to services that address my child's needs.	41
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	41
15	The school offers parents training about special education issues.	33
18	The school provides information on agencies that can assist my child in the transition from school.	30
5	I was given information about organizations that offer support for parents of students with disabilities.	26

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aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

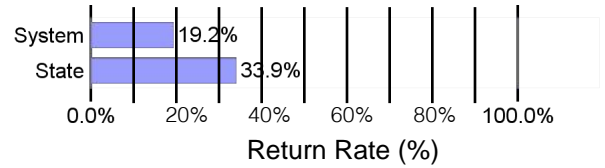




# 2016 Special Education Parent Survey Report Hart County

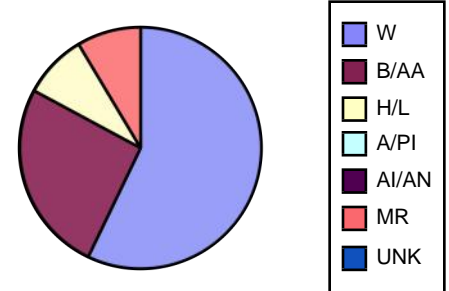
## Overview

	System	State
<b>Number of Surveys Distributed</b>	182	37,142
<b>Number of Valid Responses</b>	35	12,583
<b>Percentage Return Rate</b>	19.2%	33.9%

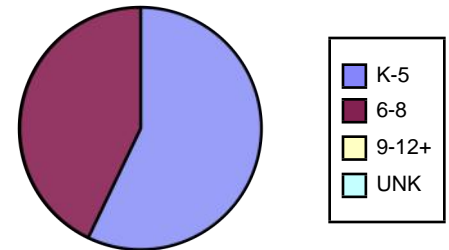


## Child Demographics

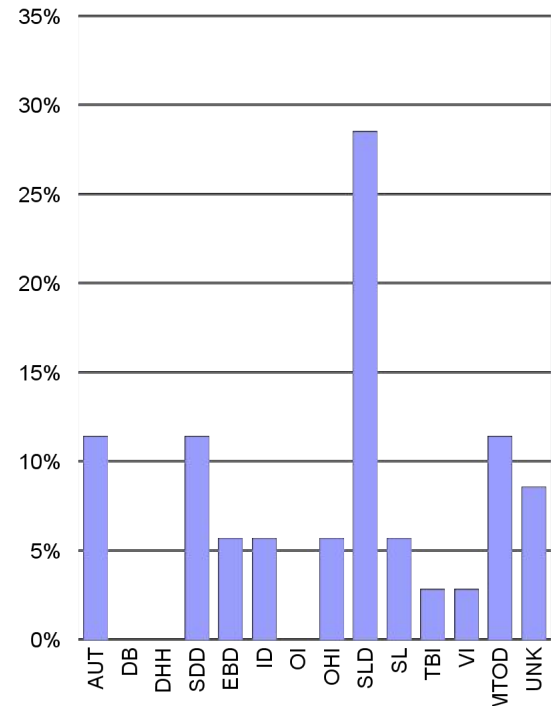
Race/Ethnicity	Count	Percent
White	20	57.1%
Black or African American (B/AA)	9	25.7%
Hispanic or Latino (H/L)	3	8.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	8.6%
Unknown (UNK)	0	0.0%



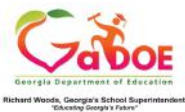
Grade	Count	Percent
K-5	20	57.1%
6-8	15	42.9%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	11.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	11.4%
Emotional Behavioral Disorder (EBD)	2	5.7%
Intellectual Disability (ID)	2	5.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	5.7%
Specific Learning Disability (SLD)	10	28.6%
Speech/Language Impairment (SL)	2	5.7%
Traumatic Brain Injury (TBI)	1	2.9%
Visual Impairment including Blindness (VI)	1	2.9%
More Than One Disability (MTOD)	4	11.4%
Unknown (UNK)	3	8.6%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Hart County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	49%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	64
6	My child's evaluation report and other written information are written in terms I understand.	63
7	Teachers are available to speak with me.	63
8	Teachers treat me as a team member.	63
9	Teachers seek out parent input.	63
13	The school communicates regularly with me regarding my child's progress on IEP goals.	63
11	Teachers encourage me to participate in the decision-making process.	60
16	The school offers parents a variety of ways to communicate with teachers.	60
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	56
17	The school gives parents the help they may need to play an active role in their child's education.	56
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	54
14	The school gives me choices with regard to services that address my child's needs.	53
5	I was given information about organizations that offer support for parents of students with disabilities.	45
18	The school provides information on agencies that can assist my child in the transition from school.	44
15	The school offers parents training about special education issues.	41
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	35

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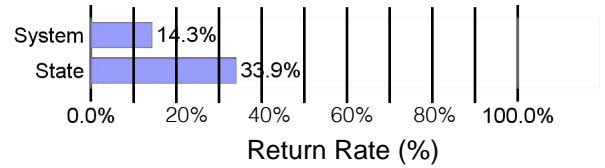
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Heard County

## Overview

	System	State
Number of Surveys Distributed	49	37,142
Number of Valid Responses	7	12,583
Percentage Return Rate	14.3%	33.9%



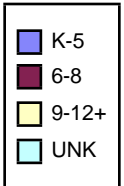
## Child Demographics

Race/Ethnicity	Count	Percent
White		0.0%
Black or African American (B/AA)		0.0%
Hispanic or Latino (H/L)		0.0%
Asian or Pacific Islander (A/PI)		0.0%
American Indian or Alaska Native (AI/AN)		0.0%
Multi-racial (MR)		0.0%
Unknown (UNK)		0.0%

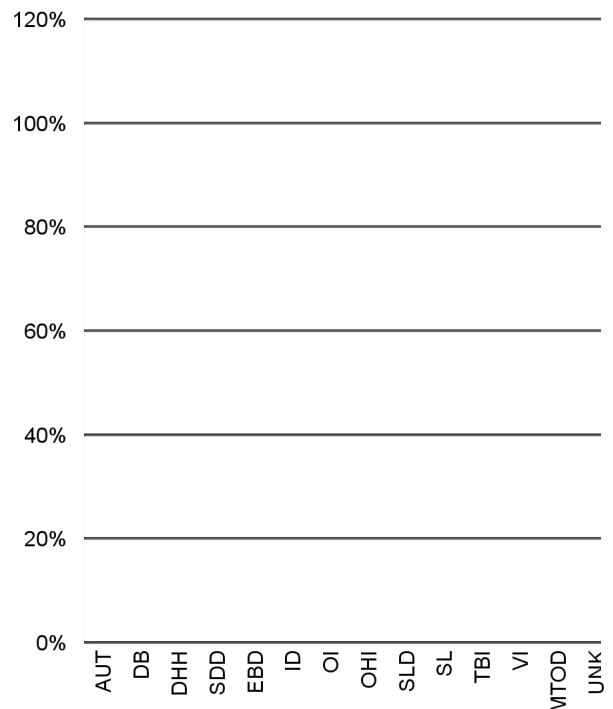
Not enough data.



Grade	Count	Percent
K-5		0.0%
6-8		0.0%
9-12+		0.0%
Unknown (UNK)		0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)		0.0%
Deaf-Blind (DB)		0.0%
Deaf-Hard of Hearing (D/HH)		0.0%
Significant Developmental Delay (SDD)		0.0%
Emotional Behavioral Disorder (EBD)		0.0%
Intellectual Disability (ID)		0.0%
Orthopedic Impairment (OI)		0.0%
Other Health Impairment (OHI)		0.0%
Specific Learning Disability (SLD)		0.0%
Speech/Language Impairment (SL)		0.0%
Traumatic Brain Injury (TBI)		0.0%
Visual Impairment including Blindness (VI)		0.0%
More Than One Disability (MTOD)		0.0%
Unknown (UNK)		0.0%



\* Percentages have been rounded and as a result may not add to exactly 100%

\* If less than 10 responses, count will not be shown



# 2016 Special Education Parent Survey Report Heard County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	57%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
6	My child's evaluation report and other written information are written in terms I understand.	71
7	Teachers are available to speak with me.	71
8	Teachers treat me as a team member.	71
9	Teachers seek out parent input.	71
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	71
11	Teachers encourage me to participate in the decision-making process.	71
13	The school communicates regularly with me regarding my child's progress on IEP goals.	71
16	The school offers parents a variety of ways to communicate with teachers.	71
17	The school gives parents the help they may need to play an active role in their child's education.	71
18	The school provides information on agencies that can assist my child in the transition from school.	71
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	57
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	57
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	57
5	I was given information about organizations that offer support for parents of students with disabilities.	57
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	57
14	The school gives me choices with regard to services that address my child's needs.	57
15	The school offers parents training about special education issues.	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	43

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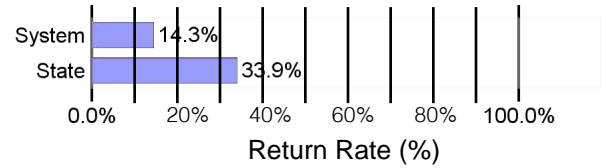
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Henry County

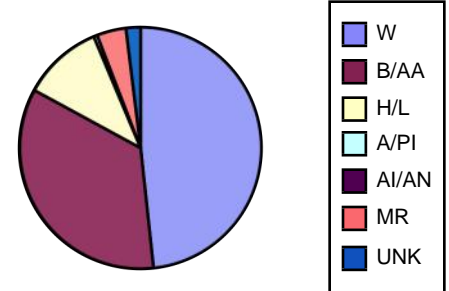
## Overview

	System	State
Number of Surveys Distributed	1,430	37,142
Number of Valid Responses	205	12,583
Percentage Return Rate	14.3%	33.9%

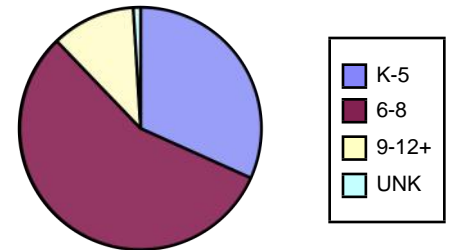


## Child Demographics

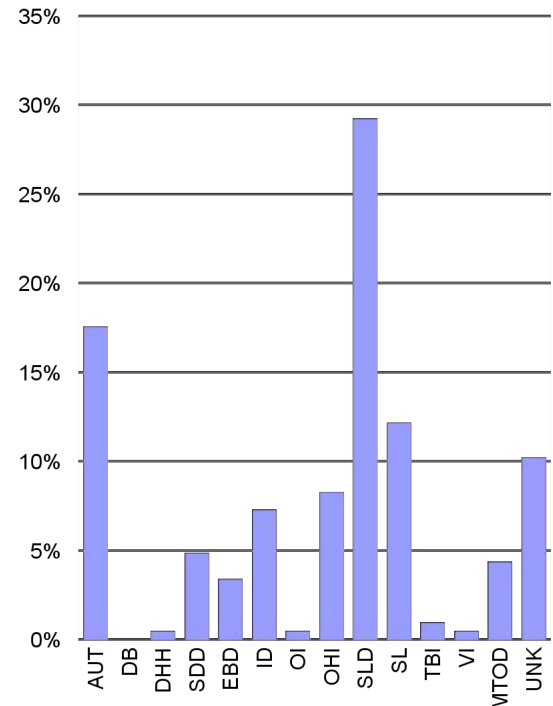
Race/Ethnicity	Count	Percent
White	99	48.3%
Black or African American (B/AA)	71	34.6%
Hispanic or Latino (H/L)	22	10.7%
Asian or Pacific Islander (A/PI)	1	0.5%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	8	3.9%
Unknown (UNK)	4	2.0%



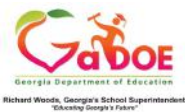
Grade	Count	Percent
K-5	65	31.7%
6-8	115	56.1%
9-12+	23	11.2%
Unknown (UNK)	2	1.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	36	17.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.5%
Significant Developmental Delay (SDD)	10	4.9%
Emotional Behavioral Disorder (EBD)	7	3.4%
Intellectual Disability (ID)	15	7.3%
Orthopedic Impairment (OI)	1	0.5%
Other Health Impairment (OHI)	17	8.3%
Specific Learning Disability (SLD)	60	29.3%
Speech/Language Impairment (SL)	25	12.2%
Traumatic Brain Injury (TBI)	2	1.0%
Visual Impairment including Blindness (VI)	1	0.5%
More Than One Disability (MTOD)	9	4.4%
Unknown (UNK)	21	10.2%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Henry County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	48%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	73
7	Teachers are available to speak with me.	68
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	67
8	Teachers treat me as a team member.	65
6	My child's evaluation report and other written information are written in terms I understand.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	65
11	Teachers encourage me to participate in the decision-making process.	64
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	61
16	The school offers parents a variety of ways to communicate with teachers.	60
9	Teachers seek out parent input.	59
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	59
13	The school communicates regularly with me regarding my child's progress on IEP goals.	59
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	52
14	The school gives me choices with regard to services that address my child's needs.	48
17	The school gives parents the help they may need to play an active role in their child's education.	48
5	I was given information about organizations that offer support for parents of students with disabilities.	34
18	The school provides information on agencies that can assist my child in the transition from school.	32
15	The school offers parents training about special education issues.	24

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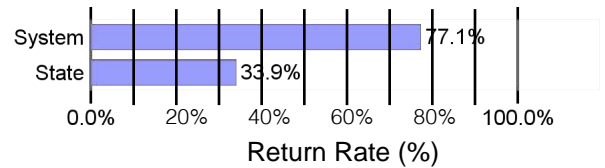
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Houston County

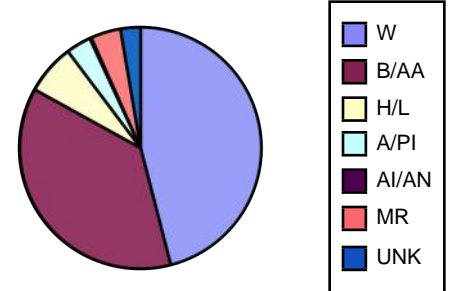
## Overview

	System	State
Number of Surveys Distributed	581	37,142
Number of Valid Responses	448	12,583
Percentage Return Rate	77.1%	33.9%

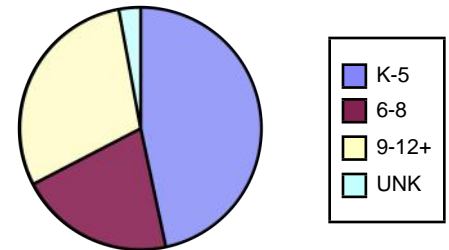


## Child Demographics

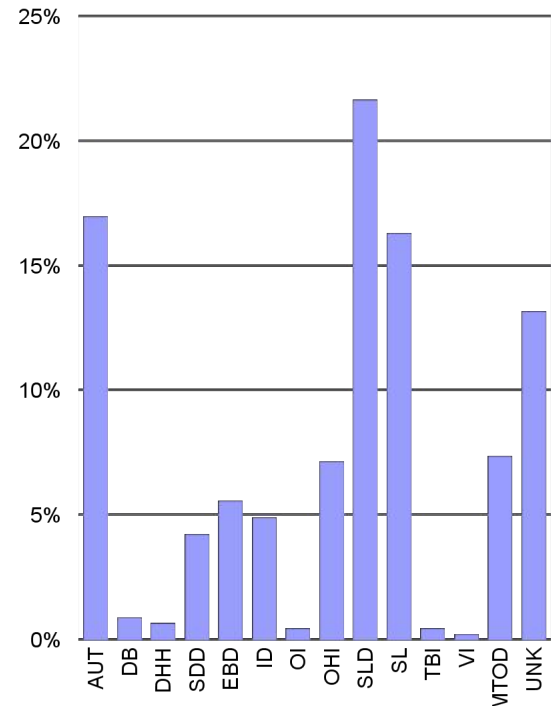
Race/Ethnicity	Count	Percent
White	206	46.0%
Black or African American (B/AA)	166	37.1%
Hispanic or Latino (H/L)	30	6.7%
Asian or Pacific Islander (A/PI)	15	3.3%
American Indian or Alaska Native (AI/AN)	1	0.2%
Multi-racial (MR)	18	4.0%
Unknown (UNK)	12	2.7%



Grade	Count	Percent
K-5	209	46.7%
6-8	93	20.8%
9-12+	133	29.7%
Unknown (UNK)	13	2.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	76	17.0%
Deaf-Blind (DB)	4	0.9%
Deaf-Hard of Hearing (D/HH)	3	0.7%
Significant Developmental Delay (SDD)	19	4.2%
Emotional Behavioral Disorder (EBD)	25	5.6%
Intellectual Disability (ID)	22	4.9%
Orthopedic Impairment (OI)	2	0.4%
Other Health Impairment (OHI)	32	7.1%
Specific Learning Disability (SLD)	97	21.7%
Speech/Language Impairment (SL)	73	16.3%
Traumatic Brain Injury (TBI)	2	0.4%
Visual Impairment including Blindness (VI)	1	0.2%
More Than One Disability (MTOD)	33	7.4%
Unknown (UNK)	59	13.2%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Houston County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	48%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	69
8	Teachers treat me as a team member.	66
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	66
6	My child's evaluation report and other written information are written in terms I understand.	66
11	Teachers encourage me to participate in the decision-making process.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	64
9	Teachers seek out parent input.	62
13	The school communicates regularly with me regarding my child's progress on IEP goals.	62
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	62
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	62
16	The school offers parents a variety of ways to communicate with teachers.	59
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	58
17	The school gives parents the help they may need to play an active role in their child's education.	56
14	The school gives me choices with regard to services that address my child's needs.	54
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
18	The school provides information on agencies that can assist my child in the transition from school.	44
5	I was given information about organizations that offer support for parents of students with disabilities.	43
15	The school offers parents training about special education issues.	38

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

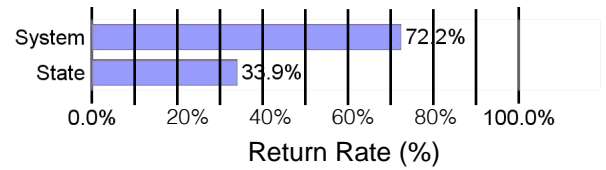




# 2016 Special Education Parent Survey Report Jackson County

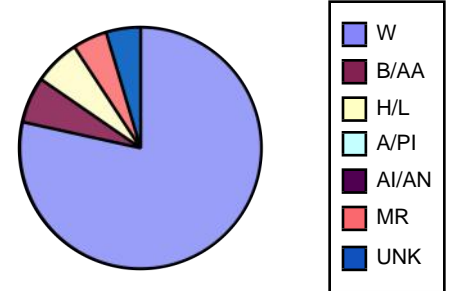
## Overview

	System	State
Number of Surveys Distributed	90	37,142
Number of Valid Responses	65	12,583
Percentage Return Rate	72.2%	33.9%

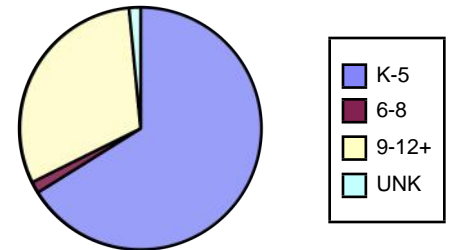


## Child Demographics

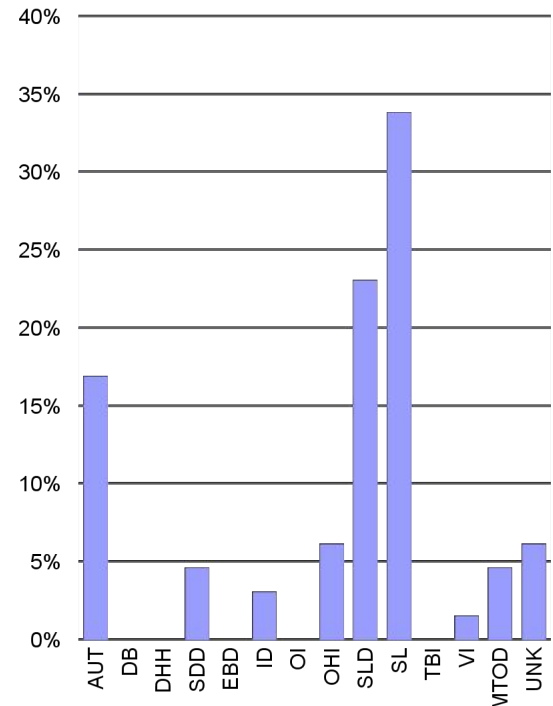
Race/Ethnicity	Count	Percent
White	51	78.5%
Black or African American (B/AA)	4	6.2%
Hispanic or Latino (H/L)	4	6.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	4.6%
Unknown (UNK)	3	4.6%



Grade	Count	Percent
K-5	43	66.2%
6-8	1	1.5%
9-12+	20	30.8%
Unknown (UNK)	1	1.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	11	16.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	4.6%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	2	3.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	6.2%
Specific Learning Disability (SLD)	15	23.1%
Speech/Language Impairment (SL)	22	33.8%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.5%
More Than One Disability (MTOD)	3	4.6%
Unknown (UNK)	4	6.2%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Jackson County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	58%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	78
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	75
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	72
6	My child's evaluation report and other written information are written in terms I understand.	71
8	Teachers treat me as a team member.	71
11	Teachers encourage me to participate in the decision-making process.	71
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	69
9	Teachers seek out parent input.	68
13	The school communicates regularly with me regarding my child's progress on IEP goals.	68
16	The school offers parents a variety of ways to communicate with teachers.	68
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	65
17	The school gives parents the help they may need to play an active role in their child's education.	65
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	65
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	63
14	The school gives me choices with regard to services that address my child's needs.	61
18	The school provides information on agencies that can assist my child in the transition from school.	55
5	I was given information about organizations that offer support for parents of students with disabilities.	46
15	The school offers parents training about special education issues.	37

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Division for Special Education Services and Supports  
 Georgia Department of Education  
 (404) 657-7328  
 aladd@doe.K12.ga.us

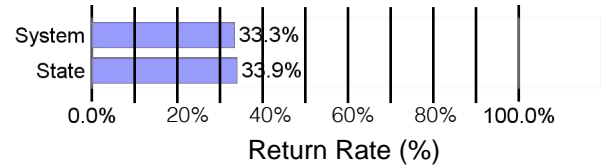
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Jasper County

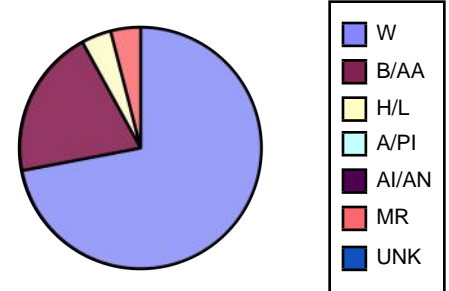
## Overview

	System	State
<b>Number of Surveys Distributed</b>	75	37,142
<b>Number of Valid Responses</b>	25	12,583
<b>Percentage Return Rate</b>	33.3%	33.9%

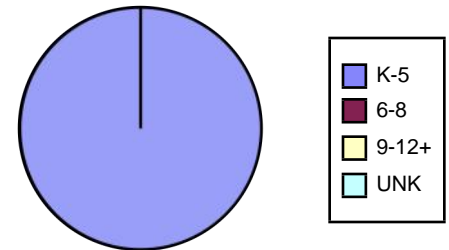


## Child Demographics

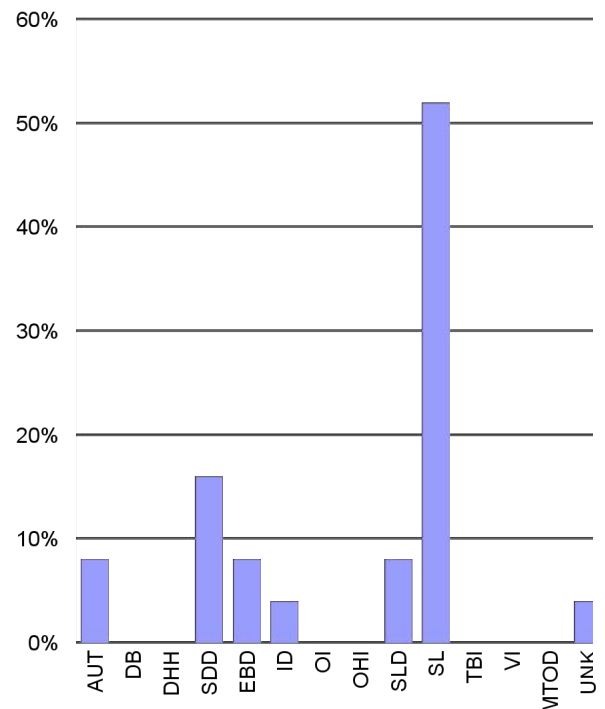
Race/Ethnicity	Count	Percent
White	18	72.0%
Black or African American (B/AA)	5	20.0%
Hispanic or Latino (H/L)	1	4.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	4.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	25	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	8.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	16.0%
Emotional Behavioral Disorder (EBD)	2	8.0%
Intellectual Disability (ID)	1	4.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	2	8.0%
Speech/Language Impairment (SL)	13	52.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	1	4.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Jasper County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	40%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	78
6	My child's evaluation report and other written information are written in terms I understand.	68
8	Teachers treat me as a team member.	68
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	58
17	The school gives parents the help they may need to play an active role in their child's education.	57
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	56
14	The school gives me choices with regard to services that address my child's needs.	56
16	The school offers parents a variety of ways to communicate with teachers.	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	52
11	Teachers encourage me to participate in the decision-making process.	52
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	52
13	The school communicates regularly with me regarding my child's progress on IEP goals.	52
9	Teachers seek out parent input.	48
5	I was given information about organizations that offer support for parents of students with disabilities.	43
18	The school provides information on agencies that can assist my child in the transition from school.	42
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	40
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	33
15	The school offers parents training about special education issues.	33

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

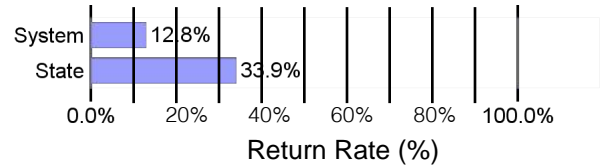
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Jeff Davis County

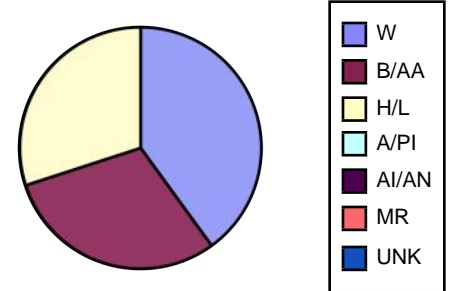
## Overview

	System	State
<b>Number of Surveys Distributed</b>	78	37,142
<b>Number of Valid Responses</b>	10	12,583
<b>Percentage Return Rate</b>	12.8%	33.9%

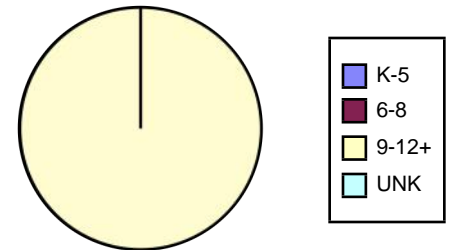


## Child Demographics

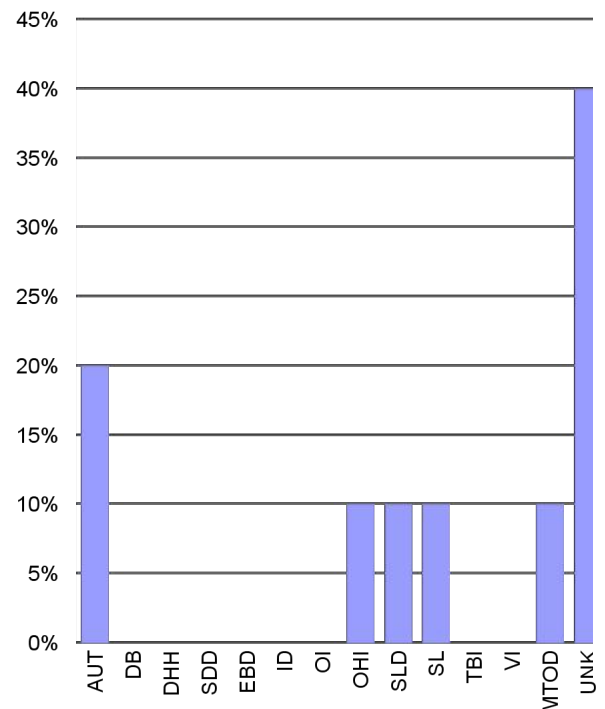
Race/Ethnicity	Count	Percent
White	4	40.0%
Black or African American (B/AA)	3	30.0%
Hispanic or Latino (H/L)	3	30.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	10	100.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	20.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	10.0%
Specific Learning Disability (SLD)	1	10.0%
Speech/Language Impairment (SL)	1	10.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	10.0%
Unknown (UNK)	4	40.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Jeff Davis County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	30%	49%

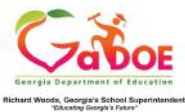
## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
13	The school communicates regularly with me regarding my child's progress on IEP goals.	90
8	Teachers treat me as a team member.	80
9	Teachers seek out parent input.	70
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	70
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	60
7	Teachers are available to speak with me.	60
11	Teachers encourage me to participate in the decision-making process.	60
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50
6	My child's evaluation report and other written information are written in terms I understand.	50
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	50
17	The school gives parents the help they may need to play an active role in their child's education.	50
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	40
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
14	The school gives me choices with regard to services that address my child's needs.	40
15	The school offers parents training about special education issues.	40
16	The school offers parents a variety of ways to communicate with teachers.	40
18	The school provides information on agencies that can assist my child in the transition from school.	40
5	I was given information about organizations that offer support for parents of students with disabilities.	33

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Georgia Department of Education  
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aladd@doe.K12.ga.us

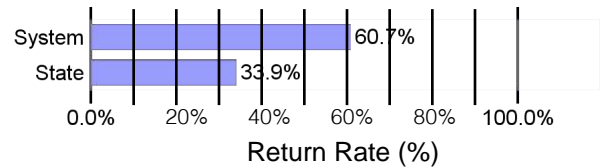
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Jones County

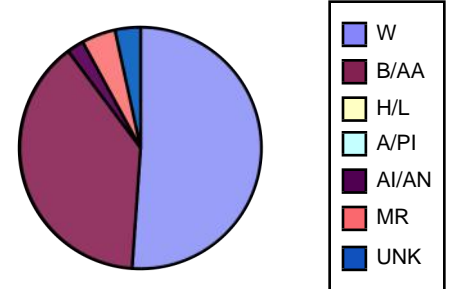
## Overview

	System	State
<b>Number of Surveys Distributed</b>	145	37,142
<b>Number of Valid Responses</b>	88	12,583
<b>Percentage Return Rate</b>	60.7%	33.9%

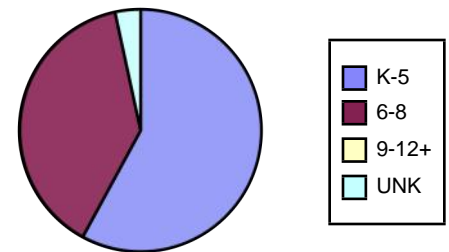


## Child Demographics

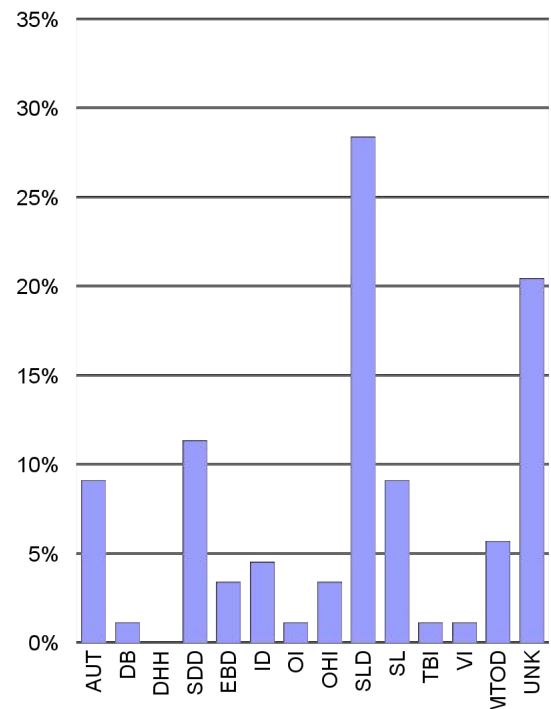
Race/Ethnicity	Count	Percent
White	45	51.1%
Black or African American (B/AA)	34	38.6%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	2	2.3%
Multi-racial (MR)	4	4.5%
Unknown (UNK)	3	3.4%



Grade	Count	Percent
K-5	51	58.0%
6-8	34	38.6%
9-12+	0	0.0%
Unknown (UNK)	3	3.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	9.1%
Deaf-Blind (DB)	1	1.1%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	10	11.4%
Emotional Behavioral Disorder (EBD)	3	3.4%
Intellectual Disability (ID)	4	4.5%
Orthopedic Impairment (OI)	1	1.1%
Other Health Impairment (OHI)	3	3.4%
Specific Learning Disability (SLD)	25	28.4%
Speech/Language Impairment (SL)	8	9.1%
Traumatic Brain Injury (TBI)	1	1.1%
Visual Impairment including Blindness (VI)	1	1.1%
More Than One Disability (MTOD)	5	5.7%
Unknown (UNK)	18	20.5%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Jones County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	42%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	72
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
11	Teachers encourage me to participate in the decision-making process.	69
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	69
6	My child's evaluation report and other written information are written in terms I understand.	68
9	Teachers seek out parent input.	68
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	67
8	Teachers treat me as a team member.	66
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	64
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	63
13	The school communicates regularly with me regarding my child's progress on IEP goals.	63
16	The school offers parents a variety of ways to communicate with teachers.	60
17	The school gives parents the help they may need to play an active role in their child's education.	55
14	The school gives me choices with regard to services that address my child's needs.	49
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
18	The school provides information on agencies that can assist my child in the transition from school.	39
15	The school offers parents training about special education issues.	38
5	I was given information about organizations that offer support for parents of students with disabilities.	35

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(404) 657-7328  
aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

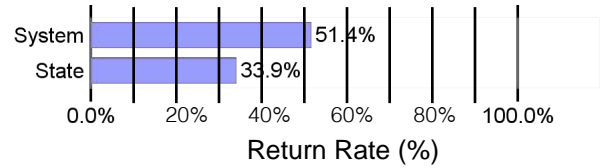




# 2016 Special Education Parent Survey Report Lanier County

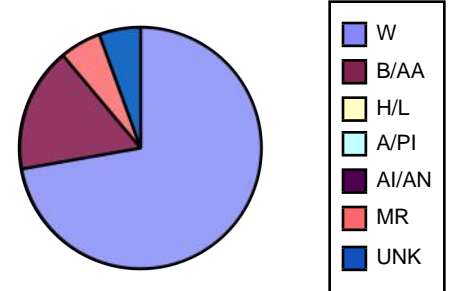
## Overview

	System	State
<b>Number of Surveys Distributed</b>	35	37,142
<b>Number of Valid Responses</b>	18	12,583
<b>Percentage Return Rate</b>	51.4%	33.9%

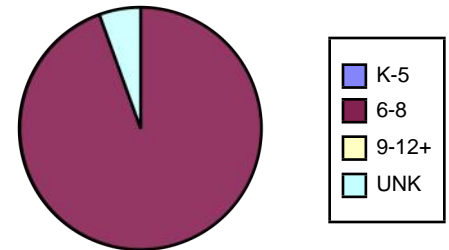


## Child Demographics

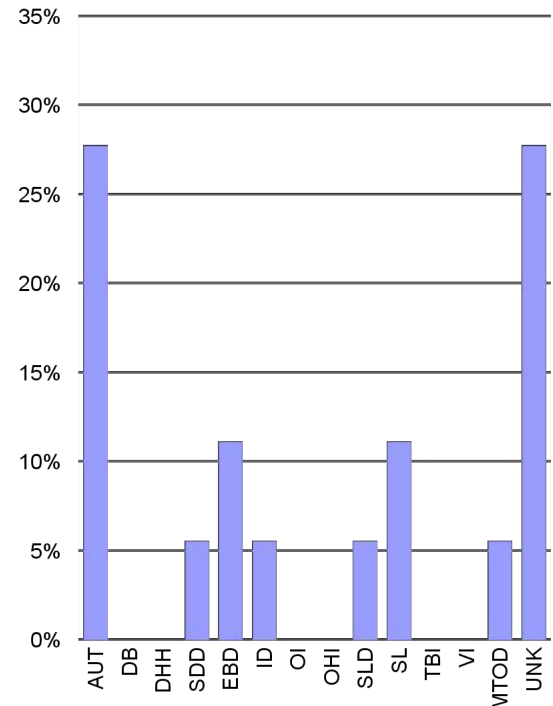
Race/Ethnicity	Count	Percent
White	13	72.2%
Black or African American (B/AA)	3	16.7%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	5.6%
Unknown (UNK)	1	5.6%



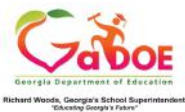
Grade	Count	Percent
K-5	0	0.0%
6-8	17	94.4%
9-12+	0	0.0%
Unknown (UNK)	1	5.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	27.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	5.6%
Emotional Behavioral Disorder (EBD)	2	11.1%
Intellectual Disability (ID)	1	5.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	1	5.6%
Speech/Language Impairment (SL)	2	11.1%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	5.6%
Unknown (UNK)	5	27.8%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Lanier County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	28%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	59
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	56
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
6	My child's evaluation report and other written information are written in terms I understand.	50
7	Teachers are available to speak with me.	50
9	Teachers seek out parent input.	44
11	Teachers encourage me to participate in the decision-making process.	44
13	The school communicates regularly with me regarding my child's progress on IEP goals.	44
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	41
8	Teachers treat me as a team member.	35
5	I was given information about organizations that offer support for parents of students with disabilities.	31
16	The school offers parents a variety of ways to communicate with teachers.	31
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	29
17	The school gives parents the help they may need to play an active role in their child's education.	29
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	28
14	The school gives me choices with regard to services that address my child's needs.	24
15	The school offers parents training about special education issues.	24
18	The school provides information on agencies that can assist my child in the transition from school.	18

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
 Georgia Department of Education  
 (404) 657-7328  
 aladd@doe.K12.ga.us

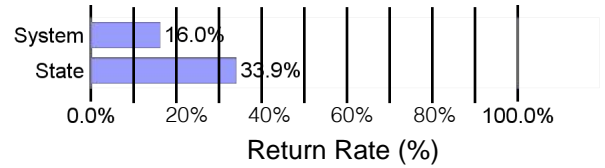
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Laurens County

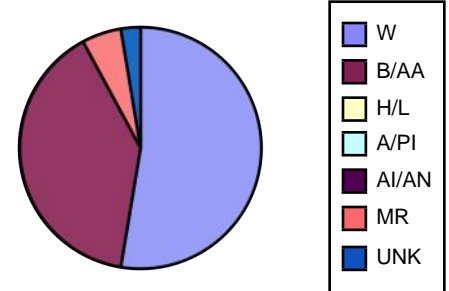
## Overview

	System	State
<b>Number of Surveys Distributed</b>	237	37,142
<b>Number of Valid Responses</b>	38	12,583
<b>Percentage Return Rate</b>	16.0%	33.9%

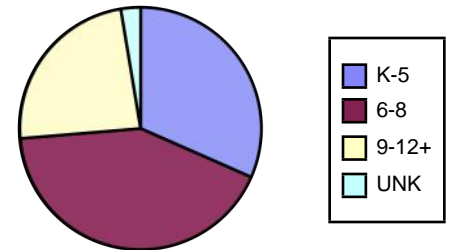


## Child Demographics

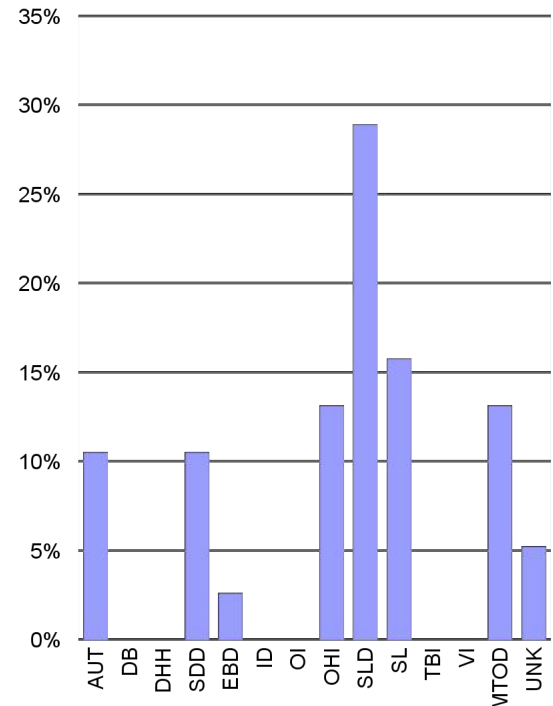
Race/Ethnicity	Count	Percent
White	20	52.6%
Black or African American (B/AA)	15	39.5%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	5.3%
Unknown (UNK)	1	2.6%



Grade	Count	Percent
K-5	12	31.6%
6-8	16	42.1%
9-12+	9	23.7%
Unknown (UNK)	1	2.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	10.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	10.5%
Emotional Behavioral Disorder (EBD)	1	2.6%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	13.2%
Specific Learning Disability (SLD)	11	28.9%
Speech/Language Impairment (SL)	6	15.8%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	13.2%
Unknown (UNK)	2	5.3%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Laurens County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	66%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
8	Teachers treat me as a team member.	79
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	76
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	76
7	Teachers are available to speak with me.	76
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	76
11	Teachers encourage me to participate in the decision-making process.	74
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	74
13	The school communicates regularly with me regarding my child's progress on IEP goals.	74
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	70
16	The school offers parents a variety of ways to communicate with teachers.	70
9	Teachers seek out parent input.	68
6	My child's evaluation report and other written information are written in terms I understand.	66
14	The school gives me choices with regard to services that address my child's needs.	63
18	The school provides information on agencies that can assist my child in the transition from school.	59
17	The school gives parents the help they may need to play an active role in their child's education.	58
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	51
5	I was given information about organizations that offer support for parents of students with disabilities.	47
15	The school offers parents training about special education issues.	43

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aladd@doe.K12.ga.us

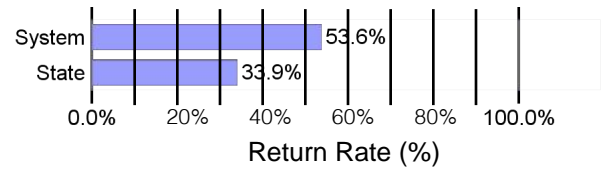
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Lee County

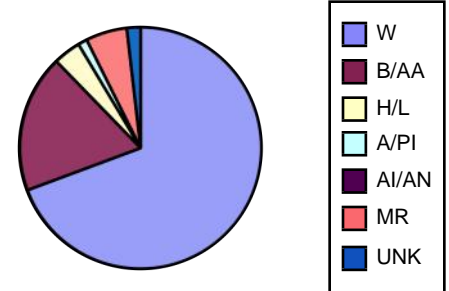
## Overview

	System	State
<b>Number of Surveys Distributed</b>	304	37,142
<b>Number of Valid Responses</b>	163	12,583
<b>Percentage Return Rate</b>	53.6%	33.9%

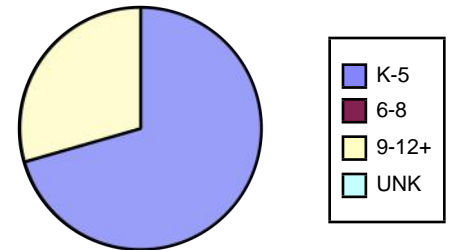


## Child Demographics

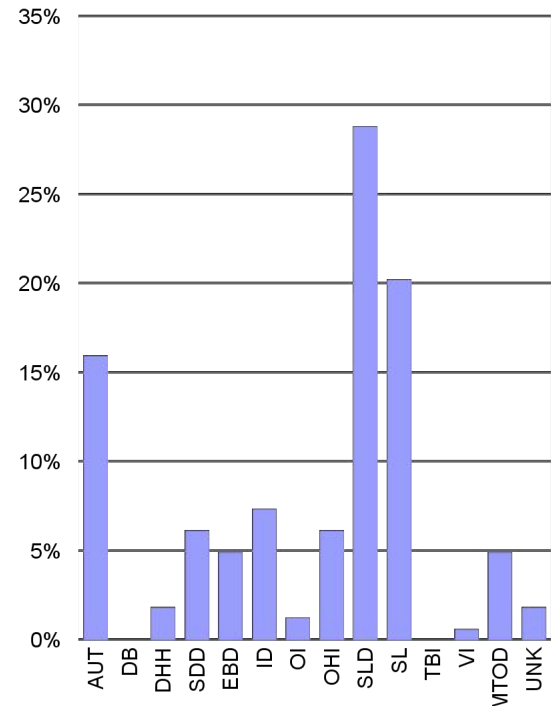
Race/Ethnicity	Count	Percent
White	113	69.3%
Black or African American (B/AA)	30	18.4%
Hispanic or Latino (H/L)	6	3.7%
Asian or Pacific Islander (A/PI)	2	1.2%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	9	5.5%
Unknown (UNK)	3	1.8%



Grade	Count	Percent
K-5	115	70.6%
6-8	0	0.0%
9-12+	48	29.4%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	26	16.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	1.8%
Significant Developmental Delay (SDD)	10	6.1%
Emotional Behavioral Disorder (EBD)	8	4.9%
Intellectual Disability (ID)	12	7.4%
Orthopedic Impairment (OI)	2	1.2%
Other Health Impairment (OHI)	10	6.1%
Specific Learning Disability (SLD)	47	28.8%
Speech/Language Impairment (SL)	33	20.2%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.6%
More Than One Disability (MTOD)	8	4.9%
Unknown (UNK)	3	1.8%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Lee County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	49%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	78
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	76
8	Teachers treat me as a team member.	69
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	66
13	The school communicates regularly with me regarding my child's progress on IEP goals.	66
11	Teachers encourage me to participate in the decision-making process.	65
6	My child's evaluation report and other written information are written in terms I understand.	64
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	63
9	Teachers seek out parent input.	61
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	61
16	The school offers parents a variety of ways to communicate with teachers.	60
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
17	The school gives parents the help they may need to play an active role in their child's education.	56
14	The school gives me choices with regard to services that address my child's needs.	54
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	51
18	The school provides information on agencies that can assist my child in the transition from school.	40
5	I was given information about organizations that offer support for parents of students with disabilities.	35
15	The school offers parents training about special education issues.	32

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aladd@doe.K12.ga.us

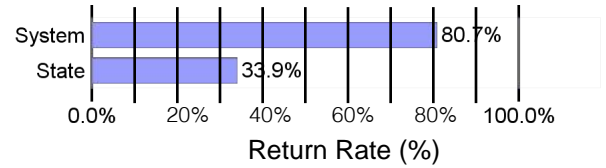
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Liberty County

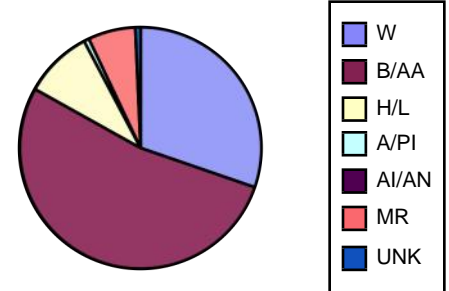
## Overview

	System	State
Number of Surveys Distributed	176	37,142
Number of Valid Responses	142	12,583
Percentage Return Rate	80.7%	33.9%

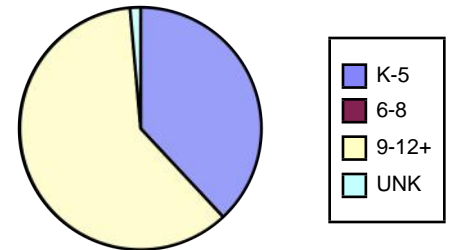


## Child Demographics

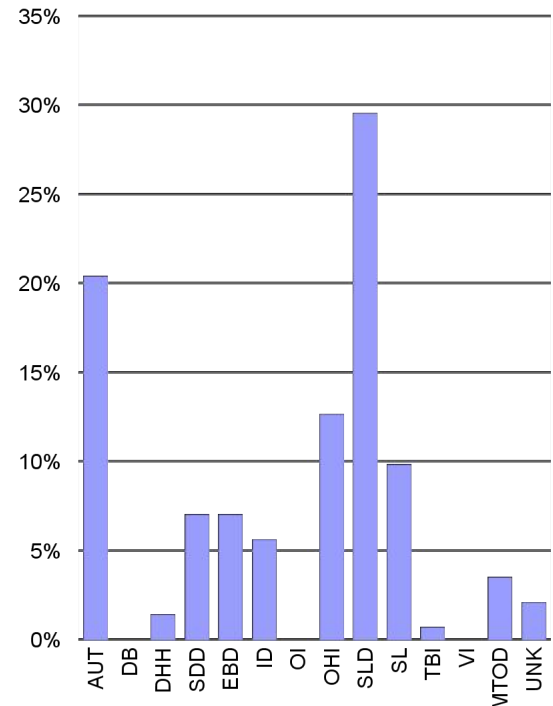
Race/Ethnicity	Count	Percent
White	43	30.3%
Black or African American (B/AA)	75	52.8%
Hispanic or Latino (H/L)	13	9.2%
Asian or Pacific Islander (A/PI)	1	0.7%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	9	6.3%
Unknown (UNK)	1	0.7%



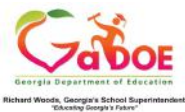
Grade	Count	Percent
K-5	54	38.0%
6-8	0	0.0%
9-12+	86	60.6%
Unknown (UNK)	2	1.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	29	20.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	1.4%
Significant Developmental Delay (SDD)	10	7.0%
Emotional Behavioral Disorder (EBD)	10	7.0%
Intellectual Disability (ID)	8	5.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	18	12.7%
Specific Learning Disability (SLD)	42	29.6%
Speech/Language Impairment (SL)	14	9.9%
Traumatic Brain Injury (TBI)	1	0.7%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	3.5%
Unknown (UNK)	3	2.1%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Liberty County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	50%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	86
7	Teachers are available to speak with me.	83
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	82
6	My child's evaluation report and other written information are written in terms I understand.	82
8	Teachers treat me as a team member.	82
11	Teachers encourage me to participate in the decision-making process.	82
9	Teachers seek out parent input.	80
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	79
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	79
16	The school offers parents a variety of ways to communicate with teachers.	77
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	76
17	The school gives parents the help they may need to play an active role in their child's education.	74
13	The school communicates regularly with me regarding my child's progress on IEP goals.	74
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	72
14	The school gives me choices with regard to services that address my child's needs.	69
15	The school offers parents training about special education issues.	62
18	The school provides information on agencies that can assist my child in the transition from school.	60
5	I was given information about organizations that offer support for parents of students with disabilities.	56

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

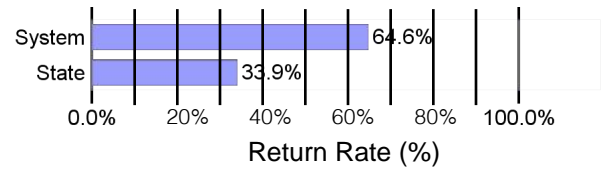




# 2016 Special Education Parent Survey Report Lincoln County

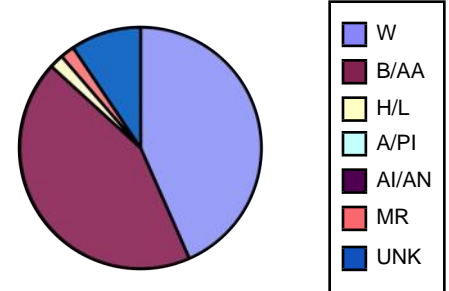
## Overview

	System	State
Number of Surveys Distributed	82	37,142
Number of Valid Responses	53	12,583
Percentage Return Rate	64.6%	33.9%

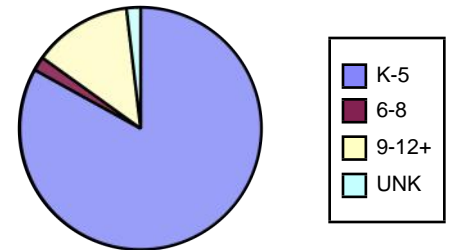


## Child Demographics

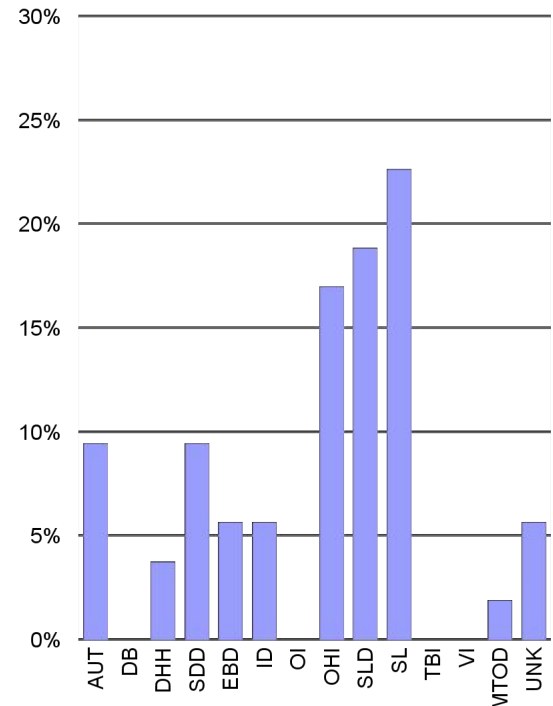
Race/Ethnicity	Count	Percent
White	23	43.4%
Black or African American (B/AA)	23	43.4%
Hispanic or Latino (H/L)	1	1.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.9%
Unknown (UNK)	5	9.4%



Grade	Count	Percent
K-5	44	83.0%
6-8	1	1.9%
9-12+	7	13.2%
Unknown (UNK)	1	1.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	9.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	3.8%
Significant Developmental Delay (SDD)	5	9.4%
Emotional Behavioral Disorder (EBD)	3	5.7%
Intellectual Disability (ID)	3	5.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	9	17.0%
Specific Learning Disability (SLD)	10	18.9%
Speech/Language Impairment (SL)	12	22.6%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	1.9%
Unknown (UNK)	3	5.7%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Lincoln County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	79%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	89
7	Teachers are available to speak with me.	89
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	87
13	The school communicates regularly with me regarding my child's progress on IEP goals.	87
16	The school offers parents a variety of ways to communicate with teachers.	87
8	Teachers treat me as a team member.	85
11	Teachers encourage me to participate in the decision-making process.	84
9	Teachers seek out parent input.	83
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	83
6	My child's evaluation report and other written information are written in terms I understand.	81
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	81
14	The school gives me choices with regard to services that address my child's needs.	81
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	79
17	The school gives parents the help they may need to play an active role in their child's education.	79
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	74
18	The school provides information on agencies that can assist my child in the transition from school.	71
5	I was given information about organizations that offer support for parents of students with disabilities.	69
15	The school offers parents training about special education issues.	65

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aladd@doe.K12.ga.us

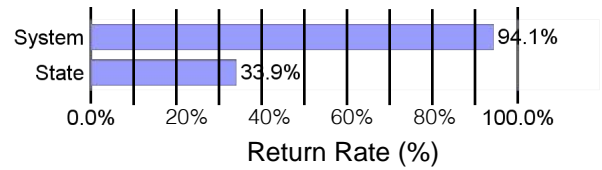
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Long County

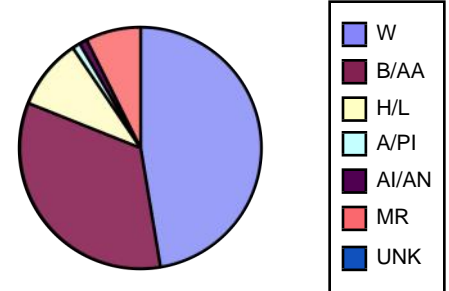
## Overview

	System	State
Number of Surveys Distributed	101	37,142
Number of Valid Responses	95	12,583
Percentage Return Rate	94.1%	33.9%

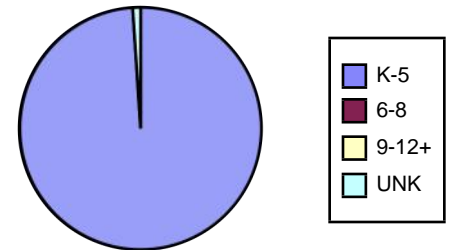


## Child Demographics

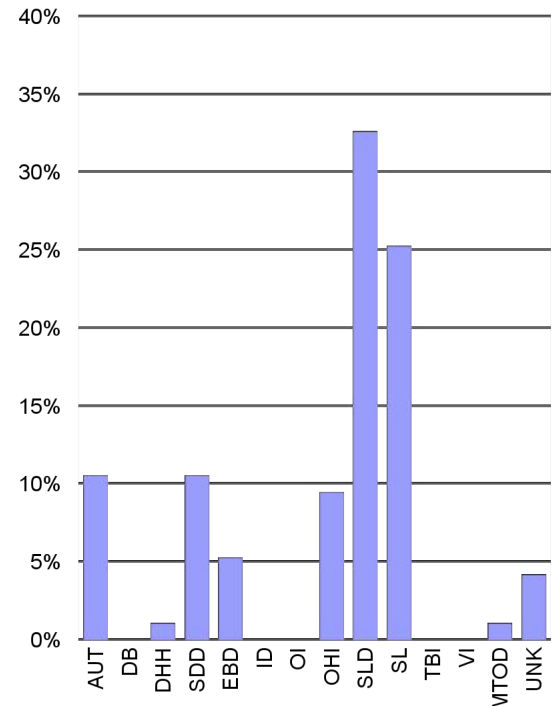
Race/Ethnicity	Count	Percent
White	45	47.4%
Black or African American (B/AA)	32	33.7%
Hispanic or Latino (H/L)	9	9.5%
Asian or Pacific Islander (A/PI)	1	1.1%
American Indian or Alaska Native (AI/AN)	1	1.1%
Multi-racial (MR)	7	7.4%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	94	98.9%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	1.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	10	10.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.1%
Significant Developmental Delay (SDD)	10	10.5%
Emotional Behavioral Disorder (EBD)	5	5.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	9	9.5%
Specific Learning Disability (SLD)	31	32.6%
Speech/Language Impairment (SL)	24	25.3%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	1.1%
Unknown (UNK)	4	4.2%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Long County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	45%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	68
6	My child's evaluation report and other written information are written in terms I understand.	63
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
13	The school communicates regularly with me regarding my child's progress on IEP goals.	61
16	The school offers parents a variety of ways to communicate with teachers.	60
8	Teachers treat me as a team member.	59
17	The school gives parents the help they may need to play an active role in their child's education.	57
11	Teachers encourage me to participate in the decision-making process.	56
9	Teachers seek out parent input.	55
14	The school gives me choices with regard to services that address my child's needs.	55
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	55
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	54
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	53
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	52
18	The school provides information on agencies that can assist my child in the transition from school.	40
5	I was given information about organizations that offer support for parents of students with disabilities.	39
15	The school offers parents training about special education issues.	37

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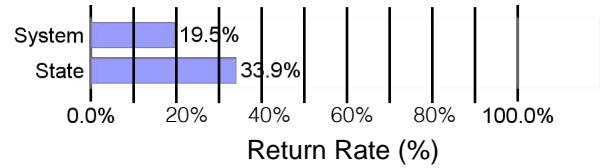
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Lowndes County

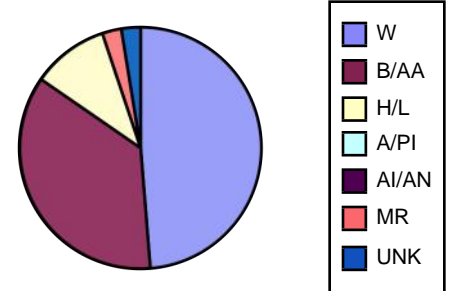
## Overview

	System	State
<b>Number of Surveys Distributed</b>	200	37,142
<b>Number of Valid Responses</b>	39	12,583
<b>Percentage Return Rate</b>	19.5%	33.9%

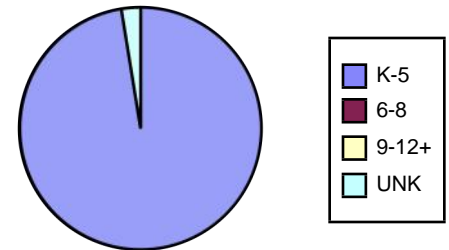


## Child Demographics

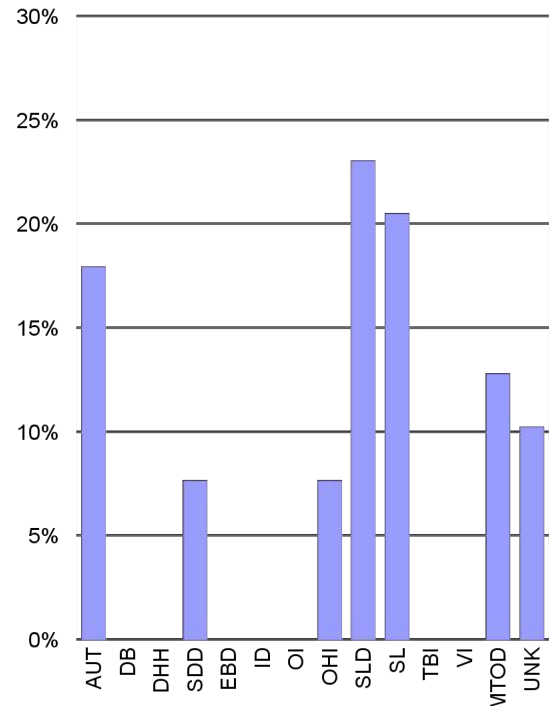
Race/Ethnicity	Count	Percent
White	19	48.7%
Black or African American (B/AA)	14	35.9%
Hispanic or Latino (H/L)	4	10.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.6%
Unknown (UNK)	1	2.6%



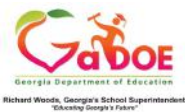
Grade	Count	Percent
K-5	38	97.4%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	2.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	17.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	7.7%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	7.7%
Specific Learning Disability (SLD)	9	23.1%
Speech/Language Impairment (SL)	8	20.5%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	12.8%
Unknown (UNK)	4	10.3%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Lowndes County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	54%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	69
11	Teachers encourage me to participate in the decision-making process.	68
8	Teachers treat me as a team member.	67
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	66
9	Teachers seek out parent input.	64
13	The school communicates regularly with me regarding my child's progress on IEP goals.	64
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	64
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
6	My child's evaluation report and other written information are written in terms I understand.	62
14	The school gives me choices with regard to services that address my child's needs.	54
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	54
16	The school offers parents a variety of ways to communicate with teachers.	51
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	51
17	The school gives parents the help they may need to play an active role in their child's education.	47
18	The school provides information on agencies that can assist my child in the transition from school.	38
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	34
15	The school offers parents training about special education issues.	32
5	I was given information about organizations that offer support for parents of students with disabilities.	29

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

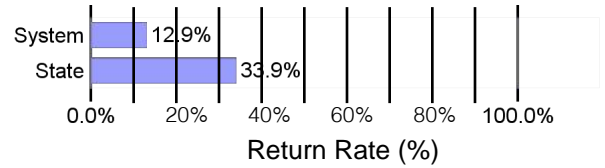
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Lumpkin County

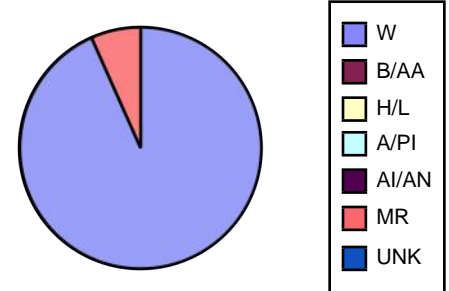
## Overview

	System	State
<b>Number of Surveys Distributed</b>	116	37,142
<b>Number of Valid Responses</b>	15	12,583
<b>Percentage Return Rate</b>	12.9%	33.9%

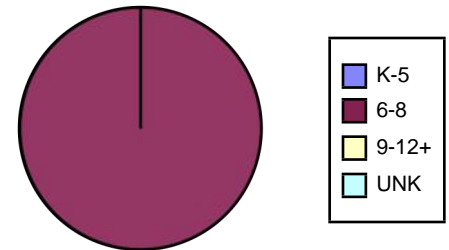


## Child Demographics

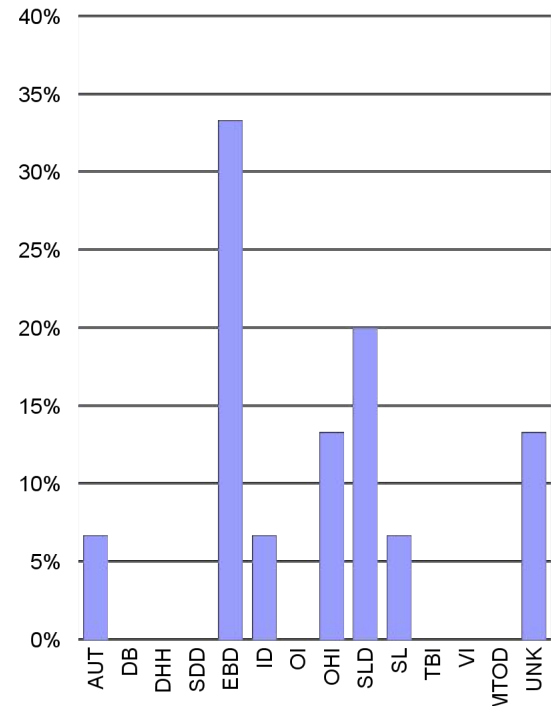
Race/Ethnicity	Count	Percent
White	14	93.3%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	6.7%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	15	100.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	6.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	5	33.3%
Intellectual Disability (ID)	1	6.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	13.3%
Specific Learning Disability (SLD)	3	20.0%
Speech/Language Impairment (SL)	1	6.7%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	2	13.3%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Lumpkin County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	33%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
8	Teachers treat me as a team member.	73
11	Teachers encourage me to participate in the decision-making process.	73
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	67
7	Teachers are available to speak with me.	67
16	The school offers parents a variety of ways to communicate with teachers.	67
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	60
9	Teachers seek out parent input.	57
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	53
6	My child's evaluation report and other written information are written in terms I understand.	53
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	53
14	The school gives me choices with regard to services that address my child's needs.	50
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	47
13	The school communicates regularly with me regarding my child's progress on IEP goals.	47
17	The school gives parents the help they may need to play an active role in their child's education.	43
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	36
5	I was given information about organizations that offer support for parents of students with disabilities.	20
18	The school provides information on agencies that can assist my child in the transition from school.	8
15	The school offers parents training about special education issues.	7

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

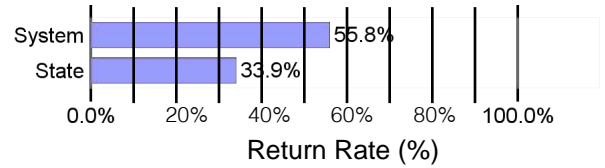




# 2016 Special Education Parent Survey Report Marion County

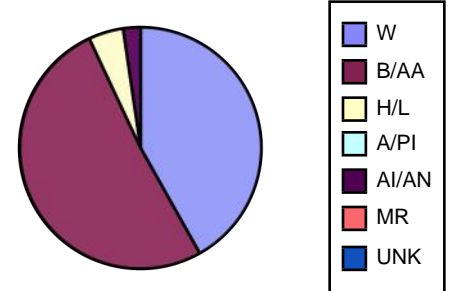
## Overview

	System	State
<b>Number of Surveys Distributed</b>	77	37,142
<b>Number of Valid Responses</b>	43	12,583
<b>Percentage Return Rate</b>	55.8%	33.9%

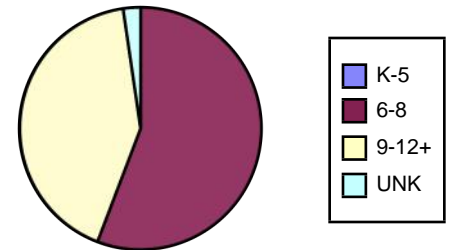


## Child Demographics

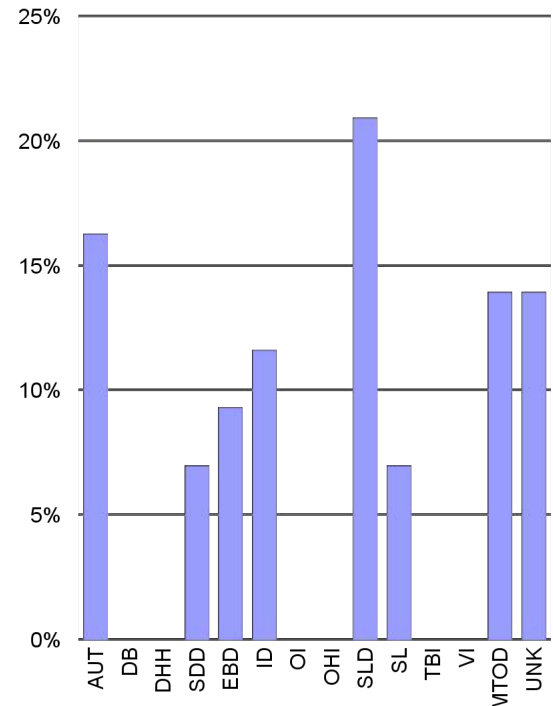
Race/Ethnicity	Count	Percent
White	18	41.9%
Black or African American (B/AA)	22	51.2%
Hispanic or Latino (H/L)	2	4.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	2.3%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	24	55.8%
9-12+	18	41.9%
Unknown (UNK)	1	2.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	16.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	7.0%
Emotional Behavioral Disorder (EBD)	4	9.3%
Intellectual Disability (ID)	5	11.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	9	20.9%
Speech/Language Impairment (SL)	3	7.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	6	14.0%
Unknown (UNK)	6	14.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Marion County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	51%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
7	Teachers are available to speak with me.	69
6	My child's evaluation report and other written information are written in terms I understand.	63
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	63
17	The school gives parents the help they may need to play an active role in their child's education.	63
13	The school communicates regularly with me regarding my child's progress on IEP goals.	62
16	The school offers parents a variety of ways to communicate with teachers.	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	58
18	The school provides information on agencies that can assist my child in the transition from school.	58
8	Teachers treat me as a team member.	57
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	56
14	The school gives me choices with regard to services that address my child's needs.	56
5	I was given information about organizations that offer support for parents of students with disabilities.	53
11	Teachers encourage me to participate in the decision-making process.	51
9	Teachers seek out parent input.	51
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	51
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
15	The school offers parents training about special education issues.	43

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Division for Special Education Services and Supports  
 Georgia Department of Education  
 (404) 657-7328  
 aladd@doe.K12.ga.us

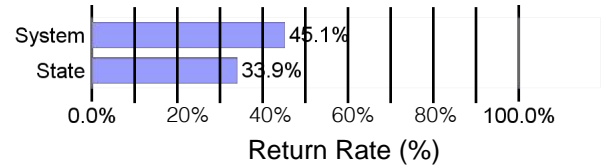
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report McDuffie County

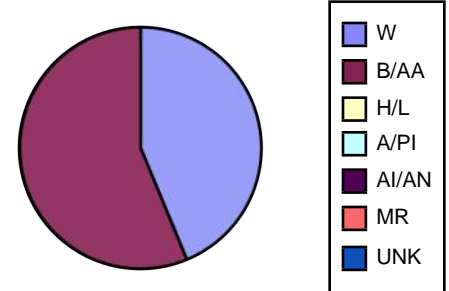
## Overview

	System	State
<b>Number of Surveys Distributed</b>	71	37,142
<b>Number of Valid Responses</b>	32	12,583
<b>Percentage Return Rate</b>	45.1%	33.9%

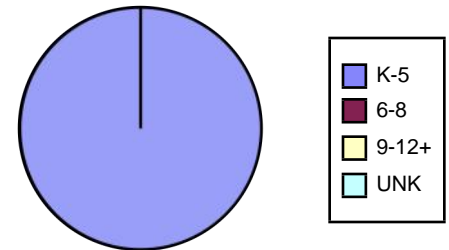


## Child Demographics

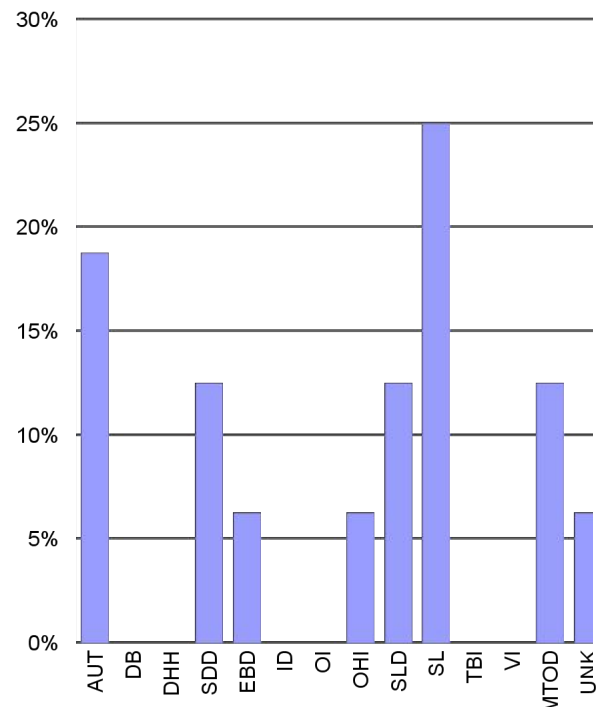
Race/Ethnicity	Count	Percent
White	14	43.8%
Black or African American (B/AA)	18	56.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	32	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	18.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	12.5%
Emotional Behavioral Disorder (EBD)	2	6.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	6.3%
Specific Learning Disability (SLD)	4	12.5%
Speech/Language Impairment (SL)	8	25.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	12.5%
Unknown (UNK)	2	6.3%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report McDuffie County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	63%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	78
8	Teachers treat me as a team member.	75
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	72
6	My child's evaluation report and other written information are written in terms I understand.	72
9	Teachers seek out parent input.	72
11	Teachers encourage me to participate in the decision-making process.	72
13	The school communicates regularly with me regarding my child's progress on IEP goals.	72
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	71
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	71
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	66
16	The school offers parents a variety of ways to communicate with teachers.	66
17	The school gives parents the help they may need to play an active role in their child's education.	65
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	64
14	The school gives me choices with regard to services that address my child's needs.	63
18	The school provides information on agencies that can assist my child in the transition from school.	60
5	I was given information about organizations that offer support for parents of students with disabilities.	55
15	The school offers parents training about special education issues.	55

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 Georgia Department of Education  
 (404) 657-7328  
 aladd@doe.K12.ga.us

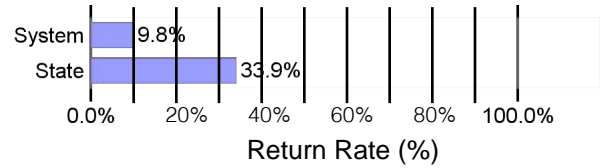
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Meriwether County

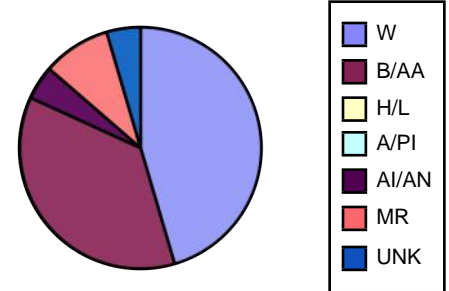
## Overview

	System	State
<b>Number of Surveys Distributed</b>	224	37,142
<b>Number of Valid Responses</b>	22	12,583
<b>Percentage Return Rate</b>	9.8%	33.9%

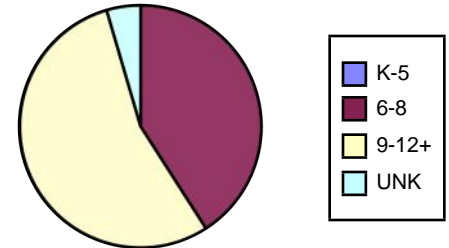


## Child Demographics

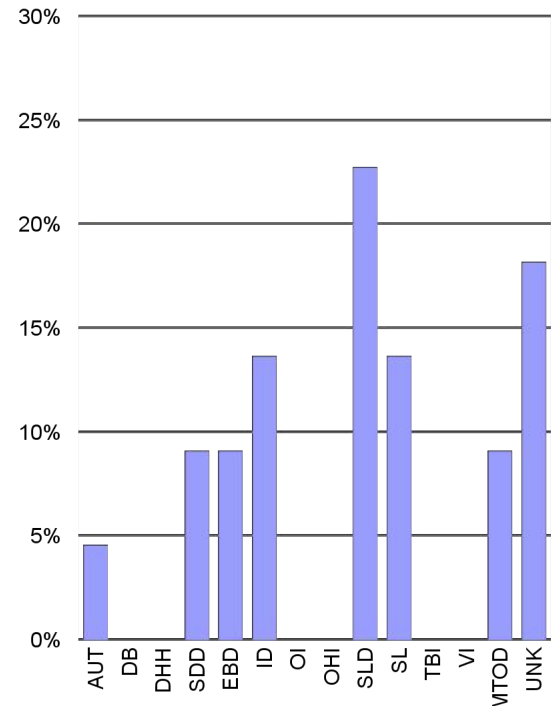
Race/Ethnicity	Count	Percent
White	10	45.5%
Black or African American (B/AA)	8	36.4%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	4.5%
Multi-racial (MR)	2	9.1%
Unknown (UNK)	1	4.5%



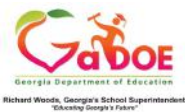
Grade	Count	Percent
K-5	0	0.0%
6-8	9	40.9%
9-12+	12	54.5%
Unknown (UNK)	1	4.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	4.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	9.1%
Emotional Behavioral Disorder (EBD)	2	9.1%
Intellectual Disability (ID)	3	13.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	5	22.7%
Speech/Language Impairment (SL)	3	13.6%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	9.1%
Unknown (UNK)	4	18.2%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Meriwether County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	50%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
6	My child's evaluation report and other written information are written in terms I understand.	82
7	Teachers are available to speak with me.	73
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	64
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	59
9	Teachers seek out parent input.	59
11	Teachers encourage me to participate in the decision-making process.	59
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	57
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	57
8	Teachers treat me as a team member.	55
13	The school communicates regularly with me regarding my child's progress on IEP goals.	55
17	The school gives parents the help they may need to play an active role in their child's education.	52
14	The school gives me choices with regard to services that address my child's needs.	48
16	The school offers parents a variety of ways to communicate with teachers.	48
5	I was given information about organizations that offer support for parents of students with disabilities.	41
18	The school provides information on agencies that can assist my child in the transition from school.	40
15	The school offers parents training about special education issues.	38

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Georgia Department of Education  
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aladd@doe.K12.ga.us

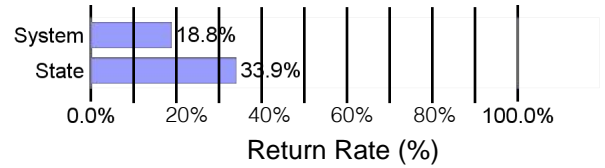
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Miller County

## Overview

	System	State
<b>Number of Surveys Distributed</b>	16	37,142
<b>Number of Valid Responses</b>	3	12,583
<b>Percentage Return Rate</b>	18.8%	33.9%



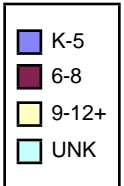
## Child Demographics

Race/Ethnicity	Count	Percent
White		0.0%
Black or African American (B/AA)		0.0%
Hispanic or Latino (H/L)		0.0%
Asian or Pacific Islander (A/PI)		0.0%
American Indian or Alaska Native (AI/AN)		0.0%
Multi-racial (MR)		0.0%
Unknown (UNK)		0.0%

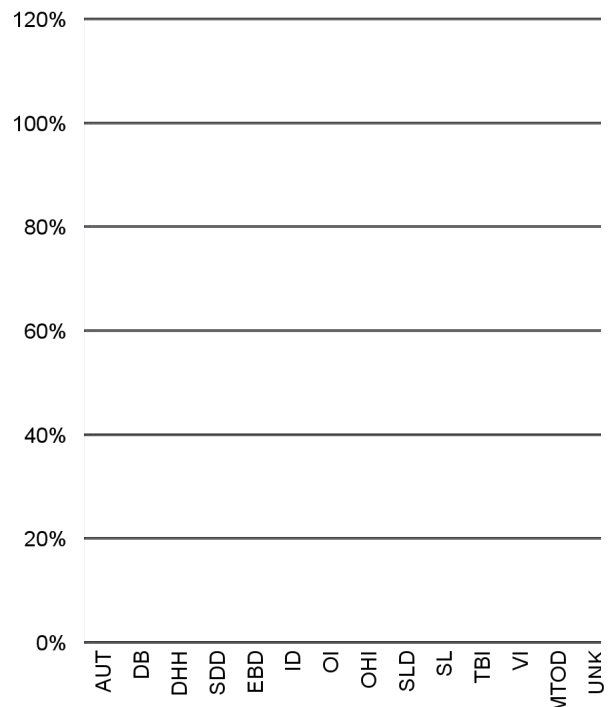
Not enough data.



Grade	Count	Percent
K-5		0.0%
6-8		0.0%
9-12+		0.0%
Unknown (UNK)		0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)		0.0%
Deaf-Blind (DB)		0.0%
Deaf-Hard of Hearing (D/HH)		0.0%
Significant Developmental Delay (SDD)		0.0%
Emotional Behavioral Disorder (EBD)		0.0%
Intellectual Disability (ID)		0.0%
Orthopedic Impairment (OI)		0.0%
Other Health Impairment (OHI)		0.0%
Specific Learning Disability (SLD)		0.0%
Speech/Language Impairment (SL)		0.0%
Traumatic Brain Injury (TBI)		0.0%
Visual Impairment including Blindness (VI)		0.0%
More Than One Disability (MTOD)		0.0%
Unknown (UNK)		0.0%



\* Percentages have been rounded and as a result may not add to exactly 100%

\* If less than 10 responses, count will not be shown



# 2016 Special Education Parent Survey Report Miller County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	67%	49%

## Item Ranking - from Highest to Lowest Ranked Items

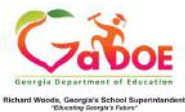
Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	100
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	100
7	Teachers are available to speak with me.	100
8	Teachers treat me as a team member.	100
9	Teachers seek out parent input.	100
11	Teachers encourage me to participate in the decision-making process.	100
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	100
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	67
5	I was given information about organizations that offer support for parents of students with disabilities.	67
6	My child's evaluation report and other written information are written in terms I understand.	67
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	67
13	The school communicates regularly with me regarding my child's progress on IEP goals.	67
14	The school gives me choices with regard to services that address my child's needs.	67
16	The school offers parents a variety of ways to communicate with teachers.	67
17	The school gives parents the help they may need to play an active role in their child's education.	67
18	The school provides information on agencies that can assist my child in the transition from school.	67
15	The school offers parents training about special education issues.	33

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

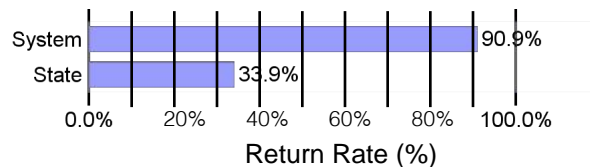




# 2016 Special Education Parent Survey Report Mitchell County

## Overview

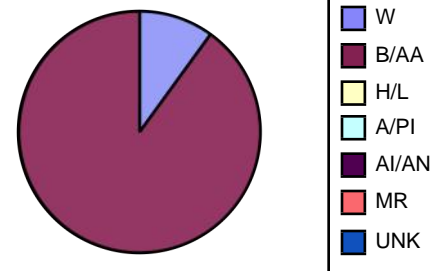
	System	State
<b>Number of Surveys Distributed</b>	22	37,142
<b>Number of Valid Responses</b>	20	12,583
<b>Percentage Return Rate</b>	90.9%	33.9%



## Child Demographics

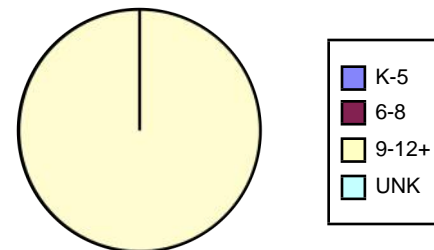
### Race/Ethnicity

Race/Ethnicity	Count	Percent
White	2	10.0%
Black or African American (B/AA)	18	90.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



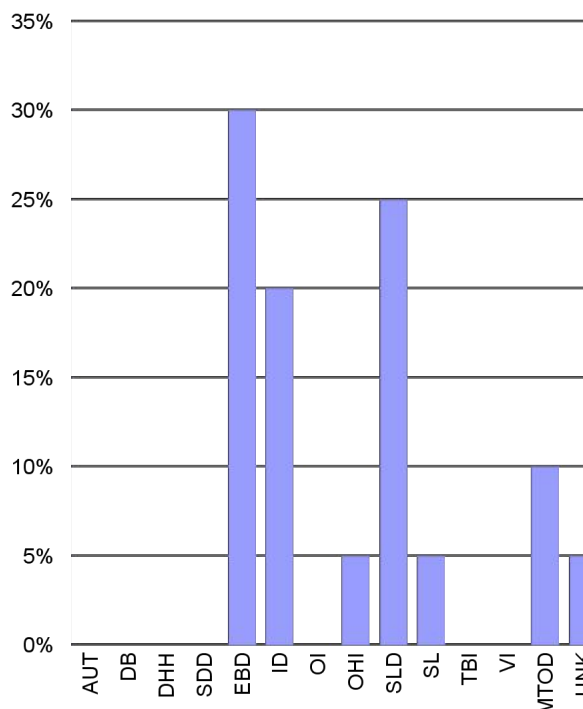
### Grade

Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	20	100.0%
Unknown (UNK)	0	0.0%



### Primary Exceptionality

Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	6	30.0%
Intellectual Disability (ID)	4	20.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	5.0%
Specific Learning Disability (SLD)	5	25.0%
Speech/Language Impairment (SL)	1	5.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	10.0%
Unknown (UNK)	1	5.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Mitchell County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	50%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	75
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	75
7	Teachers are available to speak with me.	75
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
9	Teachers seek out parent input.	70
11	Teachers encourage me to participate in the decision-making process.	70
5	I was given information about organizations that offer support for parents of students with disabilities.	65
6	My child's evaluation report and other written information are written in terms I understand.	65
8	Teachers treat me as a team member.	65
13	The school communicates regularly with me regarding my child's progress on IEP goals.	65
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	60
16	The school offers parents a variety of ways to communicate with teachers.	58
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	55
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	55
14	The school gives me choices with regard to services that address my child's needs.	50
17	The school gives parents the help they may need to play an active role in their child's education.	45
18	The school provides information on agencies that can assist my child in the transition from school.	45
15	The school offers parents training about special education issues.	42

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

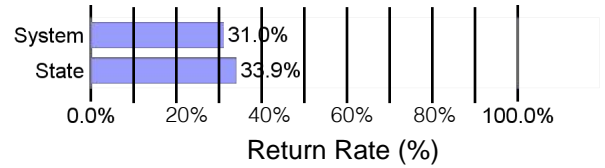
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Monroe County

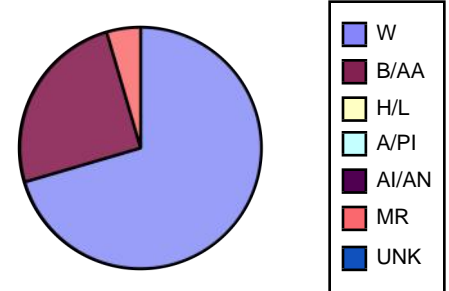
## Overview

	System	State
Number of Surveys Distributed	142	37,142
Number of Valid Responses	44	12,583
Percentage Return Rate	31.0%	33.9%

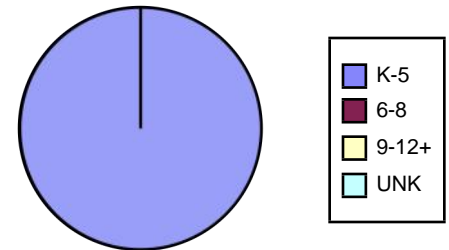


## Child Demographics

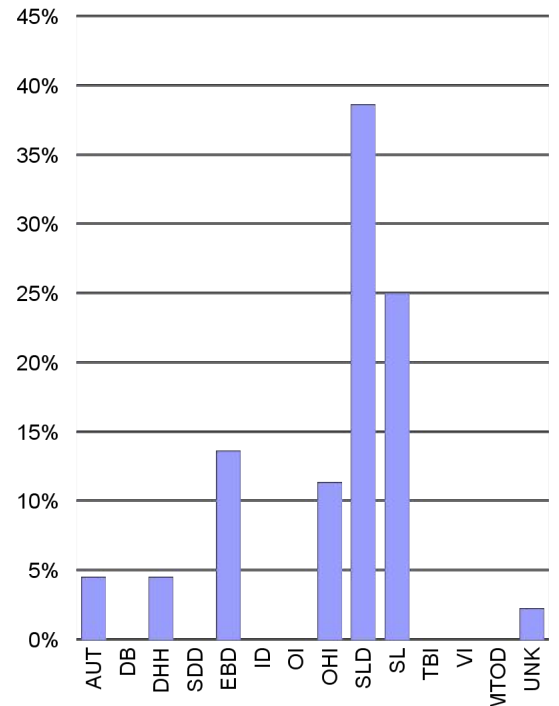
Race/Ethnicity	Count	Percent
White	31	70.5%
Black or African American (B/AA)	11	25.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	4.5%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	44	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	4.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	4.5%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	6	13.6%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	11.4%
Specific Learning Disability (SLD)	17	38.6%
Speech/Language Impairment (SL)	11	25.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	1	2.3%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Monroe County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	66%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	82
9	Teachers seek out parent input.	80
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	77
8	Teachers treat me as a team member.	77
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	77
11	Teachers encourage me to participate in the decision-making process.	74
7	Teachers are available to speak with me.	73
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	73
17	The school gives parents the help they may need to play an active role in their child's education.	70
13	The school communicates regularly with me regarding my child's progress on IEP goals.	70
14	The school gives me choices with regard to services that address my child's needs.	68
16	The school offers parents a variety of ways to communicate with teachers.	67
6	My child's evaluation report and other written information are written in terms I understand.	66
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	64
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	56
15	The school offers parents training about special education issues.	50
18	The school provides information on agencies that can assist my child in the transition from school.	50
5	I was given information about organizations that offer support for parents of students with disabilities.	45

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

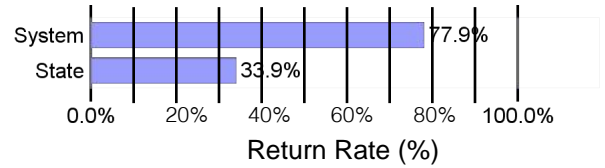
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Murray County

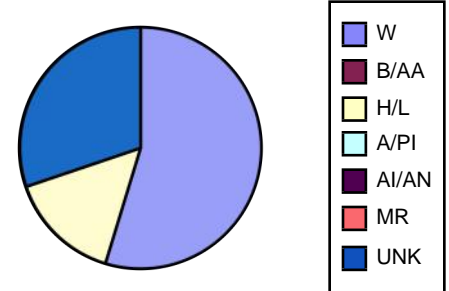
## Overview

	System	State
Number of Surveys Distributed	68	37,142
Number of Valid Responses	53	12,583
Percentage Return Rate	77.9%	33.9%

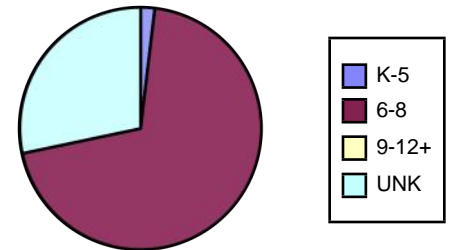


## Child Demographics

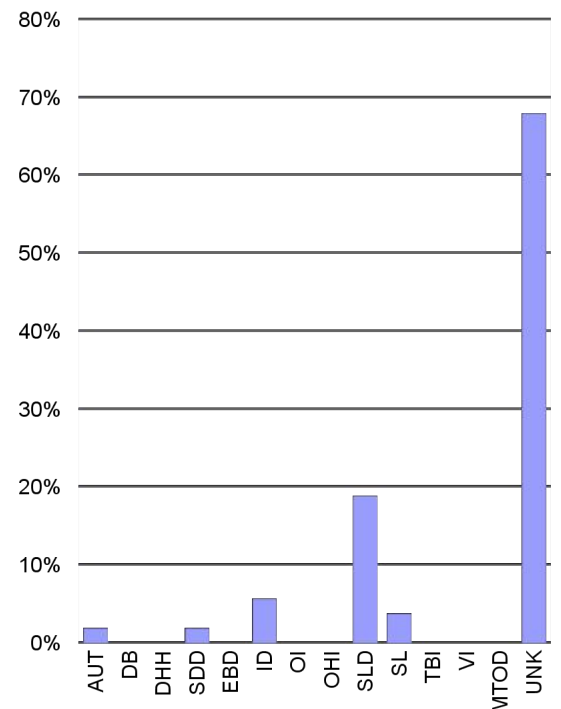
Race/Ethnicity	Count	Percent
White	29	54.7%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	8	15.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	16	30.2%



Grade	Count	Percent
K-5	1	1.9%
6-8	37	69.8%
9-12+	0	0.0%
Unknown (UNK)	15	28.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	1.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	1.9%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	3	5.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	10	18.9%
Speech/Language Impairment (SL)	2	3.8%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	36	67.9%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Murray County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	68%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	83
11	Teachers encourage me to participate in the decision-making process.	81
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	81
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	79
8	Teachers treat me as a team member.	78
6	My child's evaluation report and other written information are written in terms I understand.	77
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	77
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	75
9	Teachers seek out parent input.	75
7	Teachers are available to speak with me.	75
16	The school offers parents a variety of ways to communicate with teachers.	75
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	73
13	The school communicates regularly with me regarding my child's progress on IEP goals.	72
17	The school gives parents the help they may need to play an active role in their child's education.	69
18	The school provides information on agencies that can assist my child in the transition from school.	68
5	I was given information about organizations that offer support for parents of students with disabilities.	64
15	The school offers parents training about special education issues.	63
14	The school gives me choices with regard to services that address my child's needs.	54

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

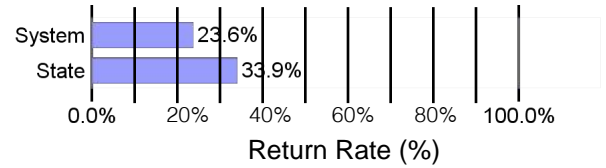
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Muscookee County

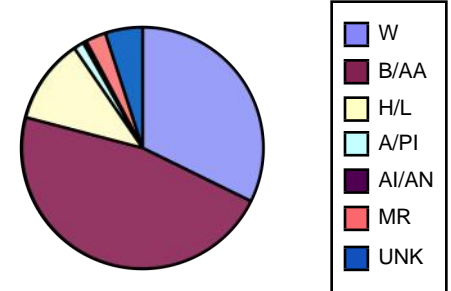
## Overview

	System	State
<b>Number of Surveys Distributed</b>	931	37,142
<b>Number of Valid Responses</b>	220	12,583
<b>Percentage Return Rate</b>	23.6%	33.9%

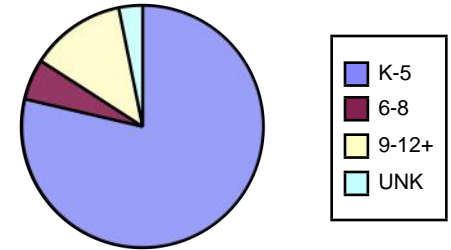


## Child Demographics

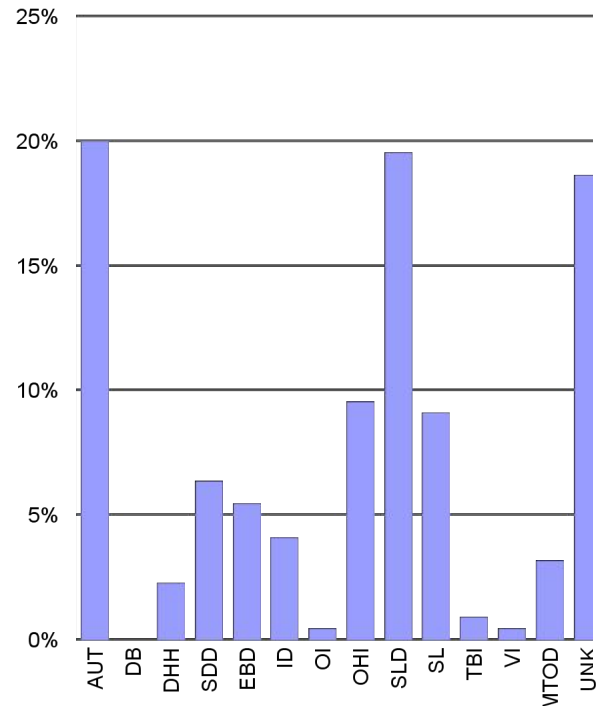
Race/Ethnicity	Count	Percent
White	71	32.3%
Black or African American (B/AA)	103	46.8%
Hispanic or Latino (H/L)	25	11.4%
Asian or Pacific Islander (A/PI)	3	1.4%
American Indian or Alaska Native (AI/AN)	1	0.5%
Multi-racial (MR)	6	2.7%
Unknown (UNK)	11	5.0%



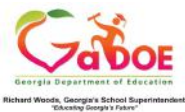
Grade	Count	Percent
K-5	173	78.6%
6-8	12	5.5%
9-12+	28	12.7%
Unknown (UNK)	7	3.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	44	20.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	5	2.3%
Significant Developmental Delay (SDD)	14	6.4%
Emotional Behavioral Disorder (EBD)	12	5.5%
Intellectual Disability (ID)	9	4.1%
Orthopedic Impairment (OI)	1	0.5%
Other Health Impairment (OHI)	21	9.5%
Specific Learning Disability (SLD)	43	19.5%
Speech/Language Impairment (SL)	20	9.1%
Traumatic Brain Injury (TBI)	2	0.9%
Visual Impairment including Blindness (VI)	1	0.5%
More Than One Disability (MTOD)	7	3.2%
Unknown (UNK)	41	18.6%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Muscookee County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	40%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	68
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
8	Teachers treat me as a team member.	64
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
9	Teachers seek out parent input.	61
11	Teachers encourage me to participate in the decision-making process.	61
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	60
6	My child's evaluation report and other written information are written in terms I understand.	59
16	The school offers parents a variety of ways to communicate with teachers.	53
13	The school communicates regularly with me regarding my child's progress on IEP goals.	53
17	The school gives parents the help they may need to play an active role in their child's education.	52
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	52
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	51
14	The school gives me choices with regard to services that address my child's needs.	50
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
18	The school provides information on agencies that can assist my child in the transition from school.	39
5	I was given information about organizations that offer support for parents of students with disabilities.	38
15	The school offers parents training about special education issues.	32

For questions regarding district results, please contact Anne Ladd:

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

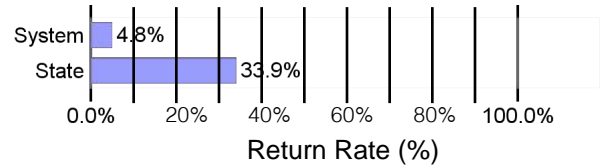




# 2016 Special Education Parent Survey Report Newton County

## Overview

	System	State
<b>Number of Surveys Distributed</b>	165	37,142
<b>Number of Valid Responses</b>	8	12,583
<b>Percentage Return Rate</b>	4.8%	33.9%



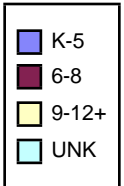
## Child Demographics

Race/Ethnicity	Count	Percent
White		0.0%
Black or African American (B/AA)		0.0%
Hispanic or Latino (H/L)		0.0%
Asian or Pacific Islander (A/PI)		0.0%
American Indian or Alaska Native (AI/AN)		0.0%
Multi-racial (MR)		0.0%
Unknown (UNK)		0.0%

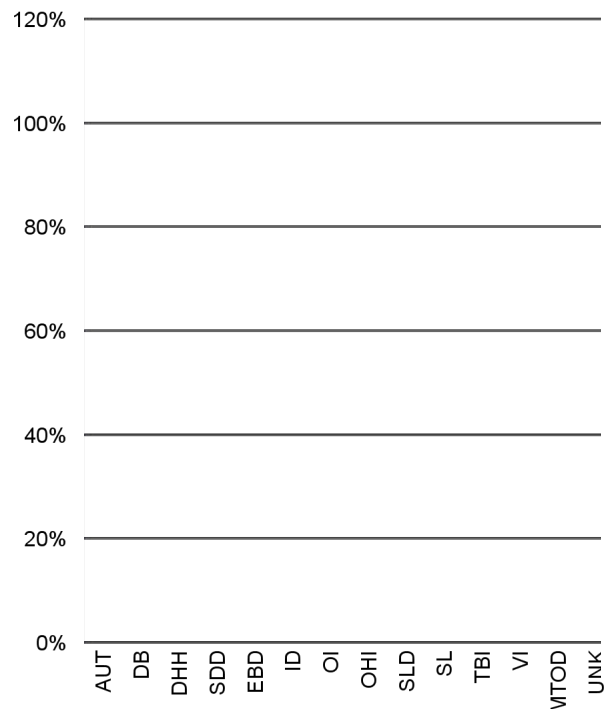
Not enough data.



Grade	Count	Percent
K-5		0.0%
6-8		0.0%
9-12+		0.0%
Unknown (UNK)		0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)		0.0%
Deaf-Blind (DB)		0.0%
Deaf-Hard of Hearing (D/HH)		0.0%
Significant Developmental Delay (SDD)		0.0%
Emotional Behavioral Disorder (EBD)		0.0%
Intellectual Disability (ID)		0.0%
Orthopedic Impairment (OI)		0.0%
Other Health Impairment (OHI)		0.0%
Specific Learning Disability (SLD)		0.0%
Speech/Language Impairment (SL)		0.0%
Traumatic Brain Injury (TBI)		0.0%
Visual Impairment including Blindness (VI)		0.0%
More Than One Disability (MTOD)		0.0%
Unknown (UNK)		0.0%



\* Percentages have been rounded and as a result may not add to exactly 100%

\* If less than 10 responses, count will not be shown



# 2016 Special Education Parent Survey Report Newton County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	38%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
5	I was given information about organizations that offer support for parents of students with disabilities.	63
6	My child's evaluation report and other written information are written in terms I understand.	63
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	63
13	The school communicates regularly with me regarding my child's progress on IEP goals.	63
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	50
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50
7	Teachers are available to speak with me.	50
9	Teachers seek out parent input.	50
11	Teachers encourage me to participate in the decision-making process.	50
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	50
16	The school offers parents a variety of ways to communicate with teachers.	50
8	Teachers treat me as a team member.	43
14	The school gives me choices with regard to services that address my child's needs.	38
15	The school offers parents training about special education issues.	38
17	The school gives parents the help they may need to play an active role in their child's education.	38
18	The school provides information on agencies that can assist my child in the transition from school.	38

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 Georgia Department of Education  
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 aladd@doe.K12.ga.us

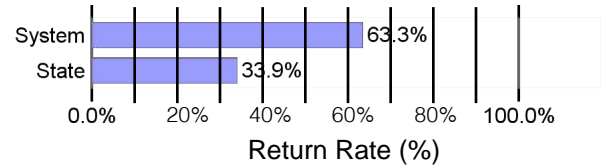
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Oconee County

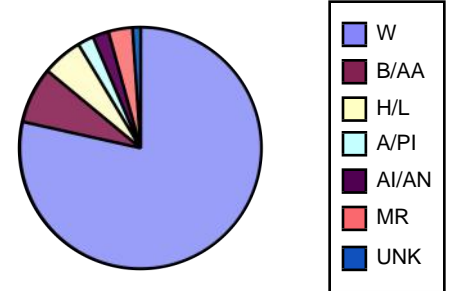
## Overview

	System	State
<b>Number of Surveys Distributed</b>	147	37,142
<b>Number of Valid Responses</b>	93	12,583
<b>Percentage Return Rate</b>	63.3%	33.9%

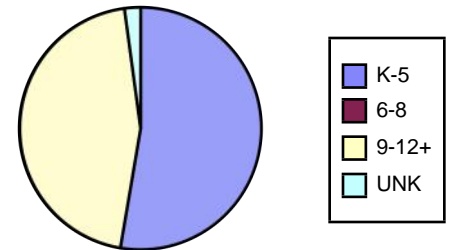


## Child Demographics

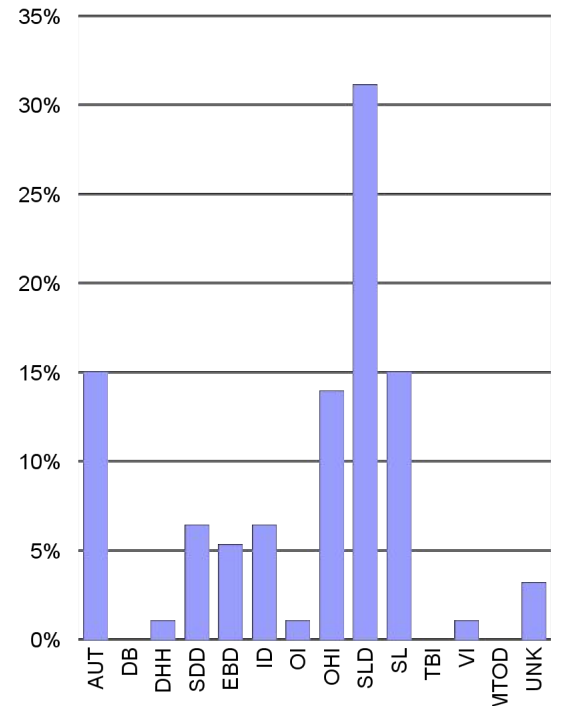
Race/Ethnicity	Count	Percent
White	73	78.5%
Black or African American (B/AA)	7	7.5%
Hispanic or Latino (H/L)	5	5.4%
Asian or Pacific Islander (A/PI)	2	2.2%
American Indian or Alaska Native (AI/AN)	2	2.2%
Multi-racial (MR)	3	3.2%
Unknown (UNK)	1	1.1%



Grade	Count	Percent
K-5	49	52.7%
6-8	0	0.0%
9-12+	42	45.2%
Unknown (UNK)	2	2.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	14	15.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.1%
Significant Developmental Delay (SDD)	6	6.5%
Emotional Behavioral Disorder (EBD)	5	5.4%
Intellectual Disability (ID)	6	6.5%
Orthopedic Impairment (OI)	1	1.1%
Other Health Impairment (OHI)	13	14.0%
Specific Learning Disability (SLD)	29	31.2%
Speech/Language Impairment (SL)	14	15.1%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.1%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	3	3.2%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Oconee County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	67%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
8	Teachers treat me as a team member.	84
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	84
7	Teachers are available to speak with me.	82
9	Teachers seek out parent input.	78
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	78
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	77
13	The school communicates regularly with me regarding my child's progress on IEP goals.	77
11	Teachers encourage me to participate in the decision-making process.	77
6	My child's evaluation report and other written information are written in terms I understand.	75
16	The school offers parents a variety of ways to communicate with teachers.	73
17	The school gives parents the help they may need to play an active role in their child's education.	73
14	The school gives me choices with regard to services that address my child's needs.	70
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	69
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	69
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	66
18	The school provides information on agencies that can assist my child in the transition from school.	62
5	I was given information about organizations that offer support for parents of students with disabilities.	58
15	The school offers parents training about special education issues.	53

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

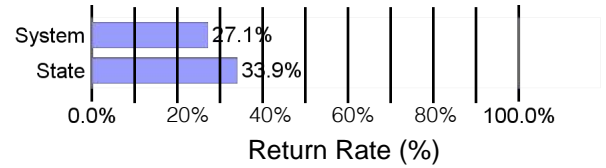
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Oglethorpe County

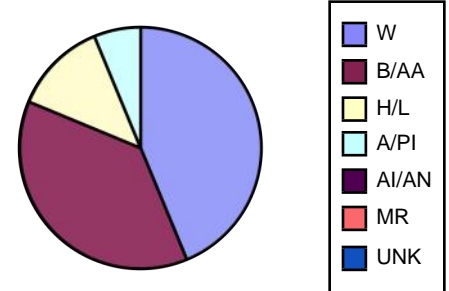
## Overview

	System	State
<b>Number of Surveys Distributed</b>	59	37,142
<b>Number of Valid Responses</b>	16	12,583
<b>Percentage Return Rate</b>	27.1%	33.9%

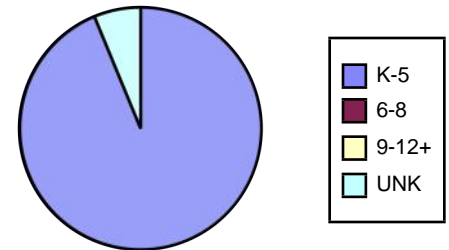


## Child Demographics

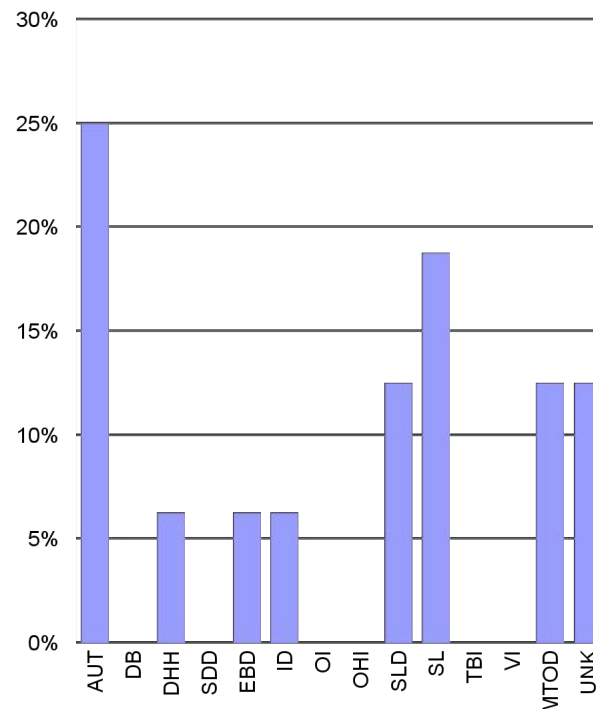
Race/Ethnicity	Count	Percent
White	7	43.8%
Black or African American (B/AA)	6	37.5%
Hispanic or Latino (H/L)	2	12.5%
Asian or Pacific Islander (A/PI)	1	6.3%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	15	93.8%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	6.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	25.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	6.3%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	6.3%
Intellectual Disability (ID)	1	6.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	2	12.5%
Speech/Language Impairment (SL)	3	18.8%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	12.5%
Unknown (UNK)	2	12.5%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Oglethorpe County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	81%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
6	My child's evaluation report and other written information are written in terms I understand.	88
7	Teachers are available to speak with me.	88
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	81
8	Teachers treat me as a team member.	81
9	Teachers seek out parent input.	81
11	Teachers encourage me to participate in the decision-making process.	81
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	81
13	The school communicates regularly with me regarding my child's progress on IEP goals.	81
14	The school gives me choices with regard to services that address my child's needs.	81
16	The school offers parents a variety of ways to communicate with teachers.	81
17	The school gives parents the help they may need to play an active role in their child's education.	81
5	I was given information about organizations that offer support for parents of students with disabilities.	80
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	80
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	75
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	75
15	The school offers parents training about special education issues.	73
18	The school provides information on agencies that can assist my child in the transition from school.	73
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	71

For questions regarding district results, please contact Anne Ladd:

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Paulding County

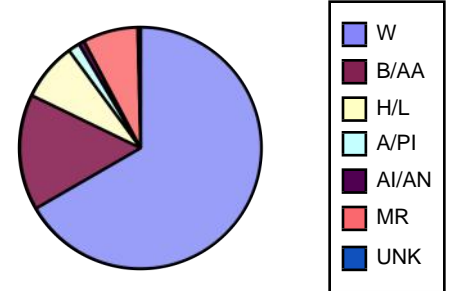
## Overview

	System	State
Number of Surveys Distributed	845	37,142
Number of Valid Responses	258	12,583
Percentage Return Rate	30.5%	33.9%

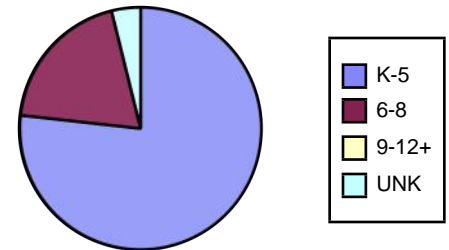


## Child Demographics

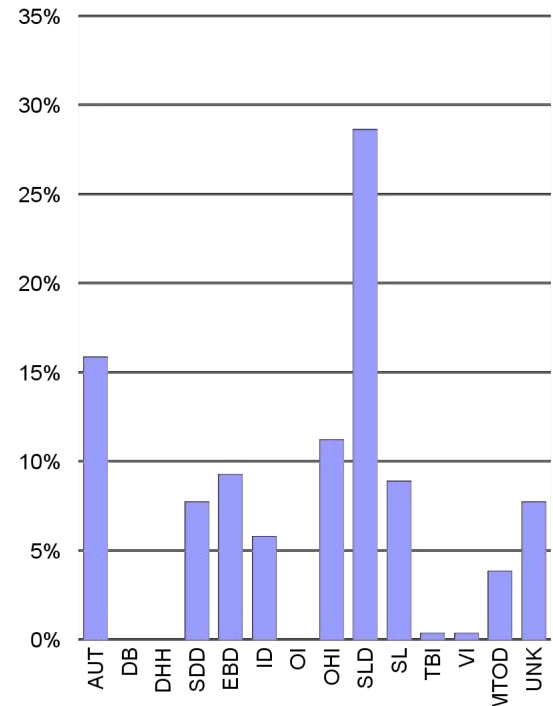
Race/Ethnicity	Count	Percent
White	172	66.7%
Black or African American (B/AA)	40	15.5%
Hispanic or Latino (H/L)	20	7.8%
Asian or Pacific Islander (A/PI)	4	1.6%
American Indian or Alaska Native (AI/AN)	2	0.8%
Multi-racial (MR)	19	7.4%
Unknown (UNK)	1	0.4%



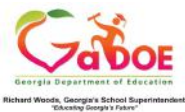
Grade	Count	Percent
K-5	198	76.7%
6-8	50	19.4%
9-12+	0	0.0%
Unknown (UNK)	10	3.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	41	15.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	20	7.8%
Emotional Behavioral Disorder (EBD)	24	9.3%
Intellectual Disability (ID)	15	5.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	29	11.2%
Specific Learning Disability (SLD)	74	28.7%
Speech/Language Impairment (SL)	23	8.9%
Traumatic Brain Injury (TBI)	1	0.4%
Visual Impairment including Blindness (VI)	1	0.4%
More Than One Disability (MTOD)	10	3.9%
Unknown (UNK)	20	7.8%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Paulding County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	48%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	73
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
8	Teachers treat me as a team member.	70
11	Teachers encourage me to participate in the decision-making process.	68
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	67
6	My child's evaluation report and other written information are written in terms I understand.	65
16	The school offers parents a variety of ways to communicate with teachers.	65
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	64
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	63
13	The school communicates regularly with me regarding my child's progress on IEP goals.	63
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	63
9	Teachers seek out parent input.	62
17	The school gives parents the help they may need to play an active role in their child's education.	58
14	The school gives me choices with regard to services that address my child's needs.	55
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	49
18	The school provides information on agencies that can assist my child in the transition from school.	37
5	I was given information about organizations that offer support for parents of students with disabilities.	33
15	The school offers parents training about special education issues.	31

For questions regarding district results, please contact Anne Ladd:

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Georgia Department of Education  
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aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

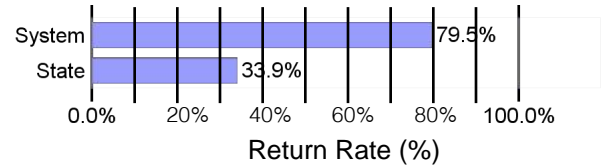




# 2016 Special Education Parent Survey Report Peach County

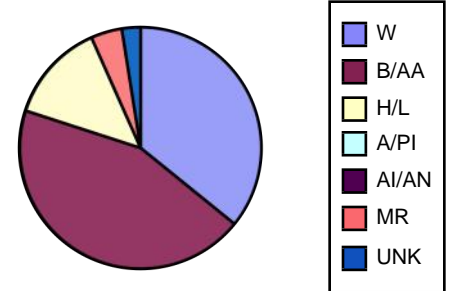
## Overview

	System	State
<b>Number of Surveys Distributed</b>	151	37,142
<b>Number of Valid Responses</b>	120	12,583
<b>Percentage Return Rate</b>	79.5%	33.9%

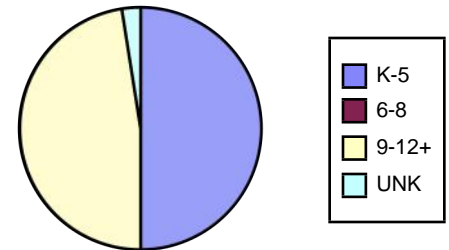


## Child Demographics

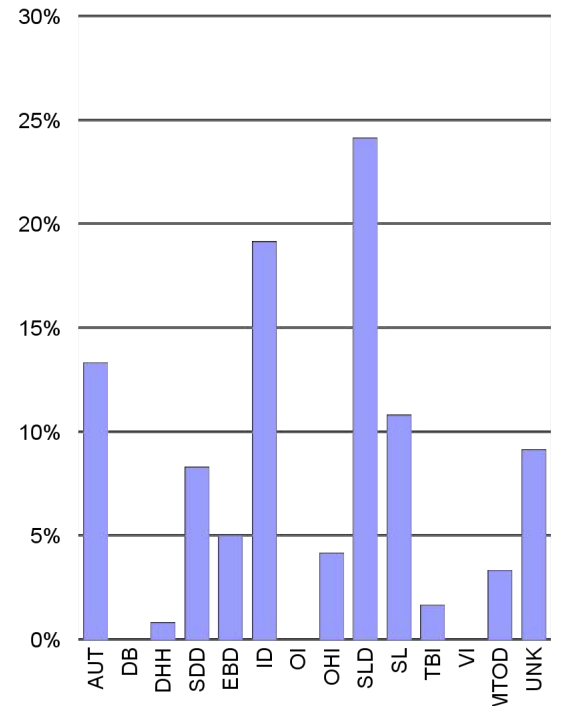
Race/Ethnicity	Count	Percent
White	43	35.8%
Black or African American (B/AA)	53	44.2%
Hispanic or Latino (H/L)	16	13.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	4.2%
Unknown (UNK)	3	2.5%



Grade	Count	Percent
K-5	60	50.0%
6-8	0	0.0%
9-12+	57	47.5%
Unknown (UNK)	3	2.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	16	13.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.8%
Significant Developmental Delay (SDD)	10	8.3%
Emotional Behavioral Disorder (EBD)	6	5.0%
Intellectual Disability (ID)	23	19.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	4.2%
Specific Learning Disability (SLD)	29	24.2%
Speech/Language Impairment (SL)	13	10.8%
Traumatic Brain Injury (TBI)	2	1.7%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	3.3%
Unknown (UNK)	11	9.2%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Peach County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	63%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	83
7	Teachers are available to speak with me.	78
8	Teachers treat me as a team member.	77
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	76
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	76
11	Teachers encourage me to participate in the decision-making process.	76
13	The school communicates regularly with me regarding my child's progress on IEP goals.	76
6	My child's evaluation report and other written information are written in terms I understand.	75
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	75
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	75
16	The school offers parents a variety of ways to communicate with teachers.	74
9	Teachers seek out parent input.	73
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	72
17	The school gives parents the help they may need to play an active role in their child's education.	71
14	The school gives me choices with regard to services that address my child's needs.	71
18	The school provides information on agencies that can assist my child in the transition from school.	60
5	I was given information about organizations that offer support for parents of students with disabilities.	60
15	The school offers parents training about special education issues.	56

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

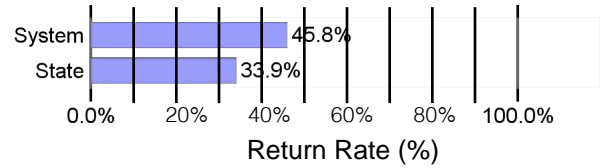
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Pickens County

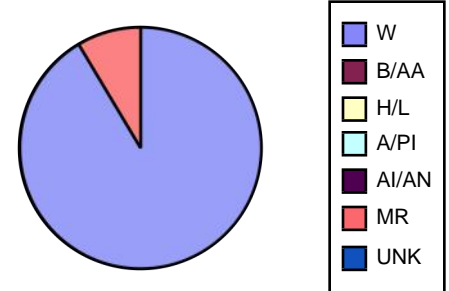
## Overview

	System	State
<b>Number of Surveys Distributed</b>	153	37,142
<b>Number of Valid Responses</b>	70	12,583
<b>Percentage Return Rate</b>	45.8%	33.9%

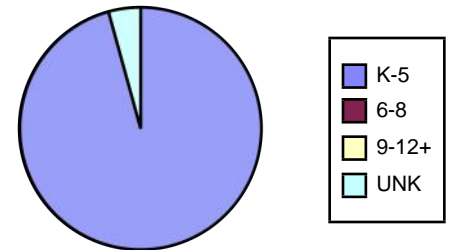


## Child Demographics

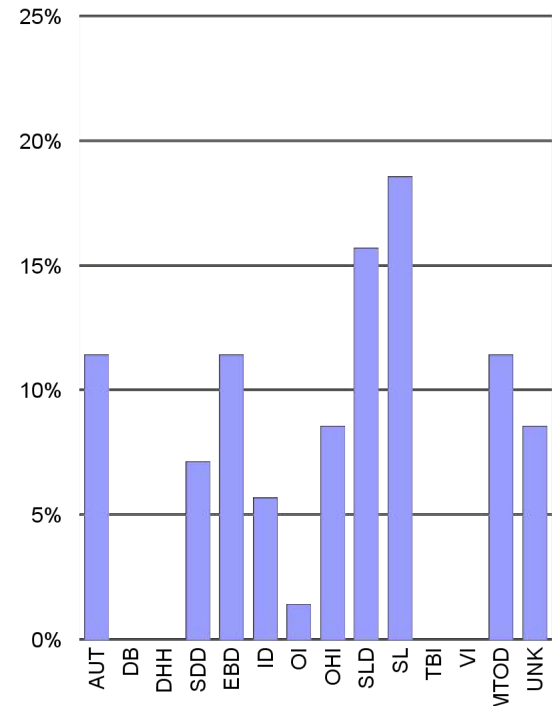
Race/Ethnicity	Count	Percent
White	64	91.4%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	6	8.6%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	67	95.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	4.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	11.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	7.1%
Emotional Behavioral Disorder (EBD)	8	11.4%
Intellectual Disability (ID)	4	5.7%
Orthopedic Impairment (OI)	1	1.4%
Other Health Impairment (OHI)	6	8.6%
Specific Learning Disability (SLD)	11	15.7%
Speech/Language Impairment (SL)	13	18.6%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	8	11.4%
Unknown (UNK)	6	8.6%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Pickens County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	60%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	79
7	Teachers are available to speak with me.	75
8	Teachers treat me as a team member.	74
9	Teachers seek out parent input.	71
6	My child's evaluation report and other written information are written in terms I understand.	70
13	The school communicates regularly with me regarding my child's progress on IEP goals.	70
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	68
11	Teachers encourage me to participate in the decision-making process.	68
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	68
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	67
16	The school offers parents a variety of ways to communicate with teachers.	65
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	63
17	The school gives parents the help they may need to play an active role in their child's education.	63
14	The school gives me choices with regard to services that address my child's needs.	63
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	55
18	The school provides information on agencies that can assist my child in the transition from school.	45
15	The school offers parents training about special education issues.	36
5	I was given information about organizations that offer support for parents of students with disabilities.	34

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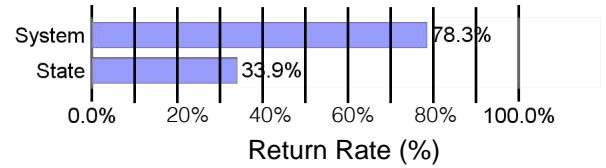
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Polk County

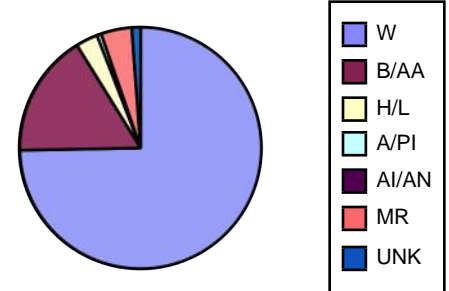
## Overview

	System	State
<b>Number of Surveys Distributed</b>	217	37,142
<b>Number of Valid Responses</b>	170	12,583
<b>Percentage Return Rate</b>	78.3%	33.9%

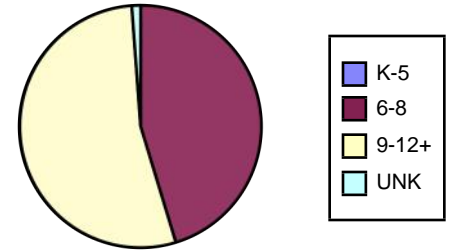


## Child Demographics

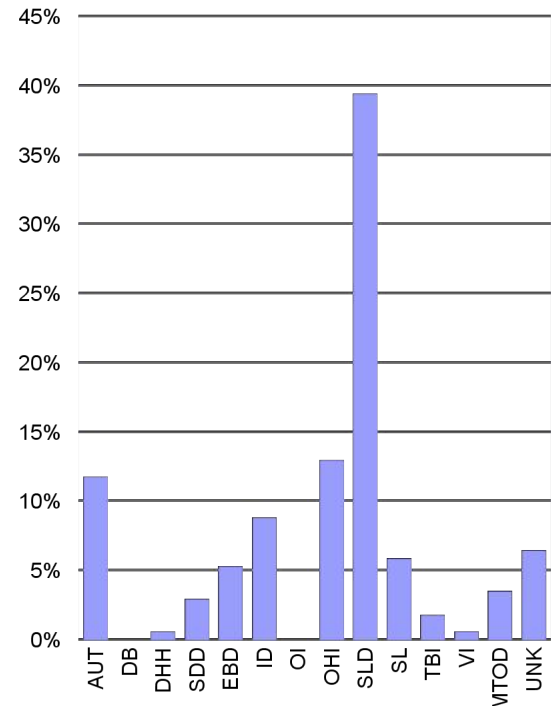
Race/Ethnicity	Count	Percent
White	127	74.7%
Black or African American (B/AA)	28	16.5%
Hispanic or Latino (H/L)	5	2.9%
Asian or Pacific Islander (A/PI)	1	0.6%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	7	4.1%
Unknown (UNK)	2	1.2%



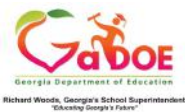
Grade	Count	Percent
K-5	0	0.0%
6-8	77	45.3%
9-12+	91	53.5%
Unknown (UNK)	2	1.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	20	11.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.6%
Significant Developmental Delay (SDD)	5	2.9%
Emotional Behavioral Disorder (EBD)	9	5.3%
Intellectual Disability (ID)	15	8.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	22	12.9%
Specific Learning Disability (SLD)	67	39.4%
Speech/Language Impairment (SL)	10	5.9%
Traumatic Brain Injury (TBI)	3	1.8%
Visual Impairment including Blindness (VI)	1	0.6%
More Than One Disability (MTOD)	6	3.5%
Unknown (UNK)	11	6.5%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Polk County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	38%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	66
7	Teachers are available to speak with me.	60
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	58
11	Teachers encourage me to participate in the decision-making process.	56
6	My child's evaluation report and other written information are written in terms I understand.	54
8	Teachers treat me as a team member.	53
9	Teachers seek out parent input.	52
16	The school offers parents a variety of ways to communicate with teachers.	51
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	50
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	49
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	49
13	The school communicates regularly with me regarding my child's progress on IEP goals.	48
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
14	The school gives me choices with regard to services that address my child's needs.	45
17	The school gives parents the help they may need to play an active role in their child's education.	43
5	I was given information about organizations that offer support for parents of students with disabilities.	38
18	The school provides information on agencies that can assist my child in the transition from school.	31
15	The school offers parents training about special education issues.	30

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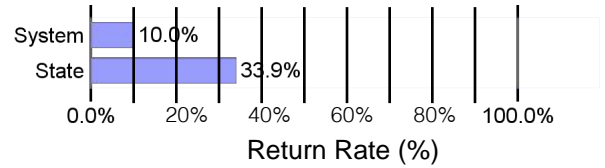
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Quitman County

## Overview

	System	State
<b>Number of Surveys Distributed</b>	10	37,142
<b>Number of Valid Responses</b>	1	12,583
<b>Percentage Return Rate</b>	10.0%	33.9%



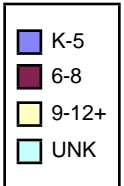
## Child Demographics

Race/Ethnicity	Count	Percent
White		0.0%
Black or African American (B/AA)		0.0%
Hispanic or Latino (H/L)		0.0%
Asian or Pacific Islander (A/PI)		0.0%
American Indian or Alaska Native (AI/AN)		0.0%
Multi-racial (MR)		0.0%
Unknown (UNK)		0.0%

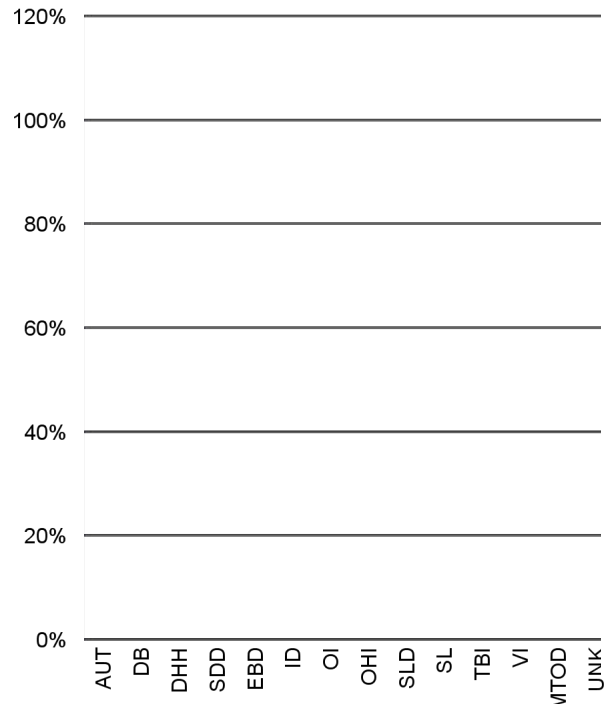
Not enough data.



Grade	Count	Percent
K-5		0.0%
6-8		0.0%
9-12+		0.0%
Unknown (UNK)		0.0%

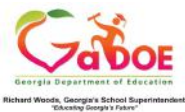


Primary Exceptionality	Count	Percent
Autism (AUT)		0.0%
Deaf-Blind (DB)		0.0%
Deaf-Hard of Hearing (D/HH)		0.0%
Significant Developmental Delay (SDD)		0.0%
Emotional Behavioral Disorder (EBD)		0.0%
Intellectual Disability (ID)		0.0%
Orthopedic Impairment (OI)		0.0%
Other Health Impairment (OHI)		0.0%
Specific Learning Disability (SLD)		0.0%
Speech/Language Impairment (SL)		0.0%
Traumatic Brain Injury (TBI)		0.0%
Visual Impairment including Blindness (VI)		0.0%
More Than One Disability (MTOD)		0.0%
Unknown (UNK)		0.0%



\* Percentages have been rounded and as a result may not add to exactly 100%

\* If less than 10 responses, count will not be shown



# 2016 Special Education Parent Survey Report Quitman County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	0%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
6	My child's evaluation report and other written information are written in terms I understand.	100
7	Teachers are available to speak with me.	100
8	Teachers treat me as a team member.	100
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	100
11	Teachers encourage me to participate in the decision-making process.	100
16	The school offers parents a variety of ways to communicate with teachers.	100
17	The school gives parents the help they may need to play an active role in their child's education.	100
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	0
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	0
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	0
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	0
5	I was given information about organizations that offer support for parents of students with disabilities.	0
9	Teachers seek out parent input.	0
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0
13	The school communicates regularly with me regarding my child's progress on IEP goals.	0
14	The school gives me choices with regard to services that address my child's needs.	0
15	The school offers parents training about special education issues.	0
18	The school provides information on agencies that can assist my child in the transition from school.	0

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

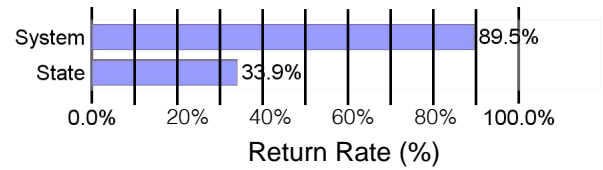




# 2016 Special Education Parent Survey Report Randolph County

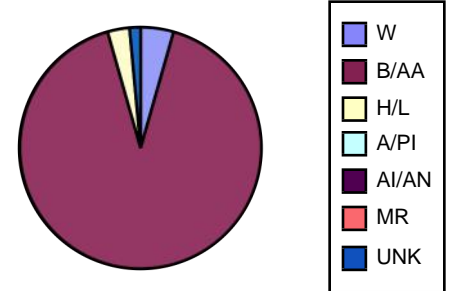
## Overview

	System	State
<b>Number of Surveys Distributed</b>	76	37,142
<b>Number of Valid Responses</b>	68	12,583
<b>Percentage Return Rate</b>	89.5%	33.9%

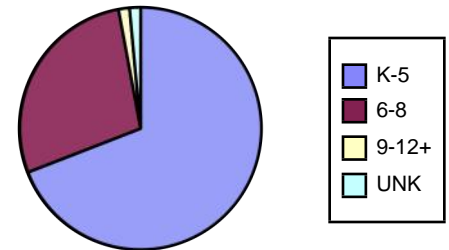


## Child Demographics

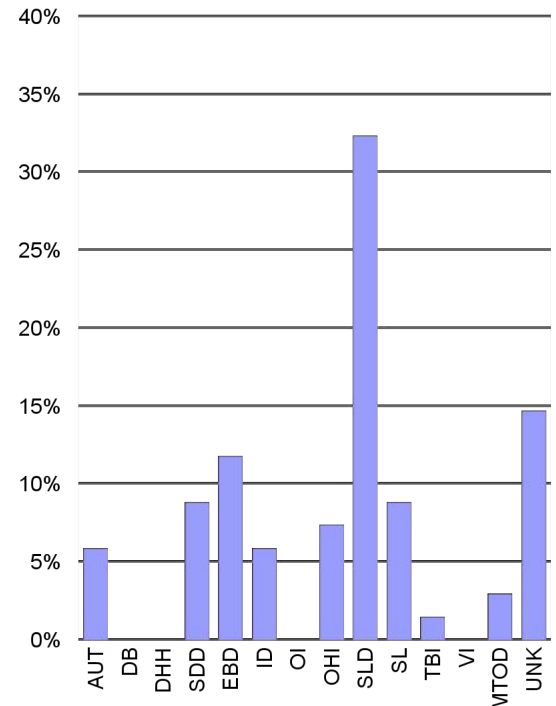
Race/Ethnicity	Count	Percent
White	3	4.4%
Black or African American (B/AA)	62	91.2%
Hispanic or Latino (H/L)	2	2.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	1.5%



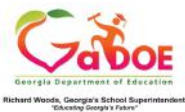
Grade	Count	Percent
K-5	47	69.1%
6-8	19	27.9%
9-12+	1	1.5%
Unknown (UNK)	1	1.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	5.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	8.8%
Emotional Behavioral Disorder (EBD)	8	11.8%
Intellectual Disability (ID)	4	5.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	7.4%
Specific Learning Disability (SLD)	22	32.4%
Speech/Language Impairment (SL)	6	8.8%
Traumatic Brain Injury (TBI)	1	1.5%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	2.9%
Unknown (UNK)	10	14.7%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Randolph County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	44%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	64
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	61
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	60
13	The school communicates regularly with me regarding my child's progress on IEP goals.	60
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	57
9	Teachers seek out parent input.	56
8	Teachers treat me as a team member.	56
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	55
6	My child's evaluation report and other written information are written in terms I understand.	55
11	Teachers encourage me to participate in the decision-making process.	55
16	The school offers parents a variety of ways to communicate with teachers.	50
17	The school gives parents the help they may need to play an active role in their child's education.	47
15	The school offers parents training about special education issues.	44
5	I was given information about organizations that offer support for parents of students with disabilities.	43
14	The school gives me choices with regard to services that address my child's needs.	43
18	The school provides information on agencies that can assist my child in the transition from school.	41
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	34

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

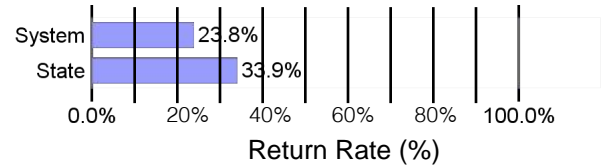
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Richmond County

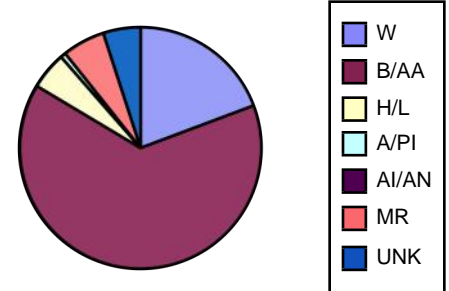
## Overview

	System	State
<b>Number of Surveys Distributed</b>	588	37,142
<b>Number of Valid Responses</b>	140	12,583
<b>Percentage Return Rate</b>	23.8%	33.9%

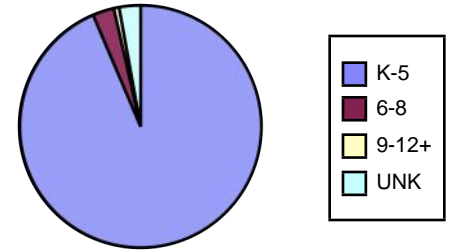


## Child Demographics

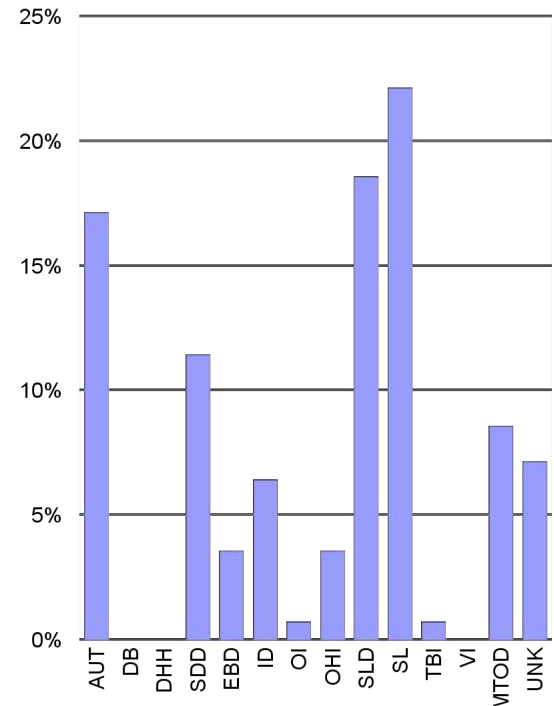
Race/Ethnicity	Count	Percent
White	27	19.3%
Black or African American (B/AA)	90	64.3%
Hispanic or Latino (H/L)	7	5.0%
Asian or Pacific Islander (A/PI)	1	0.7%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	8	5.7%
Unknown (UNK)	7	5.0%



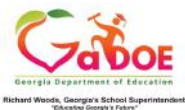
Grade	Count	Percent
K-5	131	93.6%
6-8	4	2.9%
9-12+	1	0.7%
Unknown (UNK)	4	2.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	24	17.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	16	11.4%
Emotional Behavioral Disorder (EBD)	5	3.6%
Intellectual Disability (ID)	9	6.4%
Orthopedic Impairment (OI)	1	0.7%
Other Health Impairment (OHI)	5	3.6%
Specific Learning Disability (SLD)	26	18.6%
Speech/Language Impairment (SL)	31	22.1%
Traumatic Brain Injury (TBI)	1	0.7%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	12	8.6%
Unknown (UNK)	10	7.1%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Richmond County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	38%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	60
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	58
8	Teachers treat me as a team member.	58
11	Teachers encourage me to participate in the decision-making process.	57
9	Teachers seek out parent input.	56
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	54
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	53
6	My child's evaluation report and other written information are written in terms I understand.	52
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	50
13	The school communicates regularly with me regarding my child's progress on IEP goals.	49
16	The school offers parents a variety of ways to communicate with teachers.	47
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	47
17	The school gives parents the help they may need to play an active role in their child's education.	43
14	The school gives me choices with regard to services that address my child's needs.	41
5	I was given information about organizations that offer support for parents of students with disabilities.	37
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	36
18	The school provides information on agencies that can assist my child in the transition from school.	34
15	The school offers parents training about special education issues.	31

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

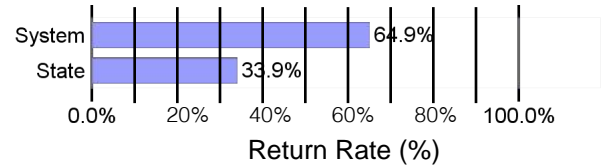
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Rockdale County

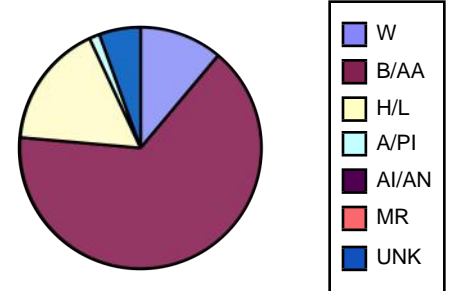
## Overview

	System	State
<b>Number of Surveys Distributed</b>	111	37,142
<b>Number of Valid Responses</b>	72	12,583
<b>Percentage Return Rate</b>	64.9%	33.9%

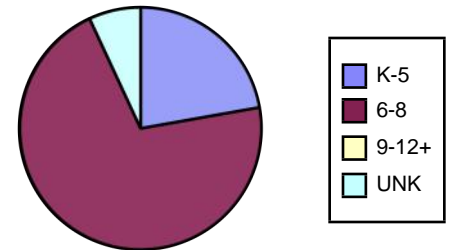


## Child Demographics

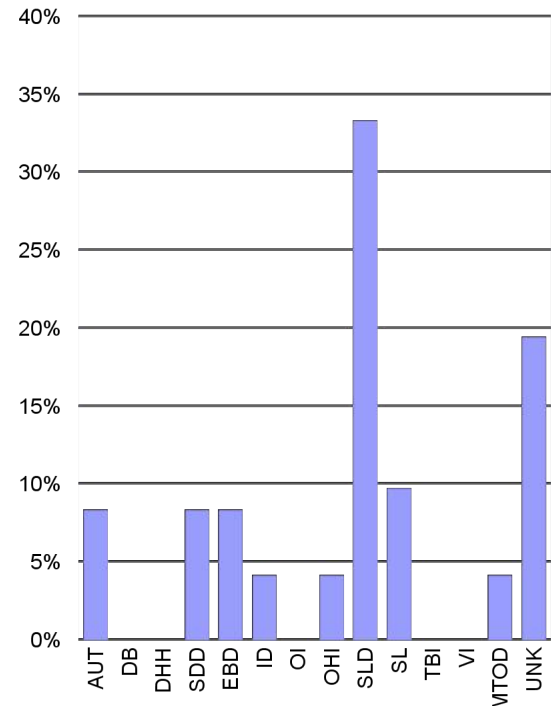
Race/Ethnicity	Count	Percent
White	8	11.1%
Black or African American (B/AA)	47	65.3%
Hispanic or Latino (H/L)	12	16.7%
Asian or Pacific Islander (A/PI)	1	1.4%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	4	5.6%



Grade	Count	Percent
K-5	16	22.2%
6-8	51	70.8%
9-12+	0	0.0%
Unknown (UNK)	5	6.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	8.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	8.3%
Emotional Behavioral Disorder (EBD)	6	8.3%
Intellectual Disability (ID)	3	4.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	4.2%
Specific Learning Disability (SLD)	24	33.3%
Speech/Language Impairment (SL)	7	9.7%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	4.2%
Unknown (UNK)	14	19.4%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Rockdale County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	25%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	57
7	Teachers are available to speak with me.	48
8	Teachers treat me as a team member.	42
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	42
11	Teachers encourage me to participate in the decision-making process.	42
9	Teachers seek out parent input.	41
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	39
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	39
13	The school communicates regularly with me regarding my child's progress on IEP goals.	39
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	39
6	My child's evaluation report and other written information are written in terms I understand.	38
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	37
16	The school offers parents a variety of ways to communicate with teachers.	33
14	The school gives me choices with regard to services that address my child's needs.	32
17	The school gives parents the help they may need to play an active role in their child's education.	32
18	The school provides information on agencies that can assist my child in the transition from school.	21
15	The school offers parents training about special education issues.	21
5	I was given information about organizations that offer support for parents of students with disabilities.	19

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 Georgia Department of Education  
 (404) 657-7328  
 aladd@doe.K12.ga.us

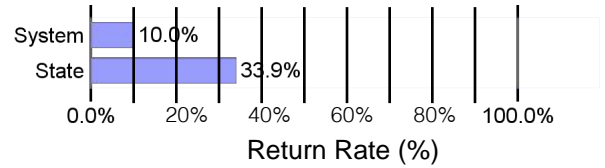
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Schley County

## Overview

	System	State
<b>Number of Surveys Distributed</b>	40	37,142
<b>Number of Valid Responses</b>	4	12,583
<b>Percentage Return Rate</b>	10.0%	33.9%



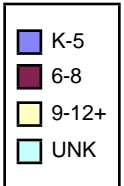
## Child Demographics

Race/Ethnicity	Count	Percent
White		0.0%
Black or African American (B/AA)		0.0%
Hispanic or Latino (H/L)		0.0%
Asian or Pacific Islander (A/PI)		0.0%
American Indian or Alaska Native (AI/AN)		0.0%
Multi-racial (MR)		0.0%
Unknown (UNK)		0.0%

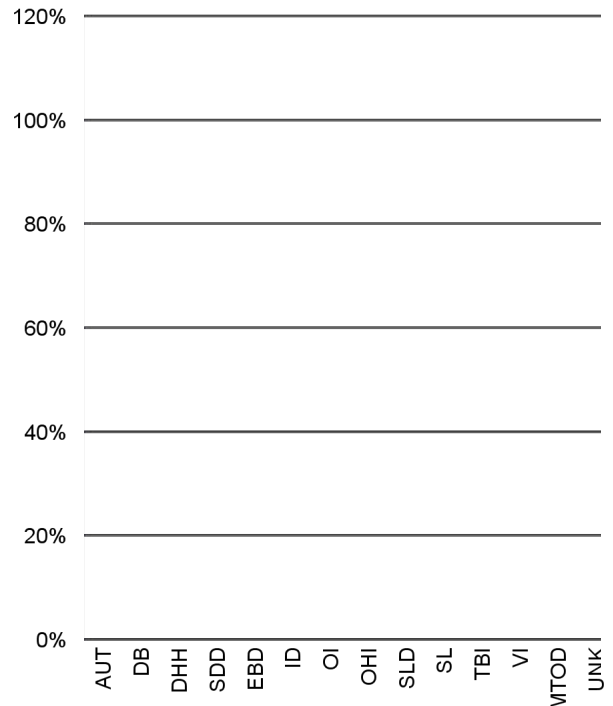
Not enough data.



Grade	Count	Percent
K-5		0.0%
6-8		0.0%
9-12+		0.0%
Unknown (UNK)		0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)		0.0%
Deaf-Blind (DB)		0.0%
Deaf-Hard of Hearing (D/HH)		0.0%
Significant Developmental Delay (SDD)		0.0%
Emotional Behavioral Disorder (EBD)		0.0%
Intellectual Disability (ID)		0.0%
Orthopedic Impairment (OI)		0.0%
Other Health Impairment (OHI)		0.0%
Specific Learning Disability (SLD)		0.0%
Speech/Language Impairment (SL)		0.0%
Traumatic Brain Injury (TBI)		0.0%
Visual Impairment including Blindness (VI)		0.0%
More Than One Disability (MTOD)		0.0%
Unknown (UNK)		0.0%



\* Percentages have been rounded and as a result may not add to exactly 100%

\* If less than 10 responses, count will not be shown



# 2016 Special Education Parent Survey Report Schley County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	25%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	75
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	75
6	My child's evaluation report and other written information are written in terms I understand.	75
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
7	Teachers are available to speak with me.	50
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	50
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	25
5	I was given information about organizations that offer support for parents of students with disabilities.	25
8	Teachers treat me as a team member.	25
9	Teachers seek out parent input.	25
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	25
11	Teachers encourage me to participate in the decision-making process.	25
13	The school communicates regularly with me regarding my child's progress on IEP goals.	25
15	The school offers parents training about special education issues.	25
16	The school offers parents a variety of ways to communicate with teachers.	25
17	The school gives parents the help they may need to play an active role in their child's education.	25
18	The school provides information on agencies that can assist my child in the transition from school.	25
14	The school gives me choices with regard to services that address my child's needs.	0

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

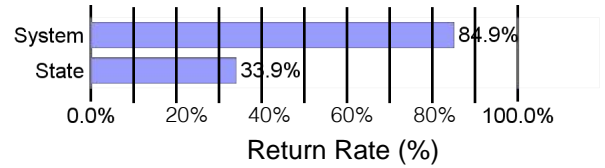




# 2016 Special Education Parent Survey Report Screven County

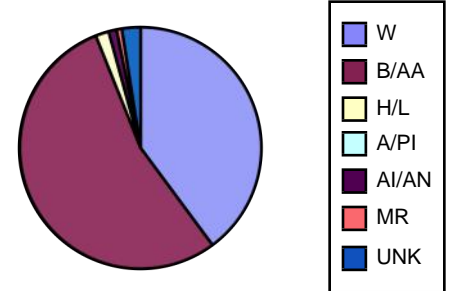
## Overview

	System	State
<b>Number of Surveys Distributed</b>	331	37,142
<b>Number of Valid Responses</b>	281	12,583
<b>Percentage Return Rate</b>	84.9%	33.9%

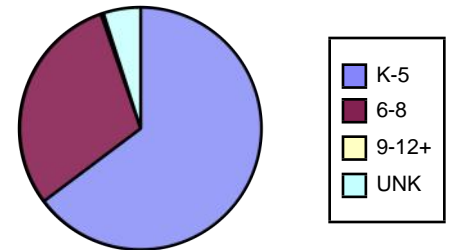


## Child Demographics

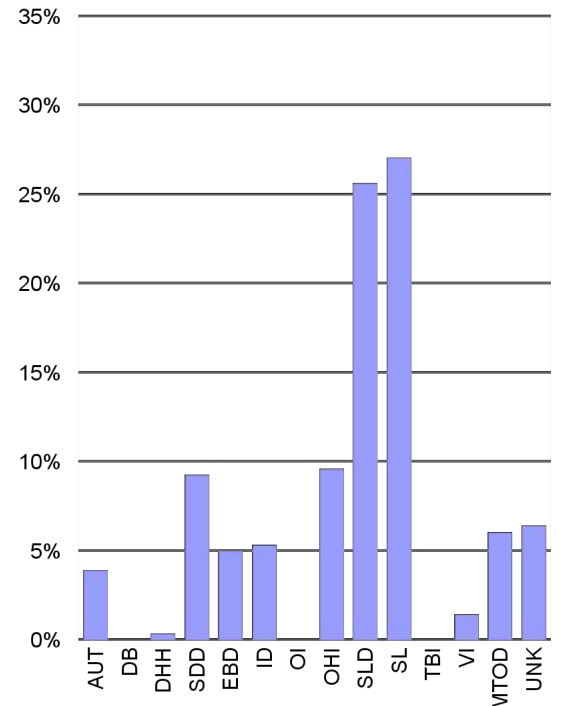
Race/Ethnicity	Count	Percent
White	112	39.9%
Black or African American (B/AA)	152	54.1%
Hispanic or Latino (H/L)	5	1.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	3	1.1%
Multi-racial (MR)	2	0.7%
Unknown (UNK)	7	2.5%



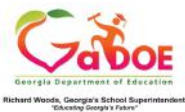
Grade	Count	Percent
K-5	182	64.8%
6-8	84	29.9%
9-12+	1	0.4%
Unknown (UNK)	14	5.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	11	3.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.4%
Significant Developmental Delay (SDD)	26	9.3%
Emotional Behavioral Disorder (EBD)	14	5.0%
Intellectual Disability (ID)	15	5.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	27	9.6%
Specific Learning Disability (SLD)	72	25.6%
Speech/Language Impairment (SL)	76	27.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	4	1.4%
More Than One Disability (MTOD)	17	6.0%
Unknown (UNK)	18	6.4%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Screven County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	64%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
8	Teachers treat me as a team member.	81
7	Teachers are available to speak with me.	81
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	78
11	Teachers encourage me to participate in the decision-making process.	77
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	77
13	The school communicates regularly with me regarding my child's progress on IEP goals.	76
9	Teachers seek out parent input.	76
6	My child's evaluation report and other written information are written in terms I understand.	76
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	75
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	74
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	73
16	The school offers parents a variety of ways to communicate with teachers.	72
14	The school gives me choices with regard to services that address my child's needs.	69
17	The school gives parents the help they may need to play an active role in their child's education.	66
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	65
5	I was given information about organizations that offer support for parents of students with disabilities.	57
18	The school provides information on agencies that can assist my child in the transition from school.	56
15	The school offers parents training about special education issues.	53

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

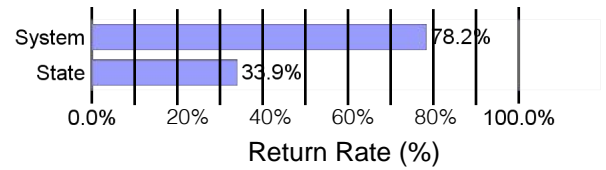
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Spalding County

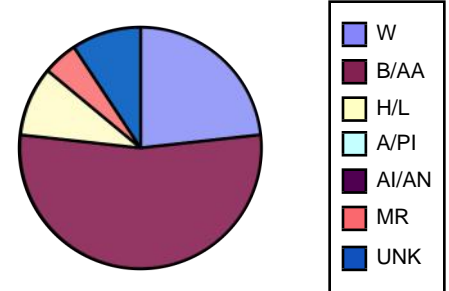
## Overview

	System	State
<b>Number of Surveys Distributed</b>	55	37,142
<b>Number of Valid Responses</b>	43	12,583
<b>Percentage Return Rate</b>	78.2%	33.9%

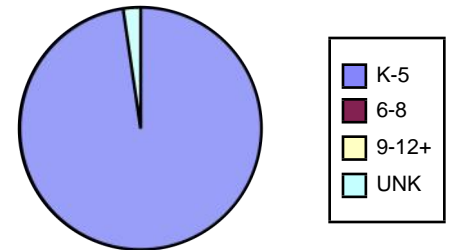


## Child Demographics

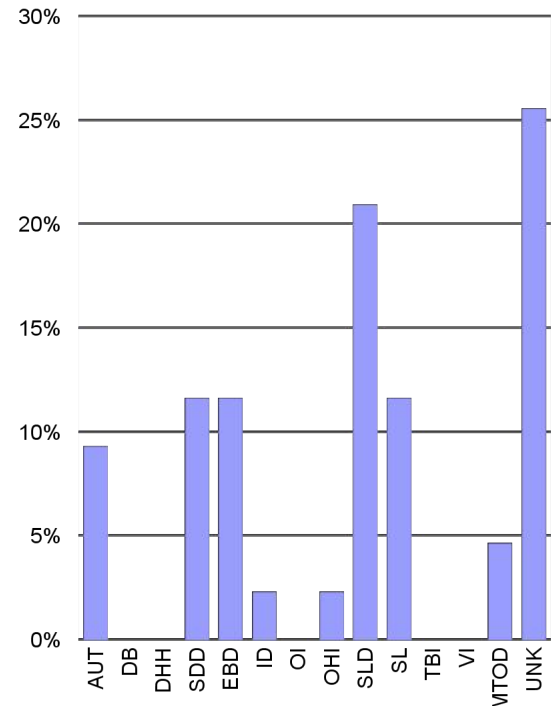
Race/Ethnicity	Count	Percent
White	10	23.3%
Black or African American (B/AA)	23	53.5%
Hispanic or Latino (H/L)	4	9.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	4.7%
Unknown (UNK)	4	9.3%



Grade	Count	Percent
K-5	42	97.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	2.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	9.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	11.6%
Emotional Behavioral Disorder (EBD)	5	11.6%
Intellectual Disability (ID)	1	2.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.3%
Specific Learning Disability (SLD)	9	20.9%
Speech/Language Impairment (SL)	5	11.6%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	4.7%
Unknown (UNK)	11	25.6%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Spalding County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	51%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	62
6	My child's evaluation report and other written information are written in terms I understand.	62
13	The school communicates regularly with me regarding my child's progress on IEP goals.	60
16	The school offers parents a variety of ways to communicate with teachers.	60
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	59
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	58
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	58
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	58
7	Teachers are available to speak with me.	57
8	Teachers treat me as a team member.	57
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	55
9	Teachers seek out parent input.	55
17	The school gives parents the help they may need to play an active role in their child's education.	54
11	Teachers encourage me to participate in the decision-making process.	53
5	I was given information about organizations that offer support for parents of students with disabilities.	49
14	The school gives me choices with regard to services that address my child's needs.	48
15	The school offers parents training about special education issues.	41
18	The school provides information on agencies that can assist my child in the transition from school.	39

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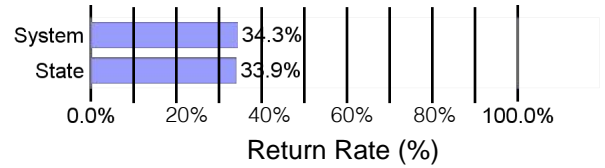
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Sumter County

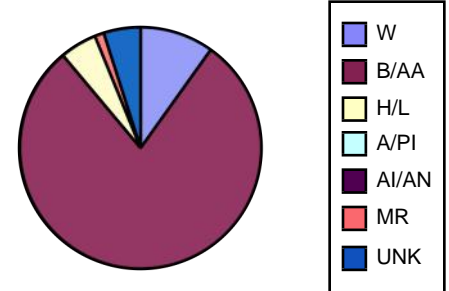
## Overview

	System	State
<b>Number of Surveys Distributed</b>	236	37,142
<b>Number of Valid Responses</b>	81	12,583
<b>Percentage Return Rate</b>	34.3%	33.9%

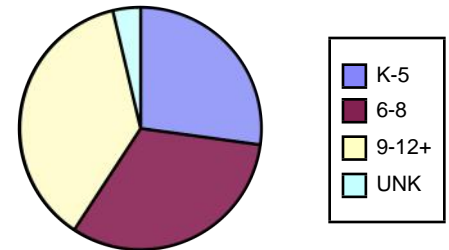


## Child Demographics

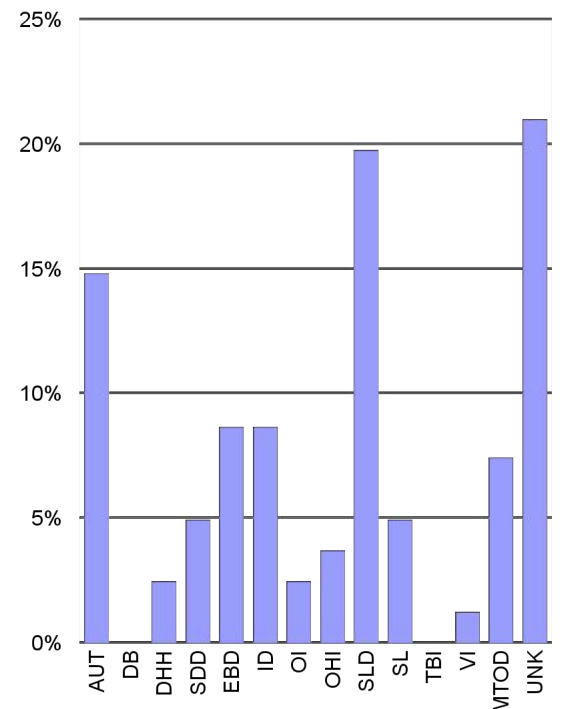
Race/Ethnicity	Count	Percent
White	8	9.9%
Black or African American (B/AA)	64	79.0%
Hispanic or Latino (H/L)	4	4.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.2%
Unknown (UNK)	4	4.9%



Grade	Count	Percent
K-5	22	27.2%
6-8	26	32.1%
9-12+	30	37.0%
Unknown (UNK)	3	3.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	12	14.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	2.5%
Significant Developmental Delay (SDD)	4	4.9%
Emotional Behavioral Disorder (EBD)	7	8.6%
Intellectual Disability (ID)	7	8.6%
Orthopedic Impairment (OI)	2	2.5%
Other Health Impairment (OHI)	3	3.7%
Specific Learning Disability (SLD)	16	19.8%
Speech/Language Impairment (SL)	4	4.9%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.2%
More Than One Disability (MTOD)	6	7.4%
Unknown (UNK)	17	21.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Sumter County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	37%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	63
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	61
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	58
9	Teachers seek out parent input.	57
8	Teachers treat me as a team member.	56
11	Teachers encourage me to participate in the decision-making process.	56
6	My child's evaluation report and other written information are written in terms I understand.	56
13	The school communicates regularly with me regarding my child's progress on IEP goals.	56
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	53
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	46
16	The school offers parents a variety of ways to communicate with teachers.	45
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
17	The school gives parents the help they may need to play an active role in their child's education.	39
5	I was given information about organizations that offer support for parents of students with disabilities.	38
14	The school gives me choices with regard to services that address my child's needs.	37
18	The school provides information on agencies that can assist my child in the transition from school.	35
15	The school offers parents training about special education issues.	28

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

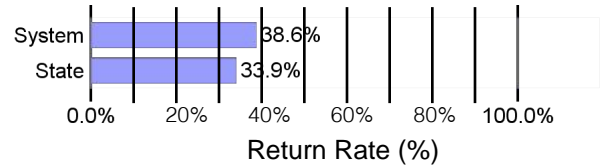
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Tattnall County

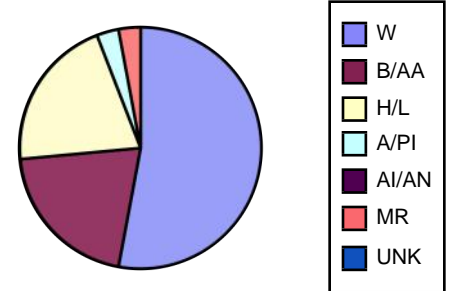
## Overview

	System	State
<b>Number of Surveys Distributed</b>	88	37,142
<b>Number of Valid Responses</b>	34	12,583
<b>Percentage Return Rate</b>	38.6%	33.9%

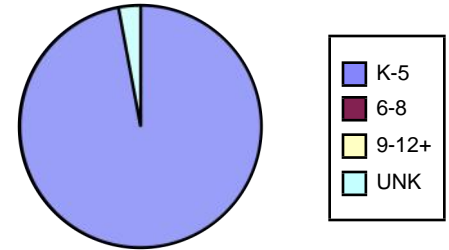


## Child Demographics

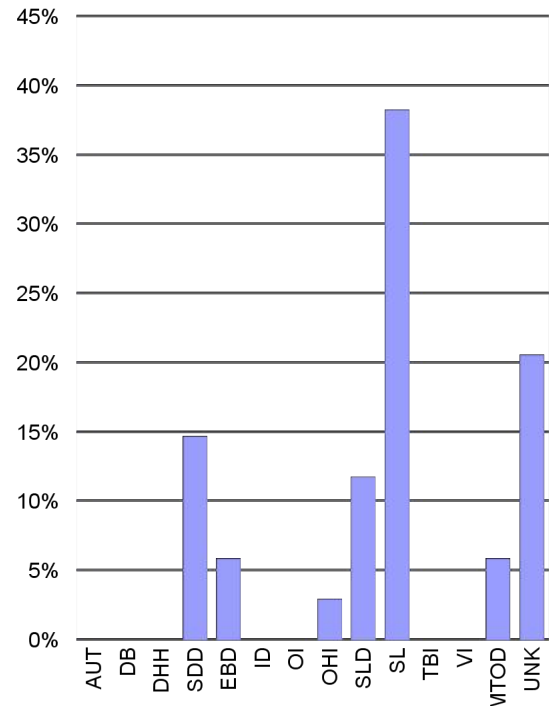
Race/Ethnicity	Count	Percent
White	18	52.9%
Black or African American (B/AA)	7	20.6%
Hispanic or Latino (H/L)	7	20.6%
Asian or Pacific Islander (A/PI)	1	2.9%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.9%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	33	97.1%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	2.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	14.7%
Emotional Behavioral Disorder (EBD)	2	5.9%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.9%
Specific Learning Disability (SLD)	4	11.8%
Speech/Language Impairment (SL)	13	38.2%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	5.9%
Unknown (UNK)	7	20.6%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Tattnall County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	56%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	82
7	Teachers are available to speak with me.	82
9	Teachers seek out parent input.	82
8	Teachers treat me as a team member.	79
13	The school communicates regularly with me regarding my child's progress on IEP goals.	76
6	My child's evaluation report and other written information are written in terms I understand.	74
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	74
16	The school offers parents a variety of ways to communicate with teachers.	74
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	73
11	Teachers encourage me to participate in the decision-making process.	71
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	70
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	70
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	68
17	The school gives parents the help they may need to play an active role in their child's education.	67
14	The school gives me choices with regard to services that address my child's needs.	65
5	I was given information about organizations that offer support for parents of students with disabilities.	58
18	The school provides information on agencies that can assist my child in the transition from school.	55
15	The school offers parents training about special education issues.	47

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Georgia Department of Education  
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aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

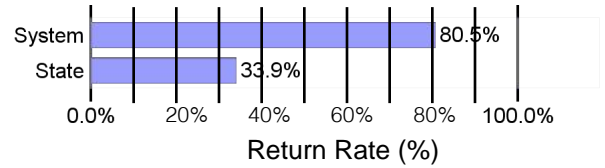




# 2016 Special Education Parent Survey Report Terrell County

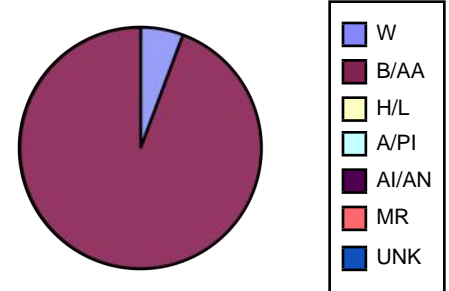
## Overview

	System	State
<b>Number of Surveys Distributed</b>	87	37,142
<b>Number of Valid Responses</b>	70	12,583
<b>Percentage Return Rate</b>	80.5%	33.9%

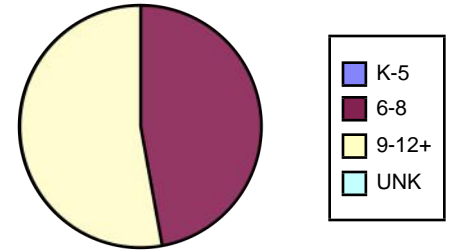


## Child Demographics

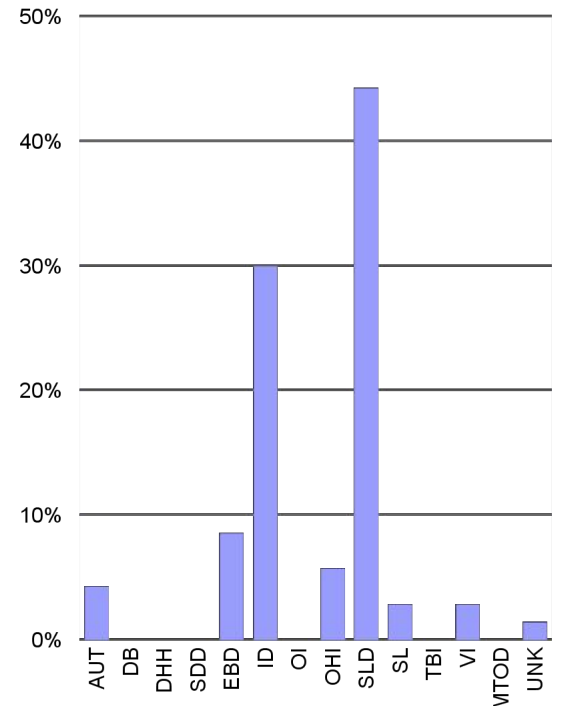
Race/Ethnicity	Count	Percent
White	4	5.7%
Black or African American (B/AA)	66	94.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	33	47.1%
9-12+	37	52.9%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	4.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	6	8.6%
Intellectual Disability (ID)	21	30.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	5.7%
Specific Learning Disability (SLD)	31	44.3%
Speech/Language Impairment (SL)	2	2.9%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	2	2.9%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	1	1.4%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Terrell County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	96%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	97
8	Teachers treat me as a team member.	97
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	97
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	96
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	96
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	96
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	96
6	My child's evaluation report and other written information are written in terms I understand.	96
9	Teachers seek out parent input.	96
11	Teachers encourage me to participate in the decision-making process.	96
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	96
13	The school communicates regularly with me regarding my child's progress on IEP goals.	96
14	The school gives me choices with regard to services that address my child's needs.	96
16	The school offers parents a variety of ways to communicate with teachers.	96
5	I was given information about organizations that offer support for parents of students with disabilities.	94
15	The school offers parents training about special education issues.	94
17	The school gives parents the help they may need to play an active role in their child's education.	94
18	The school provides information on agencies that can assist my child in the transition from school.	90

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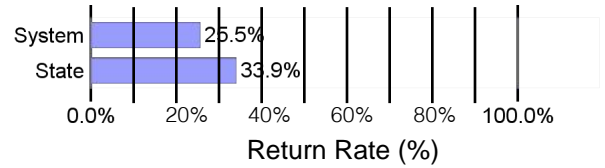
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Thomas County

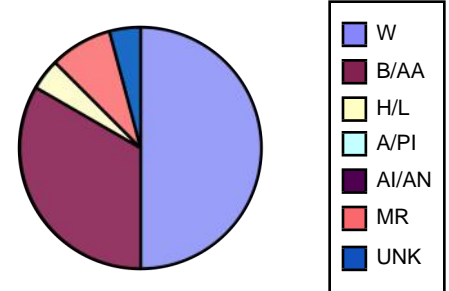
## Overview

	System	State
<b>Number of Surveys Distributed</b>	94	37,142
<b>Number of Valid Responses</b>	24	12,583
<b>Percentage Return Rate</b>	25.5%	33.9%

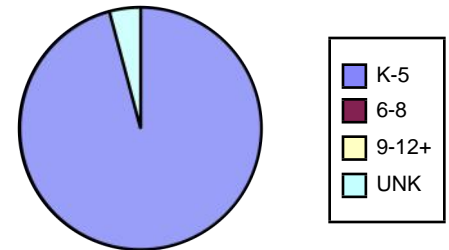


## Child Demographics

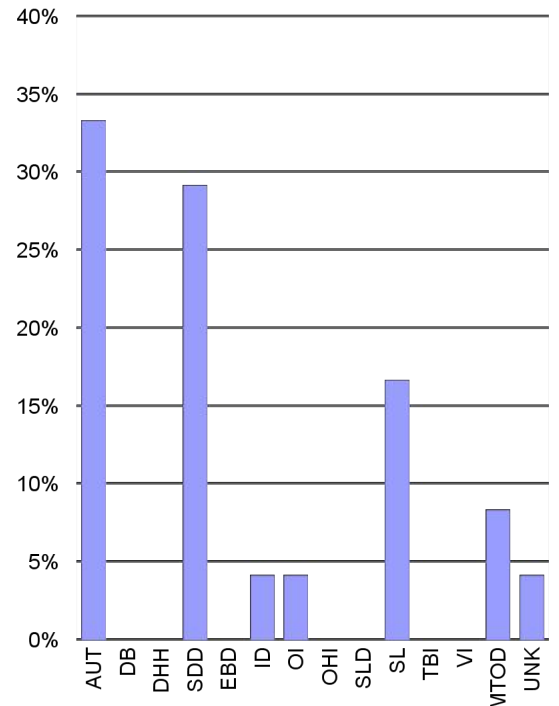
Race/Ethnicity	Count	Percent
White	12	50.0%
Black or African American (B/AA)	8	33.3%
Hispanic or Latino (H/L)	1	4.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	8.3%
Unknown (UNK)	1	4.2%



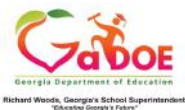
Grade	Count	Percent
K-5	23	95.8%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	4.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	33.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	7	29.2%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	4.2%
Orthopedic Impairment (OI)	1	4.2%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	0	0.0%
Speech/Language Impairment (SL)	4	16.7%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	8.3%
Unknown (UNK)	1	4.2%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Thomas County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	54%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	88
8	Teachers treat me as a team member.	83
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	79
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	78
13	The school communicates regularly with me regarding my child's progress on IEP goals.	78
11	Teachers encourage me to participate in the decision-making process.	75
16	The school offers parents a variety of ways to communicate with teachers.	75
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	74
9	Teachers seek out parent input.	74
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	71
6	My child's evaluation report and other written information are written in terms I understand.	67
17	The school gives parents the help they may need to play an active role in their child's education.	65
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	55
14	The school gives me choices with regard to services that address my child's needs.	48
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
18	The school provides information on agencies that can assist my child in the transition from school.	36
15	The school offers parents training about special education issues.	32
5	I was given information about organizations that offer support for parents of students with disabilities.	26

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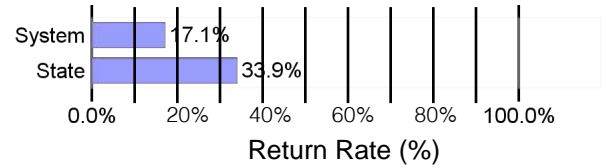
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Tift County

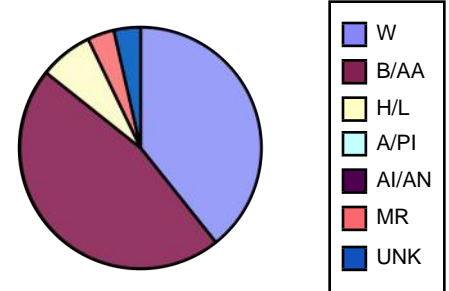
## Overview

	System	State
Number of Surveys Distributed	164	37,142
Number of Valid Responses	28	12,583
Percentage Return Rate	17.1%	33.9%

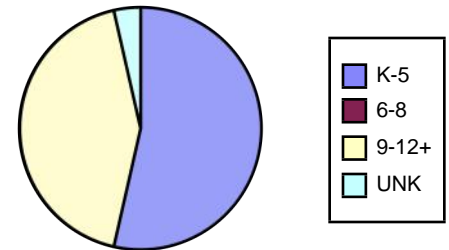


## Child Demographics

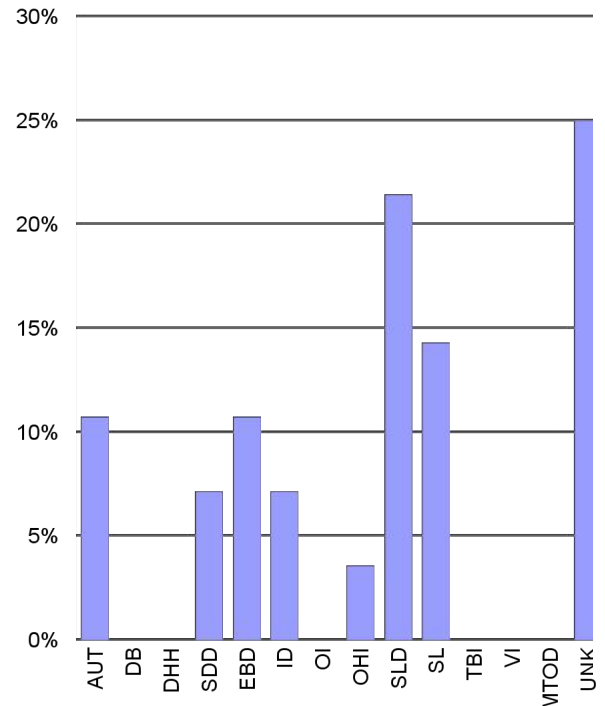
Race/Ethnicity	Count	Percent
White	11	39.3%
Black or African American (B/AA)	13	46.4%
Hispanic or Latino (H/L)	2	7.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.6%
Unknown (UNK)	1	3.6%



Grade	Count	Percent
K-5	15	53.6%
6-8	0	0.0%
9-12+	12	42.9%
Unknown (UNK)	1	3.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	10.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	7.1%
Emotional Behavioral Disorder (EBD)	3	10.7%
Intellectual Disability (ID)	2	7.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	3.6%
Specific Learning Disability (SLD)	6	21.4%
Speech/Language Impairment (SL)	4	14.3%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	7	25.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Tift County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	32%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	71
8	Teachers treat me as a team member.	67
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	61
13	The school communicates regularly with me regarding my child's progress on IEP goals.	61
16	The school offers parents a variety of ways to communicate with teachers.	58
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	57
11	Teachers encourage me to participate in the decision-making process.	57
9	Teachers seek out parent input.	54
6	My child's evaluation report and other written information are written in terms I understand.	52
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	50
17	The school gives parents the help they may need to play an active role in their child's education.	50
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	43
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	43
14	The school gives me choices with regard to services that address my child's needs.	37
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	36
18	The school provides information on agencies that can assist my child in the transition from school.	33
15	The school offers parents training about special education issues.	23
5	I was given information about organizations that offer support for parents of students with disabilities.	21

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

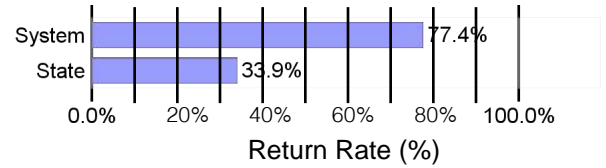
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Troup County

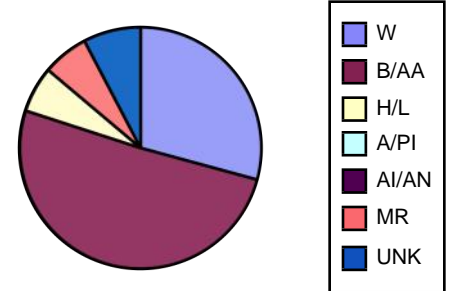
## Overview

	System	State
<b>Number of Surveys Distributed</b>	84	37,142
<b>Number of Valid Responses</b>	65	12,583
<b>Percentage Return Rate</b>	77.4%	33.9%

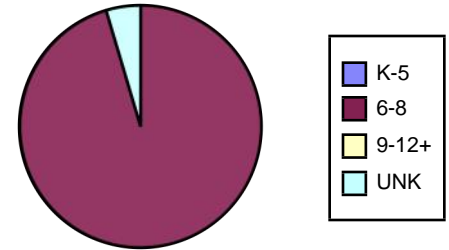


## Child Demographics

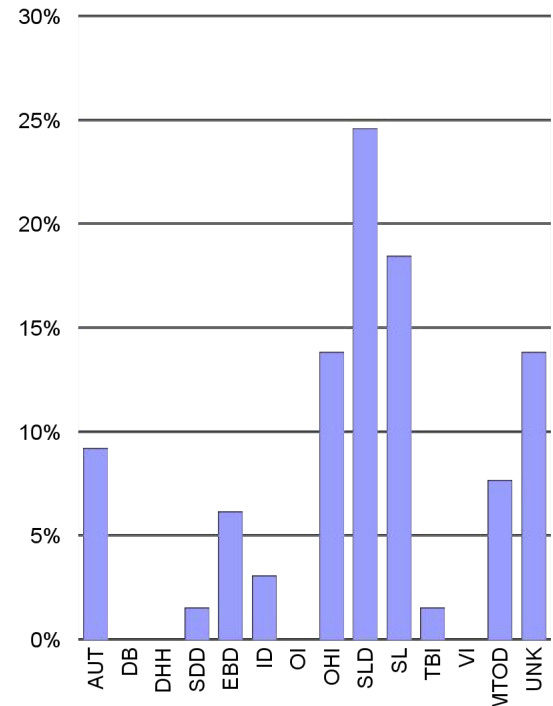
Race/Ethnicity	Count	Percent
White	19	29.2%
Black or African American (B/AA)	33	50.8%
Hispanic or Latino (H/L)	4	6.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	6.2%
Unknown (UNK)	5	7.7%



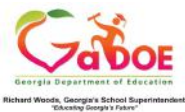
Grade	Count	Percent
K-5	0	0.0%
6-8	62	95.4%
9-12+	0	0.0%
Unknown (UNK)	3	4.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	9.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	1.5%
Emotional Behavioral Disorder (EBD)	4	6.2%
Intellectual Disability (ID)	2	3.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	9	13.8%
Specific Learning Disability (SLD)	16	24.6%
Speech/Language Impairment (SL)	12	18.5%
Traumatic Brain Injury (TBI)	1	1.5%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	7.7%
Unknown (UNK)	9	13.8%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Troup County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	46%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	66
11	Teachers encourage me to participate in the decision-making process.	65
7	Teachers are available to speak with me.	64
6	My child's evaluation report and other written information are written in terms I understand.	63
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	61
8	Teachers treat me as a team member.	59
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	57
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	55
9	Teachers seek out parent input.	55
13	The school communicates regularly with me regarding my child's progress on IEP goals.	53
17	The school gives parents the help they may need to play an active role in their child's education.	52
14	The school gives me choices with regard to services that address my child's needs.	50
16	The school offers parents a variety of ways to communicate with teachers.	50
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
18	The school provides information on agencies that can assist my child in the transition from school.	47
5	I was given information about organizations that offer support for parents of students with disabilities.	45
15	The school offers parents training about special education issues.	37

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aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

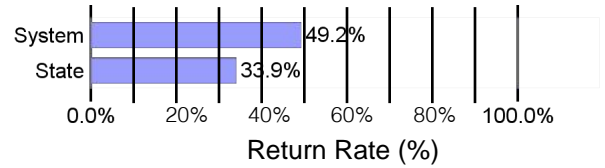




# 2016 Special Education Parent Survey Report Turner County

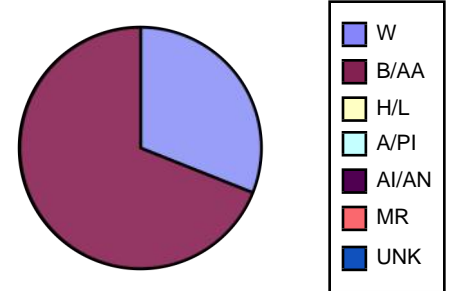
## Overview

	System	State
Number of Surveys Distributed	59	37,142
Number of Valid Responses	29	12,583
Percentage Return Rate	49.2%	33.9%

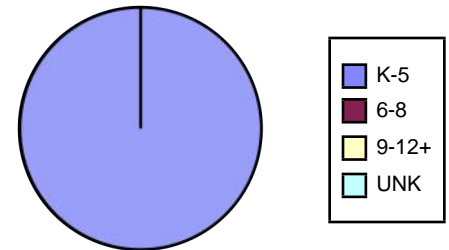


## Child Demographics

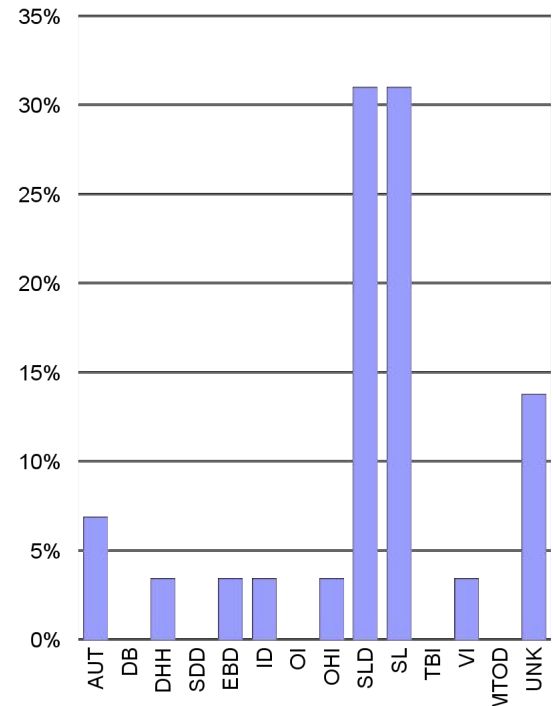
Race/Ethnicity	Count	Percent
White	9	31.0%
Black or African American (B/AA)	20	69.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	29	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	6.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	3.4%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	3.4%
Intellectual Disability (ID)	1	3.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	3.4%
Specific Learning Disability (SLD)	9	31.0%
Speech/Language Impairment (SL)	9	31.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	3.4%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	4	13.8%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Turner County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	28%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	48
8	Teachers treat me as a team member.	48
9	Teachers seek out parent input.	45
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	41
11	Teachers encourage me to participate in the decision-making process.	41
13	The school communicates regularly with me regarding my child's progress on IEP goals.	41
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	39
18	The school provides information on agencies that can assist my child in the transition from school.	39
6	My child's evaluation report and other written information are written in terms I understand.	38
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	38
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	38
16	The school offers parents a variety of ways to communicate with teachers.	36
17	The school gives parents the help they may need to play an active role in their child's education.	36
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	34
5	I was given information about organizations that offer support for parents of students with disabilities.	32
14	The school gives me choices with regard to services that address my child's needs.	29
15	The school offers parents training about special education issues.	29
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	26

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Georgia Department of Education  
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aladd@doe.K12.ga.us

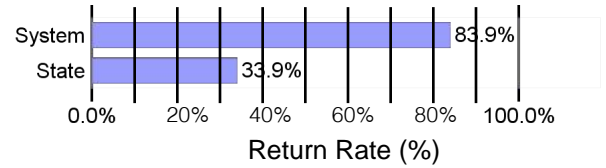
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Union County

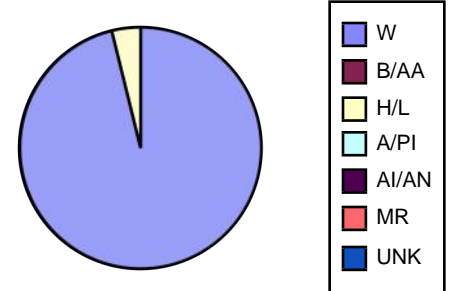
## Overview

	System	State
<b>Number of Surveys Distributed</b>	31	37,142
<b>Number of Valid Responses</b>	26	12,583
<b>Percentage Return Rate</b>	83.9%	33.9%

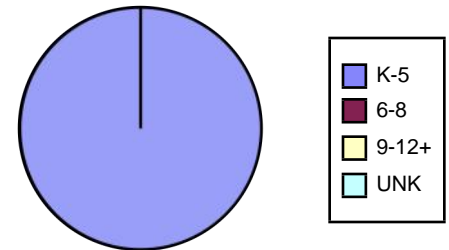


## Child Demographics

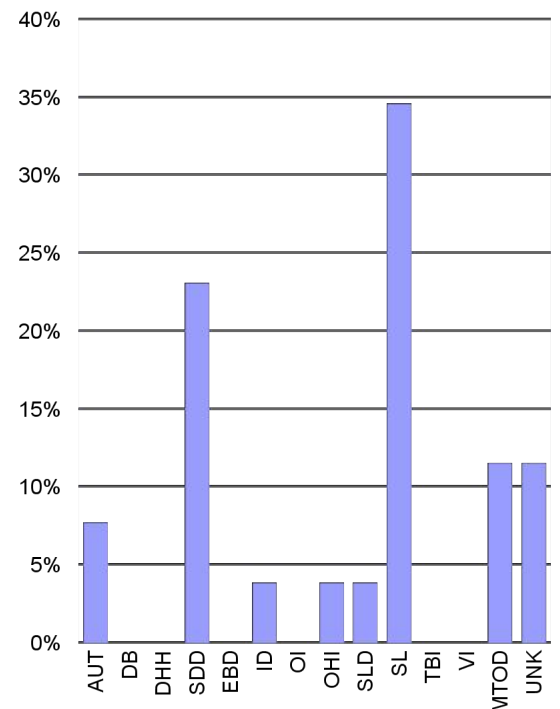
Race/Ethnicity	Count	Percent
White	25	96.2%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	1	3.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	26	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	7.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	23.1%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	3.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	3.8%
Specific Learning Disability (SLD)	1	3.8%
Speech/Language Impairment (SL)	9	34.6%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	11.5%
Unknown (UNK)	3	11.5%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Union County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	35%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	72
8	Teachers treat me as a team member.	65
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
6	My child's evaluation report and other written information are written in terms I understand.	62
11	Teachers encourage me to participate in the decision-making process.	62
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	58
16	The school offers parents a variety of ways to communicate with teachers.	58
13	The school communicates regularly with me regarding my child's progress on IEP goals.	54
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	48
9	Teachers seek out parent input.	46
17	The school gives parents the help they may need to play an active role in their child's education.	44
14	The school gives me choices with regard to services that address my child's needs.	42
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	42
18	The school provides information on agencies that can assist my child in the transition from school.	35
5	I was given information about organizations that offer support for parents of students with disabilities.	33
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	27
15	The school offers parents training about special education issues.	17

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Georgia Department of Education  
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aladd@doe.K12.ga.us

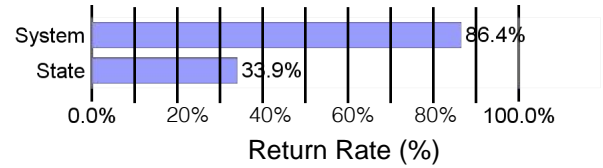
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Thomaston-Upson County

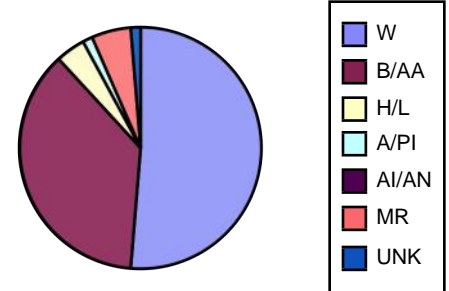
## Overview

	System	State
<b>Number of Surveys Distributed</b>	88	37,142
<b>Number of Valid Responses</b>	76	12,583
<b>Percentage Return Rate</b>	86.4%	33.9%

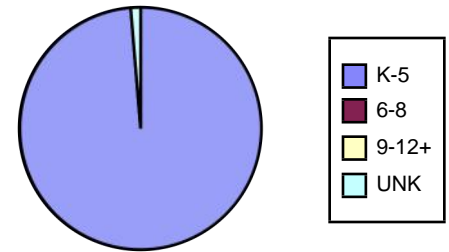


## Child Demographics

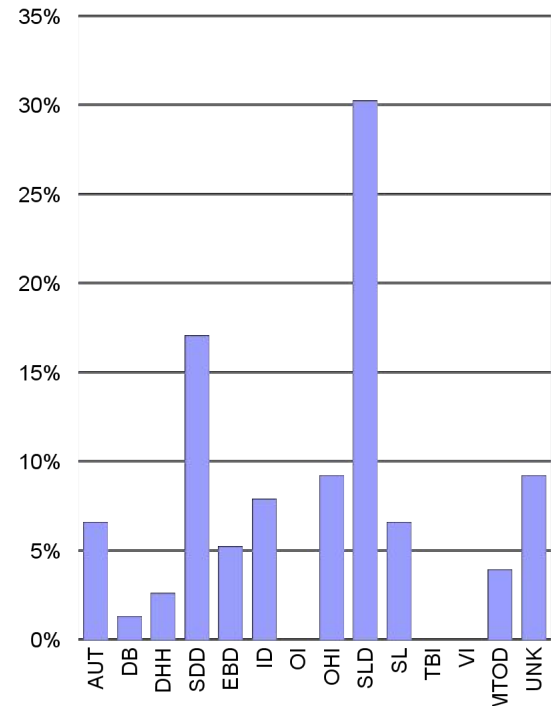
Race/Ethnicity	Count	Percent
White	39	51.3%
Black or African American (B/AA)	28	36.8%
Hispanic or Latino (H/L)	3	3.9%
Asian or Pacific Islander (A/PI)	1	1.3%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	5.3%
Unknown (UNK)	1	1.3%



Grade	Count	Percent
K-5	75	98.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	1.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	6.6%
Deaf-Blind (DB)	1	1.3%
Deaf-Hard of Hearing (D/HH)	2	2.6%
Significant Developmental Delay (SDD)	13	17.1%
Emotional Behavioral Disorder (EBD)	4	5.3%
Intellectual Disability (ID)	6	7.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	7	9.2%
Specific Learning Disability (SLD)	23	30.3%
Speech/Language Impairment (SL)	5	6.6%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	3.9%
Unknown (UNK)	7	9.2%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Thomaston-Upson County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	46%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	76
6	My child's evaluation report and other written information are written in terms I understand.	71
8	Teachers treat me as a team member.	71
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
11	Teachers encourage me to participate in the decision-making process.	70
9	Teachers seek out parent input.	68
13	The school communicates regularly with me regarding my child's progress on IEP goals.	68
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	68
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	67
16	The school offers parents a variety of ways to communicate with teachers.	64
17	The school gives parents the help they may need to play an active role in their child's education.	61
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	61
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	60
14	The school gives me choices with regard to services that address my child's needs.	59
18	The school provides information on agencies that can assist my child in the transition from school.	56
15	The school offers parents training about special education issues.	53
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	52
5	I was given information about organizations that offer support for parents of students with disabilities.	47

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aladd@doe.K12.ga.us

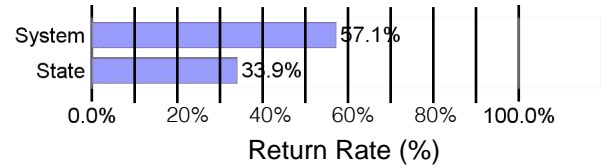
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Walker County

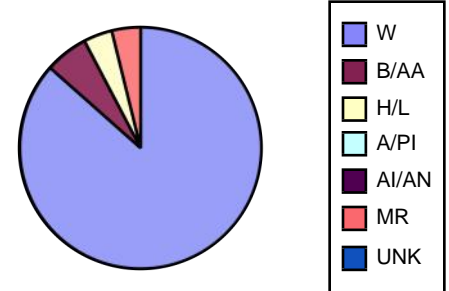
## Overview

	System	State
<b>Number of Surveys Distributed</b>	91	37,142
<b>Number of Valid Responses</b>	52	12,583
<b>Percentage Return Rate</b>	57.1%	33.9%

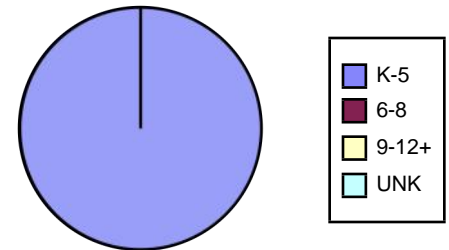


## Child Demographics

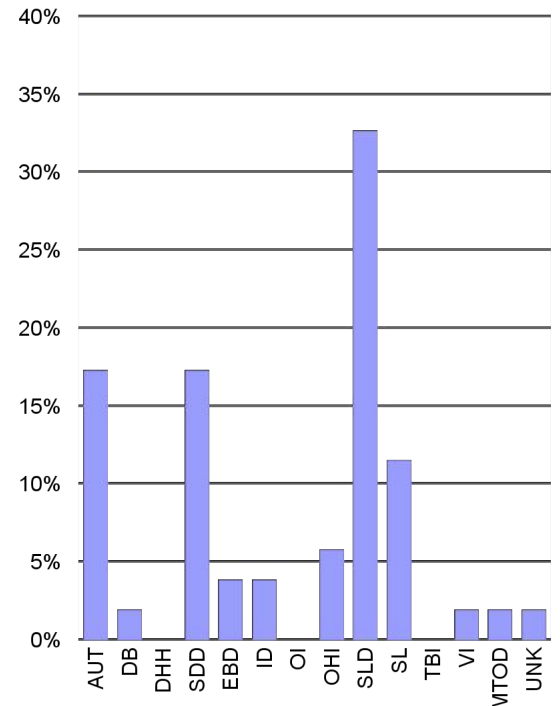
Race/Ethnicity	Count	Percent
White	45	86.5%
Black or African American (B/AA)	3	5.8%
Hispanic or Latino (H/L)	2	3.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	3.8%
Unknown (UNK)	0	0.0%



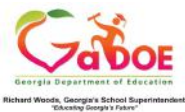
Grade	Count	Percent
K-5	52	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	9	17.3%
Deaf-Blind (DB)	1	1.9%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	9	17.3%
Emotional Behavioral Disorder (EBD)	2	3.8%
Intellectual Disability (ID)	2	3.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	5.8%
Specific Learning Disability (SLD)	17	32.7%
Speech/Language Impairment (SL)	6	11.5%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.9%
More Than One Disability (MTOD)	1	1.9%
Unknown (UNK)	1	1.9%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Walker County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	52%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	71
8	Teachers treat me as a team member.	71
9	Teachers seek out parent input.	71
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	70
6	My child's evaluation report and other written information are written in terms I understand.	69
11	Teachers encourage me to participate in the decision-making process.	69
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	67
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	65
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	65
13	The school communicates regularly with me regarding my child's progress on IEP goals.	65
17	The school gives parents the help they may need to play an active role in their child's education.	63
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	61
16	The school offers parents a variety of ways to communicate with teachers.	58
14	The school gives me choices with regard to services that address my child's needs.	54
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
5	I was given information about organizations that offer support for parents of students with disabilities.	52
15	The school offers parents training about special education issues.	47
18	The school provides information on agencies that can assist my child in the transition from school.	47

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
 Georgia Department of Education  
 (404) 657-7328  
 aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

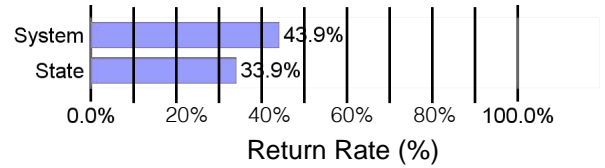




# 2016 Special Education Parent Survey Report Walton County

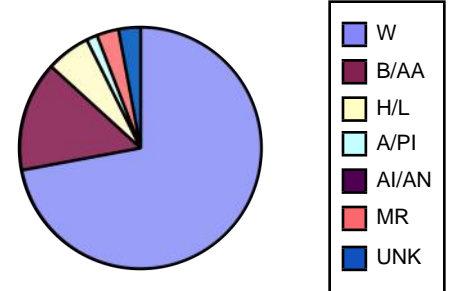
## Overview

	System	State
<b>Number of Surveys Distributed</b>	155	37,142
<b>Number of Valid Responses</b>	68	12,583
<b>Percentage Return Rate</b>	43.9%	33.9%

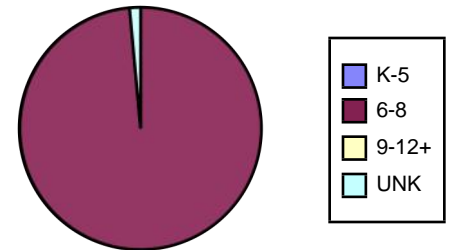


## Child Demographics

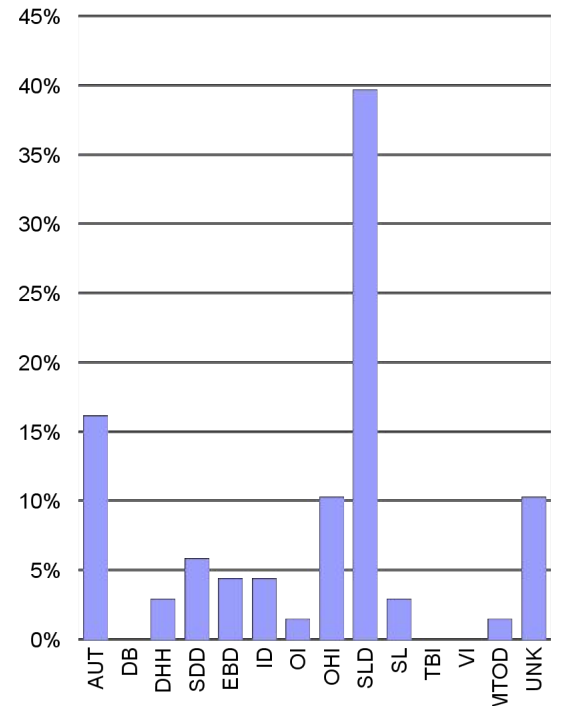
Race/Ethnicity	Count	Percent
White	49	72.1%
Black or African American (B/AA)	10	14.7%
Hispanic or Latino (H/L)	4	5.9%
Asian or Pacific Islander (A/PI)	1	1.5%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	2.9%
Unknown (UNK)	2	2.9%



Grade	Count	Percent
K-5	0	0.0%
6-8	67	98.5%
9-12+	0	0.0%
Unknown (UNK)	1	1.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	11	16.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	2.9%
Significant Developmental Delay (SDD)	4	5.9%
Emotional Behavioral Disorder (EBD)	3	4.4%
Intellectual Disability (ID)	3	4.4%
Orthopedic Impairment (OI)	1	1.5%
Other Health Impairment (OHI)	7	10.3%
Specific Learning Disability (SLD)	27	39.7%
Speech/Language Impairment (SL)	2	2.9%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	1.5%
Unknown (UNK)	7	10.3%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Walton County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	54%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	79
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	78
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	75
8	Teachers treat me as a team member.	75
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	74
6	My child's evaluation report and other written information are written in terms I understand.	74
16	The school offers parents a variety of ways to communicate with teachers.	71
13	The school communicates regularly with me regarding my child's progress on IEP goals.	68
11	Teachers encourage me to participate in the decision-making process.	66
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	66
9	Teachers seek out parent input.	62
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	62
17	The school gives parents the help they may need to play an active role in their child's education.	62
14	The school gives me choices with regard to services that address my child's needs.	57
18	The school provides information on agencies that can assist my child in the transition from school.	57
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	55
5	I was given information about organizations that offer support for parents of students with disabilities.	49
15	The school offers parents training about special education issues.	48

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Georgia Department of Education  
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aladd@doe.K12.ga.us

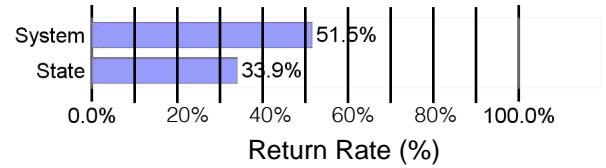
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Ware County

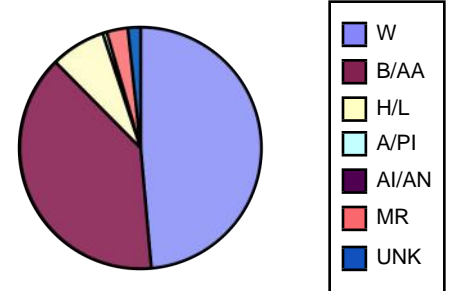
## Overview

	System	State
<b>Number of Surveys Distributed</b>	344	37,142
<b>Number of Valid Responses</b>	177	12,583
<b>Percentage Return Rate</b>	51.5%	33.9%

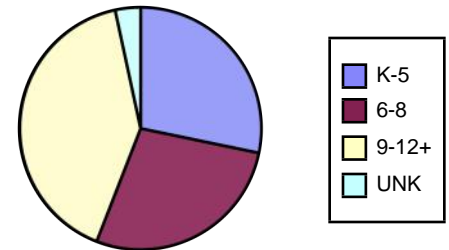


## Child Demographics

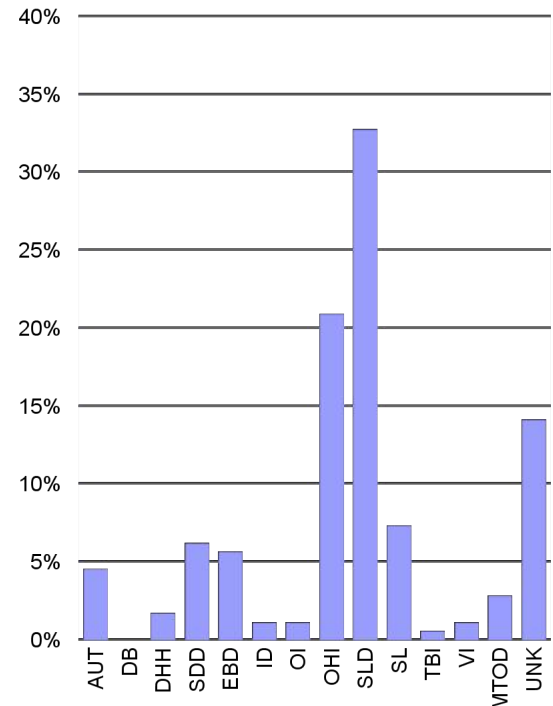
Race/Ethnicity	Count	Percent
White	86	48.6%
Black or African American (B/AA)	69	39.0%
Hispanic or Latino (H/L)	13	7.3%
Asian or Pacific Islander (A/PI)	1	0.6%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	2.8%
Unknown (UNK)	3	1.7%



Grade	Count	Percent
K-5	50	28.2%
6-8	49	27.7%
9-12+	72	40.7%
Unknown (UNK)	6	3.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	4.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	1.7%
Significant Developmental Delay (SDD)	11	6.2%
Emotional Behavioral Disorder (EBD)	10	5.6%
Intellectual Disability (ID)	2	1.1%
Orthopedic Impairment (OI)	2	1.1%
Other Health Impairment (OHI)	37	20.9%
Specific Learning Disability (SLD)	58	32.8%
Speech/Language Impairment (SL)	13	7.3%
Traumatic Brain Injury (TBI)	1	0.6%
Visual Impairment including Blindness (VI)	2	1.1%
More Than One Disability (MTOD)	5	2.8%
Unknown (UNK)	25	14.1%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Ware County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	49%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	68
8	Teachers treat me as a team member.	65
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	65
6	My child's evaluation report and other written information are written in terms I understand.	65
11	Teachers encourage me to participate in the decision-making process.	65
13	The school communicates regularly with me regarding my child's progress on IEP goals.	64
16	The school offers parents a variety of ways to communicate with teachers.	62
9	Teachers seek out parent input.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	62
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	61
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	60
14	The school gives me choices with regard to services that address my child's needs.	60
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
17	The school gives parents the help they may need to play an active role in their child's education.	58
18	The school provides information on agencies that can assist my child in the transition from school.	53
5	I was given information about organizations that offer support for parents of students with disabilities.	51
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	49
15	The school offers parents training about special education issues.	48

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

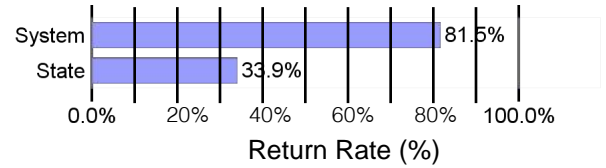
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Warren County

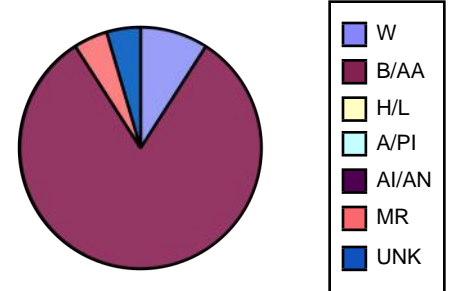
## Overview

	System	State
<b>Number of Surveys Distributed</b>	27	37,142
<b>Number of Valid Responses</b>	22	12,583
<b>Percentage Return Rate</b>	81.5%	33.9%

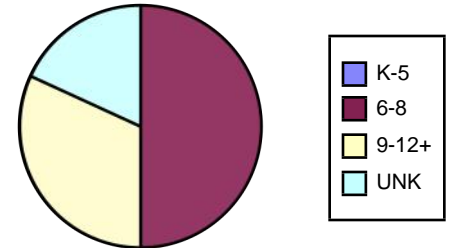


## Child Demographics

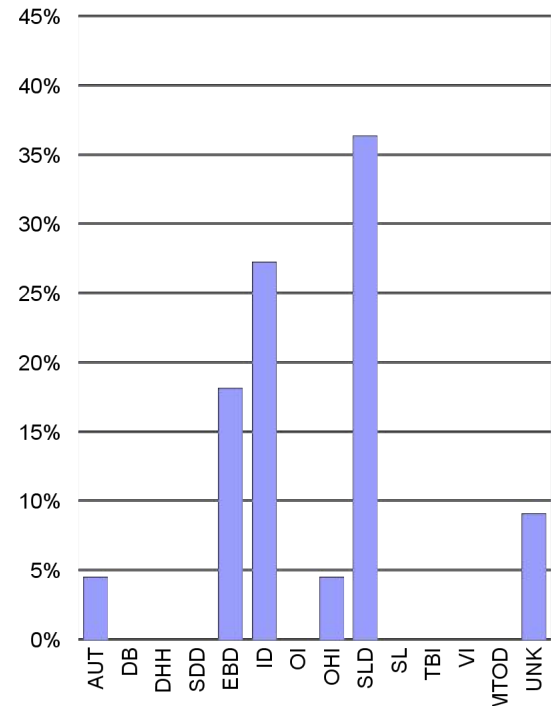
Race/Ethnicity	Count	Percent
White	2	9.1%
Black or African American (B/AA)	18	81.8%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	4.5%
Unknown (UNK)	1	4.5%



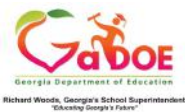
Grade	Count	Percent
K-5	0	0.0%
6-8	11	50.0%
9-12+	7	31.8%
Unknown (UNK)	4	18.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	4.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	4	18.2%
Intellectual Disability (ID)	6	27.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	4.5%
Specific Learning Disability (SLD)	8	36.4%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	2	9.1%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Warren County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	32%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	68
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
6	My child's evaluation report and other written information are written in terms I understand.	64
7	Teachers are available to speak with me.	64
9	Teachers seek out parent input.	64
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	64
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	59
13	The school communicates regularly with me regarding my child's progress on IEP goals.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	55
8	Teachers treat me as a team member.	52
11	Teachers encourage me to participate in the decision-making process.	52
14	The school gives me choices with regard to services that address my child's needs.	45
16	The school offers parents a variety of ways to communicate with teachers.	45
17	The school gives parents the help they may need to play an active role in their child's education.	45
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
5	I was given information about organizations that offer support for parents of students with disabilities.	36
18	The school provides information on agencies that can assist my child in the transition from school.	27
15	The school offers parents training about special education issues.	23

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

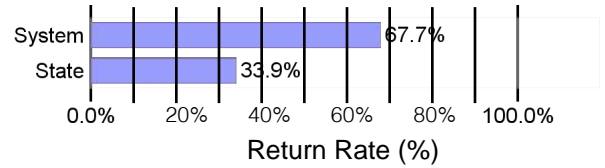
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Washington County

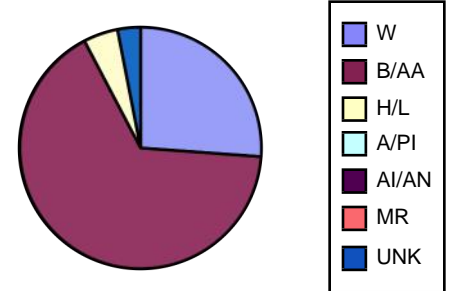
## Overview

	System	State
<b>Number of Surveys Distributed</b>	96	37,142
<b>Number of Valid Responses</b>	65	12,583
<b>Percentage Return Rate</b>	67.7%	33.9%

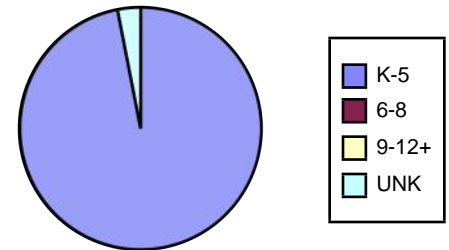


## Child Demographics

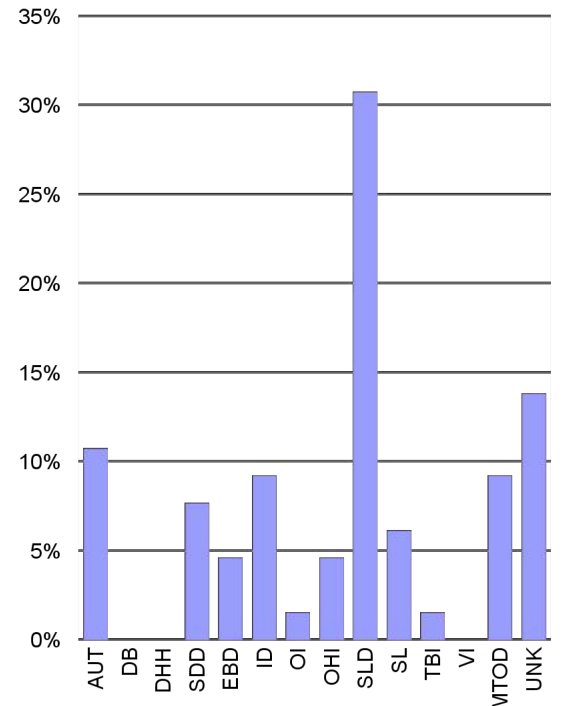
Race/Ethnicity	Count	Percent
White	17	26.2%
Black or African American (B/AA)	43	66.2%
Hispanic or Latino (H/L)	3	4.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	2	3.1%



Grade	Count	Percent
K-5	63	96.9%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	2	3.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	10.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	7.7%
Emotional Behavioral Disorder (EBD)	3	4.6%
Intellectual Disability (ID)	6	9.2%
Orthopedic Impairment (OI)	1	1.5%
Other Health Impairment (OHI)	3	4.6%
Specific Learning Disability (SLD)	20	30.8%
Speech/Language Impairment (SL)	4	6.2%
Traumatic Brain Injury (TBI)	1	1.5%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	6	9.2%
Unknown (UNK)	9	13.8%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Washington County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	60%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	77
6	My child's evaluation report and other written information are written in terms I understand.	75
8	Teachers treat me as a team member.	74
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	72
9	Teachers seek out parent input.	72
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	71
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	69
13	The school communicates regularly with me regarding my child's progress on IEP goals.	69
16	The school offers parents a variety of ways to communicate with teachers.	68
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	66
11	Teachers encourage me to participate in the decision-making process.	66
17	The school gives parents the help they may need to play an active role in their child's education.	65
14	The school gives me choices with regard to services that address my child's needs.	63
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	63
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	60
5	I was given information about organizations that offer support for parents of students with disabilities.	58
15	The school offers parents training about special education issues.	56
18	The school provides information on agencies that can assist my child in the transition from school.	51

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aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

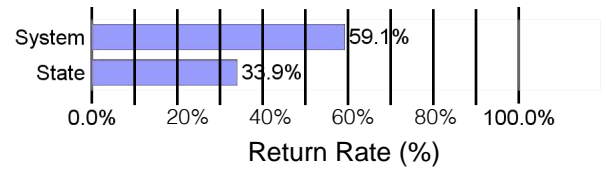




# 2016 Special Education Parent Survey Report Wayne County

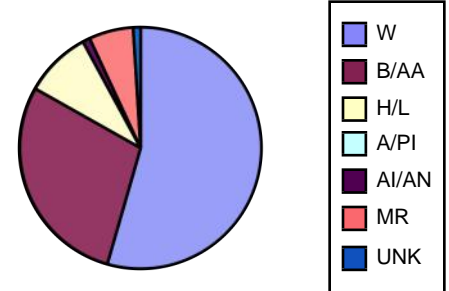
## Overview

	System	State
Number of Surveys Distributed	171	37,142
Number of Valid Responses	101	12,583
Percentage Return Rate	59.1%	33.9%

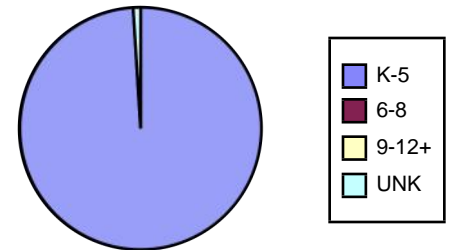


## Child Demographics

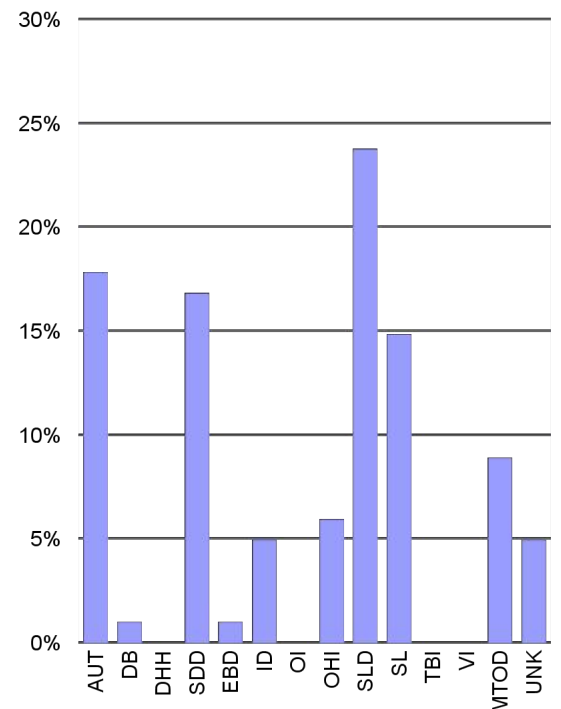
Race/Ethnicity	Count	Percent
White	55	54.5%
Black or African American (B/AA)	29	28.7%
Hispanic or Latino (H/L)	9	8.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	1.0%
Multi-racial (MR)	6	5.9%
Unknown (UNK)	1	1.0%



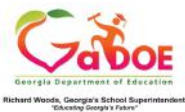
Grade	Count	Percent
K-5	100	99.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	1.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	18	17.8%
Deaf-Blind (DB)	1	1.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	17	16.8%
Emotional Behavioral Disorder (EBD)	1	1.0%
Intellectual Disability (ID)	5	5.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	5.9%
Specific Learning Disability (SLD)	24	23.8%
Speech/Language Impairment (SL)	15	14.9%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	9	8.9%
Unknown (UNK)	5	5.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Wayne County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	56%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
7	Teachers are available to speak with me.	69
6	My child's evaluation report and other written information are written in terms I understand.	68
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	66
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	66
8	Teachers treat me as a team member.	66
13	The school communicates regularly with me regarding my child's progress on IEP goals.	66
11	Teachers encourage me to participate in the decision-making process.	65
16	The school offers parents a variety of ways to communicate with teachers.	64
9	Teachers seek out parent input.	64
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	63
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	62
14	The school gives me choices with regard to services that address my child's needs.	60
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	59
17	The school gives parents the help they may need to play an active role in their child's education.	58
5	I was given information about organizations that offer support for parents of students with disabilities.	55
18	The school provides information on agencies that can assist my child in the transition from school.	50
15	The school offers parents training about special education issues.	47

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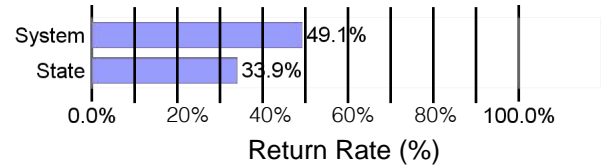
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Whitfield County

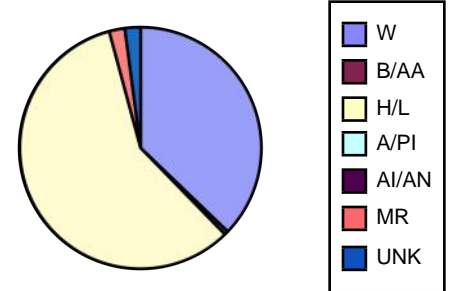
## Overview

	System	State
<b>Number of Surveys Distributed</b>	389	37,142
<b>Number of Valid Responses</b>	191	12,583
<b>Percentage Return Rate</b>	49.1%	33.9%

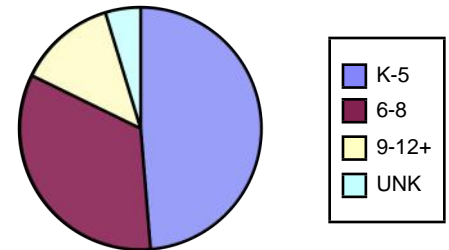


## Child Demographics

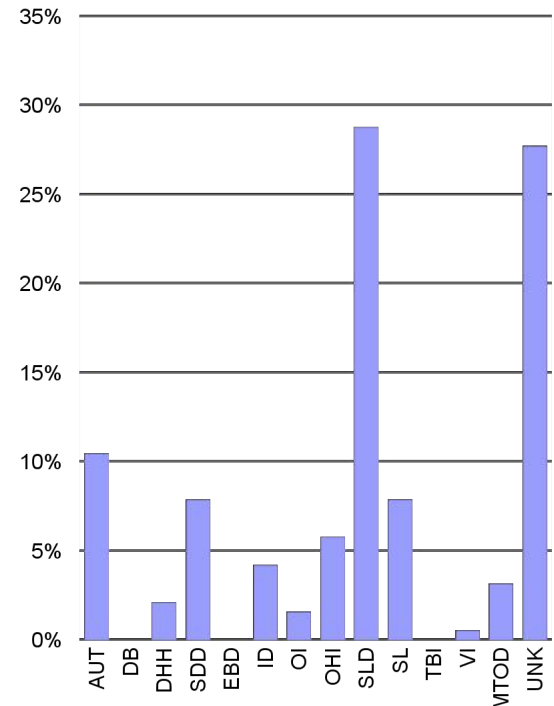
Race/Ethnicity	Count	Percent
White	71	37.2%
Black or African American (B/AA)	1	0.5%
Hispanic or Latino (H/L)	111	58.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	2.1%
Unknown (UNK)	4	2.1%



Grade	Count	Percent
K-5	93	48.7%
6-8	64	33.5%
9-12+	25	13.1%
Unknown (UNK)	9	4.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	20	10.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	2.1%
Significant Developmental Delay (SDD)	15	7.9%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	8	4.2%
Orthopedic Impairment (OI)	3	1.6%
Other Health Impairment (OHI)	11	5.8%
Specific Learning Disability (SLD)	55	28.8%
Speech/Language Impairment (SL)	15	7.9%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.5%
More Than One Disability (MTOD)	6	3.1%
Unknown (UNK)	53	27.7%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Whitfield County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	46%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	66
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
11	Teachers encourage me to participate in the decision-making process.	63
8	Teachers treat me as a team member.	62
9	Teachers seek out parent input.	61
14	The school gives me choices with regard to services that address my child's needs.	61
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	61
13	The school communicates regularly with me regarding my child's progress on IEP goals.	60
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	59
6	My child's evaluation report and other written information are written in terms I understand.	59
16	The school offers parents a variety of ways to communicate with teachers.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	57
17	The school gives parents the help they may need to play an active role in their child's education.	56
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	55
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
18	The school provides information on agencies that can assist my child in the transition from school.	46
5	I was given information about organizations that offer support for parents of students with disabilities.	43
15	The school offers parents training about special education issues.	42

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

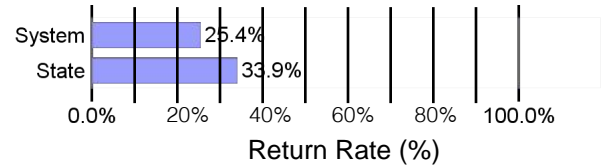
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Wilkes County

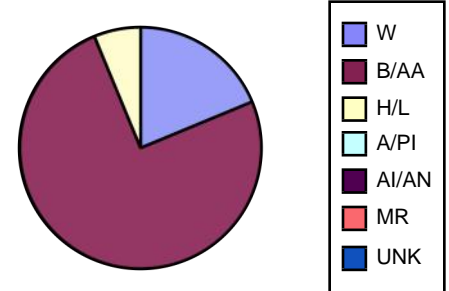
## Overview

	System	State
<b>Number of Surveys Distributed</b>	63	37,142
<b>Number of Valid Responses</b>	16	12,583
<b>Percentage Return Rate</b>	25.4%	33.9%

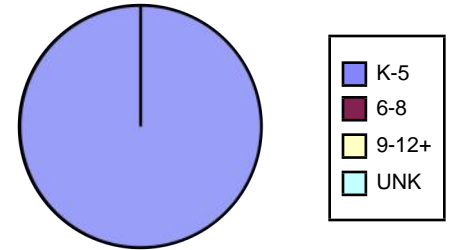


## Child Demographics

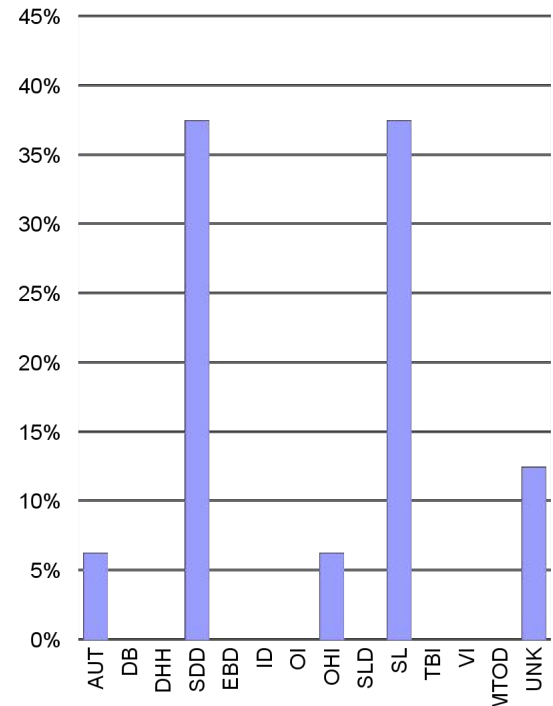
Race/Ethnicity	Count	Percent
White	3	18.8%
Black or African American (B/AA)	12	75.0%
Hispanic or Latino (H/L)	1	6.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	16	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	6.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	37.5%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	6.3%
Specific Learning Disability (SLD)	0	0.0%
Speech/Language Impairment (SL)	6	37.5%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	2	12.5%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Wilkes County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	56%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	88
6	My child's evaluation report and other written information are written in terms I understand.	88
7	Teachers are available to speak with me.	88
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	88
13	The school communicates regularly with me regarding my child's progress on IEP goals.	88
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	87
9	Teachers seek out parent input.	81
11	Teachers encourage me to participate in the decision-making process.	81
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	75
8	Teachers treat me as a team member.	75
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	75
14	The school gives me choices with regard to services that address my child's needs.	75
16	The school offers parents a variety of ways to communicate with teachers.	75
5	I was given information about organizations that offer support for parents of students with disabilities.	69
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	67
17	The school gives parents the help they may need to play an active role in their child's education.	63
15	The school offers parents training about special education issues.	53
18	The school provides information on agencies that can assist my child in the transition from school.	50

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

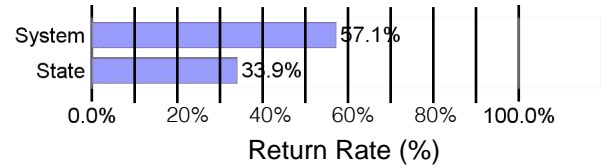
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Wilkinson County

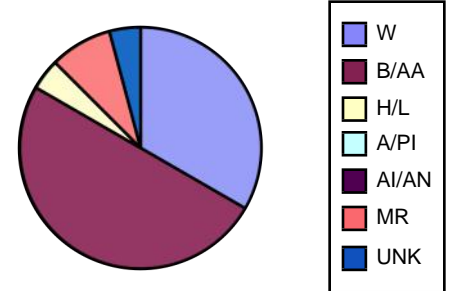
## Overview

	System	State
<b>Number of Surveys Distributed</b>	42	37,142
<b>Number of Valid Responses</b>	24	12,583
<b>Percentage Return Rate</b>	57.1%	33.9%

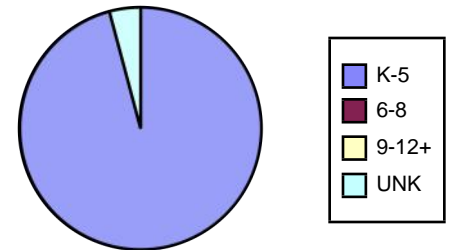


## Child Demographics

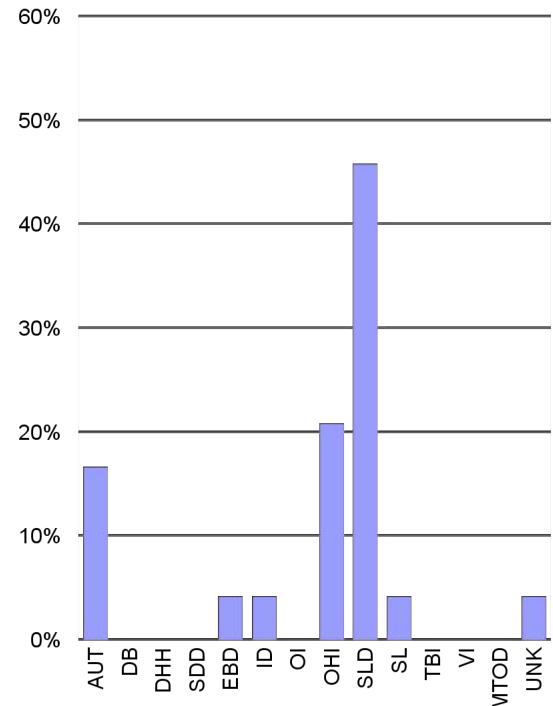
Race/Ethnicity	Count	Percent
White	8	33.3%
Black or African American (B/AA)	12	50.0%
Hispanic or Latino (H/L)	1	4.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	8.3%
Unknown (UNK)	1	4.2%



Grade	Count	Percent
K-5	23	95.8%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	4.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	16.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	4.2%
Intellectual Disability (ID)	1	4.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	20.8%
Specific Learning Disability (SLD)	11	45.8%
Speech/Language Impairment (SL)	1	4.2%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	1	4.2%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Wilkinson County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	4%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
8	Teachers treat me as a team member.	46
5	I was given information about organizations that offer support for parents of students with disabilities.	42
9	Teachers seek out parent input.	42
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	33
6	My child's evaluation report and other written information are written in terms I understand.	30
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	29
7	Teachers are available to speak with me.	29
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	29
16	The school offers parents a variety of ways to communicate with teachers.	29
17	The school gives parents the help they may need to play an active role in their child's education.	29
18	The school provides information on agencies that can assist my child in the transition from school.	29
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	17
13	The school communicates regularly with me regarding my child's progress on IEP goals.	17
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	13
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	13
11	Teachers encourage me to participate in the decision-making process.	13
14	The school gives me choices with regard to services that address my child's needs.	13
15	The school offers parents training about special education issues.	13

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

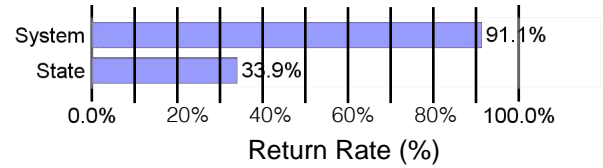




# 2016 Special Education Parent Survey Report Worth County

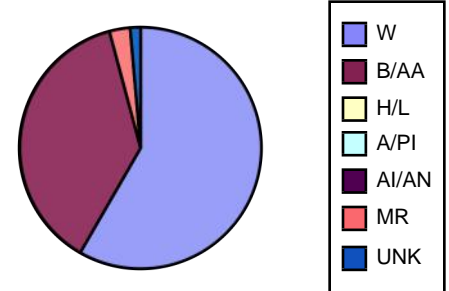
## Overview

	System	State
<b>Number of Surveys Distributed</b>	79	37,142
<b>Number of Valid Responses</b>	72	12,583
<b>Percentage Return Rate</b>	91.1%	33.9%

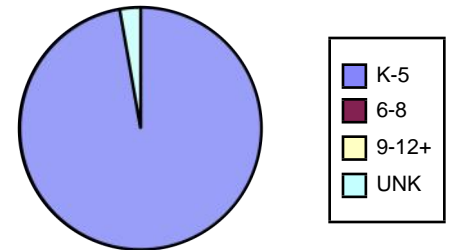


## Child Demographics

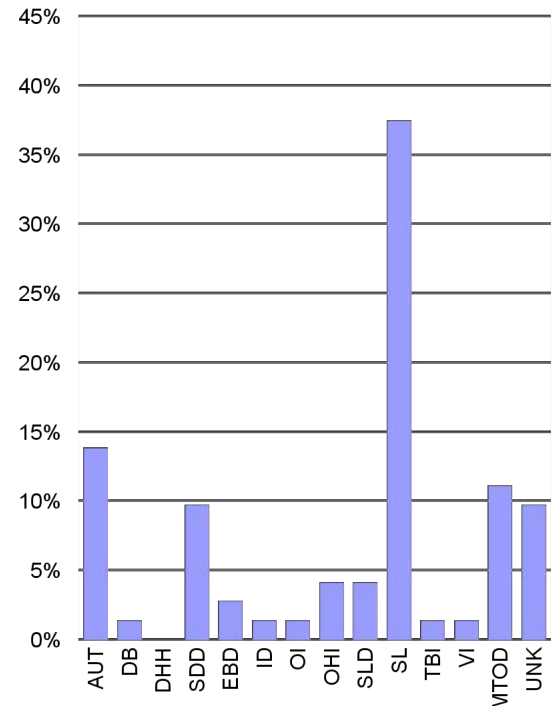
Race/Ethnicity	Count	Percent
White	42	58.3%
Black or African American (B/AA)	27	37.5%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	2.8%
Unknown (UNK)	1	1.4%



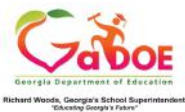
Grade	Count	Percent
K-5	70	97.2%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	2	2.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	10	13.9%
Deaf-Blind (DB)	1	1.4%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	7	9.7%
Emotional Behavioral Disorder (EBD)	2	2.8%
Intellectual Disability (ID)	1	1.4%
Orthopedic Impairment (OI)	1	1.4%
Other Health Impairment (OHI)	3	4.2%
Specific Learning Disability (SLD)	3	4.2%
Speech/Language Impairment (SL)	27	37.5%
Traumatic Brain Injury (TBI)	1	1.4%
Visual Impairment including Blindness (VI)	1	1.4%
More Than One Disability (MTOD)	8	11.1%
Unknown (UNK)	7	9.7%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Worth County

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	46%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	74
8	Teachers treat me as a team member.	69
13	The school communicates regularly with me regarding my child's progress on IEP goals.	68
16	The school offers parents a variety of ways to communicate with teachers.	67
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	66
9	Teachers seek out parent input.	65
11	Teachers encourage me to participate in the decision-making process.	63
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	60
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	58
6	My child's evaluation report and other written information are written in terms I understand.	57
14	The school gives me choices with regard to services that address my child's needs.	56
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	55
17	The school gives parents the help they may need to play an active role in their child's education.	55
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	55
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
18	The school provides information on agencies that can assist my child in the transition from school.	46
5	I was given information about organizations that offer support for parents of students with disabilities.	43
15	The school offers parents training about special education issues.	38

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Georgia Department of Education  
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aladd@doe.K12.ga.us

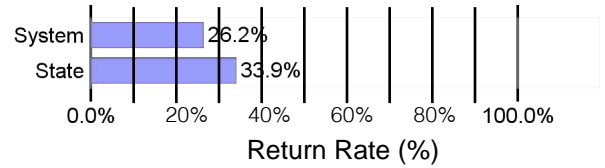
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Atlanta Public Schools

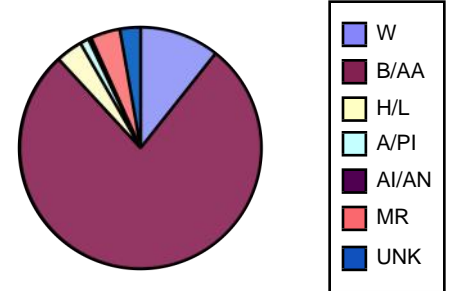
## Overview

	System	State
<b>Number of Surveys Distributed</b>	964	37,142
<b>Number of Valid Responses</b>	253	12,583
<b>Percentage Return Rate</b>	26.2%	33.9%

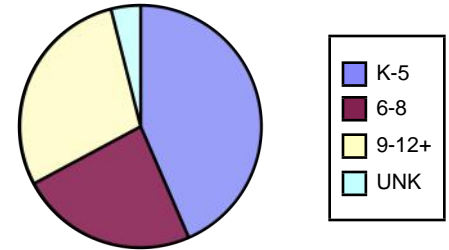


## Child Demographics

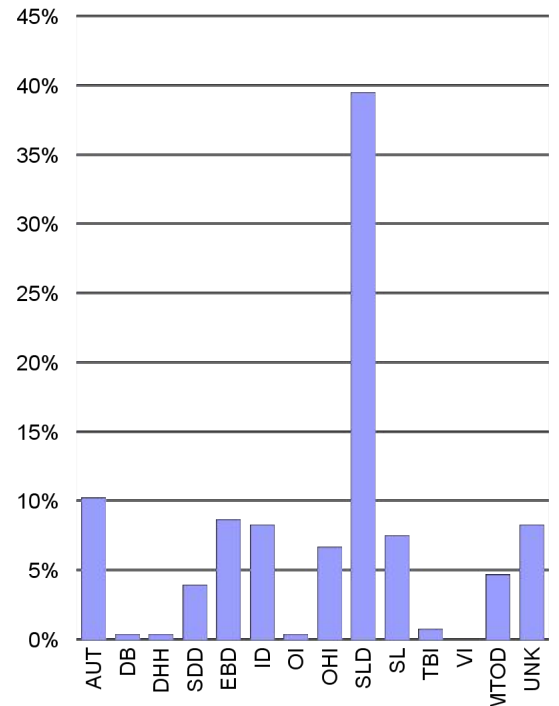
Race/Ethnicity	Count	Percent
White	27	10.7%
Black or African American (B/AA)	196	77.5%
Hispanic or Latino (H/L)	9	3.6%
Asian or Pacific Islander (A/PI)	3	1.2%
American Indian or Alaska Native (AI/AN)	1	0.4%
Multi-racial (MR)	10	4.0%
Unknown (UNK)	7	2.8%



Grade	Count	Percent
K-5	110	43.5%
6-8	60	23.7%
9-12+	73	28.9%
Unknown (UNK)	10	4.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	26	10.3%
Deaf-Blind (DB)	1	0.4%
Deaf-Hard of Hearing (D/HH)	1	0.4%
Significant Developmental Delay (SDD)	10	4.0%
Emotional Behavioral Disorder (EBD)	22	8.7%
Intellectual Disability (ID)	21	8.3%
Orthopedic Impairment (OI)	1	0.4%
Other Health Impairment (OHI)	17	6.7%
Specific Learning Disability (SLD)	100	39.5%
Speech/Language Impairment (SL)	19	7.5%
Traumatic Brain Injury (TBI)	2	0.8%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	12	4.7%
Unknown (UNK)	21	8.3%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Atlanta Public Schools

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	35%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
7	Teachers are available to speak with me.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
8	Teachers treat me as a team member.	61
11	Teachers encourage me to participate in the decision-making process.	60
6	My child's evaluation report and other written information are written in terms I understand.	60
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	58
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	57
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	56
9	Teachers seek out parent input.	56
13	The school communicates regularly with me regarding my child's progress on IEP goals.	52
16	The school offers parents a variety of ways to communicate with teachers.	50
17	The school gives parents the help they may need to play an active role in their child's education.	47
14	The school gives me choices with regard to services that address my child's needs.	45
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
18	The school provides information on agencies that can assist my child in the transition from school.	34
5	I was given information about organizations that offer support for parents of students with disabilities.	34
15	The school offers parents training about special education issues.	31

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aladd@doe.K12.ga.us

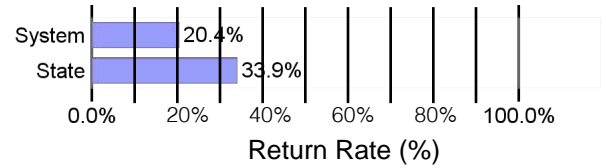
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Bremen City

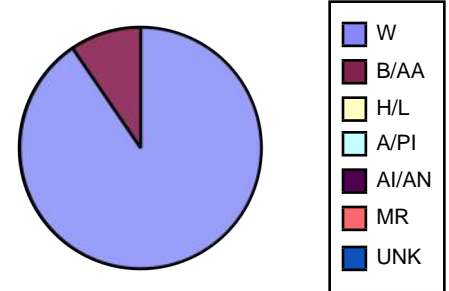
## Overview

	System	State
<b>Number of Surveys Distributed</b>	103	37,142
<b>Number of Valid Responses</b>	21	12,583
<b>Percentage Return Rate</b>	20.4%	33.9%

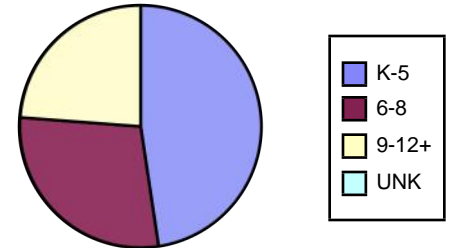


## Child Demographics

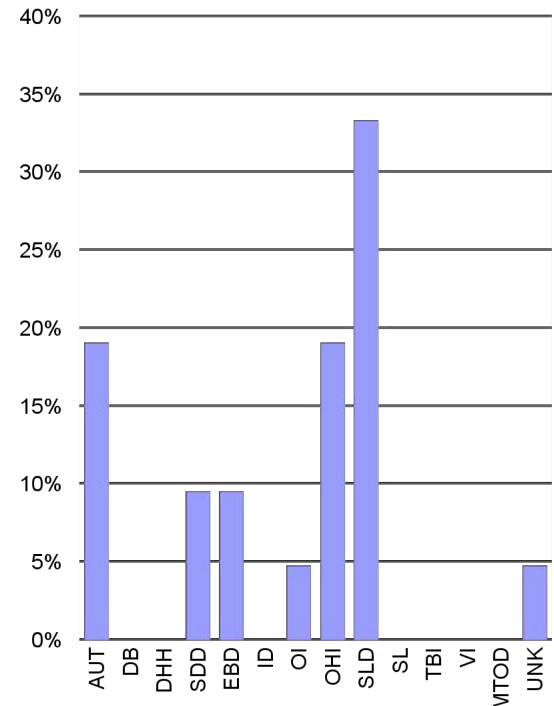
Race/Ethnicity	Count	Percent
White	19	90.5%
Black or African American (B/AA)	2	9.5%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



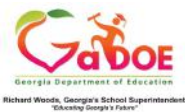
Grade	Count	Percent
K-5	10	47.6%
6-8	6	28.6%
9-12+	5	23.8%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	19.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	9.5%
Emotional Behavioral Disorder (EBD)	2	9.5%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	1	4.8%
Other Health Impairment (OHI)	4	19.0%
Specific Learning Disability (SLD)	7	33.3%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	1	4.8%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Bremen City

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	62%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	90
8	Teachers treat me as a team member.	90
16	The school offers parents a variety of ways to communicate with teachers.	90
7	Teachers are available to speak with me.	86
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	85
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	81
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	81
6	My child's evaluation report and other written information are written in terms I understand.	79
13	The school communicates regularly with me regarding my child's progress on IEP goals.	76
17	The school gives parents the help they may need to play an active role in their child's education.	76
9	Teachers seek out parent input.	75
11	Teachers encourage me to participate in the decision-making process.	75
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	75
14	The school gives me choices with regard to services that address my child's needs.	67
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	65
18	The school provides information on agencies that can assist my child in the transition from school.	53
5	I was given information about organizations that offer support for parents of students with disabilities.	50
15	The school offers parents training about special education issues.	35

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

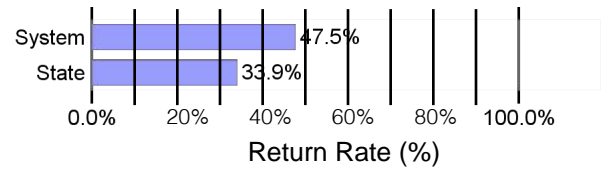


# 2016 Special Education Parent Survey Report

## Buford City

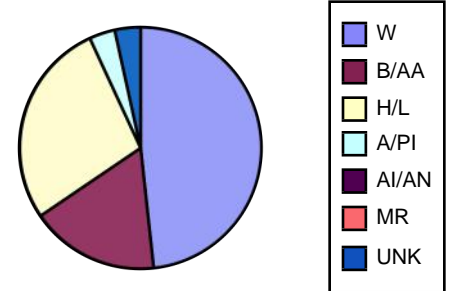
### Overview

	System	State
<b>Number of Surveys Distributed</b>	61	37,142
<b>Number of Valid Responses</b>	29	12,583
<b>Percentage Return Rate</b>	47.5%	33.9%

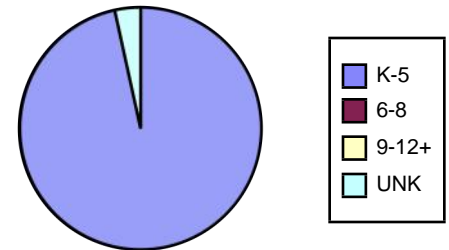


### Child Demographics

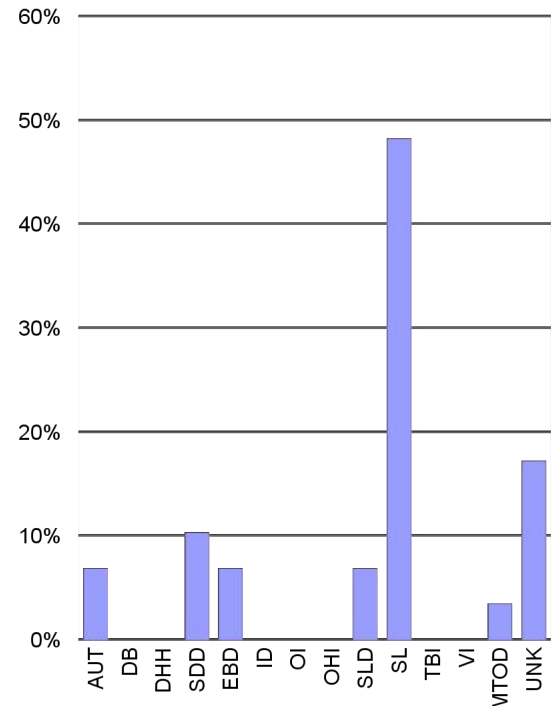
Race/Ethnicity	Count	Percent
White	14	48.3%
Black or African American (B/AA)	5	17.2%
Hispanic or Latino (H/L)	8	27.6%
Asian or Pacific Islander (A/PI)	1	3.4%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	3.4%



Grade	Count	Percent
K-5	28	96.6%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	3.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	6.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	10.3%
Emotional Behavioral Disorder (EBD)	2	6.9%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	2	6.9%
Speech/Language Impairment (SL)	14	48.3%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	3.4%
Unknown (UNK)	5	17.2%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Buford City

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	66%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	93
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	90
7	Teachers are available to speak with me.	86
16	The school offers parents a variety of ways to communicate with teachers.	86
8	Teachers treat me as a team member.	83
13	The school communicates regularly with me regarding my child's progress on IEP goals.	83
14	The school gives me choices with regard to services that address my child's needs.	83
17	The school gives parents the help they may need to play an active role in their child's education.	83
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	79
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	79
6	My child's evaluation report and other written information are written in terms I understand.	76
11	Teachers encourage me to participate in the decision-making process.	76
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	74
9	Teachers seek out parent input.	74
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	74
15	The school offers parents training about special education issues.	63
5	I was given information about organizations that offer support for parents of students with disabilities.	59
18	The school provides information on agencies that can assist my child in the transition from school.	54

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aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

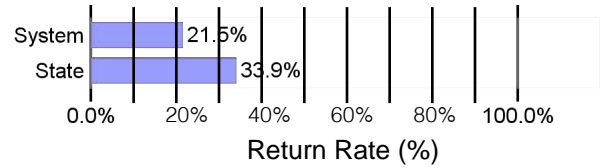




# 2016 Special Education Parent Survey Report Carrollton City

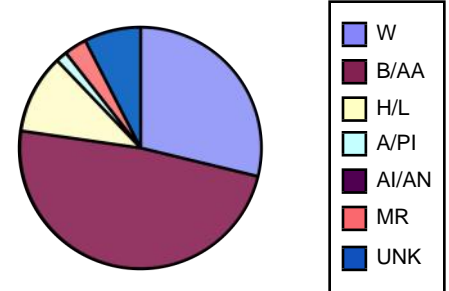
## Overview

	System	State
<b>Number of Surveys Distributed</b>	307	37,142
<b>Number of Valid Responses</b>	66	12,583
<b>Percentage Return Rate</b>	21.5%	33.9%

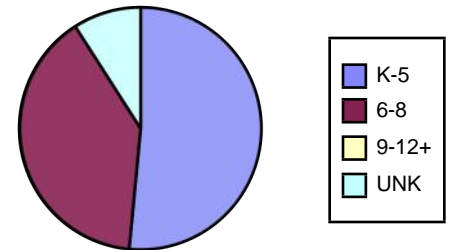


## Child Demographics

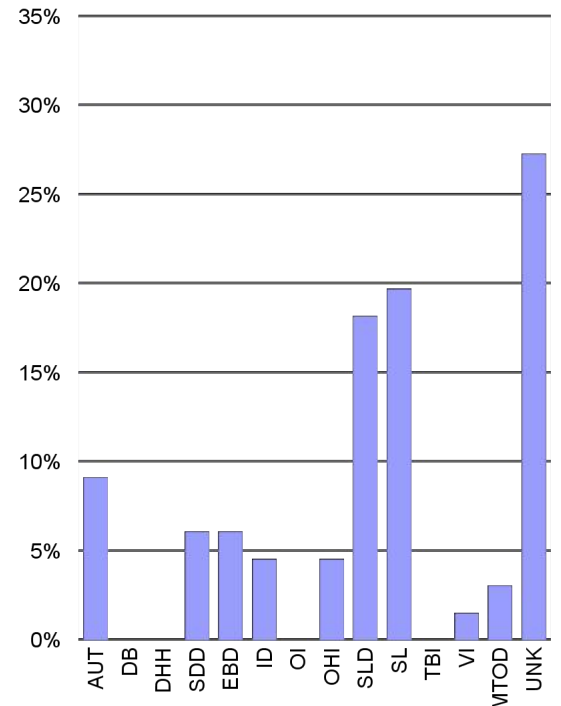
Race/Ethnicity	Count	Percent
White	19	28.8%
Black or African American (B/AA)	32	48.5%
Hispanic or Latino (H/L)	7	10.6%
Asian or Pacific Islander (A/PI)	1	1.5%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	3.0%
Unknown (UNK)	5	7.6%



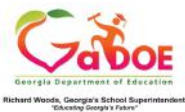
Grade	Count	Percent
K-5	34	51.5%
6-8	26	39.4%
9-12+	0	0.0%
Unknown (UNK)	6	9.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	9.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	6.1%
Emotional Behavioral Disorder (EBD)	4	6.1%
Intellectual Disability (ID)	3	4.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	4.5%
Specific Learning Disability (SLD)	12	18.2%
Speech/Language Impairment (SL)	13	19.7%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.5%
More Than One Disability (MTOD)	2	3.0%
Unknown (UNK)	18	27.3%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Carrollton City

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	64%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	88
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	86
8	Teachers treat me as a team member.	83
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	83
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	80
6	My child's evaluation report and other written information are written in terms I understand.	80
9	Teachers seek out parent input.	80
11	Teachers encourage me to participate in the decision-making process.	80
13	The school communicates regularly with me regarding my child's progress on IEP goals.	79
16	The school offers parents a variety of ways to communicate with teachers.	77
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	75
14	The school gives me choices with regard to services that address my child's needs.	70
17	The school gives parents the help they may need to play an active role in their child's education.	70
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	69
18	The school provides information on agencies that can assist my child in the transition from school.	62
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	57
5	I was given information about organizations that offer support for parents of students with disabilities.	48
15	The school offers parents training about special education issues.	45

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aladd@doe.K12.ga.us

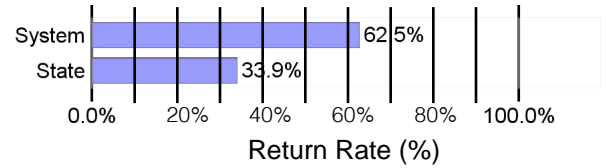
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Cartersville City

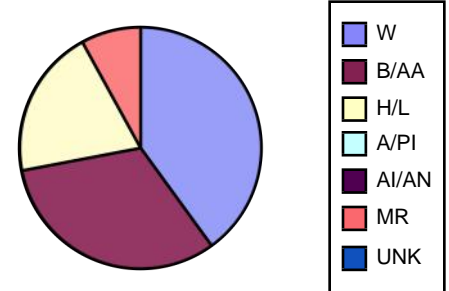
## Overview

	System	State
<b>Number of Surveys Distributed</b>	40	37,142
<b>Number of Valid Responses</b>	25	12,583
<b>Percentage Return Rate</b>	62.5%	33.9%

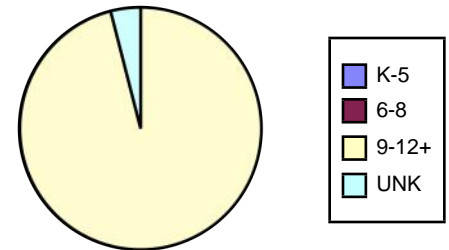


## Child Demographics

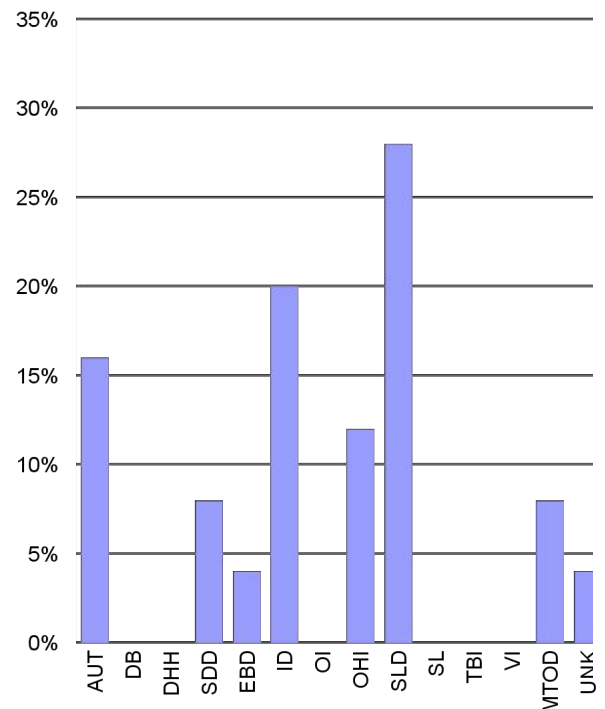
Race/Ethnicity	Count	Percent
White	10	40.0%
Black or African American (B/AA)	8	32.0%
Hispanic or Latino (H/L)	5	20.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	8.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	24	96.0%
Unknown (UNK)	1	4.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	16.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	8.0%
Emotional Behavioral Disorder (EBD)	1	4.0%
Intellectual Disability (ID)	5	20.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	12.0%
Specific Learning Disability (SLD)	7	28.0%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	8.0%
Unknown (UNK)	1	4.0%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Cartersville City

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	60%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	79
6	My child's evaluation report and other written information are written in terms I understand.	76
9	Teachers seek out parent input.	76
11	Teachers encourage me to participate in the decision-making process.	76
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	76
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	72
8	Teachers treat me as a team member.	72
13	The school communicates regularly with me regarding my child's progress on IEP goals.	72
16	The school offers parents a variety of ways to communicate with teachers.	72
14	The school gives me choices with regard to services that address my child's needs.	71
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	64
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	60
17	The school gives parents the help they may need to play an active role in their child's education.	60
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	56
18	The school provides information on agencies that can assist my child in the transition from school.	56
5	I was given information about organizations that offer support for parents of students with disabilities.	48
15	The school offers parents training about special education issues.	39

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Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

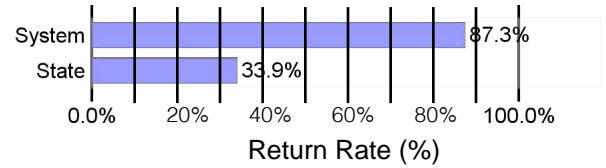
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Dalton City

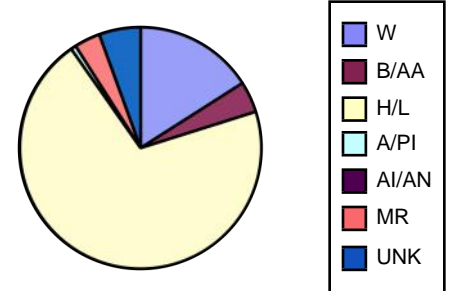
## Overview

	System	State
Number of Surveys Distributed	165	37,142
Number of Valid Responses	144	12,583
Percentage Return Rate	87.3%	33.9%

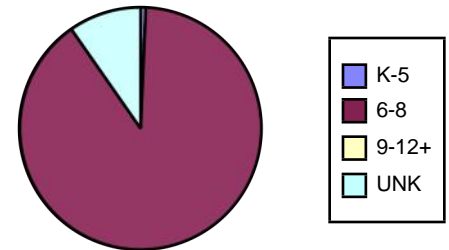


## Child Demographics

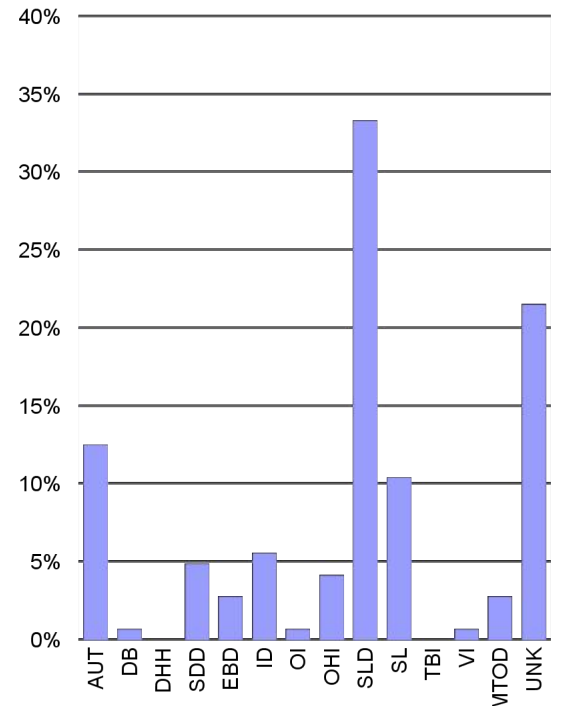
Race/Ethnicity	Count	Percent
White	23	16.0%
Black or African American (B/AA)	6	4.2%
Hispanic or Latino (H/L)	101	70.1%
Asian or Pacific Islander (A/PI)	1	0.7%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	3.5%
Unknown (UNK)	8	5.6%



Grade	Count	Percent
K-5	1	0.7%
6-8	129	89.6%
9-12+	0	0.0%
Unknown (UNK)	14	9.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	18	12.5%
Deaf-Blind (DB)	1	0.7%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	7	4.9%
Emotional Behavioral Disorder (EBD)	4	2.8%
Intellectual Disability (ID)	8	5.6%
Orthopedic Impairment (OI)	1	0.7%
Other Health Impairment (OHI)	6	4.2%
Specific Learning Disability (SLD)	48	33.3%
Speech/Language Impairment (SL)	15	10.4%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.7%
More Than One Disability (MTOD)	4	2.8%
Unknown (UNK)	31	21.5%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Dalton City

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	38%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	58
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	55
6	My child's evaluation report and other written information are written in terms I understand.	53
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	51
11	Teachers encourage me to participate in the decision-making process.	51
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	51
8	Teachers treat me as a team member.	51
9	Teachers seek out parent input.	50
13	The school communicates regularly with me regarding my child's progress on IEP goals.	49
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	49
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	47
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
17	The school gives parents the help they may need to play an active role in their child's education.	45
16	The school offers parents a variety of ways to communicate with teachers.	44
14	The school gives me choices with regard to services that address my child's needs.	43
5	I was given information about organizations that offer support for parents of students with disabilities.	39
18	The school provides information on agencies that can assist my child in the transition from school.	39
15	The school offers parents training about special education issues.	35

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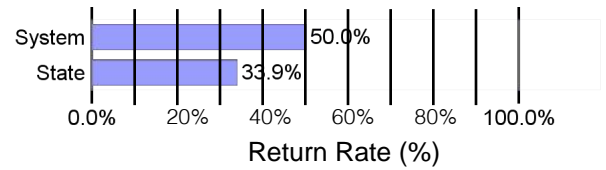
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Decatur City

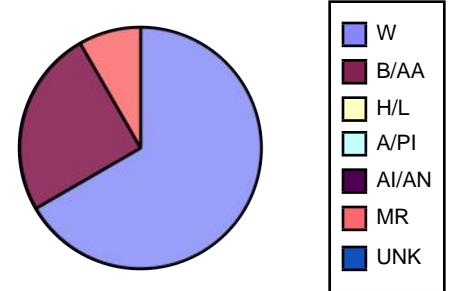
## Overview

	System	State
<b>Number of Surveys Distributed</b>	24	37,142
<b>Number of Valid Responses</b>	12	12,583
<b>Percentage Return Rate</b>	50.0%	33.9%

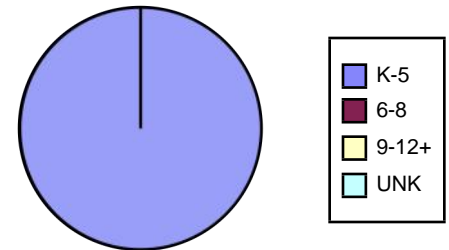


## Child Demographics

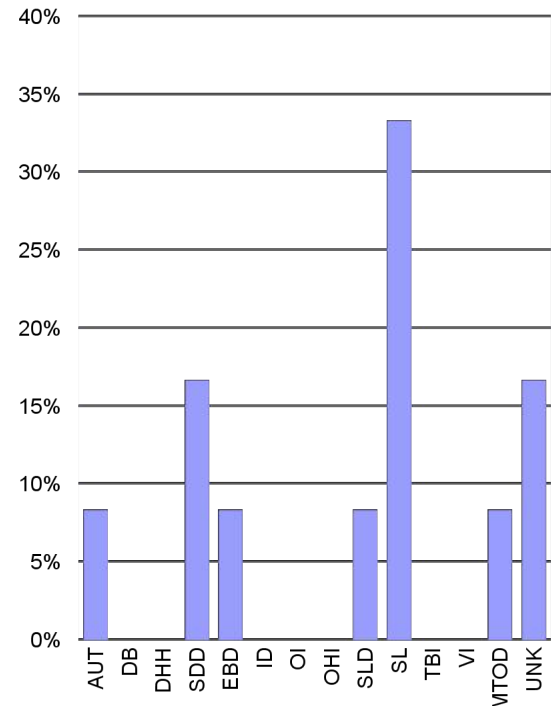
Race/Ethnicity	Count	Percent
White	8	66.7%
Black or African American (B/AA)	3	25.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	8.3%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	12	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	8.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	16.7%
Emotional Behavioral Disorder (EBD)	1	8.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	1	8.3%
Speech/Language Impairment (SL)	4	33.3%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	8.3%
Unknown (UNK)	2	16.7%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Decatur City

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	33%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
7	Teachers are available to speak with me.	67
6	My child's evaluation report and other written information are written in terms I understand.	58
8	Teachers treat me as a team member.	58
9	Teachers seek out parent input.	58
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	58
11	Teachers encourage me to participate in the decision-making process.	58
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	50
13	The school communicates regularly with me regarding my child's progress on IEP goals.	50
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	42
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	36
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	33
16	The school offers parents a variety of ways to communicate with teachers.	33
17	The school gives parents the help they may need to play an active role in their child's education.	33
14	The school gives me choices with regard to services that address my child's needs.	27
5	I was given information about organizations that offer support for parents of students with disabilities.	25
15	The school offers parents training about special education issues.	25
18	The school provides information on agencies that can assist my child in the transition from school.	25

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aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.





# 2016 Special Education Parent Survey Report Gainesville City

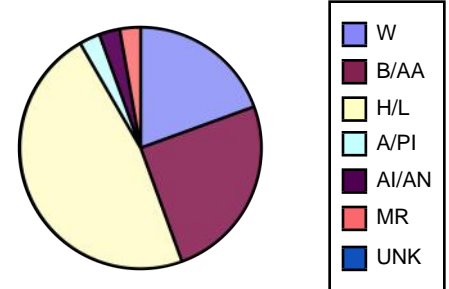
## Overview

	System	State
<b>Number of Surveys Distributed</b>	61	37,142
<b>Number of Valid Responses</b>	36	12,583
<b>Percentage Return Rate</b>	59.0%	33.9%

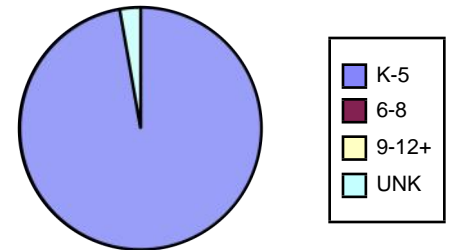


## Child Demographics

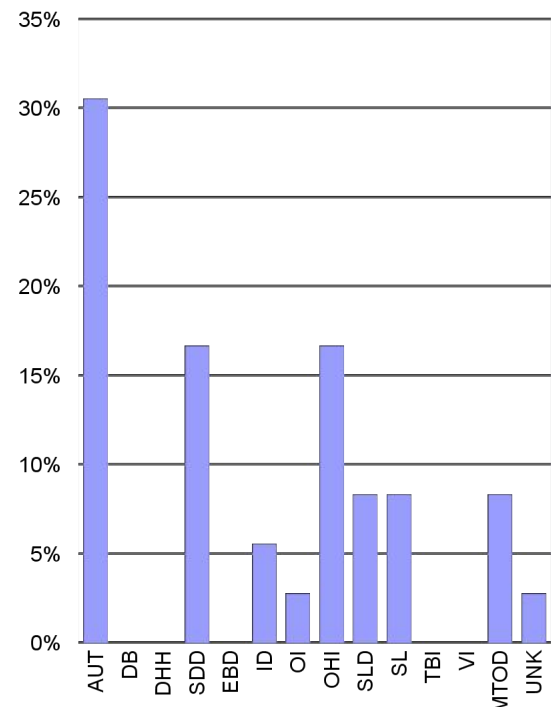
Race/Ethnicity	Count	Percent
White	7	19.4%
Black or African American (B/AA)	9	25.0%
Hispanic or Latino (H/L)	17	47.2%
Asian or Pacific Islander (A/PI)	1	2.8%
American Indian or Alaska Native (AI/AN)	1	2.8%
Multi-racial (MR)	1	2.8%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	35	97.2%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	2.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	11	30.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	16.7%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	2	5.6%
Orthopedic Impairment (OI)	1	2.8%
Other Health Impairment (OHI)	6	16.7%
Specific Learning Disability (SLD)	3	8.3%
Speech/Language Impairment (SL)	3	8.3%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	8.3%
Unknown (UNK)	1	2.8%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Gainesville City

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	14%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
11	Teachers encourage me to participate in the decision-making process.	47
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	44
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	42
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	42
16	The school offers parents a variety of ways to communicate with teachers.	41
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	40
7	Teachers are available to speak with me.	39
8	Teachers treat me as a team member.	39
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	37
13	The school communicates regularly with me regarding my child's progress on IEP goals.	36
17	The school gives parents the help they may need to play an active role in their child's education.	35
9	Teachers seek out parent input.	33
6	My child's evaluation report and other written information are written in terms I understand.	31
14	The school gives me choices with regard to services that address my child's needs.	29
5	I was given information about organizations that offer support for parents of students with disabilities.	28
18	The school provides information on agencies that can assist my child in the transition from school.	27
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	25
15	The school offers parents training about special education issues.	9

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
Georgia Department of Education  
(404) 657-7328  
aladd@doe.K12.ga.us

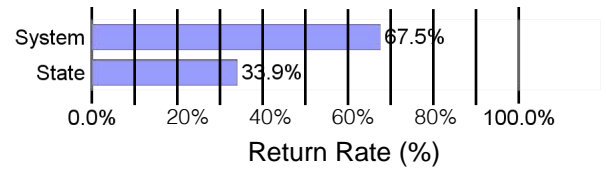
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Jefferson City

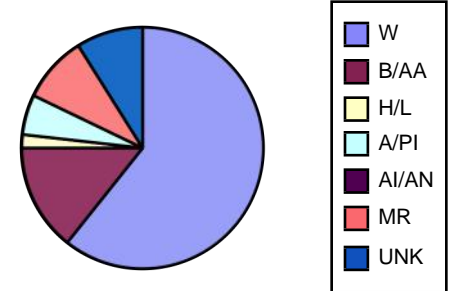
## Overview

	System	State
Number of Surveys Distributed	83	37,142
Number of Valid Responses	56	12,583
Percentage Return Rate	67.5%	33.9%

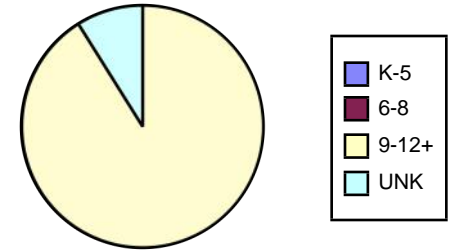


## Child Demographics

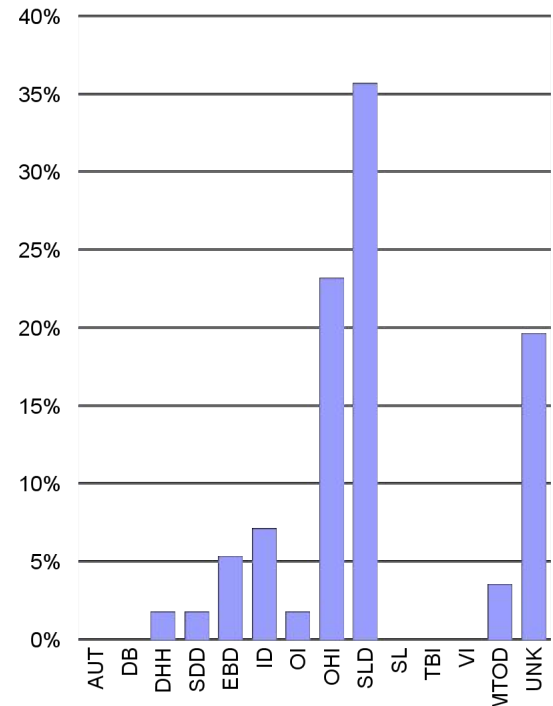
Race/Ethnicity	Count	Percent
White	34	60.7%
Black or African American (B/AA)	8	14.3%
Hispanic or Latino (H/L)	1	1.8%
Asian or Pacific Islander (A/PI)	3	5.4%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	8.9%
Unknown (UNK)	5	8.9%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	51	91.1%
Unknown (UNK)	5	8.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.8%
Significant Developmental Delay (SDD)	1	1.8%
Emotional Behavioral Disorder (EBD)	3	5.4%
Intellectual Disability (ID)	4	7.1%
Orthopedic Impairment (OI)	1	1.8%
Other Health Impairment (OHI)	13	23.2%
Specific Learning Disability (SLD)	20	35.7%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	3.6%
Unknown (UNK)	11	19.6%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Jefferson City

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	61%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	80
6	My child's evaluation report and other written information are written in terms I understand.	79
7	Teachers are available to speak with me.	79
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	77
11	Teachers encourage me to participate in the decision-making process.	76
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	74
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	73
8	Teachers treat me as a team member.	73
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	71
14	The school gives me choices with regard to services that address my child's needs.	71
9	Teachers seek out parent input.	68
16	The school offers parents a variety of ways to communicate with teachers.	66
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	65
17	The school gives parents the help they may need to play an active role in their child's education.	63
13	The school communicates regularly with me regarding my child's progress on IEP goals.	63
18	The school provides information on agencies that can assist my child in the transition from school.	62
5	I was given information about organizations that offer support for parents of students with disabilities.	60
15	The school offers parents training about special education issues.	42

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Georgia Department of Education  
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aladd@doe.K12.ga.us

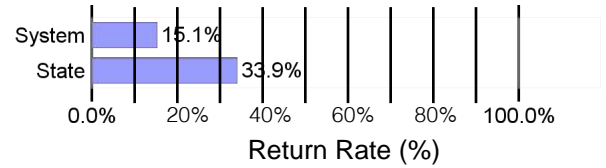
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Marietta City

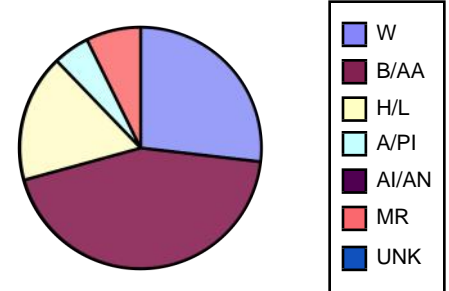
## Overview

	System	State
Number of Surveys Distributed	271	37,142
Number of Valid Responses	41	12,583
Percentage Return Rate	15.1%	33.9%

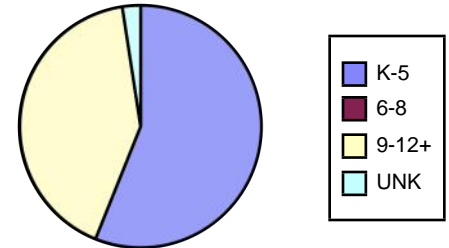


## Child Demographics

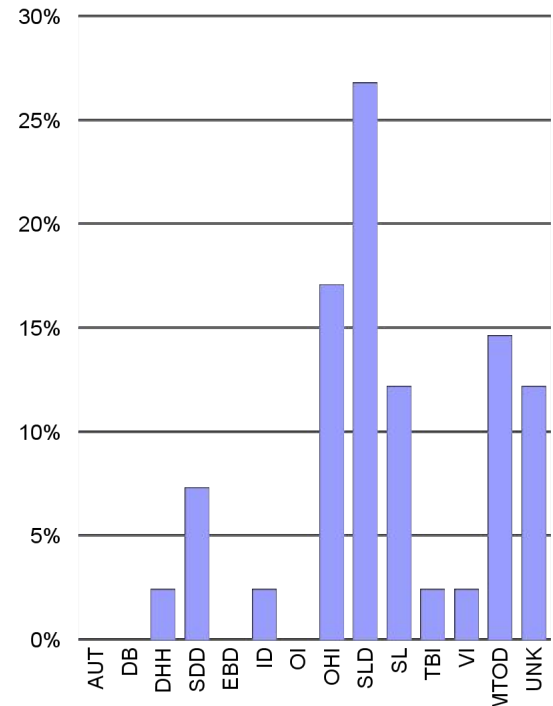
Race/Ethnicity	Count	Percent
White	11	26.8%
Black or African American (B/AA)	18	43.9%
Hispanic or Latino (H/L)	7	17.1%
Asian or Pacific Islander (A/PI)	2	4.9%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	7.3%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	23	56.1%
6-8	0	0.0%
9-12+	17	41.5%
Unknown (UNK)	1	2.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.4%
Significant Developmental Delay (SDD)	3	7.3%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	2.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	7	17.1%
Specific Learning Disability (SLD)	11	26.8%
Speech/Language Impairment (SL)	5	12.2%
Traumatic Brain Injury (TBI)	1	2.4%
Visual Impairment including Blindness (VI)	1	2.4%
More Than One Disability (MTOD)	6	14.6%
Unknown (UNK)	5	12.2%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Marietta City

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	49%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	80
7	Teachers are available to speak with me.	78
11	Teachers encourage me to participate in the decision-making process.	76
6	My child's evaluation report and other written information are written in terms I understand.	73
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	71
8	Teachers treat me as a team member.	71
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	66
13	The school communicates regularly with me regarding my child's progress on IEP goals.	66
16	The school offers parents a variety of ways to communicate with teachers.	66
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	63
17	The school gives parents the help they may need to play an active role in their child's education.	63
9	Teachers seek out parent input.	59
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	55
14	The school gives me choices with regard to services that address my child's needs.	54
18	The school provides information on agencies that can assist my child in the transition from school.	49
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	49
15	The school offers parents training about special education issues.	46
5	I was given information about organizations that offer support for parents of students with disabilities.	45

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aladd@doe.K12.ga.us

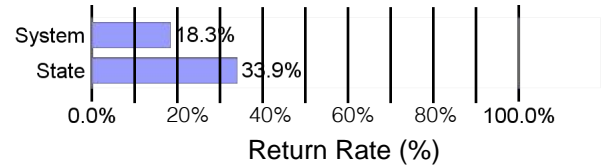
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Rome City

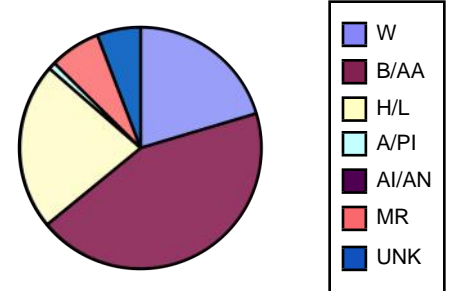
## Overview

	System	State
<b>Number of Surveys Distributed</b>	564	37,142
<b>Number of Valid Responses</b>	103	12,583
<b>Percentage Return Rate</b>	18.3%	33.9%

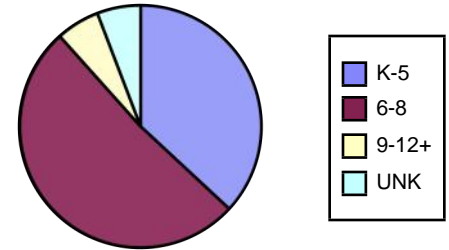


## Child Demographics

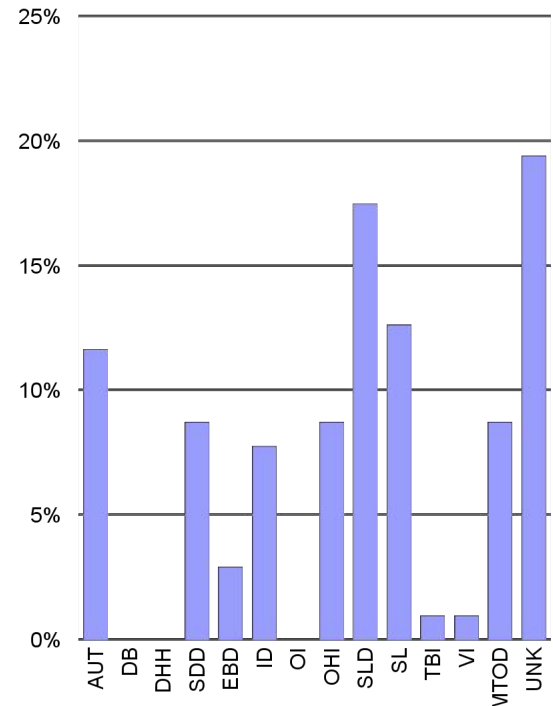
Race/Ethnicity	Count	Percent
White	21	20.4%
Black or African American (B/AA)	45	43.7%
Hispanic or Latino (H/L)	23	22.3%
Asian or Pacific Islander (A/PI)	1	1.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	7	6.8%
Unknown (UNK)	6	5.8%



Grade	Count	Percent
K-5	38	36.9%
6-8	53	51.5%
9-12+	6	5.8%
Unknown (UNK)	6	5.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	12	11.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	9	8.7%
Emotional Behavioral Disorder (EBD)	3	2.9%
Intellectual Disability (ID)	8	7.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	9	8.7%
Specific Learning Disability (SLD)	18	17.5%
Speech/Language Impairment (SL)	13	12.6%
Traumatic Brain Injury (TBI)	1	1.0%
Visual Impairment including Blindness (VI)	1	1.0%
More Than One Disability (MTOD)	9	8.7%
Unknown (UNK)	20	19.4%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Rome City

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	50%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	72
6	My child's evaluation report and other written information are written in terms I understand.	65
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
8	Teachers treat me as a team member.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	62
11	Teachers encourage me to participate in the decision-making process.	61
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	60
13	The school communicates regularly with me regarding my child's progress on IEP goals.	60
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	58
16	The school offers parents a variety of ways to communicate with teachers.	58
17	The school gives parents the help they may need to play an active role in their child's education.	57
9	Teachers seek out parent input.	56
14	The school gives me choices with regard to services that address my child's needs.	52
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	52
18	The school provides information on agencies that can assist my child in the transition from school.	46
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
15	The school offers parents training about special education issues.	43
5	I was given information about organizations that offer support for parents of students with disabilities.	37

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 Georgia Department of Education  
 (404) 657-7328  
 aladd@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



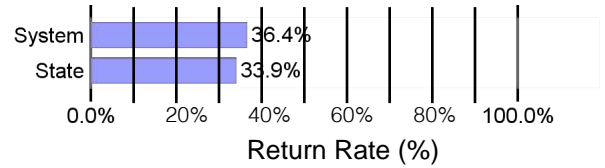


# 2016 Special Education Parent Survey Report

## Social Circle City

### Overview

	System	State
<b>Number of Surveys Distributed</b>	11	37,142
<b>Number of Valid Responses</b>	4	12,583
<b>Percentage Return Rate</b>	36.4%	33.9%



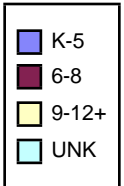
### Child Demographics

Race/Ethnicity	Count	Percent
White		0.0%
Black or African American (B/AA)		0.0%
Hispanic or Latino (H/L)		0.0%
Asian or Pacific Islander (A/PI)		0.0%
American Indian or Alaska Native (AI/AN)		0.0%
Multi-racial (MR)		0.0%
Unknown (UNK)		0.0%

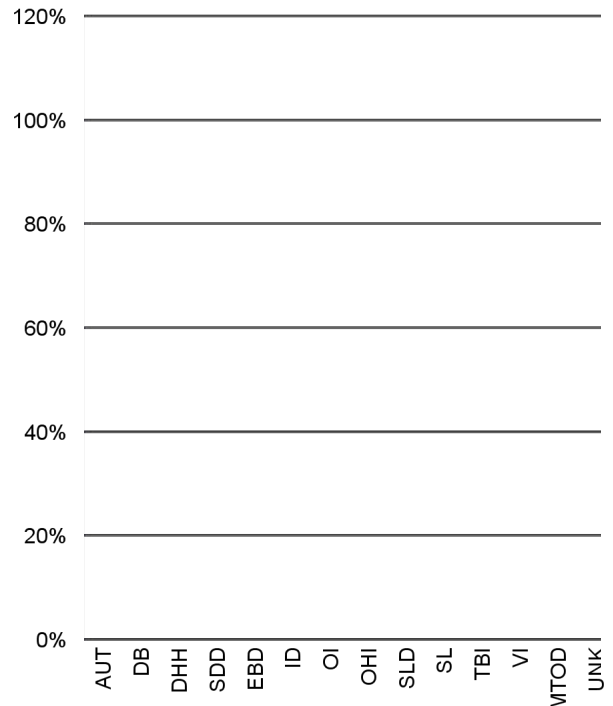
Not enough data.



Grade	Count	Percent
K-5		0.0%
6-8		0.0%
9-12+		0.0%
Unknown (UNK)		0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)		0.0%
Deaf-Blind (DB)		0.0%
Deaf-Hard of Hearing (D/HH)		0.0%
Significant Developmental Delay (SDD)		0.0%
Emotional Behavioral Disorder (EBD)		0.0%
Intellectual Disability (ID)		0.0%
Orthopedic Impairment (OI)		0.0%
Other Health Impairment (OHI)		0.0%
Specific Learning Disability (SLD)		0.0%
Speech/Language Impairment (SL)		0.0%
Traumatic Brain Injury (TBI)		0.0%
Visual Impairment including Blindness (VI)		0.0%
More Than One Disability (MTOD)		0.0%
Unknown (UNK)		0.0%



\* Percentages have been rounded and as a result may not add to exactly 100%

\* If less than 10 responses, count will not be shown



# 2016 Special Education Parent Survey Report Social Circle City

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	50%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	100
7	Teachers are available to speak with me.	100
8	Teachers treat me as a team member.	100
9	Teachers seek out parent input.	100
11	Teachers encourage me to participate in the decision-making process.	100
13	The school communicates regularly with me regarding my child's progress on IEP goals.	100
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	75
6	My child's evaluation report and other written information are written in terms I understand.	75
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	75
17	The school gives parents the help they may need to play an active role in their child's education.	75
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	50
14	The school gives me choices with regard to services that address my child's needs.	50
16	The school offers parents a variety of ways to communicate with teachers.	50
5	I was given information about organizations that offer support for parents of students with disabilities.	25
15	The school offers parents training about special education issues.	25
18	The school provides information on agencies that can assist my child in the transition from school.	25

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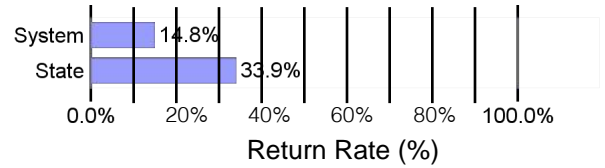
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Thomasville City

## Overview

	System	State
<b>Number of Surveys Distributed</b>	54	37,142
<b>Number of Valid Responses</b>	8	12,583
<b>Percentage Return Rate</b>	14.8%	33.9%



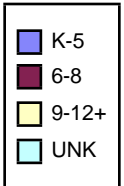
## Child Demographics

Race/Ethnicity	Count	Percent
White		0.0%
Black or African American (B/AA)		0.0%
Hispanic or Latino (H/L)		0.0%
Asian or Pacific Islander (A/PI)		0.0%
American Indian or Alaska Native (AI/AN)		0.0%
Multi-racial (MR)		0.0%
Unknown (UNK)		0.0%

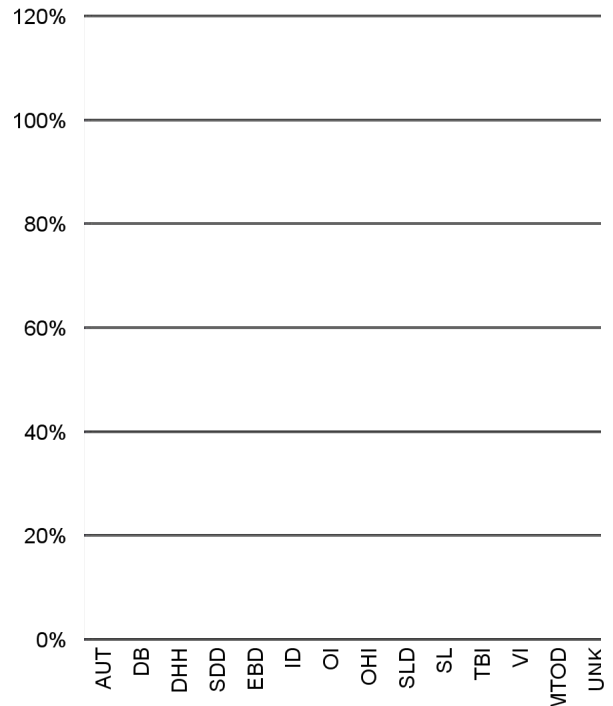
Not enough data.



Grade	Count	Percent
K-5		0.0%
6-8		0.0%
9-12+		0.0%
Unknown (UNK)		0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)		0.0%
Deaf-Blind (DB)		0.0%
Deaf-Hard of Hearing (D/HH)		0.0%
Significant Developmental Delay (SDD)		0.0%
Emotional Behavioral Disorder (EBD)		0.0%
Intellectual Disability (ID)		0.0%
Orthopedic Impairment (OI)		0.0%
Other Health Impairment (OHI)		0.0%
Specific Learning Disability (SLD)		0.0%
Speech/Language Impairment (SL)		0.0%
Traumatic Brain Injury (TBI)		0.0%
Visual Impairment including Blindness (VI)		0.0%
More Than One Disability (MTOD)		0.0%
Unknown (UNK)		0.0%



\* Percentages have been rounded and as a result may not add to exactly 100%

\* If less than 10 responses, count will not be shown



# 2016 Special Education Parent Survey Report Thomasville City

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	50%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
6	My child's evaluation report and other written information are written in terms I understand.	75
7	Teachers are available to speak with me.	75
8	Teachers treat me as a team member.	75
17	The school gives parents the help they may need to play an active role in their child's education.	75
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	63
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	63
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	63
14	The school gives me choices with regard to services that address my child's needs.	63
16	The school offers parents a variety of ways to communicate with teachers.	63
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
5	I was given information about organizations that offer support for parents of students with disabilities.	50
9	Teachers seek out parent input.	50
11	Teachers encourage me to participate in the decision-making process.	50
13	The school communicates regularly with me regarding my child's progress on IEP goals.	50
15	The school offers parents training about special education issues.	50
18	The school provides information on agencies that can assist my child in the transition from school.	50

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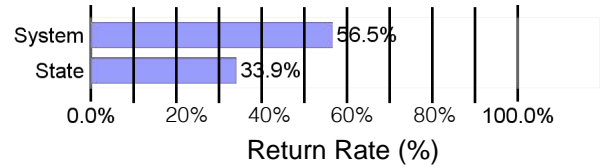
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Trion City

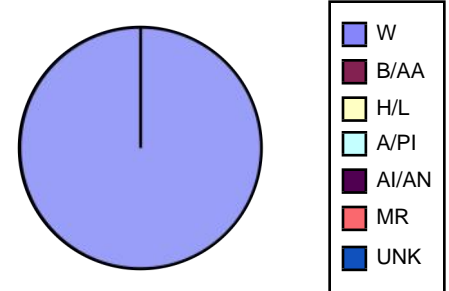
## Overview

	System	State
<b>Number of Surveys Distributed</b>	23	37,142
<b>Number of Valid Responses</b>	13	12,583
<b>Percentage Return Rate</b>	56.5%	33.9%

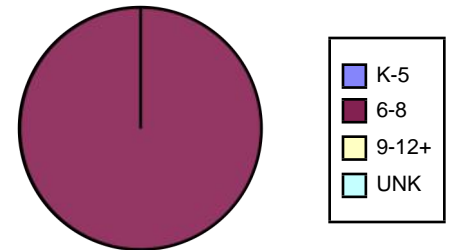


## Child Demographics

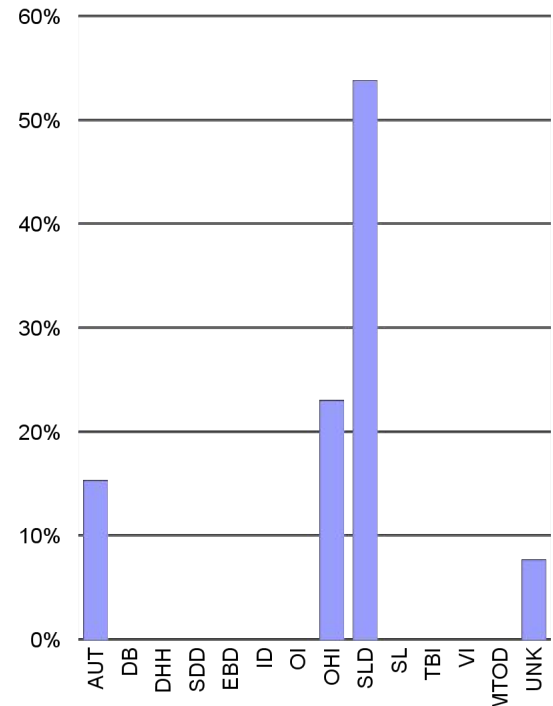
Race/Ethnicity	Count	Percent
White	13	100.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



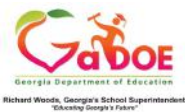
Grade	Count	Percent
K-5	0	0.0%
6-8	13	100.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	15.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	23.1%
Specific Learning Disability (SLD)	7	53.8%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	1	7.7%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Trion City

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	77%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	92
7	Teachers are available to speak with me.	92
9	Teachers seek out parent input.	92
17	The school gives parents the help they may need to play an active role in their child's education.	92
6	My child's evaluation report and other written information are written in terms I understand.	85
8	Teachers treat me as a team member.	85
11	Teachers encourage me to participate in the decision-making process.	85
14	The school gives me choices with regard to services that address my child's needs.	85
16	The school offers parents a variety of ways to communicate with teachers.	85
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	83
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	80
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	77
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	77
13	The school communicates regularly with me regarding my child's progress on IEP goals.	77
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	75
15	The school offers parents training about special education issues.	75
18	The school provides information on agencies that can assist my child in the transition from school.	75
5	I was given information about organizations that offer support for parents of students with disabilities.	70

For questions regarding district results, please contact Anne Ladd:

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 Georgia Department of Education  
 (404) 657-7328  
 aladd@doe.K12.ga.us

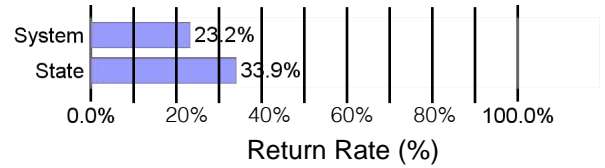
(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



# 2016 Special Education Parent Survey Report Valdosta City

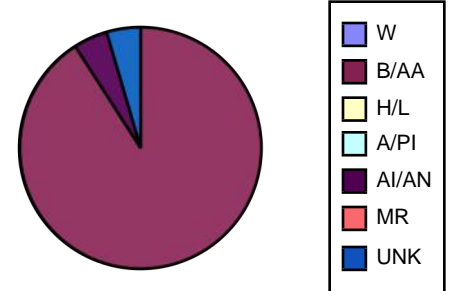
## Overview

	System	State
<b>Number of Surveys Distributed</b>	95	37,142
<b>Number of Valid Responses</b>	22	12,583
<b>Percentage Return Rate</b>	23.2%	33.9%

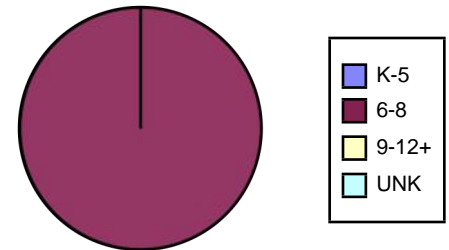


## Child Demographics

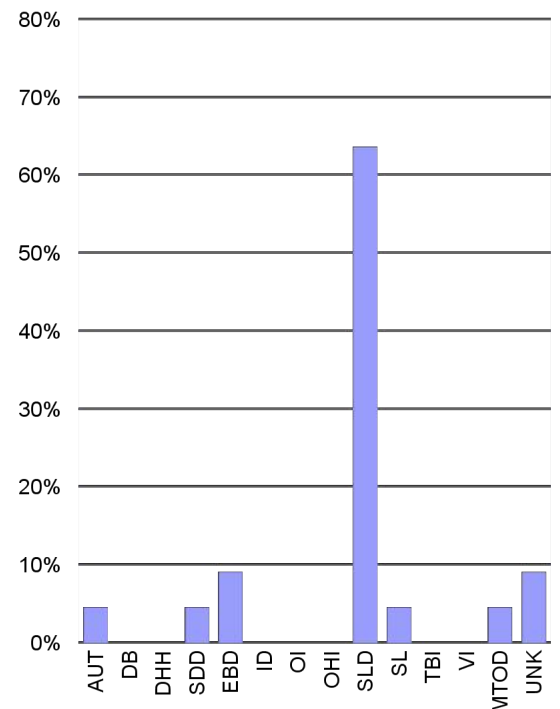
Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	20	90.9%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	4.5%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	4.5%



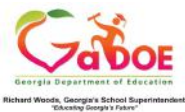
Grade	Count	Percent
K-5	0	0.0%
6-8	22	100.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	4.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	4.5%
Emotional Behavioral Disorder (EBD)	2	9.1%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	14	63.6%
Speech/Language Impairment (SL)	1	4.5%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	4.5%
Unknown (UNK)	2	9.1%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report Valdosta City

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	45%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	64
6	My child's evaluation report and other written information are written in terms I understand.	64
17	The school gives parents the help they may need to play an active role in their child's education.	62
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
7	Teachers are available to speak with me.	59
8	Teachers treat me as a team member.	55
13	The school communicates regularly with me regarding my child's progress on IEP goals.	52
16	The school offers parents a variety of ways to communicate with teachers.	52
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	48
9	Teachers seek out parent input.	45
11	Teachers encourage me to participate in the decision-making process.	45
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	45
14	The school gives me choices with regard to services that address my child's needs.	43
15	The school offers parents training about special education issues.	43
5	I was given information about organizations that offer support for parents of students with disabilities.	41
18	The school provides information on agencies that can assist my child in the transition from school.	40
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	38

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.



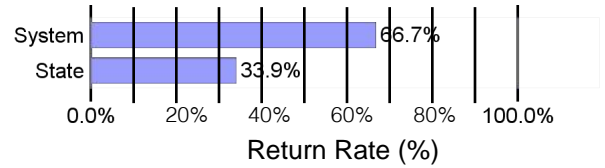


# 2016 Special Education Parent Survey Report

## State Schools-Atlanta Area School for the Deaf

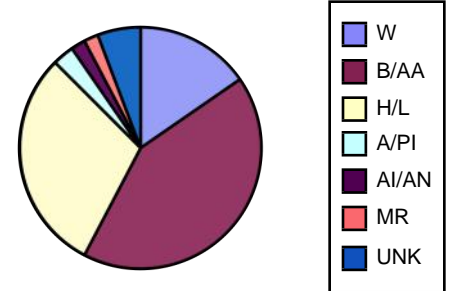
### Overview

	System	State
Number of Surveys Distributed	156	37,142
Number of Valid Responses	104	12,583
Percentage Return Rate	66.7%	33.9%

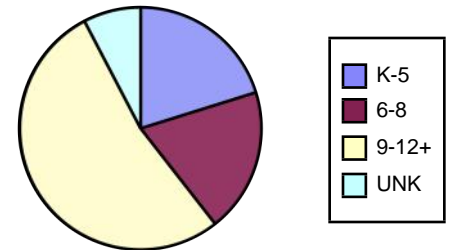


### Child Demographics

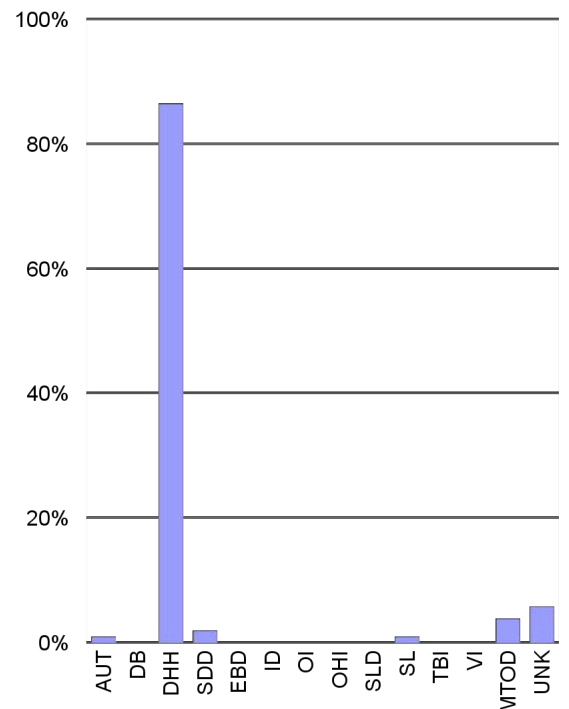
Race/Ethnicity	Count	Percent
White	16	15.4%
Black or African American (B/AA)	44	42.3%
Hispanic or Latino (H/L)	31	29.8%
Asian or Pacific Islander (A/PI)	3	2.9%
American Indian or Alaska Native (AI/AN)	2	1.9%
Multi-racial (MR)	2	1.9%
Unknown (UNK)	6	5.8%



Grade	Count	Percent
K-5	21	20.2%
6-8	20	19.2%
9-12+	55	52.9%
Unknown (UNK)	8	7.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	1.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	90	86.5%
Significant Developmental Delay (SDD)	2	1.9%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	0	0.0%
Speech/Language Impairment (SL)	1	1.0%
Traumatic Brain Injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	3.8%
Unknown (UNK)	6	5.8%



\* Percentages have been rounded and as a result may not add to exactly 100%



# 2016 Special Education Parent Survey Report State Schools-Atlanta Area School for the Deaf

## Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	47%	49%

## Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	74
11	Teachers encourage me to participate in the decision-making process.	66
8	Teachers treat me as a team member.	65
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	64
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	62
13	The school communicates regularly with me regarding my child's progress on IEP goals.	61
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	58
6	My child's evaluation report and other written information are written in terms I understand.	58
16	The school offers parents a variety of ways to communicate with teachers.	55
17	The school gives parents the help they may need to play an active role in their child's education.	54
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
15	The school offers parents training about special education issues.	52
14	The school gives me choices with regard to services that address my child's needs.	51
9	Teachers seek out parent input.	51
5	I was given information about organizations that offer support for parents of students with disabilities.	51
18	The school provides information on agencies that can assist my child in the transition from school.	43

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.