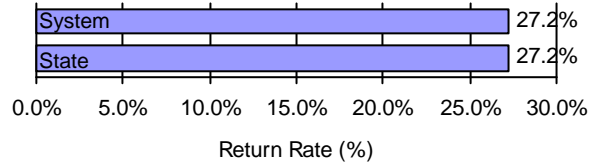




# 2014 Special Education Parent Survey Report Georgia

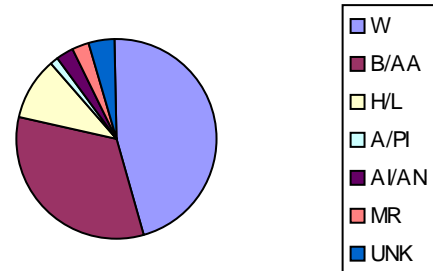
## Overview

	System	State
<b>Number of Surveys Distributed</b>	43344	43,344
<b>Number of Valid Responses</b>	11790	11,790
<b>Percentage Return Rate</b>	27.2%	27.2%

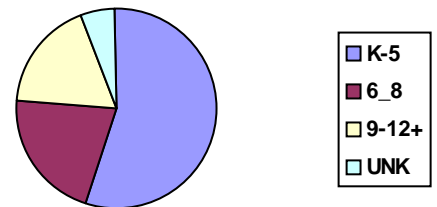


## Child Demographics

Race/Ethnicity	Count	Percent
White	5,387	45.7%
Black or African American (B/AA)	3,841	32.6%
Hispanic or Latino (H/L)	1,218	10.3%
Asian or Pacific Islander (A/PI)	171	1.5%
American Indian or Alaska Native (AI/AN)	354	3.0%
Multi-racial (MR)	321	2.7%
Unknown (UNK)	498	4.2%



Grade	Count	Percent
K-5	6,428	54.5%
6-8	2,558	21.7%
9-12+	2,137	18.1%
Unknown (UNK)	667	5.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	1,341	11.4%
Deaf-Blind (DB)	13	0.1%
Deaf-Hard of Hearing (D/HH)	172	1.5%
Significant Developmental Delay (SDD)	1,054	8.9%
Emotional Behavioral Disorder (EBD)	728	6.2%
Intellectual Disability (ID)	698	5.9%
Orthopedic Impairment (OI)	211	1.8%
Other Health Impairment (OHI)	988	8.4%
Specific Learning Disability (SLD)	2,726	23.1%
Speech/Language Impairment (SL)	1,886	16.0%
Traumatic Brain injury (TBI)	53	0.4%
Visual Impairment including Blindness (VI)	52	0.4%
More Than One Disability (MTOD)	548	4.6%
Unknown (UNK)	1,320	11.2%



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

# 2014 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 (25 items)	44 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	67
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	66
12	Teachers treat me as a team member.	65
5	All of my concerns and recommendations were documented on the IEP.	64
1	I am considered an equal partner with teachers and other professionals in planning my child's program	63
15	Teachers encourage me to participate in the decision-making process.	62
14	Teachers show sensitivity to the needs of students with disabilities and their families.	61
10	Written information I receive is written in an understandable way.	61
9	My child's evaluation report is written in terms I understand.	60
16	Teachers respect my cultural heritage.	60

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
20	The school gives me choices with regard to services that address my child's needs.	54
23	The school gives parents the help they may need to play an active role in their child's education.	53
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	52
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	49
25	The school explains what options parents have if they disagree with a decision of the school.	46
24	The school provides information on agencies that can assist my child in the transition from school.	42
7	I was given information about organizations that offer support for parents of students with disabilities.	40
21	The school offers parents training about special education issues.	40
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

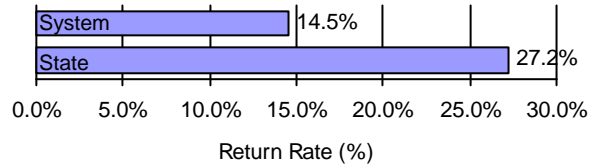
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Appling County

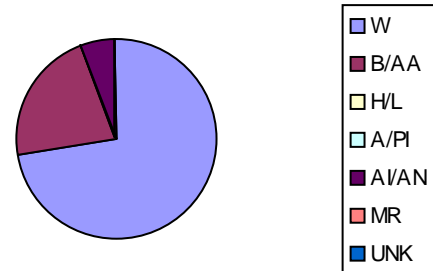
## Overview

	System	State
<b>Number of Surveys Distributed</b>	124	43,344
<b>Number of Valid Responses</b>	18	11,790
<b>Percentage Return Rate</b>	14.5%	27.2%

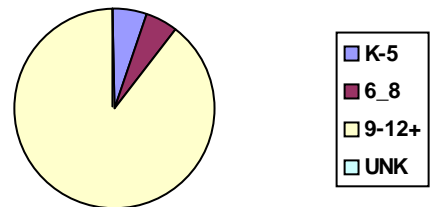


## Child Demographics

Race/Ethnicity	Count	Percent
White	13	72.2%
Black or African American (B/AA)	4	22.2%
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	5.6%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	5.6%
6-8	1	5.6%
9-12+	16	88.9%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	5.6%
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	5.6%
Intellectual Disability (ID)	3	16.7%
Orthopedic Impairment (OI)	1	5.6%
Other Health Impairment (OHI)	2	11.1%
Specific Learning Disability (SLD)	9	50.0%
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)	1	5.6%



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

# 2014 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 (25 items)	67 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	78
5	All of my concerns and recommendations were documented on the IEP.	78
9	My child's evaluation report is written in terms I understand.	78
10	Written information I receive is written in an understandable way.	78
11	Teachers are available to speak with me.	78
12	Teachers treat me as a team member.	78
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	78
1	I am considered an equal partner with teachers and other professionals in planning my child's program	72
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	72
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	72

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	69
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	67
13	Teachers seek out parent input.	67
20	The school gives me choices with regard to services that address my child's needs.	61
16	Teachers respect my cultural heritage.	59
24	The school provides information on agencies that can assist my child in the transition from school.	56
22	The school offers parents a variety of ways to communicate with teachers.	53
7	I was given information about organizations that offer support for parents of students with disabilities.	50
21	The school offers parents training about special education issues.	50
23	The school gives parents the help they may need to play an active role in their child's education.	50

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

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

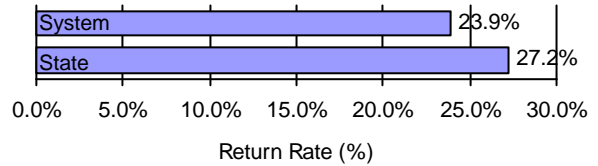
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Bacon County

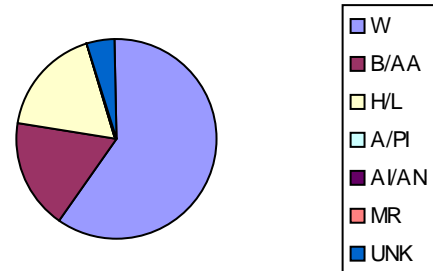
## Overview

	System	State
Number of Surveys Distributed	92	43,344
Number of Valid Responses	22	11,790
Percentage Return Rate	23.9%	27.2%

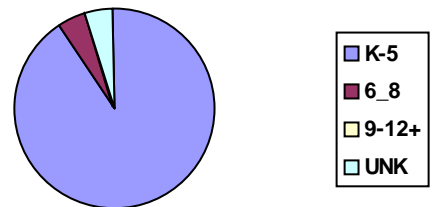


## Child Demographics

Race/Ethnicity	Count	Percent
White	13	59.1%
Black or African American (B/AA)	4	18.2%
Hispanic or Latino (H/L)	4	18.2%
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	4.5%



Grade	Count	Percent
K-5	20	90.9%
6-8	1	4.5%
9-12+	0	0.0%
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)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	2	9.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	9.1%
Specific Learning Disability (SLD)	10	45.5%
Speech/Language Impairment (SL)	3	13.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	4.5%
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%

# 2014 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 (25 items)	45 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program	59
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	59
13	Teachers seek out parent input.	59
14	Teachers show sensitivity to the needs of students with disabilities and their families.	59
15	Teachers encourage me to participate in the decision-making process.	59
16	Teachers respect my cultural heritage.	59
9	My child's evaluation report is written in terms I understand.	57
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	55
10	Written information I receive is written in an understandable way.	55

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	50
19	The school communicates regularly with me regarding my child's progress on IEP goals.	48
20	The school gives me choices with regard to services that address my child's needs.	48
25	The school explains what options parents have if they disagree with a decision of the school.	48
22	The school offers parents a variety of ways to communicate with teachers.	43
23	The school gives parents the help they may need to play an active role in their child's education.	43
7	I was given information about organizations that offer support for parents of students with disabilities.	41
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	38
24	The school provides information on agencies that can assist my child in the transition from school.	35
21	The school offers parents training about special education issues.	33

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

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

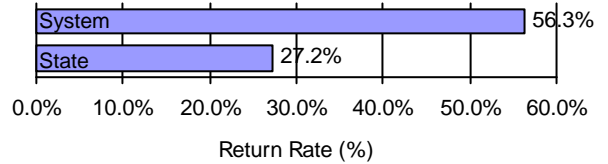
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Baldwin County

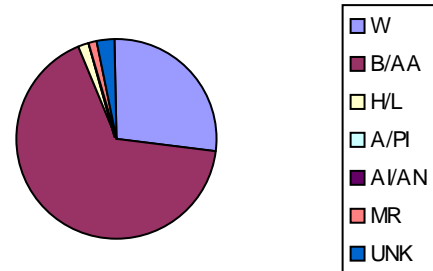
## Overview

	System	State
<b>Number of Surveys Distributed</b>	176	43,344
<b>Number of Valid Responses</b>	99	11,790
<b>Percentage Return Rate</b>	56.3%	27.2%

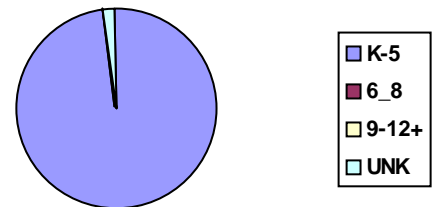


## Child Demographics

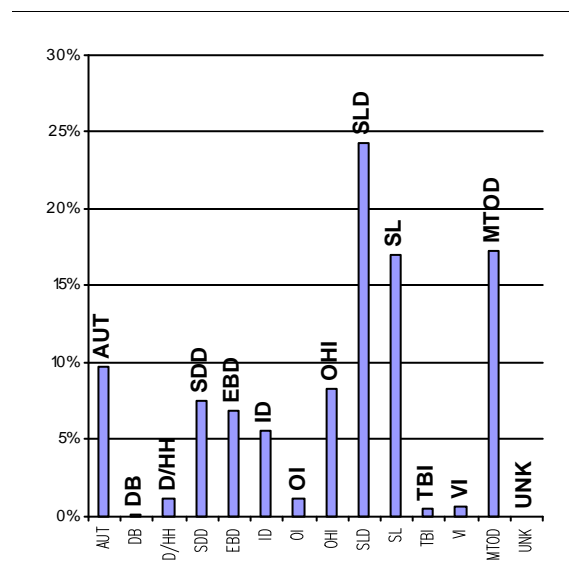
Race/Ethnicity	Count	Percent
White	27	27.3%
Black or African American (B/AA)	66	66.7%
Hispanic or Latino (H/L)	2	2.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.0%
Unknown (UNK)	3	3.0%



Grade	Count	Percent
K-5	97	98.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	2	2.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	4.0%
Deaf-Blind (DB)	1	1.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	24	24.2%
Emotional Behavioral Disorder (EBD)	3	3.0%
Intellectual Disability (ID)	8	8.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	21	21.2%
Specific Learning Disability (SLD)	13	13.1%
Speech/Language Impairment (SL)	23	23.2%
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)	2	2.0%



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

# 2014 Special Education Parent Survey Report

## Baldwin County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	32 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	61
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program	57
14	Teachers show sensitivity to the needs of students with disabilities and their families.	56
10	Written information I receive is written in an understandable way.	53
5	All of my concerns and recommendations were documented on the IEP.	53
15	Teachers encourage me to participate in the decision-making process.	52
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	51
13	Teachers seek out parent input.	50
12	Teachers treat me as a team member.	49

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	46
20	The school gives me choices with regard to services that address my child's needs.	44
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	43
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	42
25	The school explains what options parents have if they disagree with a decision of the school.	37
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	35
24	The school provides information on agencies that can assist my child in the transition from school.	32
7	I was given information about organizations that offer support for parents of students with disabilities.	30
21	The school offers parents training about special education issues.	26
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	25

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- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.  
 (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.  
 (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

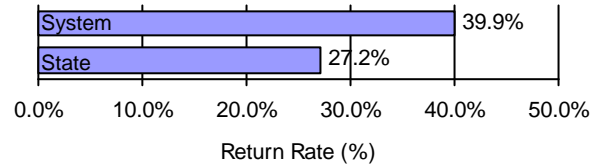




# 2014 Special Education Parent Survey Report Barrow County

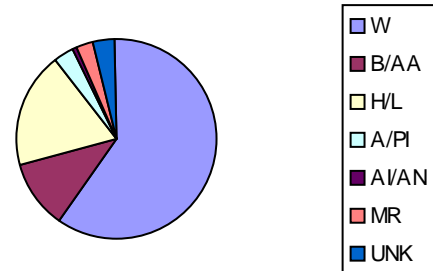
## Overview

	System	State
Number of Surveys Distributed	353	43,344
Number of Valid Responses	141	11,790
Percentage Return Rate	39.9%	27.2%

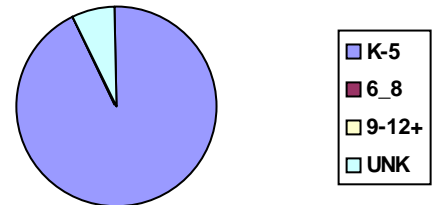


## Child Demographics

Race/Ethnicity	Count	Percent
White	84	59.6%
Black or African American (B/AA)	15	10.6%
Hispanic or Latino (H/L)	27	19.1%
Asian or Pacific Islander (A/PI)	5	3.5%
American Indian or Alaska Native (AI/AN)	1	0.7%
Multi-racial (MR)	4	2.8%
Unknown (UNK)	5	3.5%



Grade	Count	Percent
K-5	131	92.9%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	10	7.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	18	12.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.7%
Significant Developmental Delay (SDD)	13	9.2%
Emotional Behavioral Disorder (EBD)	5	3.5%
Intellectual Disability (ID)	1	0.7%
Orthopedic Impairment (OI)	1	0.7%
Other Health Impairment (OHI)	7	5.0%
Specific Learning Disability (SLD)	19	13.5%
Speech/Language Impairment (SL)	49	34.8%
Traumatic Brain injury (TBI)	1	0.7%
Visual Impairment including Blindness (VI)	2	1.4%
More Than One Disability (MTOD)	6	4.3%
Unknown (UNK)	18	12.8%



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

# 2014 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 (25 items)	42 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	67
1	I am considered an equal partner with teachers and other professionals in planning my child's program	65
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
5	All of my concerns and recommendations were documented on the IEP.	63
12	Teachers treat me as a team member.	62
10	Written information I receive is written in an understandable way.	61
16	Teachers respect my cultural heritage.	60
15	Teachers encourage me to participate in the decision-making process.	60
9	My child's evaluation report is written in terms I understand.	60
18	The school has a person on staff who is available to answer parents' questions.	58

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	53
23	The school gives parents the help they may need to play an active role in their child's education.	51
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	46
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	39
24	The school provides information on agencies that can assist my child in the transition from school.	39
7	I was given information about organizations that offer support for parents of students with disabilities.	36
25	The school explains what options parents have if they disagree with a decision of the school.	34
21	The school offers parents training about special education issues.	34
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	24

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

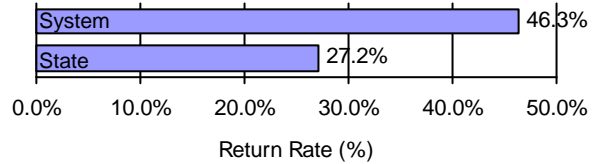
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Bartow County

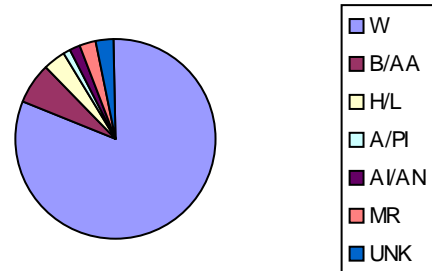
## Overview

	System	State
<b>Number of Surveys Distributed</b>	462	43,344
<b>Number of Valid Responses</b>	214	11,790
<b>Percentage Return Rate</b>	46.3%	27.2%

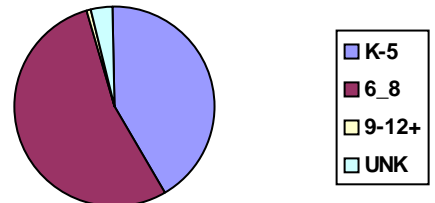


## Child Demographics

Race/Ethnicity	Count	Percent
White	173	80.8%
Black or African American (B/AA)	15	7.0%
Hispanic or Latino (H/L)	8	3.7%
Asian or Pacific Islander (A/PI)	2	0.9%
American Indian or Alaska Native (AI/AN)	4	1.9%
Multi-racial (MR)	6	2.8%
Unknown (UNK)	6	2.8%



Grade	Count	Percent
K-5	89	41.6%
6-8	116	54.2%
9-12+	1	0.5%
Unknown (UNK)	8	3.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	24	11.2%
Deaf-Blind (DB)	1	0.5%
Deaf-Hard of Hearing (D/HH)	3	1.4%
Significant Developmental Delay (SDD)	10	4.7%
Emotional Behavioral Disorder (EBD)	15	7.0%
Intellectual Disability (ID)	8	3.7%
Orthopedic Impairment (OI)	5	2.3%
Other Health Impairment (OHI)	13	6.1%
Specific Learning Disability (SLD)	62	29.0%
Speech/Language Impairment (SL)	37	17.3%
Traumatic Brain injury (TBI)	2	0.9%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	12	5.6%
Unknown (UNK)	22	10.3%



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

# 2014 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 (25 items)	41 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
5	All of my concerns and recommendations were documented on the IEP.	66
11	Teachers are available to speak with me.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program	62
12	Teachers treat me as a team member.	60
10	Written information I receive is written in an understandable way.	58
16	Teachers respect my cultural heritage.	57
9	My child's evaluation report is written in terms I understand.	57
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	56
15	Teachers encourage me to participate in the decision-making process.	55

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	53
19	The school communicates regularly with me regarding my child's progress on IEP goals.	51
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	50
23	The school gives parents the help they may need to play an active role in their child's education.	49
25	The school explains what options parents have if they disagree with a decision of the school.	42
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	37
24	The school provides information on agencies that can assist my child in the transition from school.	36
21	The school offers parents training about special education issues.	36
7	I was given information about organizations that offer support for parents of students with disabilities.	32

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

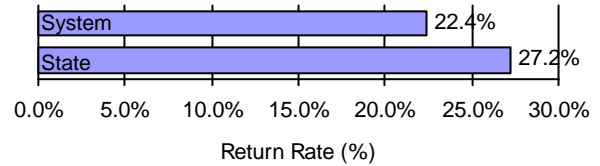
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Ben Hill County

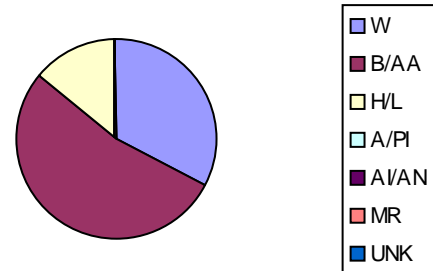
## Overview

	System	State
<b>Number of Surveys Distributed</b>	219	43,344
<b>Number of Valid Responses</b>	49	11,790
<b>Percentage Return Rate</b>	22.4%	27.2%

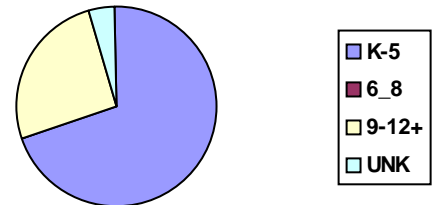


## Child Demographics

Race/Ethnicity	Count	Percent
White	16	32.7%
Black or African American (B/AA)	26	53.1%
Hispanic or Latino (H/L)	7	14.3%
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	34	69.4%
6-8	0	0.0%
9-12+	13	26.5%
Unknown (UNK)	2	4.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	4.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.0%
Significant Developmental Delay (SDD)	2	4.1%
Emotional Behavioral Disorder (EBD)	5	10.2%
Intellectual Disability (ID)	1	2.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	7	14.3%
Specific Learning Disability (SLD)	16	32.7%
Speech/Language Impairment (SL)	3	6.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	4.1%
Unknown (UNK)	10	20.4%



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

# 2014 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 (25 items)	43 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	66
12	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
5	All of my concerns and recommendations were documented on the IEP.	59
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	58
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	58
16	Teachers respect my cultural heritage.	58
14	Teachers show sensitivity to the needs of students with disabilities and their families.	57
10	Written information I receive is written in an understandable way.	56
15	Teachers encourage me to participate in the decision-making process.	56

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	49
19	The school communicates regularly with me regarding my child's progress on IEP goals.	48
25	The school explains what options parents have if they disagree with a decision of the school.	46
22	The school offers parents a variety of ways to communicate with teachers.	42
21	The school offers parents training about special education issues.	37
23	The school gives parents the help they may need to play an active role in their child's education.	36
7	I was given information about organizations that offer support for parents of students with disabilities.	35
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	32
24	The school provides information on agencies that can assist my child in the transition from school.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	24

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 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

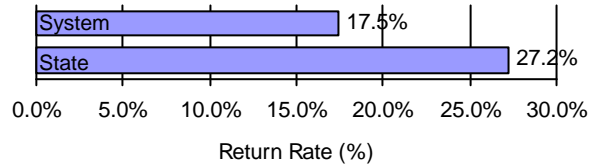
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Berrien County

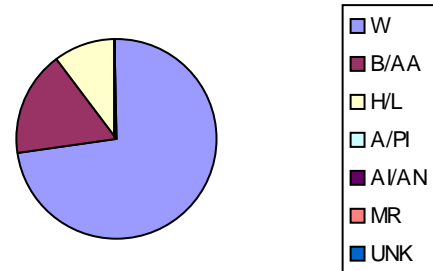
## Overview

	System	State
<b>Number of Surveys Distributed</b>	166	43,344
<b>Number of Valid Responses</b>	29	11,790
<b>Percentage Return Rate</b>	17.5%	27.2%

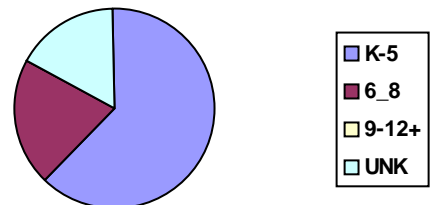


## Child Demographics

Race/Ethnicity	Count	Percent
White	21	72.4%
Black or African American (B/AA)	5	17.2%
Hispanic or Latino (H/L)	3	10.3%
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	18	62.1%
6-8	6	20.7%
9-12+	0	0.0%
Unknown (UNK)	5	17.2%



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)	1	3.4%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	2	6.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	3.4%
Specific Learning Disability (SLD)	14	48.3%
Speech/Language Impairment (SL)	2	6.9%
Traumatic Brain injury (TBI)	1	3.4%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	5	17.2%



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

# 2014 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 (25 items)	55 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	76
1	I am considered an equal partner with teachers and other professionals in planning my child's program	75
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	75
13	Teachers seek out parent input.	74
15	Teachers encourage me to participate in the decision-making process.	74
12	Teachers treat me as a team member.	73
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	71
22	The school offers parents a variety of ways to communicate with teachers.	70
23	The school gives parents the help they may need to play an active role in their child's education.	69
16	Teachers respect my cultural heritage.	68

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	64
19	The school communicates regularly with me regarding my child's progress on IEP goals.	64
9	My child's evaluation report is written in terms I understand.	59
20	The school gives me choices with regard to services that address my child's needs.	59
24	The school provides information on agencies that can assist my child in the transition from school.	57
25	The school explains what options parents have if they disagree with a decision of the school.	54
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	52
7	I was given information about organizations that offer support for parents of students with disabilities.	48
21	The school offers parents training about special education issues.	48
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32

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- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.
- (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.
- (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

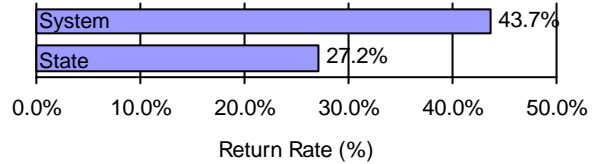




# 2014 Special Education Parent Survey Report Bibb County

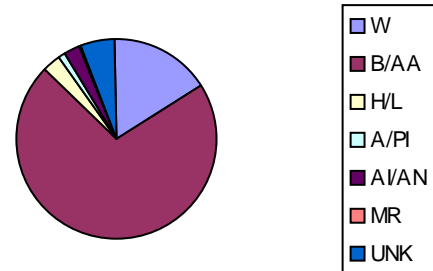
## Overview

	System	State
Number of Surveys Distributed	542	43,344
Number of Valid Responses	237	11,790
Percentage Return Rate	43.7%	27.2%

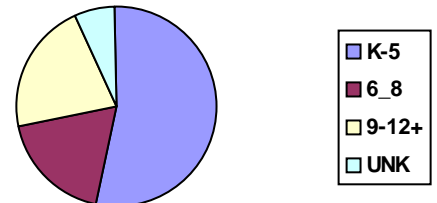


## Child Demographics

Race/Ethnicity	Count	Percent
White	39	16.5%
Black or African American (B/AA)	168	70.9%
Hispanic or Latino (H/L)	7	3.0%
Asian or Pacific Islander (A/PI)	3	1.3%
American Indian or Alaska Native (AI/AN)	6	2.5%
Multi-racial (MR)	1	0.4%
Unknown (UNK)	13	5.5%



Grade	Count	Percent
K-5	126	53.2%
6-8	43	18.1%
9-12+	52	21.9%
Unknown (UNK)	16	6.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	25	10.5%
Deaf-Blind (DB)	1	0.4%
Deaf-Hard of Hearing (D/HH)	8	3.4%
Significant Developmental Delay (SDD)	14	5.9%
Emotional Behavioral Disorder (EBD)	25	10.5%
Intellectual Disability (ID)	24	10.1%
Orthopedic Impairment (OI)	3	1.3%
Other Health Impairment (OHI)	12	5.1%
Specific Learning Disability (SLD)	51	21.5%
Speech/Language Impairment (SL)	35	14.8%
Traumatic Brain injury (TBI)	1	0.4%
Visual Impairment including Blindness (VI)	1	0.4%
More Than One Disability (MTOD)	15	6.3%
Unknown (UNK)	22	9.3%



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

# 2014 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 (25 items)	49 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	68
12	Teachers treat me as a team member.	67
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program	63
15	Teachers encourage me to participate in the decision-making process.	63
14	Teachers show sensitivity to the needs of students with disabilities and their families.	63
10	Written information I receive is written in an understandable way.	62
5	All of my concerns and recommendations were documented on the IEP.	62
9	My child's evaluation report is written in terms I understand.	62
19	The school communicates regularly with me regarding my child's progress on IEP goals.	61

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	58
23	The school gives parents the help they may need to play an active role in their child's education.	56
22	The school offers parents a variety of ways to communicate with teachers.	55
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	55
25	The school explains what options parents have if they disagree with a decision of the school.	54
21	The school offers parents training about special education issues.	53
7	I was given information about organizations that offer support for parents of students with disabilities.	52
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
24	The school provides information on agencies that can assist my child in the transition from school.	49
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36

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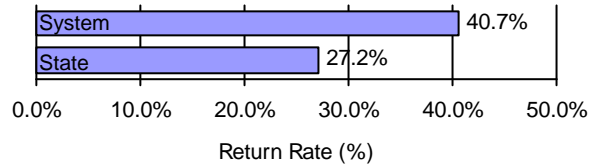
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.  
 (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.  
 (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Bleckley County

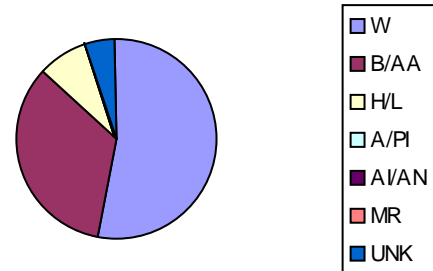
## Overview

	System	State
Number of Surveys Distributed	150	43,344
Number of Valid Responses	61	11,790
Percentage Return Rate	40.7%	27.2%

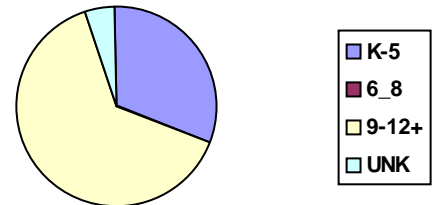


## Child Demographics

Race/Ethnicity	Count	Percent
White	32	52.5%
Black or African American (B/AA)	21	34.4%
Hispanic or Latino (H/L)	5	8.2%
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)	3	4.9%



Grade	Count	Percent
K-5	19	31.1%
6-8	0	0.0%
9-12+	39	63.9%
Unknown (UNK)	3	4.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	13.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.6%
Significant Developmental Delay (SDD)	3	4.9%
Emotional Behavioral Disorder (EBD)	9	14.8%
Intellectual Disability (ID)	7	11.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	4.9%
Specific Learning Disability (SLD)	13	21.3%
Speech/Language Impairment (SL)	5	8.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	3.3%
Unknown (UNK)	10	16.4%



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

# 2014 Special Education Parent Survey Report

## Bleckley County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	52 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	80
5	All of my concerns and recommendations were documented on the IEP.	75
12	Teachers treat me as a team member.	74
15	Teachers encourage me to participate in the decision-making process.	74
9	My child's evaluation report is written in terms I understand.	71
11	Teachers are available to speak with me.	71
1	I am considered an equal partner with teachers and other professionals in planning my child's program	69
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	69
14	Teachers show sensitivity to the needs of students with disabilities and their families.	68
10	Written information I receive is written in an understandable way.	67

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	61
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	60
22	The school offers parents a variety of ways to communicate with teachers.	60
23	The school gives parents the help they may need to play an active role in their child's education.	55
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
25	The school explains what options parents have if they disagree with a decision of the school.	53
24	The school provides information on agencies that can assist my child in the transition from school.	52
7	I was given information about organizations that offer support for parents of students with disabilities.	52
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	47
21	The school offers parents training about special education issues.	41

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

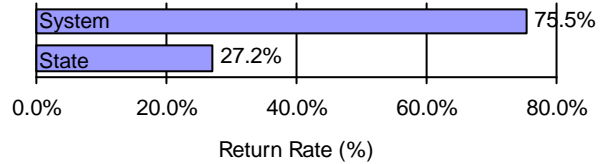
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Brantley County

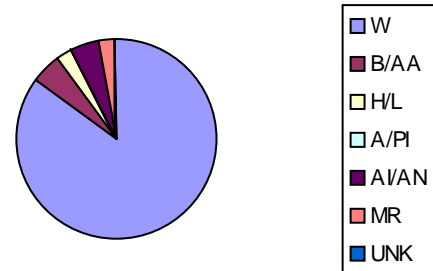
## Overview

	System	State
<b>Number of Surveys Distributed</b>	53	43,344
<b>Number of Valid Responses</b>	40	11,790
<b>Percentage Return Rate</b>	75.5%	27.2%

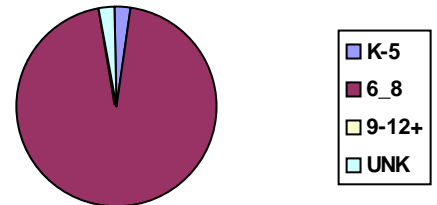


## Child Demographics

Race/Ethnicity	Count	Percent
White	34	85.0%
Black or African American (B/AA)	2	5.0%
Hispanic or Latino (H/L)	1	2.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	2	5.0%
Multi-racial (MR)	1	2.5%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	2.5%
6-8	38	95.0%
9-12+	0	0.0%
Unknown (UNK)	1	2.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	7.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	2.5%
Emotional Behavioral Disorder (EBD)	1	2.5%
Intellectual Disability (ID)	1	2.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	19	47.5%
Speech/Language Impairment (SL)	2	5.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	7.5%
Unknown (UNK)	10	25.0%



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

# 2014 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 (25 items)	38 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest 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	58
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	55
5	All of my concerns and recommendations were documented on the IEP.	54
11	Teachers are available to speak with me.	53
12	Teachers treat me as a team member.	51
10	Written information I receive is written in an understandable way.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	49
13	Teachers seek out parent input.	46
16	Teachers respect my cultural heritage.	46
15	Teachers encourage me to participate in the decision-making process.	45

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	41
19	The school communicates regularly with me regarding my child's progress on IEP goals.	39
20	The school gives me choices with regard to services that address my child's needs.	39
25	The school explains what options parents have if they disagree with a decision of the school.	39
7	I was given information about organizations that offer support for parents of students with disabilities.	37
22	The school offers parents a variety of ways to communicate with teachers.	37
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	36
24	The school provides information on agencies that can assist my child in the transition from school.	34
21	The school offers parents training about special education issues.	29
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

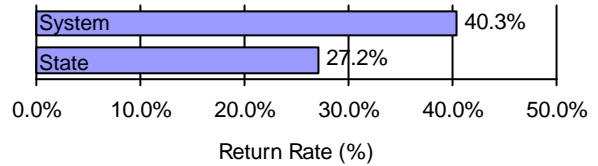
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Bryan County

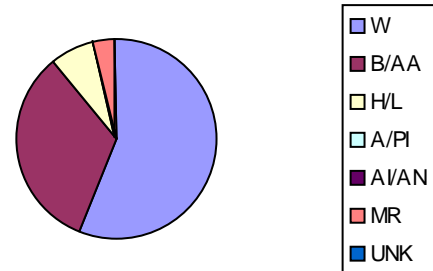
## Overview

	System	State
<b>Number of Surveys Distributed</b>	67	43,344
<b>Number of Valid Responses</b>	27	11,790
<b>Percentage Return Rate</b>	40.3%	27.2%

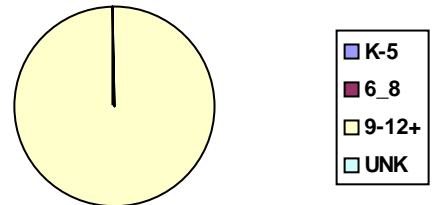


## Child Demographics

Race/Ethnicity	Count	Percent
White	15	55.6%
Black or African American (B/AA)	9	33.3%
Hispanic or Latino (H/L)	2	7.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.7%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	27	100.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	29.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	3.7%
Significant Developmental Delay (SDD)	1	3.7%
Emotional Behavioral Disorder (EBD)	2	7.4%
Intellectual Disability (ID)	3	11.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	7.4%
Specific Learning Disability (SLD)	6	22.2%
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	7.4%
Unknown (UNK)	2	7.4%



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

# 2014 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 (25 items)	41 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	70
11	Teachers are available to speak with me.	69
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
10	Written information I receive is written in an understandable way.	63
20	The school gives me choices with regard to services that address my child's needs.	60
7	I was given information about organizations that offer support for parents of students with disabilities.	58
1	I am considered an equal partner with teachers and other professionals in planning my child's program	58
5	All of my concerns and recommendations were documented on the IEP.	58
9	My child's evaluation report is written in terms I understand.	58
18	The school has a person on staff who is available to answer parents' questions.	58

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
23	The school gives parents the help they may need to play an active role in their child's education.	50
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	48
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	48
14	Teachers show sensitivity to the needs of students with disabilities and their families.	46
24	The school provides information on agencies that can assist my child in the transition from school.	46
21	The school offers parents training about special education issues.	42
16	Teachers respect my cultural heritage.	41
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	39

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 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

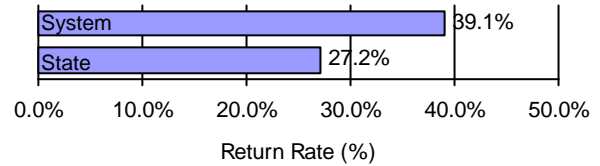




# 2014 Special Education Parent Survey Report Bulloch County

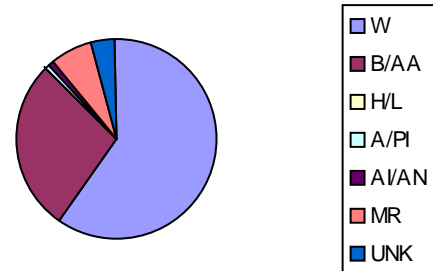
## Overview

	System	State
Number of Surveys Distributed	325	43,344
Number of Valid Responses	127	11,790
Percentage Return Rate	39.1%	27.2%

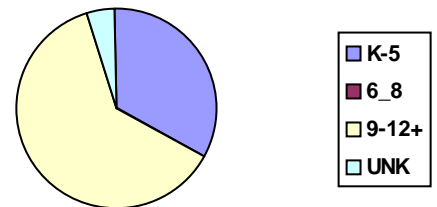


## Child Demographics

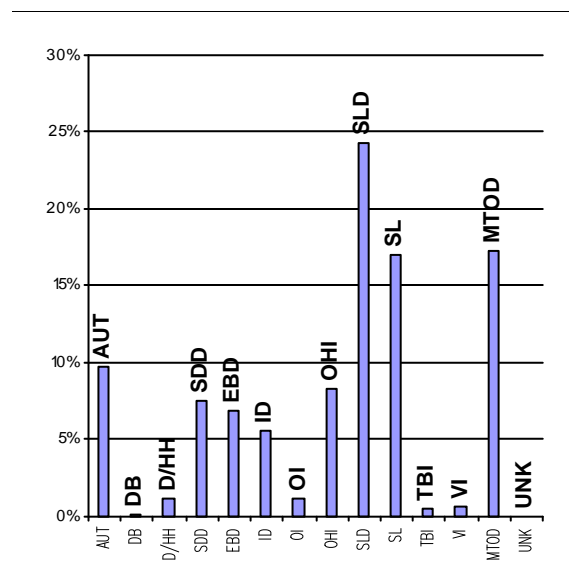
Race/Ethnicity	Count	Percent
White	75	59.1%
Black or African American (B/AA)	36	28.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	0.8%
American Indian or Alaska Native (AI/AN)	1	0.8%
Multi-racial (MR)	9	7.1%
Unknown (UNK)	5	3.9%



Grade	Count	Percent
K-5	42	33.1%
6-8	0	0.0%
9-12+	79	62.2%
Unknown (UNK)	6	4.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	3.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	4.7%
Emotional Behavioral Disorder (EBD)	6	4.7%
Intellectual Disability (ID)	6	4.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	13	10.2%
Specific Learning Disability (SLD)	44	34.6%
Speech/Language Impairment (SL)	16	12.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	2	1.6%
More Than One Disability (MTOD)	12	9.4%
Unknown (UNK)	17	13.4%



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

# 2014 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 (25 items)	46 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	70
5	All of my concerns and recommendations were documented on the IEP.	67
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
12	Teachers treat me as a team member.	67
14	Teachers show sensitivity to the needs of students with disabilities and their families.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program	63
18	The school has a person on staff who is available to answer parents' questions.	61
15	Teachers encourage me to participate in the decision-making process.	61
10	Written information I receive is written in an understandable way.	60
13	Teachers seek out parent input.	59

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	55
23	The school gives parents the help they may need to play an active role in their child's education.	55
20	The school gives me choices with regard to services that address my child's needs.	54
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
25	The school explains what options parents have if they disagree with a decision of the school.	49
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	48
24	The school provides information on agencies that can assist my child in the transition from school.	39
21	The school offers parents training about special education issues.	37
7	I was given information about organizations that offer support for parents of students with disabilities.	33
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32

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 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

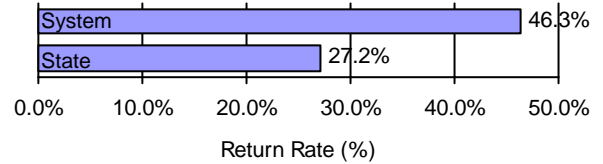
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Camden County

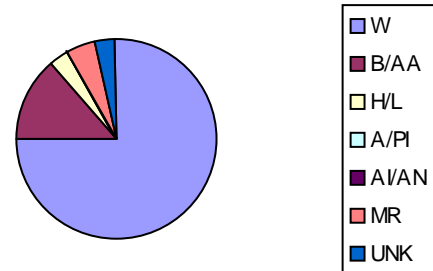
## Overview

	System	State
Number of Surveys Distributed	188	43,344
Number of Valid Responses	87	11,790
Percentage Return Rate	46.3%	27.2%

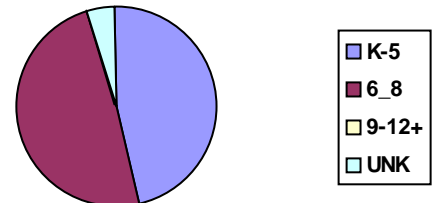


## Child Demographics

Race/Ethnicity	Count	Percent
White	65	74.7%
Black or African American (B/AA)	12	13.8%
Hispanic or Latino (H/L)	3	3.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	4.6%
Unknown (UNK)	3	3.4%



Grade	Count	Percent
K-5	40	46.0%
6-8	43	49.4%
9-12+	0	0.0%
Unknown (UNK)	4	4.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	9	10.3%
Deaf-Blind (DB)	1	1.1%
Deaf-Hard of Hearing (D/HH)	3	3.4%
Significant Developmental Delay (SDD)	6	6.9%
Emotional Behavioral Disorder (EBD)	2	2.3%
Intellectual Disability (ID)	4	4.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	4.6%
Specific Learning Disability (SLD)	19	21.8%
Speech/Language Impairment (SL)	28	32.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.1%
More Than One Disability (MTOD)	2	2.3%
Unknown (UNK)	8	9.2%



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

# 2014 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 (25 items)	54 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	69
12	Teachers treat me as a team member.	68
5	All of my concerns and recommendations were documented on the IEP.	67
9	My child's evaluation report is written in terms I understand.	66
10	Written information I receive is written in an understandable way.	66
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	66
14	Teachers show sensitivity to the needs of students with disabilities and their families.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program	65
15	Teachers encourage me to participate in the decision-making process.	64
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	64

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	61
19	The school communicates regularly with me regarding my child's progress on IEP goals.	60
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	60
20	The school gives me choices with regard to services that address my child's needs.	59
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	58
7	I was given information about organizations that offer support for parents of students with disabilities.	56
25	The school explains what options parents have if they disagree with a decision of the school.	51
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	49
21	The school offers parents training about special education issues.	48
24	The school provides information on agencies that can assist my child in the transition from school.	47

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

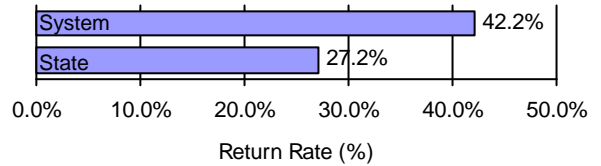
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Candler County

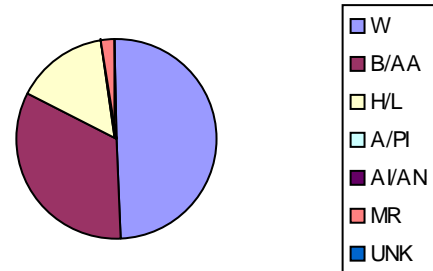
## Overview

	System	State
<b>Number of Surveys Distributed</b>	204	43,344
<b>Number of Valid Responses</b>	86	11,790
<b>Percentage Return Rate</b>	42.2%	27.2%

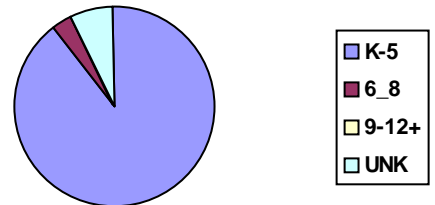


## Child Demographics

Race/Ethnicity	Count	Percent
White	42	48.8%
Black or African American (B/AA)	29	33.7%
Hispanic or Latino (H/L)	13	15.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	2.3%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	77	89.5%
6-8	3	3.5%
9-12+	0	0.0%
Unknown (UNK)	6	7.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	10	11.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	3.5%
Significant Developmental Delay (SDD)	8	9.3%
Emotional Behavioral Disorder (EBD)	5	5.8%
Intellectual Disability (ID)	6	7.0%
Orthopedic Impairment (OI)	1	1.2%
Other Health Impairment (OHI)	9	10.5%
Specific Learning Disability (SLD)	24	27.9%
Speech/Language Impairment (SL)	20	23.3%
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)	0	0.0%



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

# 2014 Special Education Parent Survey Report

## Candler County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	59 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	79
12	Teachers treat me as a team member.	78
16	Teachers respect my cultural heritage.	76
9	My child's evaluation report is written in terms I understand.	75
5	All of my concerns and recommendations were documented on the IEP.	75
10	Written information I receive is written in an understandable way.	74
1	I am considered an equal partner with teachers and other professionals in planning my child's program	73
15	Teachers encourage me to participate in the decision-making process.	73
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	73
14	Teachers show sensitivity to the needs of students with disabilities and their families.	73

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	70
13	Teachers seek out parent input.	69
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	67
7	I was given information about organizations that offer support for parents of students with disabilities.	66
22	The school offers parents a variety of ways to communicate with teachers.	65
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	65
24	The school provides information on agencies that can assist my child in the transition from school.	64
25	The school explains what options parents have if they disagree with a decision of the school.	64
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	64
21	The school offers parents training about special education issues.	60

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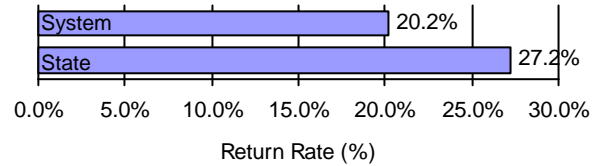
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.  
 (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.  
 (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Carroll County

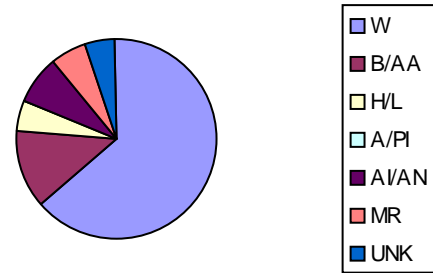
## Overview

	System	State
<b>Number of Surveys Distributed</b>	500	43,344
<b>Number of Valid Responses</b>	101	11,790
<b>Percentage Return Rate</b>	20.2%	27.2%

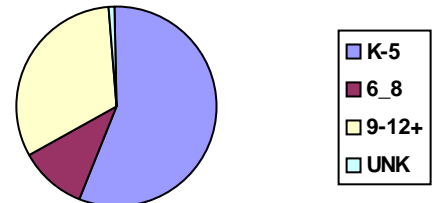


## Child Demographics

Race/Ethnicity	Count	Percent
White	64	63.4%
Black or African American (B/AA)	13	12.9%
Hispanic or Latino (H/L)	5	5.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	8	7.9%
Multi-racial (MR)	6	5.9%
Unknown (UNK)	5	5.0%



Grade	Count	Percent
K-5	56	55.4%
6-8	11	10.9%
9-12+	33	32.7%
Unknown (UNK)	1	1.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	10	9.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.0%
Significant Developmental Delay (SDD)	7	6.9%
Emotional Behavioral Disorder (EBD)	10	9.9%
Intellectual Disability (ID)	6	5.9%
Orthopedic Impairment (OI)	1	1.0%
Other Health Impairment (OHI)	15	14.9%
Specific Learning Disability (SLD)	14	13.9%
Speech/Language Impairment (SL)	23	22.8%
Traumatic Brain injury (TBI)	1	1.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	3.0%
Unknown (UNK)	10	9.9%



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

# 2014 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 (25 items)	50 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest 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	68
11	Teachers are available to speak with me.	67
5	All of my concerns and recommendations were documented on the IEP.	67
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	66
12	Teachers treat me as a team member.	66
14	Teachers show sensitivity to the needs of students with disabilities and their families.	65
18	The school has a person on staff who is available to answer parents' questions.	64
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	63
19	The school communicates regularly with me regarding my child's progress on IEP goals.	61
15	Teachers encourage me to participate in the decision-making process.	61

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	58
13	Teachers seek out parent input.	58
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
23	The school gives parents the help they may need to play an active role in their child's education.	53
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	52
25	The school explains what options parents have if they disagree with a decision of the school.	48
21	The school offers parents training about special education issues.	46
24	The school provides information on agencies that can assist my child in the transition from school.	44
7	I was given information about organizations that offer support for parents of students with disabilities.	42
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	40

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- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.
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- (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

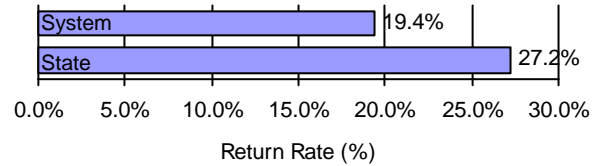




# 2014 Special Education Parent Survey Report Catoosa County

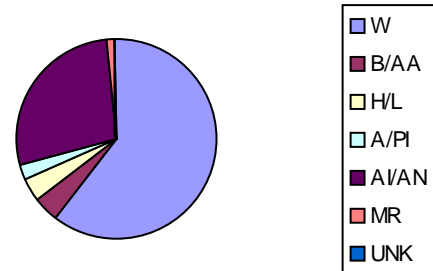
## Overview

	System	State
Number of Surveys Distributed	387	43,344
Number of Valid Responses	75	11,790
Percentage Return Rate	19.4%	27.2%

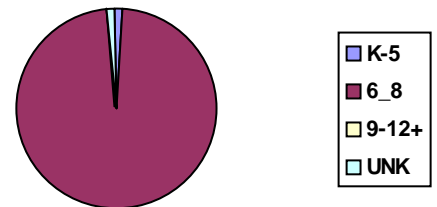


## Child Demographics

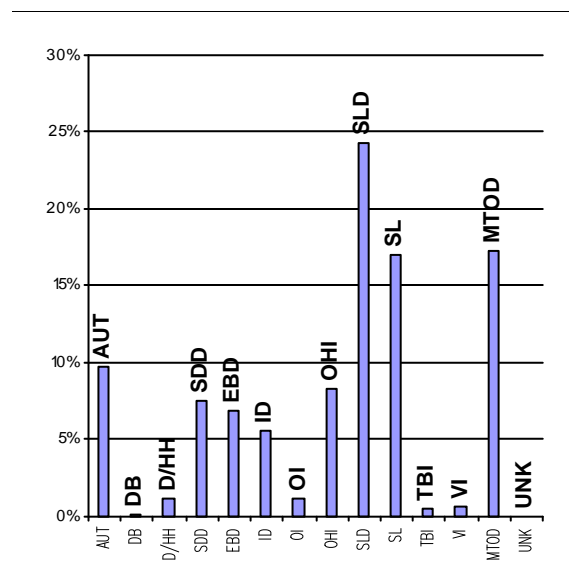
Race/Ethnicity	Count	Percent
White	45	60.0%
Black or African American (B/AA)	3	4.0%
Hispanic or Latino (H/L)	3	4.0%
Asian or Pacific Islander (A/PI)	2	2.7%
American Indian or Alaska Native (AI/AN)	21	28.0%
Multi-racial (MR)	1	1.3%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	1.3%
6-8	73	97.3%
9-12+	0	0.0%
Unknown (UNK)	1	1.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	17	22.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	2.7%
Significant Developmental Delay (SDD)	4	5.3%
Emotional Behavioral Disorder (EBD)	4	5.3%
Intellectual Disability (ID)	4	5.3%
Orthopedic Impairment (OI)	7	9.3%
Other Health Impairment (OHI)	9	12.0%
Specific Learning Disability (SLD)	20	26.7%
Speech/Language Impairment (SL)	2	2.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	4.0%
Unknown (UNK)	3	4.0%



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

# 2014 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 (25 items)	32 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest 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	57
12	Teachers treat me as a team member.	55
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	55
15	Teachers encourage me to participate in the decision-making process.	54
11	Teachers are available to speak with me.	53
16	Teachers respect my cultural heritage.	52
5	All of my concerns and recommendations were documented on the IEP.	51
10	Written information I receive is written in an understandable way.	49
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	49
22	The school offers parents a variety of ways to communicate with teachers.	48

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	44
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43
18	The school has a person on staff who is available to answer parents' questions.	43
20	The school gives me choices with regard to services that address my child's needs.	42
23	The school gives parents the help they may need to play an active role in their child's education.	37
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	34
25	The school explains what options parents have if they disagree with a decision of the school.	33
21	The school offers parents training about special education issues.	32
24	The school provides information on agencies that can assist my child in the transition from school.	32
7	I was given information about organizations that offer support for parents of students with disabilities.	31

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Division for Special Education Services and Supports  
 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

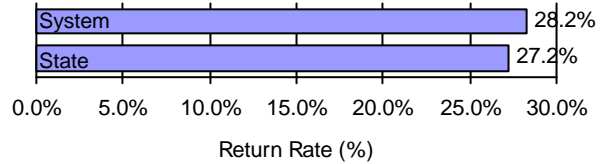
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Chatham County

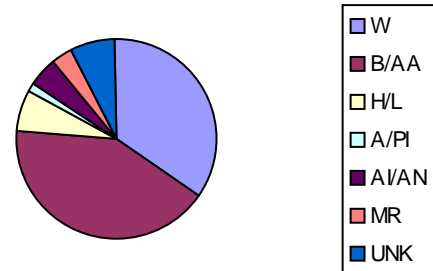
## Overview

	System	State
<b>Number of Surveys Distributed</b>	701	43,344
<b>Number of Valid Responses</b>	198	11,790
<b>Percentage Return Rate</b>	28.2%	27.2%

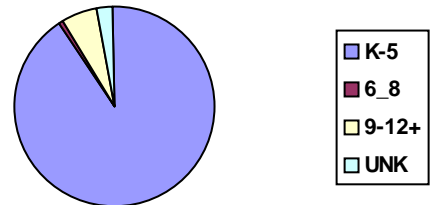


## Child Demographics

Race/Ethnicity	Count	Percent
White	69	34.8%
Black or African American (B/AA)	81	40.9%
Hispanic or Latino (H/L)	14	7.1%
Asian or Pacific Islander (A/PI)	3	1.5%
American Indian or Alaska Native (AI/AN)	9	4.5%
Multi-racial (MR)	7	3.5%
Unknown (UNK)	15	7.6%



Grade	Count	Percent
K-5	180	90.9%
6-8	1	0.5%
9-12+	12	6.1%
Unknown (UNK)	5	2.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	29	14.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	2.0%
Significant Developmental Delay (SDD)	22	11.1%
Emotional Behavioral Disorder (EBD)	14	7.1%
Intellectual Disability (ID)	12	6.1%
Orthopedic Impairment (OI)	5	2.5%
Other Health Impairment (OHI)	23	11.6%
Specific Learning Disability (SLD)	32	16.2%
Speech/Language Impairment (SL)	29	14.6%
Traumatic Brain injury (TBI)	2	1.0%
Visual Impairment including Blindness (VI)	1	0.5%
More Than One Disability (MTOD)	11	5.6%
Unknown (UNK)	14	7.1%



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

# 2014 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 (25 items)	39 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	72
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	68
12	Teachers treat me as a team member.	67
5	All of my concerns and recommendations were documented on the IEP.	65
19	The school communicates regularly with me regarding my child's progress on IEP goals.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program	62
14	Teachers show sensitivity to the needs of students with disabilities and their families.	62
18	The school has a person on staff who is available to answer parents' questions.	61
15	Teachers encourage me to participate in the decision-making process.	60
10	Written information I receive is written in an understandable way.	58

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	53
20	The school gives me choices with regard to services that address my child's needs.	52
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	51
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	46
25	The school explains what options parents have if they disagree with a decision of the school.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	42
24	The school provides information on agencies that can assist my child in the transition from school.	34
21	The school offers parents training about special education issues.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	28
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	26

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 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

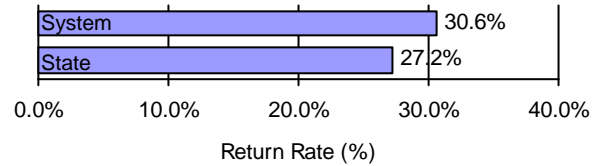
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Cherokee County

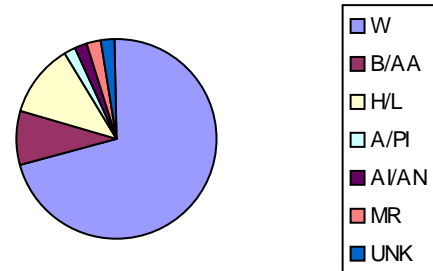
## Overview

	System	State
<b>Number of Surveys Distributed</b>	1252	43,344
<b>Number of Valid Responses</b>	383	11,790
<b>Percentage Return Rate</b>	30.6%	27.2%

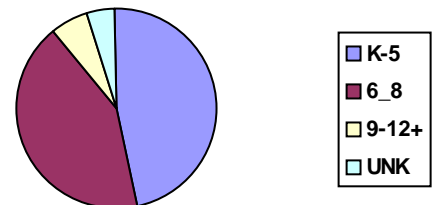


## Child Demographics

Race/Ethnicity	Count	Percent
White	270	70.5%
Black or African American (B/AA)	33	8.6%
Hispanic or Latino (H/L)	48	12.5%
Asian or Pacific Islander (A/PI)	6	1.6%
American Indian or Alaska Native (AI/AN)	9	2.3%
Multi-racial (MR)	8	2.1%
Unknown (UNK)	9	2.3%



Grade	Count	Percent
K-5	178	46.5%
6-8	162	42.3%
9-12+	25	6.5%
Unknown (UNK)	18	4.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	44	11.5%
Deaf-Blind (DB)	1	0.3%
Deaf-Hard of Hearing (D/HH)	2	0.5%
Significant Developmental Delay (SDD)	24	6.3%
Emotional Behavioral Disorder (EBD)	18	4.7%
Intellectual Disability (ID)	9	2.3%
Orthopedic Impairment (OI)	7	1.8%
Other Health Impairment (OHI)	42	11.0%
Specific Learning Disability (SLD)	100	26.1%
Speech/Language Impairment (SL)	70	18.3%
Traumatic Brain injury (TBI)	1	0.3%
Visual Impairment including Blindness (VI)	2	0.5%
More Than One Disability (MTOD)	16	4.2%
Unknown (UNK)	47	12.3%



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

# 2014 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 (25 items)	56 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	79
12	Teachers treat me as a team member.	79
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	79
11	Teachers are available to speak with me.	78
1	I am considered an equal partner with teachers and other professionals in planning my child's program	76
15	Teachers encourage me to participate in the decision-making process.	75
18	The school has a person on staff who is available to answer parents' questions.	75
14	Teachers show sensitivity to the needs of students with disabilities and their families.	74
16	Teachers respect my cultural heritage.	73
10	Written information I receive is written in an understandable way.	73

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	67
20	The school gives me choices with regard to services that address my child's needs.	66
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	65
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	64
23	The school gives parents the help they may need to play an active role in their child's education.	62
7	I was given information about organizations that offer support for parents of students with disabilities.	55
25	The school explains what options parents have if they disagree with a decision of the school.	53
24	The school provides information on agencies that can assist my child in the transition from school.	50
21	The school offers parents training about special education issues.	46
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	45

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 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

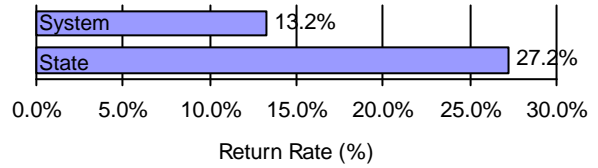
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Clarke County

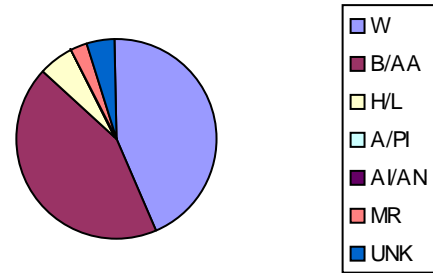
## Overview

	System	State
<b>Number of Surveys Distributed</b>	506	43,344
<b>Number of Valid Responses</b>	67	11,790
<b>Percentage Return Rate</b>	13.2%	27.2%

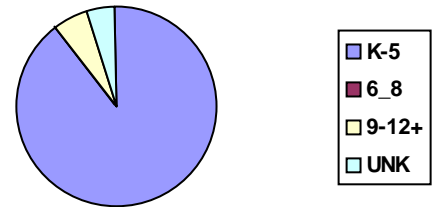


## Child Demographics

Race/Ethnicity	Count	Percent
White	29	43.3%
Black or African American (B/AA)	29	43.3%
Hispanic or Latino (H/L)	4	6.0%
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)	3	4.5%



Grade	Count	Percent
K-5	60	89.6%
6-8	0	0.0%
9-12+	4	6.0%
Unknown (UNK)	3	4.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	17	25.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.5%
Significant Developmental Delay (SDD)	6	9.0%
Emotional Behavioral Disorder (EBD)	4	6.0%
Intellectual Disability (ID)	2	3.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	3.0%
Specific Learning Disability (SLD)	19	28.4%
Speech/Language Impairment (SL)	11	16.4%
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)	4	6.0%



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

# 2014 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 (25 items)	40 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	69
1	I am considered an equal partner with teachers and other professionals in planning my child's program	68
11	Teachers are available to speak with me.	67
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
5	All of my concerns and recommendations were documented on the IEP.	66
15	Teachers encourage me to participate in the decision-making process.	64
12	Teachers treat me as a team member.	64
14	Teachers show sensitivity to the needs of students with disabilities and their families.	61
13	Teachers seek out parent input.	60
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	60

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	54
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	50
23	The school gives parents the help they may need to play an active role in their child's education.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	48
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	44
24	The school provides information on agencies that can assist my child in the transition from school.	39
25	The school explains what options parents have if they disagree with a decision of the school.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	36
21	The school offers parents training about special education issues.	34

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 PSolomon@doe.K12.ga.us

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

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(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

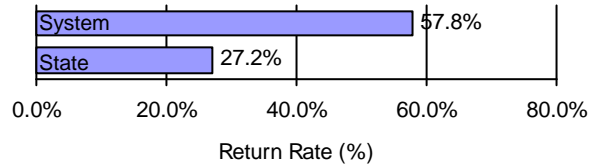




# 2014 Special Education Parent Survey Report Clayton County

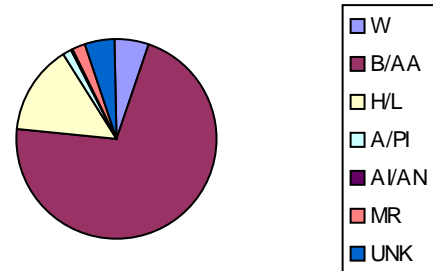
## Overview

	System	State
<b>Number of Surveys Distributed</b>	711	43,344
<b>Number of Valid Responses</b>	411	11,790
<b>Percentage Return Rate</b>	57.8%	27.2%

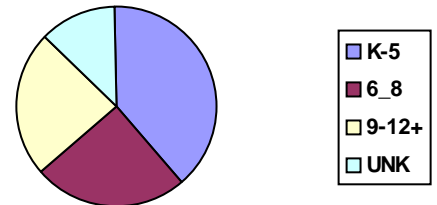


## Child Demographics

Race/Ethnicity	Count	Percent
White	23	5.6%
Black or African American (B/AA)	291	70.8%
Hispanic or Latino (H/L)	60	14.6%
Asian or Pacific Islander (A/PI)	6	1.5%
American Indian or Alaska Native (AI/AN)	1	0.2%
Multi-racial (MR)	10	2.4%
Unknown (UNK)	20	4.9%



Grade	Count	Percent
K-5	159	38.7%
6-8	101	24.6%
9-12+	98	23.8%
Unknown (UNK)	53	12.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	41	10.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	11	2.7%
Significant Developmental Delay (SDD)	33	8.0%
Emotional_Behavioral Disorder (EBD)	27	6.6%
Intellectual Disability (ID)	22	5.4%
Orthopedic Impairment (OI)	7	1.7%
Other Health Impairment (OHI)	28	6.8%
Specific Learning Disability (SLD)	111	27.0%
Speech/Language Impairment (SL)	43	10.5%
Traumatic Brain injury (TBI)	2	0.5%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	29	7.1%
Unknown (UNK)	57	13.9%



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

# 2014 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 (25 items)	35 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	60
11	Teachers are available to speak with me.	59
12	Teachers treat me as a team member.	57
5	All of my concerns and recommendations were documented on the IEP.	57
10	Written information I receive is written in an understandable way.	56
15	Teachers encourage me to participate in the decision-making process.	56
9	My child's evaluation report is written in terms I understand.	55
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program	54
16	Teachers respect my cultural heritage.	54

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	43
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43
22	The school offers parents a variety of ways to communicate with teachers.	43
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	41
20	The school gives me choices with regard to services that address my child's needs.	41
25	The school explains what options parents have if they disagree with a decision of the school.	38
21	The school offers parents training about special education issues.	31
7	I was given information about organizations that offer support for parents of students with disabilities.	31
24	The school provides information on agencies that can assist my child in the transition from school.	30
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	28

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

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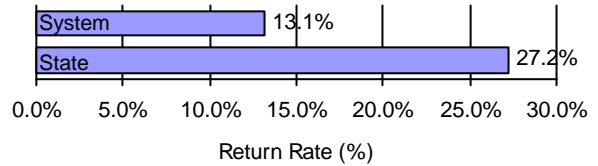
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Cobb County

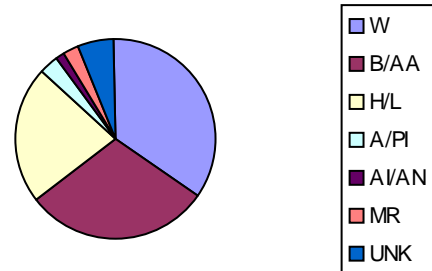
## Overview

	System	State
<b>Number of Surveys Distributed</b>	2639	43,344
<b>Number of Valid Responses</b>	346	11,790
<b>Percentage Return Rate</b>	13.1%	27.2%

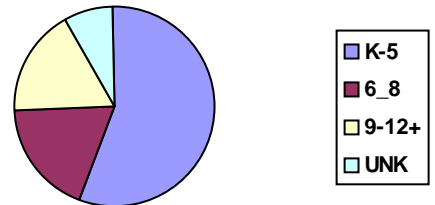


## Child Demographics

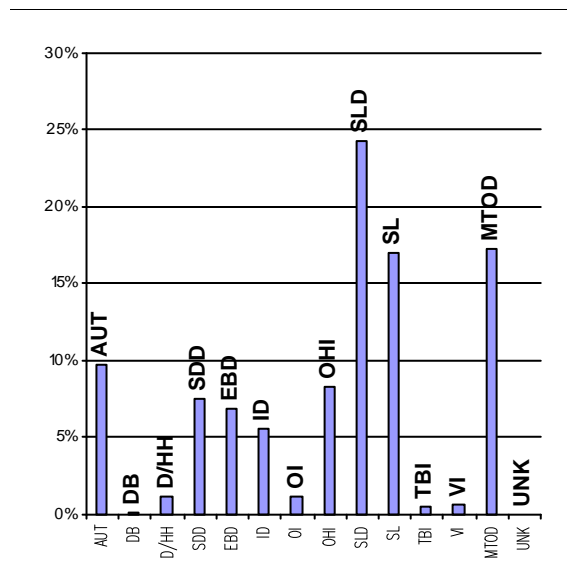
Race/Ethnicity	Count	Percent
White	120	34.7%
Black or African American (B/AA)	101	29.2%
Hispanic or Latino (H/L)	79	22.8%
Asian or Pacific Islander (A/PI)	11	3.2%
American Indian or Alaska Native (AI/AN)	5	1.4%
Multi-racial (MR)	10	2.9%
Unknown (UNK)	20	5.8%



Grade	Count	Percent
K-5	191	55.2%
6-8	66	19.1%
9-12+	61	17.6%
Unknown (UNK)	28	8.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	45	13.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	8	2.3%
Significant Developmental Delay (SDD)	25	7.2%
Emotional Behavioral Disorder (EBD)	16	4.6%
Intellectual Disability (ID)	14	4.0%
Orthopedic Impairment (OI)	7	2.0%
Other Health Impairment (OHI)	29	8.4%
Specific Learning Disability (SLD)	74	21.4%
Speech/Language Impairment (SL)	60	17.3%
Traumatic Brain injury (TBI)	1	0.3%
Visual Impairment including Blindness (VI)	1	0.3%
More Than One Disability (MTOD)	21	6.1%
Unknown (UNK)	45	13.0%



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

# 2014 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 (25 items)	37 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	65
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
5	All of my concerns and recommendations were documented on the IEP.	61
12	Teachers treat me as a team member.	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program	59
15	Teachers encourage me to participate in the decision-making process.	57
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	57
14	Teachers show sensitivity to the needs of students with disabilities and their families.	56
10	Written information I receive is written in an understandable way.	54
18	The school has a person on staff who is available to answer parents' questions.	54

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	47
23	The school gives parents the help they may need to play an active role in their child's education.	46
20	The school gives me choices with regard to services that address my child's needs.	45
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
25	The school explains what options parents have if they disagree with a decision of the school.	39
24	The school provides information on agencies that can assist my child in the transition from school.	33
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	28
21	The school offers parents training about special education issues.	27

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Coffee County

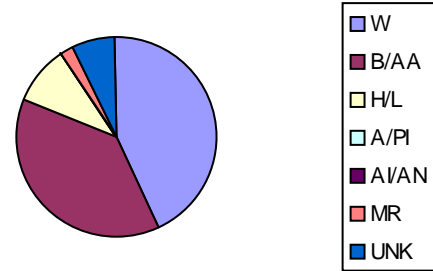
## Overview

	System	State
<b>Number of Surveys Distributed</b>	117	43,344
<b>Number of Valid Responses</b>	42	11,790
<b>Percentage Return Rate</b>	35.9%	27.2%

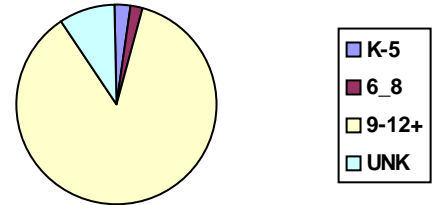


## Child Demographics

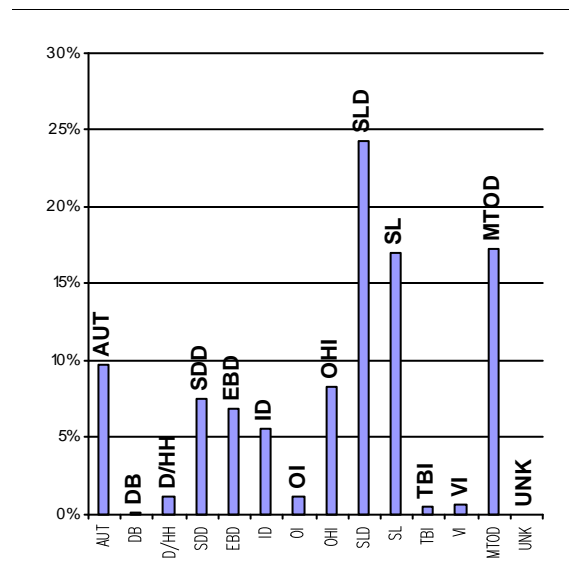
Race/Ethnicity	Count	Percent
White	18	42.9%
Black or African American (B/AA)	16	38.1%
Hispanic or Latino (H/L)	4	9.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.4%
Unknown (UNK)	3	7.1%



Grade	Count	Percent
K-5	1	2.4%
6-8	1	2.4%
9-12+	36	85.7%
Unknown (UNK)	4	9.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	7.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	2.4%
Emotional_Behavioral Disorder (EBD)	2	4.8%
Intellectual Disability (ID)	10	23.8%
Orthopedic Impairment (OI)	1	2.4%
Other Health Impairment (OHI)	2	4.8%
Specific Learning Disability (SLD)	9	21.4%
Speech/Language Impairment (SL)	4	9.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	4.8%
Unknown (UNK)	8	19.0%



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

# 2014 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 (25 items)	21 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50
12	Teachers treat me as a team member.	46
1	I am considered an equal partner with teachers and other professionals in planning my child's program	45
11	Teachers are available to speak with me.	45
5	All of my concerns and recommendations were documented on the IEP.	43
15	Teachers encourage me to participate in the decision-making process.	41
9	My child's evaluation report is written in terms I understand.	40
14	Teachers show sensitivity to the needs of students with disabilities and their families.	38
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	38
16	Teachers respect my cultural heritage.	37

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
7	I was given information about organizations that offer support for parents of students with disabilities.	33
18	The school has a person on staff who is available to answer parents' questions.	32
10	Written information I receive is written in an understandable way.	32
22	The school offers parents a variety of ways to communicate with teachers.	32
23	The school gives parents the help they may need to play an active role in their child's education.	29
24	The school provides information on agencies that can assist my child in the transition from school.	27
25	The school explains what options parents have if they disagree with a decision of the school.	27
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	26
21	The school offers parents training about special education issues.	25
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	20

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 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

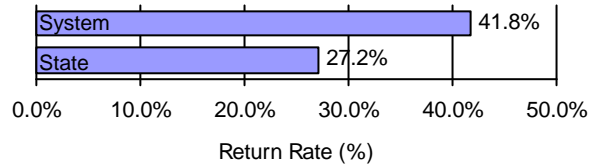
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Colquitt County

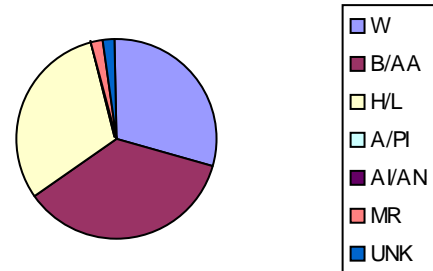
## Overview

	System	State
<b>Number of Surveys Distributed</b>	122	43,344
<b>Number of Valid Responses</b>	51	11,790
<b>Percentage Return Rate</b>	41.8%	27.2%

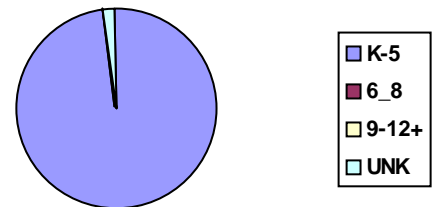


## Child Demographics

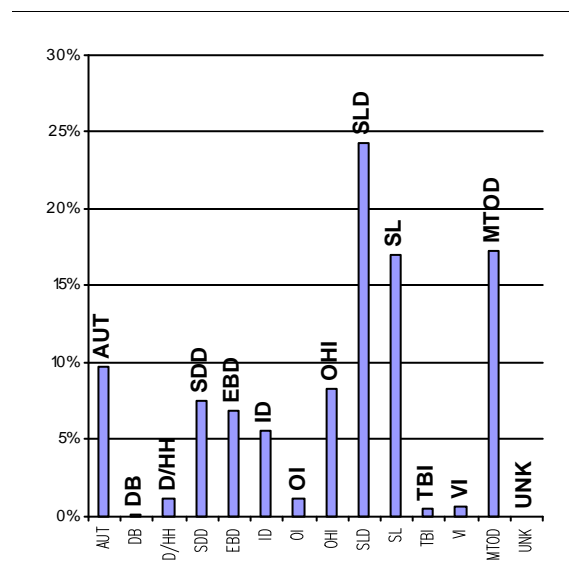
Race/Ethnicity	Count	Percent
White	15	29.4%
Black or African American (B/AA)	18	35.3%
Hispanic or Latino (H/L)	16	31.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.0%
Unknown (UNK)	1	2.0%



Grade	Count	Percent
K-5	50	98.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	2.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	5.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	3.9%
Emotional Behavioral Disorder (EBD)	3	5.9%
Intellectual Disability (ID)	2	3.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	3.9%
Specific Learning Disability (SLD)	13	25.5%
Speech/Language Impairment (SL)	13	25.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	13.7%
Unknown (UNK)	6	11.8%



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

# 2014 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 (25 items)	39 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	67
10	Written information I receive is written in an understandable way.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program	65
5	All of my concerns and recommendations were documented on the IEP.	63
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	61
12	Teachers treat me as a team member.	61
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	59
18	The school has a person on staff who is available to answer parents' questions.	58
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	54
9	My child's evaluation report is written in terms I understand.	54

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	51
22	The school offers parents a variety of ways to communicate with teachers.	49
14	Teachers show sensitivity to the needs of students with disabilities and their families.	49
25	The school explains what options parents have if they disagree with a decision of the school.	47
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	46
21	The school offers parents training about special education issues.	46
24	The school provides information on agencies that can assist my child in the transition from school.	46
7	I was given information about organizations that offer support for parents of students with disabilities.	38
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	36
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	26

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

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

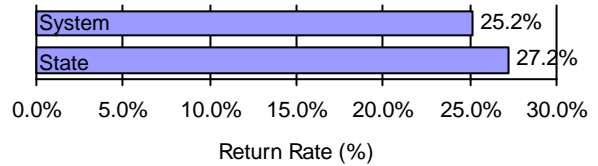




# 2014 Special Education Parent Survey Report Columbia County

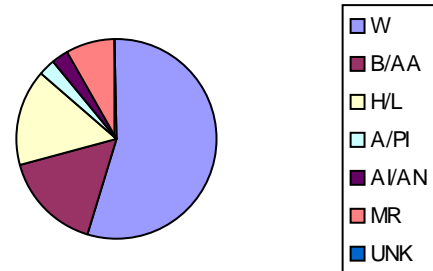
## Overview

	System	State
<b>Number of Surveys Distributed</b>	147	43,344
<b>Number of Valid Responses</b>	37	11,790
<b>Percentage Return Rate</b>	25.2%	27.2%

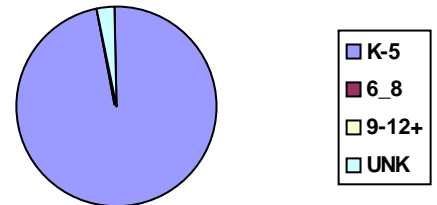


## Child Demographics

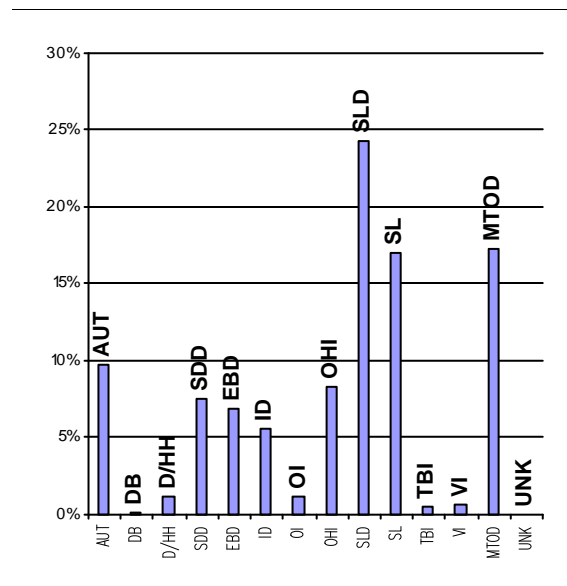
Race/Ethnicity	Count	Percent
White	20	54.1%
Black or African American (B/AA)	6	16.2%
Hispanic or Latino (H/L)	6	16.2%
Asian or Pacific Islander (A/PI)	1	2.7%
American Indian or Alaska Native (AI/AN)	1	2.7%
Multi-racial (MR)	3	8.1%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	36	97.3%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	2.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	16.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	7	18.9%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	3	8.1%
Orthopedic Impairment (OI)	1	2.7%
Other Health Impairment (OHI)	2	5.4%
Specific Learning Disability (SLD)	3	8.1%
Speech/Language Impairment (SL)	11	29.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	8.1%
Unknown (UNK)	1	2.7%



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

# 2014 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 (25 items)	43 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	78
11	Teachers are available to speak with me.	75
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	73
14	Teachers show sensitivity to the needs of students with disabilities and their families.	71
13	Teachers seek out parent input.	69
1	I am considered an equal partner with teachers and other professionals in planning my child's program	65
12	Teachers treat me as a team member.	65
9	My child's evaluation report is written in terms I understand.	64
10	Written information I receive is written in an understandable way.	62
15	Teachers encourage me to participate in the decision-making process.	62

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
23	The school gives parents the help they may need to play an active role in their child's education.	50
22	The school offers parents a variety of ways to communicate with teachers.	47
20	The school gives me choices with regard to services that address my child's needs.	46
25	The school explains what options parents have if they disagree with a decision of the school.	45
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
21	The school offers parents training about special education issues.	34
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	31
24	The school provides information on agencies that can assist my child in the transition from school.	31
7	I was given information about organizations that offer support for parents of students with disabilities.	29

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 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

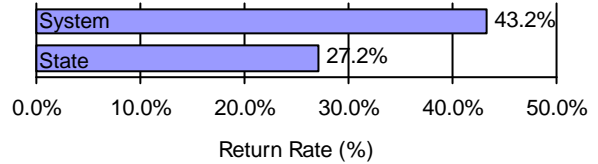
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Coweta County

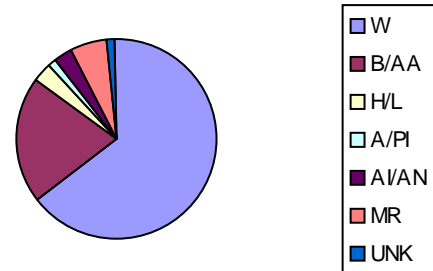
## Overview

	System	State
<b>Number of Surveys Distributed</b>	155	43,344
<b>Number of Valid Responses</b>	67	11,790
<b>Percentage Return Rate</b>	43.2%	27.2%

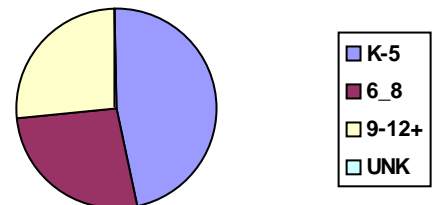


## Child Demographics

Race/Ethnicity	Count	Percent
White	43	64.2%
Black or African American (B/AA)	14	20.9%
Hispanic or Latino (H/L)	2	3.0%
Asian or Pacific Islander (A/PI)	1	1.5%
American Indian or Alaska Native (AI/AN)	2	3.0%
Multi-racial (MR)	4	6.0%
Unknown (UNK)	1	1.5%



Grade	Count	Percent
K-5	31	46.3%
6-8	18	26.9%
9-12+	18	26.9%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	9.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.5%
Significant Developmental Delay (SDD)	5	7.5%
Emotional Behavioral Disorder (EBD)	4	6.0%
Intellectual Disability (ID)	2	3.0%
Orthopedic Impairment (OI)	1	1.5%
Other Health Impairment (OHI)	7	10.4%
Specific Learning Disability (SLD)	12	17.9%
Speech/Language Impairment (SL)	15	22.4%
Traumatic Brain injury (TBI)	1	1.5%
Visual Impairment including Blindness (VI)	2	3.0%
More Than One Disability (MTOD)	6	9.0%
Unknown (UNK)	5	7.5%



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

# 2014 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 (25 items)	55 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	76
5	All of my concerns and recommendations were documented on the IEP.	75
11	Teachers are available to speak with me.	75
1	I am considered an equal partner with teachers and other professionals in planning my child's program	72
10	Written information I receive is written in an understandable way.	72
19	The school communicates regularly with me regarding my child's progress on IEP goals.	70
14	Teachers show sensitivity to the needs of students with disabilities and their families.	69
9	My child's evaluation report is written in terms I understand.	69
12	Teachers treat me as a team member.	69
18	The school has a person on staff who is available to answer parents' questions.	68

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	61
13	Teachers seek out parent input.	59
23	The school gives parents the help they may need to play an active role in their child's education.	58
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	57
25	The school explains what options parents have if they disagree with a decision of the school.	56
24	The school provides information on agencies that can assist my child in the transition from school.	52
21	The school offers parents training about special education issues.	52
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	51
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	46
7	I was given information about organizations that offer support for parents of students with disabilities.	40

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

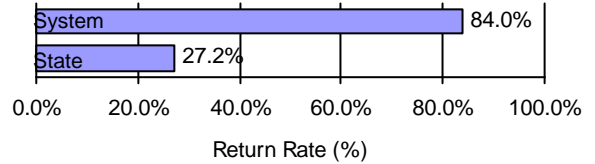
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Crawford County

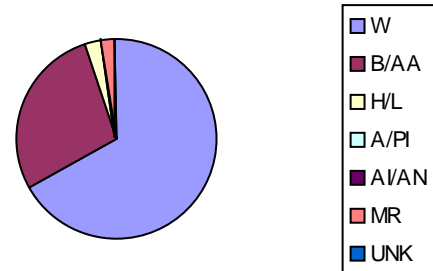
## Overview

	System	State
<b>Number of Surveys Distributed</b>	163	43,344
<b>Number of Valid Responses</b>	137	11,790
<b>Percentage Return Rate</b>	84.0%	27.2%

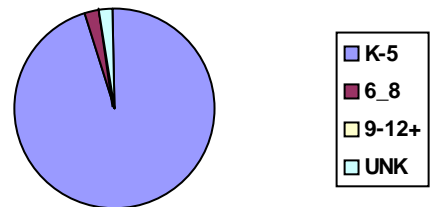


## Child Demographics

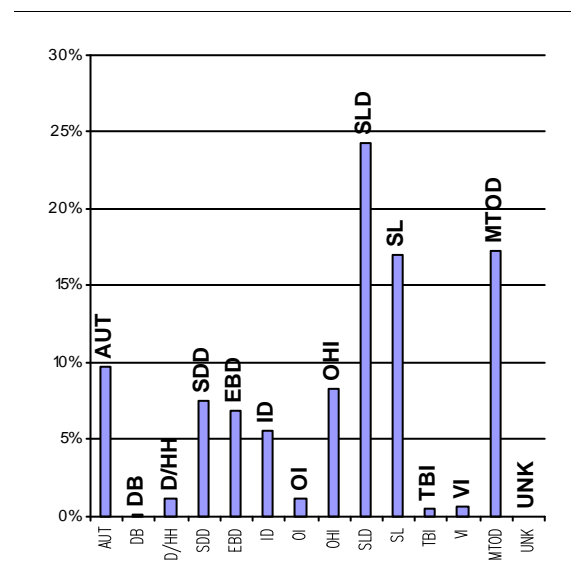
Race/Ethnicity	Count	Percent
White	91	66.4%
Black or African American (B/AA)	39	28.5%
Hispanic or Latino (H/L)	4	2.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	2.2%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	131	95.6%
6-8	3	2.2%
9-12+	0	0.0%
Unknown (UNK)	3	2.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	23	16.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.7%
Significant Developmental Delay (SDD)	5	3.6%
Emotional Behavioral Disorder (EBD)	20	14.6%
Intellectual Disability (ID)	17	12.4%
Orthopedic Impairment (OI)	1	0.7%
Other Health Impairment (OHI)	7	5.1%
Specific Learning Disability (SLD)	46	33.6%
Speech/Language Impairment (SL)	17	12.4%
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%

# 2014 Special Education Parent Survey Report

## Crawford County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	52 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	66
13	Teachers seek out parent input.	64
14	Teachers show sensitivity to the needs of students with disabilities and their families.	64
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	64
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	64
11	Teachers are available to speak with me.	64
10	Written information I receive is written in an understandable way.	63
12	Teachers treat me as a team member.	63
15	Teachers encourage me to participate in the decision-making process.	63
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	62

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
25	The school explains what options parents have if they disagree with a decision of the school.	61
19	The school communicates regularly with me regarding my child's progress on IEP goals.	61
20	The school gives me choices with regard to services that address my child's needs.	61
22	The school offers parents a variety of ways to communicate with teachers.	61
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	61
21	The school offers parents training about special education issues.	60
18	The school has a person on staff who is available to answer parents' questions.	59
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
7	I was given information about organizations that offer support for parents of students with disabilities.	58
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	48

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 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

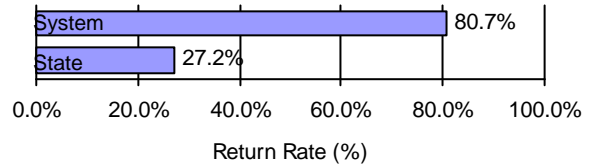
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Crisp County

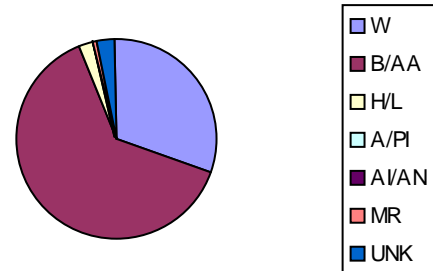
## Overview

	System	State
<b>Number of Surveys Distributed</b>	171	43,344
<b>Number of Valid Responses</b>	138	11,790
<b>Percentage Return Rate</b>	80.7%	27.2%

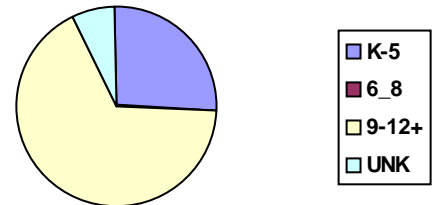


## Child Demographics

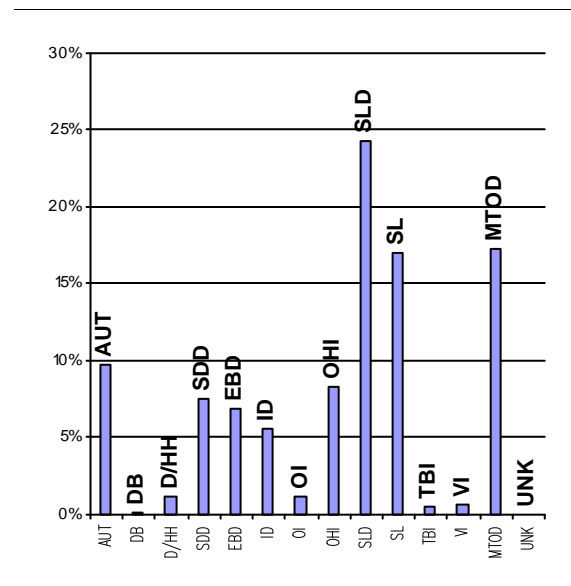
Race/Ethnicity	Count	Percent
White	42	30.4%
Black or African American (B/AA)	88	63.8%
Hispanic or Latino (H/L)	3	2.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	0.7%
Unknown (UNK)	4	2.9%



Grade	Count	Percent
K-5	36	26.1%
6-8	0	0.0%
9-12+	92	66.7%
Unknown (UNK)	10	7.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	4.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	3.6%
Emotional Behavioral Disorder (EBD)	10	7.2%
Intellectual Disability (ID)	30	21.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	13	9.4%
Specific Learning Disability (SLD)	38	27.5%
Speech/Language Impairment (SL)	17	12.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	2	1.4%
More Than One Disability (MTOD)	10	7.2%
Unknown (UNK)	7	5.1%



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

# 2014 Special Education Parent Survey Report

## Crisp County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	44 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	70
16	Teachers respect my cultural heritage.	69
9	My child's evaluation report is written in terms I understand.	68
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	68
14	Teachers show sensitivity to the needs of students with disabilities and their families.	66
12	Teachers treat me as a team member.	66
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	65
11	Teachers are available to speak with me.	64
10	Written information I receive is written in an understandable way.	64
19	The school communicates regularly with me regarding my child's progress on IEP goals.	63

#### Least Satisfaction (3) - 10 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
20	The school gives me choices with regard to services that address my child's needs.	59
18	The school has a person on staff who is available to answer parents' questions.	59
23	The school gives parents the help they may need to play an active role in their child's education.	58
7	I was given information about organizations that offer support for parents of students with disabilities.	55
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	55
25	The school explains what options parents have if they disagree with a decision of the school.	53
24	The school provides information on agencies that can assist my child in the transition from school.	49
21	The school offers parents training about special education issues.	49
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	31

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 PSolomon@doe.K12.ga.us

- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.  
 (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.  
 (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

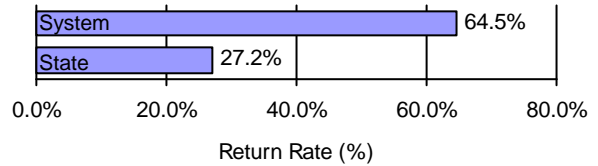




# 2014 Special Education Parent Survey Report Dade County

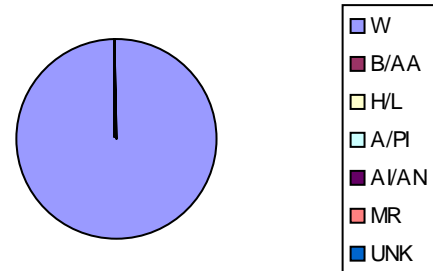
## Overview

	System	State
<b>Number of Surveys Distributed</b>	62	43,344
<b>Number of Valid Responses</b>	40	11,790
<b>Percentage Return Rate</b>	64.5%	27.2%

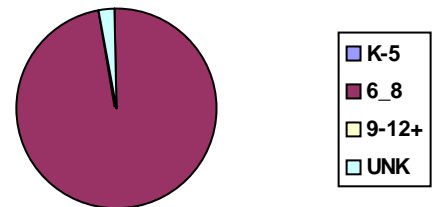


## Child Demographics

Race/Ethnicity	Count	Percent
White	40	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	39	97.5%
9-12+	0	0.0%
Unknown (UNK)	1	2.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	5.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	5.0%
Significant Developmental Delay (SDD)	3	7.5%
Emotional Behavioral Disorder (EBD)	3	7.5%
Intellectual Disability (ID)	3	7.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.5%
Specific Learning Disability (SLD)	15	37.5%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.5%
More Than One Disability (MTOD)	5	12.5%
Unknown (UNK)	5	12.5%



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

# 2014 Special Education Parent Survey Report

## Dade County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	43 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	64
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	63
15	Teachers encourage me to participate in the decision-making process.	61
12	Teachers treat me as a team member.	61
13	Teachers seek out parent input.	61
16	Teachers respect my cultural heritage.	60
14	Teachers show sensitivity to the needs of students with disabilities and their families.	58
18	The school has a person on staff who is available to answer parents' questions.	58
11	Teachers are available to speak with me.	58

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	53
10	Written information I receive is written in an understandable way.	53
23	The school gives parents the help they may need to play an active role in their child's education.	51
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
25	The school explains what options parents have if they disagree with a decision of the school.	47
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	46
24	The school provides information on agencies that can assist my child in the transition from school.	42
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	37
21	The school offers parents training about special education issues.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	28

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

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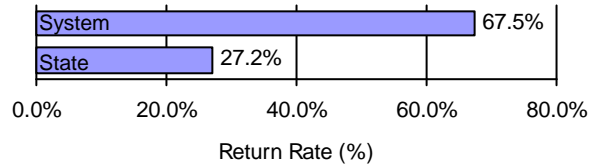
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Dawson County

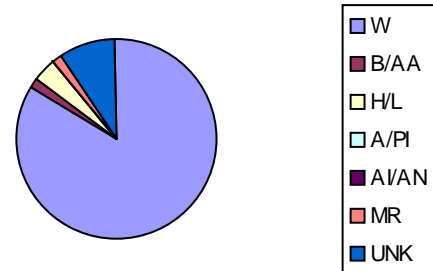
## Overview

	System	State
<b>Number of Surveys Distributed</b>	80	43,344
<b>Number of Valid Responses</b>	54	11,790
<b>Percentage Return Rate</b>	67.5%	27.2%

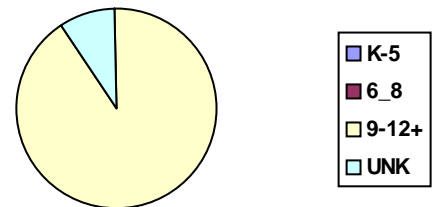


## Child Demographics

Race/Ethnicity	Count	Percent
White	45	83.3%
Black or African American (B/AA)	1	1.9%
Hispanic or Latino (H/L)	2	3.7%
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	9.3%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	49	90.7%
Unknown (UNK)	5	9.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	9.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.9%
Significant Developmental Delay (SDD)	1	1.9%
Emotional Behavioral Disorder (EBD)	2	3.7%
Intellectual Disability (ID)	7	13.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	7.4%
Specific Learning Disability (SLD)	27	50.0%
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)	1	1.9%
Unknown (UNK)	6	11.1%



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

# 2014 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 (25 items)	50 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
1	I am considered an equal partner with teachers and other professionals in planning my child's program	64
5	All of my concerns and recommendations were documented on the IEP.	64
23	The school gives parents the help they may need to play an active role in their child's education.	63
10	Written information I receive is written in an understandable way.	63
9	My child's evaluation report is written in terms I understand.	62
22	The school offers parents a variety of ways to communicate with teachers.	61
11	Teachers are available to speak with me.	60
12	Teachers treat me as a team member.	60
18	The school has a person on staff who is available to answer parents' questions.	59

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	54
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	53
24	The school provides information on agencies that can assist my child in the transition from school.	52
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
20	The school gives me choices with regard to services that address my child's needs.	48
25	The school explains what options parents have if they disagree with a decision of the school.	42
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	40
7	I was given information about organizations that offer support for parents of students with disabilities.	37
21	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.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

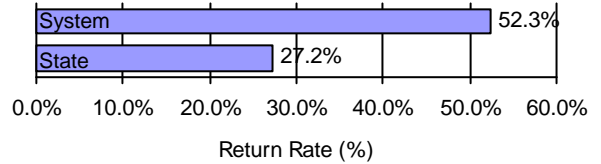
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Decatur County

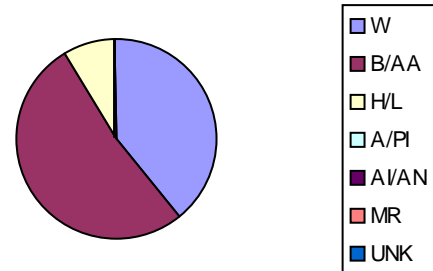
## Overview

	System	State
<b>Number of Surveys Distributed</b>	44	43,344
<b>Number of Valid Responses</b>	23	11,790
<b>Percentage Return Rate</b>	52.3%	27.2%

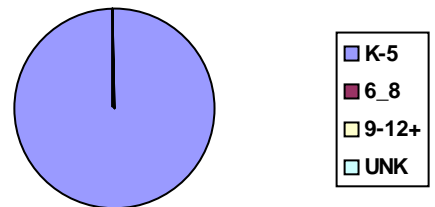


## Child Demographics

Race/Ethnicity	Count	Percent
White	9	39.1%
Black or African American (B/AA)	12	52.2%
Hispanic or Latino (H/L)	2	8.7%
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	23	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	8.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	13.0%
Emotional Behavioral Disorder (EBD)	2	8.7%
Intellectual Disability (ID)	3	13.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	4.3%
Specific Learning Disability (SLD)	1	4.3%
Speech/Language Impairment (SL)	10	43.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	4.3%
Unknown (UNK)	0	0.0%



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

# 2014 Special Education Parent Survey Report

## Decatur County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	48 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest 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	70
11	Teachers are available to speak with me.	70
12	Teachers treat me as a team member.	70
18	The school has a person on staff who is available to answer parents' questions.	67
15	Teachers encourage me to participate in the decision-making process.	64
16	Teachers respect my cultural heritage.	64
19	The school communicates regularly with me regarding my child's progress on IEP goals.	62
9	My child's evaluation report is written in terms I understand.	61
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	59
20	The school gives me choices with regard to services that address my child's needs.	57

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
14	Teachers show sensitivity to the needs of students with disabilities and their families.	50
21	The school offers parents training about special education issues.	50
22	The school offers parents a variety of ways to communicate with teachers.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	48
7	I was given information about organizations that offer support for parents of students with disabilities.	48
25	The school explains what options parents have if they disagree with a decision of the school.	47
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	40
24	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.

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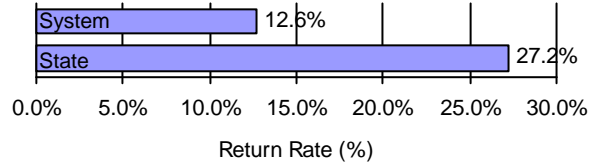
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report DeKalb County

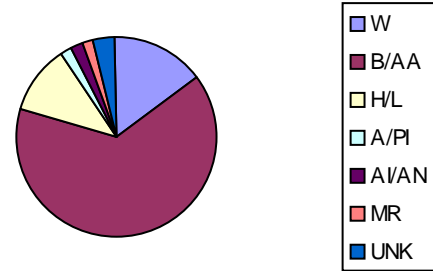
## Overview

	System	State
<b>Number of Surveys Distributed</b>	1969	43,344
<b>Number of Valid Responses</b>	249	11,790
<b>Percentage Return Rate</b>	12.6%	27.2%

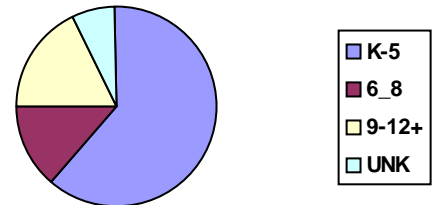


## Child Demographics

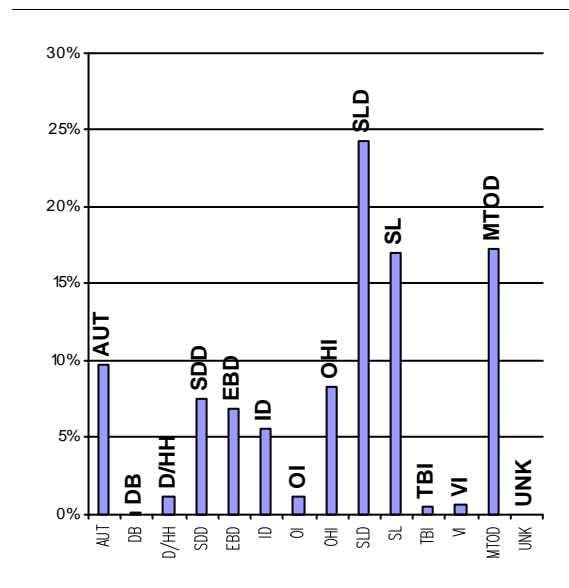
Race/Ethnicity	Count	Percent
White	38	15.3%
Black or African American (B/AA)	159	63.9%
Hispanic or Latino (H/L)	29	11.6%
Asian or Pacific Islander (A/PI)	4	1.6%
American Indian or Alaska Native (AI/AN)	6	2.4%
Multi-racial (MR)	4	1.6%
Unknown (UNK)	9	3.6%



Grade	Count	Percent
K-5	152	61.0%
6-8	34	13.7%
9-12+	45	18.1%
Unknown (UNK)	18	7.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	32	12.9%
Deaf-Blind (DB)	1	0.4%
Deaf-Hard of Hearing (D/HH)	2	0.8%
Significant Developmental Delay (SDD)	36	14.5%
Emotional Behavioral Disorder (EBD)	17	6.8%
Intellectual Disability (ID)	22	8.8%
Orthopedic Impairment (OI)	4	1.6%
Other Health Impairment (OHI)	18	7.2%
Specific Learning Disability (SLD)	46	18.5%
Speech/Language Impairment (SL)	30	12.0%
Traumatic Brain injury (TBI)	2	0.8%
Visual Impairment including Blindness (VI)	2	0.8%
More Than One Disability (MTOD)	13	5.2%
Unknown (UNK)	24	9.6%



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

# 2014 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 (25 items)	35 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	62
12	Teachers treat me as a team member.	61
5	All of my concerns and recommendations were documented on the IEP.	59
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	59
9	My child's evaluation report is written in terms I understand.	58
16	Teachers respect my cultural heritage.	57
10	Written information I receive is written in an understandable way.	56
1	I am considered an equal partner with teachers and other professionals in planning my child's program	56
14	Teachers show sensitivity to the needs of students with disabilities and their families.	56
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	55

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	45
23	The school gives parents the help they may need to play an active role in their child's education.	43
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	43
22	The school offers parents a variety of ways to communicate with teachers.	42
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
25	The school explains what options parents have if they disagree with a decision of the school.	37
24	The school provides information on agencies that can assist my child in the transition from school.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	35
21	The school offers parents training about special education issues.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	26

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(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

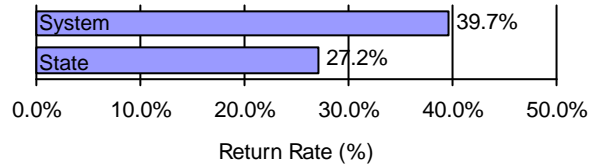




# 2014 Special Education Parent Survey Report Dodge County

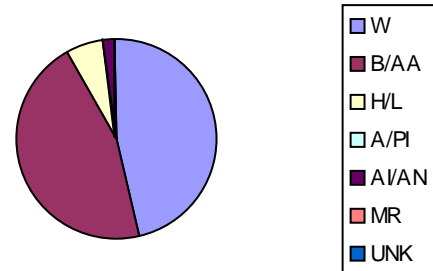
## Overview

	System	State
<b>Number of Surveys Distributed</b>	126	43,344
<b>Number of Valid Responses</b>	50	11,790
<b>Percentage Return Rate</b>	39.7%	27.2%

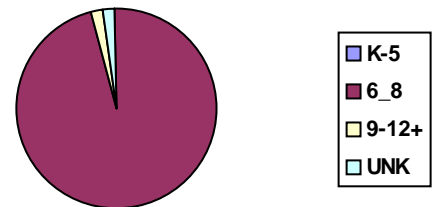


## Child Demographics

Race/Ethnicity	Count	Percent
White	23	46.0%
Black or African American (B/AA)	23	46.0%
Hispanic or Latino (H/L)	3	6.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	2.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	48	96.0%
9-12+	1	2.0%
Unknown (UNK)	1	2.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	6.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	3	6.0%
Intellectual Disability (ID)	5	10.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	8.0%
Specific Learning Disability (SLD)	22	44.0%
Speech/Language Impairment (SL)	5	10.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.0%
More Than One Disability (MTOD)	2	4.0%
Unknown (UNK)	4	8.0%



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

# 2014 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 (25 items)	48 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	74
14	Teachers show sensitivity to the needs of students with disabilities and their families.	73
10	Written information I receive is written in an understandable way.	73
18	The school has a person on staff who is available to answer parents' questions.	72
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	72
5	All of my concerns and recommendations were documented on the IEP.	72
12	Teachers treat me as a team member.	72
11	Teachers are available to speak with me.	71
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	71
9	My child's evaluation report is written in terms I understand.	70

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
25	The school explains what options parents have if they disagree with a decision of the school.	67
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	66
19	The school communicates regularly with me regarding my child's progress on IEP goals.	65
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	64
20	The school gives me choices with regard to services that address my child's needs.	63
24	The school provides information on agencies that can assist my child in the transition from school.	62
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	58
7	I was given information about organizations that offer support for parents of students with disabilities.	55
21	The school offers parents training about special education issues.	53
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	43

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 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

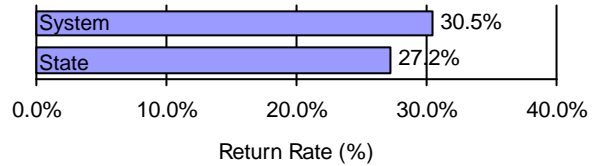
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Dougherty County

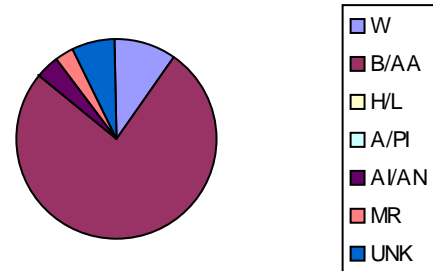
## Overview

	System	State
<b>Number of Surveys Distributed</b>	95	43,344
<b>Number of Valid Responses</b>	29	11,790
<b>Percentage Return Rate</b>	30.5%	27.2%

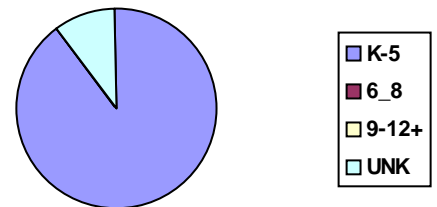


## Child Demographics

Race/Ethnicity	Count	Percent
White	3	10.3%
Black or African American (B/AA)	22	75.9%
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	3.4%
Multi-racial (MR)	1	3.4%
Unknown (UNK)	2	6.9%



Grade	Count	Percent
K-5	26	89.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	10.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	3.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	17.2%
Emotional Behavioral Disorder (EBD)	2	6.9%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	6.9%
Specific Learning Disability (SLD)	11	37.9%
Speech/Language Impairment (SL)	3	10.3%
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)	4	13.8%



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

# 2014 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 (25 items)	24 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	46
11	Teachers are available to speak with me.	45
1	I am considered an equal partner with teachers and other professionals in planning my child's program	41
12	Teachers treat me as a team member.	41
9	My child's evaluation report is written in terms I understand.	39
14	Teachers show sensitivity to the needs of students with disabilities and their families.	36
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	36
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	34
5	All of my concerns and recommendations were documented on the IEP.	34
10	Written information I receive is written in an understandable way.	34

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	30
7	I was given information about organizations that offer support for parents of students with disabilities.	28
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	28
21	The school offers parents training about special education issues.	26
22	The school offers parents a variety of ways to communicate with teachers.	26
23	The school gives parents the help they may need to play an active role in their child's education.	26
15	Teachers encourage me to participate in the decision-making process.	25
24	The school provides information on agencies that can assist my child in the transition from school.	22
25	The school explains what options parents have if they disagree with a decision of the school.	19
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	18

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 PSolomon@doe.K12.ga.us

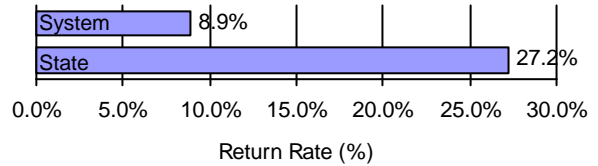
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.
- (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.
- (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Douglas County

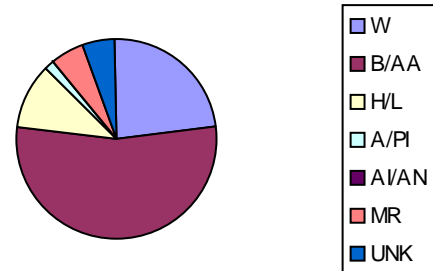
## Overview

	System	State
Number of Surveys Distributed	627	43,344
Number of Valid Responses	56	11,790
Percentage Return Rate	8.9%	27.2%

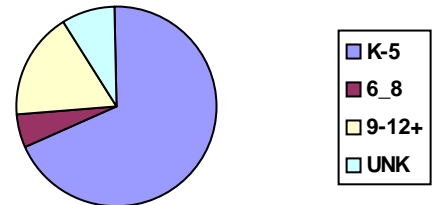


## Child Demographics

Race/Ethnicity	Count	Percent
White	13	23.2%
Black or African American (B/AA)	30	53.6%
Hispanic or Latino (H/L)	6	10.7%
Asian or Pacific Islander (A/PI)	1	1.8%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	5.4%
Unknown (UNK)	3	5.4%



Grade	Count	Percent
K-5	38	67.9%
6-8	3	5.4%
9-12+	10	17.9%
Unknown (UNK)	5	8.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	8.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	10.7%
Emotional Behavioral Disorder (EBD)	4	7.1%
Intellectual Disability (ID)	1	1.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	5.4%
Specific Learning Disability (SLD)	13	23.2%
Speech/Language Impairment (SL)	13	23.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	5.4%
Unknown (UNK)	8	14.3%



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

# 2014 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 (25 items)	41 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	72
5	All of my concerns and recommendations were documented on the IEP.	69
14	Teachers show sensitivity to the needs of students with disabilities and their families.	67
16	Teachers respect my cultural heritage.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program	63
11	Teachers are available to speak with me.	63
12	Teachers treat me as a team member.	60
15	Teachers encourage me to participate in the decision-making process.	60
9	My child's evaluation report is written in terms I understand.	59
22	The school offers parents a variety of ways to communicate with teachers.	59

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	54
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	51
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
20	The school gives me choices with regard to services that address my child's needs.	50
25	The school explains what options parents have if they disagree with a decision of the school.	49
24	The school provides information on agencies that can assist my child in the transition from school.	48
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	45
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	42
21	The school offers parents training about special education issues.	40
7	I was given information about organizations that offer support for parents of students with disabilities.	37

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

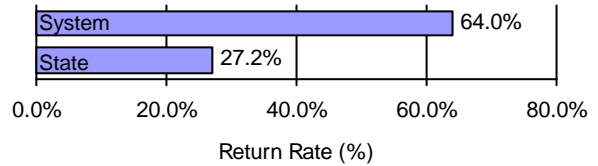
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Echols County

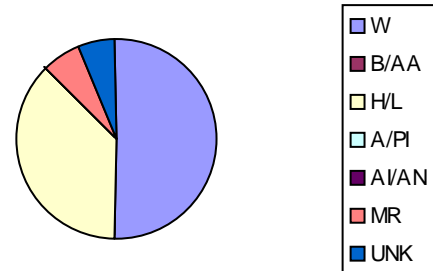
## Overview

	System	State
<b>Number of Surveys Distributed</b>	25	43,344
<b>Number of Valid Responses</b>	16	11,790
<b>Percentage Return Rate</b>	64.0%	27.2%

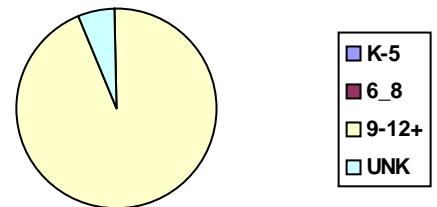


## Child Demographics

Race/Ethnicity	Count	Percent
White	8	50.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	6	37.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	6.3%
Unknown (UNK)	1	6.3%



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



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)	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)	3	18.8%
Specific Learning Disability (SLD)	3	18.8%
Speech/Language Impairment (SL)	2	12.5%
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)	5	31.3%



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

# 2014 Special Education Parent Survey Report

## Echols County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	56 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
14	Teachers show sensitivity to the needs of students with disabilities and their families.	85
11	Teachers are available to speak with me.	81
13	Teachers seek out parent input.	80
19	The school communicates regularly with me regarding my child's progress on IEP goals.	80
18	The school has a person on staff who is available to answer parents' questions.	79
22	The school offers parents a variety of ways to communicate with teachers.	79
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	75
15	Teachers encourage me to participate in the decision-making process.	73
16	Teachers respect my cultural heritage.	73
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	71

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	69
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	64
25	The school explains what options parents have if they disagree with a decision of the school.	64
1	I am considered an equal partner with teachers and other professionals in planning my child's program	63
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	63
10	Written information I receive is written in an understandable way.	63
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	55
21	The school offers parents training about special education issues.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	46
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	45

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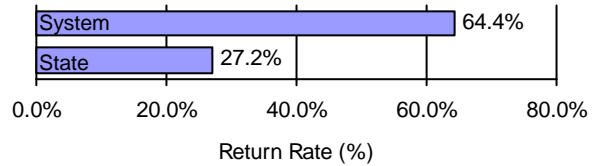




# 2014 Special Education Parent Survey Report Effingham County

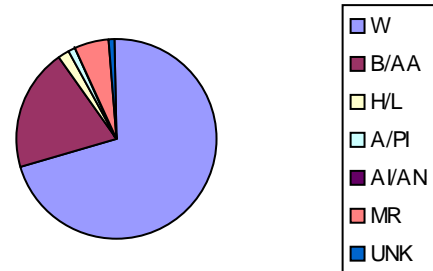
## Overview

	System	State
<b>Number of Surveys Distributed</b>	160	43,344
<b>Number of Valid Responses</b>	103	11,790
<b>Percentage Return Rate</b>	64.4%	27.2%

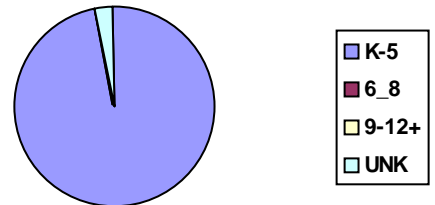


## Child Demographics

Race/Ethnicity	Count	Percent
White	72	69.9%
Black or African American (B/AA)	21	20.4%
Hispanic or Latino (H/L)	2	1.9%
Asian or Pacific Islander (A/PI)	1	1.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	6	5.8%
Unknown (UNK)	1	1.0%



Grade	Count	Percent
K-5	100	97.1%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	2.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	11	10.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	13	12.6%
Emotional Behavioral Disorder (EBD)	5	4.9%
Intellectual Disability (ID)	1	1.0%
Orthopedic Impairment (OI)	2	1.9%
Other Health Impairment (OHI)	12	11.7%
Specific Learning Disability (SLD)	16	15.5%
Speech/Language Impairment (SL)	22	21.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	4.9%
Unknown (UNK)	16	15.5%



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

# 2014 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 (25 items)	42 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	71
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
11	Teachers are available to speak with me.	68
15	Teachers encourage me to participate in the decision-making process.	64
18	The school has a person on staff who is available to answer parents' questions.	64
22	The school offers parents a variety of ways to communicate with teachers.	64
1	I am considered an equal partner with teachers and other professionals in planning my child's program	64
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	64
20	The school gives me choices with regard to services that address my child's needs.	64
12	Teachers treat me as a team member.	63

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	60
23	The school gives parents the help they may need to play an active role in their child's education.	58
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	54
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	52
25	The school explains what options parents have if they disagree with a decision of the school.	51
24	The school provides information on agencies that can assist my child in the transition from school.	48
21	The school offers parents training about special education issues.	44
7	I was given information about organizations that offer support for parents of students with disabilities.	42
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	34

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

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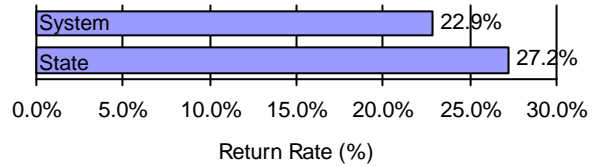
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Emanuel County

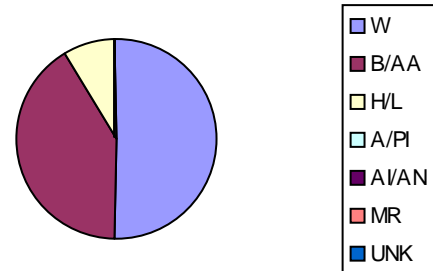
## Overview

	System	State
<b>Number of Surveys Distributed</b>	105	43,344
<b>Number of Valid Responses</b>	24	11,790
<b>Percentage Return Rate</b>	22.9%	27.2%

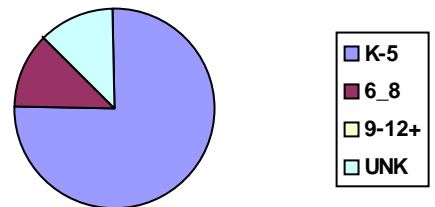


## Child Demographics

Race/Ethnicity	Count	Percent
White	12	50.0%
Black or African American (B/AA)	10	41.7%
Hispanic or Latino (H/L)	2	8.3%
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	18	75.0%
6-8	3	12.5%
9-12+	0	0.0%
Unknown (UNK)	3	12.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	8.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	25.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	4.2%
Orthopedic Impairment (OI)	1	4.2%
Other Health Impairment (OHI)	1	4.2%
Specific Learning Disability (SLD)	7	29.2%
Speech/Language Impairment (SL)	3	12.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	4.2%
Unknown (UNK)	2	8.3%



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

# 2014 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 (25 items)	38 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest 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	61
13	Teachers seek out parent input.	61
18	The school has a person on staff who is available to answer parents' questions.	61
23	The school gives parents the help they may need to play an active role in their child's education.	57
9	My child's evaluation report is written in terms I understand.	57
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	57
19	The school communicates regularly with me regarding my child's progress on IEP goals.	57
10	Written information I receive is written in an understandable way.	55
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	52
14	Teachers show sensitivity to the needs of students with disabilities and their families.	52

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	48
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	45
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43
15	Teachers encourage me to participate in the decision-making process.	43
21	The school offers parents training about special education issues.	43
24	The school provides information on agencies that can assist my child in the transition from school.	38
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	37
7	I was given information about organizations that offer support for parents of students with disabilities.	32
25	The school explains what options parents have if they disagree with a decision of the school.	29

For questions regarding district results, please contact Anne Ladd:

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 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

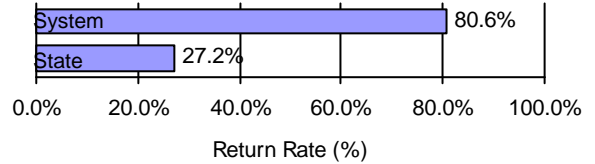
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Evans County

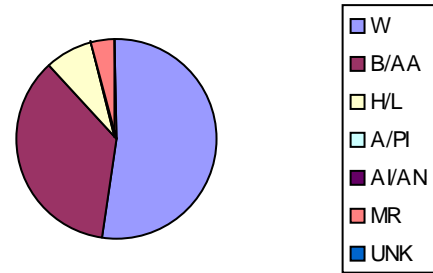
## Overview

	System	State
<b>Number of Surveys Distributed</b>	31	43,344
<b>Number of Valid Responses</b>	25	11,790
<b>Percentage Return Rate</b>	80.6%	27.2%

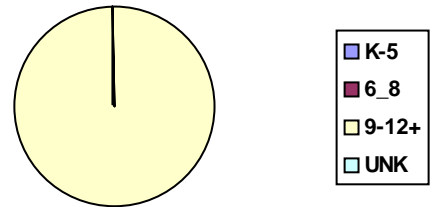


## Child Demographics

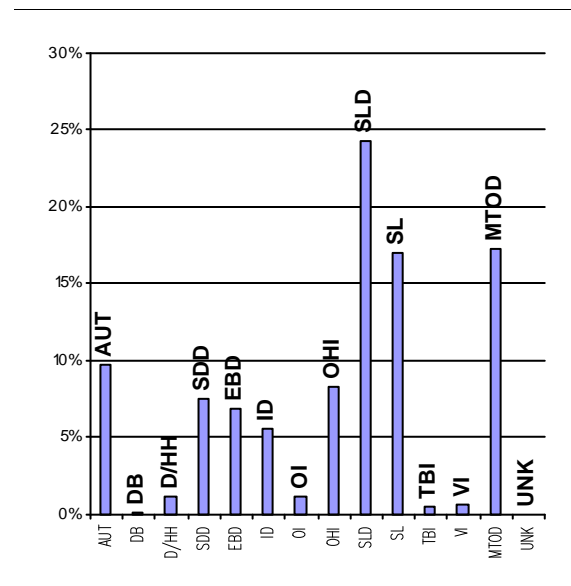
Race/Ethnicity	Count	Percent
White	13	52.0%
Black or African American (B/AA)	9	36.0%
Hispanic or Latino (H/L)	2	8.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	4.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	25	100.0%
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)	0	0.0%
Emotional Behavioral Disorder (EBD)	2	8.0%
Intellectual Disability (ID)	10	40.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	4.0%
Specific Learning Disability (SLD)	8	32.0%
Speech/Language Impairment (SL)	2	8.0%
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%

# 2014 Special Education Parent Survey Report

## Evans County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	32 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	60
15	Teachers encourage me to participate in the decision-making process.	60
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	58
9	My child's evaluation report is written in terms I understand.	56
1	I am considered an equal partner with teachers and other professionals in planning my child's program	52
10	Written information I receive is written in an understandable way.	52
19	The school communicates regularly with me regarding my child's progress on IEP goals.	50
20	The school gives me choices with regard to services that address my child's needs.	50
11	Teachers are available to speak with me.	48
12	Teachers treat me as a team member.	48

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
21	The school offers parents training about special education issues.	45
13	Teachers seek out parent input.	44
25	The school explains what options parents have if they disagree with a decision of the school.	43
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	40
5	All of my concerns and recommendations were documented on the IEP.	40
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	38
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36
24	The school provides information on agencies that can assist my child in the transition from school.	35
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	32
7	I was given information about organizations that offer support for parents of students with disabilities.	28

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

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

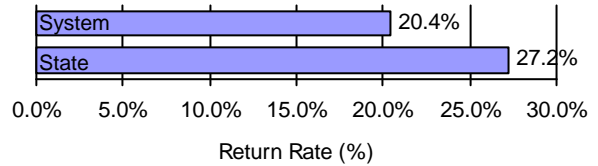
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Fannin County

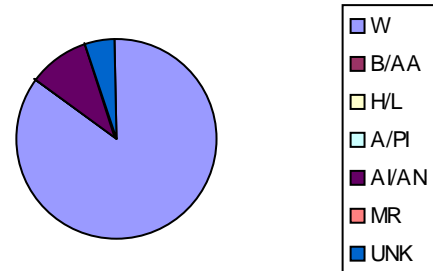
## Overview

	System	State
<b>Number of Surveys Distributed</b>	98	43,344
<b>Number of Valid Responses</b>	20	11,790
<b>Percentage Return Rate</b>	20.4%	27.2%

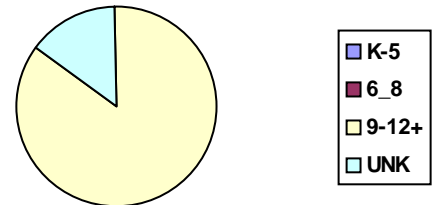


## Child Demographics

Race/Ethnicity	Count	Percent
White	17	85.0%
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)	2	10.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	5.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	17	85.0%
Unknown (UNK)	3	15.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	20.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	5.0%
Emotional Behavioral Disorder (EBD)	1	5.0%
Intellectual Disability (ID)	4	20.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	6	30.0%
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)	1	5.0%
Unknown (UNK)	2	10.0%



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

# 2014 Special Education Parent Survey Report

## Fannin County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	20 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	40
9	My child's evaluation report is written in terms I understand.	40
7	I was given information about organizations that offer support for parents of students with disabilities.	37
19	The school communicates regularly with me regarding my child's progress on IEP goals.	37
5	All of my concerns and recommendations were documented on the IEP.	35
10	Written information I receive is written in an understandable way.	35
11	Teachers are available to speak with me.	35
13	Teachers seek out parent input.	35
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	35
24	The school provides information on agencies that can assist my child in the transition from school.	33

#### Least Satisfaction (3) - 10 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	29
22	The school offers parents a variety of ways to communicate with teachers.	28
18	The school has a person on staff who is available to answer parents' questions.	26
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	25
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	25
25	The school explains what options parents have if they disagree with a decision of the school.	21
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	20
23	The school gives parents the help they may need to play an active role in their child's education.	11
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	11
21	The school offers parents training about special education issues.	11

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

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

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(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

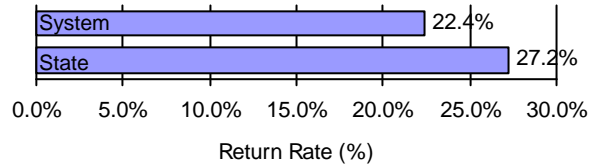




# 2014 Special Education Parent Survey Report Fayette County

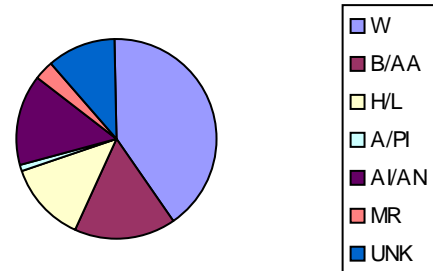
## Overview

	System	State
<b>Number of Surveys Distributed</b>	674	43,344
<b>Number of Valid Responses</b>	151	11,790
<b>Percentage Return Rate</b>	22.4%	27.2%

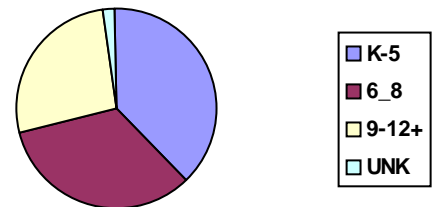


## Child Demographics

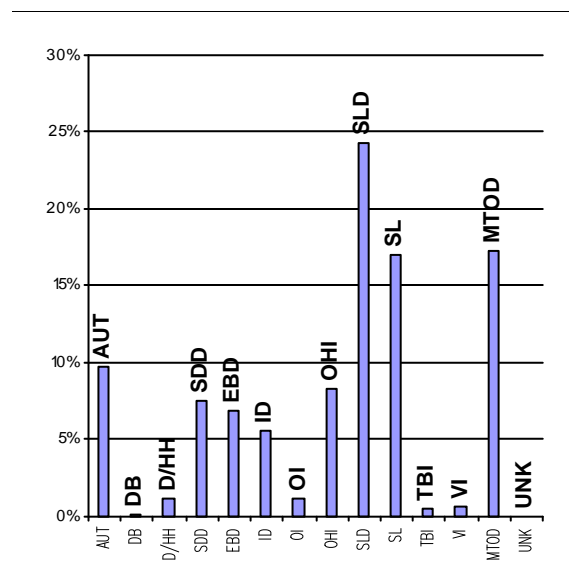
Race/Ethnicity	Count	Percent
White	61	40.4%
Black or African American (B/AA)	24	15.9%
Hispanic or Latino (H/L)	20	13.2%
Asian or Pacific Islander (A/PI)	1	0.7%
American Indian or Alaska Native (AI/AN)	23	15.2%
Multi-racial (MR)	5	3.3%
Unknown (UNK)	17	11.3%



Grade	Count	Percent
K-5	57	37.7%
6-8	50	33.1%
9-12+	41	27.2%
Unknown (UNK)	3	2.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	26	17.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	7	4.6%
Significant Developmental Delay (SDD)	9	6.0%
Emotional Behavioral Disorder (EBD)	6	4.0%
Intellectual Disability (ID)	4	2.6%
Orthopedic Impairment (OI)	13	8.6%
Other Health Impairment (OHI)	21	13.9%
Specific Learning Disability (SLD)	30	19.9%
Speech/Language Impairment (SL)	7	4.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	2.6%
Unknown (UNK)	24	15.9%



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

# 2014 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 (25 items)	40 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
11	Teachers are available to speak with me.	65
5	All of my concerns and recommendations were documented on the IEP.	65
12	Teachers treat me as a team member.	65
14	Teachers show sensitivity to the needs of students with disabilities and their families.	61
15	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
9	My child's evaluation report is written in terms I understand.	58
10	Written information I receive is written in an understandable way.	57
18	The school has a person on staff who is available to answer parents' questions.	56

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	51
23	The school gives parents the help they may need to play an active role in their child's education.	50
20	The school gives me choices with regard to services that address my child's needs.	47
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	46
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	45
25	The school explains what options parents have if they disagree with a decision of the school.	36
21	The school offers parents training about special education issues.	33
24	The school provides information on agencies that can assist my child in the transition from school.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	30
7	I was given information about organizations that offer support for parents of students with disabilities.	28

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(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

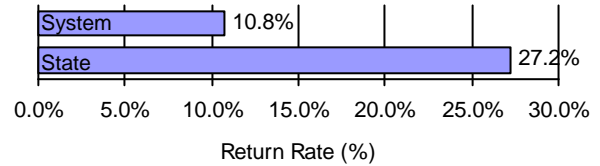
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Floyd County

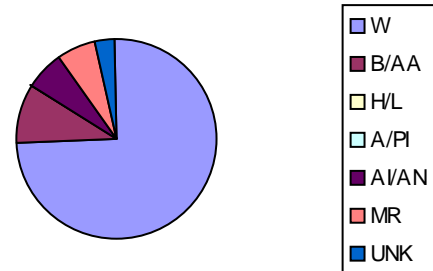
## Overview

	System	State
Number of Surveys Distributed	288	43,344
Number of Valid Responses	31	11,790
Percentage Return Rate	10.8%	27.2%

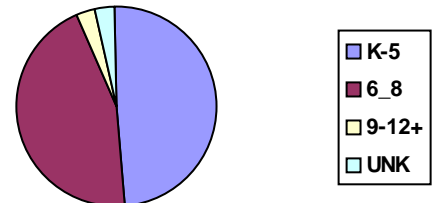


## Child Demographics

Race/Ethnicity	Count	Percent
White	23	74.2%
Black or African American (B/AA)	3	9.7%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	2	6.5%
Multi-racial (MR)	2	6.5%
Unknown (UNK)	1	3.2%



Grade	Count	Percent
K-5	15	48.4%
6-8	14	45.2%
9-12+	1	3.2%
Unknown (UNK)	1	3.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	3.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	3.2%
Significant Developmental Delay (SDD)	4	12.9%
Emotional Behavioral Disorder (EBD)	3	9.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	9.7%
Specific Learning Disability (SLD)	7	22.6%
Speech/Language Impairment (SL)	6	19.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	16.1%
Unknown (UNK)	1	3.2%



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

# 2014 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 (25 items)	35 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	74
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
1	I am considered an equal partner with teachers and other professionals in planning my child's program	68
13	Teachers seek out parent input.	60
15	Teachers encourage me to participate in the decision-making process.	58
9	My child's evaluation report is written in terms I understand.	55
10	Written information I receive is written in an understandable way.	55
11	Teachers are available to speak with me.	55
12	Teachers treat me as a team member.	55
14	Teachers show sensitivity to the needs of students with disabilities and their families.	55

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	48
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	45
20	The school gives me choices with regard to services that address my child's needs.	45
23	The school gives parents the help they may need to play an active role in their child's education.	41
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	37
25	The school explains what options parents have if they disagree with a decision of the school.	36
21	The school offers parents training about special education issues.	25
24	The school provides information on agencies that can assist my child in the transition from school.	24
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	22
7	I was given information about organizations that offer support for parents of students with disabilities.	10

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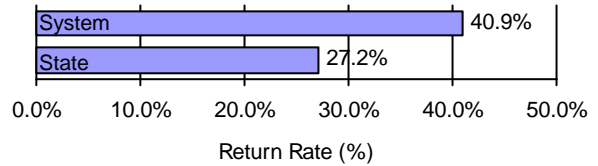
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Forsyth County

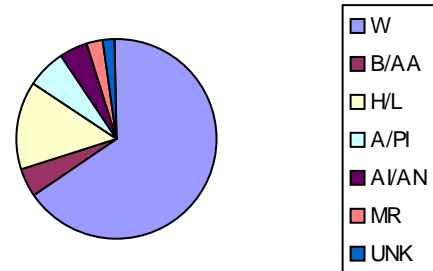
## Overview

	System	State
<b>Number of Surveys Distributed</b>	849	43,344
<b>Number of Valid Responses</b>	347	11,790
<b>Percentage Return Rate</b>	40.9%	27.2%

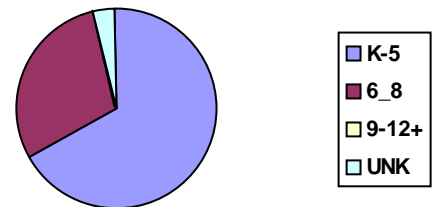


## Child Demographics

Race/Ethnicity	Count	Percent
White	226	65.1%
Black or African American (B/AA)	16	4.6%
Hispanic or Latino (H/L)	51	14.7%
Asian or Pacific Islander (A/PI)	22	6.3%
American Indian or Alaska Native (AI/AN)	16	4.6%
Multi-racial (MR)	9	2.6%
Unknown (UNK)	7	2.0%



Grade	Count	Percent
K-5	230	66.3%
6-8	104	30.0%
9-12+	0	0.0%
Unknown (UNK)	13	3.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	54	15.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	7	2.0%
Significant Developmental Delay (SDD)	28	8.1%
Emotional Behavioral Disorder (EBD)	11	3.2%
Intellectual Disability (ID)	13	3.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	35	10.1%
Specific Learning Disability (SLD)	59	17.0%
Speech/Language Impairment (SL)	96	27.7%
Traumatic Brain injury (TBI)	1	0.3%
Visual Impairment including Blindness (VI)	1	0.3%
More Than One Disability (MTOD)	13	3.7%
Unknown (UNK)	29	8.4%



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

# 2014 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 (25 items)	43 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	76
12	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	70
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
5	All of my concerns and recommendations were documented on the IEP.	67
14	Teachers show sensitivity to the needs of students with disabilities and their families.	67
10	Written information I receive is written in an understandable way.	66
15	Teachers encourage me to participate in the decision-making process.	64
9	My child's evaluation report is written in terms I understand.	64
16	Teachers respect my cultural heritage.	63

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	54
20	The school gives me choices with regard to services that address my child's needs.	51
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	51
23	The school gives parents the help they may need to play an active role in their child's education.	51
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
21	The school offers parents training about special education issues.	36
25	The school explains what options parents have if they disagree with a decision of the school.	35
24	The school provides information on agencies that can assist my child in the transition from school.	34
7	I was given information about organizations that offer support for parents of students with disabilities.	33
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	30

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 Division for Special Education Services and Supports  
 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

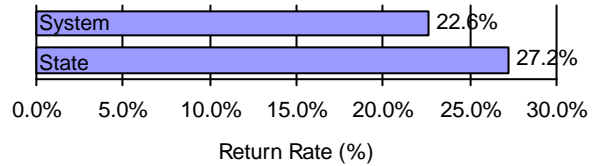
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.
- (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.
- (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Fulton County

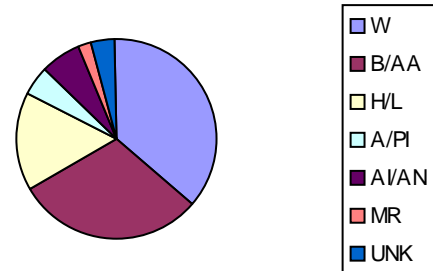
## Overview

	System	State
<b>Number of Surveys Distributed</b>	2167	43,344
<b>Number of Valid Responses</b>	489	11,790
<b>Percentage Return Rate</b>	22.6%	27.2%

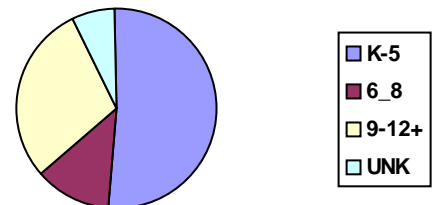


## Child Demographics

Race/Ethnicity	Count	Percent
White	178	36.4%
Black or African American (B/AA)	145	29.7%
Hispanic or Latino (H/L)	81	16.6%
Asian or Pacific Islander (A/PI)	23	4.7%
American Indian or Alaska Native (AI/AN)	32	6.5%
Multi-racial (MR)	11	2.2%
Unknown (UNK)	19	3.9%



Grade	Count	Percent
K-5	249	50.9%
6-8	60	12.3%
9-12+	145	29.7%
Unknown (UNK)	35	7.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	44	9.0%
Deaf-Blind (DB)	1	0.2%
Deaf-Hard of Hearing (D/HH)	9	1.8%
Significant Developmental Delay (SDD)	36	7.4%
Emotional Behavioral Disorder (EBD)	22	4.5%
Intellectual Disability (ID)	19	3.9%
Orthopedic Impairment (OI)	15	3.1%
Other Health Impairment (OHI)	67	13.7%
Specific Learning Disability (SLD)	118	24.1%
Speech/Language Impairment (SL)	65	13.3%
Traumatic Brain injury (TBI)	3	0.6%
Visual Impairment including Blindness (VI)	2	0.4%
More Than One Disability (MTOD)	19	3.9%
Unknown (UNK)	69	14.1%



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

# 2014 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 (25 items)	41 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	73
11	Teachers are available to speak with me.	71
5	All of my concerns and recommendations were documented on the IEP.	67
12	Teachers treat me as a team member.	66
1	I am considered an equal partner with teachers and other professionals in planning my child's program	64
15	Teachers encourage me to participate in the decision-making process.	63
16	Teachers respect my cultural heritage.	61
9	My child's evaluation report is written in terms I understand.	61
10	Written information I receive is written in an understandable way.	61
14	Teachers show sensitivity to the needs of students with disabilities and their families.	60

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
20	The school gives me choices with regard to services that address my child's needs.	49
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	48
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	47
25	The school explains what options parents have if they disagree with a decision of the school.	38
24	The school provides information on agencies that can assist my child in the transition from school.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	33
21	The school offers parents training about special education issues.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	31

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

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

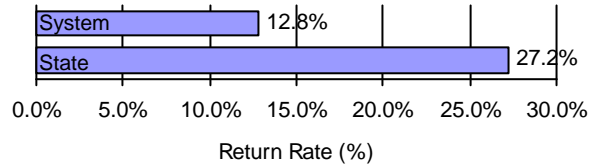




# 2014 Special Education Parent Survey Report Gilmer County

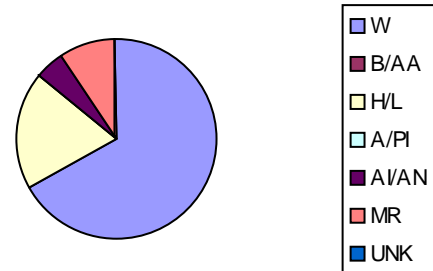
## Overview

	System	State
<b>Number of Surveys Distributed</b>	164	43,344
<b>Number of Valid Responses</b>	21	11,790
<b>Percentage Return Rate</b>	12.8%	27.2%

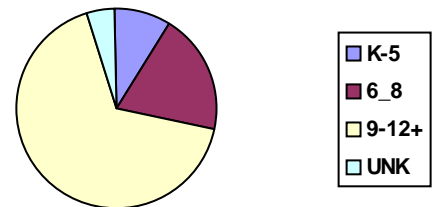


## Child Demographics

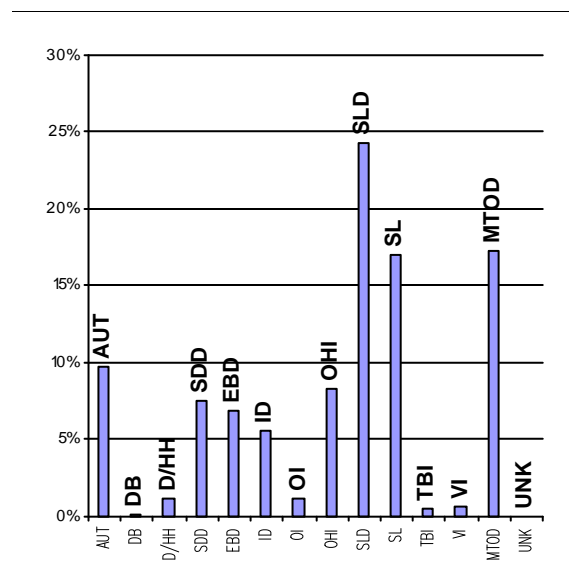
Race/Ethnicity	Count	Percent
White	14	66.7%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	4	19.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	4.8%
Multi-racial (MR)	2	9.5%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	2	9.5%
6-8	4	19.0%
9-12+	14	66.7%
Unknown (UNK)	1	4.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	14.3%
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)	3	14.3%
Intellectual Disability (ID)	2	9.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	4.8%
Specific Learning Disability (SLD)	4	19.0%
Speech/Language Impairment (SL)	2	9.5%
Traumatic Brain injury (TBI)	1	4.8%
Visual Impairment including Blindness (VI)	1	4.8%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	2	9.5%



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

# 2014 Special Education Parent Survey Report

## Gilmer County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	19 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	62
11	Teachers are available to speak with me.	52
1	I am considered an equal partner with teachers and other professionals in planning my child's program	48
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	48
9	My child's evaluation report is written in terms I understand.	48
10	Written information I receive is written in an understandable way.	48
15	Teachers encourage me to participate in the decision-making process.	48
16	Teachers respect my cultural heritage.	45
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	41
14	Teachers show sensitivity to the needs of students with disabilities and their families.	38

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	30
20	The school gives me choices with regard to services that address my child's needs.	30
24	The school provides information on agencies that can assist my child in the transition from school.	30
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	29
18	The school has a person on staff who is available to answer parents' questions.	29
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	25
25	The school explains what options parents have if they disagree with a decision of the school.	20
21	The school offers parents training about special education issues.	11
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	10
7	I was given information about organizations that offer support for parents of students with disabilities.	5

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

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

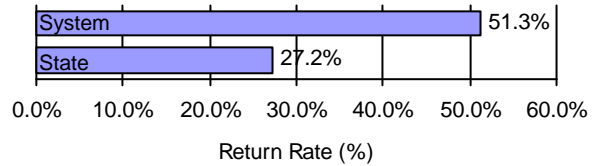
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Glynn County

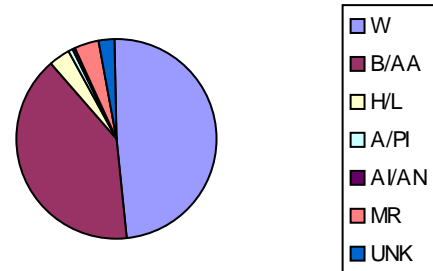
## Overview

	System	State
<b>Number of Surveys Distributed</b>	378	43,344
<b>Number of Valid Responses</b>	194	11,790
<b>Percentage Return Rate</b>	51.3%	27.2%

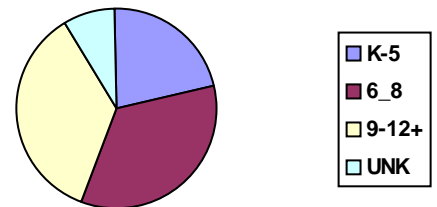


## Child Demographics

Race/Ethnicity	Count	Percent
White	93	47.9%
Black or African American (B/AA)	79	40.7%
Hispanic or Latino (H/L)	7	3.6%
Asian or Pacific Islander (A/PI)	1	0.5%
American Indian or Alaska Native (AI/AN)	1	0.5%
Multi-racial (MR)	8	4.1%
Unknown (UNK)	5	2.6%



Grade	Count	Percent
K-5	42	21.6%
6-8	65	33.5%
9-12+	71	36.6%
Unknown (UNK)	16	8.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	29	14.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	2.1%
Significant Developmental Delay (SDD)	10	5.2%
Emotional Behavioral Disorder (EBD)	18	9.3%
Intellectual Disability (ID)	16	8.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	13	6.7%
Specific Learning Disability (SLD)	56	28.9%
Speech/Language Impairment (SL)	13	6.7%
Traumatic Brain injury (TBI)	3	1.5%
Visual Impairment including Blindness (VI)	1	0.5%
More Than One Disability (MTOD)	12	6.2%
Unknown (UNK)	19	9.8%



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

# 2014 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 (25 items)	46 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
5	All of my concerns and recommendations were documented on the IEP.	71
11	Teachers are available to speak with me.	69
9	My child's evaluation report is written in terms I understand.	69
10	Written information I receive is written in an understandable way.	69
15	Teachers encourage me to participate in the decision-making process.	68
16	Teachers respect my cultural heritage.	67
12	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	64
14	Teachers show sensitivity to the needs of students with disabilities and their families.	63

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	60
13	Teachers seek out parent input.	59
20	The school gives me choices with regard to services that address my child's needs.	58
19	The school communicates regularly with me regarding my child's progress on IEP goals.	57
7	I was given information about organizations that offer support for parents of students with disabilities.	52
25	The school explains what options parents have if they disagree with a decision of the school.	51
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	51
21	The school offers parents training about special education issues.	51
24	The school provides information on agencies that can assist my child in the transition from school.	45
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	45

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

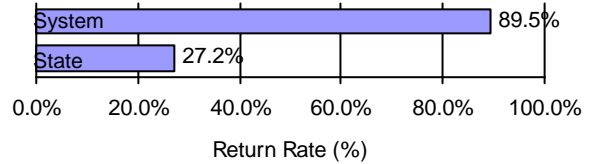
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Gordon County

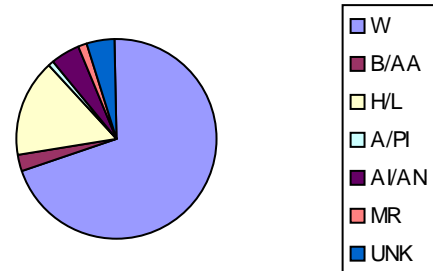
## Overview

	System	State
<b>Number of Surveys Distributed</b>	295	43,344
<b>Number of Valid Responses</b>	264	11,790
<b>Percentage Return Rate</b>	89.5%	27.2%

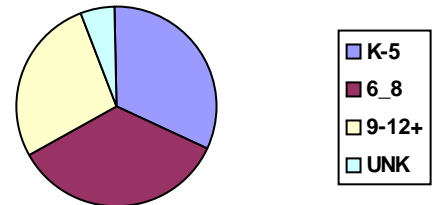


## Child Demographics

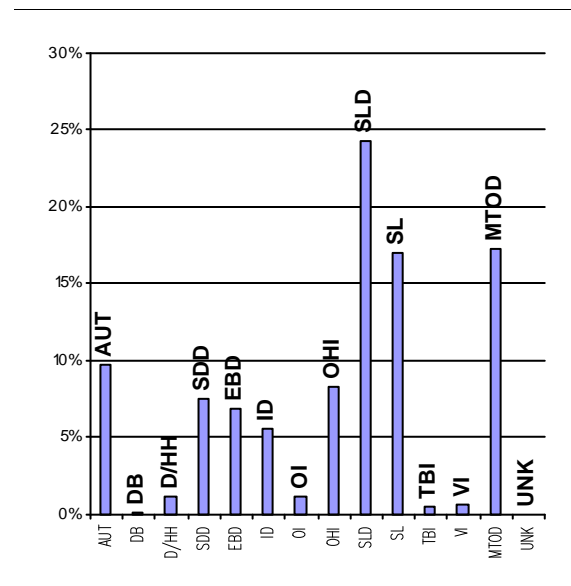
Race/Ethnicity	Count	Percent
White	183	69.3%
Black or African American (B/AA)	7	2.7%
Hispanic or Latino (H/L)	43	16.3%
Asian or Pacific Islander (A/PI)	2	0.8%
American Indian or Alaska Native (AI/AN)	13	4.9%
Multi-racial (MR)	4	1.5%
Unknown (UNK)	12	4.5%



Grade	Count	Percent
K-5	85	32.2%
6-8	91	34.5%
9-12+	73	27.7%
Unknown (UNK)	15	5.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	21	8.0%
Deaf-Blind (DB)	1	0.4%
Deaf-Hard of Hearing (D/HH)	1	0.4%
Significant Developmental Delay (SDD)	31	11.7%
Emotional Behavioral Disorder (EBD)	19	7.2%
Intellectual Disability (ID)	13	4.9%
Orthopedic Impairment (OI)	13	4.9%
Other Health Impairment (OHI)	16	6.1%
Specific Learning Disability (SLD)	76	28.8%
Speech/Language Impairment (SL)	13	4.9%
Traumatic Brain injury (TBI)	1	0.4%
Visual Impairment including Blindness (VI)	3	1.1%
More Than One Disability (MTOD)	13	4.9%
Unknown (UNK)	43	16.3%



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

# 2014 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 (25 items)	62 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	77
12	Teachers treat me as a team member.	73
14	Teachers show sensitivity to the needs of students with disabilities and their families.	72
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	72
15	Teachers encourage me to participate in the decision-making process.	72
16	Teachers respect my cultural heritage.	71
9	My child's evaluation report is written in terms I understand.	71
13	Teachers seek out parent input.	71
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	71
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	68
18	The school has a person on staff who is available to answer parents' questions.	68
23	The school gives parents the help they may need to play an active role in their child's education.	68
20	The school gives me choices with regard to services that address my child's needs.	66
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	65
25	The school explains what options parents have if they disagree with a decision of the school.	63
7	I was given information about organizations that offer support for parents of students with disabilities.	63
21	The school offers parents training about special education issues.	62
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	61
24	The school provides information on agencies that can assist my child in the transition from school.	60

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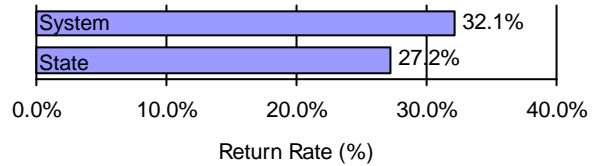
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Grady County

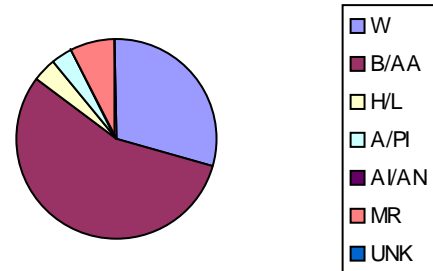
## Overview

	System	State
<b>Number of Surveys Distributed</b>	84	43,344
<b>Number of Valid Responses</b>	27	11,790
<b>Percentage Return Rate</b>	32.1%	27.2%

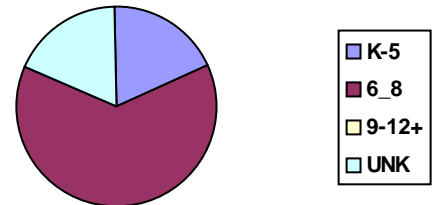


## Child Demographics

Race/Ethnicity	Count	Percent
White	8	29.6%
Black or African American (B/AA)	15	55.6%
Hispanic or Latino (H/L)	1	3.7%
Asian or Pacific Islander (A/PI)	1	3.7%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	7.4%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	5	18.5%
6-8	17	63.0%
9-12+	0	0.0%
Unknown (UNK)	5	18.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	18.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	7.4%
Significant Developmental Delay (SDD)	1	3.7%
Emotional Behavioral Disorder (EBD)	4	14.8%
Intellectual Disability (ID)	1	3.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	3.7%
Specific Learning Disability (SLD)	6	22.2%
Speech/Language Impairment (SL)	4	14.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	7.4%
Unknown (UNK)	1	3.7%



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

# 2014 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 (25 items)	52 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest 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 how my child would participate in statewide assessments.	77
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	77
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	71
16	Teachers respect my cultural heritage.	71
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	71
11	Teachers are available to speak with me.	69
5	All of my concerns and recommendations were documented on the IEP.	67
10	Written information I receive is written in an understandable way.	67
15	Teachers encourage me to participate in the decision-making process.	67

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	60
20	The school gives me choices with regard to services that address my child's needs.	60
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	59
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	58
21	The school offers parents training about special education issues.	56
25	The school explains what options parents have if they disagree with a decision of the school.	56
12	Teachers treat me as a team member.	56
7	I was given information about organizations that offer support for parents of students with disabilities.	52
22	The school offers parents a variety of ways to communicate with teachers.	48
24	The school provides information on agencies that can assist my child in the transition from school.	46

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(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

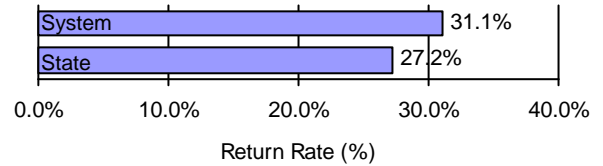




# 2014 Special Education Parent Survey Report Greene County

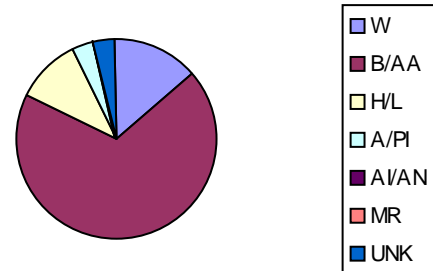
## Overview

	System	State
<b>Number of Surveys Distributed</b>	90	43,344
<b>Number of Valid Responses</b>	28	11,790
<b>Percentage Return Rate</b>	31.1%	27.2%

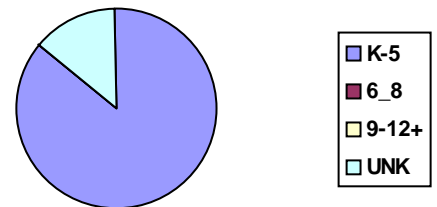


## Child Demographics

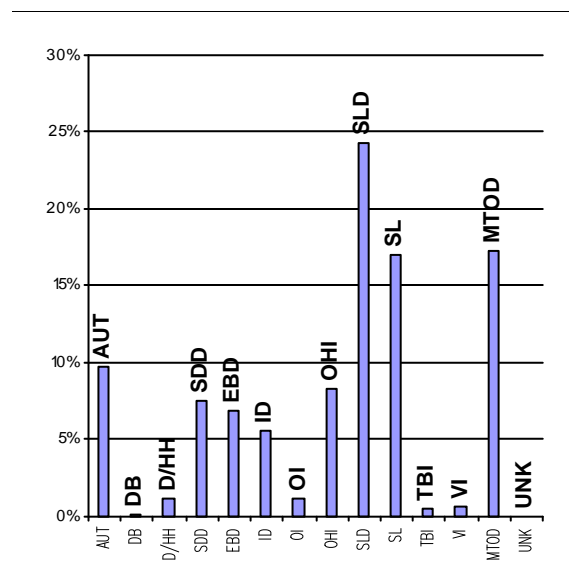
Race/Ethnicity	Count	Percent
White	4	14.3%
Black or African American (B/AA)	19	67.9%
Hispanic or Latino (H/L)	3	10.7%
Asian or Pacific Islander (A/PI)	1	3.6%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	3.6%



Grade	Count	Percent
K-5	24	85.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	4	14.3%



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)	6	21.4%
Emotional Behavioral Disorder (EBD)	2	7.1%
Intellectual Disability (ID)	1	3.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	7	25.0%
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)	3	10.7%
Unknown (UNK)	5	17.9%



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

# 2014 Special Education Parent Survey Report

## Greene County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	29 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
14	Teachers show sensitivity to the needs of students with disabilities and their families.	58
11	Teachers are available to speak with me.	57
16	Teachers respect my cultural heritage.	54
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program	54
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	52
5	All of my concerns and recommendations were documented on the IEP.	50
9	My child's evaluation report is written in terms I understand.	50
10	Written information I receive is written in an understandable way.	50
13	Teachers seek out parent input.	50

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	38
23	The school gives parents the help they may need to play an active role in their child's education.	38
22	The school offers parents a variety of ways to communicate with teachers.	36
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	35
19	The school communicates regularly with me regarding my child's progress on IEP goals.	31
24	The school provides information on agencies that can assist my child in the transition from school.	31
25	The school explains what options parents have if they disagree with a decision of the school.	31
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	30
21	The school offers parents training about special education issues.	29
7	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 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

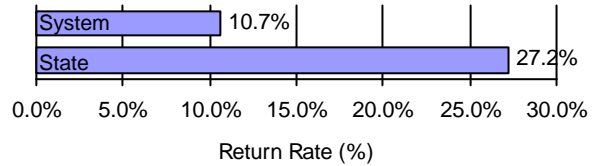
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Gwinnett County

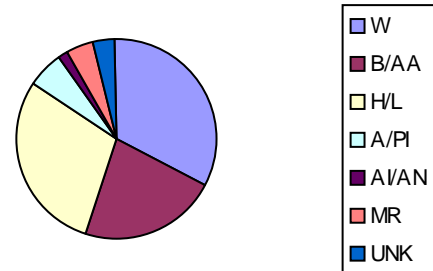
## Overview

	System	State
<b>Number of Surveys Distributed</b>	3996	43,344
<b>Number of Valid Responses</b>	426	11,790
<b>Percentage Return Rate</b>	10.7%	27.2%

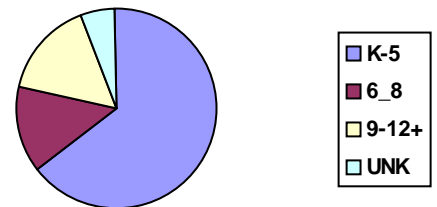


## Child Demographics

Race/Ethnicity	Count	Percent
White	140	32.9%
Black or African American (B/AA)	92	21.6%
Hispanic or Latino (H/L)	126	29.6%
Asian or Pacific Islander (A/PI)	27	6.3%
American Indian or Alaska Native (AI/AN)	7	1.6%
Multi-racial (MR)	19	4.5%
Unknown (UNK)	15	3.5%



Grade	Count	Percent
K-5	272	63.8%
6-8	62	14.6%
9-12+	68	16.0%
Unknown (UNK)	24	5.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	67	15.7%
Deaf-Blind (DB)	1	0.2%
Deaf-Hard of Hearing (D/HH)	3	0.7%
Significant Developmental Delay (SDD)	37	8.7%
Emotional Behavioral Disorder (EBD)	19	4.5%
Intellectual Disability (ID)	14	3.3%
Orthopedic Impairment (OI)	4	0.9%
Other Health Impairment (OHI)	40	9.4%
Specific Learning Disability (SLD)	97	22.8%
Speech/Language Impairment (SL)	66	15.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	4	0.9%
More Than One Disability (MTOD)	21	4.9%
Unknown (UNK)	53	12.4%



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

# 2014 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 (25 items)	37 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	70
12	Teachers treat me as a team member.	65
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
5	All of my concerns and recommendations were documented on the IEP.	63
10	Written information I receive is written in an understandable way.	61
1	I am considered an equal partner with teachers and other professionals in planning my child's program	60
15	Teachers encourage me to participate in the decision-making process.	60
9	My child's evaluation report is written in terms I understand.	58
14	Teachers show sensitivity to the needs of students with disabilities and their families.	57
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	57

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
23	The school gives parents the help they may need to play an active role in their child's education.	47
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
20	The school gives me choices with regard to services that address my child's needs.	47
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	44
25	The school explains what options parents have if they disagree with a decision of the school.	39
24	The school provides information on agencies that can assist my child in the transition from school.	32
21	The school offers parents training about special education issues.	32
7	I was given information about organizations that offer support for parents of students with disabilities.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29

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Division for Special Education Services and Supports  
 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

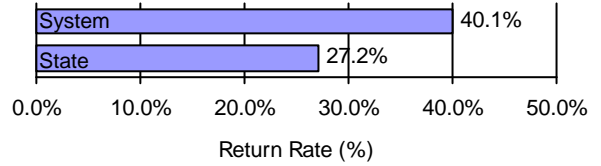
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Habersham County

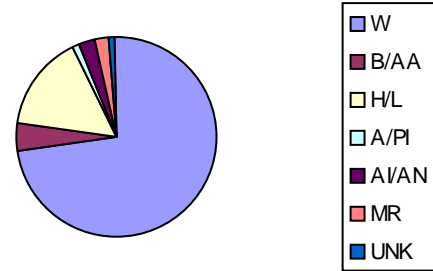
## Overview

	System	State
<b>Number of Surveys Distributed</b>	217	43,344
<b>Number of Valid Responses</b>	87	11,790
<b>Percentage Return Rate</b>	40.1%	27.2%

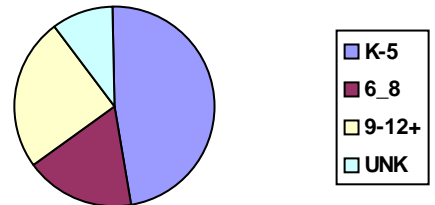


## Child Demographics

Race/Ethnicity	Count	Percent
White	63	72.4%
Black or African American (B/AA)	4	4.6%
Hispanic or Latino (H/L)	14	16.1%
Asian or Pacific Islander (A/PI)	1	1.1%
American Indian or Alaska Native (AI/AN)	2	2.3%
Multi-racial (MR)	2	2.3%
Unknown (UNK)	1	1.1%



Grade	Count	Percent
K-5	41	47.1%
6-8	15	17.2%
9-12+	22	25.3%
Unknown (UNK)	9	10.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	3.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.1%
Significant Developmental Delay (SDD)	11	12.6%
Emotional Behavioral Disorder (EBD)	3	3.4%
Intellectual Disability (ID)	4	4.6%
Orthopedic Impairment (OI)	1	1.1%
Other Health Impairment (OHI)	4	4.6%
Specific Learning Disability (SLD)	27	31.0%
Speech/Language Impairment (SL)	12	13.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.1%
More Than One Disability (MTOD)	8	9.2%
Unknown (UNK)	12	13.8%



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

# 2014 Special Education Parent Survey Report

## Habersham County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	38 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	56
11	Teachers are available to speak with me.	56
18	The school has a person on staff who is available to answer parents' questions.	56
22	The school offers parents a variety of ways to communicate with teachers.	56
5	All of my concerns and recommendations were documented on the IEP.	55
1	I am considered an equal partner with teachers and other professionals in planning my child's program	55
12	Teachers treat me as a team member.	54
15	Teachers encourage me to participate in the decision-making process.	52
14	Teachers show sensitivity to the needs of students with disabilities and their families.	51
10	Written information I receive is written in an understandable way.	49

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	46
20	The school gives me choices with regard to services that address my child's needs.	46
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	45
9	My child's evaluation report is written in terms I understand.	45
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
25	The school explains what options parents have if they disagree with a decision of the school.	41
21	The school offers parents training about special education issues.	35
24	The school provides information on agencies that can assist my child in the transition from school.	34
7	I was given information about organizations that offer support for parents of students with disabilities.	30
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	26

For questions regarding district results, please contact Anne Ladd:

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 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

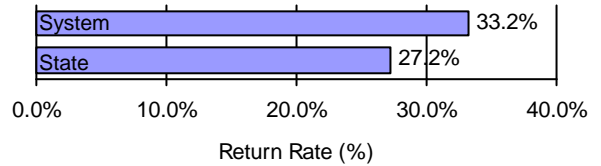
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Hall County

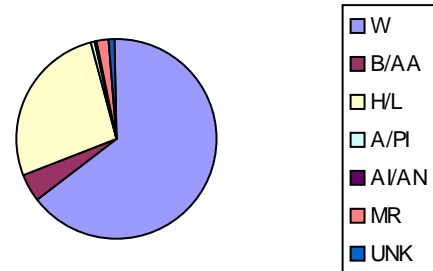
## Overview

	System	State
<b>Number of Surveys Distributed</b>	624	43,344
<b>Number of Valid Responses</b>	207	11,790
<b>Percentage Return Rate</b>	33.2%	27.2%

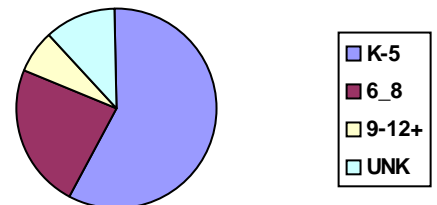


## Child Demographics

Race/Ethnicity	Count	Percent
White	133	64.3%
Black or African American (B/AA)	9	4.3%
Hispanic or Latino (H/L)	57	27.5%
Asian or Pacific Islander (A/PI)	1	0.5%
American Indian or Alaska Native (AI/AN)	1	0.5%
Multi-racial (MR)	4	1.9%
Unknown (UNK)	2	1.0%



Grade	Count	Percent
K-5	119	57.5%
6-8	49	23.7%
9-12+	15	7.2%
Unknown (UNK)	24	11.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	31	15.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.5%
Significant Developmental Delay (SDD)	23	11.1%
Emotional Behavioral Disorder (EBD)	12	5.8%
Intellectual Disability (ID)	13	6.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	14	6.8%
Specific Learning Disability (SLD)	42	20.3%
Speech/Language Impairment (SL)	22	10.6%
Traumatic Brain injury (TBI)	1	0.5%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	10	4.8%
Unknown (UNK)	38	18.4%



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

# 2014 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 (25 items)	41 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	66
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
5	All of my concerns and recommendations were documented on the IEP.	63
12	Teachers treat me as a team member.	61
14	Teachers show sensitivity to the needs of students with disabilities and their families.	61
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	59
10	Written information I receive is written in an understandable way.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program	59
15	Teachers encourage me to participate in the decision-making process.	58
13	Teachers seek out parent input.	58

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	53
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	49
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	49
23	The school gives parents the help they may need to play an active role in their child's education.	49
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	46
25	The school explains what options parents have if they disagree with a decision of the school.	45
24	The school provides information on agencies that can assist my child in the transition from school.	36
7	I was given information about organizations that offer support for parents of students with disabilities.	33
21	The school offers parents training about special education issues.	31
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	28

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

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

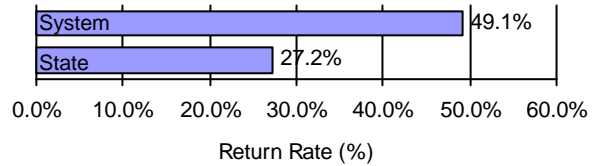




# 2014 Special Education Parent Survey Report Hancock County

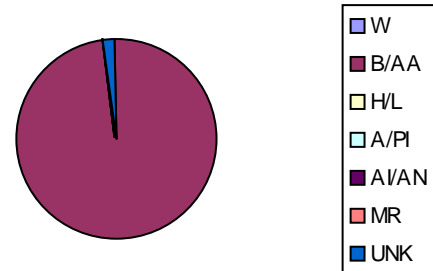
## Overview

	System	State
<b>Number of Surveys Distributed</b>	110	43,344
<b>Number of Valid Responses</b>	54	11,790
<b>Percentage Return Rate</b>	49.1%	27.2%

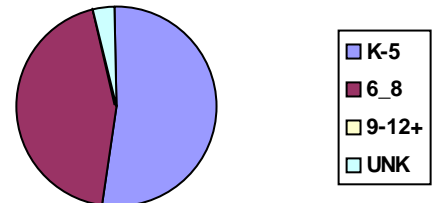


## Child Demographics

Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	53	98.1%
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)	1	1.9%



Grade	Count	Percent
K-5	28	51.9%
6-8	24	44.4%
9-12+	0	0.0%
Unknown (UNK)	2	3.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	5.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	11	20.4%
Emotional_Behavioral Disorder (EBD)	7	13.0%
Intellectual Disability (ID)	6	11.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	3.7%
Specific Learning Disability (SLD)	7	13.0%
Speech/Language Impairment (SL)	10	18.5%
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)	7	13.0%



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

# 2014 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 (25 items)	69 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	79
18	The school has a person on staff who is available to answer parents' questions.	78
12	Teachers treat me as a team member.	77
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	77
20	The school gives me choices with regard to services that address my child's needs.	77
15	Teachers encourage me to participate in the decision-making process.	75
16	Teachers respect my cultural heritage.	75
23	The school gives parents the help they may need to play an active role in their child's education.	75
13	Teachers seek out parent input.	75
21	The school offers parents training about special education issues.	75

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	72
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	72
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 how my child would participate in statewide assessments.	70
24	The school provides information on agencies that can assist my child in the transition from school.	70
10	Written information I receive is written in an understandable way.	69
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	68
7	I was given information about organizations that offer support for parents of students with disabilities.	68
9	My child's evaluation report is written in terms I understand.	67
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	57

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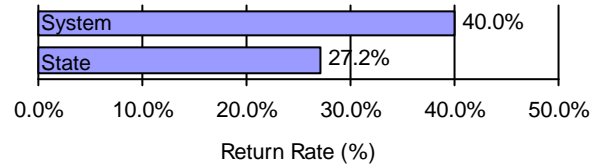
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.
- (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.
- (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Harris County

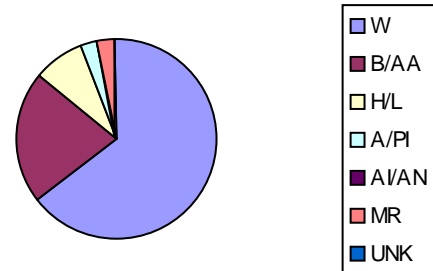
## Overview

	System	State
<b>Number of Surveys Distributed</b>	90	43,344
<b>Number of Valid Responses</b>	36	11,790
<b>Percentage Return Rate</b>	40.0%	27.2%

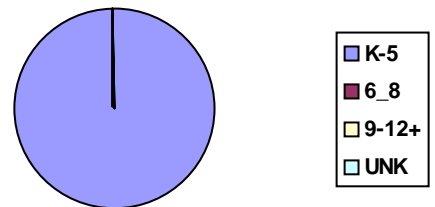


## Child Demographics

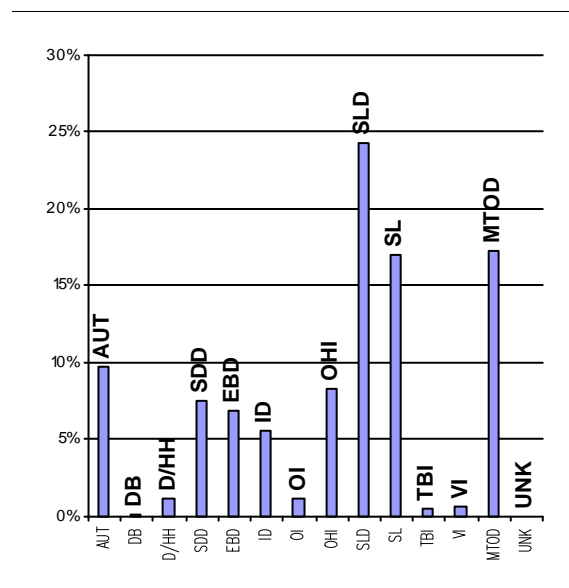
Race/Ethnicity	Count	Percent
White	23	63.9%
Black or African American (B/AA)	8	22.2%
Hispanic or Latino (H/L)	3	8.3%
Asian or Pacific Islander (A/PI)	1	2.8%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.8%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	36	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	8.3%
Emotional Behavioral Disorder (EBD)	3	8.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	8.3%
Specific Learning Disability (SLD)	4	11.1%
Speech/Language Impairment (SL)	19	52.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	2.8%
Unknown (UNK)	2	5.6%



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

# 2014 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 (25 items)	39 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	75
12	Teachers treat me as a team member.	67
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	66
5	All of my concerns and recommendations were documented on the IEP.	64
10	Written information I receive is written in an understandable way.	64
1	I am considered an equal partner with teachers and other professionals in planning my child's program	63
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	62
18	The school has a person on staff who is available to answer parents' questions.	62
19	The school communicates regularly with me regarding my child's progress on IEP goals.	62
16	Teachers respect my cultural heritage.	60

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	52
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	49
20	The school gives me choices with regard to services that address my child's needs.	47
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	46
25	The school explains what options parents have if they disagree with a decision of the school.	41
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	38
24	The school provides information on agencies that can assist my child in the transition from school.	34
21	The school offers parents training about special education issues.	33
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32
7	I was given information about organizations that offer support for parents of students with disabilities.	27

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

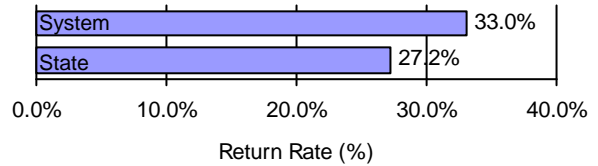
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Hart County

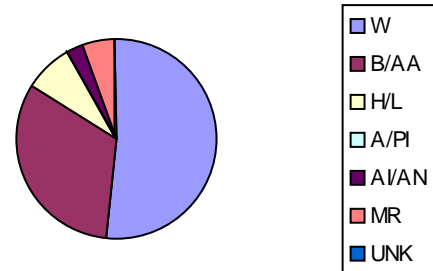
## Overview

	System	State
Number of Surveys Distributed	112	43,344
Number of Valid Responses	37	11,790
Percentage Return Rate	33.0%	27.2%

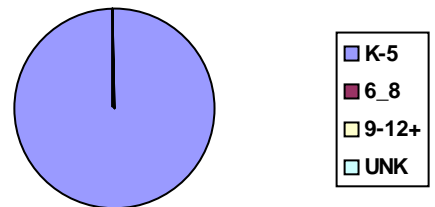


## Child Demographics

Race/Ethnicity	Count	Percent
White	19	51.4%
Black or African American (B/AA)	12	32.4%
Hispanic or Latino (H/L)	3	8.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	2.7%
Multi-racial (MR)	2	5.4%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	37	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	8.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	13.5%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	2	5.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	5.4%
Specific Learning Disability (SLD)	9	24.3%
Speech/Language Impairment (SL)	12	32.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.7%
More Than One Disability (MTOD)	1	2.7%
Unknown (UNK)	2	5.4%



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

# 2014 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 (25 items)	46 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	81
12	Teachers treat me as a team member.	75
15	Teachers encourage me to participate in the decision-making process.	74
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	74
14	Teachers show sensitivity to the needs of students with disabilities and their families.	71
16	Teachers respect my cultural heritage.	71
13	Teachers seek out parent input.	69
1	I am considered an equal partner with teachers and other professionals in planning my child's program	68
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	65

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	55
19	The school communicates regularly with me regarding my child's progress on IEP goals.	54
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
23	The school gives parents the help they may need to play an active role in their child's education.	53
7	I was given information about organizations that offer support for parents of students with disabilities.	53
25	The school explains what options parents have if they disagree with a decision of the school.	49
21	The school offers parents training about special education issues.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
24	The school provides information on agencies that can assist my child in the transition from school.	41
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36

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 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

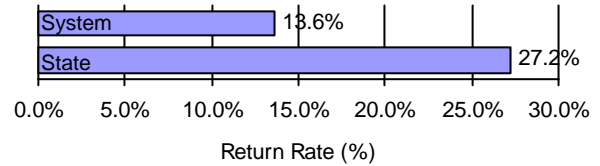
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Heard County

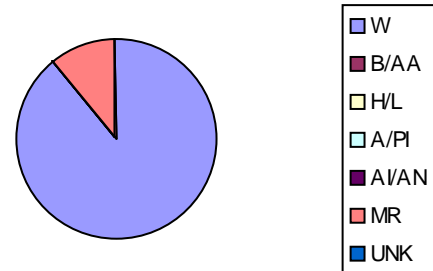
## Overview

	System	State
<b>Number of Surveys Distributed</b>	66	43,344
<b>Number of Valid Responses</b>	9	11,790
<b>Percentage Return Rate</b>	13.6%	27.2%

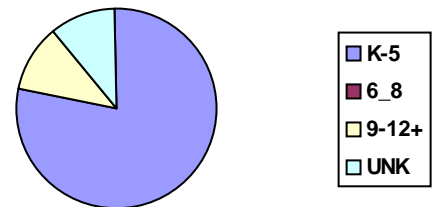


## Child Demographics

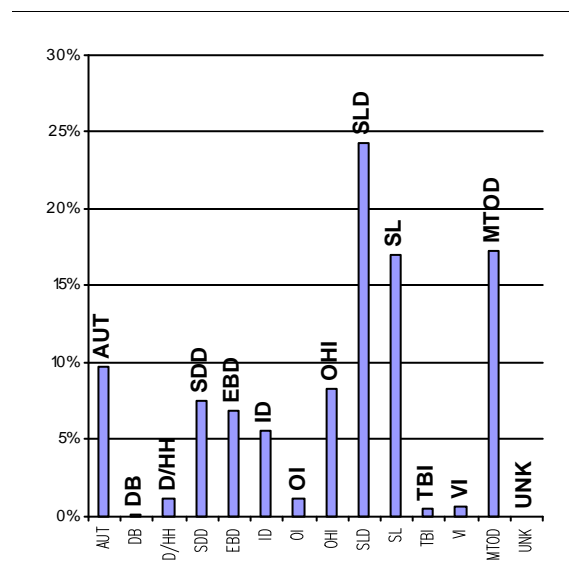
Race/Ethnicity	Count	Percent
White	8	88.9%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	11.1%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	7	77.8%
6-8	0	0.0%
9-12+	1	11.1%
Unknown (UNK)	1	11.1%



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)	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)	2	22.2%
Speech/Language Impairment (SL)	4	44.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	33.3%
Unknown (UNK)	0	0.0%



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

# 2014 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 (25 items)	33 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	78
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	56
5	All of my concerns and recommendations were documented on the IEP.	56
9	My child's evaluation report is written in terms I understand.	56
10	Written information I receive is written in an understandable way.	56
14	Teachers show sensitivity to the needs of students with disabilities and their families.	50
16	Teachers respect my cultural heritage.	50
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	50
1	I am considered an equal partner with teachers and other professionals in planning my child's program	44
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	44

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	38
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	33
20	The school gives me choices with regard to services that address my child's needs.	29
21	The school offers parents training about special education issues.	29
22	The school offers parents a variety of ways to communicate with teachers.	29
23	The school gives parents the help they may need to play an active role in their child's education.	29
24	The school provides information on agencies that can assist my child in the transition from school.	29
25	The school explains what options parents have if they disagree with a decision of the school.	29
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	22
7	I was given information about organizations that offer support for parents of students with disabilities.	22

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

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

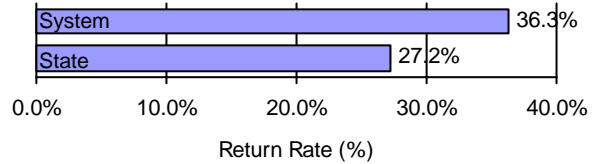




# 2014 Special Education Parent Survey Report Henry County

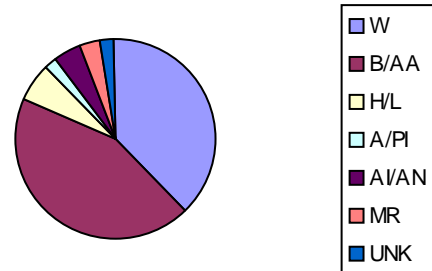
## Overview

	System	State
<b>Number of Surveys Distributed</b>	589	43,344
<b>Number of Valid Responses</b>	214	11,790
<b>Percentage Return Rate</b>	36.3%	27.2%

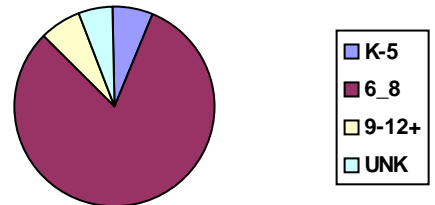


## Child Demographics

Race/Ethnicity	Count	Percent
White	81	37.9%
Black or African American (B/AA)	93	43.5%
Hispanic or Latino (H/L)	14	6.5%
Asian or Pacific Islander (A/PI)	4	1.9%
American Indian or Alaska Native (AI/AN)	10	4.7%
Multi-racial (MR)	7	3.3%
Unknown (UNK)	5	2.3%



Grade	Count	Percent
K-5	14	6.5%
6-8	173	80.8%
9-12+	15	7.0%
Unknown (UNK)	12	5.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	28	13.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	10	4.7%
Emotional Behavioral Disorder (EBD)	13	6.1%
Intellectual Disability (ID)	17	7.9%
Orthopedic Impairment (OI)	7	3.3%
Other Health Impairment (OHI)	21	9.8%
Specific Learning Disability (SLD)	57	26.6%
Speech/Language Impairment (SL)	21	9.8%
Traumatic Brain injury (TBI)	3	1.4%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	3.3%
Unknown (UNK)	30	14.0%



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

# 2014 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 (25 items)	27 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	59
12	Teachers treat me as a team member.	57
11	Teachers are available to speak with me.	56
5	All of my concerns and recommendations were documented on the IEP.	55
1	I am considered an equal partner with teachers and other professionals in planning my child's program	54
10	Written information I receive is written in an understandable way.	52
15	Teachers encourage me to participate in the decision-making process.	52
9	My child's evaluation report is written in terms I understand.	52
14	Teachers show sensitivity to the needs of students with disabilities and their families.	49
16	Teachers respect my cultural heritage.	49

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	39
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	39
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	36
20	The school gives me choices with regard to services that address my child's needs.	36
23	The school gives parents the help they may need to play an active role in their child's education.	36
25	The school explains what options parents have if they disagree with a decision of the school.	28
7	I was given information about organizations that offer support for parents of students with disabilities.	26
24	The school provides information on agencies that can assist my child in the transition from school.	23
21	The school offers parents training about special education issues.	21
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	20

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 Georgia Department of Education  
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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

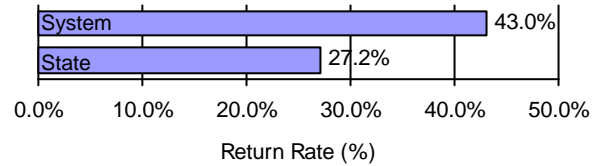
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Houston County

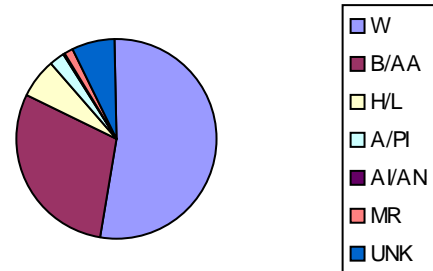
## Overview

	System	State
<b>Number of Surveys Distributed</b>	493	43,344
<b>Number of Valid Responses</b>	212	11,790
<b>Percentage Return Rate</b>	43.0%	27.2%

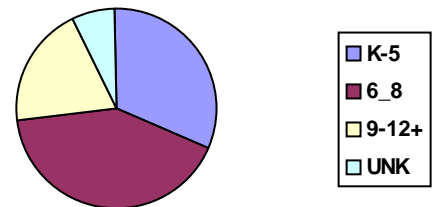


## Child Demographics

Race/Ethnicity	Count	Percent
White	111	52.4%
Black or African American (B/AA)	63	29.7%
Hispanic or Latino (H/L)	14	6.6%
Asian or Pacific Islander (A/PI)	5	2.4%
American Indian or Alaska Native (AI/AN)	1	0.5%
Multi-racial (MR)	3	1.4%
Unknown (UNK)	15	7.1%



Grade	Count	Percent
K-5	67	31.6%
6-8	87	41.0%
9-12+	43	20.3%
Unknown (UNK)	15	7.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	39	18.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.5%
Significant Developmental Delay (SDD)	18	8.5%
Emotional_Behavioral Disorder (EBD)	10	4.7%
Intellectual Disability (ID)	12	5.7%
Orthopedic Impairment (OI)	1	0.5%
Other Health Impairment (OHI)	14	6.6%
Specific Learning Disability (SLD)	59	27.8%
Speech/Language Impairment (SL)	24	11.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	3	1.4%
More Than One Disability (MTOD)	8	3.8%
Unknown (UNK)	23	10.8%



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

# 2014 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 (25 items)	51 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	75
5	All of my concerns and recommendations were documented on the IEP.	73
12	Teachers treat me as a team member.	72
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
10	Written information I receive is written in an understandable way.	71
15	Teachers encourage me to participate in the decision-making process.	71
9	My child's evaluation report is written in terms I understand.	71
14	Teachers show sensitivity to the needs of students with disabilities and their families.	70
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	69
18	The school has a person on staff who is available to answer parents' questions.	68

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	62
20	The school gives me choices with regard to services that address my child's needs.	61
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	60
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	58
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
25	The school explains what options parents have if they disagree with a decision of the school.	52
24	The school provides information on agencies that can assist my child in the transition from school.	47
21	The school offers parents training about special education issues.	45
7	I was given information about organizations that offer support for parents of students with disabilities.	41
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36

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

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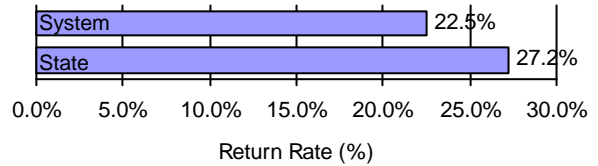
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Irwin County

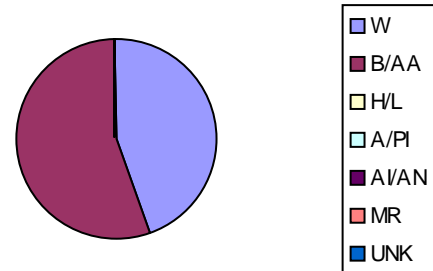
## Overview

	System	State
<b>Number of Surveys Distributed</b>	40	43,344
<b>Number of Valid Responses</b>	9	11,790
<b>Percentage Return Rate</b>	22.5%	27.2%

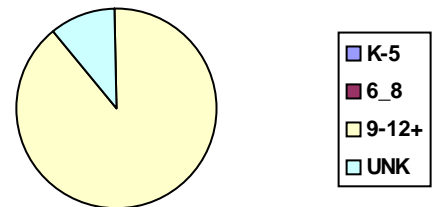


## Child Demographics

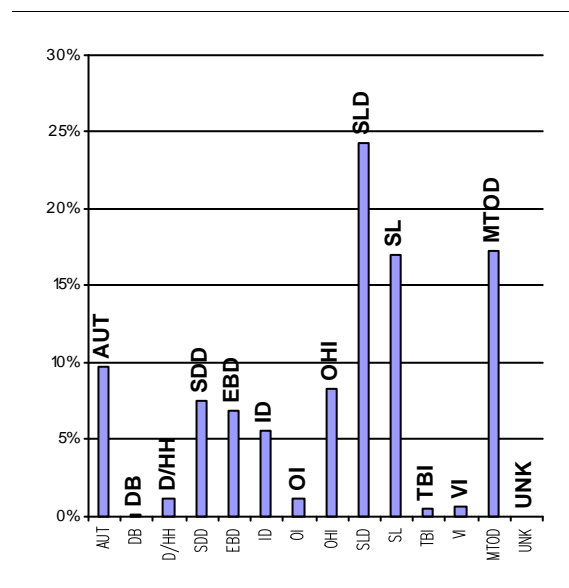
Race/Ethnicity	Count	Percent
White	4	44.4%
Black or African American (B/AA)	5	55.6%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	8	88.9%
Unknown (UNK)	1	11.1%



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)	1	11.1%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	11.1%
Specific Learning Disability (SLD)	5	55.6%
Speech/Language Impairment (SL)	1	11.1%
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	11.1%



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

# 2014 Special Education Parent Survey Report

## Irwin County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest 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
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
9	My child's evaluation report is written in terms I understand.	67
10	Written information I receive is written in an understandable way.	67
12	Teachers treat me as a team member.	67
5	All of my concerns and recommendations were documented on the IEP.	56
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	56
11	Teachers are available to speak with me.	56
13	Teachers seek out parent input.	56
15	Teachers encourage me to participate in the decision-making process.	56

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
14	Teachers show sensitivity to the needs of students with disabilities and their families.	50
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	50
25	The school explains what options parents have if they disagree with a decision of the school.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
20	The school gives me choices with regard to services that address my child's needs.	44
21	The school offers parents training about special education issues.	44
24	The school provides information on agencies that can assist my child in the transition from school.	43
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	38
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	22

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

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

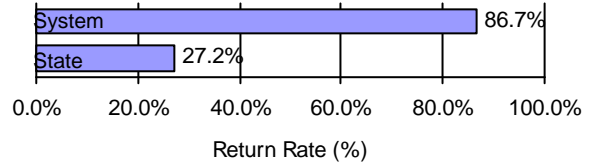
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Jasper County

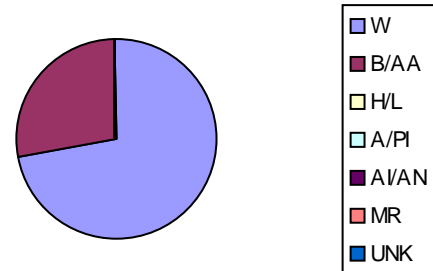
## Overview

	System	State
<b>Number of Surveys Distributed</b>	45	43,344
<b>Number of Valid Responses</b>	39	11,790
<b>Percentage Return Rate</b>	86.7%	27.2%

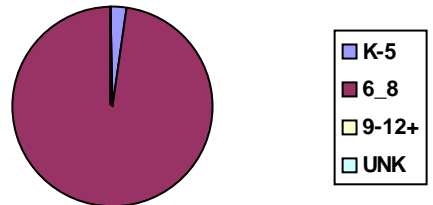


## Child Demographics

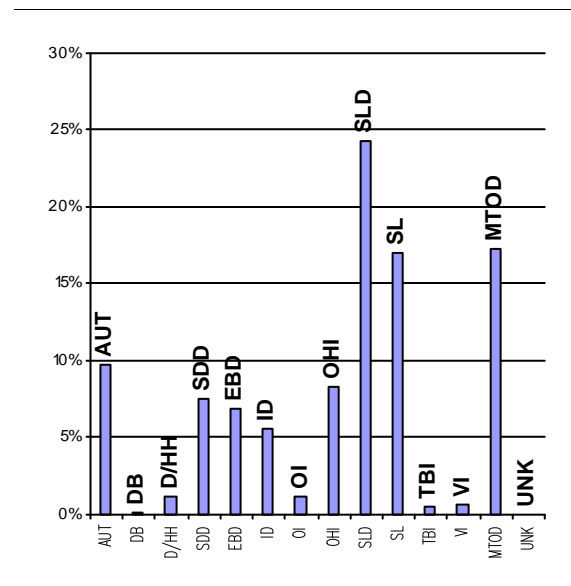
Race/Ethnicity	Count	Percent
White	28	71.8%
Black or African American (B/AA)	11	28.2%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	2	5.1%
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	10.3%
Intellectual Disability (ID)	5	12.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	10	25.6%
Specific Learning Disability (SLD)	12	30.8%
Speech/Language Impairment (SL)	4	10.3%
Traumatic Brain injury (TBI)	1	2.6%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	2.6%
Unknown (UNK)	0	0.0%



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

# 2014 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 (25 items)	15 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest 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	56
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	56
15	Teachers encourage me to participate in the decision-making process.	56
5	All of my concerns and recommendations were documented on the IEP.	54
9	My child's evaluation report is written in terms I understand.	54
12	Teachers treat me as a team member.	51
11	Teachers are available to speak with me.	51
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	51
13	Teachers seek out parent input.	49
14	Teachers show sensitivity to the needs of students with disabilities and their families.	49

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	44
20	The school gives me choices with regard to services that address my child's needs.	44
23	The school gives parents the help they may need to play an active role in their child's education.	44
10	Written information I receive is written in an understandable way.	41
24	The school provides information on agencies that can assist my child in the transition from school.	40
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	38
25	The school explains what options parents have if they disagree with a decision of the school.	36
21	The school offers parents training about special education issues.	30
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	24

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- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.  
 (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.  
 (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

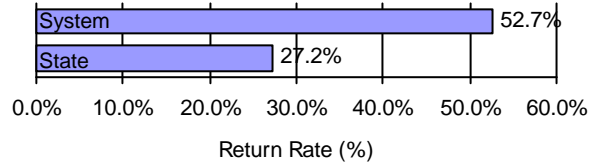




# 2014 Special Education Parent Survey Report Jeff Davis County

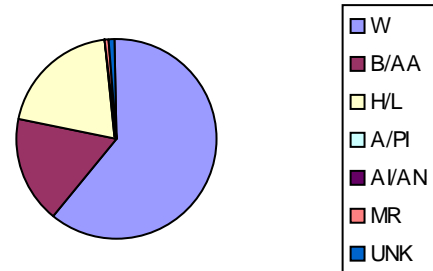
## Overview

	System	State
Number of Surveys Distributed	222	43,344
Number of Valid Responses	117	11,790
Percentage Return Rate	52.7%	27.2%

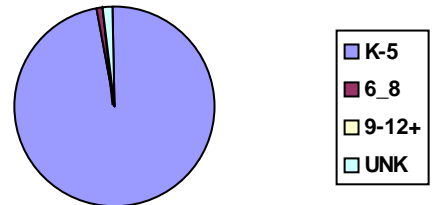


## Child Demographics

Race/Ethnicity	Count	Percent
White	71	60.7%
Black or African American (B/AA)	20	17.1%
Hispanic or Latino (H/L)	24	20.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	0.9%
Unknown (UNK)	1	0.9%



Grade	Count	Percent
K-5	114	97.4%
6-8	1	0.9%
9-12+	0	0.0%
Unknown (UNK)	2	1.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	6.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	1.7%
Significant Developmental Delay (SDD)	13	11.1%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	0.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	8	6.8%
Specific Learning Disability (SLD)	22	18.8%
Speech/Language Impairment (SL)	47	40.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	1.7%
Unknown (UNK)	15	12.8%



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

# 2014 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 (25 items)	36 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	54
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	50
1	I am considered an equal partner with teachers and other professionals in planning my child's program	50
5	All of my concerns and recommendations were documented on the IEP.	50
22	The school offers parents a variety of ways to communicate with teachers.	50
9	My child's evaluation report is written in terms I understand.	49
19	The school communicates regularly with me regarding my child's progress on IEP goals.	49
12	Teachers treat me as a team member.	49
20	The school gives me choices with regard to services that address my child's needs.	49
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	48

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	45
18	The school has a person on staff who is available to answer parents' questions.	44
14	Teachers show sensitivity to the needs of students with disabilities and their families.	43
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	43
24	The school provides information on agencies that can assist my child in the transition from school.	41
25	The school explains what options parents have if they disagree with a decision of the school.	41
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	36
21	The school offers parents training about special education issues.	34
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	26

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

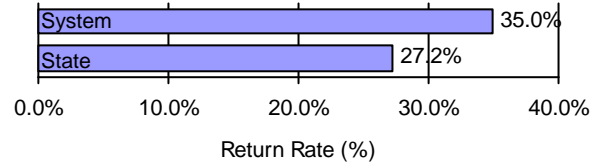
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Jenkins County

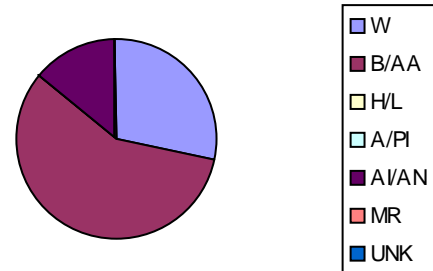
## Overview

	System	State
<b>Number of Surveys Distributed</b>	20	43,344
<b>Number of Valid Responses</b>	7	11,790
<b>Percentage Return Rate</b>	35.0%	27.2%

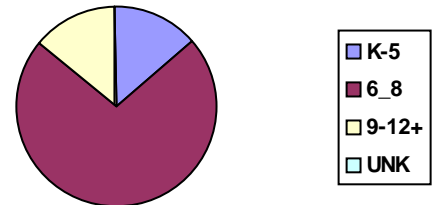


## Child Demographics

Race/Ethnicity	Count	Percent
White	2	28.6%
Black or African American (B/AA)	4	57.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	14.3%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	14.3%
6-8	5	71.4%
9-12+	1	14.3%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	14.3%
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)	1	14.3%
Intellectual Disability (ID)	1	14.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	3	42.9%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	14.3%
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%

# 2014 Special Education Parent Survey Report

## Jenkins County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	43 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
5	All of my concerns and recommendations were documented on the IEP.	71
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	71
9	My child's evaluation report is written in terms I understand.	71
10	Written information I receive is written in an understandable way.	71
12	Teachers treat me as a team member.	71
13	Teachers seek out parent input.	71
14	Teachers show sensitivity to the needs of students with disabilities and their families.	71
15	Teachers encourage me to participate in the decision-making process.	71
16	Teachers respect my cultural heritage.	71

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	57
11	Teachers are available to speak with me.	57
19	The school communicates regularly with me regarding my child's progress on IEP goals.	57
20	The school gives me choices with regard to services that address my child's needs.	57
25	The school explains what options parents have if they disagree with a decision of the school.	57
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
24	The school provides information on agencies that can assist my child in the transition from school.	50
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	43
21	The school offers parents training about special education issues.	43
7	I was given information about organizations that offer support for parents of students with disabilities.	29

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

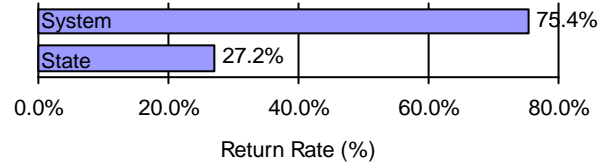
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Johnson County

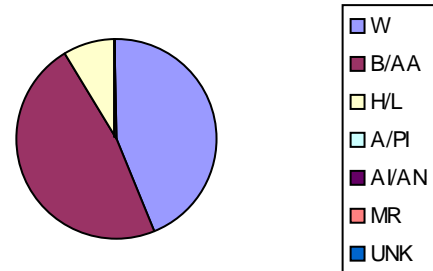
## Overview

	System	State
<b>Number of Surveys Distributed</b>	61	43,344
<b>Number of Valid Responses</b>	46	11,790
<b>Percentage Return Rate</b>	75.4%	27.2%

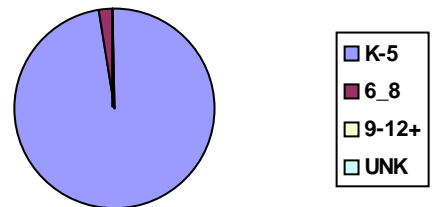


## Child Demographics

Race/Ethnicity	Count	Percent
White	20	43.5%
Black or African American (B/AA)	22	47.8%
Hispanic or Latino (H/L)	4	8.7%
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	45	97.8%
6-8	1	2.2%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	4.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	8	17.4%
Emotional Behavioral Disorder (EBD)	9	19.6%
Intellectual Disability (ID)	5	10.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	6.5%
Specific Learning Disability (SLD)	12	26.1%
Speech/Language Impairment (SL)	7	15.2%
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)	0	0.0%



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

# 2014 Special Education Parent Survey Report

## Johnson County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	67 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
10	Written information I receive is written in an understandable way.	83
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	81
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	80
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	80
5	All of my concerns and recommendations were documented on the IEP.	80
12	Teachers treat me as a team member.	80
13	Teachers seek out parent input.	80
14	Teachers show sensitivity to the needs of students with disabilities and their families.	80
16	Teachers respect my cultural heritage.	80
19	The school communicates regularly with me regarding my child's progress on IEP goals.	80

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	78
23	The school gives parents the help they may need to play an active role in their child's education.	78
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	78
1	I am considered an equal partner with teachers and other professionals in planning my child's program	76
18	The school has a person on staff who is available to answer parents' questions.	76
25	The school explains what options parents have if they disagree with a decision of the school.	76
7	I was given information about organizations that offer support for parents of students with disabilities.	76
24	The school provides information on agencies that can assist my child in the transition from school.	75
21	The school offers parents training about special education issues.	74
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	56

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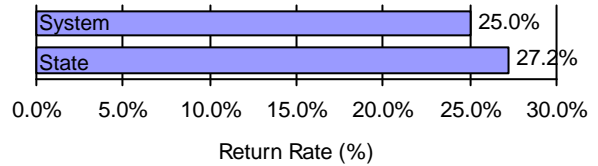
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.  
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 (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Jones County

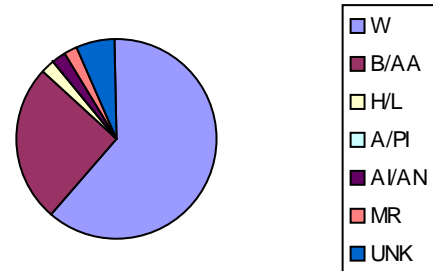
## Overview

	System	State
<b>Number of Surveys Distributed</b>	184	43,344
<b>Number of Valid Responses</b>	46	11,790
<b>Percentage Return Rate</b>	25.0%	27.2%

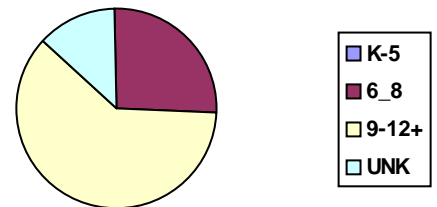


## Child Demographics

Race/Ethnicity	Count	Percent
White	28	60.9%
Black or African American (B/AA)	12	26.1%
Hispanic or Latino (H/L)	1	2.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	2.2%
Multi-racial (MR)	1	2.2%
Unknown (UNK)	3	6.5%



Grade	Count	Percent
K-5	0	0.0%
6-8	12	26.1%
9-12+	28	60.9%
Unknown (UNK)	6	13.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	15.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.2%
Significant Developmental Delay (SDD)	1	2.2%
Emotional Behavioral Disorder (EBD)	1	2.2%
Intellectual Disability (ID)	3	6.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	9	19.6%
Specific Learning Disability (SLD)	14	30.4%
Speech/Language Impairment (SL)	1	2.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	4.3%
Unknown (UNK)	7	15.2%



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

# 2014 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 (25 items)	70 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	93
5	All of my concerns and recommendations were documented on the IEP.	93
10	Written information I receive is written in an understandable way.	93
11	Teachers are available to speak with me.	93
12	Teachers treat me as a team member.	93
9	My child's evaluation report is written in terms I understand.	91
13	Teachers seek out parent input.	91
14	Teachers show sensitivity to the needs of students with disabilities and their families.	91
15	Teachers encourage me to participate in the decision-making process.	91
20	The school gives me choices with regard to services that address my child's needs.	90

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	86
22	The school offers parents a variety of ways to communicate with teachers.	85
23	The school gives parents the help they may need to play an active role in their child's education.	83
16	Teachers respect my cultural heritage.	80
25	The school explains what options parents have if they disagree with a decision of the school.	75
21	The school offers parents training about special education issues.	71
24	The school provides information on agencies that can assist my child in the transition from school.	70
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	70
7	I was given information about organizations that offer support for parents of students with disabilities.	67
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	51

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- (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.
- (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

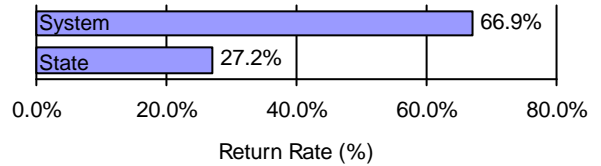




# 2014 Special Education Parent Survey Report Lamar County

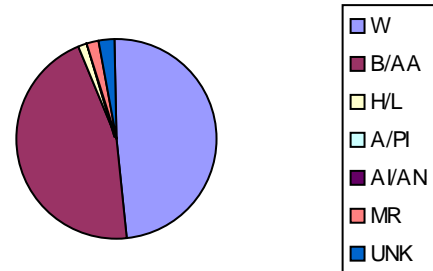
## Overview

	System	State
Number of Surveys Distributed	124	43,344
Number of Valid Responses	83	11,790
Percentage Return Rate	66.9%	27.2%

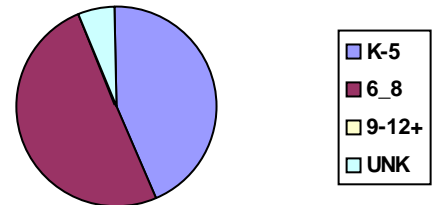


## Child Demographics

Race/Ethnicity	Count	Percent
White	40	48.2%
Black or African American (B/AA)	38	45.8%
Hispanic or Latino (H/L)	1	1.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	2.4%
Unknown (UNK)	2	2.4%



Grade	Count	Percent
K-5	36	43.4%
6-8	42	50.6%
9-12+	0	0.0%
Unknown (UNK)	5	6.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	9	10.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	7.2%
Emotional Behavioral Disorder (EBD)	6	7.2%
Intellectual Disability (ID)	8	9.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	7.2%
Specific Learning Disability (SLD)	34	41.0%
Speech/Language Impairment (SL)	5	6.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	1.2%
Unknown (UNK)	8	9.6%



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

# 2014 Special Education Parent Survey Report

## Lamar County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	46 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	72
11	Teachers are available to speak with me.	70
14	Teachers show sensitivity to the needs of students with disabilities and their families.	67
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
15	Teachers encourage me to participate in the decision-making process.	66
12	Teachers treat me as a team member.	66
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	66
16	Teachers respect my cultural heritage.	62
13	Teachers seek out parent input.	62
18	The school has a person on staff who is available to answer parents' questions.	61

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	58
19	The school communicates regularly with me regarding my child's progress on IEP goals.	57
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	55
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	51
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	48
25	The school explains what options parents have if they disagree with a decision of the school.	48
24	The school provides information on agencies that can assist my child in the transition from school.	39
7	I was given information about organizations that offer support for parents of students with disabilities.	37
21	The school offers parents training about special education issues.	37
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	31

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 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

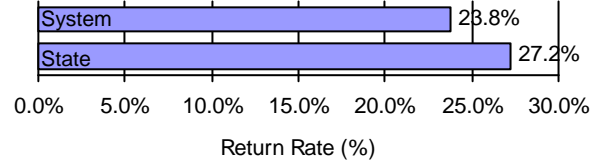
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.  
 (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.  
 (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report LanierCounty

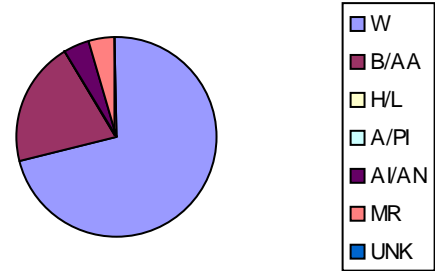
## Overview

	System	State
<b>Number of Surveys Distributed</b>	101	43,344
<b>Number of Valid Responses</b>	24	11,790
<b>Percentage Return Rate</b>	23.8%	27.2%

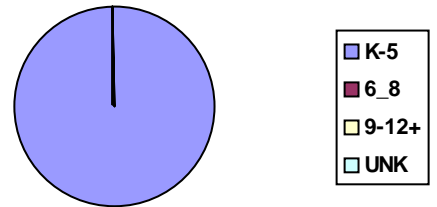


## Child Demographics

Race/Ethnicity	Count	Percent
White	17	70.8%
Black or African American (B/AA)	5	20.8%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	4.2%
Multi-racial (MR)	1	4.2%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	24	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	12.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	12.5%
Emotional Behavioral Disorder (EBD)	2	8.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	4.2%
Specific Learning Disability (SLD)	4	16.7%
Speech/Language Impairment (SL)	7	29.2%
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)	4	16.7%



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

# 2014 Special Education Parent Survey Report

## LanierCounty

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	25 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	54
11	Teachers are available to speak with me.	54
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50
5	All of my concerns and recommendations were documented on the IEP.	50
10	Written information I receive is written in an understandable way.	50
1	I am considered an equal partner with teachers and other professionals in planning my child's program	46
12	Teachers treat me as a team member.	46
14	Teachers show sensitivity to the needs of students with disabilities and their families.	46
13	Teachers seek out parent input.	43
15	Teachers encourage me to participate in the decision-making process.	43

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	35
22	The school offers parents a variety of ways to communicate with teachers.	35
21	The school offers parents training about special education issues.	30
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	29
25	The school explains what options parents have if they disagree with a decision of the school.	29
23	The school gives parents the help they may need to play an active role in their child's education.	27
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	25
7	I was given information about organizations that offer support for parents of students with disabilities.	25
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	22
24	The school provides information on agencies that can assist my child in the transition from school.	17

For questions regarding district results, please contact Anne Ladd:

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 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

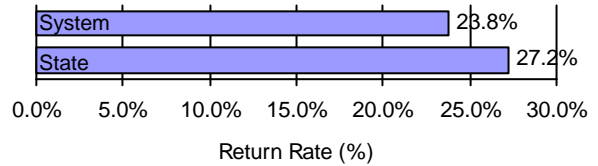
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Laurens County

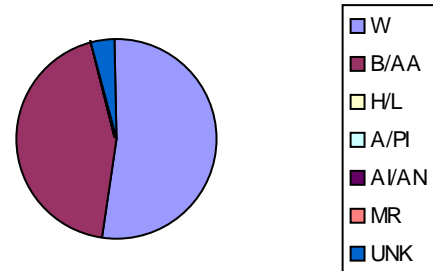
## Overview

	System	State
<b>Number of Surveys Distributed</b>	105	43,344
<b>Number of Valid Responses</b>	25	11,790
<b>Percentage Return Rate</b>	23.8%	27.2%

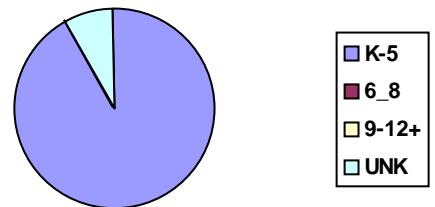


## Child Demographics

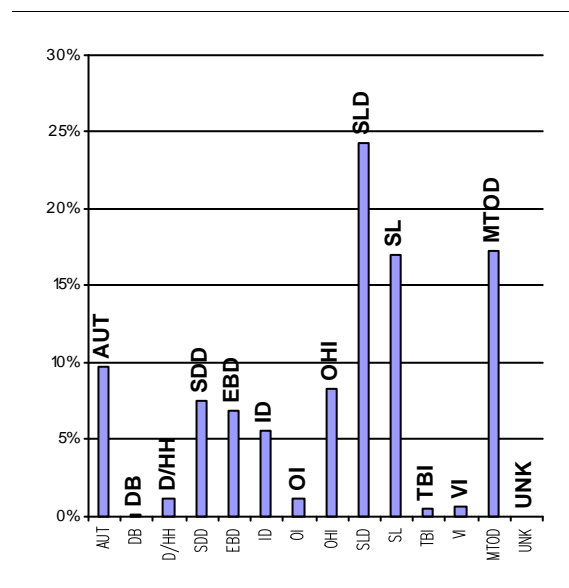
Race/Ethnicity	Count	Percent
White	13	52.0%
Black or African American (B/AA)	11	44.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	4.0%



Grade	Count	Percent
K-5	23	92.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	2	8.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	4.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	4.0%
Significant Developmental Delay (SDD)	3	12.0%
Emotional Behavioral Disorder (EBD)	1	4.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	4.0%
Specific Learning Disability (SLD)	4	16.0%
Speech/Language Impairment (SL)	9	36.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	16.0%
Unknown (UNK)	1	4.0%



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

# 2014 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 (25 items)	44 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	71
11	Teachers are available to speak with me.	68
12	Teachers treat me as a team member.	67
18	The school has a person on staff who is available to answer parents' questions.	65
13	Teachers seek out parent input.	64
14	Teachers show sensitivity to the needs of students with disabilities and their families.	64
15	Teachers encourage me to participate in the decision-making process.	64
16	Teachers respect my cultural heritage.	63
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	63
20	The school gives me choices with regard to services that address my child's needs.	63

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program	54
7	I was given information about organizations that offer support for parents of students with disabilities.	54
21	The school offers parents training about special education issues.	54
25	The school explains what options parents have if they disagree with a decision of the school.	52
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	52
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	48
24	The school provides information on agencies that can assist my child in the transition from school.	48
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

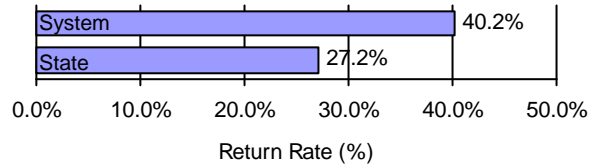
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Liberty County

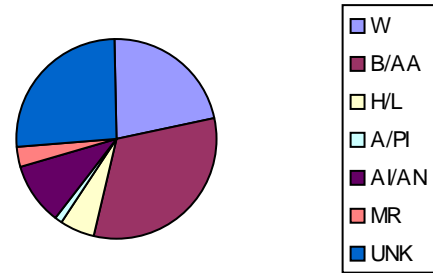
## Overview

	System	State
<b>Number of Surveys Distributed</b>	224	43,344
<b>Number of Valid Responses</b>	90	11,790
<b>Percentage Return Rate</b>	40.2%	27.2%

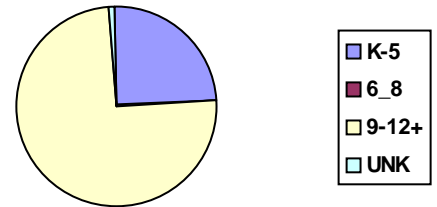


## Child Demographics

Race/Ethnicity	Count	Percent
White	20	22.2%
Black or African American (B/AA)	28	31.1%
Hispanic or Latino (H/L)	5	5.6%
Asian or Pacific Islander (A/PI)	1	1.1%
American Indian or Alaska Native (AI/AN)	9	10.0%
Multi-racial (MR)	3	3.3%
Unknown (UNK)	24	26.7%



Grade	Count	Percent
K-5	22	24.4%
6-8	0	0.0%
9-12+	67	74.4%
Unknown (UNK)	1	1.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	19	21.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	3.3%
Significant Developmental Delay (SDD)	3	3.3%
Emotional Behavioral Disorder (EBD)	10	11.1%
Intellectual Disability (ID)	5	5.6%
Orthopedic Impairment (OI)	8	8.9%
Other Health Impairment (OHI)	11	12.2%
Specific Learning Disability (SLD)	14	15.6%
Speech/Language Impairment (SL)	9	10.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	5.6%
Unknown (UNK)	3	3.3%



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

# 2014 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 (25 items)	38 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
10	Written information I receive is written in an understandable way.	66
11	Teachers are available to speak with me.	66
9	My child's evaluation report is written in terms I understand.	65
16	Teachers respect my cultural heritage.	64
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
12	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	61
15	Teachers encourage me to participate in the decision-making process.	56
5	All of my concerns and recommendations were documented on the IEP.	54
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	54

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	51
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	49
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	47
20	The school gives me choices with regard to services that address my child's needs.	47
25	The school explains what options parents have if they disagree with a decision of the school.	47
23	The school gives parents the help they may need to play an active role in their child's education.	46
7	I was given information about organizations that offer support for parents of students with disabilities.	45
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	44
24	The school provides information on agencies that can assist my child in the transition from school.	39
21	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.

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(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

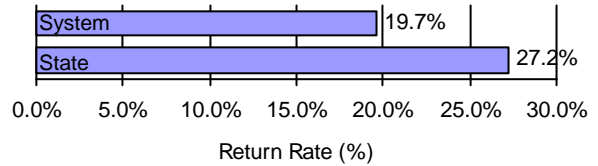




# 2014 Special Education Parent Survey Report Long County

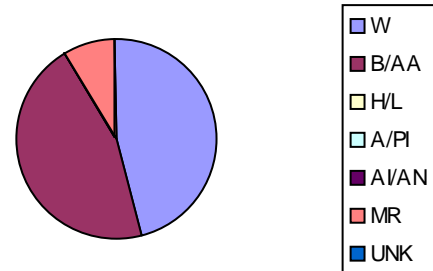
## Overview

	System	State
<b>Number of Surveys Distributed</b>	122	43,344
<b>Number of Valid Responses</b>	24	11,790
<b>Percentage Return Rate</b>	19.7%	27.2%

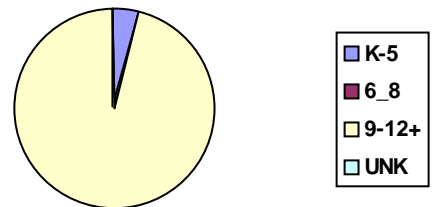


## Child Demographics

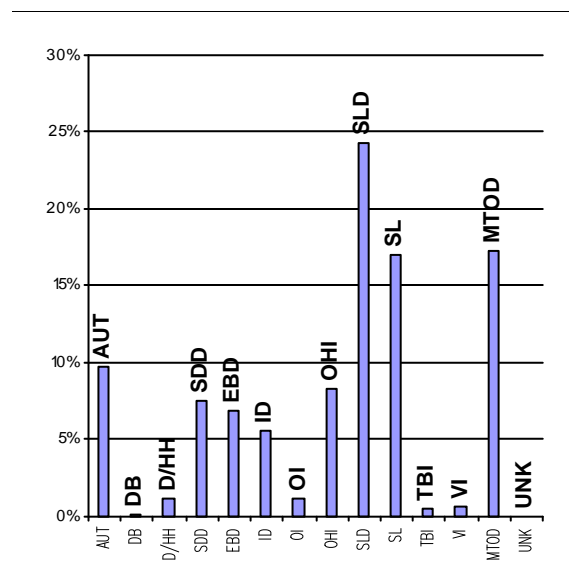
Race/Ethnicity	Count	Percent
White	11	45.8%
Black or African American (B/AA)	11	45.8%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	8.3%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	4.2%
6-8	0	0.0%
9-12+	23	95.8%
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)	1	4.2%
Intellectual Disability (ID)	4	16.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	8.3%
Specific Learning Disability (SLD)	12	50.0%
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)	1	4.2%
Unknown (UNK)	3	12.5%



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

# 2014 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 (25 items)	13 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	42
11	Teachers are available to speak with me.	35
12	Teachers treat me as a team member.	32
14	Teachers show sensitivity to the needs of students with disabilities and their families.	30
1	I am considered an equal partner with teachers and other professionals in planning my child's program	29
7	I was given information about organizations that offer support for parents of students with disabilities.	29
9	My child's evaluation report is written in terms I understand.	29
18	The school has a person on staff who is available to answer parents' questions.	29
23	The school gives parents the help they may need to play an active role in their child's education.	27
16	Teachers respect my cultural heritage.	26

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	25
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	25
19	The school communicates regularly with me regarding my child's progress on IEP goals.	25
22	The school offers parents a variety of ways to communicate with teachers.	25
25	The school explains what options parents have if they disagree with a decision of the school.	25
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	23
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	21
15	Teachers encourage me to participate in the decision-making process.	21
24	The school provides information on agencies that can assist my child in the transition from school.	21
21	The school offers parents training about special education issues.	17

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

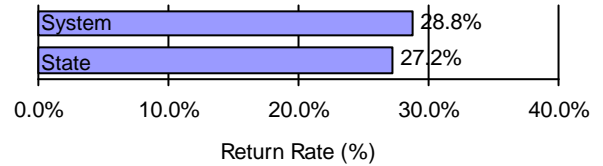
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Lumpkin County

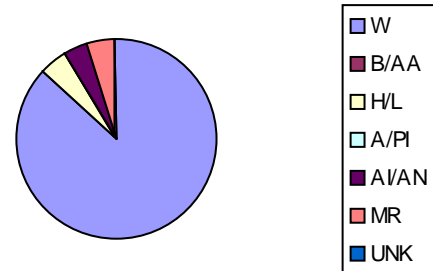
## Overview

	System	State
<b>Number of Surveys Distributed</b>	80	43,344
<b>Number of Valid Responses</b>	23	11,790
<b>Percentage Return Rate</b>	28.8%	27.2%

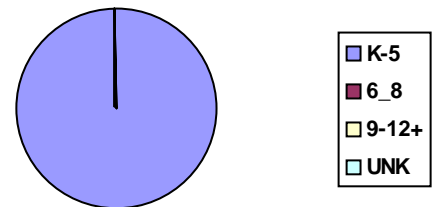


## Child Demographics

Race/Ethnicity	Count	Percent
White	20	87.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	1	4.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	4.3%
Multi-racial (MR)	1	4.3%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	23	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	17.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	8.7%
Emotional Behavioral Disorder (EBD)	2	8.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	13.0%
Specific Learning Disability (SLD)	7	30.4%
Speech/Language Impairment (SL)	3	13.0%
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	8.7%



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

# 2014 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 (25 items)	30 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	61
10	Written information I receive is written in an understandable way.	61
12	Teachers treat me as a team member.	61
14	Teachers show sensitivity to the needs of students with disabilities and their families.	61
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	57
11	Teachers are available to speak with me.	57
5	All of my concerns and recommendations were documented on the IEP.	52
16	Teachers respect my cultural heritage.	52
19	The school communicates regularly with me regarding my child's progress on IEP goals.	52
1	I am considered an equal partner with teachers and other professionals in planning my child's program	48

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	43
20	The school gives me choices with regard to services that address my child's needs.	43
25	The school explains what options parents have if they disagree with a decision of the school.	39
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	32
21	The school offers parents training about special education issues.	32
24	The school provides information on agencies that can assist my child in the transition from school.	32
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	30
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	30
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	24

For questions regarding district results, please contact Anne Ladd:

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

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

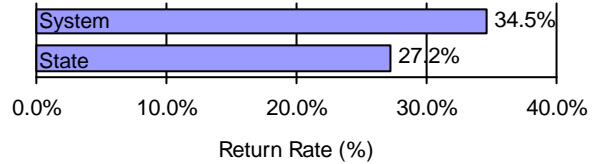
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Macon County

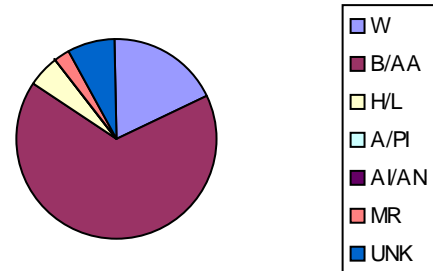
## Overview

	System	State
<b>Number of Surveys Distributed</b>	110	43,344
<b>Number of Valid Responses</b>	38	11,790
<b>Percentage Return Rate</b>	34.5%	27.2%

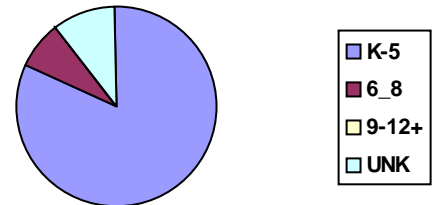


## Child Demographics

Race/Ethnicity	Count	Percent
White	7	18.4%
Black or African American (B/AA)	25	65.8%
Hispanic or Latino (H/L)	2	5.3%
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)	3	7.9%



Grade	Count	Percent
K-5	31	81.6%
6-8	3	7.9%
9-12+	0	0.0%
Unknown (UNK)	4	10.5%



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)	1	2.6%
Emotional Behavioral Disorder (EBD)	1	2.6%
Intellectual Disability (ID)	1	2.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.6%
Specific Learning Disability (SLD)	4	10.5%
Speech/Language Impairment (SL)	14	36.8%
Traumatic Brain injury (TBI)	2	5.3%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	6	15.8%
Unknown (UNK)	4	10.5%



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

# 2014 Special Education Parent Survey Report

## Macon County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	24 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	57
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	51
1	I am considered an equal partner with teachers and other professionals in planning my child's program	50
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50
12	Teachers treat me as a team member.	50
16	Teachers respect my cultural heritage.	48
14	Teachers show sensitivity to the needs of students with disabilities and their families.	47
19	The school communicates regularly with me regarding my child's progress on IEP goals.	44
13	Teachers seek out parent input.	43
15	Teachers encourage me to participate in the decision-making process.	43

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	33
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	32
22	The school offers parents a variety of ways to communicate with teachers.	32
23	The school gives parents the help they may need to play an active role in their child's education.	31
7	I was given information about organizations that offer support for parents of students with disabilities.	31
25	The school explains what options parents have if they disagree with a decision of the school.	30
24	The school provides information on agencies that can assist my child in the transition from school.	24
21	The school offers parents training about special education issues.	23
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	21
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	18

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

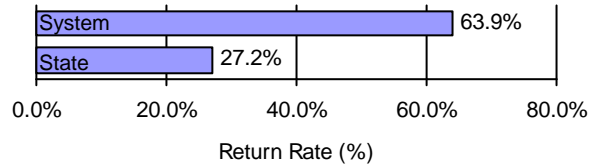
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.  
 (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.  
 (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Madison County

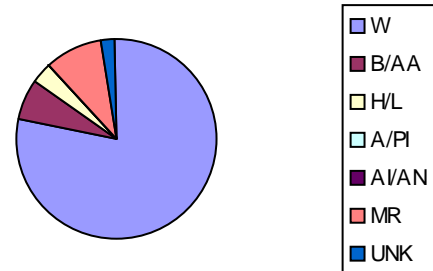
## Overview

	System	State
<b>Number of Surveys Distributed</b>	133	43,344
<b>Number of Valid Responses</b>	85	11,790
<b>Percentage Return Rate</b>	63.9%	27.2%

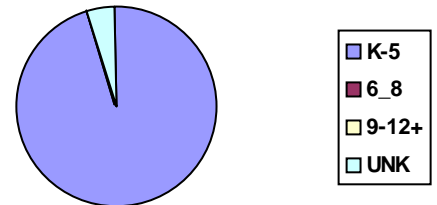


## Child Demographics

Race/Ethnicity	Count	Percent
White	66	77.6%
Black or African American (B/AA)	6	7.1%
Hispanic or Latino (H/L)	3	3.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	8	9.4%
Unknown (UNK)	2	2.4%



Grade	Count	Percent
K-5	81	95.3%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	4	4.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	9	10.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	5.9%
Emotional Behavioral Disorder (EBD)	8	9.4%
Intellectual Disability (ID)	2	2.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	5.9%
Specific Learning Disability (SLD)	16	18.8%
Speech/Language Impairment (SL)	30	35.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	2.4%
Unknown (UNK)	8	9.4%



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

# 2014 Special Education Parent Survey Report

## Madison County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	49 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest 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
18	The school has a person on staff who is available to answer parents' questions.	72
12	Teachers treat me as a team member.	71
11	Teachers are available to speak with me.	70
5	All of my concerns and recommendations were documented on the IEP.	70
15	Teachers encourage me to participate in the decision-making process.	70
16	Teachers respect my cultural heritage.	70
19	The school communicates regularly with me regarding my child's progress on IEP goals.	69
14	Teachers show sensitivity to the needs of students with disabilities and their families.	69
22	The school offers parents a variety of ways to communicate with teachers.	68

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	65
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	62
23	The school gives parents the help they may need to play an active role in their child's education.	59
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
25	The school explains what options parents have if they disagree with a decision of the school.	52
24	The school provides information on agencies that can assist my child in the transition from school.	47
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	47
7	I was given information about organizations that offer support for parents of students with disabilities.	44
21	The school offers parents training about special education issues.	44
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	39

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

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

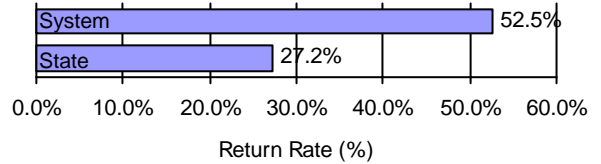




# 2014 Special Education Parent Survey Report McDuffie County

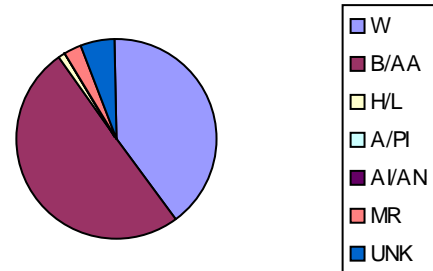
## Overview

	System	State
<b>Number of Surveys Distributed</b>	139	43,344
<b>Number of Valid Responses</b>	73	11,790
<b>Percentage Return Rate</b>	52.5%	27.2%

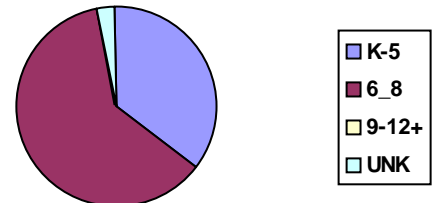


## Child Demographics

Race/Ethnicity	Count	Percent
White	29	39.7%
Black or African American (B/AA)	37	50.7%
Hispanic or Latino (H/L)	1	1.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	2.7%
Unknown (UNK)	4	5.5%



Grade	Count	Percent
K-5	26	35.6%
6-8	45	61.6%
9-12+	0	0.0%
Unknown (UNK)	2	2.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	9.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.4%
Significant Developmental Delay (SDD)	5	6.8%
Emotional Behavioral Disorder (EBD)	3	4.1%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	5.5%
Specific Learning Disability (SLD)	26	35.6%
Speech/Language Impairment (SL)	8	11.0%
Traumatic Brain injury (TBI)	1	1.4%
Visual Impairment including Blindness (VI)	1	1.4%
More Than One Disability (MTOD)	5	6.8%
Unknown (UNK)	12	16.4%



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

# 2014 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 (25 items)	55 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	80
14	Teachers show sensitivity to the needs of students with disabilities and their families.	78
11	Teachers are available to speak with me.	77
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	76
12	Teachers treat me as a team member.	76
16	Teachers respect my cultural heritage.	75
1	I am considered an equal partner with teachers and other professionals in planning my child's program	72
13	Teachers seek out parent input.	72
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	72
5	All of my concerns and recommendations were documented on the IEP.	72

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	68
18	The school has a person on staff who is available to answer parents' questions.	66
22	The school offers parents a variety of ways to communicate with teachers.	66
10	Written information I receive is written in an understandable way.	66
7	I was given information about organizations that offer support for parents of students with disabilities.	63
24	The school provides information on agencies that can assist my child in the transition from school.	58
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
21	The school offers parents training about special education issues.	53
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	39

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

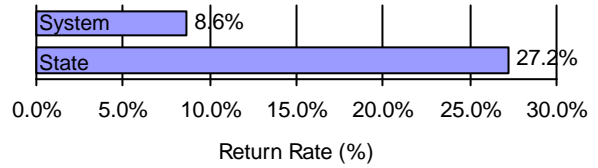
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Miller County

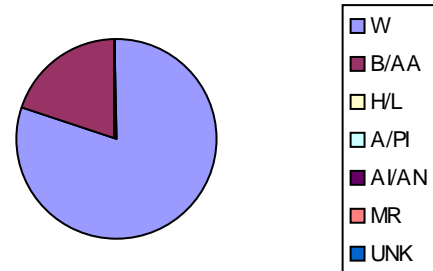
## Overview

	System	State
Number of Surveys Distributed	58	43,344
Number of Valid Responses	5	11,790
Percentage Return Rate	8.6%	27.2%

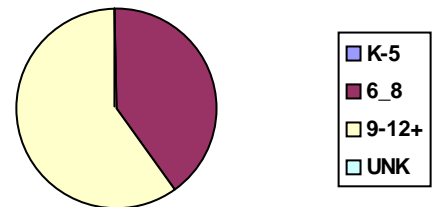


## Child Demographics

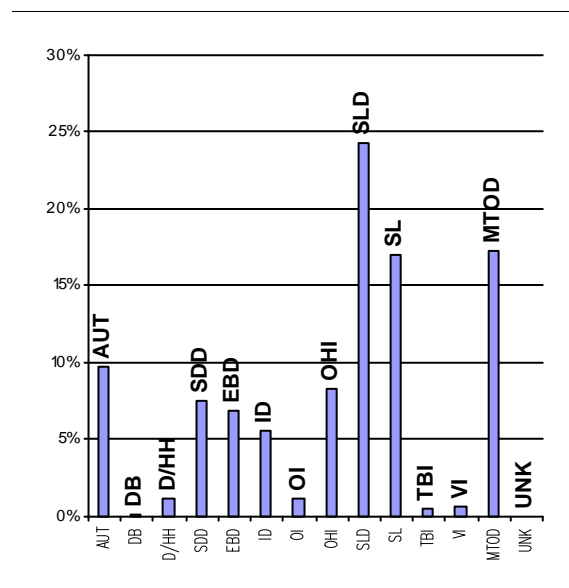
Race/Ethnicity	Count	Percent
White	4	80.0%
Black or African American (B/AA)	1	20.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	2	40.0%
9-12+	3	60.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	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)	0	0.0%
Specific Learning Disability (SLD)	2	40.0%
Speech/Language Impairment (SL)	2	40.0%
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%

# 2014 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 (25 items)	20 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	80
12	Teachers treat me as a team member.	80
5	All of my concerns and recommendations were documented on the IEP.	60
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	40
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	40
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	40
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
23	The school gives parents the help they may need to play an active role in their child's education.	40
22	The school offers parents a variety of ways to communicate with teachers.	25
1	I am considered an equal partner with teachers and other professionals in planning my child's program	20

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
14	Teachers show sensitivity to the needs of students with disabilities and their families.	20
15	Teachers encourage me to participate in the decision-making process.	20
16	Teachers respect my cultural heritage.	20
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	20
18	The school has a person on staff who is available to answer parents' questions.	20
19	The school communicates regularly with me regarding my child's progress on IEP goals.	20
20	The school gives me choices with regard to services that address my child's needs.	20
21	The school offers parents training about special education issues.	20
24	The school provides information on agencies that can assist my child in the transition from school.	20
25	The school explains what options parents have if they disagree with a decision of the school.	20

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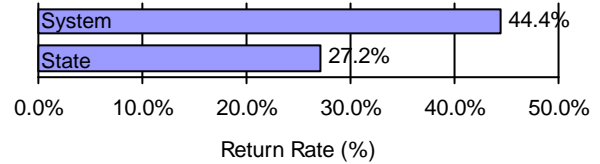
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Mitchell County

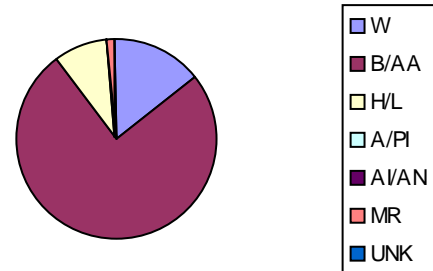
## Overview

	System	State
Number of Surveys Distributed	153	43,344
Number of Valid Responses	68	11,790
Percentage Return Rate	44.4%	27.2%

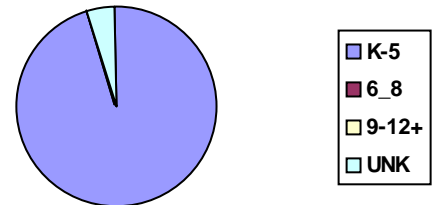


## Child Demographics

Race/Ethnicity	Count	Percent
White	10	14.7%
Black or African American (B/AA)	51	75.0%
Hispanic or Latino (H/L)	6	8.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.5%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	65	95.6%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	4.4%



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)	23	33.8%
Emotional Behavioral Disorder (EBD)	2	2.9%
Intellectual Disability (ID)	12	17.6%
Orthopedic Impairment (OI)	1	1.5%
Other Health Impairment (OHI)	1	1.5%
Specific Learning Disability (SLD)	9	13.2%
Speech/Language Impairment (SL)	13	19.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	2.9%
Unknown (UNK)	1	1.5%



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

# 2014 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 (25 items)	65 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	87
12	Teachers treat me as a team member.	81
14	Teachers show sensitivity to the needs of students with disabilities and their families.	79
9	My child's evaluation report is written in terms I understand.	78
18	The school has a person on staff who is available to answer parents' questions.	78
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	78
5	All of my concerns and recommendations were documented on the IEP.	78
16	Teachers respect my cultural heritage.	78
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	78
15	Teachers encourage me to participate in the decision-making process.	77

#### Least Satisfaction (3) - 10 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	74
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	73
13	Teachers seek out parent input.	73
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	67
25	The school explains what options parents have if they disagree with a decision of the school.	66
21	The school offers parents training about special education issues.	60
7	I was given information about organizations that offer support for parents of students with disabilities.	60
24	The school provides information on agencies that can assist my child in the transition from school.	60
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	39

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 Division for Special Education Services and Supports  
 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

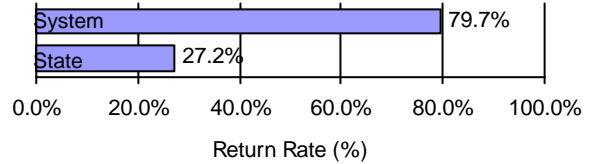
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.  
 (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.  
 (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Monroe County

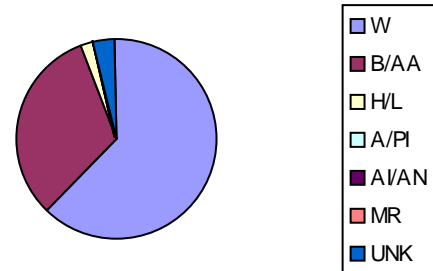
## Overview

	System	State
<b>Number of Surveys Distributed</b>	69	43,344
<b>Number of Valid Responses</b>	55	11,790
<b>Percentage Return Rate</b>	79.7%	27.2%

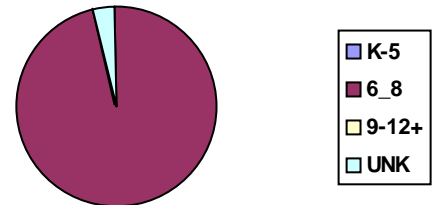


## Child Demographics

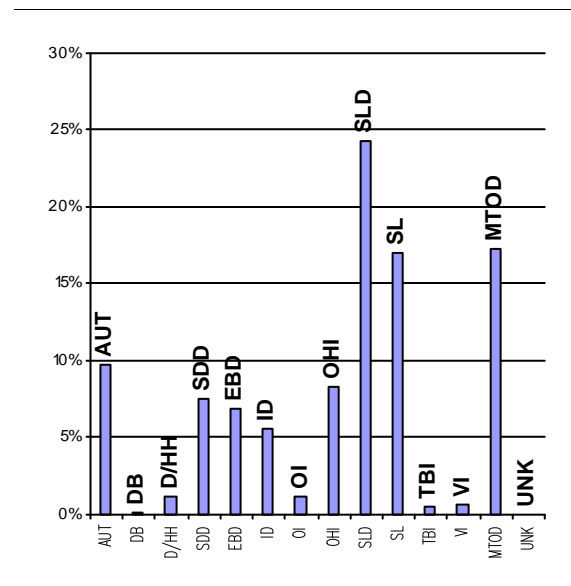
Race/Ethnicity	Count	Percent
White	34	61.8%
Black or African American (B/AA)	18	32.7%
Hispanic or Latino (H/L)	1	1.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	2	3.6%



Grade	Count	Percent
K-5	0	0.0%
6-8	53	96.4%
9-12+	0	0.0%
Unknown (UNK)	2	3.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	5.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	5.5%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	4	7.3%
Intellectual Disability (ID)	5	9.1%
Orthopedic Impairment (OI)	1	1.8%
Other Health Impairment (OHI)	5	9.1%
Specific Learning Disability (SLD)	20	36.4%
Speech/Language Impairment (SL)	5	9.1%
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)	7	12.7%



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

# 2014 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 (25 items)	55 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest 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	76
11	Teachers are available to speak with me.	76
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	75
9	My child's evaluation report is written in terms I understand.	74
15	Teachers encourage me to participate in the decision-making process.	72
14	Teachers show sensitivity to the needs of students with disabilities and their families.	70
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	70
12	Teachers treat me as a team member.	69
10	Written information I receive is written in an understandable way.	68
13	Teachers seek out parent input.	67

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	63
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	63
18	The school has a person on staff who is available to answer parents' questions.	62
23	The school gives parents the help they may need to play an active role in their child's education.	58
24	The school provides information on agencies that can assist my child in the transition from school.	56
25	The school explains what options parents have if they disagree with a decision of the school.	53
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	52
21	The school offers parents training about special education issues.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	46
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	43

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

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(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

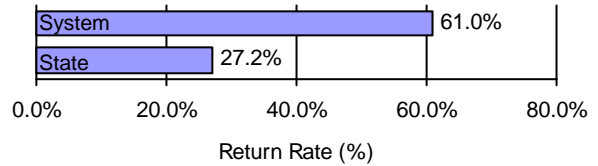




# 2014 Special Education Parent Survey Report Montgomery County

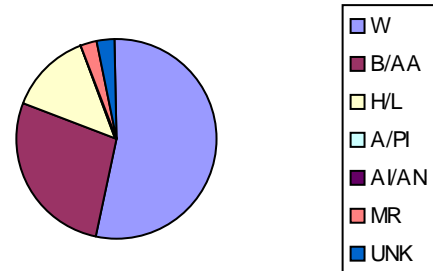
## Overview

	System	State
Number of Surveys Distributed	59	43,344
Number of Valid Responses	36	11,790
Percentage Return Rate	61.0%	27.2%

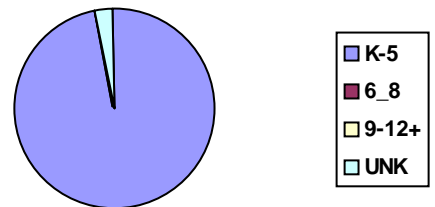


## Child Demographics

Race/Ethnicity	Count	Percent
White	19	52.8%
Black or African American (B/AA)	10	27.8%
Hispanic or Latino (H/L)	5	13.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.8%
Unknown (UNK)	1	2.8%



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)	3	8.3%
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)	0	0.0%
Intellectual Disability (ID)	2	5.6%
Orthopedic Impairment (OI)	1	2.8%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	1	2.8%
Speech/Language Impairment (SL)	20	55.6%
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)	2	5.6%



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

# 2014 Special Education Parent Survey Report

## Montgomery County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	31 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	59
10	Written information I receive is written in an understandable way.	57
11	Teachers are available to speak with me.	57
9	My child's evaluation report is written in terms I understand.	56
12	Teachers treat me as a team member.	53
19	The school communicates regularly with me regarding my child's progress on IEP goals.	51
1	I am considered an equal partner with teachers and other professionals in planning my child's program	50
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50
13	Teachers seek out parent input.	47
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	47

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	35
18	The school has a person on staff who is available to answer parents' questions.	34
20	The school gives me choices with regard to services that address my child's needs.	34
24	The school provides information on agencies that can assist my child in the transition from school.	31
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	30
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	27
25	The school explains what options parents have if they disagree with a decision of the school.	25
21	The school offers parents training about special education issues.	19
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	12
7	I was given information about organizations that offer support for parents of students with disabilities.	12

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

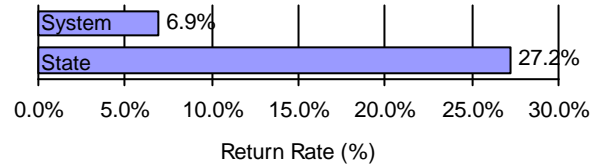
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Morgan County

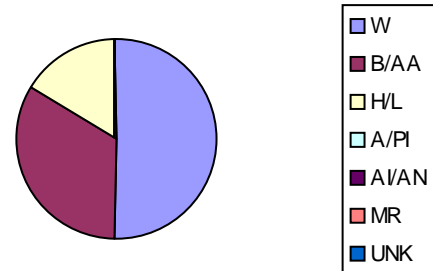
## Overview

	System	State
Number of Surveys Distributed	174	43,344
Number of Valid Responses	12	11,790
Percentage Return Rate	6.9%	27.2%

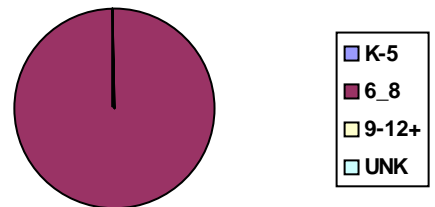


## Child Demographics

Race/Ethnicity	Count	Percent
White	6	50.0%
Black or African American (B/AA)	4	33.3%
Hispanic or Latino (H/L)	2	16.7%
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	12	100.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	33.3%
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)	2	16.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	1	8.3%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	8.3%
More Than One Disability (MTOD)	1	8.3%
Unknown (UNK)	0	0.0%



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

# 2014 Special Education Parent Survey Report

## Morgan County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	83
10	Written information I receive is written in an understandable way.	83
11	Teachers are available to speak with me.	83
12	Teachers treat me as a team member.	83
15	Teachers encourage me to participate in the decision-making process.	83
1	I am considered an equal partner with teachers and other professionals in planning my child's program	75
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	75
9	My child's evaluation report is written in terms I understand.	75
13	Teachers seek out parent input.	75
22	The school offers parents a variety of ways to communicate with teachers.	75

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	67
23	The school gives parents the help they may need to play an active role in their child's education.	64
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	58
7	I was given information about organizations that offer support for parents of students with disabilities.	58
16	Teachers respect my cultural heritage.	58
20	The school gives me choices with regard to services that address my child's needs.	50
21	The school offers parents training about special education issues.	50
24	The school provides information on agencies that can assist my child in the transition from school.	50
25	The school explains what options parents have if they disagree with a decision of the school.	50
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36

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

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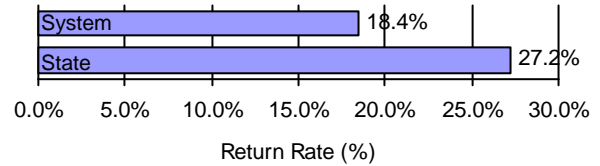
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Murray County

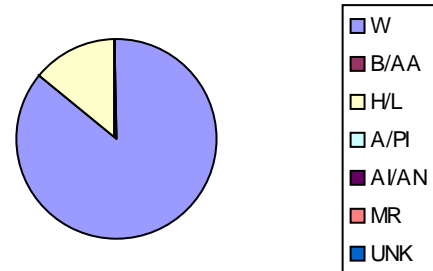
## Overview

	System	State
<b>Number of Surveys Distributed</b>	38	43,344
<b>Number of Valid Responses</b>	7	11,790
<b>Percentage Return Rate</b>	18.4%	27.2%

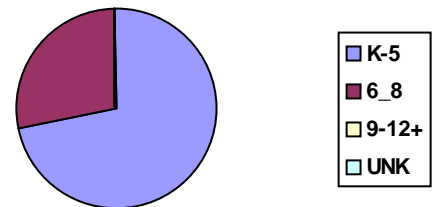


## Child Demographics

Race/Ethnicity	Count	Percent
White	6	85.7%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	1	14.3%
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	5	71.4%
6-8	2	28.6%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	28.6%
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	14.3%
Specific Learning Disability (SLD)	1	14.3%
Speech/Language Impairment (SL)	3	42.9%
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%

# 2014 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 (25 items)	14 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest 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	83
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	83
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	43
11	Teachers are available to speak with me.	43
12	Teachers treat me as a team member.	43
14	Teachers show sensitivity to the needs of students with disabilities and their families.	43
23	The school gives parents the help they may need to play an active role in their child's education.	43
5	All of my concerns and recommendations were documented on the IEP.	33
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	33

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	29
20	The school gives me choices with regard to services that address my child's needs.	29
21	The school offers parents training about special education issues.	29
22	The school offers parents a variety of ways to communicate with teachers.	29
25	The school explains what options parents have if they disagree with a decision of the school.	29
10	Written information I receive is written in an understandable way.	14
13	Teachers seek out parent input.	14
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	14
24	The school provides information on agencies that can assist my child in the transition from school.	14
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	0

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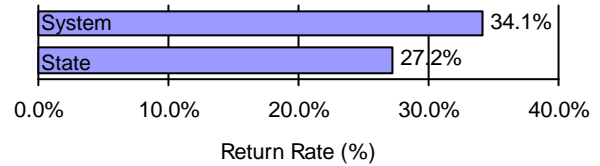
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Muscoogie County

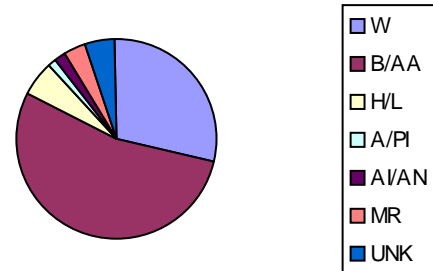
## Overview

	System	State
Number of Surveys Distributed	750	43,344
Number of Valid Responses	256	11,790
Percentage Return Rate	34.1%	27.2%

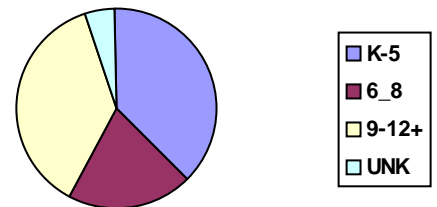


## Child Demographics

Race/Ethnicity	Count	Percent
White	74	28.9%
Black or African American (B/AA)	137	53.5%
Hispanic or Latino (H/L)	15	5.9%
Asian or Pacific Islander (A/PI)	3	1.2%
American Indian or Alaska Native (AI/AN)	5	2.0%
Multi-racial (MR)	9	3.5%
Unknown (UNK)	13	5.1%



Grade	Count	Percent
K-5	96	37.5%
6-8	51	19.9%
9-12+	96	37.5%
Unknown (UNK)	13	5.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	28	10.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	1.6%
Significant Developmental Delay (SDD)	15	5.9%
Emotional Behavioral Disorder (EBD)	12	4.7%
Intellectual Disability (ID)	19	7.4%
Orthopedic Impairment (OI)	3	1.2%
Other Health Impairment (OHI)	22	8.6%
Specific Learning Disability (SLD)	59	23.0%
Speech/Language Impairment (SL)	40	15.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	13	5.1%
Unknown (UNK)	41	16.0%



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

# 2014 Special Education Parent Survey Report

## Muscogee County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	34 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	56
12	Teachers treat me as a team member.	54
5	All of my concerns and recommendations were documented on the IEP.	54
14	Teachers show sensitivity to the needs of students with disabilities and their families.	53
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	53
15	Teachers encourage me to participate in the decision-making process.	53
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	52
16	Teachers respect my cultural heritage.	52
9	My child's evaluation report is written in terms I understand.	52
13	Teachers seek out parent input.	51

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	45
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	43
23	The school gives parents the help they may need to play an active role in their child's education.	43
20	The school gives me choices with regard to services that address my child's needs.	43
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	38
25	The school explains what options parents have if they disagree with a decision of the school.	38
24	The school provides information on agencies that can assist my child in the transition from school.	32
21	The school offers parents training about special education issues.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	27
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	24

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 (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

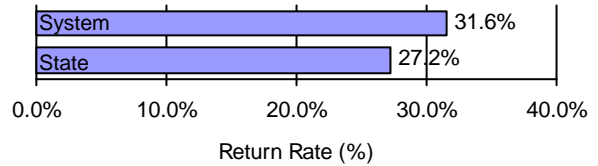




# 2014 Special Education Parent Survey Report Newton County

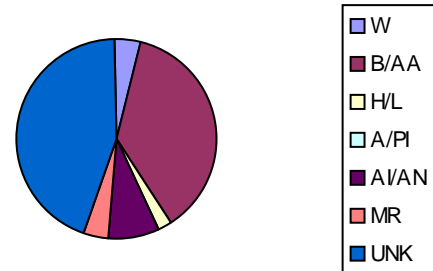
## Overview

	System	State
<b>Number of Surveys Distributed</b>	155	43,344
<b>Number of Valid Responses</b>	49	11,790
<b>Percentage Return Rate</b>	31.6%	27.2%

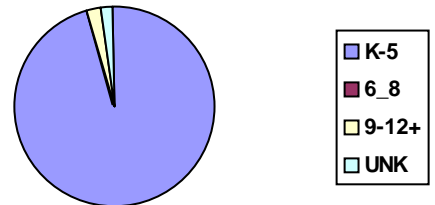


## Child Demographics

Race/Ethnicity	Count	Percent
White	2	4.1%
Black or African American (B/AA)	18	36.7%
Hispanic or Latino (H/L)	1	2.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	4	8.2%
Multi-racial (MR)	2	4.1%
Unknown (UNK)	22	44.9%



Grade	Count	Percent
K-5	47	95.9%
6-8	0	0.0%
9-12+	1	2.0%
Unknown (UNK)	1	2.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	12.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.0%
Significant Developmental Delay (SDD)	12	24.5%
Emotional Behavioral Disorder (EBD)	2	4.1%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	9	18.4%
Other Health Impairment (OHI)	8	16.3%
Specific Learning Disability (SLD)	1	2.0%
Speech/Language Impairment (SL)	5	10.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	4.1%
Unknown (UNK)	3	6.1%



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

# 2014 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 (25 items)	47 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	76
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	75
19	The school communicates regularly with me regarding my child's progress on IEP goals.	71
5	All of my concerns and recommendations were documented on the IEP.	69
12	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	67
15	Teachers encourage me to participate in the decision-making process.	66
13	Teachers seek out parent input.	65
9	My child's evaluation report is written in terms I understand.	63
18	The school has a person on staff who is available to answer parents' questions.	62

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	55
22	The school offers parents a variety of ways to communicate with teachers.	54
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	52
25	The school explains what options parents have if they disagree with a decision of the school.	51
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
23	The school gives parents the help they may need to play an active role in their child's education.	49
21	The school offers parents training about special education issues.	35
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	35
24	The school provides information on agencies that can assist my child in the transition from school.	33

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

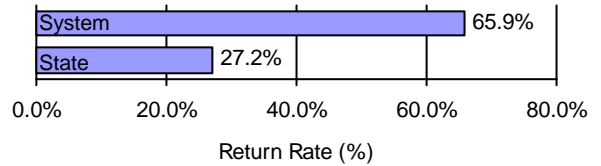
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Oconee County

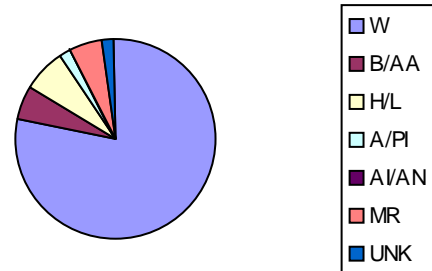
## Overview

	System	State
Number of Surveys Distributed	82	43,344
Number of Valid Responses	54	11,790
Percentage Return Rate	65.9%	27.2%

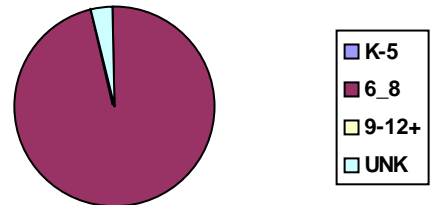


## Child Demographics

Race/Ethnicity	Count	Percent
White	42	77.8%
Black or African American (B/AA)	3	5.6%
Hispanic or Latino (H/L)	4	7.4%
Asian or Pacific Islander (A/PI)	1	1.9%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	5.6%
Unknown (UNK)	1	1.9%



Grade	Count	Percent
K-5	0	0.0%
6-8	52	96.3%
9-12+	0	0.0%
Unknown (UNK)	2	3.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	7.4%
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)	4	7.4%
Intellectual Disability (ID)	7	13.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	7.4%
Specific Learning Disability (SLD)	21	38.9%
Speech/Language Impairment (SL)	6	11.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	3.7%
Unknown (UNK)	6	11.1%



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

# 2014 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 (25 items)	54 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	89
5	All of my concerns and recommendations were documented on the IEP.	83
1	I am considered an equal partner with teachers and other professionals in planning my child's program	78
11	Teachers are available to speak with me.	76
12	Teachers treat me as a team member.	76
9	My child's evaluation report is written in terms I understand.	74
10	Written information I receive is written in an understandable way.	74
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	72
16	Teachers respect my cultural heritage.	72
18	The school has a person on staff who is available to answer parents' questions.	72

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	64
22	The school offers parents a variety of ways to communicate with teachers.	64
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	63
13	Teachers seek out parent input.	62
23	The school gives parents the help they may need to play an active role in their child's education.	62
25	The school explains what options parents have if they disagree with a decision of the school.	57
21	The school offers parents training about special education issues.	54
7	I was given information about organizations that offer support for parents of students with disabilities.	52
24	The school provides information on agencies that can assist my child in the transition from school.	51
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	44

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

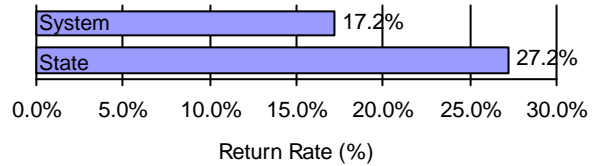
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Oglethorpe County

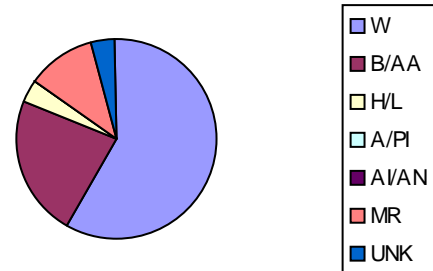
## Overview

	System	State
<b>Number of Surveys Distributed</b>	151	43,344
<b>Number of Valid Responses</b>	26	11,790
<b>Percentage Return Rate</b>	17.2%	27.2%

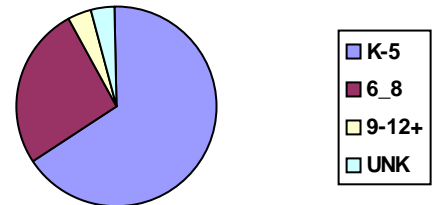


## Child Demographics

Race/Ethnicity	Count	Percent
White	15	57.7%
Black or African American (B/AA)	6	23.1%
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)	3	11.5%
Unknown (UNK)	1	3.8%



Grade	Count	Percent
K-5	17	65.4%
6-8	7	26.9%
9-12+	1	3.8%
Unknown (UNK)	1	3.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	19.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	7.7%
Emotional_Behavioral Disorder (EBD)	1	3.8%
Intellectual Disability (ID)	1	3.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	7.7%
Specific Learning Disability (SLD)	2	7.7%
Speech/Language Impairment (SL)	6	23.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	7.7%
Unknown (UNK)	5	19.2%



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

# 2014 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 (25 items)	46 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest 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	73
12	Teachers treat me as a team member.	73
5	All of my concerns and recommendations were documented on the IEP.	69
11	Teachers are available to speak with me.	69
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	65
13	Teachers seek out parent input.	65
15	Teachers encourage me to participate in the decision-making process.	65
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	65
14	Teachers show sensitivity to the needs of students with disabilities and their families.	62
18	The school has a person on staff who is available to answer parents' questions.	62

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	54
20	The school gives me choices with regard to services that address my child's needs.	54
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
9	My child's evaluation report is written in terms I understand.	50
24	The school provides information on agencies that can assist my child in the transition from school.	44
21	The school offers parents training about special education issues.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	36
25	The school explains what options parents have if they disagree with a decision of the school.	36
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	20

For questions regarding district results, please contact Anne Ladd:

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

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

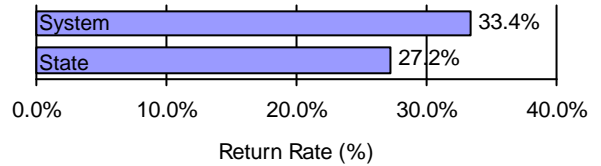
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Paulding County

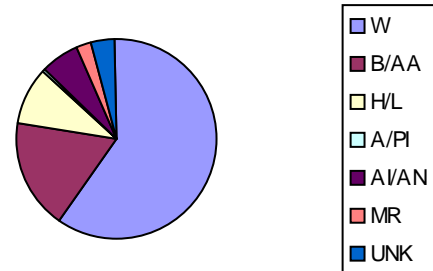
## Overview

	System	State
Number of Surveys Distributed	841	43,344
Number of Valid Responses	281	11,790
Percentage Return Rate	33.4%	27.2%

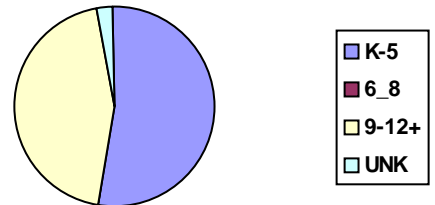


## Child Demographics

Race/Ethnicity	Count	Percent
White	167	59.4%
Black or African American (B/AA)	50	17.8%
Hispanic or Latino (H/L)	27	9.6%
Asian or Pacific Islander (A/PI)	1	0.4%
American Indian or Alaska Native (AI/AN)	18	6.4%
Multi-racial (MR)	7	2.5%
Unknown (UNK)	11	3.9%



Grade	Count	Percent
K-5	147	52.3%
6-8	0	0.0%
9-12+	127	45.2%
Unknown (UNK)	7	2.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	37	13.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.4%
Significant Developmental Delay (SDD)	23	8.2%
Emotional Behavioral Disorder (EBD)	12	4.3%
Intellectual Disability (ID)	21	7.5%
Orthopedic Impairment (OI)	8	2.8%
Other Health Impairment (OHI)	36	12.8%
Specific Learning Disability (SLD)	71	25.3%
Speech/Language Impairment (SL)	29	10.3%
Traumatic Brain injury (TBI)	1	0.4%
Visual Impairment including Blindness (VI)	2	0.7%
More Than One Disability (MTOD)	8	2.8%
Unknown (UNK)	32	11.4%



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

# 2014 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 (25 items)	35 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	68
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	68
12	Teachers treat me as a team member.	63
5	All of my concerns and recommendations were documented on the IEP.	62
14	Teachers show sensitivity to the needs of students with disabilities and their families.	60
15	Teachers encourage me to participate in the decision-making process.	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program	58
9	My child's evaluation report is written in terms I understand.	58
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	56
10	Written information I receive is written in an understandable way.	56

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	47
23	The school gives parents the help they may need to play an active role in their child's education.	46
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	46
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	45
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
25	The school explains what options parents have if they disagree with a decision of the school.	33
24	The school provides information on agencies that can assist my child in the transition from school.	31
7	I was given information about organizations that offer support for parents of students with disabilities.	30
21	The school offers parents training about special education issues.	27
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	25

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

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

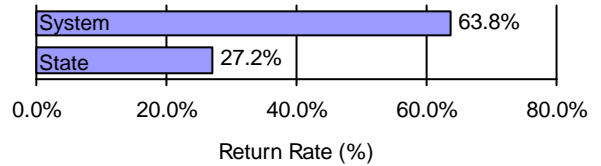




# 2014 Special Education Parent Survey Report Peach County

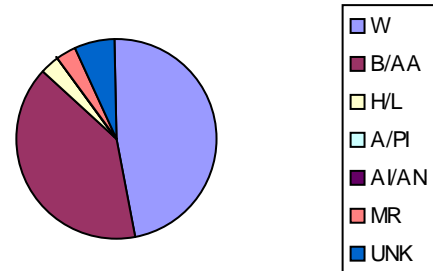
## Overview

	System	State
<b>Number of Surveys Distributed</b>	47	43,344
<b>Number of Valid Responses</b>	30	11,790
<b>Percentage Return Rate</b>	63.8%	27.2%

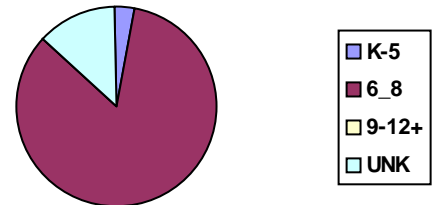


## Child Demographics

Race/Ethnicity	Count	Percent
White	14	46.7%
Black or African American (B/AA)	12	40.0%
Hispanic or Latino (H/L)	1	3.3%
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)	2	6.7%



Grade	Count	Percent
K-5	1	3.3%
6-8	25	83.3%
9-12+	0	0.0%
Unknown (UNK)	4	13.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	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	3.3%
Intellectual Disability (ID)	5	16.7%
Orthopedic Impairment (OI)	1	3.3%
Other Health Impairment (OHI)	2	6.7%
Specific Learning Disability (SLD)	7	23.3%
Speech/Language Impairment (SL)	2	6.7%
Traumatic Brain injury (TBI)	1	3.3%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	3.3%
Unknown (UNK)	5	16.7%



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

# 2014 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 (25 items)	60 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	77
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	73
12	Teachers treat me as a team member.	70
22	The school offers parents a variety of ways to communicate with teachers.	69
5	All of my concerns and recommendations were documented on the IEP.	69
15	Teachers encourage me to participate in the decision-making process.	69
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	68
10	Written information I receive is written in an understandable way.	67
1	I am considered an equal partner with teachers and other professionals in planning my child's program	66
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	64

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	58
23	The school gives parents the help they may need to play an active role in their child's education.	56
19	The school communicates regularly with me regarding my child's progress on IEP goals.	52
24	The school provides information on agencies that can assist my child in the transition from school.	52
16	Teachers respect my cultural heritage.	52
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	50
25	The school explains what options parents have if they disagree with a decision of the school.	50
21	The school offers parents training about special education issues.	46
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	38

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

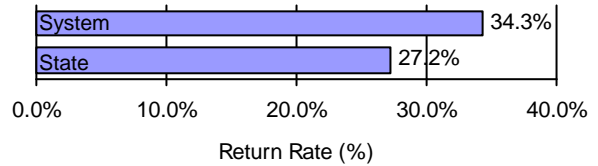
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Pickens County

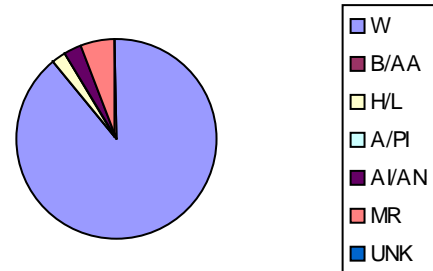
## Overview

	System	State
Number of Surveys Distributed	105	43,344
Number of Valid Responses	36	11,790
Percentage Return Rate	34.3%	27.2%

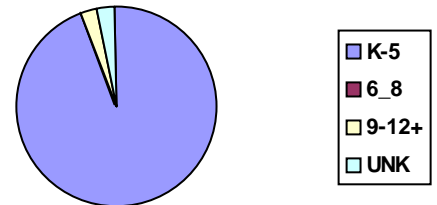


## Child Demographics

Race/Ethnicity	Count	Percent
White	32	88.9%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	1	2.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	2.8%
Multi-racial (MR)	2	5.6%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	34	94.4%
6-8	0	0.0%
9-12+	1	2.8%
Unknown (UNK)	1	2.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	22.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	8.3%
Emotional Behavioral Disorder (EBD)	6	16.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	8.3%
Specific Learning Disability (SLD)	8	22.2%
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)	0	0.0%
Unknown (UNK)	5	13.9%



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

# 2014 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 (25 items)	42 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	81
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	76
12	Teachers treat me as a team member.	75
18	The school has a person on staff who is available to answer parents' questions.	75
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	74
15	Teachers encourage me to participate in the decision-making process.	71
5	All of my concerns and recommendations were documented on the IEP.	69
13	Teachers seek out parent input.	68
10	Written information I receive is written in an understandable way.	66
14	Teachers show sensitivity to the needs of students with disabilities and their families.	65

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	56
1	I am considered an equal partner with teachers and other professionals in planning my child's program	56
25	The school explains what options parents have if they disagree with a decision of the school.	56
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	53
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	53
21	The school offers parents training about special education issues.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	44
24	The school provides information on agencies that can assist my child in the transition from school.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	41
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	38

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

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

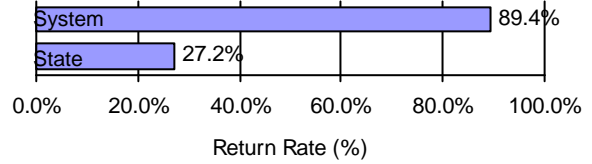
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Pierce County

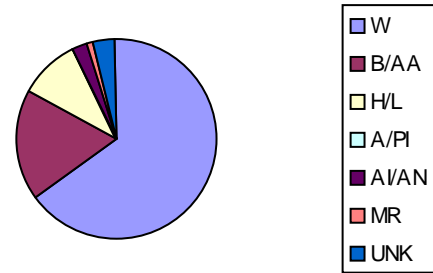
## Overview

	System	State
<b>Number of Surveys Distributed</b>	123	43,344
<b>Number of Valid Responses</b>	110	11,790
<b>Percentage Return Rate</b>	89.4%	27.2%

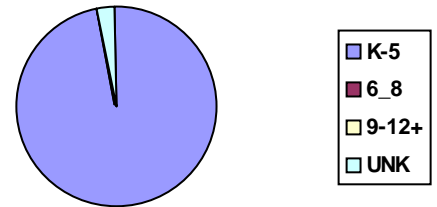


## Child Demographics

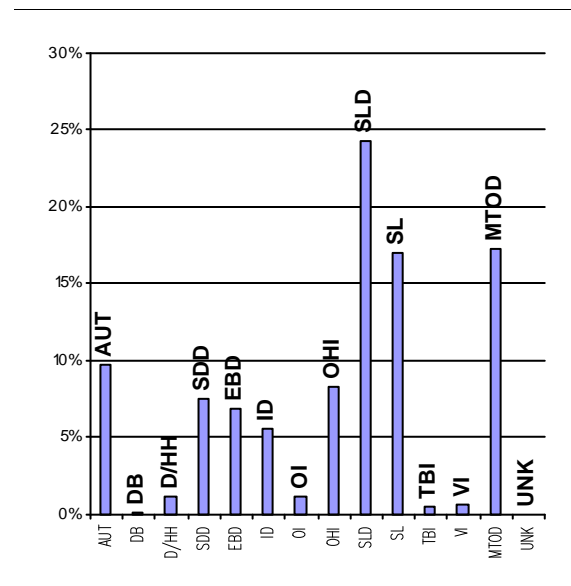
Race/Ethnicity	Count	Percent
White	71	64.5%
Black or African American (B/AA)	20	18.2%
Hispanic or Latino (H/L)	11	10.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	3	2.7%
Multi-racial (MR)	1	0.9%
Unknown (UNK)	4	3.6%



Grade	Count	Percent
K-5	107	97.3%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	2.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	11	10.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	3.6%
Significant Developmental Delay (SDD)	4	3.6%
Emotional Behavioral Disorder (EBD)	5	4.5%
Intellectual Disability (ID)	5	4.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	7	6.4%
Specific Learning Disability (SLD)	23	20.9%
Speech/Language Impairment (SL)	24	21.8%
Traumatic Brain injury (TBI)	1	0.9%
Visual Impairment including Blindness (VI)	1	0.9%
More Than One Disability (MTOD)	7	6.4%
Unknown (UNK)	18	16.4%



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

# 2014 Special Education Parent Survey Report

## Pierce County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	70 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	83
5	All of my concerns and recommendations were documented on the IEP.	80
19	The school communicates regularly with me regarding my child's progress on IEP goals.	80
12	Teachers treat me as a team member.	79
15	Teachers encourage me to participate in the decision-making process.	79
9	My child's evaluation report is written in terms I understand.	78
10	Written information I receive is written in an understandable way.	78
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	78
14	Teachers show sensitivity to the needs of students with disabilities and their families.	78
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	77

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
21	The school offers parents training about special education issues.	73
13	Teachers seek out parent input.	73
22	The school offers parents a variety of ways to communicate with teachers.	73
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	70
24	The school provides information on agencies that can assist my child in the transition from school.	69
25	The school explains what options parents have if they disagree with a decision of the school.	68
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	64
7	I was given information about organizations that offer support for parents of students with disabilities.	63
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	61
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	54

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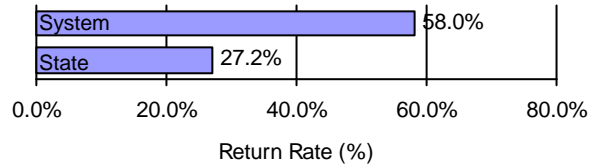
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.
- (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.
- (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Putnam County

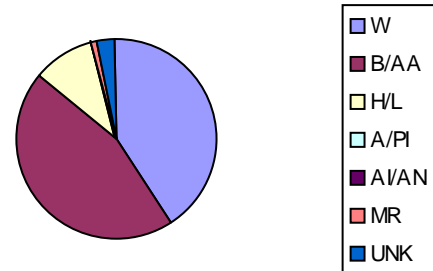
## Overview

	System	State
Number of Surveys Distributed	174	43,344
Number of Valid Responses	101	11,790
Percentage Return Rate	58.0%	27.2%

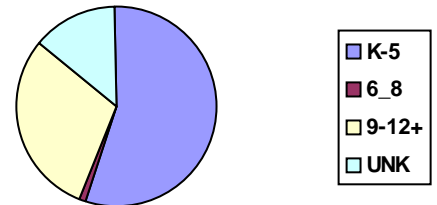


## Child Demographics

Race/Ethnicity	Count	Percent
White	41	40.6%
Black or African American (B/AA)	46	45.5%
Hispanic or Latino (H/L)	10	9.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.0%
Unknown (UNK)	3	3.0%



Grade	Count	Percent
K-5	55	54.5%
6-8	1	1.0%
9-12+	31	30.7%
Unknown (UNK)	14	13.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	6.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.0%
Significant Developmental Delay (SDD)	13	12.9%
Emotional Behavioral Disorder (EBD)	5	5.0%
Intellectual Disability (ID)	7	6.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	12	11.9%
Specific Learning Disability (SLD)	23	22.8%
Speech/Language Impairment (SL)	11	10.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	6	5.9%
Unknown (UNK)	16	15.8%



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

# 2014 Special Education Parent Survey Report

## Putnam County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	46 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	67
15	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	63
12	Teachers treat me as a team member.	62
5	All of my concerns and recommendations were documented on the IEP.	61
19	The school communicates regularly with me regarding my child's progress on IEP goals.	61
20	The school gives me choices with regard to services that address my child's needs.	61
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	61
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	61
13	Teachers seek out parent input.	61

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	57
23	The school gives parents the help they may need to play an active role in their child's education.	57
25	The school explains what options parents have if they disagree with a decision of the school.	57
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	55
9	My child's evaluation report is written in terms I understand.	54
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	53
24	The school provides information on agencies that can assist my child in the transition from school.	50
21	The school offers parents training about special education issues.	48
7	I was given information about organizations that offer support for parents of students with disabilities.	44
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	39

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

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(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

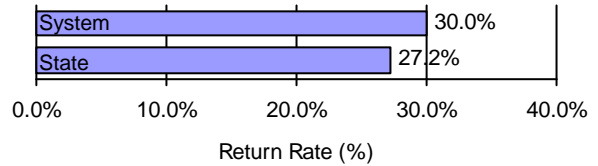




# 2014 Special Education Parent Survey Report Quitman County

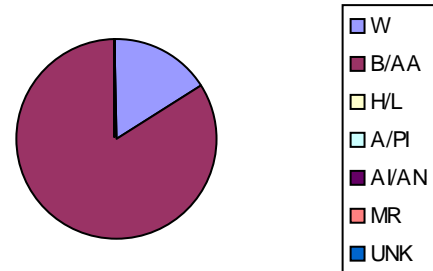
## Overview

	System	State
<b>Number of Surveys Distributed</b>	20	43,344
<b>Number of Valid Responses</b>	6	11,790
<b>Percentage Return Rate</b>	30.0%	27.2%

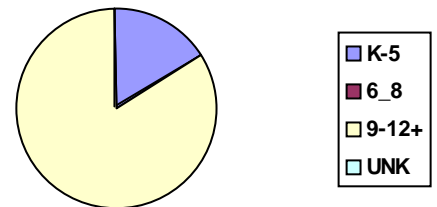


## Child Demographics

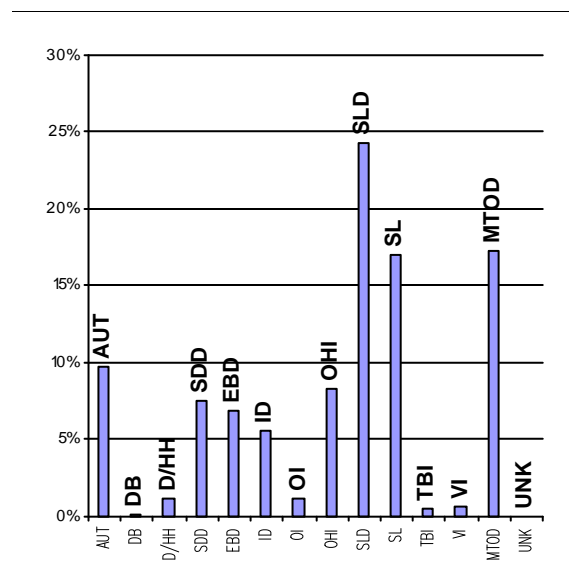
Race/Ethnicity	Count	Percent
White	1	16.7%
Black or African American (B/AA)	5	83.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	16.7%
6-8	0	0.0%
9-12+	5	83.3%
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)	0	0.0%
Intellectual Disability (ID)	1	16.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	1	16.7%
Speech/Language Impairment (SL)	2	33.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	16.7%
Unknown (UNK)	1	16.7%



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

# 2014 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 (25 items)	17 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	83
20	The school gives me choices with regard to services that address my child's needs.	75
5	All of my concerns and recommendations were documented on the IEP.	67
10	Written information I receive is written in an understandable way.	67
11	Teachers are available to speak with me.	67
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	60
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50
15	Teachers encourage me to participate in the decision-making process.	50
16	Teachers respect my cultural heritage.	50

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	33
12	Teachers treat me as a team member.	33
18	The school has a person on staff who is available to answer parents' questions.	25
21	The school offers parents training about special education issues.	25
22	The school offers parents a variety of ways to communicate with teachers.	25
24	The school provides information on agencies that can assist my child in the transition from school.	25
25	The school explains what options parents have if they disagree with a decision of the school.	25
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	20
7	I was given information about organizations that offer support for parents of students with disabilities.	20
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	0

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(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

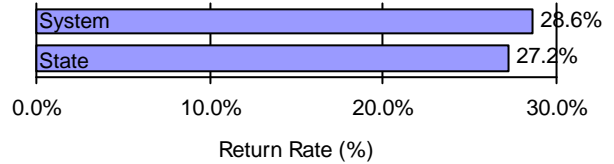
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Rabun County

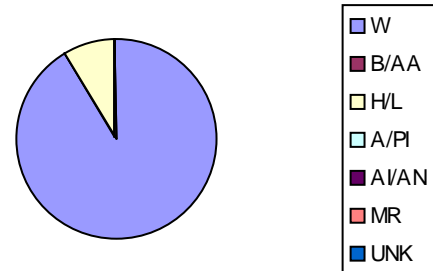
## Overview

	System	State
<b>Number of Surveys Distributed</b>	84	43,344
<b>Number of Valid Responses</b>	24	11,790
<b>Percentage Return Rate</b>	28.6%	27.2%

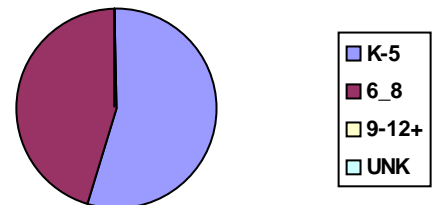


## Child Demographics

Race/Ethnicity	Count	Percent
White	22	91.7%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	2	8.3%
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	13	54.2%
6-8	11	45.8%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	4.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	8.3%
Significant Developmental Delay (SDD)	1	4.2%
Emotional Behavioral Disorder (EBD)	2	8.3%
Intellectual Disability (ID)	2	8.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	4.2%
Specific Learning Disability (SLD)	9	37.5%
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)	4	16.7%
Unknown (UNK)	2	8.3%



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

# 2014 Special Education Parent Survey Report

## Rabun County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	25 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program	58
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	58
11	Teachers are available to speak with me.	58
12	Teachers treat me as a team member.	58
14	Teachers show sensitivity to the needs of students with disabilities and their families.	57
16	Teachers respect my cultural heritage.	55
13	Teachers seek out parent input.	54
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	52
25	The school explains what options parents have if they disagree with a decision of the school.	52

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	46
23	The school gives parents the help they may need to play an active role in their child's education.	43
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
9	My child's evaluation report is written in terms I understand.	42
10	Written information I receive is written in an understandable way.	38
24	The school provides information on agencies that can assist my child in the transition from school.	33
21	The school offers parents training about special education issues.	27
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	25
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	24
7	I was given information about organizations that offer support for parents of students with disabilities.	17

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

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(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Richmond County

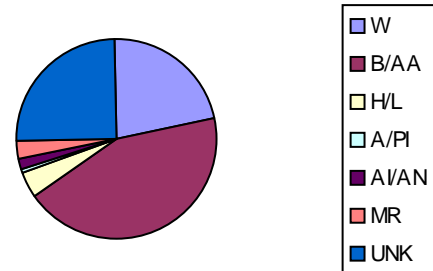
## Overview

	System	State
<b>Number of Surveys Distributed</b>	592	43,344
<b>Number of Valid Responses</b>	165	11,790
<b>Percentage Return Rate</b>	27.9%	27.2%

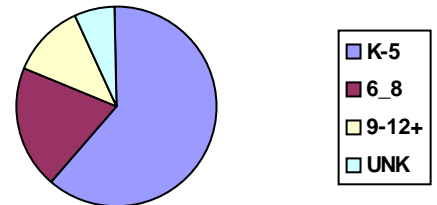


## Child Demographics

Race/Ethnicity	Count	Percent
White	36	21.8%
Black or African American (B/AA)	71	43.0%
Hispanic or Latino (H/L)	7	4.2%
Asian or Pacific Islander (A/PI)	1	0.6%
American Indian or Alaska Native (AI/AN)	3	1.8%
Multi-racial (MR)	5	3.0%
Unknown (UNK)	42	25.5%



Grade	Count	Percent
K-5	101	61.2%
6-8	33	20.0%
9-12+	20	12.1%
Unknown (UNK)	11	6.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	35	21.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	5	3.0%
Significant Developmental Delay (SDD)	22	13.3%
Emotional_Behavioral Disorder (EBD)	6	3.6%
Intellectual Disability (ID)	10	6.1%
Orthopedic Impairment (OI)	9	5.5%
Other Health Impairment (OHI)	15	9.1%
Specific Learning Disability (SLD)	28	17.0%
Speech/Language Impairment (SL)	15	9.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	4.2%
Unknown (UNK)	13	7.9%



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

# 2014 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 (25 items)	41 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	61
1	I am considered an equal partner with teachers and other professionals in planning my child's program	59
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	58
12	Teachers treat me as a team member.	56
5	All of my concerns and recommendations were documented on the IEP.	56
15	Teachers encourage me to participate in the decision-making process.	56
13	Teachers seek out parent input.	55
14	Teachers show sensitivity to the needs of students with disabilities and their families.	54
9	My child's evaluation report is written in terms I understand.	54
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	54

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	48
22	The school offers parents a variety of ways to communicate with teachers.	47
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	47
20	The school gives me choices with regard to services that address my child's needs.	46
25	The school explains what options parents have if they disagree with a decision of the school.	45
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	41
7	I was given information about organizations that offer support for parents of students with disabilities.	38
24	The school provides information on agencies that can assist my child in the transition from school.	36
21	The school offers parents training about special education issues.	36
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33

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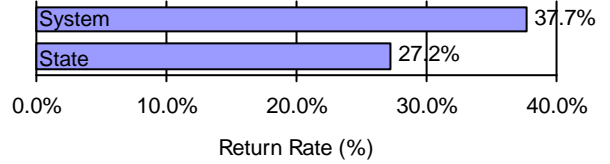
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.
- (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.
- (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Rockdale County

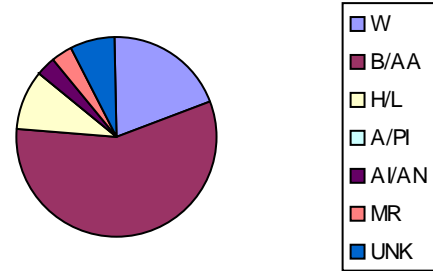
## Overview

	System	State
<b>Number of Surveys Distributed</b>	321	43,344
<b>Number of Valid Responses</b>	121	11,790
<b>Percentage Return Rate</b>	37.7%	27.2%

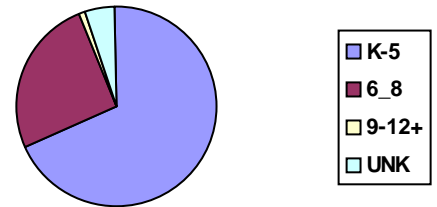


## Child Demographics

Race/Ethnicity	Count	Percent
White	24	19.8%
Black or African American (B/AA)	68	56.2%
Hispanic or Latino (H/L)	12	9.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	4	3.3%
Multi-racial (MR)	4	3.3%
Unknown (UNK)	9	7.4%



Grade	Count	Percent
K-5	82	67.8%
6-8	32	26.4%
9-12+	1	0.8%
Unknown (UNK)	6	5.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	18	14.9%
Deaf-Blind (DB)	2	1.7%
Deaf-Hard of Hearing (D/HH)	3	2.5%
Significant Developmental Delay (SDD)	16	13.2%
Emotional Behavioral Disorder (EBD)	7	5.8%
Intellectual Disability (ID)	7	5.8%
Orthopedic Impairment (OI)	1	0.8%
Other Health Impairment (OHI)	12	9.9%
Specific Learning Disability (SLD)	19	15.7%
Speech/Language Impairment (SL)	12	9.9%
Traumatic Brain injury (TBI)	1	0.8%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	9	7.4%
Unknown (UNK)	14	11.6%



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

# 2014 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 (25 items)	28 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	60
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program	57
12	Teachers treat me as a team member.	57
16	Teachers respect my cultural heritage.	53
5	All of my concerns and recommendations were documented on the IEP.	53
15	Teachers encourage me to participate in the decision-making process.	51
9	My child's evaluation report is written in terms I understand.	51
10	Written information I receive is written in an understandable way.	50
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	49

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	45
23	The school gives parents the help they may need to play an active role in their child's education.	43
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	40
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	37
25	The school explains what options parents have if they disagree with a decision of the school.	34
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	33
24	The school provides information on agencies that can assist my child in the transition from school.	26
21	The school offers parents training about special education issues.	25
7	I was given information about organizations that offer support for parents of students with disabilities.	21
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	18

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 PSolomon@doe.K12.ga.us

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

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(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

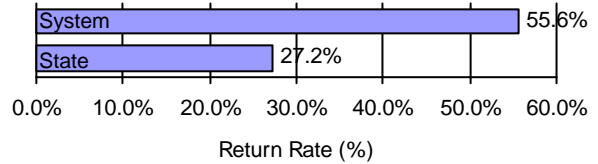




# 2014 Special Education Parent Survey Report Spalding County

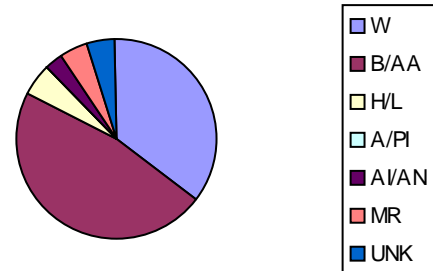
## Overview

	System	State
<b>Number of Surveys Distributed</b>	207	43,344
<b>Number of Valid Responses</b>	115	11,790
<b>Percentage Return Rate</b>	55.6%	27.2%

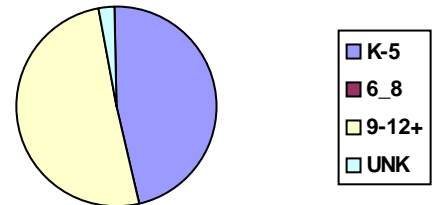


## Child Demographics

Race/Ethnicity	Count	Percent
White	41	35.7%
Black or African American (B/AA)	54	47.0%
Hispanic or Latino (H/L)	6	5.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	3	2.6%
Multi-racial (MR)	6	5.2%
Unknown (UNK)	5	4.3%



Grade	Count	Percent
K-5	53	46.1%
6-8	0	0.0%
9-12+	59	51.3%
Unknown (UNK)	3	2.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	16	13.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.9%
Significant Developmental Delay (SDD)	12	10.4%
Emotional_Behavioral Disorder (EBD)	5	4.3%
Intellectual Disability (ID)	12	10.4%
Orthopedic Impairment (OI)	1	0.9%
Other Health Impairment (OHI)	12	10.4%
Specific Learning Disability (SLD)	24	20.9%
Speech/Language Impairment (SL)	13	11.3%
Traumatic Brain injury (TBI)	3	2.6%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	4.3%
Unknown (UNK)	11	9.6%



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

# 2014 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 (25 items)	34 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	56
14	Teachers show sensitivity to the needs of students with disabilities and their families.	55
1	I am considered an equal partner with teachers and other professionals in planning my child's program	55
11	Teachers are available to speak with me.	55
5	All of my concerns and recommendations were documented on the IEP.	54
12	Teachers treat me as a team member.	54
15	Teachers encourage me to participate in the decision-making process.	54
10	Written information I receive is written in an understandable way.	49
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	49
16	Teachers respect my cultural heritage.	48

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	39
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	38
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	37
19	The school communicates regularly with me regarding my child's progress on IEP goals.	36
20	The school gives me choices with regard to services that address my child's needs.	34
25	The school explains what options parents have if they disagree with a decision of the school.	31
24	The school provides information on agencies that can assist my child in the transition from school.	31
7	I was given information about organizations that offer support for parents of students with disabilities.	29
21	The school offers parents training about special education issues.	28
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	23

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

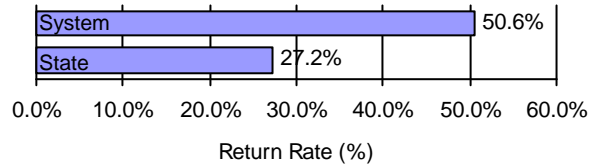
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Stephens County

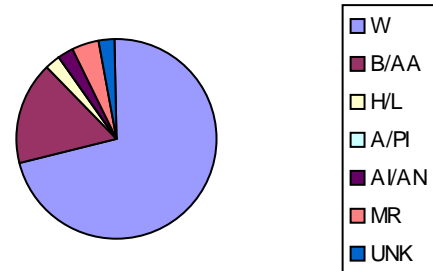
## Overview

	System	State
<b>Number of Surveys Distributed</b>	81	43,344
<b>Number of Valid Responses</b>	41	11,790
<b>Percentage Return Rate</b>	50.6%	27.2%

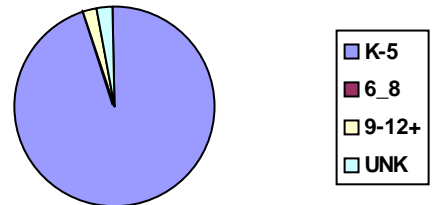


## Child Demographics

Race/Ethnicity	Count	Percent
White	29	70.7%
Black or African American (B/AA)	7	17.1%
Hispanic or Latino (H/L)	1	2.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	2.4%
Multi-racial (MR)	2	4.9%
Unknown (UNK)	1	2.4%



Grade	Count	Percent
K-5	39	95.1%
6-8	0	0.0%
9-12+	1	2.4%
Unknown (UNK)	1	2.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	4.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	14	34.1%
Emotional Behavioral Disorder (EBD)	3	7.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.4%
Specific Learning Disability (SLD)	6	14.6%
Speech/Language Impairment (SL)	5	12.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	4.9%
Unknown (UNK)	8	19.5%



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

# 2014 Special Education Parent Survey Report

## Stephens County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	54 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	68
5	All of my concerns and recommendations were documented on the IEP.	68
1	I am considered an equal partner with teachers and other professionals in planning my child's program	67
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	66
10	Written information I receive is written in an understandable way.	65
9	My child's evaluation report is written in terms I understand.	64
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	64
14	Teachers show sensitivity to the needs of students with disabilities and their families.	62
11	Teachers are available to speak with me.	61
19	The school communicates regularly with me regarding my child's progress on IEP goals.	61

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	57
13	Teachers seek out parent input.	56
18	The school has a person on staff who is available to answer parents' questions.	56
22	The school offers parents a variety of ways to communicate with teachers.	53
23	The school gives parents the help they may need to play an active role in their child's education.	53
25	The school explains what options parents have if they disagree with a decision of the school.	51
24	The school provides information on agencies that can assist my child in the transition from school.	44
7	I was given information about organizations that offer support for parents of students with disabilities.	43
21	The school offers parents training about special education issues.	41
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	41

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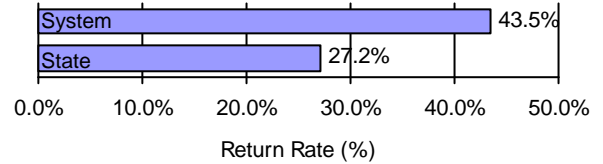
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.
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# 2014 Special Education Parent Survey Report Stewart County

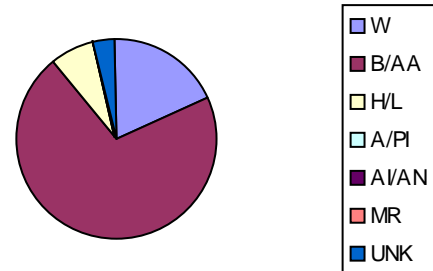
## Overview

	System	State
<b>Number of Surveys Distributed</b>	62	43,344
<b>Number of Valid Responses</b>	27	11,790
<b>Percentage Return Rate</b>	43.5%	27.2%

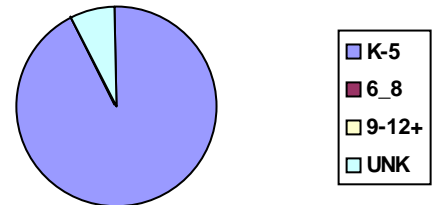


## Child Demographics

Race/Ethnicity	Count	Percent
White	5	18.5%
Black or African American (B/AA)	19	70.4%
Hispanic or Latino (H/L)	2	7.4%
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	3.7%



Grade	Count	Percent
K-5	25	92.6%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	2	7.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	11.1%
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)	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	11.1%
Speech/Language Impairment (SL)	13	48.1%
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)	5	18.5%



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

# 2014 Special Education Parent Survey Report

## Stewart County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	30 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program	54
12	Teachers treat me as a team member.	54
10	Written information I receive is written in an understandable way.	52
5	All of my concerns and recommendations were documented on the IEP.	50
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	48
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	48
9	My child's evaluation report is written in terms I understand.	48
16	Teachers respect my cultural heritage.	46
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	46

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	36
18	The school has a person on staff who is available to answer parents' questions.	36
20	The school gives me choices with regard to services that address my child's needs.	36
21	The school offers parents training about special education issues.	36
22	The school offers parents a variety of ways to communicate with teachers.	36
19	The school communicates regularly with me regarding my child's progress on IEP goals.	32
25	The school explains what options parents have if they disagree with a decision of the school.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	30
23	The school gives parents the help they may need to play an active role in their child's education.	28
24	The school provides information on agencies that can assist my child in the transition from school.	28

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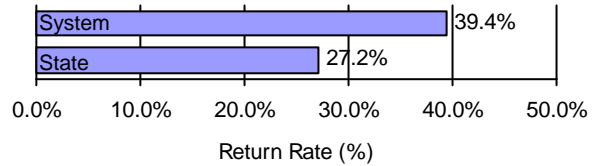
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Sumter County

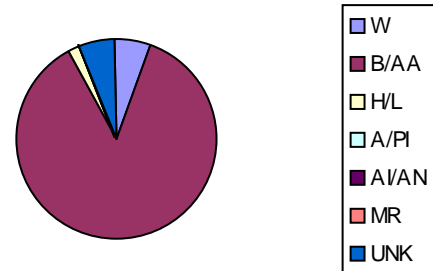
## Overview

	System	State
<b>Number of Surveys Distributed</b>	132	43,344
<b>Number of Valid Responses</b>	52	11,790
<b>Percentage Return Rate</b>	39.4%	27.2%

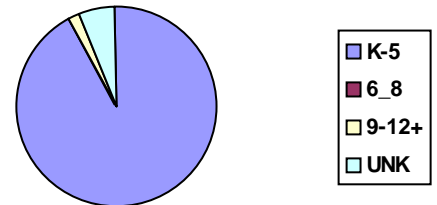


## Child Demographics

Race/Ethnicity	Count	Percent
White	3	5.8%
Black or African American (B/AA)	45	86.5%
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)	0	0.0%
Unknown (UNK)	3	5.8%



Grade	Count	Percent
K-5	48	92.3%
6-8	0	0.0%
9-12+	1	1.9%
Unknown (UNK)	3	5.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	5.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.9%
Significant Developmental Delay (SDD)	5	9.6%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	4	7.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	1.9%
Specific Learning Disability (SLD)	7	13.5%
Speech/Language Impairment (SL)	25	48.1%
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)	5	9.6%



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

# 2014 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 (25 items)	35 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	57
12	Teachers treat me as a team member.	55
10	Written information I receive is written in an understandable way.	54
11	Teachers are available to speak with me.	54
9	My child's evaluation report is written in terms I understand.	53
5	All of my concerns and recommendations were documented on the IEP.	51
14	Teachers show sensitivity to the needs of students with disabilities and their families.	50
15	Teachers encourage me to participate in the decision-making process.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	49
13	Teachers seek out parent input.	49

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	41
20	The school gives me choices with regard to services that address my child's needs.	41
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	41
25	The school explains what options parents have if they disagree with a decision of the school.	39
23	The school gives parents the help they may need to play an active role in their child's education.	37
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	33
24	The school provides information on agencies that can assist my child in the transition from school.	33
21	The school offers parents training about special education issues.	31
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	25

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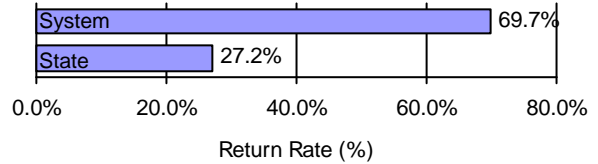




# 2014 Special Education Parent Survey Report Taliaferro County

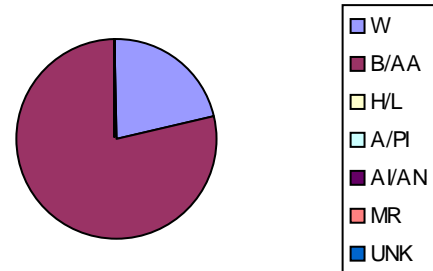
## Overview

	System	State
Number of Surveys Distributed	33	43,344
Number of Valid Responses	23	11,790
Percentage Return Rate	69.7%	27.2%

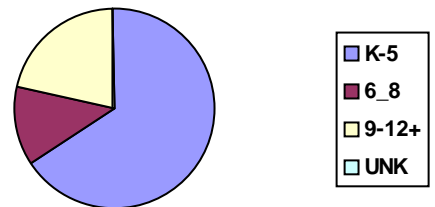


## Child Demographics

Race/Ethnicity	Count	Percent
White	5	21.7%
Black or African American (B/AA)	18	78.3%
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	15	65.2%
6-8	3	13.0%
9-12+	5	21.7%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	8.7%
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)	4	17.4%
Intellectual Disability (ID)	1	4.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	9	39.1%
Speech/Language Impairment (SL)	3	13.0%
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)	3	13.0%



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

# 2014 Special Education Parent Survey Report

## Taliaferro County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	43 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest 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	74
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	70
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	57
5	All of my concerns and recommendations were documented on the IEP.	57
9	My child's evaluation report is written in terms I understand.	57
10	Written information I receive is written in an understandable way.	57
11	Teachers are available to speak with me.	57
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	52
12	Teachers treat me as a team member.	52
13	Teachers seek out parent input.	50

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	45
25	The school explains what options parents have if they disagree with a decision of the school.	45
24	The school provides information on agencies that can assist my child in the transition from school.	43
14	Teachers show sensitivity to the needs of students with disabilities and their families.	41
23	The school gives parents the help they may need to play an active role in their child's education.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	36
21	The school offers parents training about special education issues.	33
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	29
16	Teachers respect my cultural heritage.	29
22	The school offers parents a variety of ways to communicate with teachers.	29

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

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

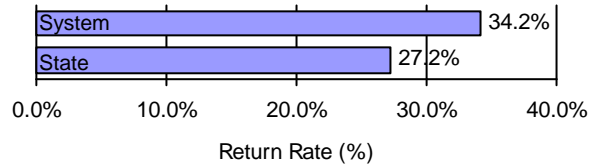
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Tattall County

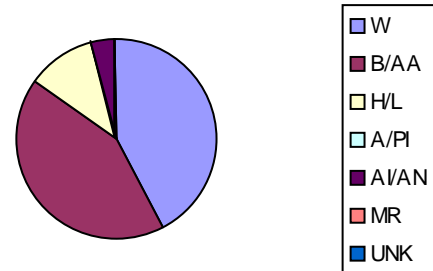
## Overview

	System	State
Number of Surveys Distributed	76	43,344
Number of Valid Responses	26	11,790
Percentage Return Rate	34.2%	27.2%

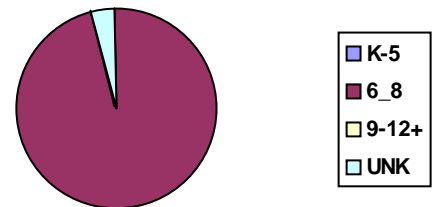


## Child Demographics

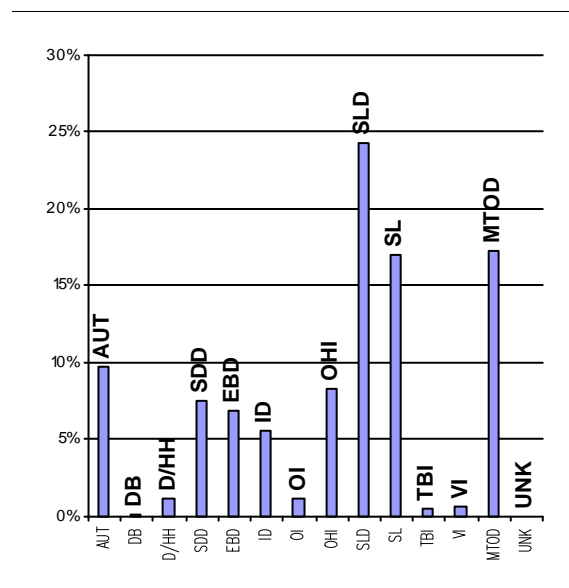
Race/Ethnicity	Count	Percent
White	11	42.3%
Black or African American (B/AA)	11	42.3%
Hispanic or Latino (H/L)	3	11.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	3.8%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	25	96.2%
9-12+	0	0.0%
Unknown (UNK)	1	3.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	3.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	3.8%
Emotional Behavioral Disorder (EBD)	2	7.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	11.5%
Specific Learning Disability (SLD)	10	38.5%
Speech/Language Impairment (SL)	3	11.5%
Traumatic Brain injury (TBI)	1	3.8%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	7.7%
Unknown (UNK)	3	11.5%



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

# 2014 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 (25 items)	27 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	44
1	I am considered an equal partner with teachers and other professionals in planning my child's program	42
5	All of my concerns and recommendations were documented on the IEP.	42
12	Teachers treat me as a team member.	42
13	Teachers seek out parent input.	42
15	Teachers encourage me to participate in the decision-making process.	42
16	Teachers respect my cultural heritage.	42
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	42
14	Teachers show sensitivity to the needs of students with disabilities and their families.	40
11	Teachers are available to speak with me.	38

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	35
25	The school explains what options parents have if they disagree with a decision of the school.	35
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	32
23	The school gives parents the help they may need to play an active role in their child's education.	32
22	The school offers parents a variety of ways to communicate with teachers.	31
24	The school provides information on agencies that can assist my child in the transition from school.	29
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	28
19	The school communicates regularly with me regarding my child's progress on IEP goals.	27
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	22
21	The school offers parents training about special education issues.	21

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

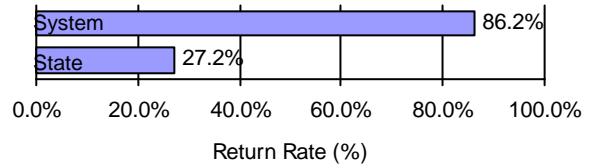
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.  
 (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.  
 (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Telfair County

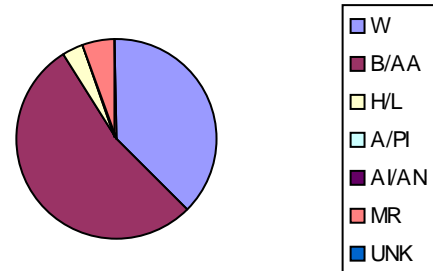
## Overview

	System	State
Number of Surveys Distributed	65	43,344
Number of Valid Responses	56	11,790
Percentage Return Rate	86.2%	27.2%

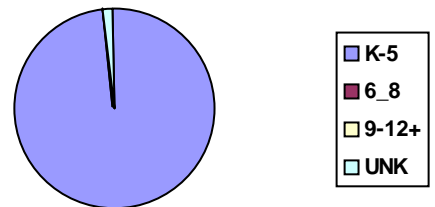


## Child Demographics

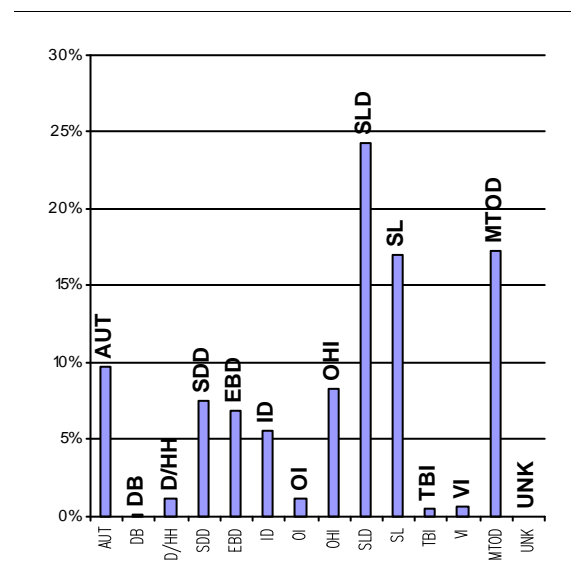
Race/Ethnicity	Count	Percent
White	21	37.5%
Black or African American (B/AA)	30	53.6%
Hispanic or Latino (H/L)	2	3.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	5.4%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	55	98.2%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	1.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	10.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.8%
Significant Developmental Delay (SDD)	7	12.5%
Emotional Behavioral Disorder (EBD)	6	10.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	1.8%
Specific Learning Disability (SLD)	8	14.3%
Speech/Language Impairment (SL)	21	37.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	5.4%
Unknown (UNK)	3	5.4%



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

# 2014 Special Education Parent Survey Report

## Telfair County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	23 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	60
19	The school communicates regularly with me regarding my child's progress on IEP goals.	58
11	Teachers are available to speak with me.	56
14	Teachers show sensitivity to the needs of students with disabilities and their families.	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program	54
13	Teachers seek out parent input.	52
12	Teachers treat me as a team member.	51
15	Teachers encourage me to participate in the decision-making process.	51
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	48
20	The school gives me choices with regard to services that address my child's needs.	48

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	38
16	Teachers respect my cultural heritage.	38
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	37
21	The school offers parents training about special education issues.	36
23	The school gives parents the help they may need to play an active role in their child's education.	31
25	The school explains what options parents have if they disagree with a decision of the school.	27
24	The school provides information on agencies that can assist my child in the transition from school.	25
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	24
7	I was given information about organizations that offer support for parents of students with disabilities.	23
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	14

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 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

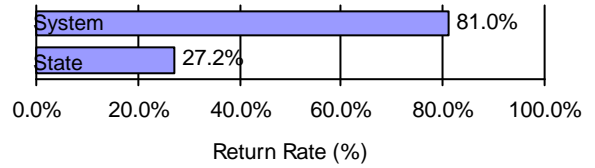
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Terrell County

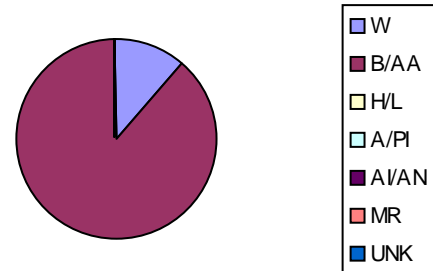
## Overview

	System	State
<b>Number of Surveys Distributed</b>	126	43,344
<b>Number of Valid Responses</b>	102	11,790
<b>Percentage Return Rate</b>	81.0%	27.2%

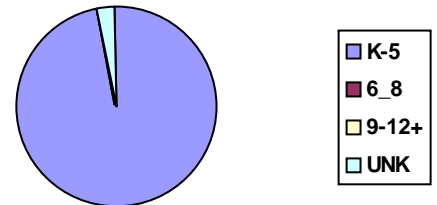


## Child Demographics

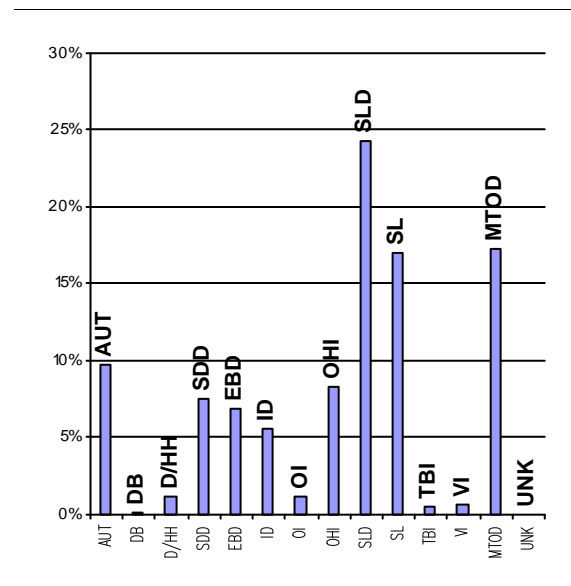
Race/Ethnicity	Count	Percent
White	12	11.8%
Black or African American (B/AA)	90	88.2%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	99	97.1%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	2.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	3.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	43	42.2%
Emotional Behavioral Disorder (EBD)	3	2.9%
Intellectual Disability (ID)	6	5.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	1.0%
Specific Learning Disability (SLD)	10	9.8%
Speech/Language Impairment (SL)	31	30.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	3	2.9%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	1	1.0%



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

# 2014 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 (25 items)	100 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest 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
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	100
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	100
5	All of my concerns and recommendations were documented on the IEP.	100
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	100
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	100
9	My child's evaluation report is written in terms I understand.	100
10	Written information I receive is written in an understandable way.	100
11	Teachers are available to speak with me.	100
12	Teachers treat me as a team member.	100

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	100
25	The school explains what options parents have if they disagree with a decision of the school.	100
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	99
7	I was given information about organizations that offer support for parents of students with disabilities.	99
13	Teachers seek out parent input.	99
19	The school communicates regularly with me regarding my child's progress on IEP goals.	99
22	The school offers parents a variety of ways to communicate with teachers.	99
23	The school gives parents the help they may need to play an active role in their child's education.	99
24	The school provides information on agencies that can assist my child in the transition from school.	99
21	The school offers parents training about special education issues.	97

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

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(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

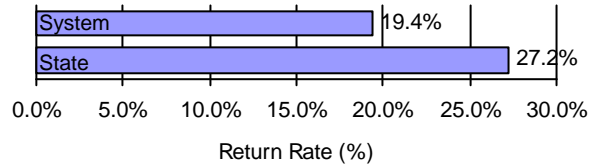




# 2014 Special Education Parent Survey Report Thomas County

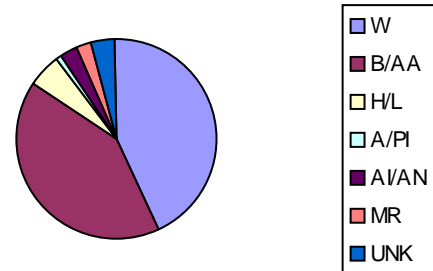
## Overview

	System	State
Number of Surveys Distributed	397	43,344
Number of Valid Responses	77	11,790
Percentage Return Rate	19.4%	27.2%

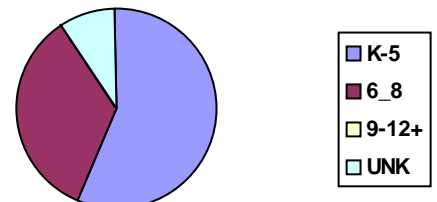


## Child Demographics

Race/Ethnicity	Count	Percent
White	33	42.9%
Black or African American (B/AA)	32	41.6%
Hispanic or Latino (H/L)	4	5.2%
Asian or Pacific Islander (A/PI)	1	1.3%
American Indian or Alaska Native (AI/AN)	2	2.6%
Multi-racial (MR)	2	2.6%
Unknown (UNK)	3	3.9%



Grade	Count	Percent
K-5	43	55.8%
6-8	27	35.1%
9-12+	0	0.0%
Unknown (UNK)	7	9.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	6.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	7.8%
Emotional Behavioral Disorder (EBD)	7	9.1%
Intellectual Disability (ID)	2	2.6%
Orthopedic Impairment (OI)	1	1.3%
Other Health Impairment (OHI)	6	7.8%
Specific Learning Disability (SLD)	21	27.3%
Speech/Language Impairment (SL)	11	14.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	9.1%
Unknown (UNK)	11	14.3%



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

# 2014 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 (25 items)	36 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program	59
5	All of my concerns and recommendations were documented on the IEP.	58
11	Teachers are available to speak with me.	58
9	My child's evaluation report is written in terms I understand.	53
10	Written information I receive is written in an understandable way.	53
14	Teachers show sensitivity to the needs of students with disabilities and their families.	52
12	Teachers treat me as a team member.	51
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	47

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	44
19	The school communicates regularly with me regarding my child's progress on IEP goals.	44
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	42
20	The school gives me choices with regard to services that address my child's needs.	40
23	The school gives parents the help they may need to play an active role in their child's education.	39
25	The school explains what options parents have if they disagree with a decision of the school.	37
24	The school provides information on agencies that can assist my child in the transition from school.	36
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	34
21	The school offers parents training about special education issues.	32
7	I was given information about organizations that offer support for parents of students with disabilities.	29

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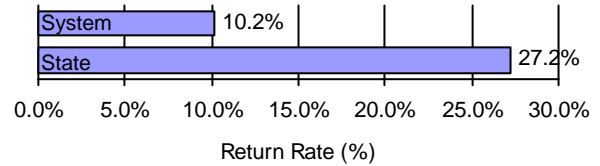
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.
- (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.
- (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Tift County

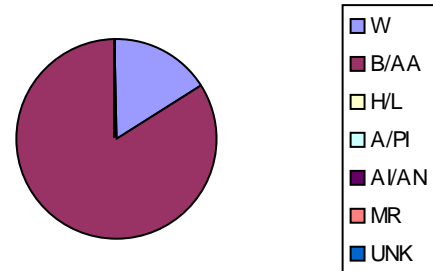
## Overview

	System	State
Number of Surveys Distributed	59	43,344
Number of Valid Responses	6	11,790
Percentage Return Rate	10.2%	27.2%

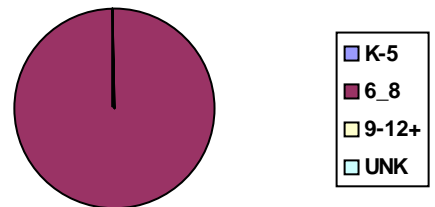


## Child Demographics

Race/Ethnicity	Count	Percent
White	1	16.7%
Black or African American (B/AA)	5	83.3%
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	6	100.0%
9-12+	0	0.0%
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)	0	0.0%
Intellectual Disability (ID)	2	33.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	2	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)	2	33.3%



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

# 2014 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 (25 items)	33 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest 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	83
5	All of my concerns and recommendations were documented on the IEP.	83
11	Teachers are available to speak with me.	83
22	The school offers parents a variety of ways to communicate with teachers.	67
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
9	My child's evaluation report is written in terms I understand.	50
10	Written information I receive is written in an understandable way.	50
12	Teachers treat me as a team member.	50

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	50
20	The school gives me choices with regard to services that address my child's needs.	50
23	The school gives parents the help they may need to play an active role in their child's education.	50
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	33
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	33
25	The school explains what options parents have if they disagree with a decision of the school.	33
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	0
7	I was given information about organizations that offer support for parents of students with disabilities.	0
21	The school offers parents training about special education issues.	0
24	The school provides information on agencies that can assist my child in the transition from school.	0

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

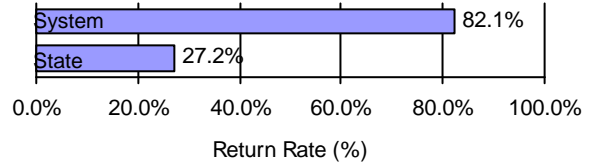
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Toombs County

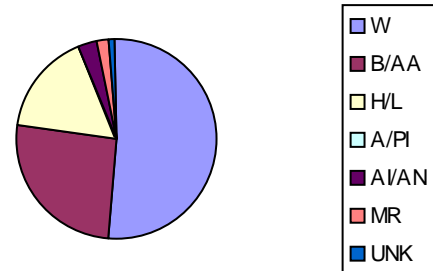
## Overview

	System	State
<b>Number of Surveys Distributed</b>	196	43,344
<b>Number of Valid Responses</b>	161	11,790
<b>Percentage Return Rate</b>	82.1%	27.2%

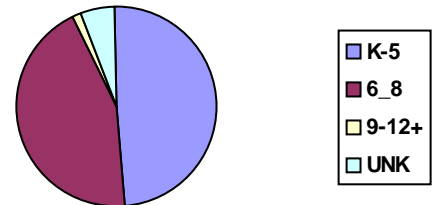


## Child Demographics

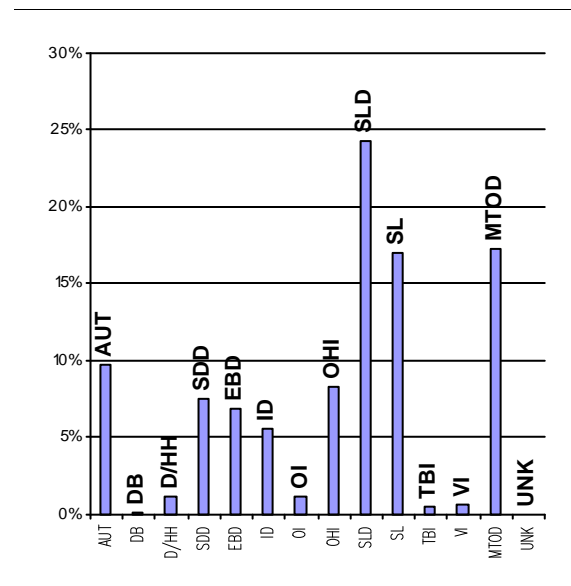
Race/Ethnicity	Count	Percent
White	82	50.9%
Black or African American (B/AA)	42	26.1%
Hispanic or Latino (H/L)	27	16.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	5	3.1%
Multi-racial (MR)	3	1.9%
Unknown (UNK)	2	1.2%



Grade	Count	Percent
K-5	78	48.4%
6-8	72	44.7%
9-12+	2	1.2%
Unknown (UNK)	9	5.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	17	10.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	22	13.7%
Emotional Behavioral Disorder (EBD)	7	4.3%
Intellectual Disability (ID)	15	9.3%
Orthopedic Impairment (OI)	1	0.6%
Other Health Impairment (OHI)	8	5.0%
Specific Learning Disability (SLD)	31	19.3%
Speech/Language Impairment (SL)	44	27.3%
Traumatic Brain injury (TBI)	2	1.2%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	0.6%
Unknown (UNK)	13	8.1%



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

# 2014 Special Education Parent Survey Report

## Toombs County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	55 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	66
11	Teachers are available to speak with me.	66
18	The school has a person on staff who is available to answer parents' questions.	66
19	The school communicates regularly with me regarding my child's progress on IEP goals.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program	65
5	All of my concerns and recommendations were documented on the IEP.	64
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
9	My child's evaluation report is written in terms I understand.	63
10	Written information I receive is written in an understandable way.	63
20	The school gives me choices with regard to services that address my child's needs.	62

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	60
16	Teachers respect my cultural heritage.	60
13	Teachers seek out parent input.	58
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	57
25	The school explains what options parents have if they disagree with a decision of the school.	55
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
24	The school provides information on agencies that can assist my child in the transition from school.	54
7	I was given information about organizations that offer support for parents of students with disabilities.	53
21	The school offers parents training about special education issues.	53
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	42

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

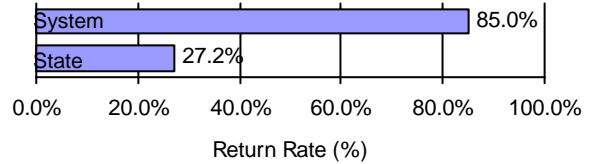
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Towns County

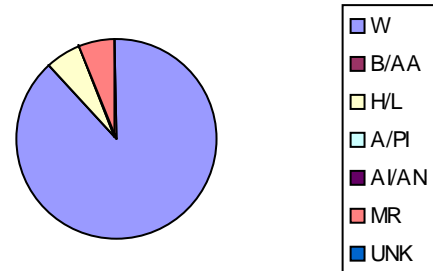
## Overview

	System	State
<b>Number of Surveys Distributed</b>	20	43,344
<b>Number of Valid Responses</b>	17	11,790
<b>Percentage Return Rate</b>	85.0%	27.2%

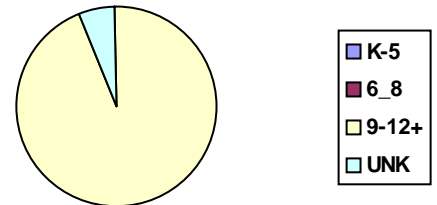


## Child Demographics

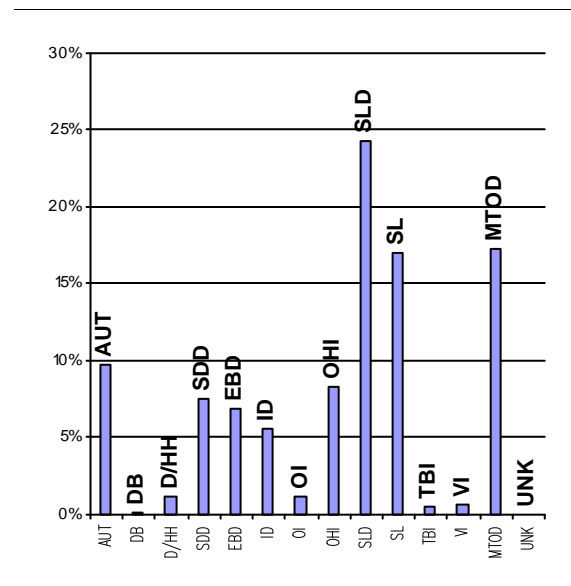
Race/Ethnicity	Count	Percent
White	15	88.2%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	1	5.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	5.9%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	16	94.1%
Unknown (UNK)	1	5.9%



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)	0	0.0%
Emotional Behavioral Disorder (EBD)	2	11.8%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	5.9%
Specific Learning Disability (SLD)	10	58.8%
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)	1	5.9%
Unknown (UNK)	1	5.9%



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

# 2014 Special Education Parent Survey Report

## Towns County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	47 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	82
5	All of my concerns and recommendations were documented on the IEP.	82
1	I am considered an equal partner with teachers and other professionals in planning my child's program	76
11	Teachers are available to speak with me.	76
12	Teachers treat me as a team member.	76
13	Teachers seek out parent input.	76
14	Teachers show sensitivity to the needs of students with disabilities and their families.	76
16	Teachers respect my cultural heritage.	76
22	The school offers parents a variety of ways to communicate with teachers.	75
24	The school provides information on agencies that can assist my child in the transition from school.	75

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
25	The school explains what options parents have if they disagree with a decision of the school.	67
10	Written information I receive is written in an understandable way.	65
19	The school communicates regularly with me regarding my child's progress on IEP goals.	63
20	The school gives me choices with regard to services that address my child's needs.	63
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	60
9	My child's evaluation report is written in terms I understand.	59
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	56
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	53
7	I was given information about organizations that offer support for parents of students with disabilities.	47
21	The school offers parents training about special education issues.	44

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

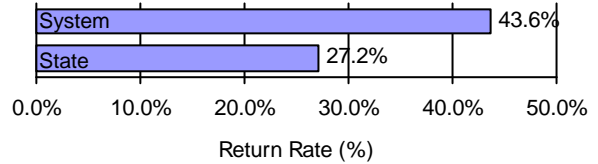




# 2014 Special Education Parent Survey Report Trentlen County

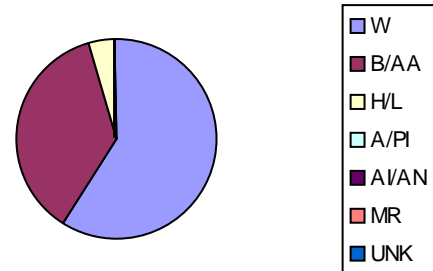
## Overview

	System	State
<b>Number of Surveys Distributed</b>	55	43,344
<b>Number of Valid Responses</b>	24	11,790
<b>Percentage Return Rate</b>	43.6%	27.2%

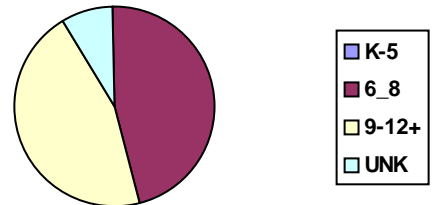


## Child Demographics

Race/Ethnicity	Count	Percent
White	14	58.3%
Black or African American (B/AA)	9	37.5%
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)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	11	45.8%
9-12+	11	45.8%
Unknown (UNK)	2	8.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	12.5%
Deaf-Blind (DB)	2	8.3%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	8.3%
Emotional_Behavioral Disorder (EBD)	3	12.5%
Intellectual Disability (ID)	1	4.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	8.3%
Specific Learning Disability (SLD)	7	29.2%
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	8.3%
Unknown (UNK)	2	8.3%



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

# 2014 Special Education Parent Survey Report

## Treutlen County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	54
11	Teachers are available to speak with me.	50
15	Teachers encourage me to participate in the decision-making process.	50
18	The school has a person on staff who is available to answer parents' questions.	50
19	The school communicates regularly with me regarding my child's progress on IEP goals.	50
9	My child's evaluation report is written in terms I understand.	48
12	Teachers treat me as a team member.	48
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	47
1	I am considered an equal partner with teachers and other professionals in planning my child's program	46
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	39
5	All of my concerns and recommendations were documented on the IEP.	39
22	The school offers parents a variety of ways to communicate with teachers.	36
16	Teachers respect my cultural heritage.	35
25	The school explains what options parents have if they disagree with a decision of the school.	35
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	32
24	The school provides information on agencies that can assist my child in the transition from school.	30
21	The school offers parents training about special education issues.	27
7	I was given information about organizations that offer support for parents of students with disabilities.	24
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	23

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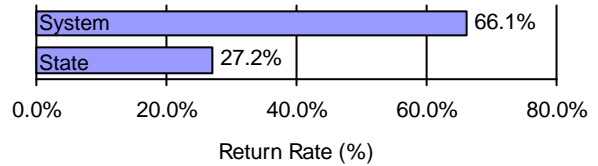
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.
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- (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Troup County

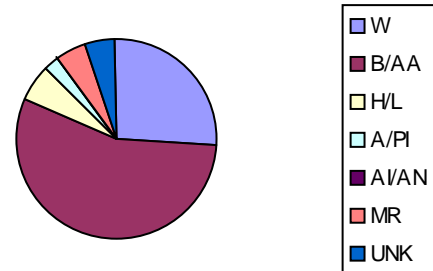
## Overview

	System	State
Number of Surveys Distributed	121	43,344
Number of Valid Responses	80	11,790
Percentage Return Rate	66.1%	27.2%

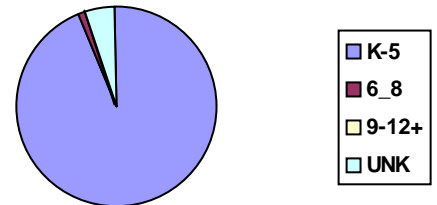


## Child Demographics

Race/Ethnicity	Count	Percent
White	21	26.3%
Black or African American (B/AA)	44	55.0%
Hispanic or Latino (H/L)	5	6.3%
Asian or Pacific Islander (A/PI)	2	2.5%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	5.0%
Unknown (UNK)	4	5.0%



Grade	Count	Percent
K-5	75	93.8%
6-8	1	1.3%
9-12+	0	0.0%
Unknown (UNK)	4	5.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	5.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	10	12.5%
Emotional Behavioral Disorder (EBD)	2	2.5%
Intellectual Disability (ID)	4	5.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	3.8%
Specific Learning Disability (SLD)	11	13.8%
Speech/Language Impairment (SL)	28	35.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.3%
More Than One Disability (MTOD)	5	6.3%
Unknown (UNK)	12	15.0%



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

# 2014 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 (25 items)	39 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	61
12	Teachers treat me as a team member.	59
10	Written information I receive is written in an understandable way.	56
14	Teachers show sensitivity to the needs of students with disabilities and their families.	55
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	55
15	Teachers encourage me to participate in the decision-making process.	55
9	My child's evaluation report is written in terms I understand.	55
13	Teachers seek out parent input.	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program	54
16	Teachers respect my cultural heritage.	52

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	49
22	The school offers parents a variety of ways to communicate with teachers.	49
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	45
25	The school explains what options parents have if they disagree with a decision of the school.	45
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	41
24	The school provides information on agencies that can assist my child in the transition from school.	41
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	40
7	I was given information about organizations that offer support for parents of students with disabilities.	39
21	The school offers parents training about special education issues.	36
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33

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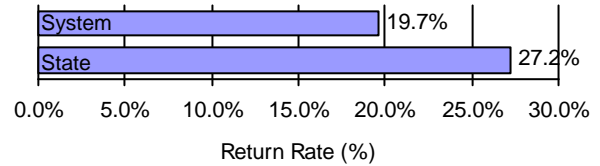
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# 2014 Special Education Parent Survey Report Twiggs County

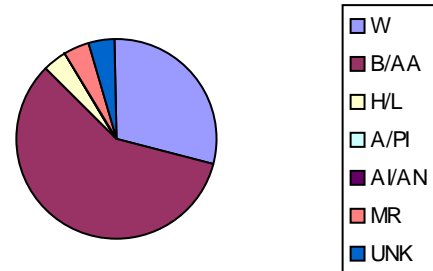
## Overview

	System	State
<b>Number of Surveys Distributed</b>	122	43,344
<b>Number of Valid Responses</b>	24	11,790
<b>Percentage Return Rate</b>	19.7%	27.2%

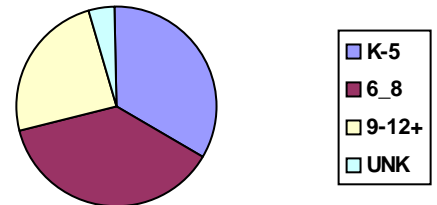


## Child Demographics

Race/Ethnicity	Count	Percent
White	7	29.2%
Black or African American (B/AA)	14	58.3%
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)	1	4.2%
Unknown (UNK)	1	4.2%



Grade	Count	Percent
K-5	8	33.3%
6-8	9	37.5%
9-12+	6	25.0%
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)	1	4.2%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	3	12.5%
Intellectual Disability (ID)	1	4.2%
Orthopedic Impairment (OI)	1	4.2%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	6	25.0%
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)	8	33.3%



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

# 2014 Special Education Parent Survey Report

## Twiggs County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	29 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	58
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	57
9	My child's evaluation report is written in terms I understand.	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program	52
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
10	Written information I receive is written in an understandable way.	48
12	Teachers treat me as a team member.	48
15	Teachers encourage me to participate in the decision-making process.	48
19	The school communicates regularly with me regarding my child's progress on IEP goals.	48
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	48

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	43
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	41
18	The school has a person on staff who is available to answer parents' questions.	41
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	40
24	The school provides information on agencies that can assist my child in the transition from school.	40
21	The school offers parents training about special education issues.	36
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	35
25	The school explains what options parents have if they disagree with a decision of the school.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	32
23	The school gives parents the help they may need to play an active role in their child's education.	32

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

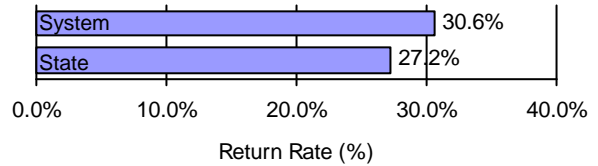
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Union County

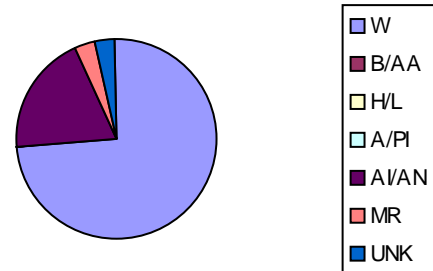
## Overview

	System	State
<b>Number of Surveys Distributed</b>	98	43,344
<b>Number of Valid Responses</b>	30	11,790
<b>Percentage Return Rate</b>	30.6%	27.2%

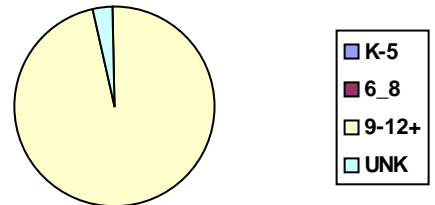


## Child Demographics

Race/Ethnicity	Count	Percent
White	22	73.3%
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)	6	20.0%
Multi-racial (MR)	1	3.3%
Unknown (UNK)	1	3.3%



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)	4	13.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	3.3%
Significant Developmental Delay (SDD)	3	10.0%
Emotional Behavioral Disorder (EBD)	2	6.7%
Intellectual Disability (ID)	1	3.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	20.0%
Specific Learning Disability (SLD)	6	20.0%
Speech/Language Impairment (SL)	3	10.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	3.3%
Unknown (UNK)	3	10.0%



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

# 2014 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 (25 items)	53 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	83
5	All of my concerns and recommendations were documented on the IEP.	73
15	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	69
9	My child's evaluation report is written in terms I understand.	69
10	Written information I receive is written in an understandable way.	69
12	Teachers treat me as a team member.	69
13	Teachers seek out parent input.	67
16	Teachers respect my cultural heritage.	67
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	66

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	59
18	The school has a person on staff who is available to answer parents' questions.	59
19	The school communicates regularly with me regarding my child's progress on IEP goals.	56
22	The school offers parents a variety of ways to communicate with teachers.	53
24	The school provides information on agencies that can assist my child in the transition from school.	46
7	I was given information about organizations that offer support for parents of students with disabilities.	45
21	The school offers parents training about special education issues.	39
25	The school explains what options parents have if they disagree with a decision of the school.	38
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36

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 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

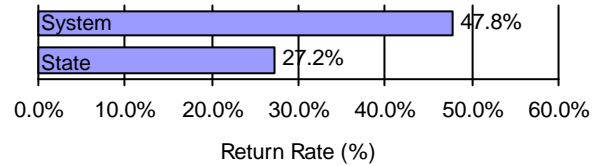




# 2014 Special Education Parent Survey Report Walker County

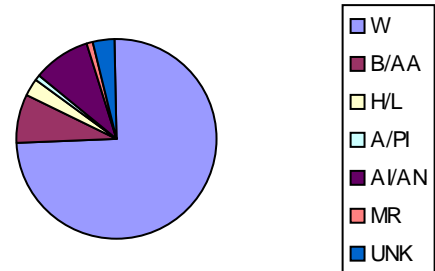
## Overview

	System	State
<b>Number of Surveys Distributed</b>	475	43,344
<b>Number of Valid Responses</b>	227	11,790
<b>Percentage Return Rate</b>	47.8%	27.2%

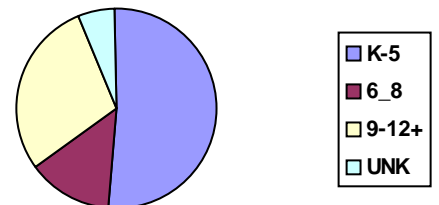


## Child Demographics

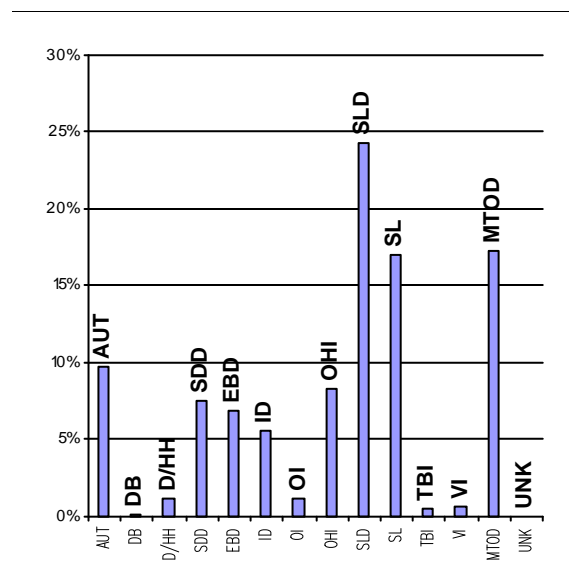
Race/Ethnicity	Count	Percent
White	168	74.0%
Black or African American (B/AA)	18	7.9%
Hispanic or Latino (H/L)	7	3.1%
Asian or Pacific Islander (A/PI)	2	0.9%
American Indian or Alaska Native (AI/AN)	21	9.3%
Multi-racial (MR)	3	1.3%
Unknown (UNK)	8	3.5%



Grade	Count	Percent
K-5	116	51.1%
6-8	30	13.2%
9-12+	67	29.5%
Unknown (UNK)	14	6.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	25	11.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	23	10.1%
Emotional Behavioral Disorder (EBD)	27	11.9%
Intellectual Disability (ID)	15	6.6%
Orthopedic Impairment (OI)	6	2.6%
Other Health Impairment (OHI)	30	13.2%
Specific Learning Disability (SLD)	45	19.8%
Speech/Language Impairment (SL)	20	8.8%
Traumatic Brain injury (TBI)	3	1.3%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	15	6.6%
Unknown (UNK)	18	7.9%



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

# 2014 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 (25 items)	57 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
5	All of my concerns and recommendations were documented on the IEP.	70
1	I am considered an equal partner with teachers and other professionals in planning my child's program	69
11	Teachers are available to speak with me.	69
12	Teachers treat me as a team member.	68
14	Teachers show sensitivity to the needs of students with disabilities and their families.	67
15	Teachers encourage me to participate in the decision-making process.	67
16	Teachers respect my cultural heritage.	65
18	The school has a person on staff who is available to answer parents' questions.	65
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	64

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	61
23	The school gives parents the help they may need to play an active role in their child's education.	60
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	59
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
25	The school explains what options parents have if they disagree with a decision of the school.	54
21	The school offers parents training about special education issues.	52
24	The school provides information on agencies that can assist my child in the transition from school.	52
7	I was given information about organizations that offer support for parents of students with disabilities.	52
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	47

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 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

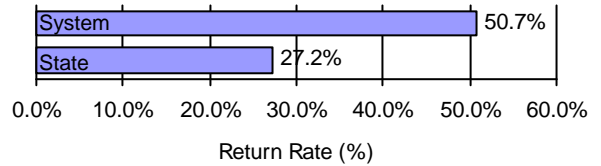
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Walton County

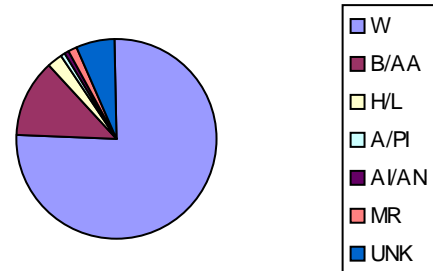
## Overview

	System	State
<b>Number of Surveys Distributed</b>	280	43,344
<b>Number of Valid Responses</b>	142	11,790
<b>Percentage Return Rate</b>	50.7%	27.2%

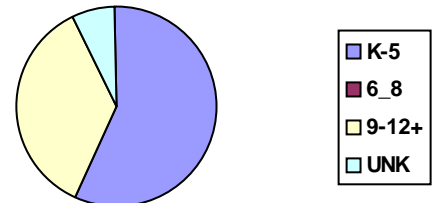


## Child Demographics

Race/Ethnicity	Count	Percent
White	107	75.4%
Black or African American (B/AA)	18	12.7%
Hispanic or Latino (H/L)	4	2.8%
Asian or Pacific Islander (A/PI)	1	0.7%
American Indian or Alaska Native (AI/AN)	1	0.7%
Multi-racial (MR)	2	1.4%
Unknown (UNK)	9	6.3%



Grade	Count	Percent
K-5	80	56.3%
6-8	0	0.0%
9-12+	52	36.6%
Unknown (UNK)	10	7.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	15	10.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	1.4%
Significant Developmental Delay (SDD)	11	7.7%
Emotional Behavioral Disorder (EBD)	9	6.3%
Intellectual Disability (ID)	8	5.6%
Orthopedic Impairment (OI)	1	0.7%
Other Health Impairment (OHI)	17	12.0%
Specific Learning Disability (SLD)	23	16.2%
Speech/Language Impairment (SL)	25	17.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.7%
More Than One Disability (MTOD)	8	5.6%
Unknown (UNK)	22	15.5%



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

# 2014 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 (25 items)	56 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	78
12	Teachers treat me as a team member.	77
11	Teachers are available to speak with me.	75
1	I am considered an equal partner with teachers and other professionals in planning my child's program	74
18	The school has a person on staff who is available to answer parents' questions.	74
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	73
5	All of my concerns and recommendations were documented on the IEP.	73
14	Teachers show sensitivity to the needs of students with disabilities and their families.	73
16	Teachers respect my cultural heritage.	72
15	Teachers encourage me to participate in the decision-making process.	72

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	64
20	The school gives me choices with regard to services that address my child's needs.	63
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	63
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	61
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	59
25	The school explains what options parents have if they disagree with a decision of the school.	55
24	The school provides information on agencies that can assist my child in the transition from school.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	49
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	47
21	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.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

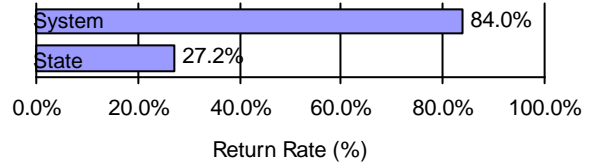
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Ware County

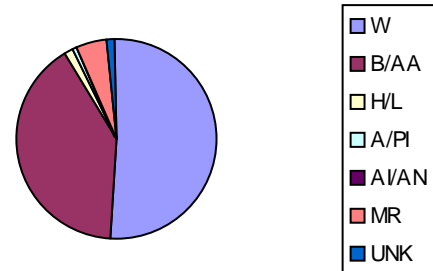
## Overview

	System	State
<b>Number of Surveys Distributed</b>	257	43,344
<b>Number of Valid Responses</b>	216	11,790
<b>Percentage Return Rate</b>	84.0%	27.2%

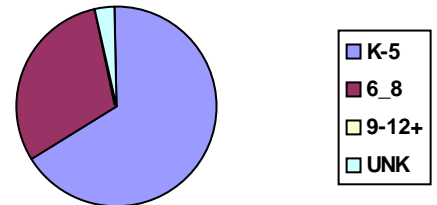


## Child Demographics

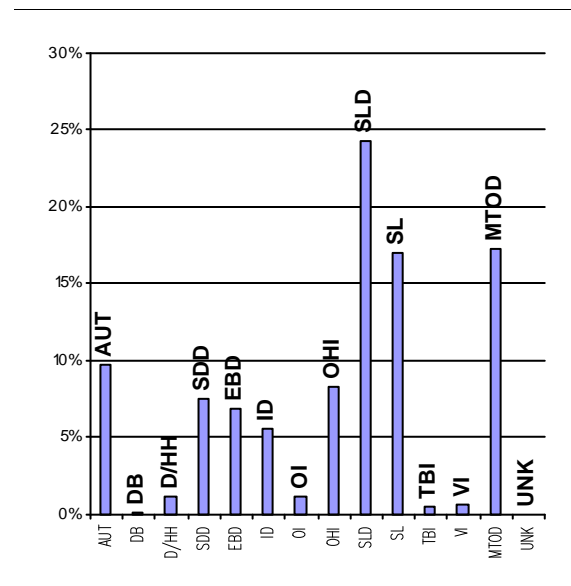
Race/Ethnicity	Count	Percent
White	109	50.5%
Black or African American (B/AA)	89	41.2%
Hispanic or Latino (H/L)	3	1.4%
Asian or Pacific Islander (A/PI)	1	0.5%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	11	5.1%
Unknown (UNK)	3	1.4%



Grade	Count	Percent
K-5	142	65.7%
6-8	67	31.0%
9-12+	0	0.0%
Unknown (UNK)	7	3.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	29	13.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.5%
Significant Developmental Delay (SDD)	32	14.8%
Emotional Behavioral Disorder (EBD)	23	10.6%
Intellectual Disability (ID)	19	8.8%
Orthopedic Impairment (OI)	3	1.4%
Other Health Impairment (OHI)	23	10.6%
Specific Learning Disability (SLD)	45	20.8%
Speech/Language Impairment (SL)	22	10.2%
Traumatic Brain injury (TBI)	1	0.5%
Visual Impairment including Blindness (VI)	1	0.5%
More Than One Disability (MTOD)	5	2.3%
Unknown (UNK)	12	5.6%



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

# 2014 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 (25 items)	63 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	77
11	Teachers are available to speak with me.	77
5	All of my concerns and recommendations were documented on the IEP.	76
1	I am considered an equal partner with teachers and other professionals in planning my child's program	76
10	Written information I receive is written in an understandable way.	75
9	My child's evaluation report is written in terms I understand.	75
12	Teachers treat me as a team member.	73
13	Teachers seek out parent input.	72
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	71
18	The school has a person on staff who is available to answer parents' questions.	71

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	69
23	The school gives parents the help they may need to play an active role in their child's education.	69
20	The school gives me choices with regard to services that address my child's needs.	68
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	66
25	The school explains what options parents have if they disagree with a decision of the school.	63
7	I was given information about organizations that offer support for parents of students with disabilities.	63
24	The school provides information on agencies that can assist my child in the transition from school.	62
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	61
21	The school offers parents training about special education issues.	59
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	55

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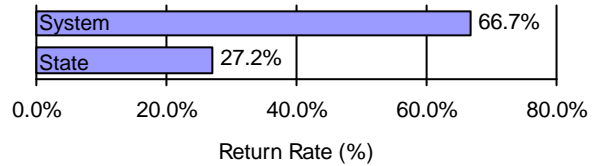
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.
- (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.
- (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Washington County

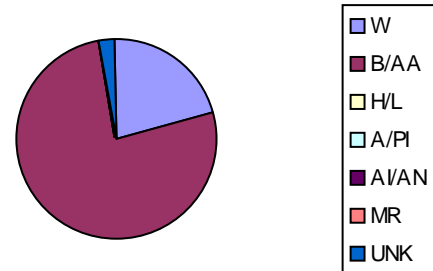
## Overview

	System	State
Number of Surveys Distributed	57	43,344
Number of Valid Responses	38	11,790
Percentage Return Rate	66.7%	27.2%

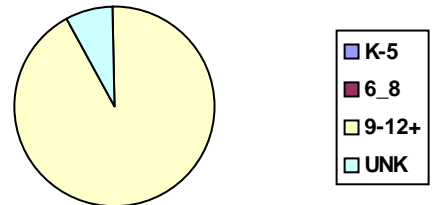


## Child Demographics

Race/Ethnicity	Count	Percent
White	8	21.1%
Black or African American (B/AA)	29	76.3%
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)	1	2.6%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	35	92.1%
Unknown (UNK)	3	7.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	7.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	7.9%
Emotional Behavioral Disorder (EBD)	4	10.5%
Intellectual Disability (ID)	6	15.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.6%
Specific Learning Disability (SLD)	13	34.2%
Speech/Language Impairment (SL)	2	5.3%
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)	6	15.8%



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

# 2014 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 (25 items)	21 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	57
12	Teachers treat me as a team member.	51
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	46
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	44
5	All of my concerns and recommendations were documented on the IEP.	44
15	Teachers encourage me to participate in the decision-making process.	44
10	Written information I receive is written in an understandable way.	42
1	I am considered an equal partner with teachers and other professionals in planning my child's program	41
18	The school has a person on staff who is available to answer parents' questions.	39
9	My child's evaluation report is written in terms I understand.	38

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	31
23	The school gives parents the help they may need to play an active role in their child's education.	31
22	The school offers parents a variety of ways to communicate with teachers.	29
20	The school gives me choices with regard to services that address my child's needs.	28
7	I was given information about organizations that offer support for parents of students with disabilities.	22
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	22
25	The school explains what options parents have if they disagree with a decision of the school.	21
21	The school offers parents training about special education issues.	18
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	13
24	The school provides information on agencies that can assist my child in the transition from school.	12

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

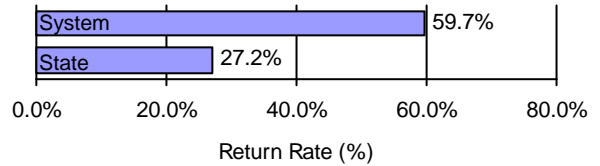




# 2014 Special Education Parent Survey Report Wayne County

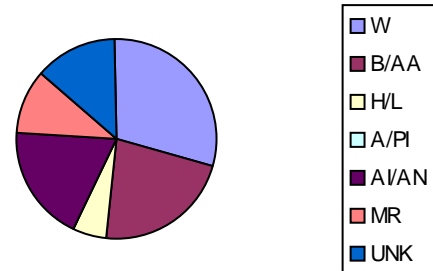
## Overview

	System	State
Number of Surveys Distributed	62	43,344
Number of Valid Responses	37	11,790
Percentage Return Rate	59.7%	27.2%

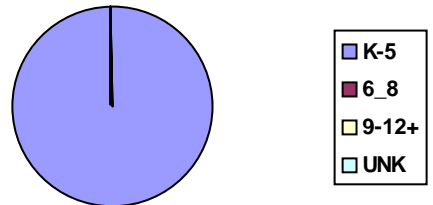


## Child Demographics

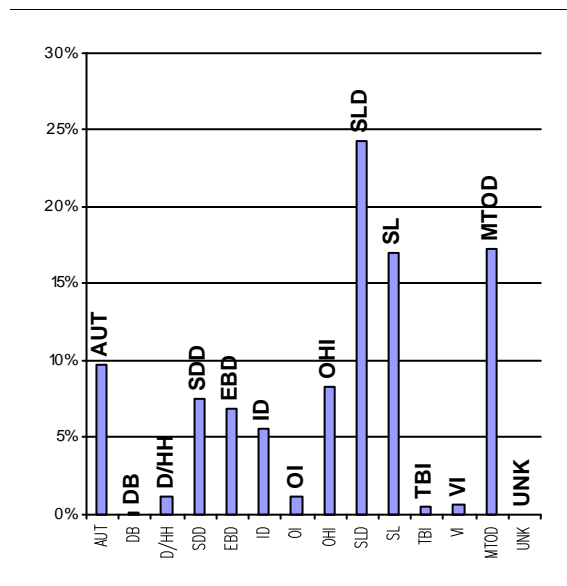
Race/Ethnicity	Count	Percent
White	11	29.7%
Black or African American (B/AA)	8	21.6%
Hispanic or Latino (H/L)	2	5.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	7	18.9%
Multi-racial (MR)	4	10.8%
Unknown (UNK)	5	13.5%



Grade	Count	Percent
K-5	37	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	8.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	5.4%
Emotional Behavioral Disorder (EBD)	8	21.6%
Intellectual Disability (ID)	1	2.7%
Orthopedic Impairment (OI)	8	21.6%
Other Health Impairment (OHI)	3	8.1%
Specific Learning Disability (SLD)	7	18.9%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	1	2.7%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	8.1%
Unknown (UNK)	1	2.7%



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

# 2014 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 (25 items)	65 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	76
10	Written information I receive is written in an understandable way.	76
11	Teachers are available to speak with me.	76
12	Teachers treat me as a team member.	76
14	Teachers show sensitivity to the needs of students with disabilities and their families.	76
22	The school offers parents a variety of ways to communicate with teachers.	76
23	The school gives parents the help they may need to play an active role in their child's education.	76
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	73
9	My child's evaluation report is written in terms I understand.	73
15	Teachers encourage me to participate in the decision-making process.	73

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	68
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	68
13	Teachers seek out parent input.	68
16	Teachers respect my cultural heritage.	68
25	The school explains what options parents have if they disagree with a decision of the school.	68
1	I am considered an equal partner with teachers and other professionals in planning my child's program	62
24	The school provides information on agencies that can assist my child in the transition from school.	62
21	The school offers parents training about special education issues.	58
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	57
7	I was given information about organizations that offer support for parents of students with disabilities.	54

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports  
 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

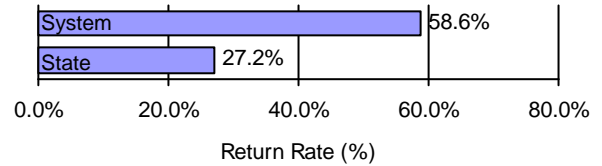
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report White County

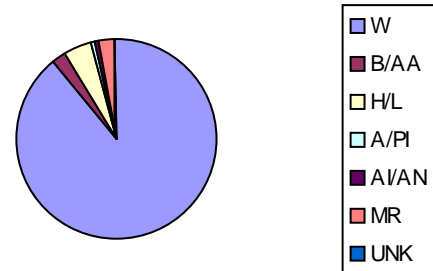
## Overview

	System	State
<b>Number of Surveys Distributed</b>	261	43,344
<b>Number of Valid Responses</b>	153	11,790
<b>Percentage Return Rate</b>	58.6%	27.2%

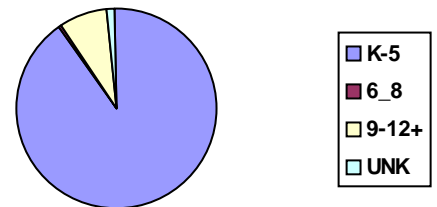


## Child Demographics

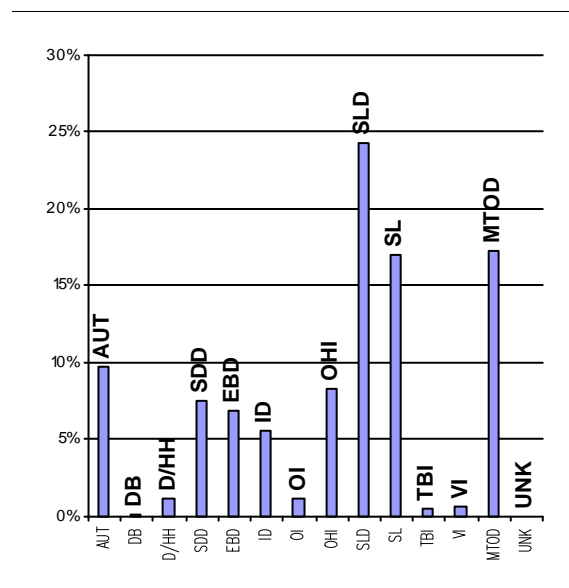
Race/Ethnicity	Count	Percent
White	136	88.9%
Black or African American (B/AA)	4	2.6%
Hispanic or Latino (H/L)	7	4.6%
Asian or Pacific Islander (A/PI)	1	0.7%
American Indian or Alaska Native (AI/AN)	1	0.7%
Multi-racial (MR)	4	2.6%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	138	90.2%
6-8	1	0.7%
9-12+	12	7.8%
Unknown (UNK)	2	1.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	12	7.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	1.3%
Significant Developmental Delay (SDD)	25	16.3%
Emotional Behavioral Disorder (EBD)	12	7.8%
Intellectual Disability (ID)	8	5.2%
Orthopedic Impairment (OI)	2	1.3%
Other Health Impairment (OHI)	7	4.6%
Specific Learning Disability (SLD)	29	19.0%
Speech/Language Impairment (SL)	35	22.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.7%
More Than One Disability (MTOD)	5	3.3%
Unknown (UNK)	15	9.8%



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

# 2014 Special Education Parent Survey Report

## White County

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	59 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest 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	79
11	Teachers are available to speak with me.	78
12	Teachers treat me as a team member.	76
14	Teachers show sensitivity to the needs of students with disabilities and their families.	75
15	Teachers encourage me to participate in the decision-making process.	74
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	73
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	73
5	All of my concerns and recommendations were documented on the IEP.	72
18	The school has a person on staff who is available to answer parents' questions.	71
19	The school communicates regularly with me regarding my child's progress on IEP goals.	71

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	69
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	69
10	Written information I receive is written in an understandable way.	68
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	63
25	The school explains what options parents have if they disagree with a decision of the school.	59
24	The school provides information on agencies that can assist my child in the transition from school.	52
21	The school offers parents training about special education issues.	51
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
7	I was given information about organizations that offer support for parents of students with disabilities.	44
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	42

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Division for Special Education Services and Supports  
 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

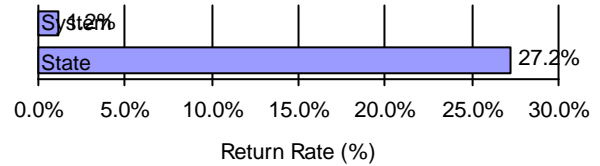
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Whitfield County

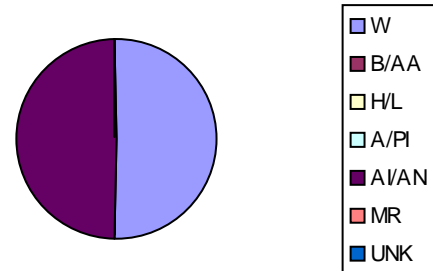
## Overview

	System	State
Number of Surveys Distributed	173	43,344
Number of Valid Responses	2	11,790
Percentage Return Rate	1.2%	27.2%

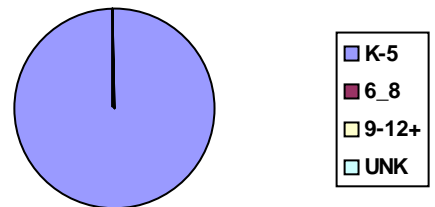


## Child Demographics

Race/Ethnicity	Count	Percent
White	1	50.0%
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)	1	50.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	2	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	50.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	50.0%
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)	0	0.0%
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%

# 2014 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 (25 items)	0 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest 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
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	100
5	All of my concerns and recommendations were documented on the IEP.	100
9	My child's evaluation report is written in terms I understand.	100
10	Written information I receive is written in an understandable way.	100
11	Teachers are available to speak with me.	100
14	Teachers show sensitivity to the needs of students with disabilities and their families.	100
15	Teachers encourage me to participate in the decision-making process.	100
19	The school communicates regularly with me regarding my child's progress on IEP goals.	100
22	The school offers parents a variety of ways to communicate with teachers.	100

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	50
16	Teachers respect my cultural heritage.	50
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	50
18	The school has a person on staff who is available to answer parents' questions.	50
20	The school gives me choices with regard to services that address my child's needs.	50
23	The school gives parents the help they may need to play an active role in their child's education.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	0
21	The school offers parents training about special education issues.	0
24	The school provides information on agencies that can assist my child in the transition from school.	0
25	The school explains what options parents have if they disagree with a decision of the school.	0

For questions regarding district results, please contact Anne Ladd:

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 Georgia Department of Education  
 (404) 657 – 9959  
 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

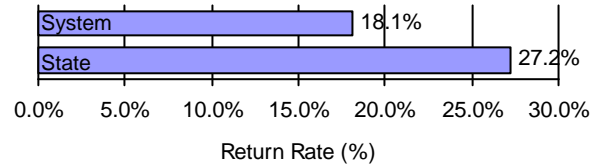
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Wilkes County

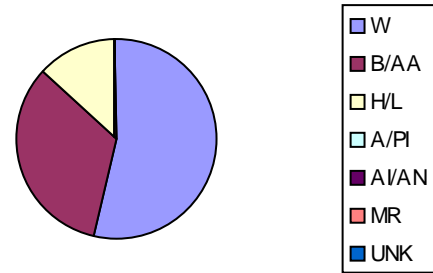
## Overview

	System	State
<b>Number of Surveys Distributed</b>	83	43,344
<b>Number of Valid Responses</b>	15	11,790
<b>Percentage Return Rate</b>	18.1%	27.2%

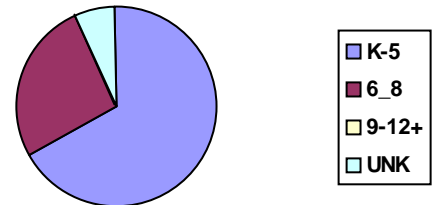


## Child Demographics

Race/Ethnicity	Count	Percent
White	8	53.3%
Black or African American (B/AA)	5	33.3%
Hispanic or Latino (H/L)	2	13.3%
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	10	66.7%
6-8	4	26.7%
9-12+	0	0.0%
Unknown (UNK)	1	6.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	33.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	13.3%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	6.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	5	33.3%
Speech/Language Impairment (SL)	1	6.7%
Traumatic Brain injury (TBI)	1	6.7%
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%

# 2014 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 (25 items)	40 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
10	Written information I receive is written in an understandable way.	67
11	Teachers are available to speak with me.	67
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	60
14	Teachers show sensitivity to the needs of students with disabilities and their families.	60
15	Teachers encourage me to participate in the decision-making process.	60
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	60
16	Teachers respect my cultural heritage.	57
18	The school has a person on staff who is available to answer parents' questions.	57
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	55
5	All of my concerns and recommendations were documented on the IEP.	53

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	47
22	The school offers parents a variety of ways to communicate with teachers.	47
23	The school gives parents the help they may need to play an active role in their child's education.	47
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	43
1	I am considered an equal partner with teachers and other professionals in planning my child's program	40
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36
24	The school provides information on agencies that can assist my child in the transition from school.	36
25	The school explains what options parents have if they disagree with a decision of the school.	36
21	The school offers parents training about special education issues.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	29

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 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

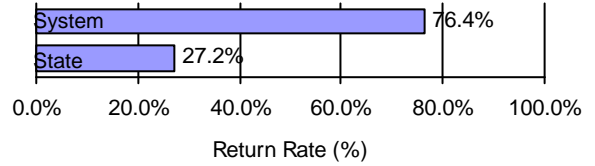




# 2014 Special Education Parent Survey Report Worth County

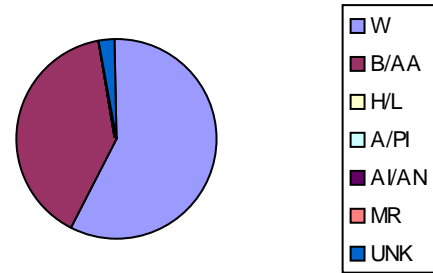
## Overview

	System	State
Number of Surveys Distributed	55	43,344
Number of Valid Responses	42	11,790
Percentage Return Rate	76.4%	27.2%

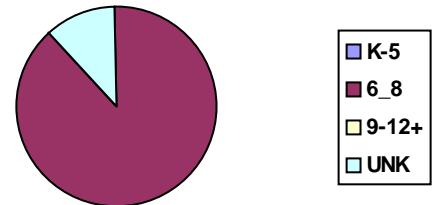


## Child Demographics

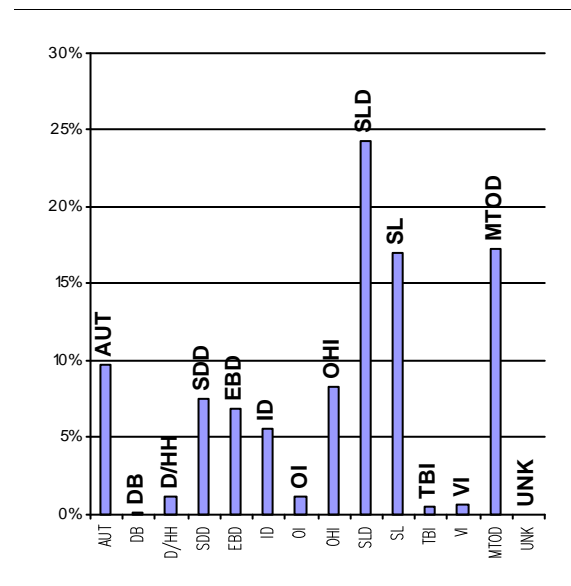
Race/Ethnicity	Count	Percent
White	24	57.1%
Black or African American (B/AA)	17	40.5%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	2.4%



Grade	Count	Percent
K-5	0	0.0%
6-8	37	88.1%
9-12+	0	0.0%
Unknown (UNK)	5	11.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	7.1%
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)	8	19.0%
Intellectual Disability (ID)	9	21.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	9.5%
Specific Learning Disability (SLD)	8	19.0%
Speech/Language Impairment (SL)	2	4.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	11.9%
Unknown (UNK)	3	7.1%



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

# 2014 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 (25 items)	64 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
14	Teachers show sensitivity to the needs of students with disabilities and their families.	80
11	Teachers are available to speak with me.	78
15	Teachers encourage me to participate in the decision-making process.	78
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	78
16	Teachers respect my cultural heritage.	77
19	The school communicates regularly with me regarding my child's progress on IEP goals.	76
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	76
18	The school has a person on staff who is available to answer parents' questions.	76
12	Teachers treat me as a team member.	75
13	Teachers seek out parent input.	75

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
10	Written information I receive is written in an understandable way.	68
20	The school gives me choices with regard to services that address my child's needs.	67
23	The school gives parents the help they may need to play an active role in their child's education.	67
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	66
24	The school provides information on agencies that can assist my child in the transition from school.	65
9	My child's evaluation report is written in terms I understand.	61
21	The school offers parents training about special education issues.	57
7	I was given information about organizations that offer support for parents of students with disabilities.	51
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	40

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

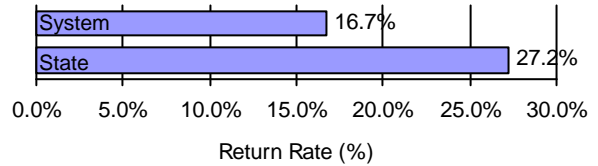
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Atlanta Public Schools

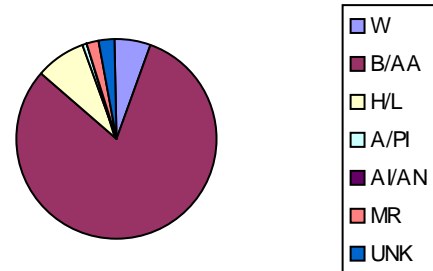
## Overview

	System	State
<b>Number of Surveys Distributed</b>	927	43,344
<b>Number of Valid Responses</b>	155	11,790
<b>Percentage Return Rate</b>	16.7%	27.2%

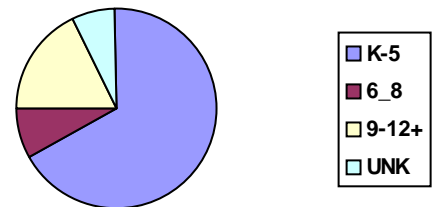


## Child Demographics

Race/Ethnicity	Count	Percent
White	9	5.8%
Black or African American (B/AA)	125	80.6%
Hispanic or Latino (H/L)	13	8.4%
Asian or Pacific Islander (A/PI)	1	0.6%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	1.9%
Unknown (UNK)	4	2.6%



Grade	Count	Percent
K-5	103	66.5%
6-8	13	8.4%
9-12+	28	18.1%
Unknown (UNK)	11	7.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	5.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.6%
Significant Developmental Delay (SDD)	14	9.0%
Emotional_Behavioral Disorder (EBD)	13	8.4%
Intellectual Disability (ID)	6	3.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	10	6.5%
Specific Learning Disability (SLD)	56	36.1%
Speech/Language Impairment (SL)	28	18.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	3.2%
Unknown (UNK)	14	9.0%



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

# 2014 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 (25 items)	34 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
11	Teachers are available to speak with me.	67
12	Teachers treat me as a team member.	63
16	Teachers respect my cultural heritage.	63
18	The school has a person on staff who is available to answer parents' questions.	59
14	Teachers show sensitivity to the needs of students with disabilities and their families.	58
1	I am considered an equal partner with teachers and other professionals in planning my child's program	58
5	All of my concerns and recommendations were documented on the IEP.	57
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	54
15	Teachers encourage me to participate in the decision-making process.	53

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	48
20	The school gives me choices with regard to services that address my child's needs.	47
19	The school communicates regularly with me regarding my child's progress on IEP goals.	45
25	The school explains what options parents have if they disagree with a decision of the school.	44
23	The school gives parents the help they may need to play an active role in their child's education.	43
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	39
24	The school provides information on agencies that can assist my child in the transition from school.	37
7	I was given information about organizations that offer support for parents of students with disabilities.	34
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33
21	The school offers parents training about special education issues.	29

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

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

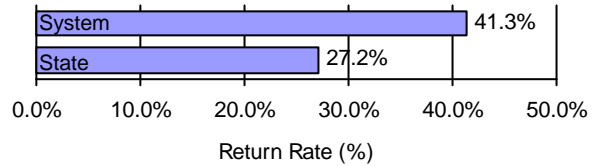
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Calhoun City

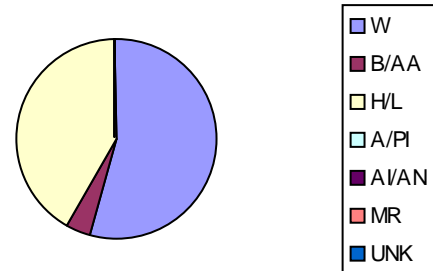
## Overview

	System	State
<b>Number of Surveys Distributed</b>	63	43,344
<b>Number of Valid Responses</b>	26	11,790
<b>Percentage Return Rate</b>	41.3%	27.2%

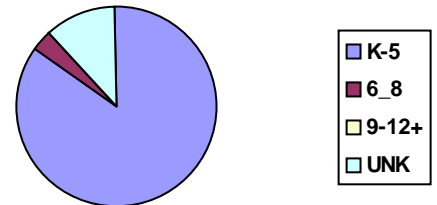


## Child Demographics

Race/Ethnicity	Count	Percent
White	14	53.8%
Black or African American (B/AA)	1	3.8%
Hispanic or Latino (H/L)	11	42.3%
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	22	84.6%
6-8	1	3.8%
9-12+	0	0.0%
Unknown (UNK)	3	11.5%



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)	3	11.5%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	1	3.8%
Other Health Impairment (OHI)	1	3.8%
Specific Learning Disability (SLD)	4	15.4%
Speech/Language Impairment (SL)	6	23.1%
Traumatic Brain injury (TBI)	1	3.8%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	19.2%
Unknown (UNK)	3	11.5%



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

# 2014 Special Education Parent Survey Report

## Calhoun City

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	65 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	85
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	81
5	All of my concerns and recommendations were documented on the IEP.	81
12	Teachers treat me as a team member.	81
1	I am considered an equal partner with teachers and other professionals in planning my child's program	80
9	My child's evaluation report is written in terms I understand.	76
10	Written information I receive is written in an understandable way.	76
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	76
22	The school offers parents a variety of ways to communicate with teachers.	75
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	73

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	65
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	65
25	The school explains what options parents have if they disagree with a decision of the school.	65
16	Teachers respect my cultural heritage.	64
23	The school gives parents the help they may need to play an active role in their child's education.	64
20	The school gives me choices with regard to services that address my child's needs.	63
21	The school offers parents training about special education issues.	59
24	The school provides information on agencies that can assist my child in the transition from school.	59
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	55
7	I was given information about organizations that offer support for parents of students with disabilities.	45

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 PSolomon@doe.K12.ga.us

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

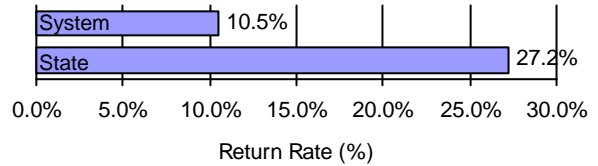
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Chickamauga City

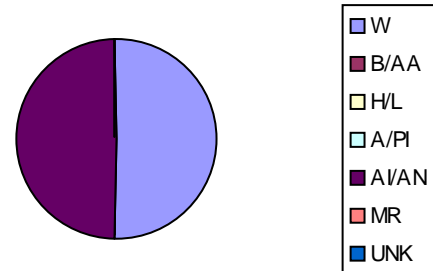
## Overview

	System	State
<b>Number of Surveys Distributed</b>	19	43,344
<b>Number of Valid Responses</b>	2	11,790
<b>Percentage Return Rate</b>	10.5%	27.2%

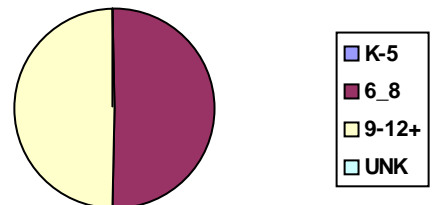


## Child Demographics

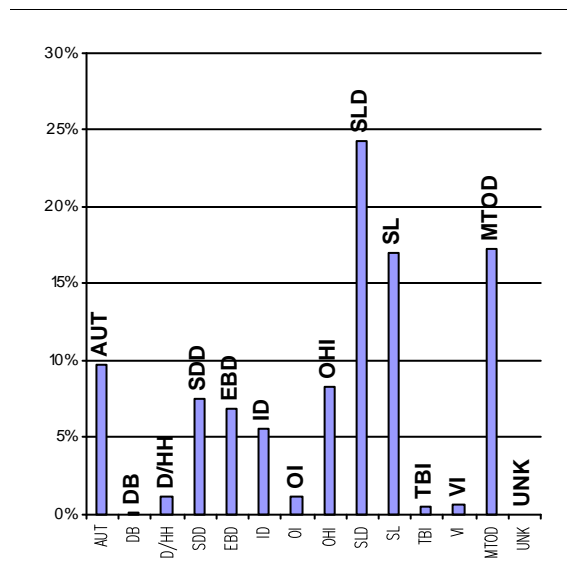
Race/Ethnicity	Count	Percent
White	1	50.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	50.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	1	50.0%
9-12+	1	50.0%
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)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	100.0%
Specific Learning Disability (SLD)	0	0.0%
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%

# 2014 Special Education Parent Survey Report

## Chickamauga City

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	100
11	Teachers are available to speak with me.	100
15	Teachers encourage me to participate in the decision-making process.	100
1	I am considered an equal partner with teachers and other professionals in planning my child's program	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	50
9	My child's evaluation report is written in terms I understand.	50
10	Written information I receive is written in an understandable way.	50

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	50
20	The school gives me choices with regard to services that address my child's needs.	50
22	The school offers parents a variety of ways to communicate with teachers.	50
25	The school explains what options parents have if they disagree with a decision of the school.	50
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	0
7	I was given information about organizations that offer support for parents of students with disabilities.	0
16	Teachers respect my cultural heritage.	0
21	The school offers parents training about special education issues.	0
23	The school gives parents the help they may need to play an active role in their child's education.	0
24	The school provides information on agencies that can assist my child in the transition from school.	0

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

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(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

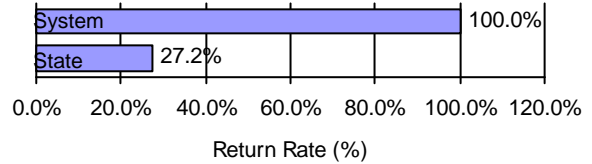




# 2014 Special Education Parent Survey Report Commerce City

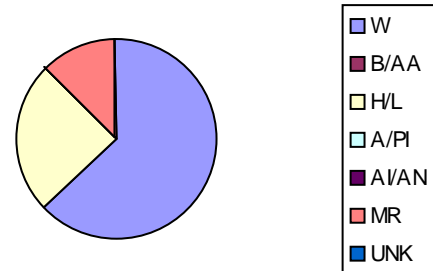
## Overview

	System	State
<b>Number of Surveys Distributed</b>	8	43,344
<b>Number of Valid Responses</b>	8	11,790
<b>Percentage Return Rate</b>	100.0%	27.2%

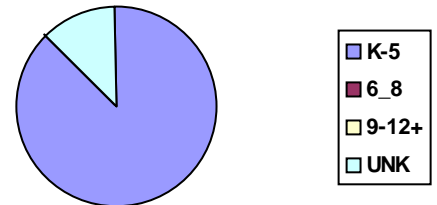


## Child Demographics

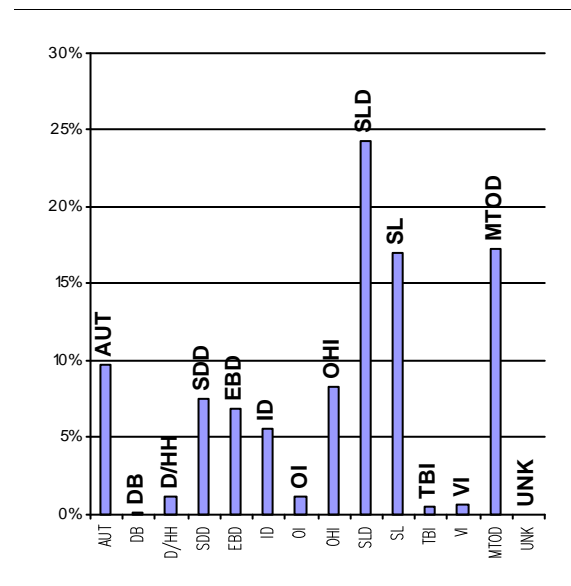
Race/Ethnicity	Count	Percent
White	5	62.5%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	2	25.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	12.5%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	7	87.5%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	12.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	25.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	12.5%
Emotional_Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	2	25.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	12.5%
Specific Learning Disability (SLD)	1	12.5%
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)	1	12.5%
Unknown (UNK)	0	0.0%



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

# 2014 Special Education Parent Survey Report

## Commerce City

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	75 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	100
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	100
11	Teachers are available to speak with me.	100
1	I am considered an equal partner with teachers and other professionals in planning my child's program	88
5	All of my concerns and recommendations were documented on the IEP.	88
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	88
9	My child's evaluation report is written in terms I understand.	88
10	Written information I receive is written in an understandable way.	88
12	Teachers treat me as a team member.	88
13	Teachers seek out parent input.	88

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	88
23	The school gives parents the help they may need to play an active role in their child's education.	88
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	75
16	Teachers respect my cultural heritage.	75
20	The school gives me choices with regard to services that address my child's needs.	75
7	I was given information about organizations that offer support for parents of students with disabilities.	63
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	57
24	The school provides information on agencies that can assist my child in the transition from school.	50
25	The school explains what options parents have if they disagree with a decision of the school.	50
21	The school offers parents training about special education issues.	38

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

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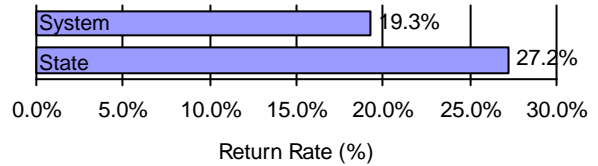
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Dalton City

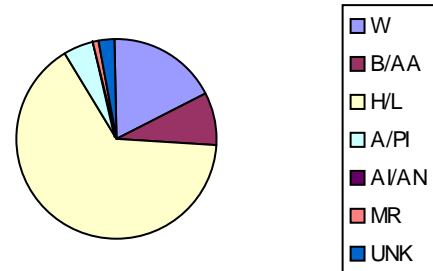
## Overview

	System	State
<b>Number of Surveys Distributed</b>	430	43,344
<b>Number of Valid Responses</b>	83	11,790
<b>Percentage Return Rate</b>	19.3%	27.2%

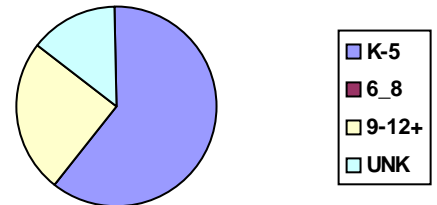


## Child Demographics

Race/Ethnicity	Count	Percent
White	15	18.1%
Black or African American (B/AA)	7	8.4%
Hispanic or Latino (H/L)	54	65.1%
Asian or Pacific Islander (A/PI)	4	4.8%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.2%
Unknown (UNK)	2	2.4%



Grade	Count	Percent
K-5	50	60.2%
6-8	0	0.0%
9-12+	21	25.3%
Unknown (UNK)	12	14.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	14	16.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.2%
Significant Developmental Delay (SDD)	7	8.4%
Emotional Behavioral Disorder (EBD)	2	2.4%
Intellectual Disability (ID)	4	4.8%
Orthopedic Impairment (OI)	2	2.4%
Other Health Impairment (OHI)	3	3.6%
Specific Learning Disability (SLD)	13	15.7%
Speech/Language Impairment (SL)	14	16.9%
Traumatic Brain injury (TBI)	2	2.4%
Visual Impairment including Blindness (VI)	1	1.2%
More Than One Disability (MTOD)	4	4.8%
Unknown (UNK)	16	19.3%



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

# 2014 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 (25 items)	49 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	72
5	All of my concerns and recommendations were documented on the IEP.	67
16	Teachers respect my cultural heritage.	66
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	65
12	Teachers treat me as a team member.	65
19	The school communicates regularly with me regarding my child's progress on IEP goals.	65
15	Teachers encourage me to participate in the decision-making process.	64
14	Teachers show sensitivity to the needs of students with disabilities and their families.	64
13	Teachers seek out parent input.	64
22	The school offers parents a variety of ways to communicate with teachers.	63

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	61
1	I am considered an equal partner with teachers and other professionals in planning my child's program	60
24	The school provides information on agencies that can assist my child in the transition from school.	56
25	The school explains what options parents have if they disagree with a decision of the school.	56
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	56
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	56
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	55
21	The school offers parents training about special education issues.	54
7	I was given information about organizations that offer support for parents of students with disabilities.	48
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	41

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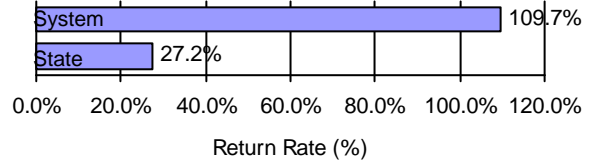
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.  
 (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.  
 (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Decatur City

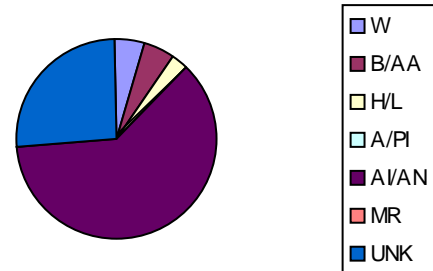
## Overview

	System	State
<b>Number of Surveys Distributed</b>	72	43,344
<b>Number of Valid Responses</b>	79	11,790
<b>Percentage Return Rate</b>	109.7%	27.2%

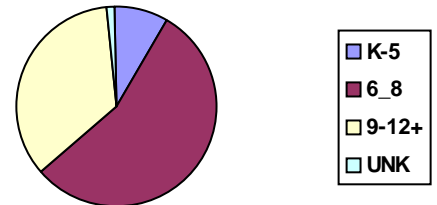


## Child Demographics

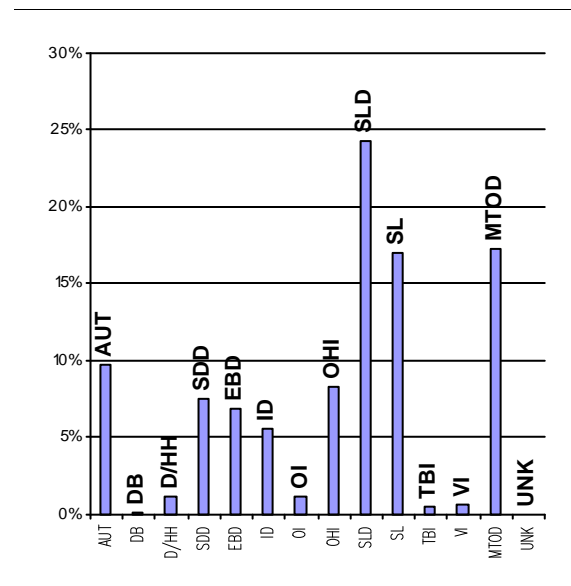
Race/Ethnicity	Count	Percent
White	4	5.1%
Black or African American (B/AA)	4	5.1%
Hispanic or Latino (H/L)	2	2.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	48	60.8%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	21	26.6%



Grade	Count	Percent
K-5	7	8.9%
6-8	43	54.4%
9-12+	28	35.4%
Unknown (UNK)	1	1.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	17	21.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	5.1%
Significant Developmental Delay (SDD)	1	1.3%
Emotional Behavioral Disorder (EBD)	10	12.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	26	32.9%
Other Health Impairment (OHI)	20	25.3%
Specific Learning Disability (SLD)	1	1.3%
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)	0	0.0%



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

# 2014 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 (25 items)	27 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	56
11	Teachers are available to speak with me.	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program	52
9	My child's evaluation report is written in terms I understand.	52
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	46
5	All of my concerns and recommendations were documented on the IEP.	46
10	Written information I receive is written in an understandable way.	46
12	Teachers treat me as a team member.	46
15	Teachers encourage me to participate in the decision-making process.	44
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	44

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	33
19	The school communicates regularly with me regarding my child's progress on IEP goals.	32
16	Teachers respect my cultural heritage.	32
20	The school gives me choices with regard to services that address my child's needs.	31
13	Teachers seek out parent input.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	26
21	The school offers parents training about special education issues.	22
25	The school explains what options parents have if they disagree with a decision of the school.	21
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	19
24	The school provides information on agencies that can assist my child in the transition from school.	18

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

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

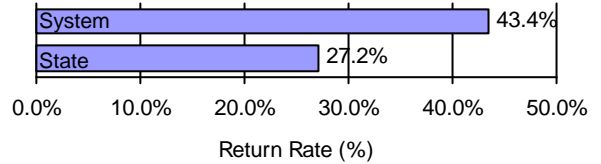
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Dublin City

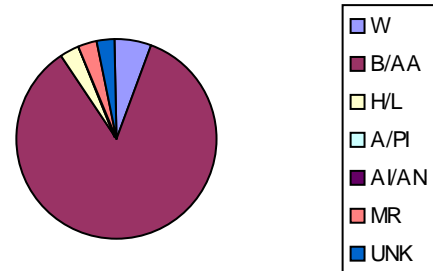
## Overview

	System	State
<b>Number of Surveys Distributed</b>	76	43,344
<b>Number of Valid Responses</b>	33	11,790
<b>Percentage Return Rate</b>	43.4%	27.2%

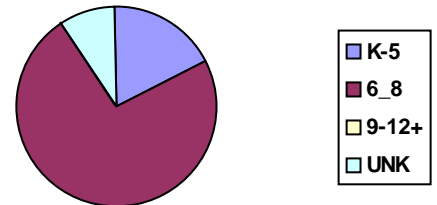


## Child Demographics

Race/Ethnicity	Count	Percent
White	2	6.1%
Black or African American (B/AA)	28	84.8%
Hispanic or Latino (H/L)	1	3.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.0%
Unknown (UNK)	1	3.0%



Grade	Count	Percent
K-5	6	18.2%
6-8	24	72.7%
9-12+	0	0.0%
Unknown (UNK)	3	9.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	12.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	9.1%
Emotional Behavioral Disorder (EBD)	5	15.2%
Intellectual Disability (ID)	2	6.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	6.1%
Specific Learning Disability (SLD)	8	24.2%
Speech/Language Impairment (SL)	2	6.1%
Traumatic Brain injury (TBI)	1	3.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	3.0%
Unknown (UNK)	5	15.2%



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

# 2014 Special Education Parent Survey Report

## Dublin City

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	42 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	65
16	Teachers respect my cultural heritage.	63
11	Teachers are available to speak with me.	59
15	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
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	57
13	Teachers seek out parent input.	57
14	Teachers show sensitivity to the needs of students with disabilities and their families.	57
5	All of my concerns and recommendations were documented on the IEP.	55
9	My child's evaluation report is written in terms I understand.	55

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	45
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	43
20	The school gives me choices with regard to services that address my child's needs.	43
22	The school offers parents a variety of ways to communicate with teachers.	41
25	The school explains what options parents have if they disagree with a decision of the school.	41
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	33
21	The school offers parents training about special education issues.	32
24	The school provides information on agencies that can assist my child in the transition from school.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	21

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

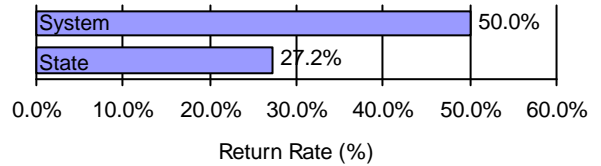




# 2014 Special Education Parent Survey Report Jefferson City

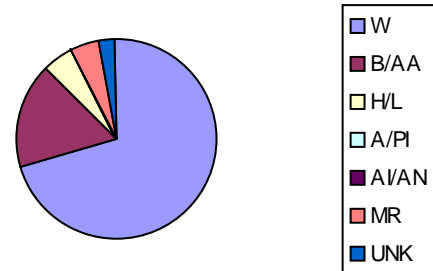
## Overview

	System	State
<b>Number of Surveys Distributed</b>	80	43,344
<b>Number of Valid Responses</b>	40	11,790
<b>Percentage Return Rate</b>	50.0%	27.2%

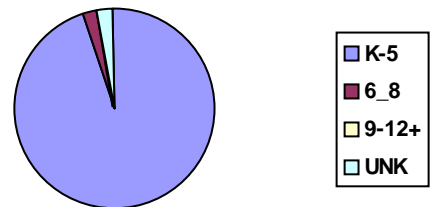


## Child Demographics

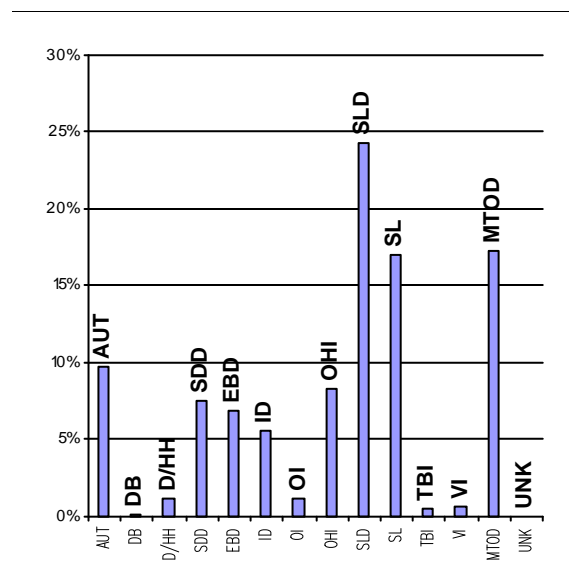
Race/Ethnicity	Count	Percent
White	28	70.0%
Black or African American (B/AA)	7	17.5%
Hispanic or Latino (H/L)	2	5.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	5.0%
Unknown (UNK)	1	2.5%



Grade	Count	Percent
K-5	38	95.0%
6-8	1	2.5%
9-12+	0	0.0%
Unknown (UNK)	1	2.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	15.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	7.5%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	5.0%
Specific Learning Disability (SLD)	0	0.0%
Speech/Language Impairment (SL)	20	50.0%
Traumatic Brain injury (TBI)	1	2.5%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	5.0%
Unknown (UNK)	6	15.0%



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

# 2014 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 (25 items)	33 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	65
11	Teachers are available to speak with me.	65
12	Teachers treat me as a team member.	65
9	My child's evaluation report is written in terms I understand.	58
10	Written information I receive is written in an understandable way.	58
5	All of my concerns and recommendations were documented on the IEP.	55
15	Teachers encourage me to participate in the decision-making process.	54
14	Teachers show sensitivity to the needs of students with disabilities and their families.	51
1	I am considered an equal partner with teachers and other professionals in planning my child's program	51
22	The school offers parents a variety of ways to communicate with teachers.	50

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	43
20	The school gives me choices with regard to services that address my child's needs.	41
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	38
23	The school gives parents the help they may need to play an active role in their child's education.	34
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	31
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	25
25	The school explains what options parents have if they disagree with a decision of the school.	24
7	I was given information about organizations that offer support for parents of students with disabilities.	22
24	The school provides information on agencies that can assist my child in the transition from school.	19
21	The school offers parents training about special education issues.	18

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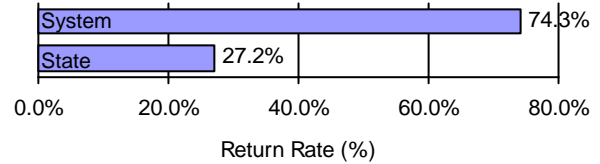
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Marietta City

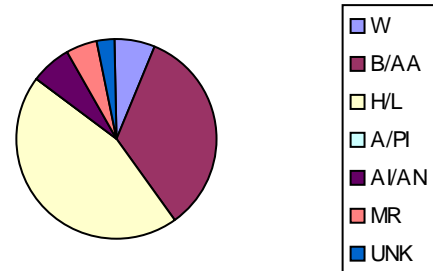
## Overview

	System	State
<b>Number of Surveys Distributed</b>	101	43,344
<b>Number of Valid Responses</b>	75	11,790
<b>Percentage Return Rate</b>	74.3%	27.2%

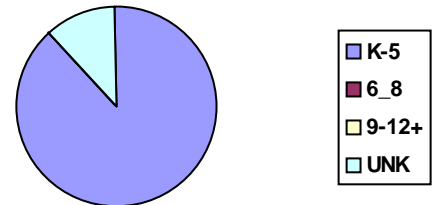


## Child Demographics

Race/Ethnicity	Count	Percent
White	5	6.7%
Black or African American (B/AA)	25	33.3%
Hispanic or Latino (H/L)	34	45.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	5	6.7%
Multi-racial (MR)	4	5.3%
Unknown (UNK)	2	2.7%



Grade	Count	Percent
K-5	66	88.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	9	12.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	4.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	8	10.7%
Emotional Behavioral Disorder (EBD)	3	4.0%
Intellectual Disability (ID)	1	1.3%
Orthopedic Impairment (OI)	1	1.3%
Other Health Impairment (OHI)	4	5.3%
Specific Learning Disability (SLD)	11	14.7%
Speech/Language Impairment (SL)	17	22.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.3%
More Than One Disability (MTOD)	2	2.7%
Unknown (UNK)	24	32.0%



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

# 2014 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 (25 items)	43 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	67
14	Teachers show sensitivity to the needs of students with disabilities and their families.	64
12	Teachers treat me as a team member.	62
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	61
18	The school has a person on staff who is available to answer parents' questions.	60
16	Teachers respect my cultural heritage.	60
5	All of my concerns and recommendations were documented on the IEP.	59
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	57
19	The school communicates regularly with me regarding my child's progress on IEP goals.	57
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	56

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	53
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
22	The school offers parents a variety of ways to communicate with teachers.	49
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	48
23	The school gives parents the help they may need to play an active role in their child's education.	43
7	I was given information about organizations that offer support for parents of students with disabilities.	35
25	The school explains what options parents have if they disagree with a decision of the school.	35
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	34
24	The school provides information on agencies that can assist my child in the transition from school.	34
21	The school offers parents training about special education issues.	25

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

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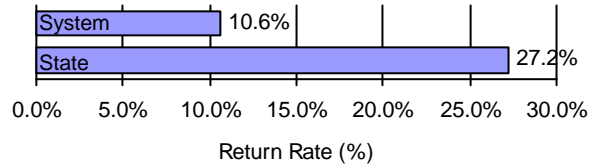
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Commission Charter Sch

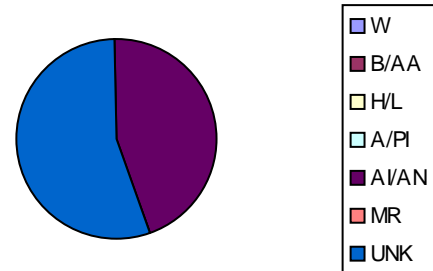
## Overview

	System	State
<b>Number of Surveys Distributed</b>	85	43,344
<b>Number of Valid Responses</b>	9	11,790
<b>Percentage Return Rate</b>	10.6%	27.2%

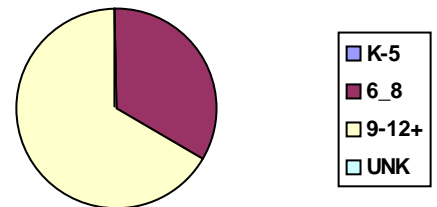


## Child Demographics

Race/Ethnicity	Count	Percent
White	0	0.0%
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)	4	44.4%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	5	55.6%



Grade	Count	Percent
K-5	0	0.0%
6-8	3	33.3%
9-12+	6	66.7%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	44.4%
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)	2	22.2%
Other Health Impairment (OHI)	3	33.3%
Specific Learning Disability (SLD)	0	0.0%
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%

# 2014 Special Education Parent Survey Report

## Commission Charter Sch

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	89
5	All of my concerns and recommendations were documented on the IEP.	89
11	Teachers are available to speak with me.	89
12	Teachers treat me as a team member.	89
1	I am considered an equal partner with teachers and other professionals in planning my child's program	78
15	Teachers encourage me to participate in the decision-making process.	78
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	78
18	The school has a person on staff who is available to answer parents' questions.	78
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	67
9	My child's evaluation report is written in terms I understand.	67

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	56
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	44
20	The school gives me choices with regard to services that address my child's needs.	44
22	The school offers parents a variety of ways to communicate with teachers.	44
25	The school explains what options parents have if they disagree with a decision of the school.	33
24	The school provides information on agencies that can assist my child in the transition from school.	25
21	The school offers parents training about special education issues.	13
7	I was given information about organizations that offer support for parents of students with disabilities.	11

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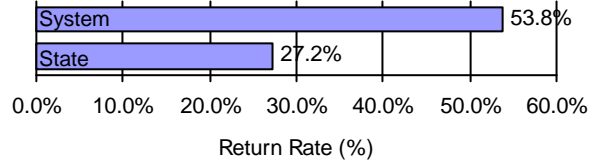
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Rome City

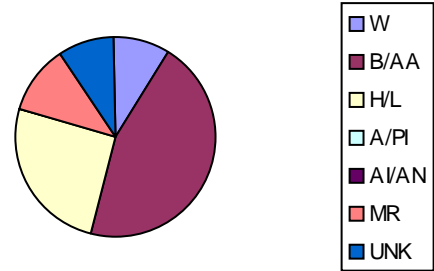
## Overview

	System	State
<b>Number of Surveys Distributed</b>	80	43,344
<b>Number of Valid Responses</b>	43	11,790
<b>Percentage Return Rate</b>	53.8%	27.2%

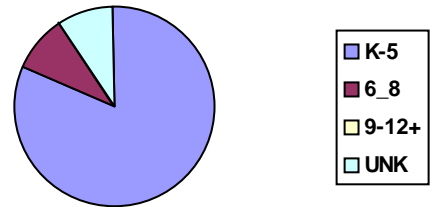


## Child Demographics

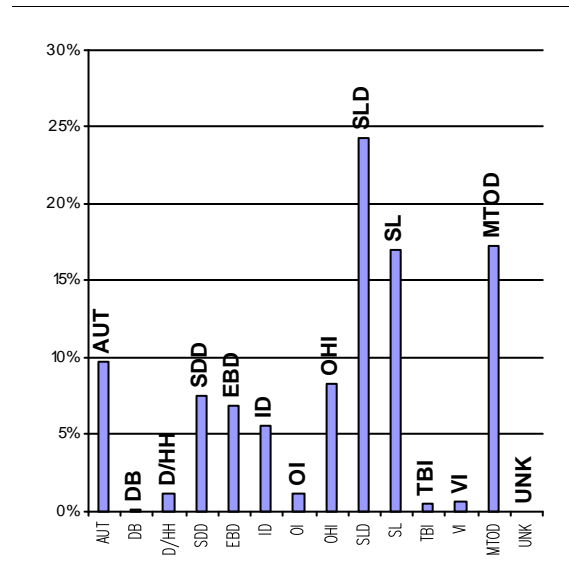
Race/Ethnicity	Count	Percent
White	4	9.3%
Black or African American (B/AA)	19	44.2%
Hispanic or Latino (H/L)	11	25.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	11.6%
Unknown (UNK)	4	9.3%



Grade	Count	Percent
K-5	35	81.4%
6-8	4	9.3%
9-12+	0	0.0%
Unknown (UNK)	4	9.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	7.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.3%
Significant Developmental Delay (SDD)	2	4.7%
Emotional Behavioral Disorder (EBD)	5	11.6%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	1	2.3%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	9	20.9%
Speech/Language Impairment (SL)	7	16.3%
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)	13	30.2%



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

# 2014 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 (25 items)	26 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	56
18	The school has a person on staff who is available to answer parents' questions.	54
11	Teachers are available to speak with me.	53
14	Teachers show sensitivity to the needs of students with disabilities and their families.	53
16	Teachers respect my cultural heritage.	53
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	51
1	I am considered an equal partner with teachers and other professionals in planning my child's program	50
12	Teachers treat me as a team member.	50
9	My child's evaluation report is written in terms I understand.	48
15	Teachers encourage me to participate in the decision-making process.	47

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
24	The school provides information on agencies that can assist my child in the transition from school.	43
10	Written information I receive is written in an understandable way.	43
22	The school offers parents a variety of ways to communicate with teachers.	43
23	The school gives parents the help they may need to play an active role in their child's education.	43
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	40
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	38
21	The school offers parents training about special education issues.	37
25	The school explains what options parents have if they disagree with a decision of the school.	34
7	I was given information about organizations that offer support for parents of students with disabilities.	29
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	26

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(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

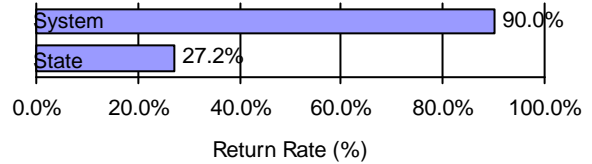




# 2014 Special Education Parent Survey Report Social Circle City

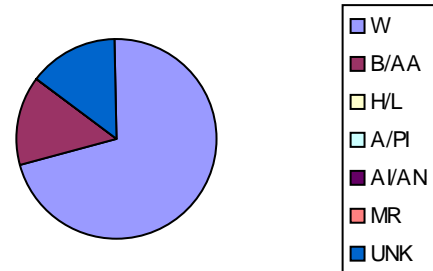
## Overview

	System	State
<b>Number of Surveys Distributed</b>	30	43,344
<b>Number of Valid Responses</b>	27	11,790
<b>Percentage Return Rate</b>	90.0%	27.2%

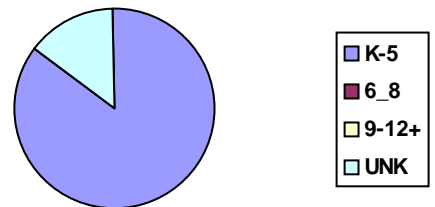


## Child Demographics

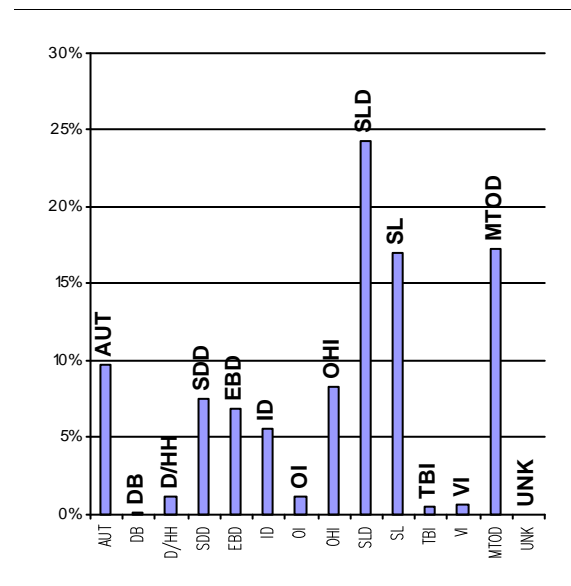
Race/Ethnicity	Count	Percent
White	19	70.4%
Black or African American (B/AA)	4	14.8%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	4	14.8%



Grade	Count	Percent
K-5	23	85.2%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	4	14.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	7.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	18.5%
Emotional Behavioral Disorder (EBD)	1	3.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	6	22.2%
Speech/Language Impairment (SL)	7	25.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	7.4%
Unknown (UNK)	4	14.8%



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

# 2014 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 (25 items)	70 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	80
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	78
11	Teachers are available to speak with me.	77
1	I am considered an equal partner with teachers and other professionals in planning my child's program	76
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	74
5	All of my concerns and recommendations were documented on the IEP.	74
9	My child's evaluation report is written in terms I understand.	74
10	Written information I receive is written in an understandable way.	74
18	The school has a person on staff who is available to answer parents' questions.	73
14	Teachers show sensitivity to the needs of students with disabilities and their families.	72

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	68
23	The school gives parents the help they may need to play an active role in their child's education.	68
13	Teachers seek out parent input.	68
25	The school explains what options parents have if they disagree with a decision of the school.	67
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	65
16	Teachers respect my cultural heritage.	65
7	I was given information about organizations that offer support for parents of students with disabilities.	64
21	The school offers parents training about special education issues.	61
24	The school provides information on agencies that can assist my child in the transition from school.	55
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	52

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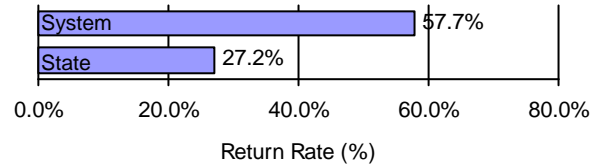
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.  
 (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.  
 (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Thomasville City

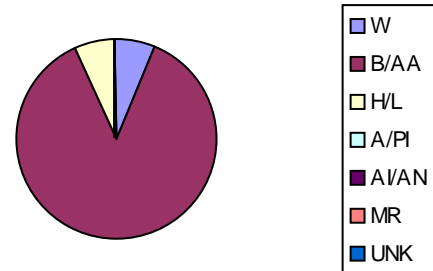
## Overview

	System	State
<b>Number of Surveys Distributed</b>	26	43,344
<b>Number of Valid Responses</b>	15	11,790
<b>Percentage Return Rate</b>	57.7%	27.2%

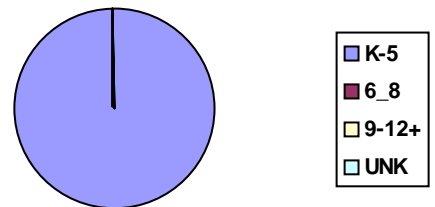


## Child Demographics

Race/Ethnicity	Count	Percent
White	1	6.7%
Black or African American (B/AA)	13	86.7%
Hispanic or Latino (H/L)	1	6.7%
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	15	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	6.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	6.7%
Emotional Behavioral Disorder (EBD)	1	6.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	6.7%
Specific Learning Disability (SLD)	6	40.0%
Speech/Language Impairment (SL)	3	20.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	6.7%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	1	6.7%



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

# 2014 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 (25 items)	33 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest 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	71
12	Teachers treat me as a team member.	67
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	60
11	Teachers are available to speak with me.	60
13	Teachers seek out parent input.	60
14	Teachers show sensitivity to the needs of students with disabilities and their families.	60
15	Teachers encourage me to participate in the decision-making process.	60
16	Teachers respect my cultural heritage.	60
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	60
20	The school gives me choices with regard to services that address my child's needs.	60

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	47
18	The school has a person on staff who is available to answer parents' questions.	47
19	The school communicates regularly with me regarding my child's progress on IEP goals.	47
21	The school offers parents training about special education issues.	47
25	The school explains what options parents have if they disagree with a decision of the school.	47
23	The school gives parents the help they may need to play an active role in their child's education.	46
24	The school provides information on agencies that can assist my child in the transition from school.	33
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	29
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	23
7	I was given information about organizations that offer support for parents of students with disabilities.	20

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

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

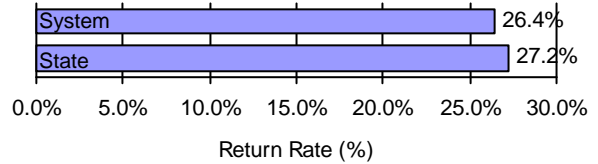
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Valdosta City

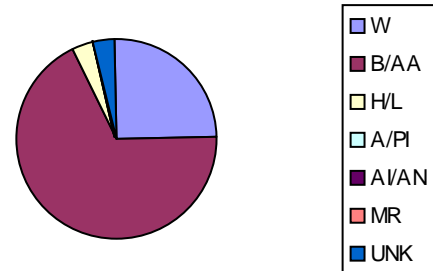
## Overview

	System	State
<b>Number of Surveys Distributed</b>	106	43,344
<b>Number of Valid Responses</b>	28	11,790
<b>Percentage Return Rate</b>	26.4%	27.2%

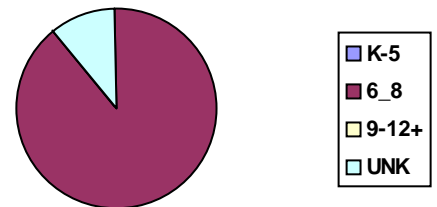


## Child Demographics

Race/Ethnicity	Count	Percent
White	7	25.0%
Black or African American (B/AA)	19	67.9%
Hispanic or Latino (H/L)	1	3.6%
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)	1	3.6%



Grade	Count	Percent
K-5	0	0.0%
6-8	25	89.3%
9-12+	0	0.0%
Unknown (UNK)	3	10.7%



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)	1	3.6%
Emotional Behavioral Disorder (EBD)	1	3.6%
Intellectual Disability (ID)	3	10.7%
Orthopedic Impairment (OI)	1	3.6%
Other Health Impairment (OHI)	2	7.1%
Specific Learning Disability (SLD)	5	17.9%
Speech/Language Impairment (SL)	1	3.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	14.3%
Unknown (UNK)	7	25.0%



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

# 2014 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 (25 items)	29 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	57
9	My child's evaluation report is written in terms I understand.	50
18	The school has a person on staff who is available to answer parents' questions.	50
1	I am considered an equal partner with teachers and other professionals in planning my child's program	46
16	Teachers respect my cultural heritage.	46
19	The school communicates regularly with me regarding my child's progress on IEP goals.	46
12	Teachers treat me as a team member.	44
23	The school gives parents the help they may need to play an active role in their child's education.	44
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	43
5	All of my concerns and recommendations were documented on the IEP.	43

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
25	The school explains what options parents have if they disagree with a decision of the school.	36
7	I was given information about organizations that offer support for parents of students with disabilities.	36
13	Teachers seek out parent input.	35
14	Teachers show sensitivity to the needs of students with disabilities and their families.	35
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	33
24	The school provides information on agencies that can assist my child in the transition from school.	33
20	The school gives me choices with regard to services that address my child's needs.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	31
22	The school offers parents a variety of ways to communicate with teachers.	31
21	The school offers parents training about special education issues.	23

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 Georgia Department of Education  
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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

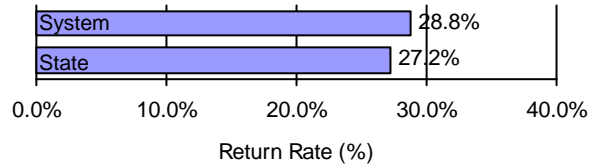
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



# 2014 Special Education Parent Survey Report Vidalia City

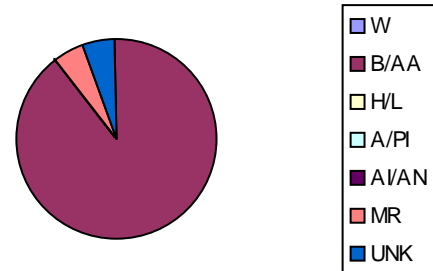
## Overview

	System	State
<b>Number of Surveys Distributed</b>	66	43,344
<b>Number of Valid Responses</b>	19	11,790
<b>Percentage Return Rate</b>	28.8%	27.2%

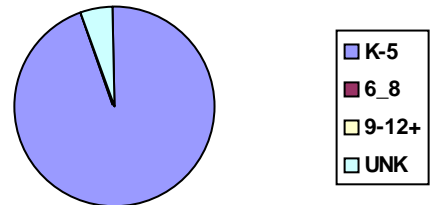


## Child Demographics

Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	17	89.5%
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)	1	5.3%
Unknown (UNK)	1	5.3%



Grade	Count	Percent
K-5	18	94.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	5.3%



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	5.3%
Emotional Behavioral Disorder (EBD)	1	5.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	9	47.4%
Speech/Language Impairment (SL)	1	5.3%
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	36.8%



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

# 2014 Special Education Parent Survey Report

## Vidalia City

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	16 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	39
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	37
5	All of my concerns and recommendations were documented on the IEP.	37
1	I am considered an equal partner with teachers and other professionals in planning my child's program	33
18	The school has a person on staff who is available to answer parents' questions.	33
24	The school provides information on agencies that can assist my child in the transition from school.	33
11	Teachers are available to speak with me.	32
13	Teachers seek out parent input.	31
15	Teachers encourage me to participate in the decision-making process.	31
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	31

#### Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	24
22	The school offers parents a variety of ways to communicate with teachers.	24
10	Written information I receive is written in an understandable way.	22
12	Teachers treat me as a team member.	22
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	21
9	My child's evaluation report is written in terms I understand.	21
20	The school gives me choices with regard to services that address my child's needs.	19
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	18
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	16
7	I was given information about organizations that offer support for parents of students with disabilities.	12

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.

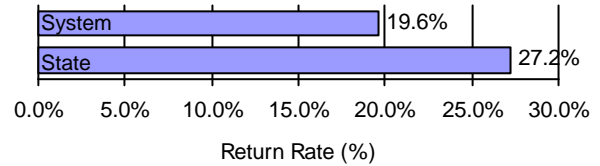




# 2014 Special Education Parent Survey Report State Schools

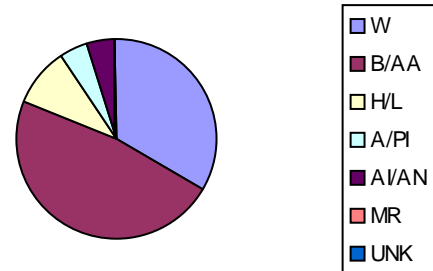
## Overview

	System	State
<b>Number of Surveys Distributed</b>	107	43,344
<b>Number of Valid Responses</b>	21	11,790
<b>Percentage Return Rate</b>	19.6%	27.2%

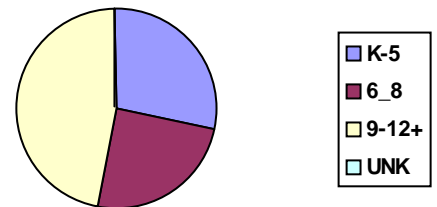


## Child Demographics

Race/Ethnicity	Count	Percent
White	7	33.3%
Black or African American (B/AA)	10	47.6%
Hispanic or Latino (H/L)	2	9.5%
Asian or Pacific Islander (A/PI)	1	4.8%
American Indian or Alaska Native (AI/AN)	1	4.8%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	6	28.6%
6-8	5	23.8%
9-12+	10	47.6%
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)	19	90.5%
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)	0	0.0%
Specific Learning Disability (SLD)	0	0.0%
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	9.5%
Unknown (UNK)	0	0.0%



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

# 2014 Special Education Parent Survey Report

## State Schools

### Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	44 %

### Item Ranking

#### Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	62
5	All of my concerns and recommendations were documented on the IEP.	62
10	Written information I receive is written in an understandable way.	62
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	57
9	My child's evaluation report is written in terms I understand.	52
11	Teachers are available to speak with me.	52
12	Teachers treat me as a team member.	52
22	The school offers parents a variety of ways to communicate with teachers.	52
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	48
18	The school has a person on staff who is available to answer parents' questions.	48

#### Least Satisfaction (3) - 10 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	40
16	Teachers respect my cultural heritage.	40
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	38
13	Teachers seek out parent input.	38
14	Teachers show sensitivity to the needs of students with disabilities and their families.	38
21	The school offers parents training about special education issues.	38
24	The school provides information on agencies that can assist my child in the transition from school.	35
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	30
25	The school explains what options parents have if they disagree with a decision of the school.	29

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

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.