

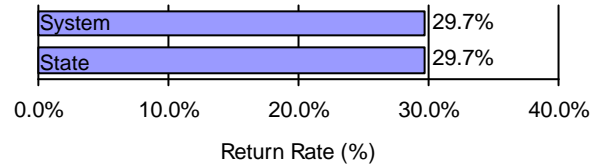


2015 Special Education Parent Survey Report

Georgia

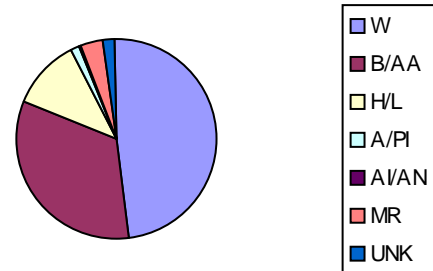
Overview

	System	State
Number of Surveys Distributed	41,660	41,660
Number of Valid Responses	12,368	12,368
Percentage Return Rate	29.7%	29.7%

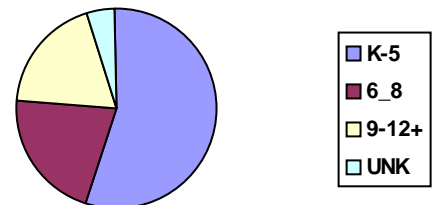


Child Demographics

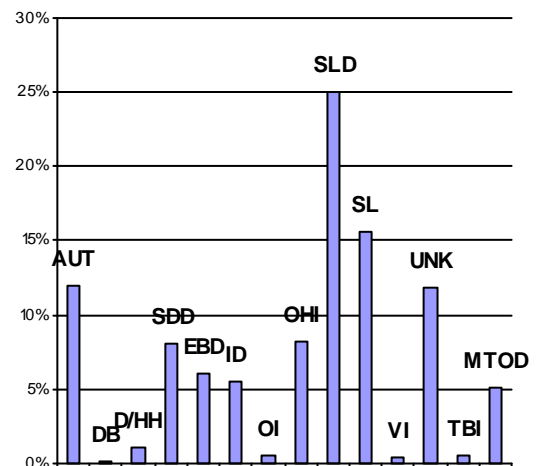
Race/Ethnicity	Count	Percent
White	5,922	47.9%
Black or African American (B/AA)	4,082	33.0%
Hispanic or Latino (H/L)	1,444	11.7%
Asian or Pacific Islander (A/PI)	184	1.5%
American Indian or Alaska Native (AI/AN)	47	0.4%
Multi-racial (MR)	464	3.8%
Unknown (UNK)	225	1.8%



Grade	Count	Percent
K-5	6,781	54.8%
6-8	2,637	21.3%
9-12+	2,360	19.1%
Unknown (UNK)	590	4.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	1,483	12.0%
Deaf-Blind (DB)	17	0.1%
Deaf-Hard of Hearing (D/HH)	126	1.0%
Significant Developmental Delay (SDD)	997	8.1%
Emotional Behavioral Disorder (EBD)	757	6.1%
Intellectual Disability (ID)	680	5.5%
Orthopedic Impairment (OI)	64	0.5%
Other Health Impairment (OHI)	1,010	8.2%
Specific Learning Disability (SLD)	3,103	25.1%
Speech/Language Impairment (SL)	1,924	15.6%
Traumatic Brain injury (TBI)	61	0.5%
Visual Impairment including Blindness (VI)	50	0.4%
More Than One Disability (MTOD)	630	5.1%
Unknown (UNK)	1,466	11.9%



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

2015 Special Education Parent Survey Report Georgia

Parent Satisfaction

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

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	69
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
8	Teachers treat me as a team member.	65
11	Teachers encourage me to participate in the decision-making process.	64
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
6	My child's evaluation report and other written information are written in terms I understand.	62
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	62
9	Teachers seek out parent input.	61
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	60
13	The school communicates regularly with me regarding my child's progress on IEP goals.	60
16	The school offers parents a variety of ways to communicate with teachers.	57
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	57
17	The school gives parents the help they may need to play an active role in their child's education.	54
14	The school gives me choices with regard to services that address my child's needs.	52
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
18	The school provides information on agencies that can assist my child in the transition from school.	41
5	I was given information about organizations that offer support for parents of students with disabilities.	40
15	The school offers parents training about special education issues.	36

For questions regarding district results, please contact Anne Ladd:

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

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

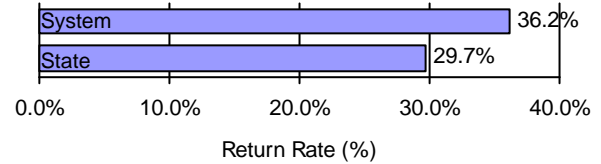


2015 Special Education Parent Survey Report

Appling County

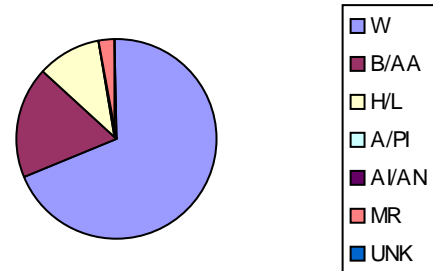
Overview

	System	State
Number of Surveys Distributed	105	41,660
Number of Valid Responses	38	12,368
Percentage Return Rate	36.2%	29.7%

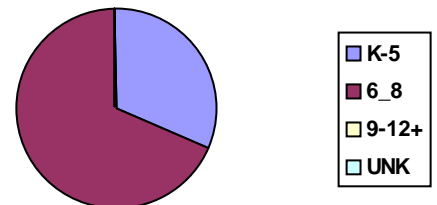


Child Demographics

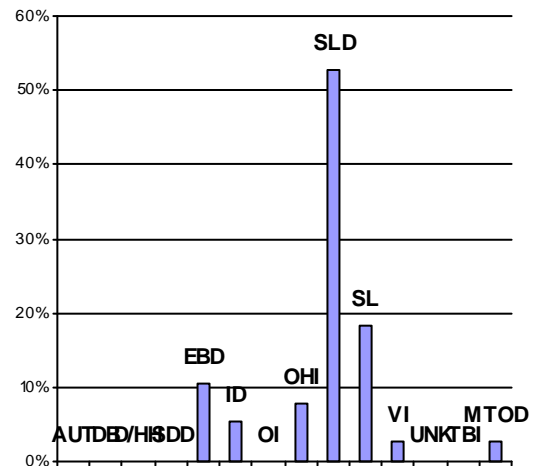
Race/Ethnicity	Count	Percent
White	26	68.4%
Black or African American (B/AA)	7	18.4%
Hispanic or Latino (H/L)	4	10.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.6%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	12	31.6%
6-8	26	68.4%
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)	4	10.5%
Intellectual Disability (ID)	2	5.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	7.9%
Specific Learning Disability (SLD)	20	52.6%
Speech/Language Impairment (SL)	7	18.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.6%
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%

2015 Special Education Parent Survey Report

Appling County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	84 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	92
8	Teachers treat me as a team member.	89
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	89
11	Teachers encourage me to participate in the decision-making process.	89
14	The school gives me choices with regard to services that address my child's needs.	89
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	87
6	My child's evaluation report and other written information are written in terms I understand.	87
7	Teachers are available to speak with me.	87
9	Teachers seek out parent input.	87
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	87
13	The school communicates regularly with me regarding my child's progress on IEP goals.	87
17	The school gives parents the help they may need to play an active role in their child's education.	87
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	86
16	The school offers parents a variety of ways to communicate with teachers.	84
18	The school provides information on agencies that can assist my child in the transition from school.	81
5	I was given information about organizations that offer support for parents of students with disabilities.	76
15	The school offers parents training about special education issues.	73
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	70

For questions regarding district results, please contact Anne Ladd:

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

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

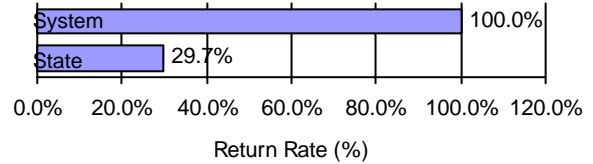


2015 Special Education Parent Survey Report

Atkinson County

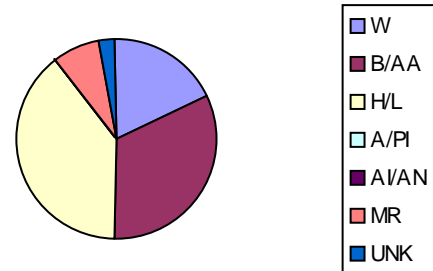
Overview

	System	State
Number of Surveys Distributed	38	41,660
Number of Valid Responses	38	12,368
Percentage Return Rate	100.0%	29.7%

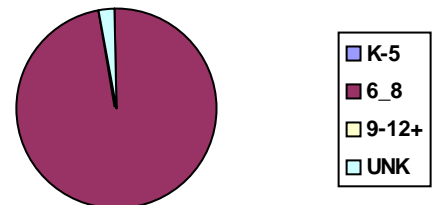


Child Demographics

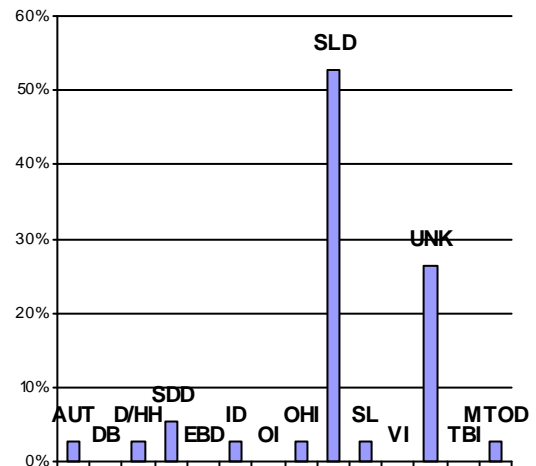
Race/Ethnicity	Count	Percent
White	7	18.4%
Black or African American (B/AA)	12	31.6%
Hispanic or Latino (H/L)	15	39.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	7.9%
Unknown (UNK)	1	2.6%



Grade	Count	Percent
K-5	0	0.0%
6-8	37	97.4%
9-12+	0	0.0%
Unknown (UNK)	1	2.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.6%
Significant Developmental Delay (SDD)	2	5.3%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	2.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.6%
Specific Learning Disability (SLD)	20	52.6%
Speech/Language Impairment (SL)	1	2.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	2.6%
Unknown (UNK)	10	26.3%



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

2015 Special Education Parent Survey Report

Atkinson County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	61 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	76
7	Teachers are available to speak with me.	76
9	Teachers seek out parent input.	76
13	The school communicates regularly with me regarding my child's progress on IEP goals.	74
11	Teachers encourage me to participate in the decision-making process.	73
8	Teachers treat me as a team member.	70
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	68
6	My child's evaluation report and other written information are written in terms I understand.	68
16	The school offers parents a variety of ways to communicate with teachers.	68
17	The school gives parents the help they may need to play an active role in their child's education.	67
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	66
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	65
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	63
14	The school gives me choices with regard to services that address my child's needs.	62
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	61
5	I was given information about organizations that offer support for parents of students with disabilities.	50
18	The school provides information on agencies that can assist my child in the transition from school.	49
15	The school offers parents training about special education issues.	46

For questions regarding district results, please contact Anne Ladd:

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 aladd@doe.K12.ga.us

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

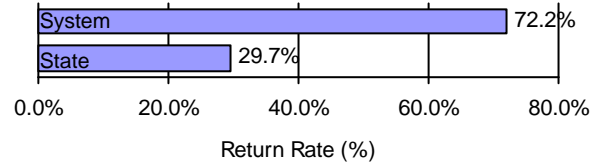


2015 Special Education Parent Survey Report

Baldwin County

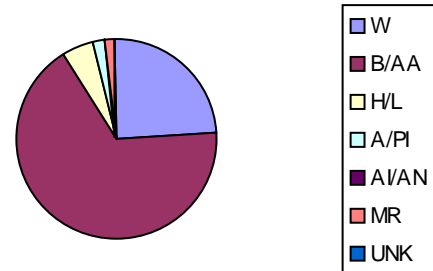
Overview

	System	State
Number of Surveys Distributed	79	41,660
Number of Valid Responses	57	12,368
Percentage Return Rate	72.2%	29.7%

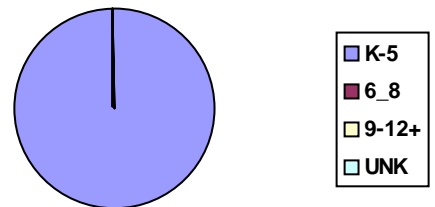


Child Demographics

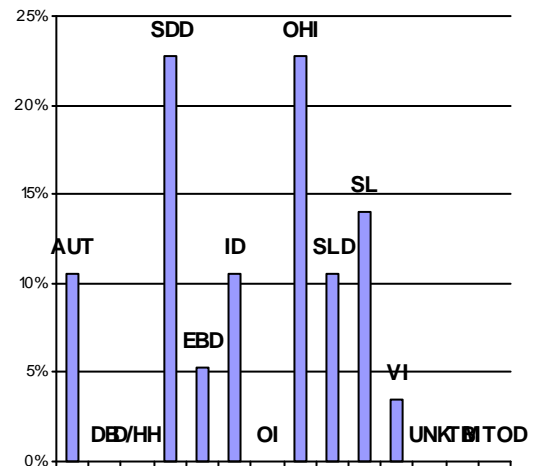
Race/Ethnicity	Count	Percent
White	14	24.6%
Black or African American (B/AA)	38	66.7%
Hispanic or Latino (H/L)	3	5.3%
Asian or Pacific Islander (A/PI)	1	1.8%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.8%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	57	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	10.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	13	22.8%
Emotional Behavioral Disorder (EBD)	3	5.3%
Intellectual Disability (ID)	6	10.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	13	22.8%
Specific Learning Disability (SLD)	6	10.5%
Speech/Language Impairment (SL)	8	14.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	2	3.5%
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%

2015 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 (18 items)	53 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
11	Teachers encourage me to participate in the decision-making process.	73
13	The school communicates regularly with me regarding my child's progress on IEP goals.	72
7	Teachers are available to speak with me.	71
9	Teachers seek out parent input.	71
8	Teachers treat me as a team member.	70
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	70
6	My child's evaluation report and other written information are written in terms I understand.	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 accommodations and modifications that my child would need.	66
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	65
17	The school gives parents the help they may need to play an active role in their child's education.	54
14	The school gives me choices with regard to services that address my child's needs.	53
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	52
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	52
16	The school offers parents a variety of ways to communicate with teachers.	49
18	The school provides information on agencies that can assist my child in the transition from school.	42
5	I was given information about organizations that offer support for parents of students with disabilities.	41
15	The school offers parents training about special education issues.	37

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 aladd@doe.k12.ga.us

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

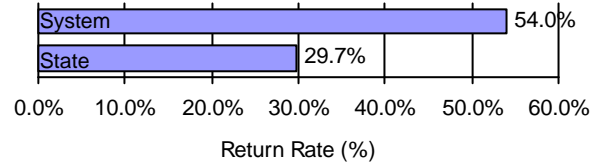


2015 Special Education Parent Survey Report

Banks County

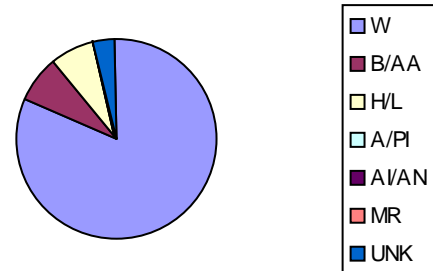
Overview

	System	State
Number of Surveys Distributed	50	41,660
Number of Valid Responses	27	12,368
Percentage Return Rate	54.0%	29.7%

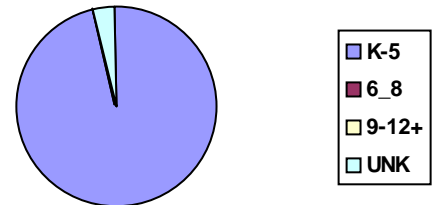


Child Demographics

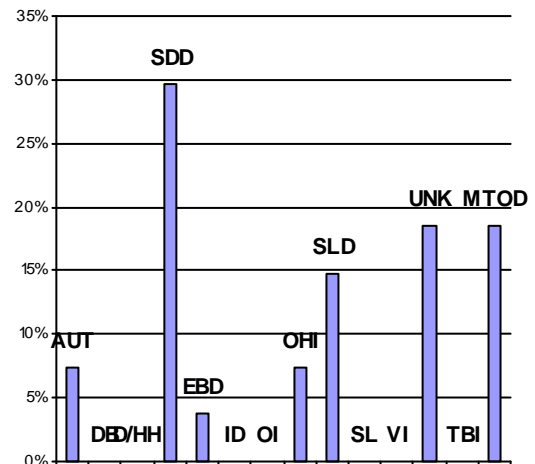
Race/Ethnicity	Count	Percent
White	22	81.5%
Black or African American (B/AA)	2	7.4%
Hispanic or Latino (H/L)	2	7.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	3.7%



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



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)	8	29.6%
Emotional Behavioral Disorder (EBD)	1	3.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	7.4%
Specific Learning Disability (SLD)	4	14.8%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	18.5%
Unknown (UNK)	5	18.5%



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

2015 Special Education Parent Survey Report

Banks County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	63 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	85
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	81
8	Teachers treat me as a team member.	81
11	Teachers encourage me to participate in the decision-making process.	81
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	81
9	Teachers seek out parent input.	78
13	The school communicates regularly with me regarding my child's progress on IEP goals.	78
14	The school gives me choices with regard to services that address my child's needs.	78
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	74
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	73
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	70
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	70
6	My child's evaluation report and other written information are written in terms I understand.	70
16	The school offers parents a variety of ways to communicate with teachers.	70
17	The school gives parents the help they may need to play an active role in their child's education.	70
15	The school offers parents training about special education issues.	67
18	The school provides information on agencies that can assist my child in the transition from school.	67
5	I was given information about organizations that offer support for parents of students with disabilities.	63

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

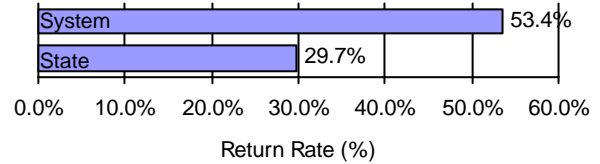


2015 Special Education Parent Survey Report

Bartow County

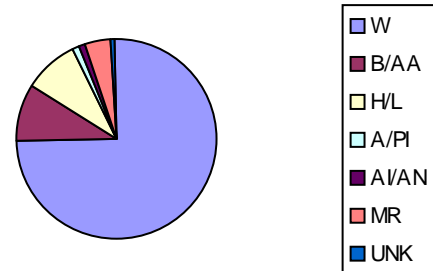
Overview

	System	State
Number of Surveys Distributed	292	41,660
Number of Valid Responses	156	12,368
Percentage Return Rate	53.4%	29.7%

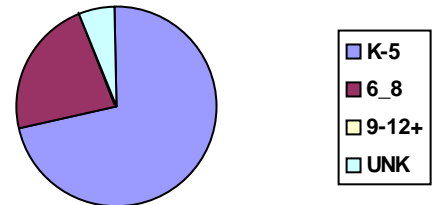


Child Demographics

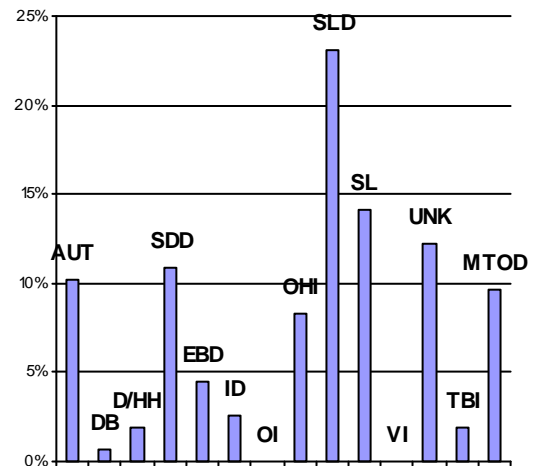
Race/Ethnicity	Count	Percent
White	116	74.4%
Black or African American (B/AA)	15	9.6%
Hispanic or Latino (H/L)	14	9.0%
Asian or Pacific Islander (A/PI)	2	1.3%
American Indian or Alaska Native (AI/AN)	1	0.6%
Multi-racial (MR)	7	4.5%
Unknown (UNK)	1	0.6%



Grade	Count	Percent
K-5	111	71.2%
6-8	36	23.1%
9-12+	0	0.0%
Unknown (UNK)	9	5.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	16	10.3%
Deaf-Blind (DB)	1	0.6%
Deaf-Hard of Hearing (D/HH)	3	1.9%
Significant Developmental Delay (SDD)	17	10.9%
Emotional Behavioral Disorder (EBD)	7	4.5%
Intellectual Disability (ID)	4	2.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	13	8.3%
Specific Learning Disability (SLD)	36	23.1%
Speech/Language Impairment (SL)	22	14.1%
Traumatic Brain injury (TBI)	3	1.9%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	15	9.6%
Unknown (UNK)	19	12.2%



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

2015 Special Education Parent Survey Report

Bartow County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	37 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	59
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	59
7	Teachers are available to speak with me.	59
11	Teachers encourage me to participate in the decision-making process.	57
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	57
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	55
8	Teachers treat me as a team member.	54
13	The school communicates regularly with me regarding my child's progress on IEP goals.	52
6	My child's evaluation report and other written information are written in terms I understand.	51
9	Teachers seek out parent input.	51
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
16	The school offers parents a variety of ways to communicate with teachers.	45
14	The school gives me choices with regard to services that address my child's needs.	43
17	The school gives parents the help they may need to play an active role in their child's education.	42
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	38
18	The school provides information on agencies that can assist my child in the transition from school.	34
5	I was given information about organizations that offer support for parents of students with disabilities.	31
15	The school offers parents training about special education issues.	26

For questions regarding district results, please contact Anne Ladd:

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

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

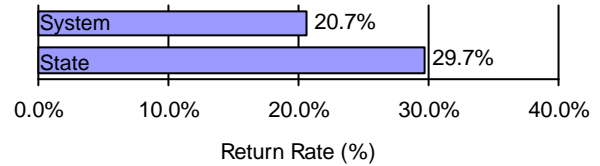


2015 Special Education Parent Survey Report

Berrien County

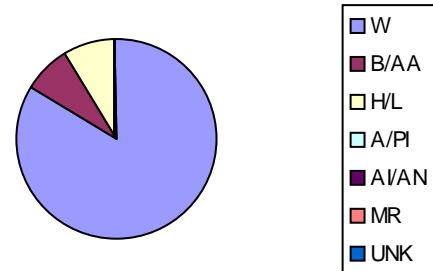
Overview

	System	State
Number of Surveys Distributed	58	41,660
Number of Valid Responses	12	12,368
Percentage Return Rate	20.7%	29.7%

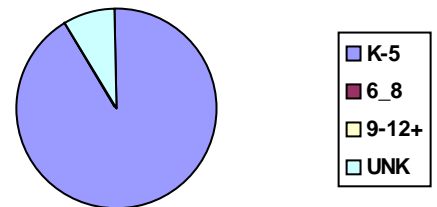


Child Demographics

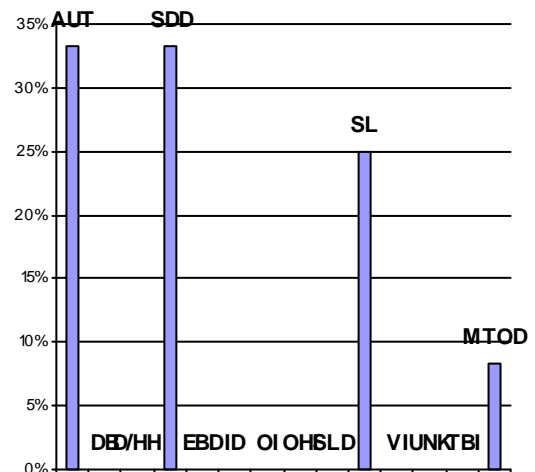
Race/Ethnicity	Count	Percent
White	10	83.3%
Black or African American (B/AA)	1	8.3%
Hispanic or Latino (H/L)	1	8.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	11	91.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	8.3%



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)	4	33.3%
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)	3	25.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	8.3%
Unknown (UNK)	0	0.0%



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

2015 Special Education Parent Survey Report

Berrien County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	42 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	67
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
7	Teachers are available to speak with me.	67
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	64
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	58
6	My child's evaluation report and other written information are written in terms I understand.	58
8	Teachers treat me as a team member.	58
9	Teachers seek out parent input.	58
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	58
14	The school gives me choices with regard to services that address my child's needs.	58
16	The school offers parents a variety of ways to communicate with teachers.	58
13	The school communicates regularly with me regarding my child's progress on IEP goals.	50
18	The school provides information on agencies that can assist my child in the transition from school.	50
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	45
11	Teachers encourage me to participate in the decision-making process.	45
15	The school offers parents training about special education issues.	45
5	I was given information about organizations that offer support for parents of students with disabilities.	42
17	The school gives parents the help they may need to play an active role in their child's education.	42

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 Georgia Department of Education
 (404) 657 7328
 aladd@doe.k12.ga.us

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

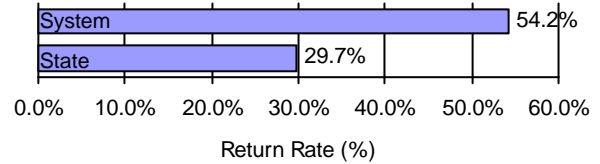


2015 Special Education Parent Survey Report

Bibb County

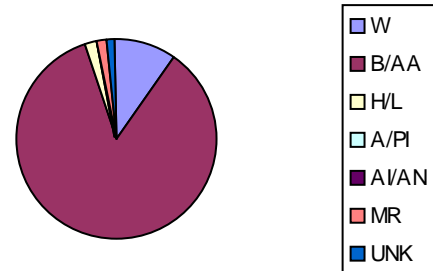
Overview

	System	State
Number of Surveys Distributed	253	41,660
Number of Valid Responses	137	12,368
Percentage Return Rate	54.2%	29.7%

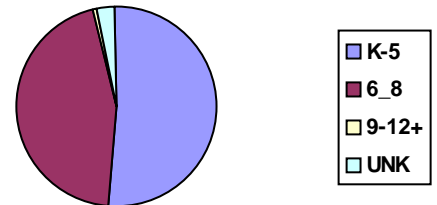


Child Demographics

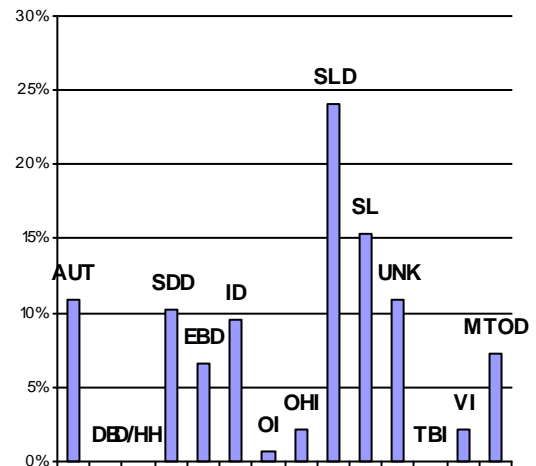
Race/Ethnicity	Count	Percent
White	14	10.2%
Black or African American (B/AA)	116	84.7%
Hispanic or Latino (H/L)	3	2.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	1.5%
Unknown (UNK)	2	1.5%



Grade	Count	Percent
K-5	70	51.1%
6-8	62	45.3%
9-12+	1	0.7%
Unknown (UNK)	4	2.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	15	10.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	14	10.2%
Emotional Behavioral Disorder (EBD)	9	6.6%
Intellectual Disability (ID)	13	9.5%
Orthopedic Impairment (OI)	1	0.7%
Other Health Impairment (OHI)	3	2.2%
Specific Learning Disability (SLD)	33	24.1%
Speech/Language Impairment (SL)	21	15.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	3	2.2%
More Than One Disability (MTOD)	10	7.3%
Unknown (UNK)	15	10.9%



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

2015 Special Education Parent Survey Report

Bibb County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	45 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
7	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.	61
6	My child's evaluation report and other written information are written in terms I understand.	59
11	Teachers encourage me to participate in the decision-making process.	57
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	56
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	56
8	Teachers treat me as a team member.	56
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	55
16	The school offers parents a variety of ways to communicate with teachers.	53
17	The school gives parents the help they may need to play an active role in their child's education.	53
9	Teachers seek out parent input.	52
13	The school communicates regularly with me regarding my child's progress on IEP goals.	51
14	The school gives me choices with regard to services that address my child's needs.	50
5	I was given information about organizations that offer support for parents of students with disabilities.	49
18	The school provides information on agencies that can assist my child in the transition from school.	49
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
15	The school offers parents training about special education issues.	42

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 aladd@doe.K12.ga.us

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

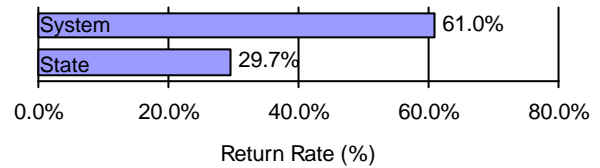


2015 Special Education Parent Survey Report

Bleckley County

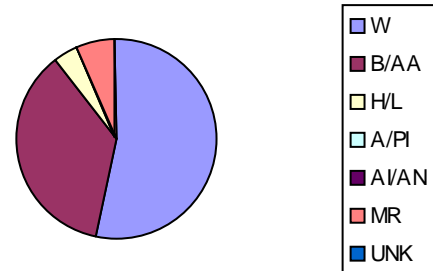
Overview

	System	State
Number of Surveys Distributed	77	41,660
Number of Valid Responses	47	12,368
Percentage Return Rate	61.0%	29.7%

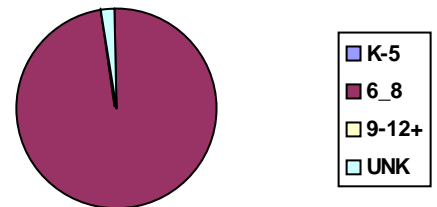


Child Demographics

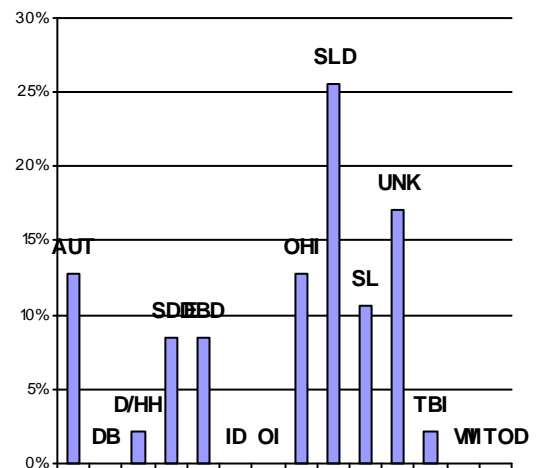
Race/Ethnicity	Count	Percent
White	25	53.2%
Black or African American (B/AA)	17	36.2%
Hispanic or Latino (H/L)	2	4.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	6.4%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	46	97.9%
9-12+	0	0.0%
Unknown (UNK)	1	2.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	12.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.1%
Significant Developmental Delay (SDD)	4	8.5%
Emotional Behavioral Disorder (EBD)	4	8.5%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	12.8%
Specific Learning Disability (SLD)	12	25.5%
Speech/Language Impairment (SL)	5	10.6%
Traumatic Brain injury (TBI)	1	2.1%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	8	17.0%



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

2015 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 (18 items)	38 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
7	Teachers are available to speak with me.	64
17	The school gives parents the help they may need to play an active role in their child's education.	61
16	The school offers parents a variety of ways to communicate with teachers.	59
11	Teachers encourage me to participate in the decision-making process.	58
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	57
8	Teachers treat me as a team member.	57
9	Teachers seek out parent input.	54
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	54
6	My child's evaluation report and other written information are written in terms I understand.	52
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	52
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	51
14	The school gives me choices with regard to services that address my child's needs.	51
13	The school communicates regularly with me regarding my child's progress on IEP goals.	44
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
18	The school provides information on agencies that can assist my child in the transition from school.	40
5	I was given information about organizations that offer support for parents of students with disabilities.	37
15	The school offers parents training about special education issues.	36

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 Georgia Department of Education
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 aladd@doe.k12.ga.us

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

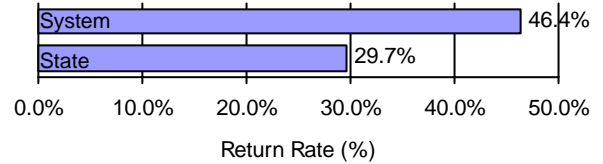


2015 Special Education Parent Survey Report

Brantley County

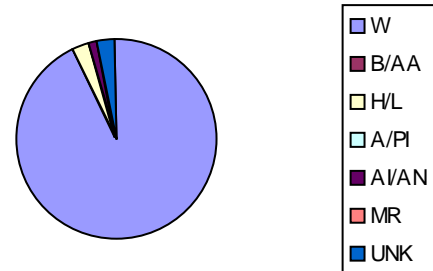
Overview

	System	State
Number of Surveys Distributed	153	41,660
Number of Valid Responses	71	12,368
Percentage Return Rate	46.4%	29.7%

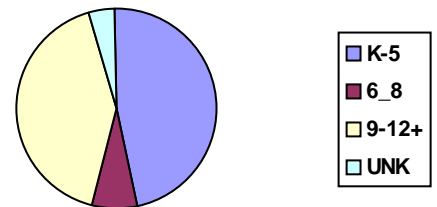


Child Demographics

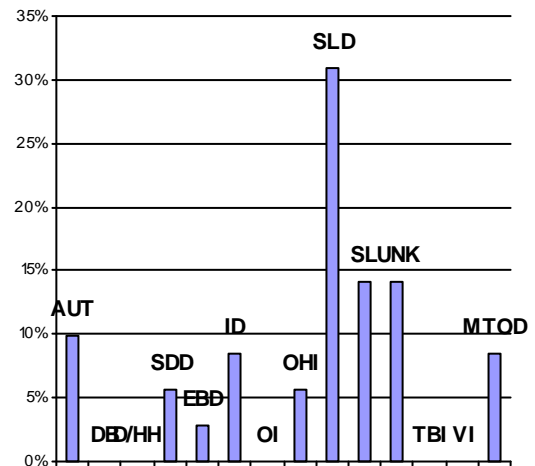
Race/Ethnicity	Count	Percent
White	66	93.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	2	2.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	1.4%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	2	2.8%



Grade	Count	Percent
K-5	33	46.5%
6-8	5	7.0%
9-12+	30	42.3%
Unknown (UNK)	3	4.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	9.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	5.6%
Emotional Behavioral Disorder (EBD)	2	2.8%
Intellectual Disability (ID)	6	8.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	5.6%
Specific Learning Disability (SLD)	22	31.0%
Speech/Language Impairment (SL)	10	14.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	6	8.5%
Unknown (UNK)	10	14.1%



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

2015 Special Education Parent Survey Report

Brantley County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	37 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	76
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	74
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	66
8	Teachers treat me as a team member.	66
11	Teachers encourage me to participate in the decision-making process.	65
9	Teachers seek out parent input.	64
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	64
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
6	My child's evaluation report and other written information are written in terms I understand.	58
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	58
17	The school gives parents the help they may need to play an active role in their child's education.	56
13	The school communicates regularly with me regarding my child's progress on IEP goals.	56
16	The school offers parents a variety of ways to communicate with teachers.	55
14	The school gives me choices with regard to services that address my child's needs.	49
5	I was given information about organizations that offer support for parents of students with disabilities.	41
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	38
18	The school provides information on agencies that can assist my child in the transition from school.	37
15	The school offers parents training about special education issues.	33

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 aladd@doe.K12.ga.us

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

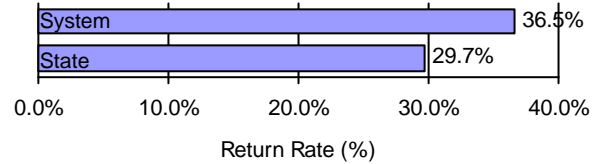


2015 Special Education Parent Survey Report

Bryan County

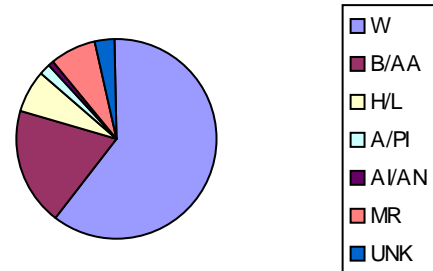
Overview

	System	State
Number of Surveys Distributed	342	41,660
Number of Valid Responses	125	12,368
Percentage Return Rate	36.5%	29.7%

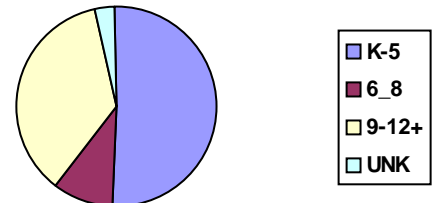


Child Demographics

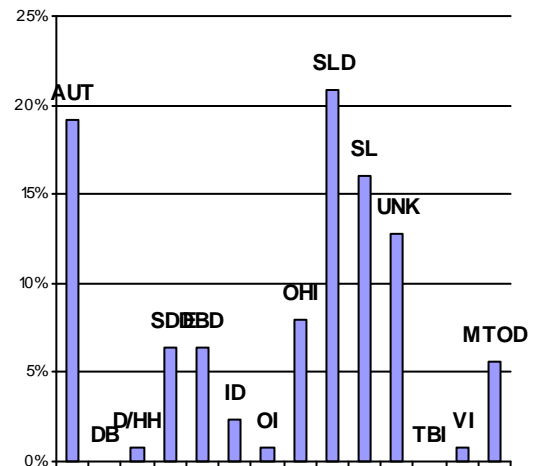
Race/Ethnicity	Count	Percent
White	75	60.0%
Black or African American (B/AA)	24	19.2%
Hispanic or Latino (H/L)	9	7.2%
Asian or Pacific Islander (A/PI)	2	1.6%
American Indian or Alaska Native (AI/AN)	1	0.8%
Multi-racial (MR)	10	8.0%
Unknown (UNK)	4	3.2%



Grade	Count	Percent
K-5	63	50.4%
6-8	12	9.6%
9-12+	46	36.8%
Unknown (UNK)	4	3.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	24	19.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.8%
Significant Developmental Delay (SDD)	8	6.4%
Emotional Behavioral Disorder (EBD)	8	6.4%
Intellectual Disability (ID)	3	2.4%
Orthopedic Impairment (OI)	1	0.8%
Other Health Impairment (OHI)	10	8.0%
Specific Learning Disability (SLD)	26	20.8%
Speech/Language Impairment (SL)	20	16.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.8%
More Than One Disability (MTOD)	7	5.6%
Unknown (UNK)	16	12.8%



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

2015 Special Education Parent Survey Report

Bryan County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	51 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	76
8	Teachers treat me as a team member.	73
7	Teachers are available to speak with me.	70
6	My child's evaluation report and other written information are written in terms I understand.	69
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	68
11	Teachers encourage me to participate in the decision-making process.	65
9	Teachers seek out parent input.	64
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	62
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	62
16	The school offers parents a variety of ways to communicate with teachers.	62
13	The school communicates regularly with me regarding my child's progress on IEP goals.	62
14	The school gives me choices with regard to services that address my child's needs.	59
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	58
17	The school gives parents the help they may need to play an active role in their child's education.	58
5	I was given information about organizations that offer support for parents of students with disabilities.	52
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	49
18	The school provides information on agencies that can assist my child in the transition from school.	47
15	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.

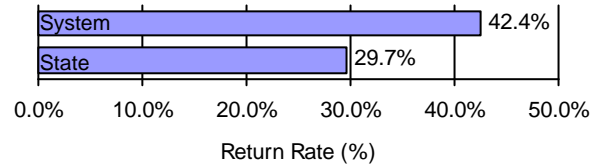


2015 Special Education Parent Survey Report

Bulloch County

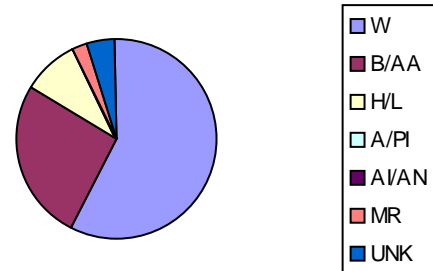
Overview

	System	State
Number of Surveys Distributed	99	41,660
Number of Valid Responses	42	12,368
Percentage Return Rate	42.4%	29.7%

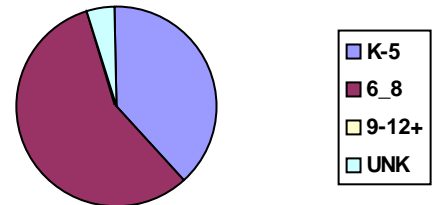


Child Demographics

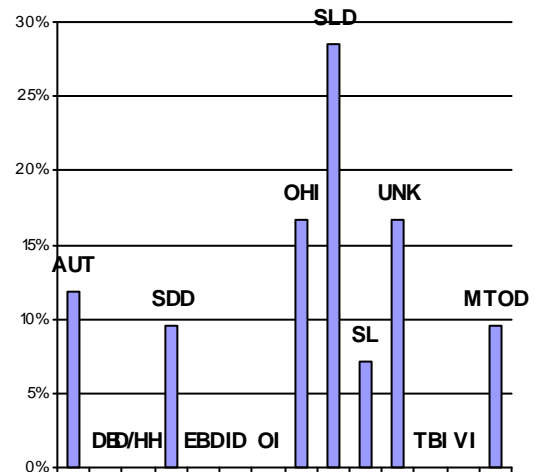
Race/Ethnicity	Count	Percent
White	24	57.1%
Black or African American (B/AA)	11	26.2%
Hispanic or Latino (H/L)	4	9.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.4%
Unknown (UNK)	2	4.8%



Grade	Count	Percent
K-5	16	38.1%
6-8	24	57.1%
9-12+	0	0.0%
Unknown (UNK)	2	4.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	11.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	9.5%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	7	16.7%
Specific Learning Disability (SLD)	12	28.6%
Speech/Language Impairment (SL)	3	7.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	9.5%
Unknown (UNK)	7	16.7%



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

2015 Special Education Parent Survey Report

Bulloch County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	50 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	80
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	80
8	Teachers treat me as a team member.	73
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	71
6	My child's evaluation report and other written information are written in terms I understand.	68
9	Teachers seek out parent input.	68
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	68
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	67
11	Teachers encourage me to participate in the decision-making process.	67
16	The school offers parents a variety of ways to communicate with teachers.	67
13	The school communicates regularly with me regarding my child's progress on IEP goals.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	62
17	The school gives parents the help they may need to play an active role in their child's education.	61
14	The school gives me choices with regard to services that address my child's needs.	57
15	The school offers parents training about special education issues.	55
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
18	The school provides information on agencies that can assist my child in the transition from school.	53
5	I was given information about organizations that offer support for parents of students with disabilities.	48

For questions regarding district results, please contact Anne Ladd:

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

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

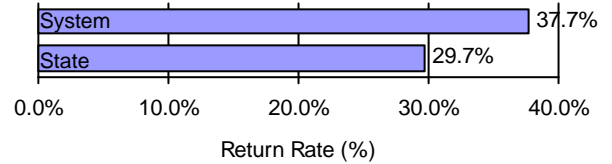


2015 Special Education Parent Survey Report

Calhoun County

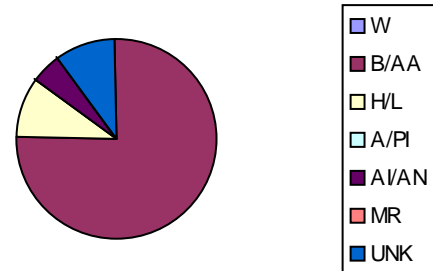
Overview

	System	State
Number of Surveys Distributed	53	41,660
Number of Valid Responses	20	12,368
Percentage Return Rate	37.7%	29.7%

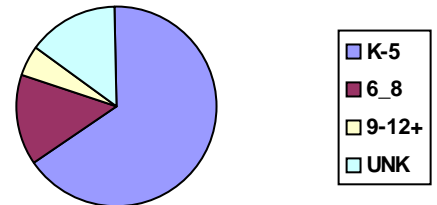


Child Demographics

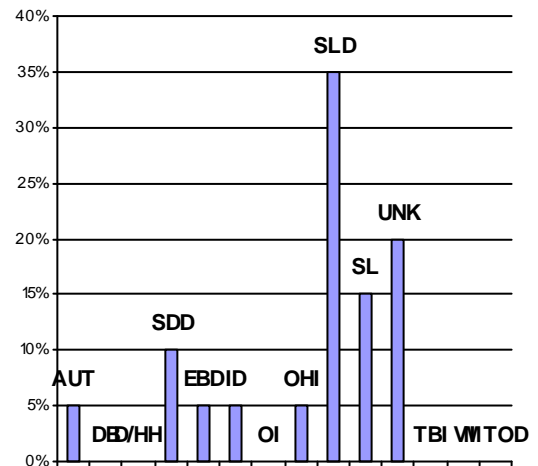
Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	15	75.0%
Hispanic or Latino (H/L)	2	10.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	5.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	2	10.0%



Grade	Count	Percent
K-5	13	65.0%
6-8	3	15.0%
9-12+	1	5.0%
Unknown (UNK)	3	15.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	5.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	10.0%
Emotional Behavioral Disorder (EBD)	1	5.0%
Intellectual Disability (ID)	1	5.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	5.0%
Specific Learning Disability (SLD)	7	35.0%
Speech/Language Impairment (SL)	3	15.0%
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)	4	20.0%



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

2015 Special Education Parent Survey Report

Calhoun County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	55 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
9	Teachers seek out parent input.	75
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	75
13	The school communicates regularly with me regarding my child's progress on IEP goals.	75
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	70
8	Teachers treat me as a team member.	70
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	65
6	My child's evaluation report and other written information are written in terms I understand.	65
7	Teachers are available to speak with me.	65
17	The school gives parents the help they may need to play an active role in their child's education.	63
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	60
14	The school gives me choices with regard to services that address my child's needs.	58
11	Teachers encourage me to participate in the decision-making process.	50
16	The school offers parents a variety of ways to communicate with teachers.	47
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	45
18	The school provides information on agencies that can assist my child in the transition from school.	42
5	I was given information about organizations that offer support for parents of students with disabilities.	32
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	21
15	The school offers parents training about special education issues.	21

For questions regarding district results, please contact Anne Ladd:

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 Georgia Department of Education
 (404) 657 7328
 aladd@doe.k12.ga.us

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

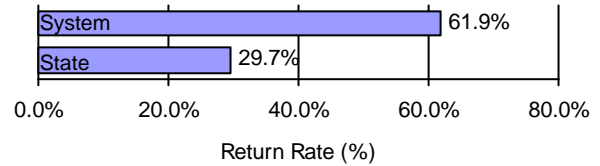


2015 Special Education Parent Survey Report

Camden County

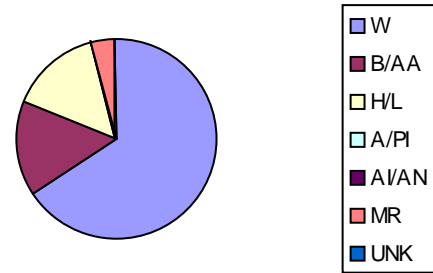
Overview

	System	State
Number of Surveys Distributed	42	41,660
Number of Valid Responses	26	12,368
Percentage Return Rate	61.9%	29.7%

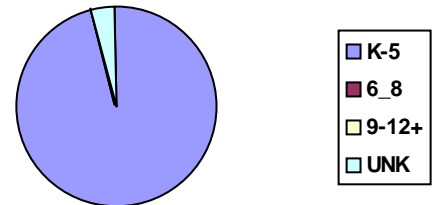


Child Demographics

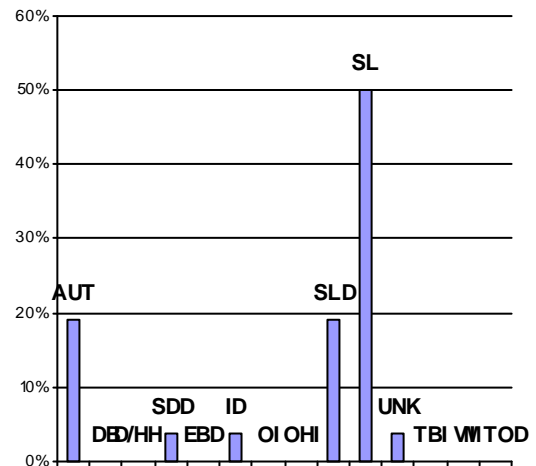
Race/Ethnicity	Count	Percent
White	17	65.4%
Black or African American (B/AA)	4	15.4%
Hispanic or Latino (H/L)	4	15.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.8%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	25	96.2%
6-8	0	0.0%
9-12+	0	0.0%
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)	1	3.8%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	3.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	5	19.2%
Speech/Language Impairment (SL)	13	50.0%
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	3.8%



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

2015 Special Education Parent Survey Report

Camden County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	50 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
11	Teachers encourage me to participate in the decision-making process.	69
7	Teachers are available to speak with me.	65
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	65
16	The school offers parents a variety of ways to communicate with teachers.	65
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	62
9	Teachers seek out parent input.	62
17	The school gives parents the help they may need to play an active role in their child's education.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	60
8	Teachers treat me as a team member.	58
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	58
13	The school communicates regularly with me regarding my child's progress on IEP goals.	58
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
6	My child's evaluation report and other written information are written in terms I understand.	54
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
14	The school gives me choices with regard to services that address my child's needs.	50
18	The school provides information on agencies that can assist my child in the transition from school.	44
5	I was given information about organizations that offer support for parents of students with disabilities.	42
15	The school offers parents training about special education issues.	31

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 Georgia Department of Education
 (404) 657 7328
 aladd@doe.k12.ga.us

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

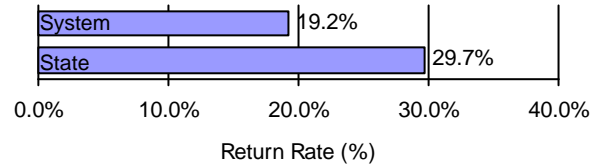


2015 Special Education Parent Survey Report

Carroll County

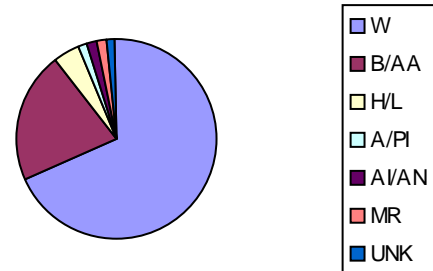
Overview

	System	State
Number of Surveys Distributed	343	41,660
Number of Valid Responses	66	12,368
Percentage Return Rate	19.2%	29.7%

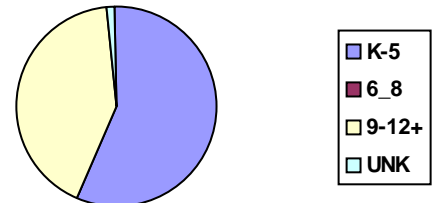


Child Demographics

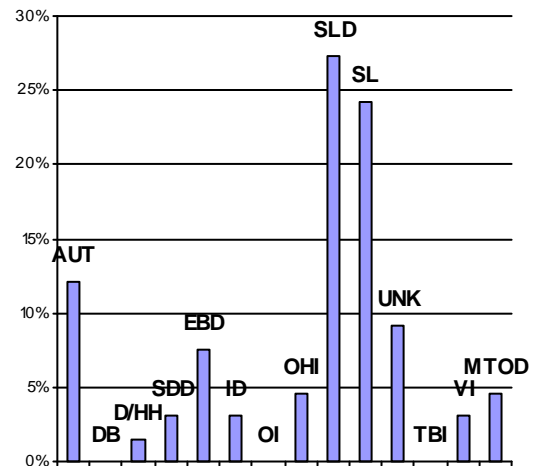
Race/Ethnicity	Count	Percent
White	45	68.2%
Black or African American (B/AA)	14	21.2%
Hispanic or Latino (H/L)	3	4.5%
Asian or Pacific Islander (A/PI)	1	1.5%
American Indian or Alaska Native (AI/AN)	1	1.5%
Multi-racial (MR)	1	1.5%
Unknown (UNK)	1	1.5%



Grade	Count	Percent
K-5	37	56.1%
6-8	0	0.0%
9-12+	28	42.4%
Unknown (UNK)	1	1.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	12.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.5%
Significant Developmental Delay (SDD)	2	3.0%
Emotional Behavioral Disorder (EBD)	5	7.6%
Intellectual Disability (ID)	2	3.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	4.5%
Specific Learning Disability (SLD)	18	27.3%
Speech/Language Impairment (SL)	16	24.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	2	3.0%
More Than One Disability (MTOD)	3	4.5%
Unknown (UNK)	6	9.1%



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

2015 Special Education Parent Survey Report

Carroll County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	47 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	69
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
11	Teachers encourage me to participate in the decision-making process.	68
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	67
6	My child's evaluation report and other written information are written in terms I understand.	63
8	Teachers treat me as a team member.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
9	Teachers seek out parent input.	62
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	59
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	58
13	The school communicates regularly with me regarding my child's progress on IEP goals.	58
16	The school offers parents a variety of ways to communicate with teachers.	58
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
14	The school gives me choices with regard to services that address my child's needs.	52
17	The school gives parents the help they may need to play an active role in their child's education.	48
5	I was given information about organizations that offer support for parents of students with disabilities.	40
18	The school provides information on agencies that can assist my child in the transition from school.	36
15	The school offers parents training about special education issues.	26

For questions regarding district results, please contact Anne Ladd:

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 Georgia Department of Education
 (404) 657 7328
 aladd@doe.k12.ga.us

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

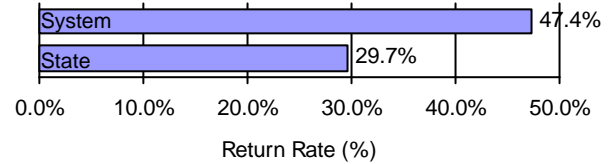


2015 Special Education Parent Survey Report

Catoosa County

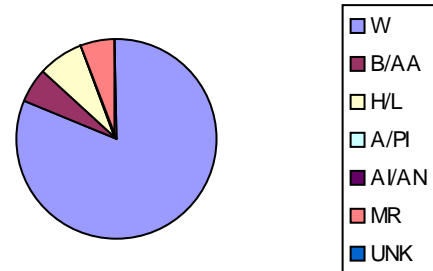
Overview

	System	State
Number of Surveys Distributed	190	41,660
Number of Valid Responses	90	12,368
Percentage Return Rate	47.4%	29.7%

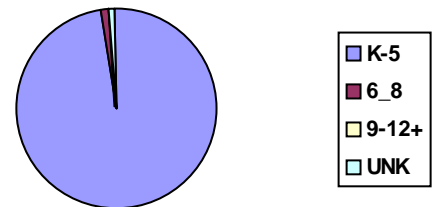


Child Demographics

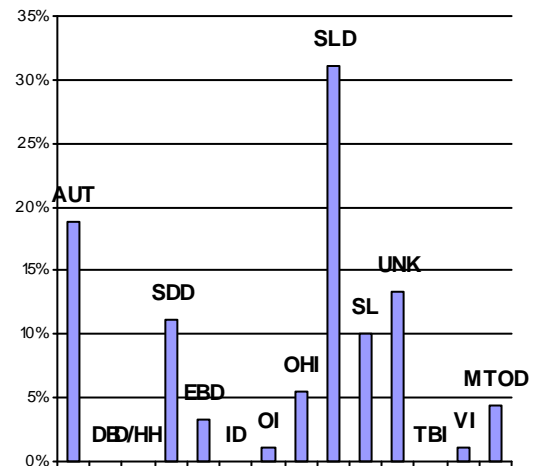
Race/Ethnicity	Count	Percent
White	73	81.1%
Black or African American (B/AA)	5	5.6%
Hispanic or Latino (H/L)	7	7.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	5.6%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	88	97.8%
6-8	1	1.1%
9-12+	0	0.0%
Unknown (UNK)	1	1.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	17	18.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	10	11.1%
Emotional Behavioral Disorder (EBD)	3	3.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	1	1.1%
Other Health Impairment (OHI)	5	5.6%
Specific Learning Disability (SLD)	28	31.1%
Speech/Language Impairment (SL)	9	10.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.1%
More Than One Disability (MTOD)	4	4.4%
Unknown (UNK)	12	13.3%



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

2015 Special Education Parent Survey Report

Catoosa County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	58 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	77
7	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.	74
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	74
8	Teachers treat me as a team member.	73
11	Teachers encourage me to participate in the decision-making process.	73
6	My child's evaluation report and other written information are written in terms I understand.	70
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	69
9	Teachers seek out parent input.	69
16	The school offers parents a variety of ways to communicate with teachers.	68
13	The school communicates regularly with me regarding my child's progress on IEP goals.	62
17	The school gives parents the help they may need to play an active role in their child's education.	61
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
14	The school gives me choices with regard to services that address my child's needs.	57
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	51
18	The school provides information on agencies that can assist my child in the transition from school.	41
5	I was given information about organizations that offer support for parents of students with disabilities.	37
15	The school offers parents training about special education issues.	31

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 aladd@doe.K12.ga.us

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

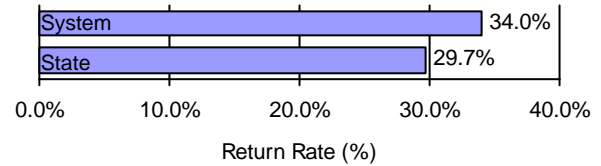


2015 Special Education Parent Survey Report

Charlton County

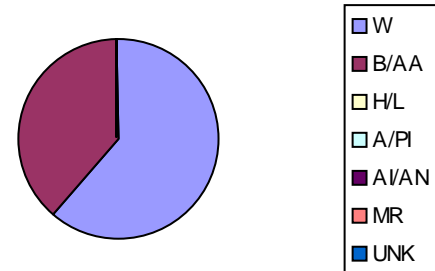
Overview

	System	State
Number of Surveys Distributed	53	41,660
Number of Valid Responses	18	12,368
Percentage Return Rate	34.0%	29.7%

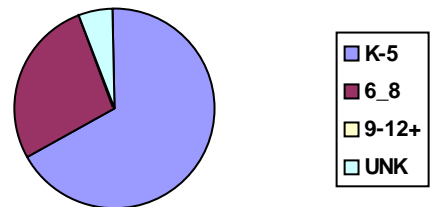


Child Demographics

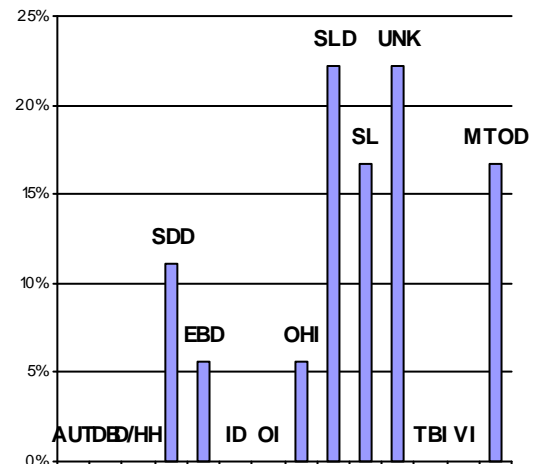
Race/Ethnicity	Count	Percent
White	11	61.1%
Black or African American (B/AA)	7	38.9%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	12	66.7%
6-8	5	27.8%
9-12+	0	0.0%
Unknown (UNK)	1	5.6%



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)	2	11.1%
Emotional Behavioral Disorder (EBD)	1	5.6%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	5.6%
Specific Learning Disability (SLD)	4	22.2%
Speech/Language Impairment (SL)	3	16.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	16.7%
Unknown (UNK)	4	22.2%



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

2015 Special Education Parent Survey Report

Charlton County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	44 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	65
8	Teachers treat me as a team member.	65
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	61
6	My child's evaluation report and other written information are written in terms I understand.	61
13	The school communicates regularly with me regarding my child's progress on IEP goals.	61
16	The school offers parents a variety of ways to communicate with teachers.	61
11	Teachers encourage me to participate in the decision-making process.	56
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	56
14	The school gives me choices with regard to services that address my child's needs.	56
17	The school gives parents the help they may need to play an active role in their child's education.	56
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	50
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
5	I was given information about organizations that offer support for parents of students with disabilities.	47
9	Teachers seek out parent input.	44
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	44
18	The school provides information on agencies that can assist my child in the transition from school.	44
15	The school offers parents training about special education issues.	41

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

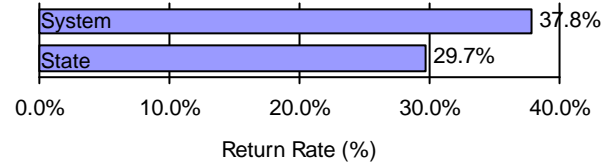


2015 Special Education Parent Survey Report

Chatham County

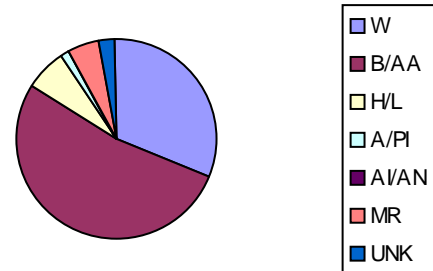
Overview

	System	State
Number of Surveys Distributed	635	41,660
Number of Valid Responses	240	12,368
Percentage Return Rate	37.8%	29.7%

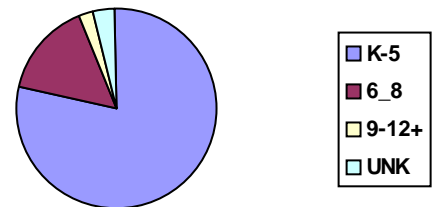


Child Demographics

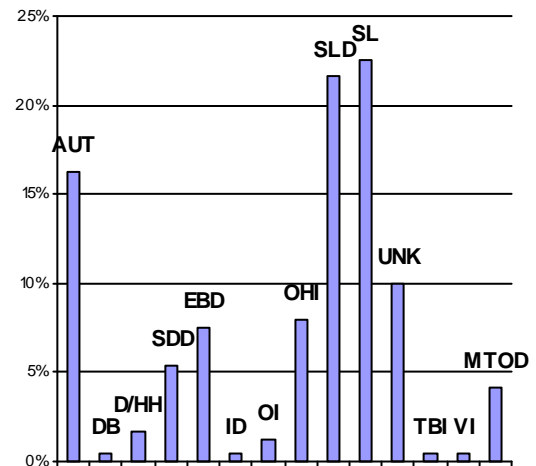
Race/Ethnicity	Count	Percent
White	75	31.3%
Black or African American (B/AA)	126	52.5%
Hispanic or Latino (H/L)	17	7.1%
Asian or Pacific Islander (A/PI)	3	1.3%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	13	5.4%
Unknown (UNK)	6	2.5%



Grade	Count	Percent
K-5	188	78.3%
6-8	38	15.8%
9-12+	5	2.1%
Unknown (UNK)	9	3.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	39	16.3%
Deaf-Blind (DB)	1	0.4%
Deaf-Hard of Hearing (D/HH)	4	1.7%
Significant Developmental Delay (SDD)	13	5.4%
Emotional Behavioral Disorder (EBD)	18	7.5%
Intellectual Disability (ID)	1	0.4%
Orthopedic Impairment (OI)	3	1.3%
Other Health Impairment (OHI)	19	7.9%
Specific Learning Disability (SLD)	52	21.7%
Speech/Language Impairment (SL)	54	22.5%
Traumatic Brain injury (TBI)	1	0.4%
Visual Impairment including Blindness (VI)	1	0.4%
More Than One Disability (MTOD)	10	4.2%
Unknown (UNK)	24	10.0%



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

2015 Special Education Parent Survey Report

Chatham County

Parent Satisfaction

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

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	70
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
8	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
11	Teachers encourage me to participate in the decision-making process.	62
9	Teachers seek out parent input.	61
13	The school communicates regularly with me regarding my child's progress on IEP goals.	60
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	60
6	My child's evaluation report and other written information are written in terms I understand.	60
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	57
16	The school offers parents a variety of ways to communicate with teachers.	55
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	55
17	The school gives parents the help they may need to play an active role in their child's education.	52
14	The school gives me choices with regard to services that address my child's needs.	51
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	48
5	I was given information about organizations that offer support for parents of students with disabilities.	40
18	The school provides information on agencies that can assist my child in the transition from school.	37
15	The school offers parents training about special education issues.	32

For questions regarding district results, please contact Anne Ladd:

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

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

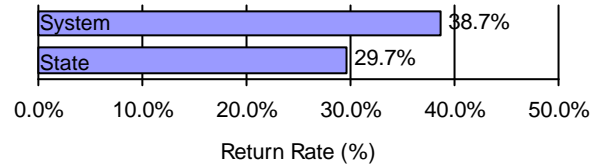


2015 Special Education Parent Survey Report

Chattahoochee County

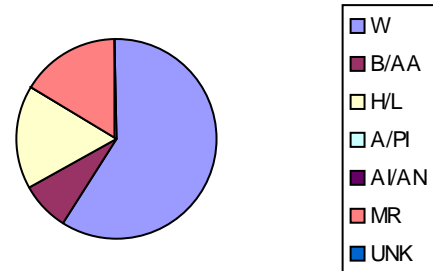
Overview

	System	State
Number of Surveys Distributed	31	41,660
Number of Valid Responses	12	12,368
Percentage Return Rate	38.7%	29.7%

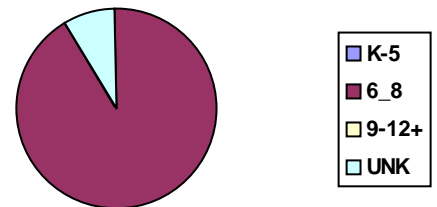


Child Demographics

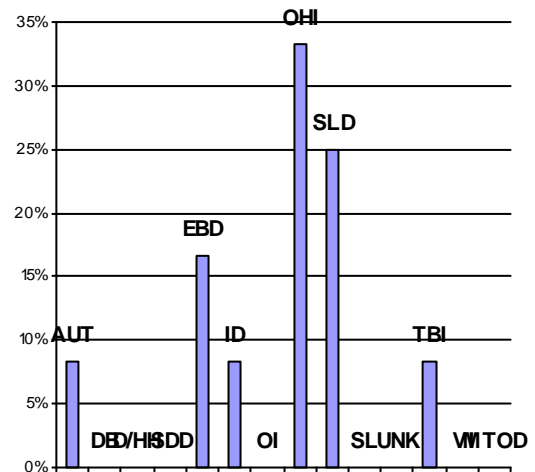
Race/Ethnicity	Count	Percent
White	7	58.3%
Black or African American (B/AA)	1	8.3%
Hispanic or Latino (H/L)	2	16.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	16.7%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	11	91.7%
9-12+	0	0.0%
Unknown (UNK)	1	8.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	8.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	2	16.7%
Intellectual Disability (ID)	1	8.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	33.3%
Specific Learning Disability (SLD)	3	25.0%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	1	8.3%
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%

2015 Special Education Parent Survey Report

Chattahoochee County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	33 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	67
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	67
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	58
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	58
6	My child's evaluation report and other written information are written in terms I understand.	58
7	Teachers are available to speak with me.	50
8	Teachers treat me as a team member.	50
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	50
9	Teachers seek out parent input.	42
11	Teachers encourage me to participate in the decision-making process.	42
16	The school offers parents a variety of ways to communicate with teachers.	42
13	The school communicates regularly with me regarding my child's progress on IEP goals.	36
17	The school gives parents the help they may need to play an active role in their child's education.	36
14	The school gives me choices with regard to services that address my child's needs.	33
18	The school provides information on agencies that can assist my child in the transition from school.	33
5	I was given information about organizations that offer support for parents of students with disabilities.	25
15	The school offers parents training about special education issues.	25

For questions regarding district results, please contact Anne Ladd:

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

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

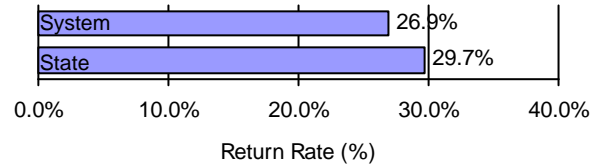


2015 Special Education Parent Survey Report

Chattooga County

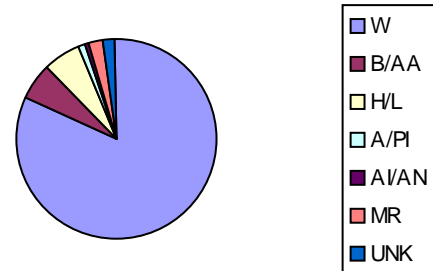
Overview

	System	State
Number of Surveys Distributed	364	41,660
Number of Valid Responses	98	12,368
Percentage Return Rate	26.9%	29.7%

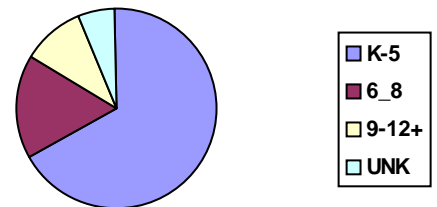


Child Demographics

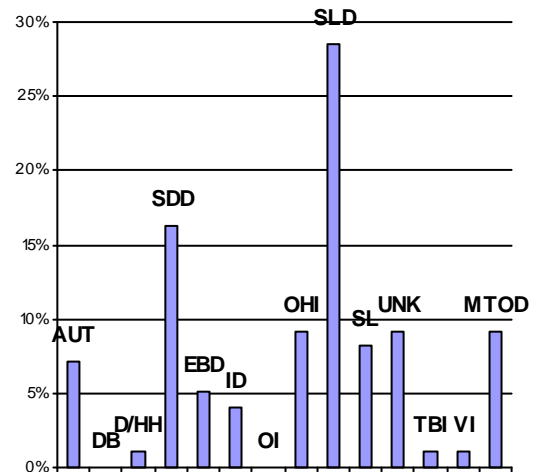
Race/Ethnicity	Count	Percent
White	80	81.6%
Black or African American (B/AA)	6	6.1%
Hispanic or Latino (H/L)	6	6.1%
Asian or Pacific Islander (A/PI)	1	1.0%
American Indian or Alaska Native (AI/AN)	1	1.0%
Multi-racial (MR)	2	2.0%
Unknown (UNK)	2	2.0%



Grade	Count	Percent
K-5	65	66.3%
6-8	17	17.3%
9-12+	10	10.2%
Unknown (UNK)	6	6.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	7.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.0%
Significant Developmental Delay (SDD)	16	16.3%
Emotional Behavioral Disorder (EBD)	5	5.1%
Intellectual Disability (ID)	4	4.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	9	9.2%
Specific Learning Disability (SLD)	28	28.6%
Speech/Language Impairment (SL)	8	8.2%
Traumatic Brain injury (TBI)	1	1.0%
Visual Impairment including Blindness (VI)	1	1.0%
More Than One Disability (MTOD)	9	9.2%
Unknown (UNK)	9	9.2%



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

2015 Special Education Parent Survey Report

Chattooga County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	44 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	66
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	62
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	61
8	Teachers treat me as a team member.	61
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	60
11	Teachers encourage me to participate in the decision-making process.	59
9	Teachers seek out parent input.	58
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	57
6	My child's evaluation report and other written information are written in terms I understand.	55
13	The school communicates regularly with me regarding my child's progress on IEP goals.	54
16	The school offers parents a variety of ways to communicate with teachers.	52
17	The school gives parents the help they may need to play an active role in their child's education.	50
14	The school gives me choices with regard to services that address my child's needs.	48
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	48
18	The school provides information on agencies that can assist my child in the transition from school.	41
5	I was given information about organizations that offer support for parents of students with disabilities.	38
15	The school offers parents training about special education issues.	31

For questions regarding district results, please contact Anne Ladd:

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

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

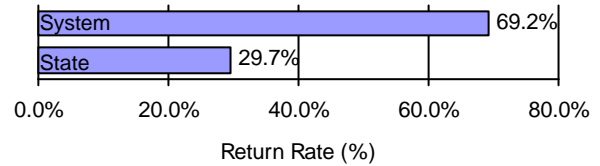


2015 Special Education Parent Survey Report

Cherokee County

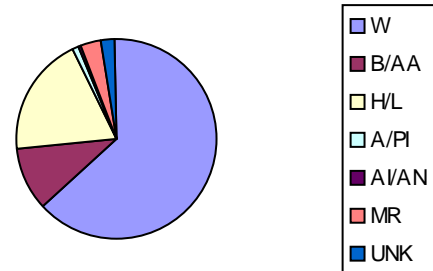
Overview

	System	State
Number of Surveys Distributed	695	41,660
Number of Valid Responses	481	12,368
Percentage Return Rate	69.2%	29.7%

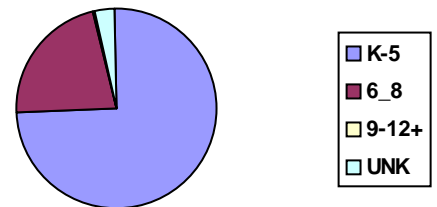


Child Demographics

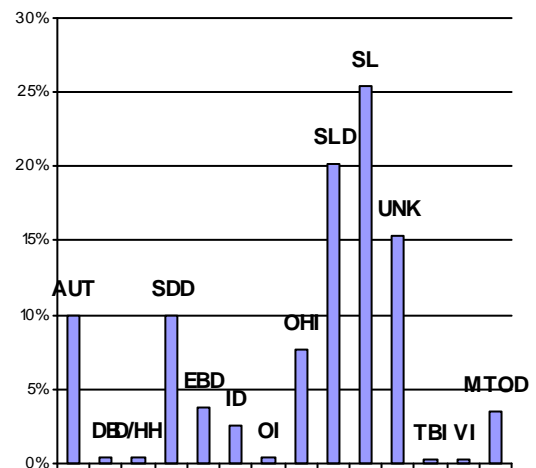
Race/Ethnicity	Count	Percent
White	302	62.8%
Black or African American (B/AA)	49	10.2%
Hispanic or Latino (H/L)	96	20.0%
Asian or Pacific Islander (A/PI)	5	1.0%
American Indian or Alaska Native (AI/AN)	2	0.4%
Multi-racial (MR)	16	3.3%
Unknown (UNK)	11	2.3%



Grade	Count	Percent
K-5	355	73.8%
6-8	109	22.7%
9-12+	1	0.2%
Unknown (UNK)	16	3.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	48	10.0%
Deaf-Blind (DB)	2	0.4%
Deaf-Hard of Hearing (D/HH)	2	0.4%
Significant Developmental Delay (SDD)	48	10.0%
Emotional Behavioral Disorder (EBD)	18	3.7%
Intellectual Disability (ID)	12	2.5%
Orthopedic Impairment (OI)	2	0.4%
Other Health Impairment (OHI)	37	7.7%
Specific Learning Disability (SLD)	97	20.2%
Speech/Language Impairment (SL)	122	25.4%
Traumatic Brain injury (TBI)	1	0.2%
Visual Impairment including Blindness (VI)	1	0.2%
More Than One Disability (MTOD)	17	3.5%
Unknown (UNK)	74	15.4%



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

2015 Special Education Parent Survey Report

Cherokee County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	60 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	79
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	79
8	Teachers treat me as a team member.	75
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	74
6	My child's evaluation report and other written information are written in terms I understand.	73
11	Teachers encourage me to participate in the decision-making process.	73
16	The school offers parents a variety of ways to communicate with teachers.	72
13	The school communicates regularly with me regarding my child's progress on IEP goals.	71
9	Teachers seek out parent input.	70
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	70
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	70
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	69
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	69
17	The school gives parents the help they may need to play an active role in their child's education.	68
14	The school gives me choices with regard to services that address my child's needs.	66
5	I was given information about organizations that offer support for parents of students with disabilities.	54
18	The school provides information on agencies that can assist my child in the transition from school.	53
15	The school offers parents training about special education issues.	43

For questions regarding district results, please contact Anne Ladd:

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

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

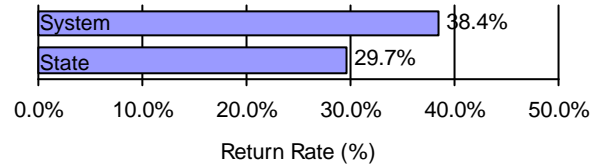


2015 Special Education Parent Survey Report

Clarke County

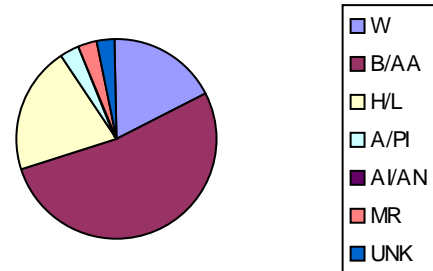
Overview

	System	State
Number of Surveys Distributed	86	41,660
Number of Valid Responses	33	12,368
Percentage Return Rate	38.4%	29.7%

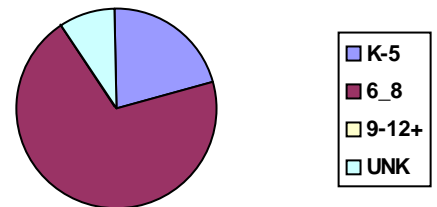


Child Demographics

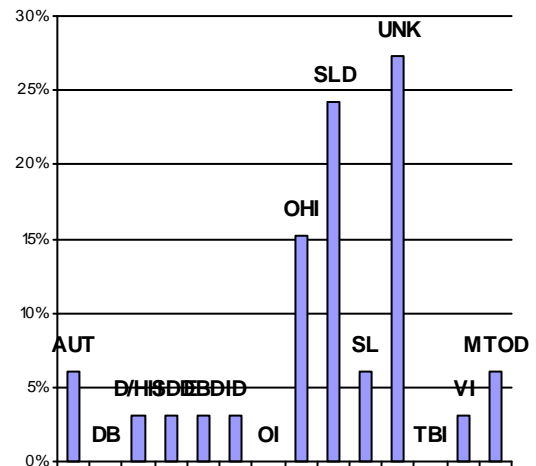
Race/Ethnicity	Count	Percent
White	6	18.2%
Black or African American (B/AA)	17	51.5%
Hispanic or Latino (H/L)	7	21.2%
Asian or Pacific Islander (A/PI)	1	3.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.0%
Unknown (UNK)	1	3.0%



Grade	Count	Percent
K-5	7	21.2%
6-8	23	69.7%
9-12+	0	0.0%
Unknown (UNK)	3	9.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	6.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	3.0%
Significant Developmental Delay (SDD)	1	3.0%
Emotional Behavioral Disorder (EBD)	1	3.0%
Intellectual Disability (ID)	1	3.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	15.2%
Specific Learning Disability (SLD)	8	24.2%
Speech/Language Impairment (SL)	2	6.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	3.0%
More Than One Disability (MTOD)	2	6.1%
Unknown (UNK)	9	27.3%



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

2015 Special Education Parent Survey Report

Clarke County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	61 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	79
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	78
6	My child's evaluation report and other written information are written in terms I understand.	76
16	The school offers parents a variety of ways to communicate with teachers.	76
8	Teachers treat me as a team member.	75
11	Teachers encourage me to participate in the decision-making process.	75
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	73
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	73
13	The school communicates regularly with me regarding my child's progress on IEP goals.	73
17	The school gives parents the help they may need to play an active role in their child's education.	73
9	Teachers seek out parent input.	70
18	The school provides information on agencies that can assist my child in the transition from school.	70
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	69
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	67
14	The school gives me choices with regard to services that address my child's needs.	66
5	I was given information about organizations that offer support for parents of students with disabilities.	64
15	The school offers parents training about special education issues.	59
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	55

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 aladd@doe.K12.ga.us

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

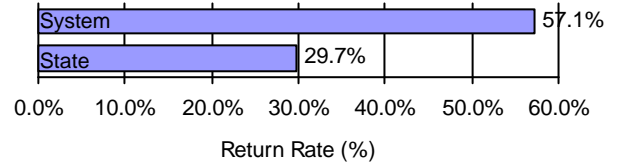


2015 Special Education Parent Survey Report

Clay County

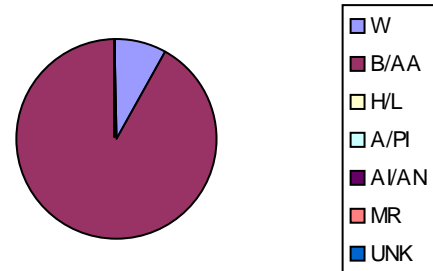
Overview

	System	State
Number of Surveys Distributed	21	41,660
Number of Valid Responses	12	12,368
Percentage Return Rate	57.1%	29.7%

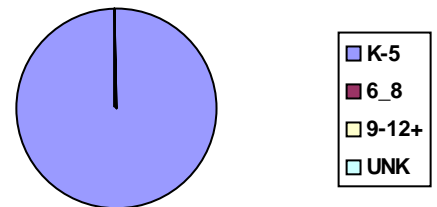


Child Demographics

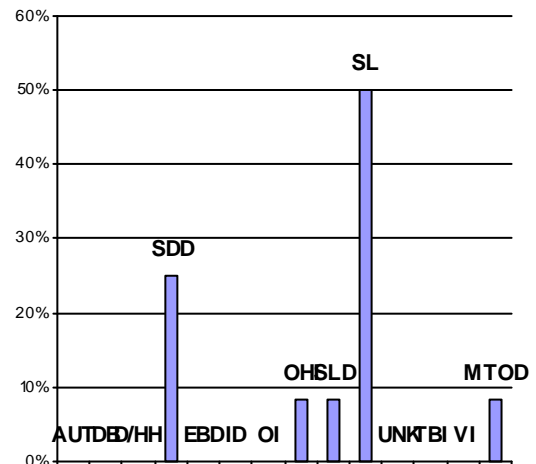
Race/Ethnicity	Count	Percent
White	1	8.3%
Black or African American (B/AA)	11	91.7%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	12	100.0%
6-8	0	0.0%
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)	3	25.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	8.3%
Specific Learning Disability (SLD)	1	8.3%
Speech/Language Impairment (SL)	6	50.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	8.3%
Unknown (UNK)	0	0.0%



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

2015 Special Education Parent Survey Report

Clay County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	67 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	83
13	The school communicates regularly with me regarding my child's progress on IEP goals.	83
7	Teachers are available to speak with me.	82
8	Teachers treat me as a team member.	82
6	My child's evaluation report and other written information are written in terms I understand.	75
9	Teachers seek out parent input.	75
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	73
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	67
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	67
11	Teachers encourage me to participate in the decision-making process.	67
14	The school gives me choices with regard to services that address my child's needs.	67
16	The school offers parents a variety of ways to communicate with teachers.	67
17	The school gives parents the help they may need to play an active role in their child's education.	67
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	64
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	58
15	The school offers parents training about special education issues.	50
18	The school provides information on agencies that can assist my child in the transition from school.	50
5	I was given information about organizations that offer support for parents of students with disabilities.	42

For questions regarding district results, please contact Anne Ladd:

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

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

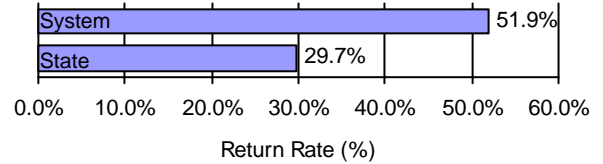


2015 Special Education Parent Survey Report

Clayton County

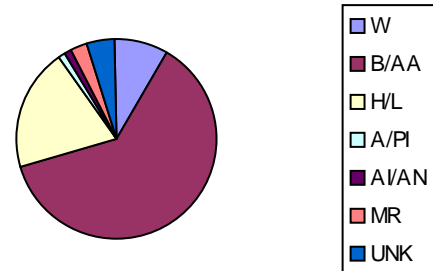
Overview

	System	State
Number of Surveys Distributed	628	41,660
Number of Valid Responses	326	12,368
Percentage Return Rate	51.9%	29.7%

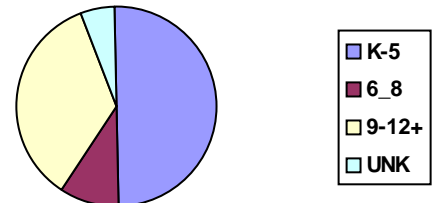


Child Demographics

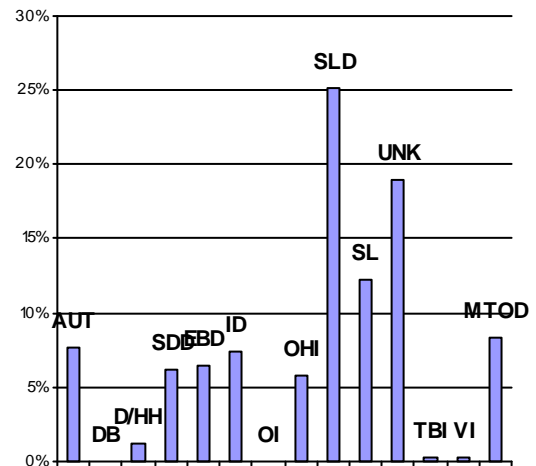
Race/Ethnicity	Count	Percent
White	29	8.9%
Black or African American (B/AA)	199	61.0%
Hispanic or Latino (H/L)	66	20.2%
Asian or Pacific Islander (A/PI)	5	1.5%
American Indian or Alaska Native (AI/AN)	3	0.9%
Multi-racial (MR)	9	2.8%
Unknown (UNK)	15	4.6%



Grade	Count	Percent
K-5	161	49.4%
6-8	31	9.5%
9-12+	116	35.6%
Unknown (UNK)	18	5.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	25	7.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	1.2%
Significant Developmental Delay (SDD)	20	6.1%
Emotional Behavioral Disorder (EBD)	21	6.4%
Intellectual Disability (ID)	24	7.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	19	5.8%
Specific Learning Disability (SLD)	82	25.2%
Speech/Language Impairment (SL)	40	12.3%
Traumatic Brain injury (TBI)	1	0.3%
Visual Impairment including Blindness (VI)	1	0.3%
More Than One Disability (MTOD)	27	8.3%
Unknown (UNK)	62	19.0%



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

2015 Special Education Parent Survey Report

Clayton County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	37 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	59
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	56
8	Teachers treat me as a team member.	56
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	55
6	My child's evaluation report and other written information are written in terms I understand.	55
11	Teachers encourage me to participate in the decision-making process.	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	54
9	Teachers seek out parent input.	53
13	The school communicates regularly with me regarding my child's progress on IEP goals.	50
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	49
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	46
17	The school gives parents the help they may need to play an active role in their child's education.	46
16	The school offers parents a variety of ways to communicate with teachers.	44
14	The school gives me choices with regard to services that address my child's needs.	43
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
5	I was given information about organizations that offer support for parents of students with disabilities.	40
15	The school offers parents training about special education issues.	39
18	The school provides information on agencies that can assist my child in the transition from school.	37

For questions regarding district results, please contact Anne Ladd:

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 Georgia Department of Education
 (404) 657 7328
 aladd@doe.k12.ga.us

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

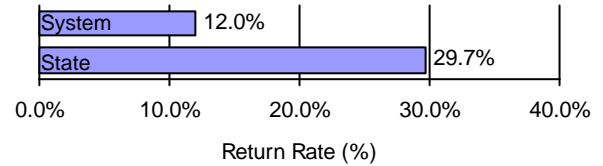


2015 Special Education Parent Survey Report

Clinch County

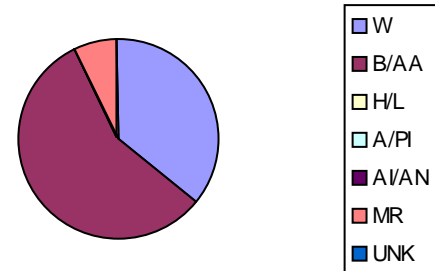
Overview

	System	State
Number of Surveys Distributed	117	41,660
Number of Valid Responses	14	12,368
Percentage Return Rate	12.0%	29.7%

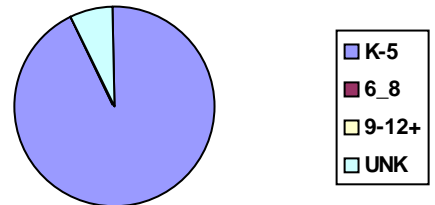


Child Demographics

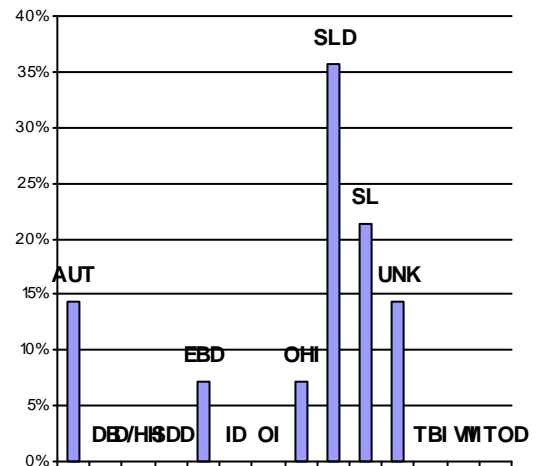
Race/Ethnicity	Count	Percent
White	5	35.7%
Black or African American (B/AA)	8	57.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	7.1%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	13	92.9%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	7.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	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	7.1%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	7.1%
Specific Learning Disability (SLD)	5	35.7%
Speech/Language Impairment (SL)	3	21.4%
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)	2	14.3%



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

2015 Special Education Parent Survey Report

Clinch County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	29 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	50
6	My child's evaluation report and other written information are written in terms I understand.	50
8	Teachers treat me as a team member.	50
7	Teachers are available to speak with me.	43
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	43
13	The school communicates regularly with me regarding my child's progress on IEP goals.	43
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	42
11	Teachers encourage me to participate in the decision-making process.	38
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	36
9	Teachers seek out parent input.	36
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	36
16	The school offers parents a variety of ways to communicate with teachers.	36
17	The school gives parents the help they may need to play an active role in their child's education.	36
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	31
5	I was given information about organizations that offer support for parents of students with disabilities.	31
15	The school offers parents training about special education issues.	31
14	The school gives me choices with regard to services that address my child's needs.	29
18	The school provides information on agencies that can assist my child in the transition from school.	25

For questions regarding district results, please contact Anne Ladd:

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

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

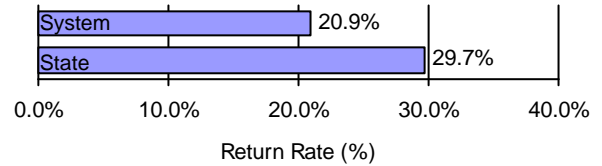


2015 Special Education Parent Survey Report

Cobb County

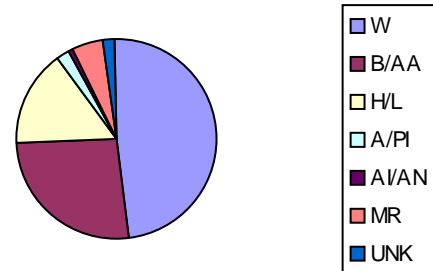
Overview

	System	State
Number of Surveys Distributed	2,373	41,660
Number of Valid Responses	496	12,368
Percentage Return Rate	20.9%	29.7%

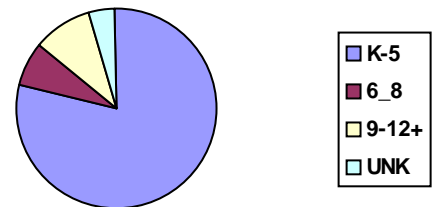


Child Demographics

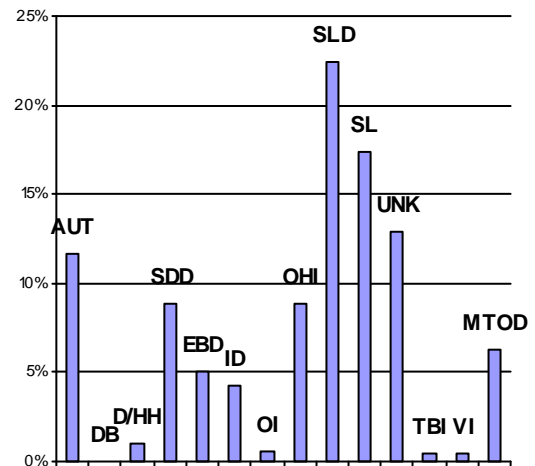
Race/Ethnicity	Count	Percent
White	237	47.8%
Black or African American (B/AA)	131	26.4%
Hispanic or Latino (H/L)	78	15.7%
Asian or Pacific Islander (A/PI)	11	2.2%
American Indian or Alaska Native (AI/AN)	3	0.6%
Multi-racial (MR)	27	5.4%
Unknown (UNK)	9	1.8%



Grade	Count	Percent
K-5	390	78.6%
6-8	37	7.5%
9-12+	49	9.9%
Unknown (UNK)	20	4.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	58	11.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	5	1.0%
Significant Developmental Delay (SDD)	44	8.9%
Emotional Behavioral Disorder (EBD)	25	5.0%
Intellectual Disability (ID)	21	4.2%
Orthopedic Impairment (OI)	3	0.6%
Other Health Impairment (OHI)	44	8.9%
Specific Learning Disability (SLD)	111	22.4%
Speech/Language Impairment (SL)	86	17.3%
Traumatic Brain injury (TBI)	2	0.4%
Visual Impairment including Blindness (VI)	2	0.4%
More Than One Disability (MTOD)	31	6.3%
Unknown (UNK)	64	12.9%



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

2015 Special Education Parent Survey Report

Cobb County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	42 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	71
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
8	Teachers treat me as a team member.	69
11	Teachers encourage me to participate in the decision-making process.	67
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	64
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
6	My child's evaluation report and other written information are written in terms I understand.	63
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	62
9	Teachers seek out parent input.	61
13	The school communicates regularly with me regarding my child's progress on IEP goals.	59
16	The school offers parents a variety of ways to communicate with teachers.	59
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	53
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	51
17	The school gives parents the help they may need to play an active role in their child's education.	50
14	The school gives me choices with regard to services that address my child's needs.	47
18	The school provides information on agencies that can assist my child in the transition from school.	34
5	I was given information about organizations that offer support for parents of students with disabilities.	32
15	The school offers parents training about special education issues.	30

For questions regarding district results, please contact Anne Ladd:

Division for Special Education Services and Supports
 Georgia Department of Education
 (404) 657 7328
 aladd@doe.k12.ga.us

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

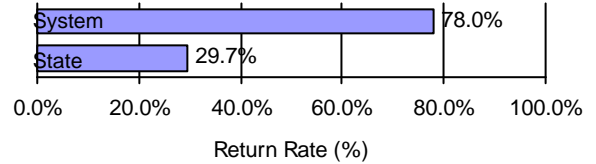


2015 Special Education Parent Survey Report

Coffee County

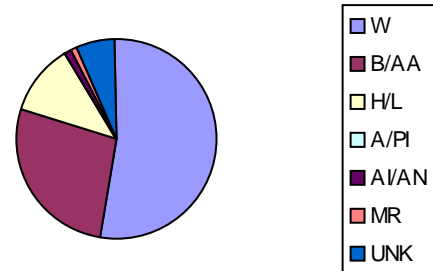
Overview

	System	State
Number of Surveys Distributed	118	41,660
Number of Valid Responses	92	12,368
Percentage Return Rate	78.0%	29.7%

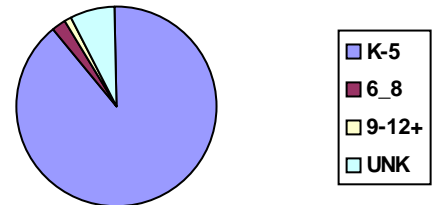


Child Demographics

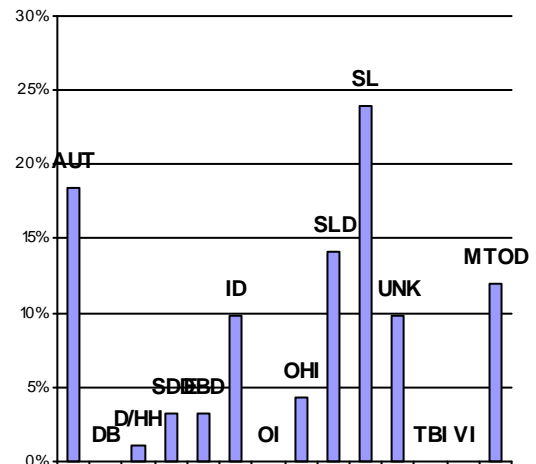
Race/Ethnicity	Count	Percent
White	48	52.2%
Black or African American (B/AA)	25	27.2%
Hispanic or Latino (H/L)	11	12.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	1.1%
Multi-racial (MR)	1	1.1%
Unknown (UNK)	6	6.5%



Grade	Count	Percent
K-5	82	89.1%
6-8	2	2.2%
9-12+	1	1.1%
Unknown (UNK)	7	7.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	17	18.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.1%
Significant Developmental Delay (SDD)	3	3.3%
Emotional Behavioral Disorder (EBD)	3	3.3%
Intellectual Disability (ID)	9	9.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	4.3%
Specific Learning Disability (SLD)	13	14.1%
Speech/Language Impairment (SL)	22	23.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	11	12.0%
Unknown (UNK)	9	9.8%



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

2015 Special Education Parent Survey Report

Coffee County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	58 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	76
11	Teachers encourage me to participate in the decision-making process.	71
8	Teachers treat me as a team member.	71
13	The school communicates regularly with me regarding my child's progress on IEP goals.	71
9	Teachers seek out parent input.	70
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	68
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	65
16	The school offers parents a variety of ways to communicate with teachers.	64
17	The school gives parents the help they may need to play an active role in their child's education.	63
6	My child's evaluation report and other written information are written in terms I understand.	63
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	62
14	The school gives me choices with regard to services that address my child's needs.	60
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	60
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	59
18	The school provides information on agencies that can assist my child in the transition from school.	53
5	I was given information about organizations that offer support for parents of students with disabilities.	51
15	The school offers parents training about special education issues.	44

For questions regarding district results, please contact Anne Ladd:

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

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

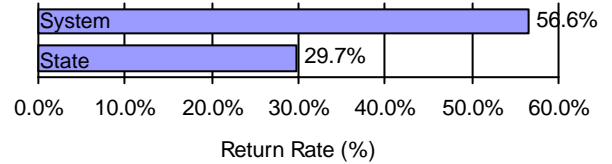


2015 Special Education Parent Survey Report

Colquitt County

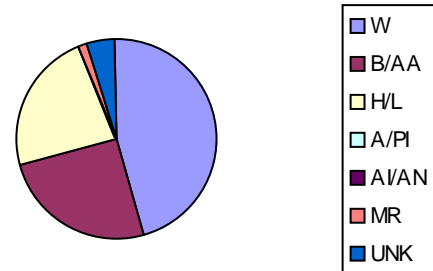
Overview

	System	State
Number of Surveys Distributed	113	41,660
Number of Valid Responses	64	12,368
Percentage Return Rate	56.6%	29.7%

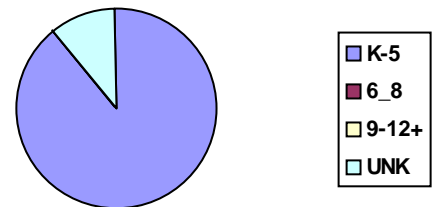


Child Demographics

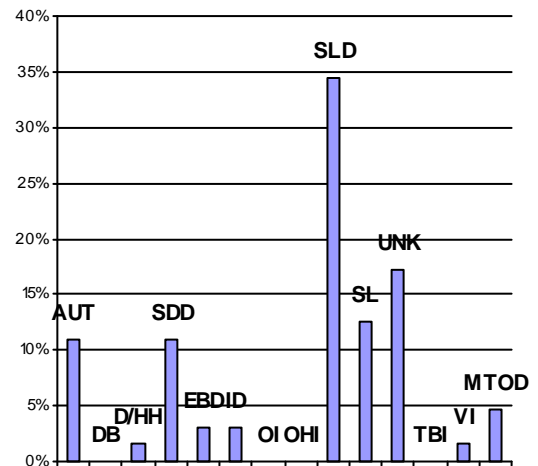
Race/Ethnicity	Count	Percent
White	29	45.3%
Black or African American (B/AA)	16	25.0%
Hispanic or Latino (H/L)	15	23.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.6%
Unknown (UNK)	3	4.7%



Grade	Count	Percent
K-5	57	89.1%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	7	10.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	10.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.6%
Significant Developmental Delay (SDD)	7	10.9%
Emotional Behavioral Disorder (EBD)	2	3.1%
Intellectual Disability (ID)	2	3.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	22	34.4%
Speech/Language Impairment (SL)	8	12.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.6%
More Than One Disability (MTOD)	3	4.7%
Unknown (UNK)	11	17.2%



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

2015 Special Education Parent Survey Report

Colquitt County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	45 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	73
11	Teachers encourage me to participate in the decision-making process.	72
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	68
13	The school communicates regularly with me regarding my child's progress on IEP goals.	67
9	Teachers seek out parent input.	65
8	Teachers treat me as a team member.	65
6	My child's evaluation report and other written information are written in terms I understand.	63
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	62
14	The school gives me choices with regard to services that address my child's needs.	60
16	The school offers parents a variety of ways to communicate with teachers.	60
17	The school gives parents the help they may need to play an active role in their child's education.	59
18	The school provides information on agencies that can assist my child in the transition from school.	53
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	52
5	I was given information about organizations that offer support for parents of students with disabilities.	49
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
15	The school offers parents training about special education issues.	40

For questions regarding district results, please contact Anne Ladd:

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

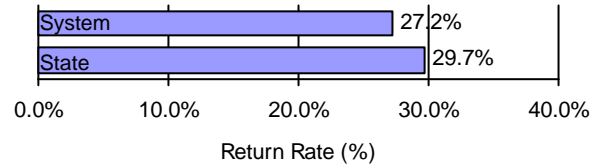


2015 Special Education Parent Survey Report

Columbia County

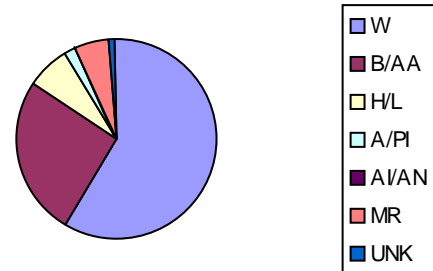
Overview

	System	State
Number of Surveys Distributed	437	41,660
Number of Valid Responses	119	12,368
Percentage Return Rate	27.2%	29.7%

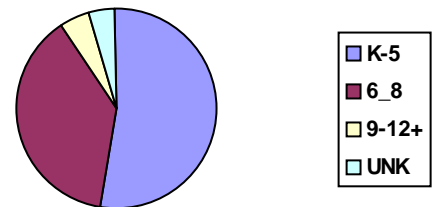


Child Demographics

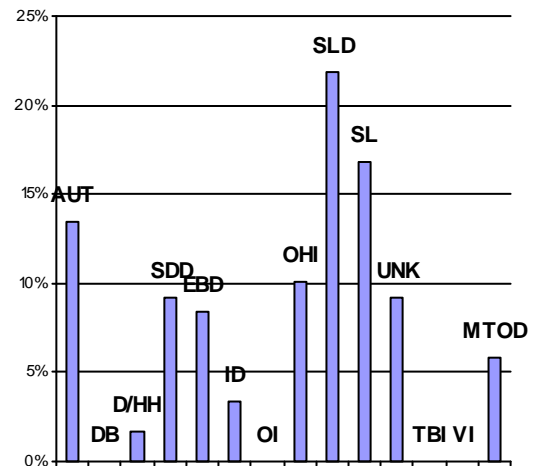
Race/Ethnicity	Count	Percent
White	69	58.0%
Black or African American (B/AA)	31	26.1%
Hispanic or Latino (H/L)	9	7.6%
Asian or Pacific Islander (A/PI)	2	1.7%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	7	5.9%
Unknown (UNK)	1	0.8%



Grade	Count	Percent
K-5	62	52.1%
6-8	46	38.7%
9-12+	6	5.0%
Unknown (UNK)	5	4.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	16	13.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	1.7%
Significant Developmental Delay (SDD)	11	9.2%
Emotional Behavioral Disorder (EBD)	10	8.4%
Intellectual Disability (ID)	4	3.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	12	10.1%
Specific Learning Disability (SLD)	26	21.8%
Speech/Language Impairment (SL)	20	16.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	5.9%
Unknown (UNK)	11	9.2%



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

2015 Special Education Parent Survey Report

Columbia County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	48 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	66
8	Teachers treat me as a team member.	65
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	65
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	65
11	Teachers encourage me to participate in the decision-making process.	65
9	Teachers seek out parent input.	62
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	61
13	The school communicates regularly with me regarding my child's progress on IEP goals.	59
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
16	The school offers parents a variety of ways to communicate with teachers.	58
6	My child's evaluation report and other written information are written in terms I understand.	57
17	The school gives parents the help they may need to play an active role in their child's education.	51
14	The school gives me choices with regard to services that address my child's needs.	51
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	48
18	The school provides information on agencies that can assist my child in the transition from school.	36
5	I was given information about organizations that offer support for parents of students with disabilities.	34
15	The school offers parents training about special education issues.	31

For questions regarding district results, please contact Anne Ladd:

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

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

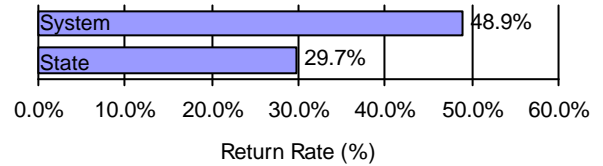


2015 Special Education Parent Survey Report

Cook County

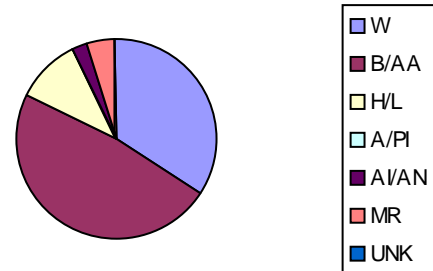
Overview

	System	State
Number of Surveys Distributed	90	41,660
Number of Valid Responses	44	12,368
Percentage Return Rate	48.9%	29.7%

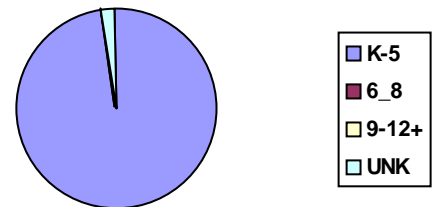


Child Demographics

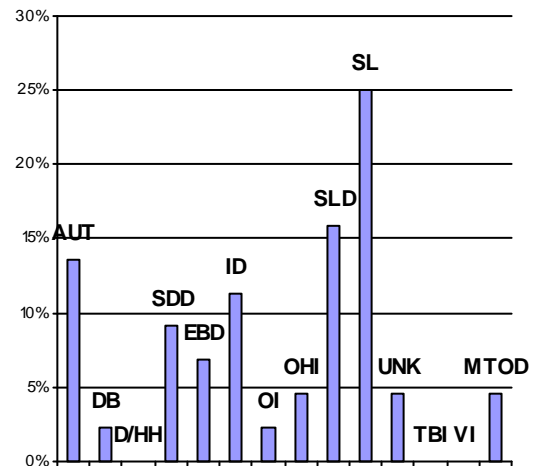
Race/Ethnicity	Count	Percent
White	15	34.1%
Black or African American (B/AA)	21	47.7%
Hispanic or Latino (H/L)	5	11.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	2.3%
Multi-racial (MR)	2	4.5%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	43	97.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	2.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	13.6%
Deaf-Blind (DB)	1	2.3%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	9.1%
Emotional Behavioral Disorder (EBD)	3	6.8%
Intellectual Disability (ID)	5	11.4%
Orthopedic Impairment (OI)	1	2.3%
Other Health Impairment (OHI)	2	4.5%
Specific Learning Disability (SLD)	7	15.9%
Speech/Language Impairment (SL)	11	25.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	4.5%
Unknown (UNK)	2	4.5%



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

2015 Special Education Parent Survey Report

Cook County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	50 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	70
11	Teachers encourage me to participate in the decision-making process.	67
13	The school communicates regularly with me regarding my child's progress on IEP goals.	67
16	The school offers parents a variety of ways to communicate with teachers.	67
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	66
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	65
3	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.	61
6	My child's evaluation report and other written information are written in terms I understand.	61
9	Teachers seek out parent input.	60
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
8	Teachers treat me as a team member.	59
14	The school gives me choices with regard to services that address my child's needs.	56
17	The school gives parents the help they may need to play an active role in their child's education.	56
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
18	The school provides information on agencies that can assist my child in the transition from school.	44
5	I was given information about organizations that offer support for parents of students with disabilities.	43
15	The school offers parents training about special education issues.	40

For questions regarding district results, please contact Anne Ladd:

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

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

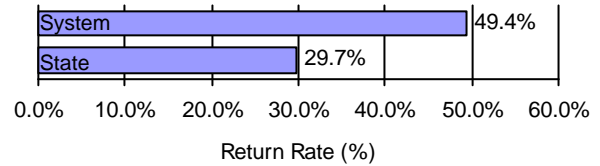


2015 Special Education Parent Survey Report

Coweta County

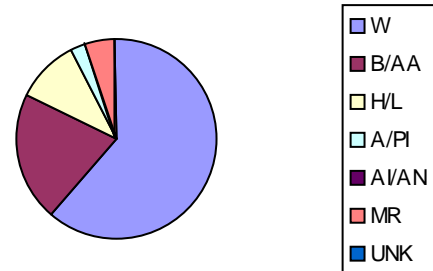
Overview

	System	State
Number of Surveys Distributed	160	41,660
Number of Valid Responses	79	12,368
Percentage Return Rate	49.4%	29.7%

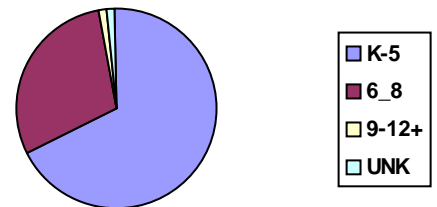


Child Demographics

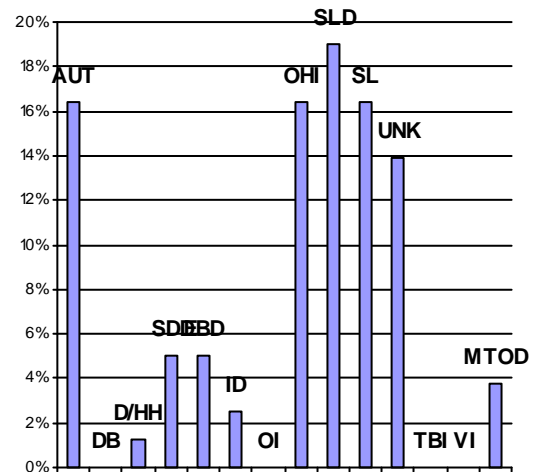
Race/Ethnicity	Count	Percent
White	48	60.8%
Black or African American (B/AA)	17	21.5%
Hispanic or Latino (H/L)	8	10.1%
Asian or Pacific Islander (A/PI)	2	2.5%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	5.1%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	53	67.1%
6-8	24	30.4%
9-12+	1	1.3%
Unknown (UNK)	1	1.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	13	16.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.3%
Significant Developmental Delay (SDD)	4	5.1%
Emotional Behavioral Disorder (EBD)	4	5.1%
Intellectual Disability (ID)	2	2.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	13	16.5%
Specific Learning Disability (SLD)	15	19.0%
Speech/Language Impairment (SL)	13	16.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	3.8%
Unknown (UNK)	11	13.9%



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

2015 Special Education Parent Survey Report

Coweta County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	57 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	81
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	79
8	Teachers treat me as a team member.	76
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	74
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	74
6	My child's evaluation report and other written information are written in terms I understand.	74
11	Teachers encourage me to participate in the decision-making process.	73
16	The school offers parents a variety of ways to communicate with teachers.	73
13	The school communicates regularly with me regarding my child's progress on IEP goals.	71
9	Teachers seek out parent input.	71
17	The school gives parents the help they may need to play an active role in their child's education.	66
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	65
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	64
14	The school gives me choices with regard to services that address my child's needs.	60
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	51
18	The school provides information on agencies that can assist my child in the transition from school.	45
5	I was given information about organizations that offer support for parents of students with disabilities.	44
15	The school offers parents training about special education issues.	43

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

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

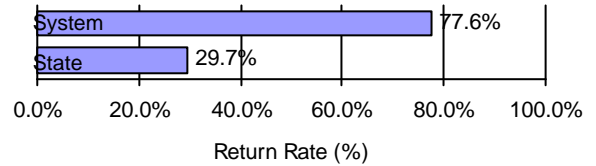


2015 Special Education Parent Survey Report

Crisp County

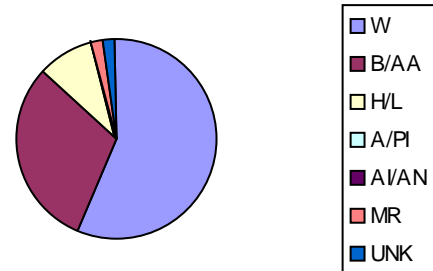
Overview

	System	State
Number of Surveys Distributed	67	41,660
Number of Valid Responses	52	12,368
Percentage Return Rate	77.6%	29.7%

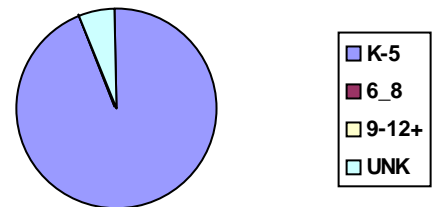


Child Demographics

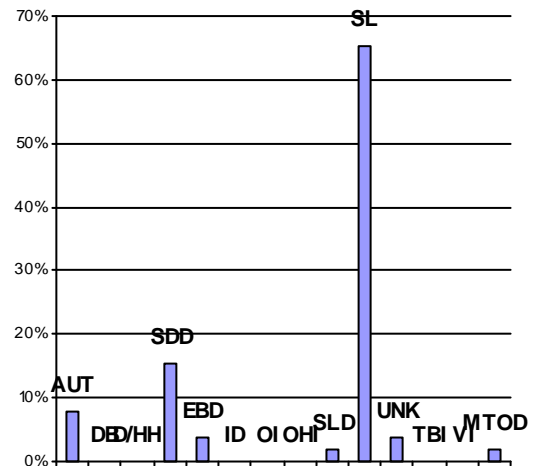
Race/Ethnicity	Count	Percent
White	29	55.8%
Black or African American (B/AA)	16	30.8%
Hispanic or Latino (H/L)	5	9.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.9%
Unknown (UNK)	1	1.9%



Grade	Count	Percent
K-5	49	94.2%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	5.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	7.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	8	15.4%
Emotional Behavioral Disorder (EBD)	2	3.8%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	1	1.9%
Speech/Language Impairment (SL)	34	65.4%
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)	2	3.8%



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

2015 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 (18 items)	21 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
13	The school communicates regularly with me regarding my child's progress on IEP goals.	35
8	Teachers treat me as a team member.	33
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	33
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	33
7	Teachers are available to speak with me.	33
9	Teachers seek out parent input.	33
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	33
11	Teachers encourage me to participate in the decision-making process.	31
16	The school offers parents a variety of ways to communicate with teachers.	31
6	My child's evaluation report and other written information are written in terms I understand.	29
18	The school provides information on agencies that can assist my child in the transition from school.	29
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	29
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	29
14	The school gives me choices with regard to services that address my child's needs.	27
15	The school offers parents training about special education issues.	25
17	The school gives parents the help they may need to play an active role in their child's education.	25
5	I was given information about organizations that offer support for parents of students with disabilities.	20
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	19

For questions regarding district results, please contact Anne Ladd:

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

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

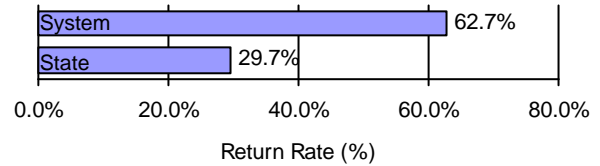


2015 Special Education Parent Survey Report

Dawson County

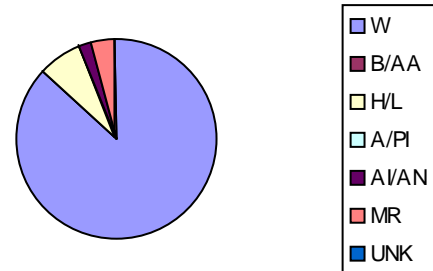
Overview

	System	State
Number of Surveys Distributed	83	41,660
Number of Valid Responses	52	12,368
Percentage Return Rate	62.7%	29.7%

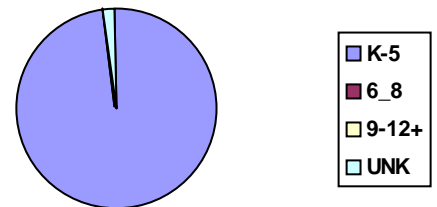


Child Demographics

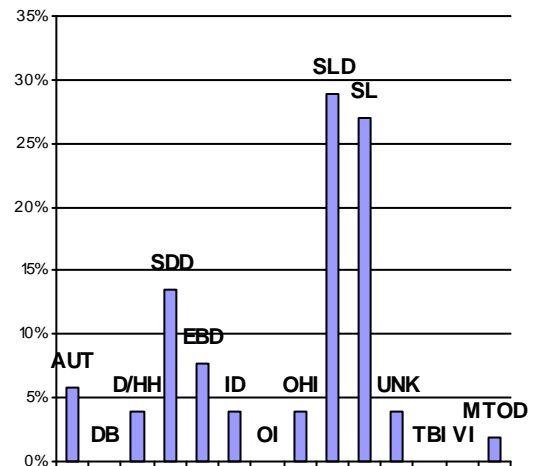
Race/Ethnicity	Count	Percent
White	45	86.5%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	4	7.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	1.9%
Multi-racial (MR)	2	3.8%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	51	98.1%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	1.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	5.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	3.8%
Significant Developmental Delay (SDD)	7	13.5%
Emotional Behavioral Disorder (EBD)	4	7.7%
Intellectual Disability (ID)	2	3.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	3.8%
Specific Learning Disability (SLD)	15	28.8%
Speech/Language Impairment (SL)	14	26.9%
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)	2	3.8%



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

2015 Special Education Parent Survey Report

Dawson County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	63 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	92
8	Teachers treat me as a team member.	88
11	Teachers encourage me to participate in the decision-making process.	86
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	85
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	84
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	83
6	My child's evaluation report and other written information are written in terms I understand.	83
9	Teachers seek out parent input.	82
13	The school communicates regularly with me regarding my child's progress on IEP goals.	80
17	The school gives parents the help they may need to play an active role in their child's education.	80
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	80
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	79
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	78
16	The school offers parents a variety of ways to communicate with teachers.	77
14	The school gives me choices with regard to services that address my child's needs.	75
5	I was given information about organizations that offer support for parents of students with disabilities.	60
18	The school provides information on agencies that can assist my child in the transition from school.	54
15	The school offers parents training about special education issues.	52

For questions regarding district results, please contact Anne Ladd:

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 aladd@doe.K12.ga.us

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

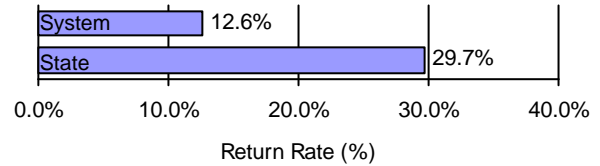


2015 Special Education Parent Survey Report

DeKalb County

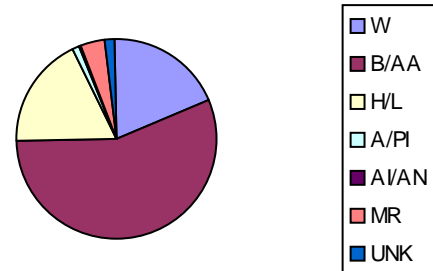
Overview

	System	State
Number of Surveys Distributed	1,866	41,660
Number of Valid Responses	235	12,368
Percentage Return Rate	12.6%	29.7%

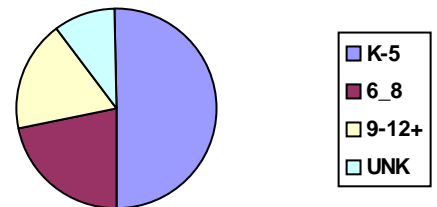


Child Demographics

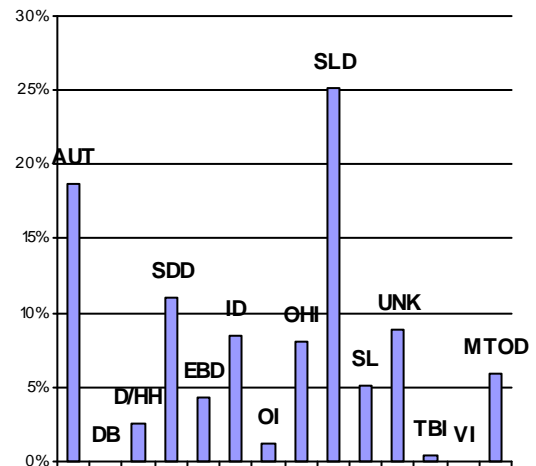
Race/Ethnicity	Count	Percent
White	45	19.1%
Black or African American (B/AA)	130	55.3%
Hispanic or Latino (H/L)	43	18.3%
Asian or Pacific Islander (A/PI)	3	1.3%
American Indian or Alaska Native (AI/AN)	1	0.4%
Multi-racial (MR)	9	3.8%
Unknown (UNK)	4	1.7%



Grade	Count	Percent
K-5	117	49.8%
6-8	51	21.7%
9-12+	43	18.3%
Unknown (UNK)	24	10.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	44	18.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	6	2.6%
Significant Developmental Delay (SDD)	26	11.1%
Emotional Behavioral Disorder (EBD)	10	4.3%
Intellectual Disability (ID)	20	8.5%
Orthopedic Impairment (OI)	3	1.3%
Other Health Impairment (OHI)	19	8.1%
Specific Learning Disability (SLD)	59	25.1%
Speech/Language Impairment (SL)	12	5.1%
Traumatic Brain injury (TBI)	1	0.4%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	14	6.0%
Unknown (UNK)	21	8.9%



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

2015 Special Education Parent Survey Report

DeKalb County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	40 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
7	Teachers are available to speak with me.	64
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	60
8	Teachers treat me as a team member.	59
11	Teachers encourage me to participate in the decision-making process.	56
6	My child's evaluation report and other written information are written in terms I understand.	55
9	Teachers seek out parent input.	54
13	The school communicates regularly with me regarding my child's progress on IEP goals.	54
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	53
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	52
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	50
16	The school offers parents a variety of ways to communicate with teachers.	48
17	The school gives parents the help they may need to play an active role in their child's education.	45
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
14	The school gives me choices with regard to services that address my child's needs.	41
5	I was given information about organizations that offer support for parents of students with disabilities.	33
18	The school provides information on agencies that can assist my child in the transition from school.	29
15	The school offers parents training about special education issues.	25

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

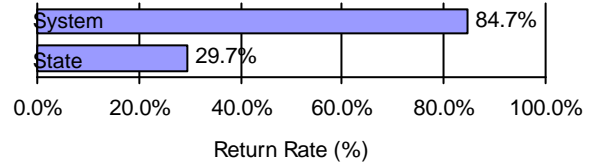


2015 Special Education Parent Survey Report

Dodge County

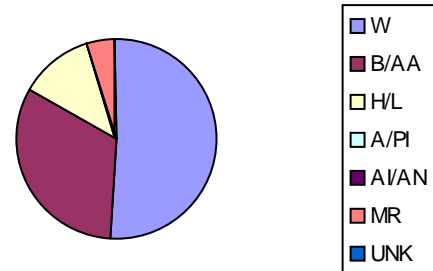
Overview

	System	State
Number of Surveys Distributed	98	41,660
Number of Valid Responses	83	12,368
Percentage Return Rate	84.7%	29.7%

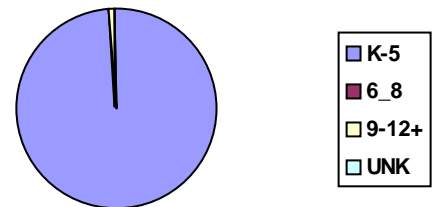


Child Demographics

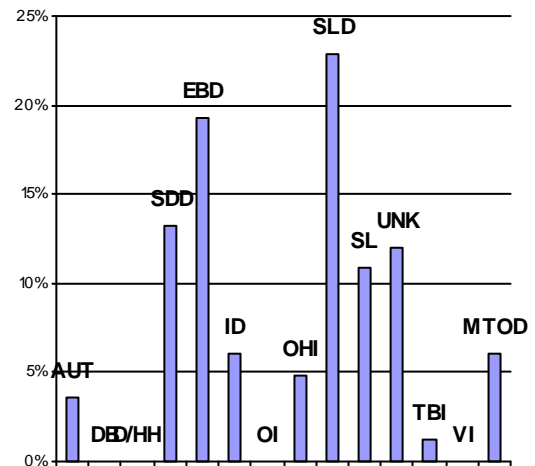
Race/Ethnicity	Count	Percent
White	42	50.6%
Black or African American (B/AA)	27	32.5%
Hispanic or Latino (H/L)	10	12.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	4.8%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	82	98.8%
6-8	0	0.0%
9-12+	1	1.2%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	3.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	11	13.3%
Emotional Behavioral Disorder (EBD)	16	19.3%
Intellectual Disability (ID)	5	6.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	4.8%
Specific Learning Disability (SLD)	19	22.9%
Speech/Language Impairment (SL)	9	10.8%
Traumatic Brain injury (TBI)	1	1.2%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	6.0%
Unknown (UNK)	10	12.0%



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

2015 Special Education Parent Survey Report

Dodge County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	43 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	63
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	59
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	57
8	Teachers treat me as a team member.	55
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	54
9	Teachers seek out parent input.	54
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	54
6	My child's evaluation report and other written information are written in terms I understand.	54
11	Teachers encourage me to participate in the decision-making process.	53
13	The school communicates regularly with me regarding my child's progress on IEP goals.	53
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	49
14	The school gives me choices with regard to services that address my child's needs.	49
17	The school gives parents the help they may need to play an active role in their child's education.	49
16	The school offers parents a variety of ways to communicate with teachers.	49
18	The school provides information on agencies that can assist my child in the transition from school.	48
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
5	I was given information about organizations that offer support for parents of students with disabilities.	39
15	The school offers parents training about special education issues.	37

For questions regarding district results, please contact Anne Ladd:

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 Georgia Department of Education
 (404) 657 7328
 aladd@doe.k12.ga.us

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

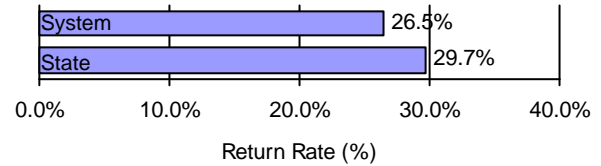


2015 Special Education Parent Survey Report

Dooly County

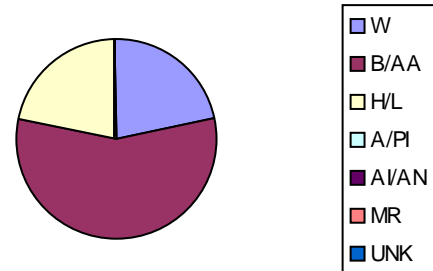
Overview

	System	State
Number of Surveys Distributed	34	41,660
Number of Valid Responses	9	12,368
Percentage Return Rate	26.5%	29.7%

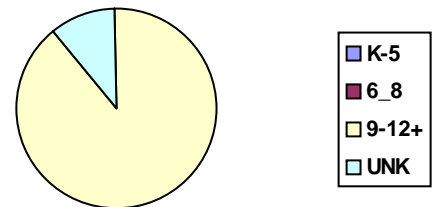


Child Demographics

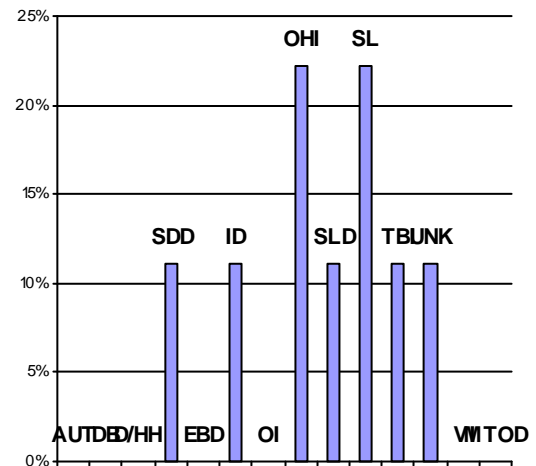
Race/Ethnicity	Count	Percent
White	2	22.2%
Black or African American (B/AA)	5	55.6%
Hispanic or Latino (H/L)	2	22.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	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)	1	11.1%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	11.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	22.2%
Specific Learning Disability (SLD)	1	11.1%
Speech/Language Impairment (SL)	2	22.2%
Traumatic Brain injury (TBI)	1	11.1%
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%

2015 Special Education Parent Survey Report

Dooly County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	22 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
17	The school gives parents the help they may need to play an active role in their child's education.	50
11	Teachers encourage me to participate in the decision-making process.	44
14	The school gives me choices with regard to services that address my child's needs.	38
16	The school offers parents a variety of ways to communicate with teachers.	38
8	Teachers treat me as a team member.	33
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	33
6	My child's evaluation report and other written information are written in terms I understand.	29
13	The school communicates regularly with me regarding my child's progress on IEP goals.	29
9	Teachers seek out parent input.	25
15	The school offers parents training about special education issues.	25
18	The school provides information on agencies that can assist my child in the transition from school.	25
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	22
5	I was given information about organizations that offer support for parents of students with disabilities.	22
7	Teachers are available to speak with me.	22
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	22
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	14
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	14
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	11

For questions regarding district results, please contact Anne Ladd:

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 Georgia Department of Education
 (404) 657 7328
 aladd@doe.k12.ga.us

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

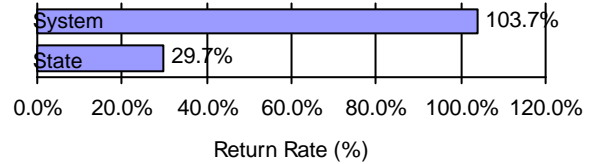


2015 Special Education Parent Survey Report

Dougherty County

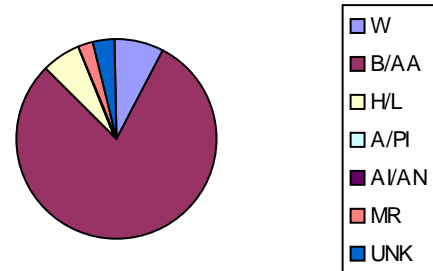
Overview

	System	State
Number of Surveys Distributed	216	41,660
Number of Valid Responses	224	12,368
Percentage Return Rate	103.7%	29.7%

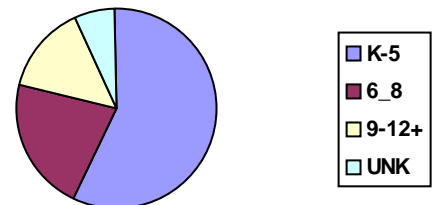


Child Demographics

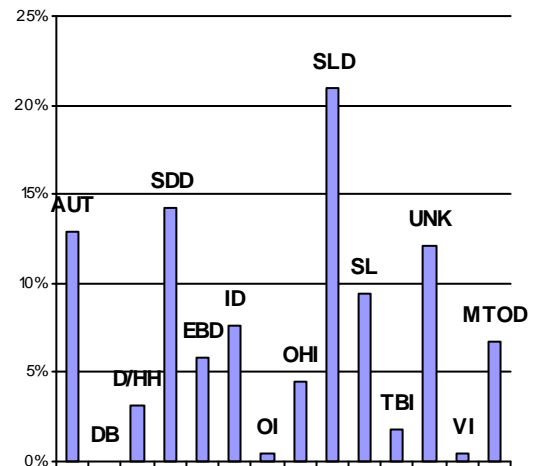
Race/Ethnicity	Count	Percent
White	18	8.0%
Black or African American (B/AA)	178	79.5%
Hispanic or Latino (H/L)	14	6.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	6	2.7%
Unknown (UNK)	8	3.6%



Grade	Count	Percent
K-5	127	56.7%
6-8	49	21.9%
9-12+	33	14.7%
Unknown (UNK)	15	6.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	29	12.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	7	3.1%
Significant Developmental Delay (SDD)	32	14.3%
Emotional Behavioral Disorder (EBD)	13	5.8%
Intellectual Disability (ID)	17	7.6%
Orthopedic Impairment (OI)	1	0.4%
Other Health Impairment (OHI)	10	4.5%
Specific Learning Disability (SLD)	47	21.0%
Speech/Language Impairment (SL)	21	9.4%
Traumatic Brain injury (TBI)	4	1.8%
Visual Impairment including Blindness (VI)	1	0.4%
More Than One Disability (MTOD)	15	6.7%
Unknown (UNK)	27	12.1%



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

2015 Special Education Parent Survey Report

Dougherty County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	44 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	65
6	My child's evaluation report and other written information are written in terms I understand.	61
11	Teachers encourage me to participate in the decision-making process.	61
13	The school communicates regularly with me regarding my child's progress on IEP goals.	59
9	Teachers seek out parent input.	58
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	58
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	57
8	Teachers treat me as a team member.	57
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	56
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	55
17	The school gives parents the help they may need to play an active role in their child's education.	55
16	The school offers parents a variety of ways to communicate with teachers.	52
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	51
14	The school gives me choices with regard to services that address my child's needs.	48
18	The school provides information on agencies that can assist my child in the transition from school.	45
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	41
15	The school offers parents training about special education issues.	40
5	I was given information about organizations that offer support for parents of students with disabilities.	40

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

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

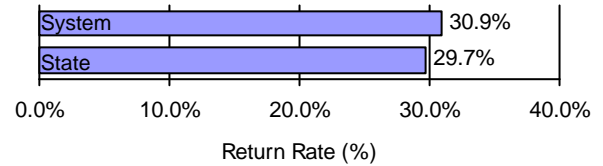


2015 Special Education Parent Survey Report

Douglas County

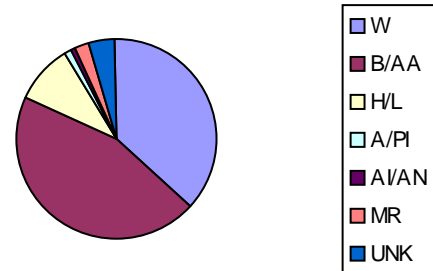
Overview

	System	State
Number of Surveys Distributed	527	41,660
Number of Valid Responses	163	12,368
Percentage Return Rate	30.9%	29.7%

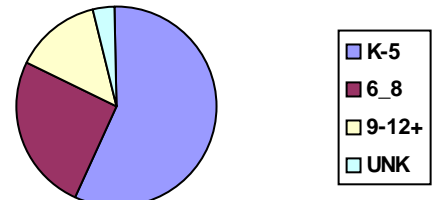


Child Demographics

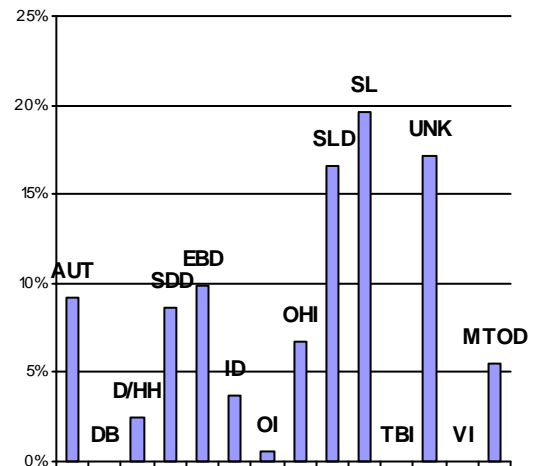
Race/Ethnicity	Count	Percent
White	60	36.8%
Black or African American (B/AA)	73	44.8%
Hispanic or Latino (H/L)	16	9.8%
Asian or Pacific Islander (A/PI)	2	1.2%
American Indian or Alaska Native (AI/AN)	1	0.6%
Multi-racial (MR)	4	2.5%
Unknown (UNK)	7	4.3%



Grade	Count	Percent
K-5	92	56.4%
6-8	42	25.8%
9-12+	23	14.1%
Unknown (UNK)	6	3.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	15	9.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	2.5%
Significant Developmental Delay (SDD)	14	8.6%
Emotional Behavioral Disorder (EBD)	16	9.8%
Intellectual Disability (ID)	6	3.7%
Orthopedic Impairment (OI)	1	0.6%
Other Health Impairment (OHI)	11	6.7%
Specific Learning Disability (SLD)	27	16.6%
Speech/Language Impairment (SL)	32	19.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	9	5.5%
Unknown (UNK)	28	17.2%



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

2015 Special Education Parent Survey Report

Douglas County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	52 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	75
8	Teachers treat me as a team member.	74
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	73
6	My child's evaluation report and other written information are written in terms I understand.	69
13	The school communicates regularly with me regarding my child's progress on IEP goals.	69
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	68
9	Teachers seek out parent input.	68
11	Teachers encourage me to participate in the decision-making process.	67
16	The school offers parents a variety of ways to communicate with teachers.	67
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	66
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	64
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	64
17	The school gives parents the help they may need to play an active role in their child's education.	61
14	The school gives me choices with regard to services that address my child's needs.	59
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	56
18	The school provides information on agencies that can assist my child in the transition from school.	48
5	I was given information about organizations that offer support for parents of students with disabilities.	46
15	The school offers parents training about special education issues.	38

For questions regarding district results, please contact Anne Ladd:

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 Georgia Department of Education
 (404) 657 7328
 aladd@doe.k12.ga.us

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

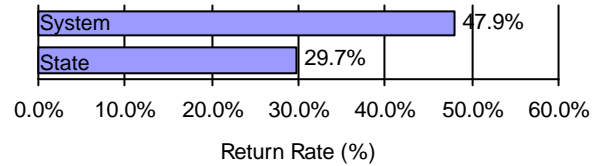


2015 Special Education Parent Survey Report

Early County

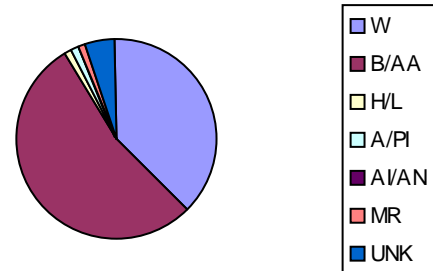
Overview

	System	State
Number of Surveys Distributed	167	41,660
Number of Valid Responses	80	12,368
Percentage Return Rate	47.9%	29.7%

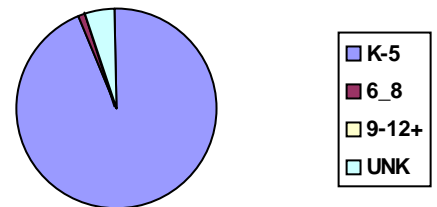


Child Demographics

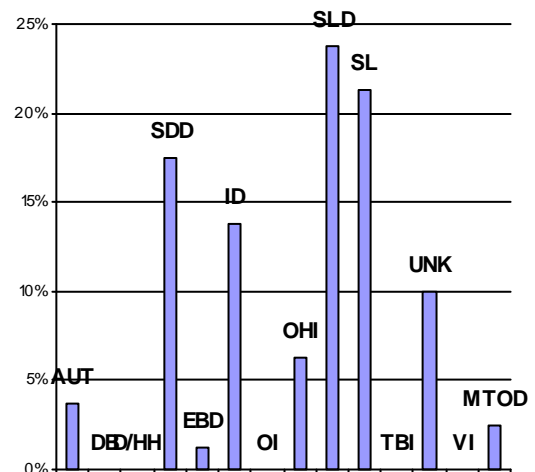
Race/Ethnicity	Count	Percent
White	30	37.5%
Black or African American (B/AA)	43	53.8%
Hispanic or Latino (H/L)	1	1.3%
Asian or Pacific Islander (A/PI)	1	1.3%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.3%
Unknown (UNK)	4	5.0%



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)	3	3.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	14	17.5%
Emotional Behavioral Disorder (EBD)	1	1.3%
Intellectual Disability (ID)	11	13.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	6.3%
Specific Learning Disability (SLD)	19	23.8%
Speech/Language Impairment (SL)	17	21.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	2.5%
Unknown (UNK)	8	10.0%



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

2015 Special Education Parent Survey Report

Early County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	68 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	85
13	The school communicates regularly with me regarding my child's progress on IEP goals.	83
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	82
16	The school offers parents a variety of ways to communicate with teachers.	82
6	My child's evaluation report and other written information are written in terms I understand.	81
9	Teachers seek out parent input.	81
8	Teachers treat me as a team member.	81
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	81
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	80
11	Teachers encourage me to participate in the decision-making process.	80
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	79
17	The school gives parents the help they may need to play an active role in their child's education.	78
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	78
15	The school offers parents training about special education issues.	68
14	The school gives me choices with regard to services that address my child's needs.	68
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	66
5	I was given information about organizations that offer support for parents of students with disabilities.	66
18	The school provides information on agencies that can assist my child in the transition from school.	66

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

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

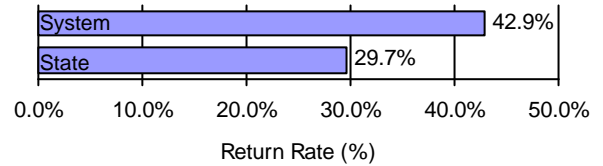


2015 Special Education Parent Survey Report

Effingham County

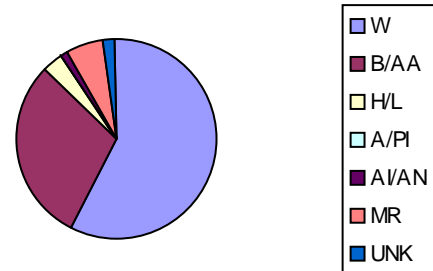
Overview

	System	State
Number of Surveys Distributed	692	41,660
Number of Valid Responses	297	12,368
Percentage Return Rate	42.9%	29.7%

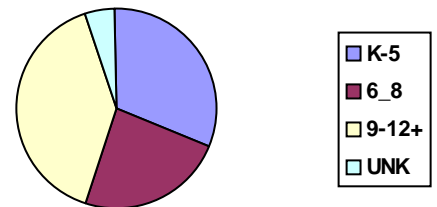


Child Demographics

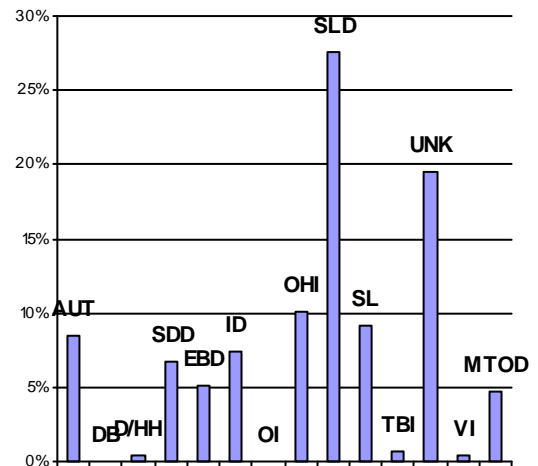
Race/Ethnicity	Count	Percent
White	170	57.2%
Black or African American (B/AA)	89	30.0%
Hispanic or Latino (H/L)	10	3.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	4	1.3%
Multi-racial (MR)	18	6.1%
Unknown (UNK)	6	2.0%



Grade	Count	Percent
K-5	93	31.3%
6-8	69	23.2%
9-12+	120	40.4%
Unknown (UNK)	15	5.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	25	8.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.3%
Significant Developmental Delay (SDD)	20	6.7%
Emotional Behavioral Disorder (EBD)	15	5.1%
Intellectual Disability (ID)	22	7.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	30	10.1%
Specific Learning Disability (SLD)	82	27.6%
Speech/Language Impairment (SL)	27	9.1%
Traumatic Brain injury (TBI)	2	0.7%
Visual Impairment including Blindness (VI)	1	0.3%
More Than One Disability (MTOD)	14	4.7%
Unknown (UNK)	58	19.5%



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

2015 Special Education Parent Survey Report

Effingham County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	42 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	65
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
6	My child's evaluation report and other written information are written in terms I understand.	62
8	Teachers treat me as a team member.	61
11	Teachers encourage me to participate in the decision-making process.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	59
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	59
9	Teachers seek out parent input.	57
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	55
16	The school offers parents a variety of ways to communicate with teachers.	55
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	52
13	The school communicates regularly with me regarding my child's progress on IEP goals.	52
17	The school gives parents the help they may need to play an active role in their child's education.	49
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	49
14	The school gives me choices with regard to services that address my child's needs.	47
18	The school provides information on agencies that can assist my child in the transition from school.	37
5	I was given information about organizations that offer support for parents of students with disabilities.	36
15	The school offers parents training about special education issues.	31

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 aladd@doe.K12.ga.us

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

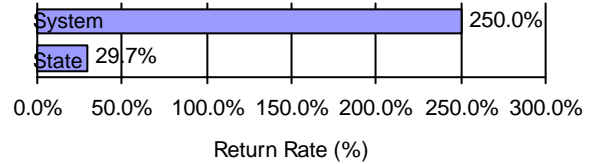


2015 Special Education Parent Survey Report

Elbert County

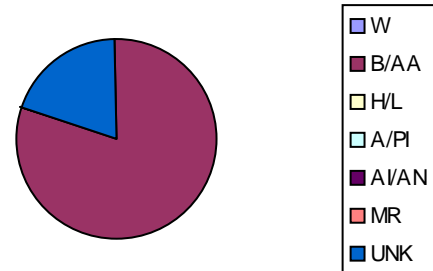
Overview

	System	State
Number of Surveys Distributed	2	41,660
Number of Valid Responses	5	12,368
Percentage Return Rate	250.0%	29.7%

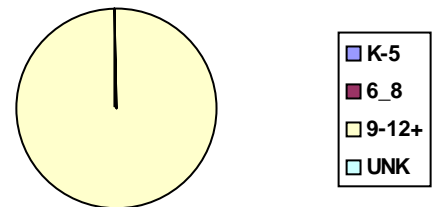


Child Demographics

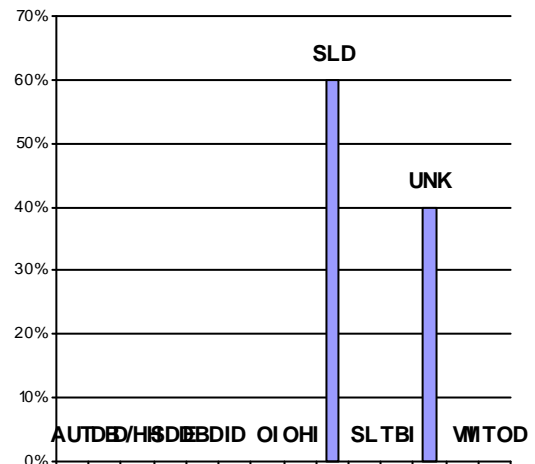
Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	4	80.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	20.0%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	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	60.0%
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)	2	40.0%



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

2015 Special Education Parent Survey Report

Elbert County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	20 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

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

For questions regarding district results, please contact Anne Ladd:

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

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

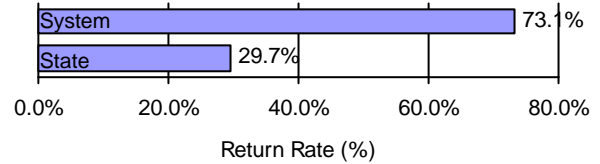


2015 Special Education Parent Survey Report

Emanuel County

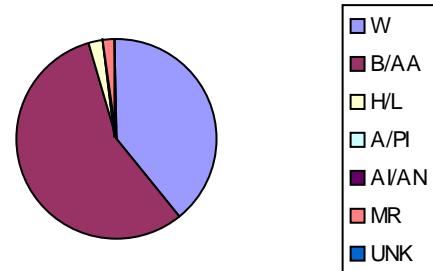
Overview

	System	State
Number of Surveys Distributed	67	41,660
Number of Valid Responses	49	12,368
Percentage Return Rate	73.1%	29.7%

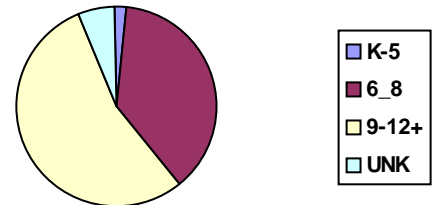


Child Demographics

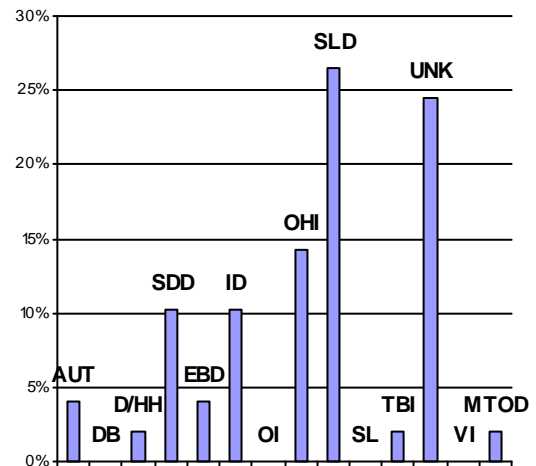
Race/Ethnicity	Count	Percent
White	19	38.8%
Black or African American (B/AA)	28	57.1%
Hispanic or Latino (H/L)	1	2.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	2.0%
6-8	18	36.7%
9-12+	27	55.1%
Unknown (UNK)	3	6.1%



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)	5	10.2%
Emotional Behavioral Disorder (EBD)	2	4.1%
Intellectual Disability (ID)	5	10.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	7	14.3%
Specific Learning Disability (SLD)	13	26.5%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	1	2.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	2.0%
Unknown (UNK)	12	24.5%



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

2015 Special Education Parent Survey Report

Emanuel County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	20 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
8	Teachers treat me as a team member.	52
7	Teachers are available to speak with me.	51
9	Teachers seek out parent input.	45
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	44
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	43
11	Teachers encourage me to participate in the decision-making process.	41
13	The school communicates regularly with me regarding my child's progress on IEP goals.	41
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	38
14	The school gives me choices with regard to services that address my child's needs.	38
16	The school offers parents a variety of ways to communicate with teachers.	37
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	35
6	My child's evaluation report and other written information are written in terms I understand.	35
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	35
5	I was given information about organizations that offer support for parents of students with disabilities.	33
18	The school provides information on agencies that can assist my child in the transition from school.	30
17	The school gives parents the help they may need to play an active role in their child's education.	27
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	22
15	The school offers parents training about special education issues.	17

For questions regarding district results, please contact Anne Ladd:

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

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

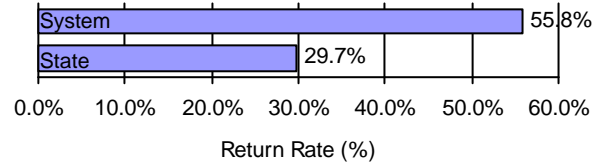


2015 Special Education Parent Survey Report

Evans County

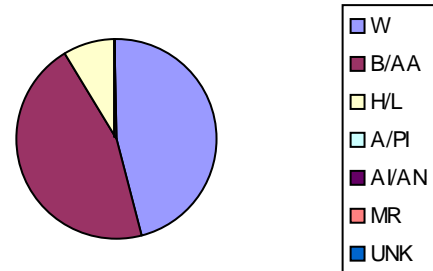
Overview

	System	State
Number of Surveys Distributed	43	41,660
Number of Valid Responses	24	12,368
Percentage Return Rate	55.8%	29.7%

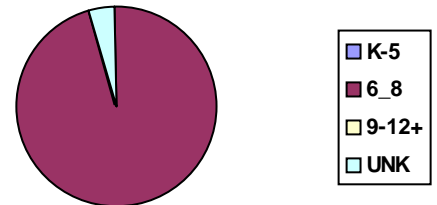


Child Demographics

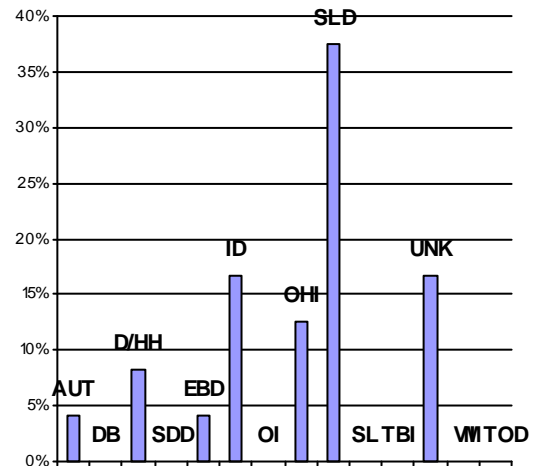
Race/Ethnicity	Count	Percent
White	11	45.8%
Black or African American (B/AA)	11	45.8%
Hispanic or Latino (H/L)	2	8.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	23	95.8%
9-12+	0	0.0%
Unknown (UNK)	1	4.2%



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)	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)	3	12.5%
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)	0	0.0%
Unknown (UNK)	4	16.7%



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

2015 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 (18 items)	17 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	46
8	Teachers treat me as a team member.	46
11	Teachers encourage me to participate in the decision-making process.	46
13	The school communicates regularly with me regarding my child's progress on IEP goals.	46
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	42
6	My child's evaluation report and other written information are written in terms I understand.	42
7	Teachers are available to speak with me.	42
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	42
17	The school gives parents the help they may need to play an active role in their child's education.	42
18	The school provides information on agencies that can assist my child in the transition from school.	40
9	Teachers seek out parent input.	39
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	38
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	38
14	The school gives me choices with regard to services that address my child's needs.	38
15	The school offers parents training about special education issues.	35
16	The school offers parents a variety of ways to communicate with teachers.	33
5	I was given information about organizations that offer support for parents of students with disabilities.	25
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	17

For questions regarding district results, please contact Anne Ladd:

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

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

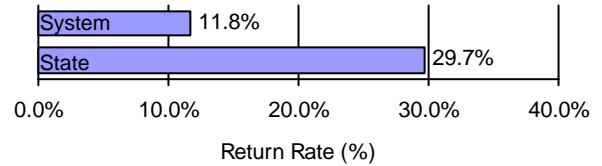


2015 Special Education Parent Survey Report

Fannin County

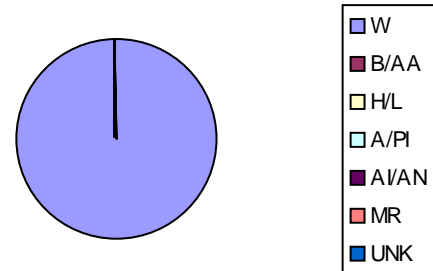
Overview

	System	State
Number of Surveys Distributed	51	41,660
Number of Valid Responses	6	12,368
Percentage Return Rate	11.8%	29.7%

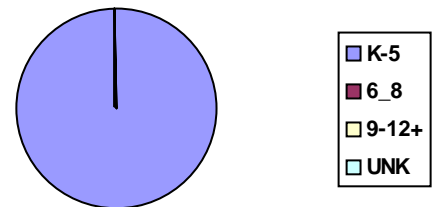


Child Demographics

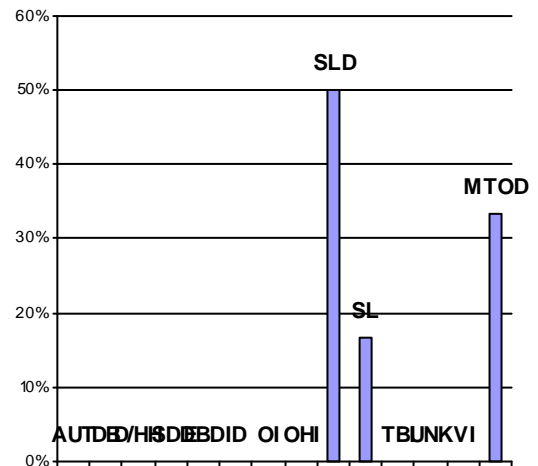
Race/Ethnicity	Count	Percent
White	6	100.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	6	100.0%
6-8	0	0.0%
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)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	3	50.0%
Speech/Language Impairment (SL)	1	16.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	33.3%
Unknown (UNK)	0	0.0%



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

2015 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 (18 items)	50 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	83
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	67
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	67
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	67
6	My child's evaluation report and other written information are written in terms I understand.	67
7	Teachers are available to speak with me.	67
8	Teachers treat me as a team member.	67
9	Teachers seek out parent input.	67
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	67
11	Teachers encourage me to participate in the decision-making process.	67
13	The school communicates regularly with me regarding my child's progress on IEP goals.	67
14	The school gives me choices with regard to services that address my child's needs.	67
16	The school offers parents a variety of ways to communicate with teachers.	67
17	The school gives parents the help they may need to play an active role in their child's education.	67
18	The school provides information on agencies that can assist my child in the transition from school.	67
15	The school offers parents training about special education issues.	60
5	I was given information about organizations that offer support for parents of students with disabilities.	50
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	50

For questions regarding district results, please contact Anne Ladd:

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

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

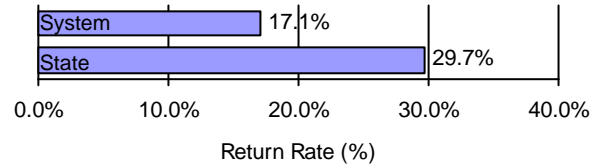


2015 Special Education Parent Survey Report

Fayette County

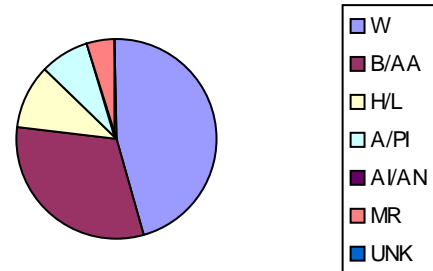
Overview

	System	State
Number of Surveys Distributed	504	41,660
Number of Valid Responses	86	12,368
Percentage Return Rate	17.1%	29.7%

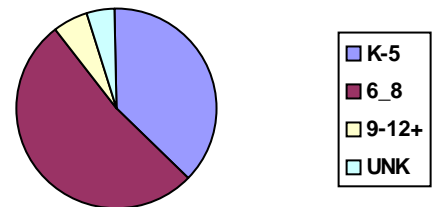


Child Demographics

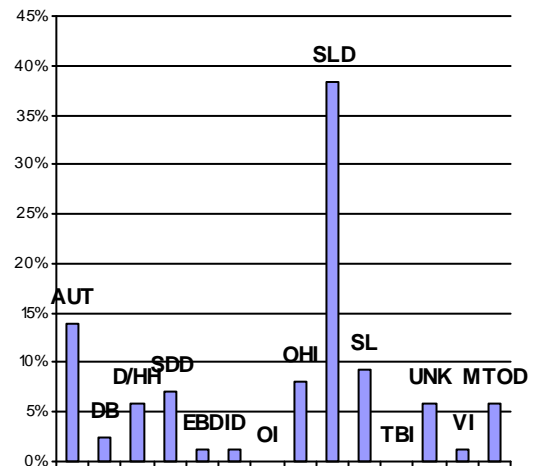
Race/Ethnicity	Count	Percent
White	39	45.3%
Black or African American (B/AA)	27	31.4%
Hispanic or Latino (H/L)	9	10.5%
Asian or Pacific Islander (A/PI)	7	8.1%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	4.7%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	32	37.2%
6-8	45	52.3%
9-12+	5	5.8%
Unknown (UNK)	4	4.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	12	14.0%
Deaf-Blind (DB)	2	2.3%
Deaf-Hard of Hearing (D/HH)	5	5.8%
Significant Developmental Delay (SDD)	6	7.0%
Emotional Behavioral Disorder (EBD)	1	1.2%
Intellectual Disability (ID)	1	1.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	7	8.1%
Specific Learning Disability (SLD)	33	38.4%
Speech/Language Impairment (SL)	8	9.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.2%
More Than One Disability (MTOD)	5	5.8%
Unknown (UNK)	5	5.8%



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

2015 Special Education Parent Survey Report

Fayette County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	47 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	87
7	Teachers are available to speak with me.	80
8	Teachers treat me as a team member.	78
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	76
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	72
11	Teachers encourage me to participate in the decision-making process.	71
16	The school offers parents a variety of ways to communicate with teachers.	69
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	67
6	My child's evaluation report and other written information are written in terms I understand.	65
13	The school communicates regularly with me regarding my child's progress on IEP goals.	64
9	Teachers seek out parent input.	63
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	61
17	The school gives parents the help they may need to play an active role in their child's education.	59
14	The school gives me choices with regard to services that address my child's needs.	56
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	55
18	The school provides information on agencies that can assist my child in the transition from school.	42
15	The school offers parents training about special education issues.	42
5	I was given information about organizations that offer support for parents of students with disabilities.	29

For questions regarding district results, please contact Anne Ladd:

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

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

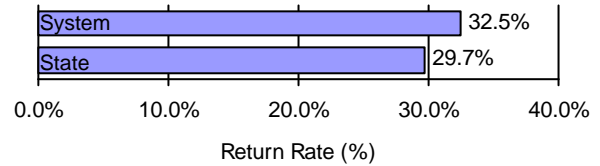


2015 Special Education Parent Survey Report

Floyd County

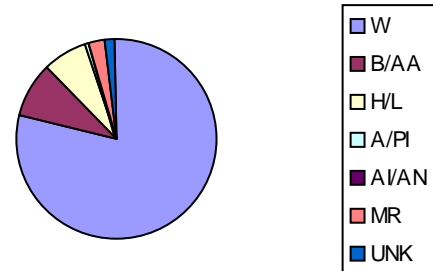
Overview

	System	State
Number of Surveys Distributed	375	41,660
Number of Valid Responses	122	12,368
Percentage Return Rate	32.5%	29.7%

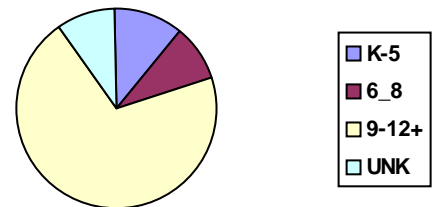


Child Demographics

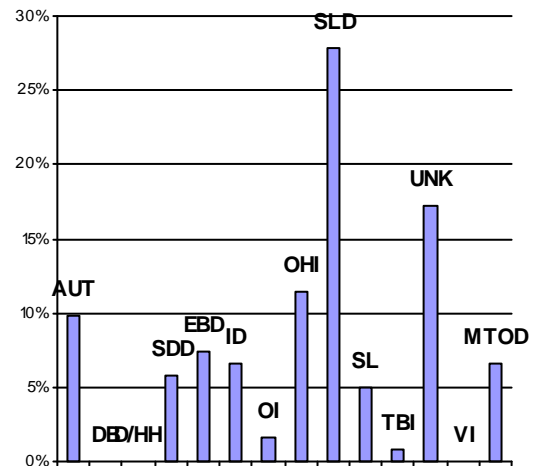
Race/Ethnicity	Count	Percent
White	96	78.7%
Black or African American (B/AA)	11	9.0%
Hispanic or Latino (H/L)	9	7.4%
Asian or Pacific Islander (A/PI)	1	0.8%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	2.5%
Unknown (UNK)	2	1.6%



Grade	Count	Percent
K-5	14	11.5%
6-8	11	9.0%
9-12+	85	69.7%
Unknown (UNK)	12	9.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	12	9.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	7	5.7%
Emotional Behavioral Disorder (EBD)	9	7.4%
Intellectual Disability (ID)	8	6.6%
Orthopedic Impairment (OI)	2	1.6%
Other Health Impairment (OHI)	14	11.5%
Specific Learning Disability (SLD)	34	27.9%
Speech/Language Impairment (SL)	6	4.9%
Traumatic Brain injury (TBI)	1	0.8%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	8	6.6%
Unknown (UNK)	21	17.2%



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

2015 Special Education Parent Survey Report

Floyd County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	38 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	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.	57
8	Teachers treat me as a team member.	57
11	Teachers encourage me to participate in the decision-making process.	55
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	55
9	Teachers seek out parent input.	53
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	53
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	50
13	The school communicates regularly with me regarding my child's progress on IEP goals.	50
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	47
6	My child's evaluation report and other written information are written in terms I understand.	45
16	The school offers parents a variety of ways to communicate with teachers.	45
14	The school gives me choices with regard to services that address my child's needs.	43
17	The school gives parents the help they may need to play an active role in their child's education.	41
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	38
18	The school provides information on agencies that can assist my child in the transition from school.	37
5	I was given information about organizations that offer support for parents of students with disabilities.	31
15	The school offers parents training about special education issues.	28

For questions regarding district results, please contact Anne Ladd:

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

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

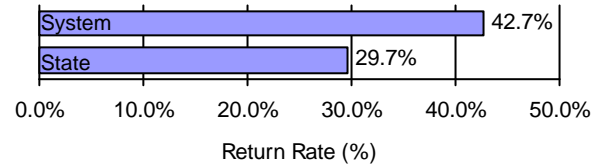


2015 Special Education Parent Survey Report

Forsyth County

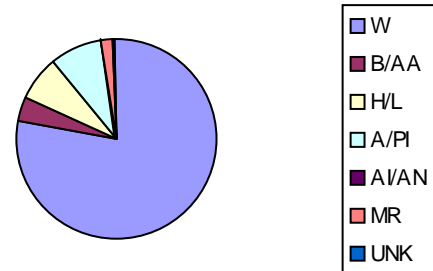
Overview

	System	State
Number of Surveys Distributed	698	41,660
Number of Valid Responses	298	12,368
Percentage Return Rate	42.7%	29.7%

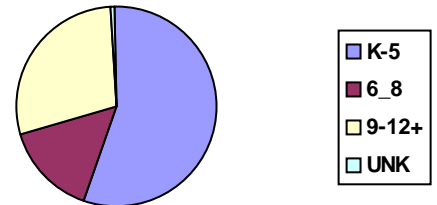


Child Demographics

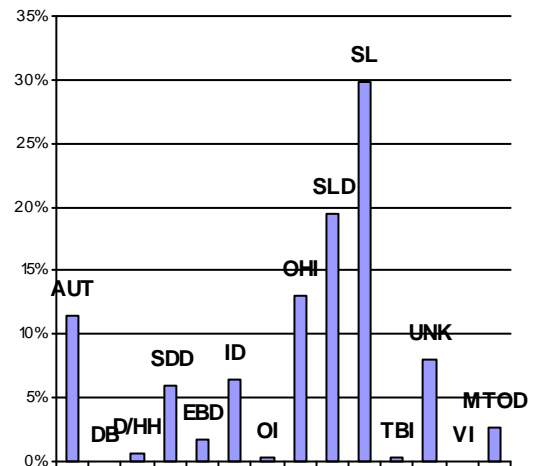
Race/Ethnicity	Count	Percent
White	231	77.5%
Black or African American (B/AA)	12	4.0%
Hispanic or Latino (H/L)	22	7.4%
Asian or Pacific Islander (A/PI)	26	8.7%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	6	2.0%
Unknown (UNK)	1	0.3%



Grade	Count	Percent
K-5	164	55.0%
6-8	45	15.1%
9-12+	87	29.2%
Unknown (UNK)	2	0.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	34	11.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	0.7%
Significant Developmental Delay (SDD)	18	6.0%
Emotional Behavioral Disorder (EBD)	5	1.7%
Intellectual Disability (ID)	19	6.4%
Orthopedic Impairment (OI)	1	0.3%
Other Health Impairment (OHI)	39	13.1%
Specific Learning Disability (SLD)	58	19.5%
Speech/Language Impairment (SL)	89	29.9%
Traumatic Brain injury (TBI)	1	0.3%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	8	2.7%
Unknown (UNK)	24	8.1%



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

2015 Special Education Parent Survey Report

Forsyth County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	51 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	75
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	73
8	Teachers treat me as a team member.	71
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	70
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	65
11	Teachers encourage me to participate in the decision-making process.	65
6	My child's evaluation report and other written information are written in terms I understand.	65
16	The school offers parents a variety of ways to communicate with teachers.	64
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
9	Teachers seek out parent input.	59
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	59
13	The school communicates regularly with me regarding my child's progress on IEP goals.	57
17	The school gives parents the help they may need to play an active role in their child's education.	55
14	The school gives me choices with regard to services that address my child's needs.	54
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
15	The school offers parents training about special education issues.	47
18	The school provides information on agencies that can assist my child in the transition from school.	43
5	I was given information about organizations that offer support for parents of students with disabilities.	42

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

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

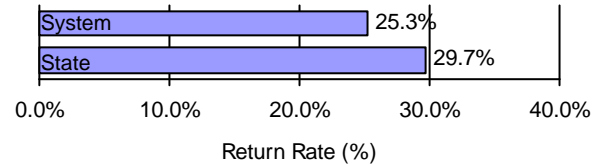


2015 Special Education Parent Survey Report

Franklin County

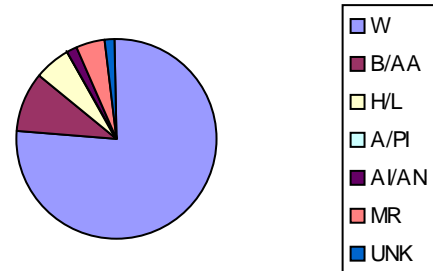
Overview

	System	State
Number of Surveys Distributed	249	41,660
Number of Valid Responses	63	12,368
Percentage Return Rate	25.3%	29.7%

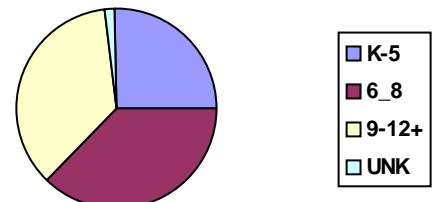


Child Demographics

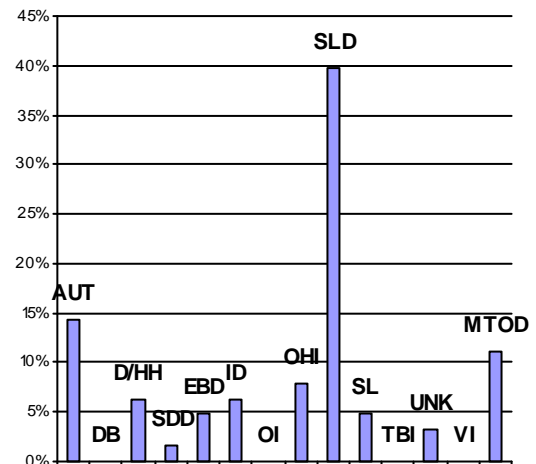
Race/Ethnicity	Count	Percent
White	48	76.2%
Black or African American (B/AA)	6	9.5%
Hispanic or Latino (H/L)	4	6.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	1.6%
Multi-racial (MR)	3	4.8%
Unknown (UNK)	1	1.6%



Grade	Count	Percent
K-5	16	25.4%
6-8	23	36.5%
9-12+	23	36.5%
Unknown (UNK)	1	1.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	9	14.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	6.3%
Significant Developmental Delay (SDD)	1	1.6%
Emotional Behavioral Disorder (EBD)	3	4.8%
Intellectual Disability (ID)	4	6.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	7.9%
Specific Learning Disability (SLD)	25	39.7%
Speech/Language Impairment (SL)	3	4.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	11.1%
Unknown (UNK)	2	3.2%



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

2015 Special Education Parent Survey Report

Franklin County

Parent Satisfaction

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

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	68
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
6	My child's evaluation report and other written information are written in terms I understand.	64
9	Teachers seek out parent input.	64
11	Teachers encourage me to participate in the decision-making process.	63
13	The school communicates regularly with me regarding my child's progress on IEP goals.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	62
8	Teachers treat me as a team member.	62
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	60
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	57
16	The school offers parents a variety of ways to communicate with teachers.	57
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	56
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
14	The school gives me choices with regard to services that address my child's needs.	52
17	The school gives parents the help they may need to play an active role in their child's education.	52
5	I was given information about organizations that offer support for parents of students with disabilities.	47
18	The school provides information on agencies that can assist my child in the transition from school.	47
15	The school offers parents training about special education issues.	32

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

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

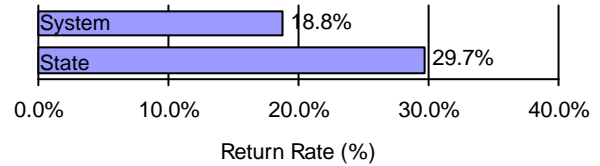


2015 Special Education Parent Survey Report

Fulton County

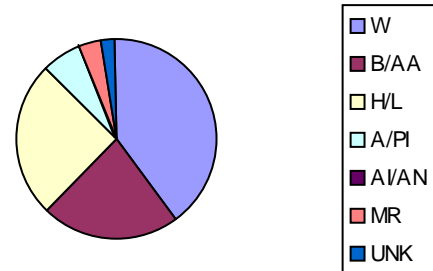
Overview

	System	State
Number of Surveys Distributed	1,729	41,660
Number of Valid Responses	325	12,368
Percentage Return Rate	18.8%	29.7%

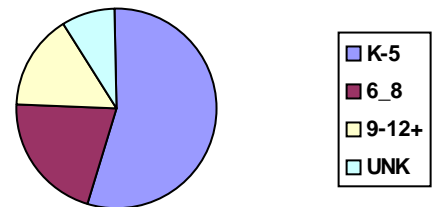


Child Demographics

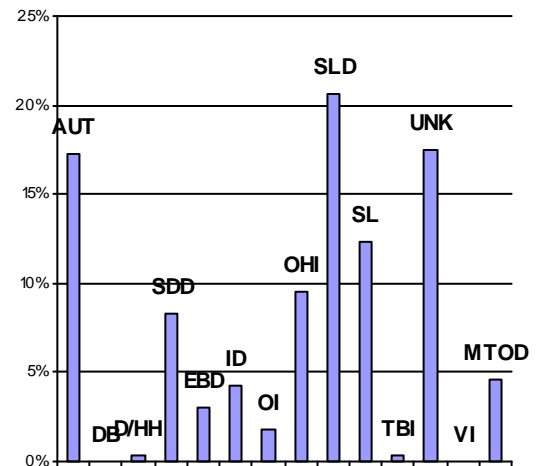
Race/Ethnicity	Count	Percent
White	129	39.7%
Black or African American (B/AA)	72	22.2%
Hispanic or Latino (H/L)	83	25.5%
Asian or Pacific Islander (A/PI)	22	6.8%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	12	3.7%
Unknown (UNK)	7	2.2%



Grade	Count	Percent
K-5	176	54.2%
6-8	69	21.2%
9-12+	51	15.7%
Unknown (UNK)	29	8.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	56	17.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.3%
Significant Developmental Delay (SDD)	27	8.3%
Emotional Behavioral Disorder (EBD)	10	3.1%
Intellectual Disability (ID)	14	4.3%
Orthopedic Impairment (OI)	6	1.8%
Other Health Impairment (OHI)	31	9.5%
Specific Learning Disability (SLD)	67	20.6%
Speech/Language Impairment (SL)	40	12.3%
Traumatic Brain injury (TBI)	1	0.3%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	15	4.6%
Unknown (UNK)	57	17.5%



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

2015 Special Education Parent Survey Report

Fulton County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	40 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
7	Teachers are available to speak with me.	69
8	Teachers treat me as a team member.	66
6	My child's evaluation report and other written information are written in terms I understand.	64
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	61
11	Teachers encourage me to participate in the decision-making process.	60
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	59
9	Teachers seek out parent input.	58
13	The school communicates regularly with me regarding my child's progress on IEP goals.	55
16	The school offers parents a variety of ways to communicate with teachers.	52
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	52
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	49
17	The school gives parents the help they may need to play an active role in their child's education.	47
14	The school gives me choices with regard to services that address my child's needs.	46
18	The school provides information on agencies that can assist my child in the transition from school.	28
5	I was given information about organizations that offer support for parents of students with disabilities.	27
15	The school offers parents training about special education issues.	23

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

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

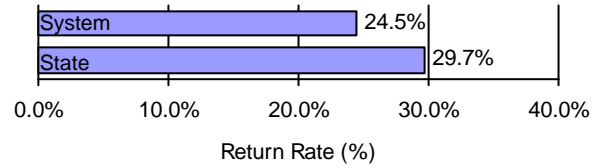


2015 Special Education Parent Survey Report

Gilmer County

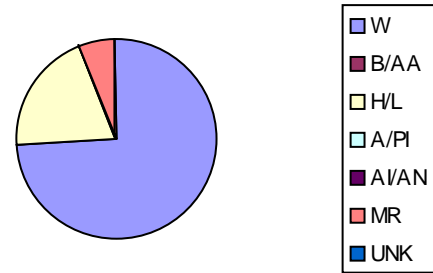
Overview

	System	State
Number of Surveys Distributed	139	41,660
Number of Valid Responses	34	12,368
Percentage Return Rate	24.5%	29.7%

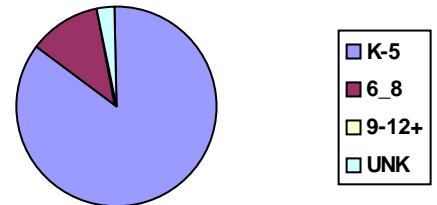


Child Demographics

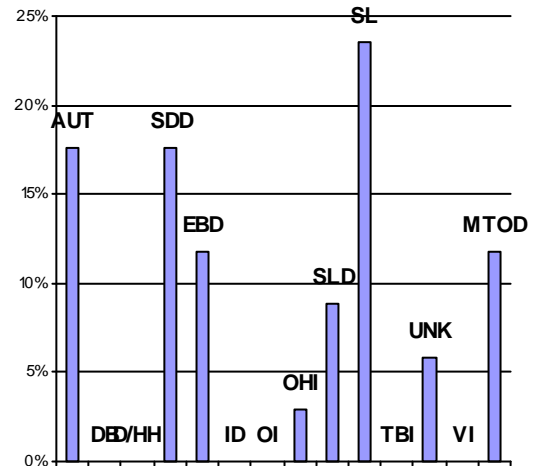
Race/Ethnicity	Count	Percent
White	25	73.5%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	7	20.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	5.9%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	29	85.3%
6-8	4	11.8%
9-12+	0	0.0%
Unknown (UNK)	1	2.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	17.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	17.6%
Emotional Behavioral Disorder (EBD)	4	11.8%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.9%
Specific Learning Disability (SLD)	3	8.8%
Speech/Language Impairment (SL)	8	23.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	11.8%
Unknown (UNK)	2	5.9%



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

2015 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 (18 items)	35 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	79
7	Teachers are available to speak with me.	73
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	68
8	Teachers treat me as a team member.	67
6	My child's evaluation report and other written information are written in terms I understand.	66
13	The school communicates regularly with me regarding my child's progress on IEP goals.	62
11	Teachers encourage me to participate in the decision-making process.	61
16	The school offers parents a variety of ways to communicate with teachers.	59
17	The school gives parents the help they may need to play an active role in their child's education.	59
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	57
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	56
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	53
14	The school gives me choices with regard to services that address my child's needs.	48
9	Teachers seek out parent input.	47
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
15	The school offers parents training about special education issues.	33
5	I was given information about organizations that offer support for parents of students with disabilities.	32
18	The school provides information on agencies that can assist my child in the transition from school.	31

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 aladd@doe.K12.ga.us

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

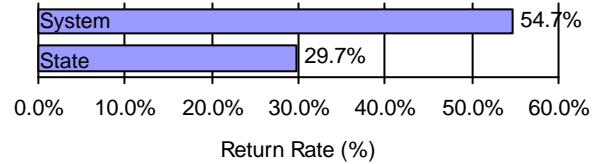


2015 Special Education Parent Survey Report

Glynn County

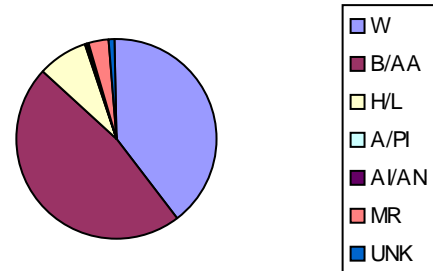
Overview

	System	State
Number of Surveys Distributed	435	41,660
Number of Valid Responses	238	12,368
Percentage Return Rate	54.7%	29.7%

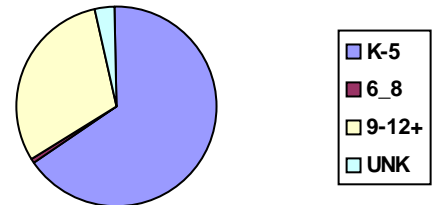


Child Demographics

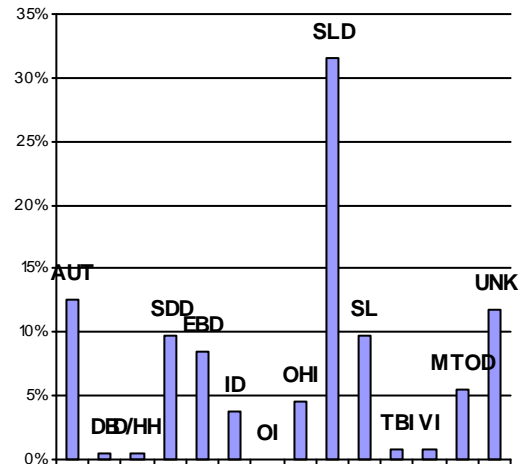
Race/Ethnicity	Count	Percent
White	94	39.5%
Black or African American (B/AA)	112	47.1%
Hispanic or Latino (H/L)	20	8.4%
Asian or Pacific Islander (A/PI)	1	0.4%
American Indian or Alaska Native (AI/AN)	1	0.4%
Multi-racial (MR)	8	3.4%
Unknown (UNK)	2	0.8%



Grade	Count	Percent
K-5	155	65.1%
6-8	1	0.4%
9-12+	74	31.1%
Unknown (UNK)	8	3.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	30	12.6%
Deaf-Blind (DB)	1	0.4%
Deaf-Hard of Hearing (D/HH)	1	0.4%
Significant Developmental Delay (SDD)	23	9.7%
Emotional Behavioral Disorder (EBD)	20	8.4%
Intellectual Disability (ID)	9	3.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	11	4.6%
Specific Learning Disability (SLD)	75	31.5%
Speech/Language Impairment (SL)	23	9.7%
Traumatic Brain injury (TBI)	2	0.8%
Visual Impairment including Blindness (VI)	2	0.8%
More Than One Disability (MTOD)	13	5.5%
Unknown (UNK)	28	11.8%



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

2015 Special Education Parent Survey Report

Glynn County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	45 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
7	Teachers are available to speak with me.	64
11	Teachers encourage me to participate in the decision-making process.	64
6	My child's evaluation report and other written information are written in terms I understand.	64
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	62
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	59
8	Teachers treat me as a team member.	58
13	The school communicates regularly with me regarding my child's progress on IEP goals.	58
17	The school gives parents the help they may need to play an active role in their child's education.	58
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	57
16	The school offers parents a variety of ways to communicate with teachers.	57
9	Teachers seek out parent input.	57
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	55
14	The school gives me choices with regard to services that address my child's needs.	52
18	The school provides information on agencies that can assist my child in the transition from school.	46
5	I was given information about organizations that offer support for parents of students with disabilities.	43
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	41
15	The school offers parents training about special education issues.	40

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

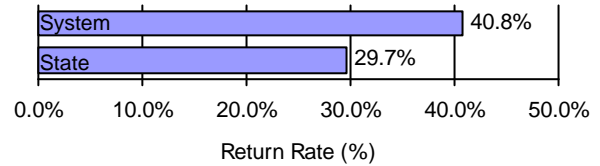


2015 Special Education Parent Survey Report

Grady County

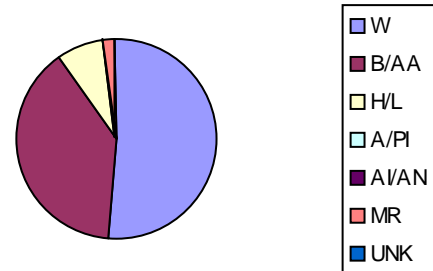
Overview

	System	State
Number of Surveys Distributed	125	41,660
Number of Valid Responses	51	12,368
Percentage Return Rate	40.8%	29.7%

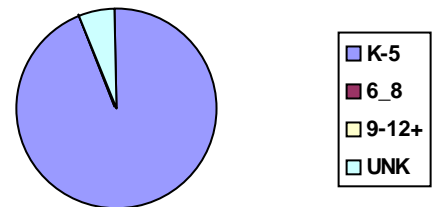


Child Demographics

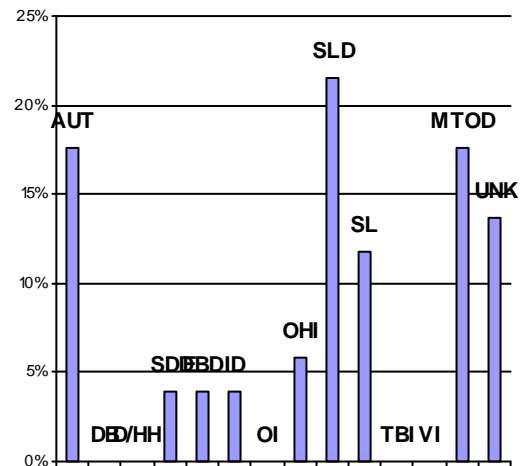
Race/Ethnicity	Count	Percent
White	26	51.0%
Black or African American (B/AA)	20	39.2%
Hispanic or Latino (H/L)	4	7.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	48	94.1%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	5.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	9	17.6%
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)	2	3.9%
Intellectual Disability (ID)	2	3.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	5.9%
Specific Learning Disability (SLD)	11	21.6%
Speech/Language Impairment (SL)	6	11.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	9	17.6%
Unknown (UNK)	7	13.7%



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

2015 Special Education Parent Survey Report

Grady County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	41 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
11	Teachers encourage me to participate in the decision-making process.	67
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	64
7	Teachers are available to speak with me.	63
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	61
6	My child's evaluation report and other written information are written in terms I understand.	61
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	57
13	The school communicates regularly with me regarding my child's progress on IEP goals.	56
16	The school offers parents a variety of ways to communicate with teachers.	56
8	Teachers treat me as a team member.	54
9	Teachers seek out parent input.	53
17	The school gives parents the help they may need to play an active role in their child's education.	51
14	The school gives me choices with regard to services that address my child's needs.	49
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	49
18	The school provides information on agencies that can assist my child in the transition from school.	46
5	I was given information about organizations that offer support for parents of students with disabilities.	44
15	The school offers parents training about special education issues.	42
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	34

For questions regarding district results, please contact Anne Ladd:

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

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

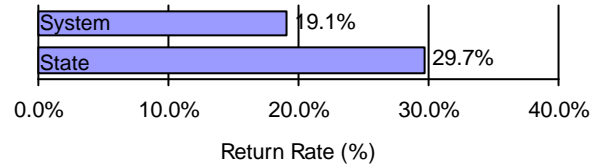


2015 Special Education Parent Survey Report

Greene County

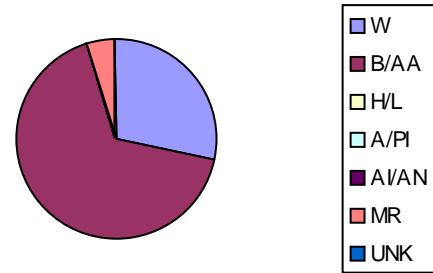
Overview

	System	State
Number of Surveys Distributed	110	41,660
Number of Valid Responses	21	12,368
Percentage Return Rate	19.1%	29.7%

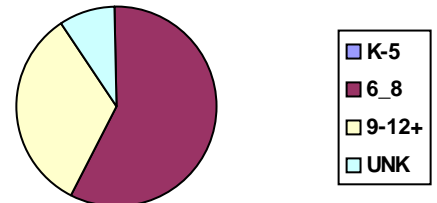


Child Demographics

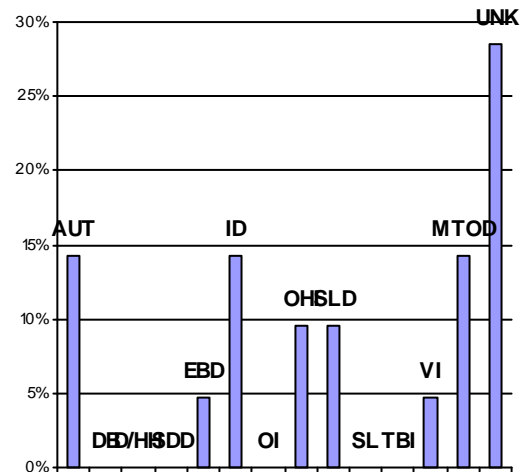
Race/Ethnicity	Count	Percent
White	6	28.6%
Black or African American (B/AA)	14	66.7%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	4.8%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	12	57.1%
9-12+	7	33.3%
Unknown (UNK)	2	9.5%



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)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	4.8%
Intellectual Disability (ID)	3	14.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	9.5%
Specific Learning Disability (SLD)	2	9.5%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	4.8%
More Than One Disability (MTOD)	3	14.3%
Unknown (UNK)	6	28.6%



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

2015 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 (18 items)	52 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	76
7	Teachers are available to speak with me.	75
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	71
8	Teachers treat me as a team member.	71
11	Teachers encourage me to participate in the decision-making process.	71
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	67
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	67
13	The school communicates regularly with me regarding my child's progress on IEP goals.	67
14	The school gives me choices with regard to services that address my child's needs.	67
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	62
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	62
16	The school offers parents a variety of ways to communicate with teachers.	62
5	I was given information about organizations that offer support for parents of students with disabilities.	57
6	My child's evaluation report and other written information are written in terms I understand.	57
9	Teachers seek out parent input.	57
17	The school gives parents the help they may need to play an active role in their child's education.	55
18	The school provides information on agencies that can assist my child in the transition from school.	50
15	The school offers parents training about special education issues.	48

For questions regarding district results, please contact Anne Ladd:

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 Georgia Department of Education
 (404) 657 7328
 aladd@doe.k12.ga.us

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

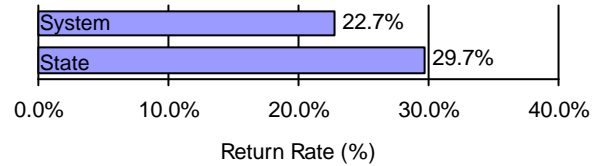


2015 Special Education Parent Survey Report

Gwinnett County

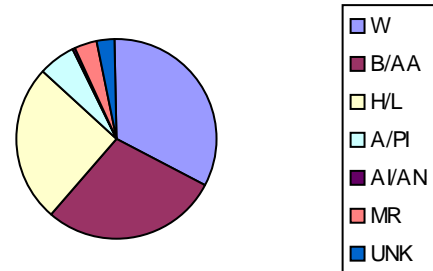
Overview

	System	State
Number of Surveys Distributed	3,355	41,660
Number of Valid Responses	762	12,368
Percentage Return Rate	22.7%	29.7%

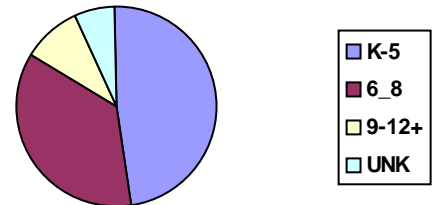


Child Demographics

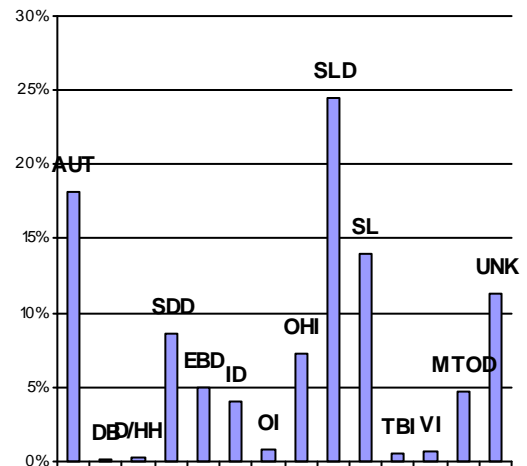
Race/Ethnicity	Count	Percent
White	250	32.8%
Black or African American (B/AA)	215	28.2%
Hispanic or Latino (H/L)	198	26.0%
Asian or Pacific Islander (A/PI)	45	5.9%
American Indian or Alaska Native (AI/AN)	3	0.4%
Multi-racial (MR)	30	3.9%
Unknown (UNK)	21	2.8%



Grade	Count	Percent
K-5	361	47.4%
6-8	274	36.0%
9-12+	76	10.0%
Unknown (UNK)	51	6.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	138	18.1%
Deaf-Blind (DB)	1	0.1%
Deaf-Hard of Hearing (D/HH)	2	0.3%
Significant Developmental Delay (SDD)	66	8.7%
Emotional Behavioral Disorder (EBD)	38	5.0%
Intellectual Disability (ID)	31	4.1%
Orthopedic Impairment (OI)	6	0.8%
Other Health Impairment (OHI)	55	7.2%
Specific Learning Disability (SLD)	187	24.5%
Speech/Language Impairment (SL)	107	14.0%
Traumatic Brain injury (TBI)	4	0.5%
Visual Impairment including Blindness (VI)	5	0.7%
More Than One Disability (MTOD)	36	4.7%
Unknown (UNK)	86	11.3%



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

2015 Special Education Parent Survey Report

Gwinnett County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	48 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	75
7	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
8	Teachers treat me as a team member.	68
11	Teachers encourage me to participate in the decision-making process.	66
6	My child's evaluation report and other written information are written in terms I understand.	66
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	64
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	63
9	Teachers seek out parent input.	63
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	63
13	The school communicates regularly with me regarding my child's progress on IEP goals.	61
16	The school offers parents a variety of ways to communicate with teachers.	58
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	58
14	The school gives me choices with regard to services that address my child's needs.	53
17	The school gives parents the help they may need to play an active role in their child's education.	52
5	I was given information about organizations that offer support for parents of students with disabilities.	41
18	The school provides information on agencies that can assist my child in the transition from school.	38
15	The school offers parents training about special education issues.	32

For questions regarding district results, please contact Anne Ladd:

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

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

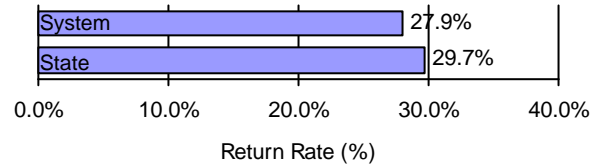


2015 Special Education Parent Survey Report

Habersham County

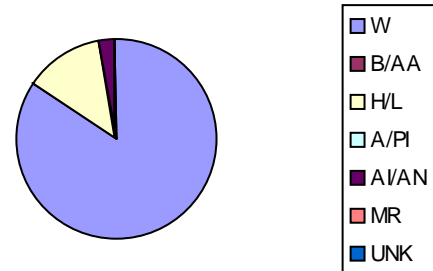
Overview

	System	State
Number of Surveys Distributed	136	41,660
Number of Valid Responses	38	12,368
Percentage Return Rate	27.9%	29.7%

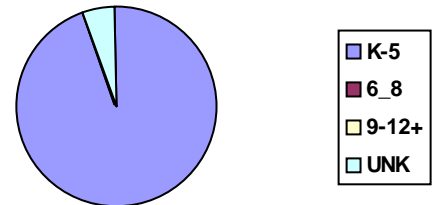


Child Demographics

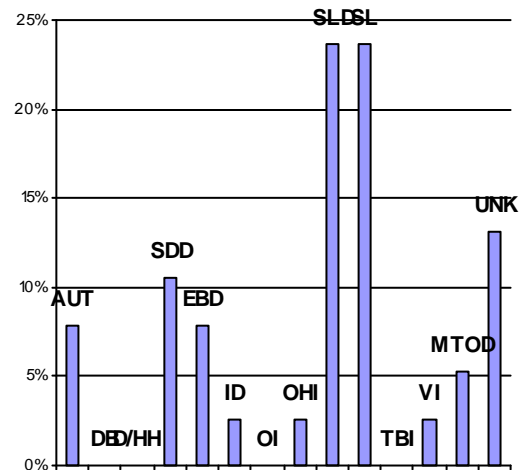
Race/Ethnicity	Count	Percent
White	32	84.2%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	5	13.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	2.6%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	36	94.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	2	5.3%



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)	4	10.5%
Emotional Behavioral Disorder (EBD)	3	7.9%
Intellectual Disability (ID)	1	2.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.6%
Specific Learning Disability (SLD)	9	23.7%
Speech/Language Impairment (SL)	9	23.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.6%
More Than One Disability (MTOD)	2	5.3%
Unknown (UNK)	5	13.2%



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

2015 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 (18 items)	42 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
13	The school communicates regularly with me regarding my child's progress on IEP goals.	63
7	Teachers are available to speak with me.	61
8	Teachers treat me as a team member.	61
16	The school offers parents a variety of ways to communicate with teachers.	58
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	57
11	Teachers encourage me to participate in the decision-making process.	57
6	My child's evaluation report and other written information are written in terms I understand.	55
9	Teachers seek out parent input.	53
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	53
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	50
17	The school gives parents the help they may need to play an active role in their child's education.	50
14	The school gives me choices with regard to services that address my child's needs.	46
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	46
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	42
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	39
18	The school provides information on agencies that can assist my child in the transition from school.	28
5	I was given information about organizations that offer support for parents of students with disabilities.	27
15	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 7328
 aladd@doe.K12.ga.us

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

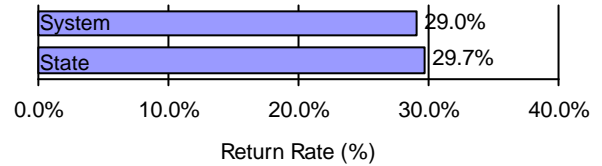


2015 Special Education Parent Survey Report

Hall County

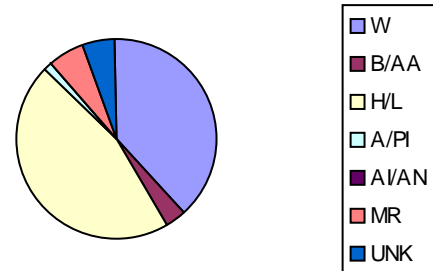
Overview

	System	State
Number of Surveys Distributed	458	41,660
Number of Valid Responses	133	12,368
Percentage Return Rate	29.0%	29.7%

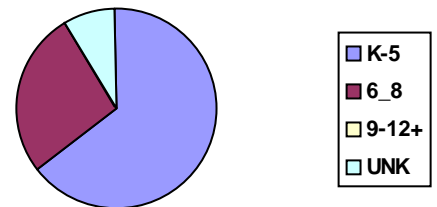


Child Demographics

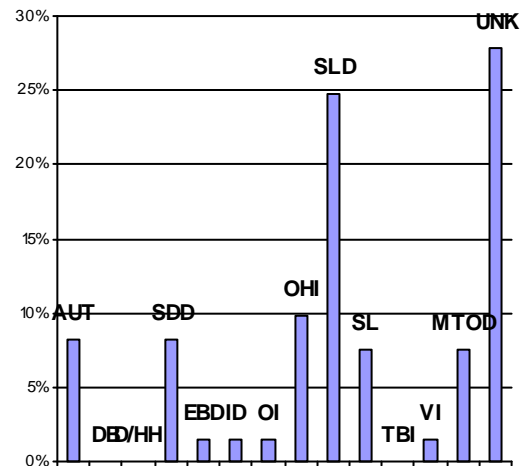
Race/Ethnicity	Count	Percent
White	51	38.3%
Black or African American (B/AA)	4	3.0%
Hispanic or Latino (H/L)	61	45.9%
Asian or Pacific Islander (A/PI)	2	1.5%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	8	6.0%
Unknown (UNK)	7	5.3%



Grade	Count	Percent
K-5	85	63.9%
6-8	37	27.8%
9-12+	0	0.0%
Unknown (UNK)	11	8.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	11	8.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	11	8.3%
Emotional Behavioral Disorder (EBD)	2	1.5%
Intellectual Disability (ID)	2	1.5%
Orthopedic Impairment (OI)	2	1.5%
Other Health Impairment (OHI)	13	9.8%
Specific Learning Disability (SLD)	33	24.8%
Speech/Language Impairment (SL)	10	7.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	2	1.5%
More Than One Disability (MTOD)	10	7.5%
Unknown (UNK)	37	27.8%



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

2015 Special Education Parent Survey Report

Hall County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	54 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	77
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	76
8	Teachers treat me as a team member.	76
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	73
11	Teachers encourage me to participate in the decision-making process.	72
13	The school communicates regularly with me regarding my child's progress on IEP goals.	70
16	The school offers parents a variety of ways to communicate with teachers.	69
6	My child's evaluation report and other written information are written in terms I understand.	69
9	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
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	68
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	65
14	The school gives me choices with regard to services that address my child's needs.	63
17	The school gives parents the help they may need to play an active role in their child's education.	61
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	58
18	The school provides information on agencies that can assist my child in the transition from school.	53
5	I was given information about organizations that offer support for parents of students with disabilities.	48
15	The school offers parents training about special education issues.	43

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

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

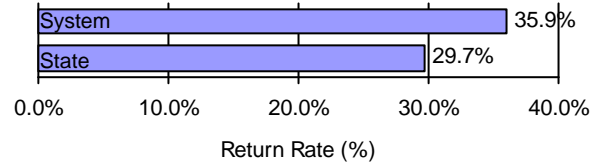


2015 Special Education Parent Survey Report

Hart County

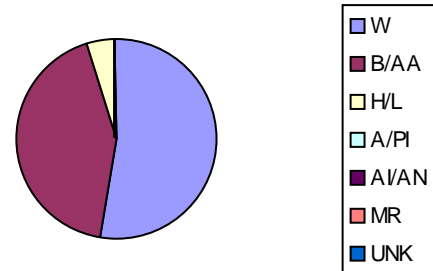
Overview

	System	State
Number of Surveys Distributed	64	41,660
Number of Valid Responses	23	12,368
Percentage Return Rate	35.9%	29.7%

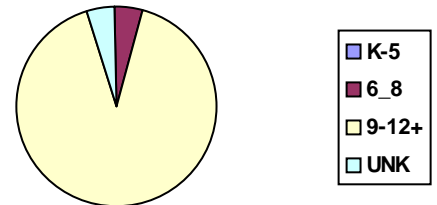


Child Demographics

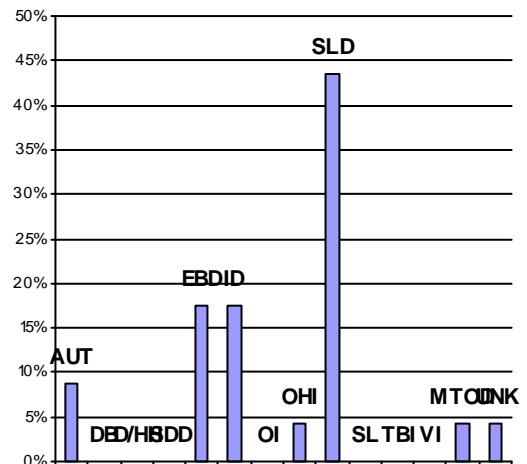
Race/Ethnicity	Count	Percent
White	12	52.2%
Black or African American (B/AA)	10	43.5%
Hispanic or Latino (H/L)	1	4.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	1	4.3%
9-12+	21	91.3%
Unknown (UNK)	1	4.3%



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)	0	0.0%
Emotional Behavioral Disorder (EBD)	4	17.4%
Intellectual Disability (ID)	4	17.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	4.3%
Specific Learning Disability (SLD)	10	43.5%
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	4.3%
Unknown (UNK)	1	4.3%



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

2015 Special Education Parent Survey Report

Hart County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	70 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	91
11	Teachers encourage me to participate in the decision-making process.	91
13	The school communicates regularly with me regarding my child's progress on IEP goals.	87
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	83
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	83
7	Teachers are available to speak with me.	83
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	83
16	The school offers parents a variety of ways to communicate with teachers.	83
6	My child's evaluation report and other written information are written in terms I understand.	82
8	Teachers treat me as a team member.	82
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	79
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	78
18	The school provides information on agencies that can assist my child in the transition from school.	78
5	I was given information about organizations that offer support for parents of students with disabilities.	77
9	Teachers seek out parent input.	77
14	The school gives me choices with regard to services that address my child's needs.	74
17	The school gives parents the help they may need to play an active role in their child's education.	74
15	The school offers parents training about special education issues.	64

For questions regarding district results, please contact Anne Ladd:

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 aladd@doe.K12.ga.us

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

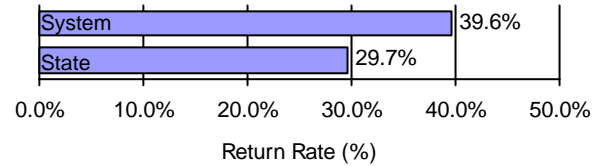


2015 Special Education Parent Survey Report

Henry County

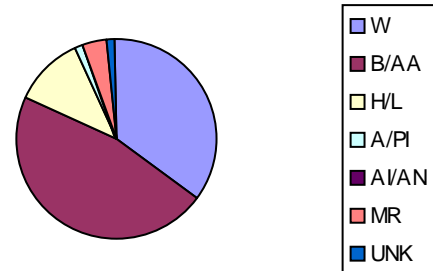
Overview

	System	State
Number of Surveys Distributed	1,434	41,660
Number of Valid Responses	568	12,368
Percentage Return Rate	39.6%	29.7%

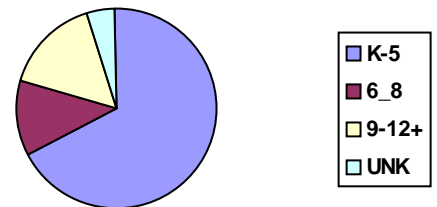


Child Demographics

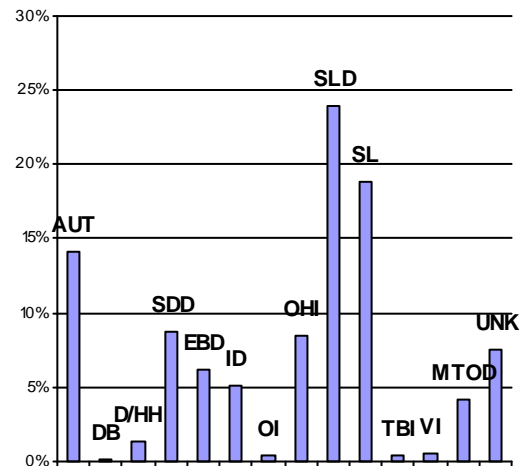
Race/Ethnicity	Count	Percent
White	201	35.4%
Black or African American (B/AA)	263	46.3%
Hispanic or Latino (H/L)	66	11.6%
Asian or Pacific Islander (A/PI)	8	1.4%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	22	3.9%
Unknown (UNK)	8	1.4%



Grade	Count	Percent
K-5	380	66.9%
6-8	70	12.3%
9-12+	93	16.4%
Unknown (UNK)	25	4.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	80	14.1%
Deaf-Blind (DB)	1	0.2%
Deaf-Hard of Hearing (D/HH)	8	1.4%
Significant Developmental Delay (SDD)	50	8.8%
Emotional Behavioral Disorder (EBD)	35	6.2%
Intellectual Disability (ID)	29	5.1%
Orthopedic Impairment (OI)	2	0.4%
Other Health Impairment (OHI)	48	8.5%
Specific Learning Disability (SLD)	136	23.9%
Speech/Language Impairment (SL)	107	18.8%
Traumatic Brain injury (TBI)	2	0.4%
Visual Impairment including Blindness (VI)	3	0.5%
More Than One Disability (MTOD)	24	4.2%
Unknown (UNK)	43	7.6%



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

2015 Special Education Parent Survey Report

Henry County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	45 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	72
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
8	Teachers treat me as a team member.	67
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	65
11	Teachers encourage me to participate in the decision-making process.	65
6	My child's evaluation report and other written information are written in terms I understand.	64
9	Teachers seek out parent input.	63
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	61
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	61
13	The school communicates regularly with me regarding my child's progress on IEP goals.	59
16	The school offers parents a variety of ways to communicate with teachers.	58
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	57
17	The school gives parents the help they may need to play an active role in their child's education.	55
14	The school gives me choices with regard to services that address my child's needs.	51
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	49
5	I was given information about organizations that offer support for parents of students with disabilities.	35
18	The school provides information on agencies that can assist my child in the transition from school.	33
15	The school offers parents training about special education issues.	29

For questions regarding district results, please contact Anne Ladd:

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

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

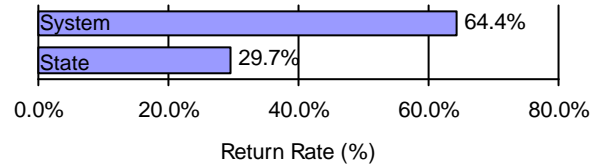


2015 Special Education Parent Survey Report

Houston County

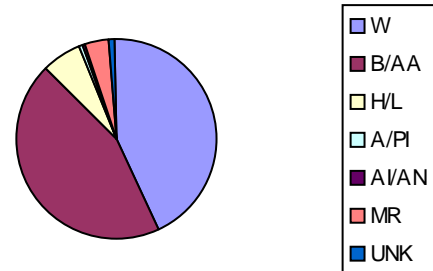
Overview

	System	State
Number of Surveys Distributed	756	41,660
Number of Valid Responses	487	12,368
Percentage Return Rate	64.4%	29.7%

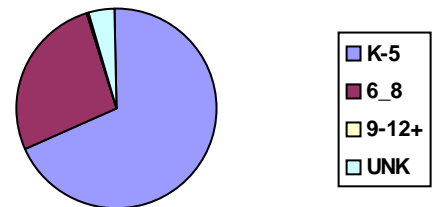


Child Demographics

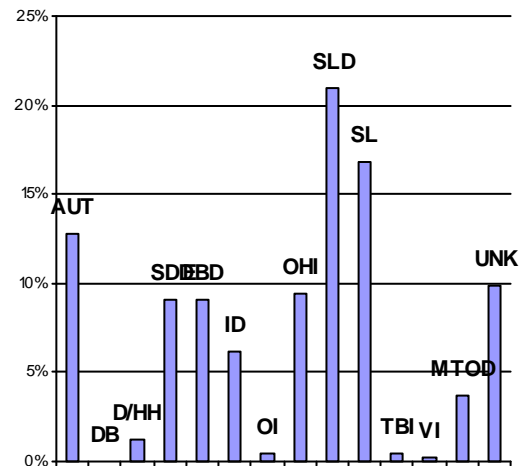
Race/Ethnicity	Count	Percent
White	209	42.9%
Black or African American (B/AA)	217	44.6%
Hispanic or Latino (H/L)	32	6.6%
Asian or Pacific Islander (A/PI)	3	0.6%
American Indian or Alaska Native (AI/AN)	2	0.4%
Multi-racial (MR)	18	3.7%
Unknown (UNK)	6	1.2%



Grade	Count	Percent
K-5	332	68.2%
6-8	134	27.5%
9-12+	1	0.2%
Unknown (UNK)	20	4.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	62	12.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	6	1.2%
Significant Developmental Delay (SDD)	44	9.0%
Emotional Behavioral Disorder (EBD)	44	9.0%
Intellectual Disability (ID)	30	6.2%
Orthopedic Impairment (OI)	2	0.4%
Other Health Impairment (OHI)	46	9.4%
Specific Learning Disability (SLD)	102	20.9%
Speech/Language Impairment (SL)	82	16.8%
Traumatic Brain injury (TBI)	2	0.4%
Visual Impairment including Blindness (VI)	1	0.2%
More Than One Disability (MTOD)	18	3.7%
Unknown (UNK)	48	9.9%



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

2015 Special Education Parent Survey Report

Houston County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	45 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	68
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
11	Teachers encourage me to participate in the decision-making process.	62
8	Teachers treat me as a team member.	62
9	Teachers seek out parent input.	61
6	My child's evaluation report and other written information are written in terms I understand.	61
13	The school communicates regularly with me regarding my child's progress on IEP goals.	61
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	61
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	60
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	60
16	The school offers parents a variety of ways to communicate with teachers.	56
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	55
14	The school gives me choices with regard to services that address my child's needs.	54
17	The school gives parents the help they may need to play an active role in their child's education.	53
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
18	The school provides information on agencies that can assist my child in the transition from school.	39
5	I was given information about organizations that offer support for parents of students with disabilities.	37
15	The school offers parents training about special education issues.	35

For questions regarding district results, please contact Anne Ladd:

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

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

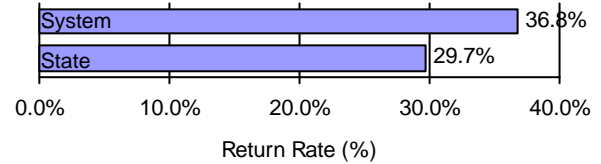


2015 Special Education Parent Survey Report

Jackson County

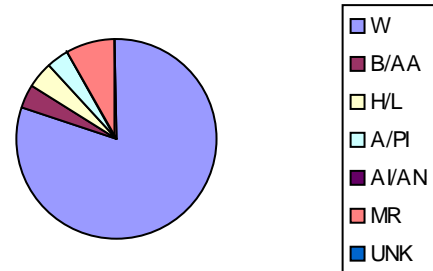
Overview

	System	State
Number of Surveys Distributed	68	41,660
Number of Valid Responses	25	12,368
Percentage Return Rate	36.8%	29.7%

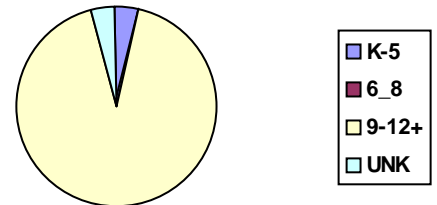


Child Demographics

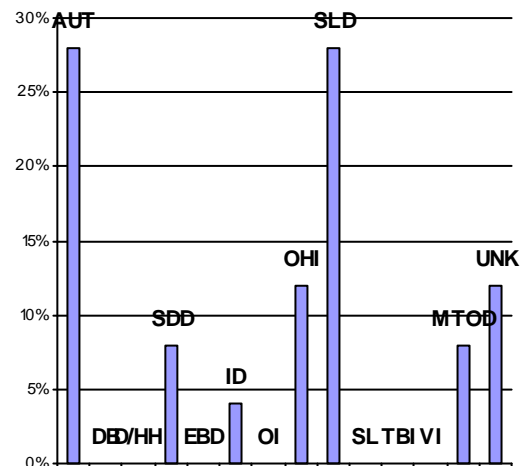
Race/Ethnicity	Count	Percent
White	20	80.0%
Black or African American (B/AA)	1	4.0%
Hispanic or Latino (H/L)	1	4.0%
Asian or Pacific Islander (A/PI)	1	4.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	8.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	4.0%
6-8	0	0.0%
9-12+	23	92.0%
Unknown (UNK)	1	4.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	28.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	8.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	4.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	12.0%
Specific Learning Disability (SLD)	7	28.0%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	8.0%
Unknown (UNK)	3	12.0%



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

2015 Special Education Parent Survey Report

Jackson County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	36 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	75
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
11	Teachers encourage me to participate in the decision-making process.	64
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	63
6	My child's evaluation report and other written information are written in terms I understand.	58
7	Teachers are available to speak with me.	56
8	Teachers treat me as a team member.	52
14	The school gives me choices with regard to services that address my child's needs.	52
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	50
16	The school offers parents a variety of ways to communicate with teachers.	48
17	The school gives parents the help they may need to play an active role in their child's education.	44
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	43
9	Teachers seek out parent input.	42
13	The school communicates regularly with me regarding my child's progress on IEP goals.	40
18	The school provides information on agencies that can assist my child in the transition from school.	32
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	30
5	I was given information about organizations that offer support for parents of students with disabilities.	30
15	The school offers parents training about special education issues.	24

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 Georgia Department of Education
 (404) 657 7328
 aladd@doe.k12.ga.us

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

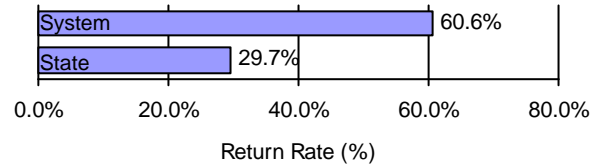


2015 Special Education Parent Survey Report

Jeff Davis County

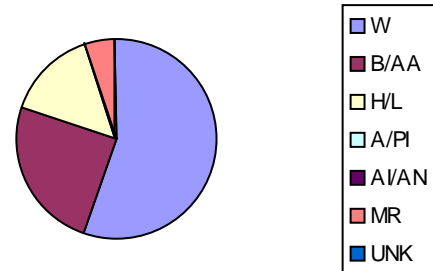
Overview

	System	State
Number of Surveys Distributed	66	41,660
Number of Valid Responses	40	12,368
Percentage Return Rate	60.6%	29.7%

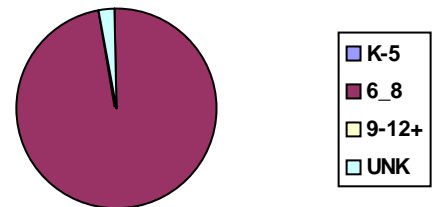


Child Demographics

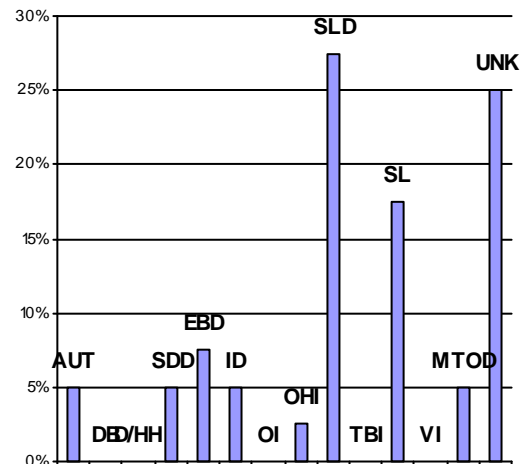
Race/Ethnicity	Count	Percent
White	22	55.0%
Black or African American (B/AA)	10	25.0%
Hispanic or Latino (H/L)	6	15.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	5.0%
Unknown (UNK)	0	0.0%



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)	0	0.0%
Significant Developmental Delay (SDD)	2	5.0%
Emotional Behavioral Disorder (EBD)	3	7.5%
Intellectual Disability (ID)	2	5.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.5%
Specific Learning Disability (SLD)	11	27.5%
Speech/Language Impairment (SL)	7	17.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	5.0%
Unknown (UNK)	10	25.0%



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

2015 Special Education Parent Survey Report

Jeff Davis County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	35 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	55
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	48
7	Teachers are available to speak with me.	48
6	My child's evaluation report and other written information are written in terms I understand.	45
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	45
11	Teachers encourage me to participate in the decision-making process.	45
17	The school gives parents the help they may need to play an active role in their child's education.	45
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	43
8	Teachers treat me as a team member.	43
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	43
13	The school communicates regularly with me regarding my child's progress on IEP goals.	43
16	The school offers parents a variety of ways to communicate with teachers.	40
14	The school gives me choices with regard to services that address my child's needs.	38
18	The school provides information on agencies that can assist my child in the transition from school.	38
9	Teachers seek out parent input.	38
15	The school offers parents training about special education issues.	31
5	I was given information about organizations that offer support for parents of students with disabilities.	28
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	26

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

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

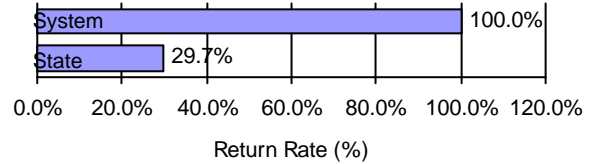


2015 Special Education Parent Survey Report

Johnson County

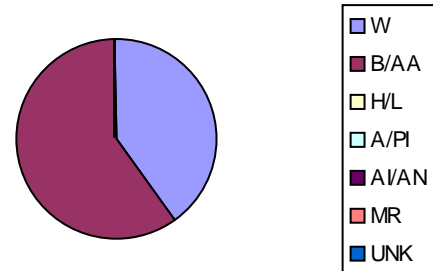
Overview

	System	State
Number of Surveys Distributed	35	41,660
Number of Valid Responses	35	12,368
Percentage Return Rate	100.0%	29.7%

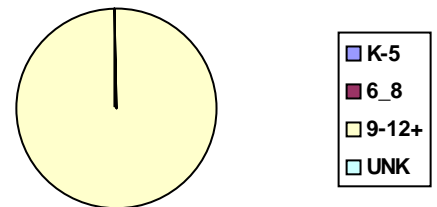


Child Demographics

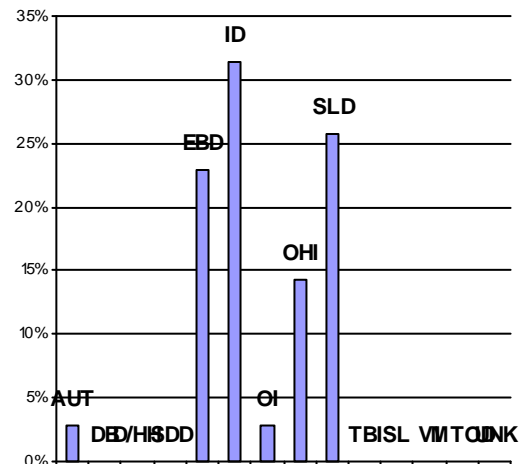
Race/Ethnicity	Count	Percent
White	14	40.0%
Black or African American (B/AA)	21	60.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	35	100.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.9%
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)	8	22.9%
Intellectual Disability (ID)	11	31.4%
Orthopedic Impairment (OI)	1	2.9%
Other Health Impairment (OHI)	5	14.3%
Specific Learning Disability (SLD)	9	25.7%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



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

2015 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 (18 items)	29 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
6	My child's evaluation report and other written information are written in terms I understand.	51
7	Teachers are available to speak with me.	46
9	Teachers seek out parent input.	46
11	Teachers encourage me to participate in the decision-making process.	46
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	44
13	The school communicates regularly with me regarding my child's progress on IEP goals.	43
16	The school offers parents a variety of ways to communicate with teachers.	43
17	The school gives parents the help they may need to play an active role in their child's education.	43
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	41
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	40
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	40
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	40
8	Teachers treat me as a team member.	40
14	The school gives me choices with regard to services that address my child's needs.	40
18	The school provides information on agencies that can assist my child in the transition from school.	38
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	32
5	I was given information about organizations that offer support for parents of students with disabilities.	32
15	The school offers parents training about special education issues.	32

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

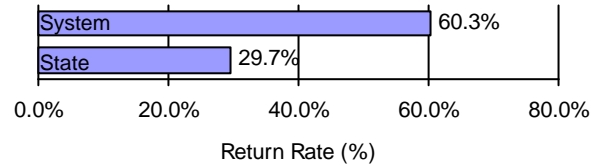


2015 Special Education Parent Survey Report

Lamar County

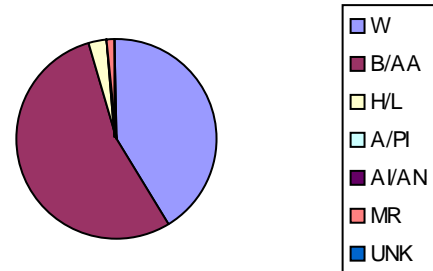
Overview

	System	State
Number of Surveys Distributed	121	41,660
Number of Valid Responses	73	12,368
Percentage Return Rate	60.3%	29.7%

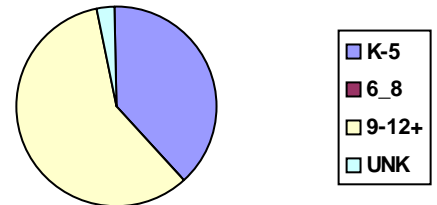


Child Demographics

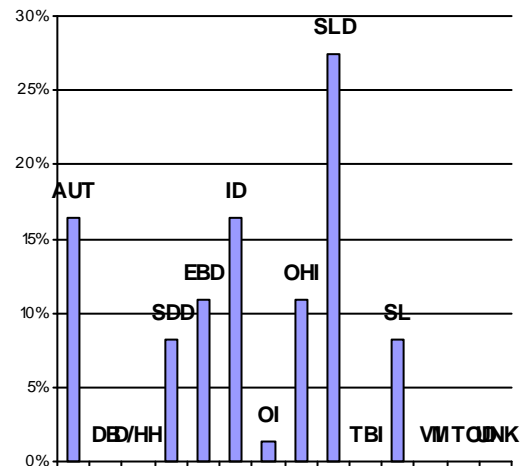
Race/Ethnicity	Count	Percent
White	30	41.1%
Black or African American (B/AA)	40	54.8%
Hispanic or Latino (H/L)	2	2.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.4%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	28	38.4%
6-8	0	0.0%
9-12+	43	58.9%
Unknown (UNK)	2	2.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	12	16.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	8.2%
Emotional Behavioral Disorder (EBD)	8	11.0%
Intellectual Disability (ID)	12	16.4%
Orthopedic Impairment (OI)	1	1.4%
Other Health Impairment (OHI)	8	11.0%
Specific Learning Disability (SLD)	20	27.4%
Speech/Language Impairment (SL)	6	8.2%
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%

2015 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 (18 items)	62 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	79
11	Teachers encourage me to participate in the decision-making process.	75
7	Teachers are available to speak with me.	74
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	74
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	73
9	Teachers seek out parent input.	73
16	The school offers parents a variety of ways to communicate with teachers.	71
17	The school gives parents the help they may need to play an active role in their child's education.	70
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
6	My child's evaluation report and other written information are written in terms I understand.	67
14	The school gives me choices with regard to services that address my child's needs.	67
8	Teachers treat me as a team member.	67
13	The school communicates regularly with me regarding my child's progress on IEP goals.	66
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	63
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	62
18	The school provides information on agencies that can assist my child in the transition from school.	59
5	I was given information about organizations that offer support for parents of students with disabilities.	52
15	The school offers parents training about special education issues.	51

For questions regarding district results, please contact Anne Ladd:

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

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

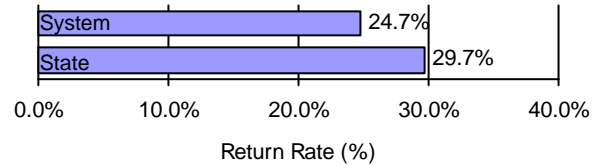


2015 Special Education Parent Survey Report

Laurens County

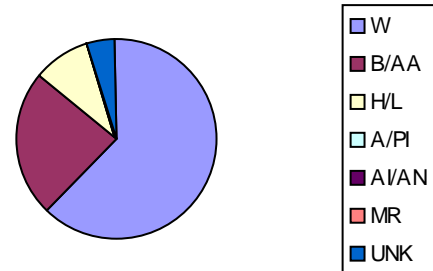
Overview

	System	State
Number of Surveys Distributed	85	41,660
Number of Valid Responses	21	12,368
Percentage Return Rate	24.7%	29.7%

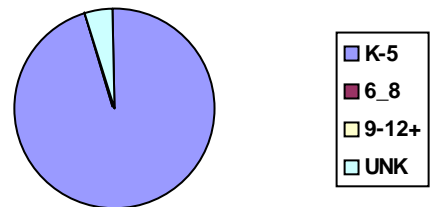


Child Demographics

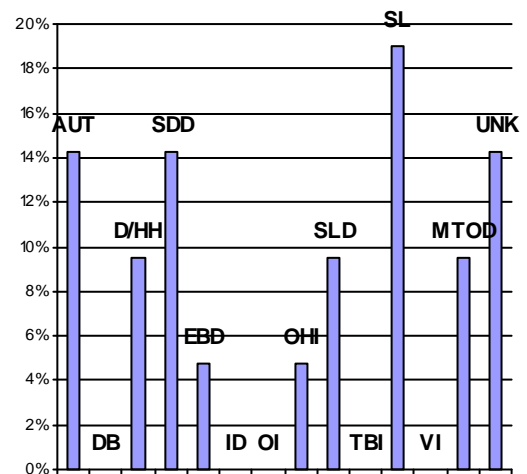
Race/Ethnicity	Count	Percent
White	13	61.9%
Black or African American (B/AA)	5	23.8%
Hispanic or Latino (H/L)	2	9.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	4.8%



Grade	Count	Percent
K-5	20	95.2%
6-8	0	0.0%
9-12+	0	0.0%
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)	2	9.5%
Significant Developmental Delay (SDD)	3	14.3%
Emotional Behavioral Disorder (EBD)	1	4.8%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	4.8%
Specific Learning Disability (SLD)	2	9.5%
Speech/Language Impairment (SL)	4	19.0%
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)	3	14.3%



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

2015 Special Education Parent Survey Report

Laurens County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	52 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	65
6	My child's evaluation report and other written information are written in terms I understand.	65
7	Teachers are available to speak with me.	65
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	65
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	63
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	60
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	60
8	Teachers treat me as a team member.	60
9	Teachers seek out parent input.	60
11	Teachers encourage me to participate in the decision-making process.	60
13	The school communicates regularly with me regarding my child's progress on IEP goals.	55
16	The school offers parents a variety of ways to communicate with teachers.	55
14	The school gives me choices with regard to services that address my child's needs.	50
17	The school gives parents the help they may need to play an active role in their child's education.	50
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
5	I was given information about organizations that offer support for parents of students with disabilities.	35
18	The school provides information on agencies that can assist my child in the transition from school.	33
15	The school offers parents training about special education issues.	30

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

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

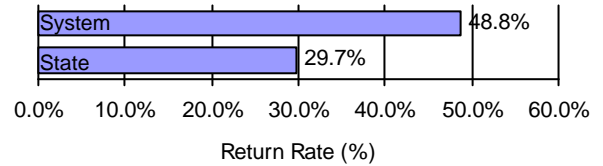


2015 Special Education Parent Survey Report

Lee County

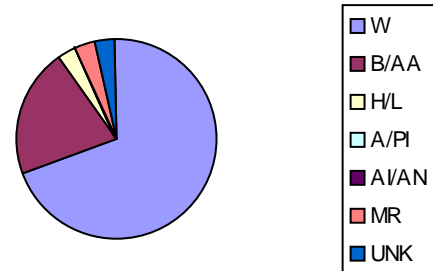
Overview

	System	State
Number of Surveys Distributed	125	41,660
Number of Valid Responses	61	12,368
Percentage Return Rate	48.8%	29.7%

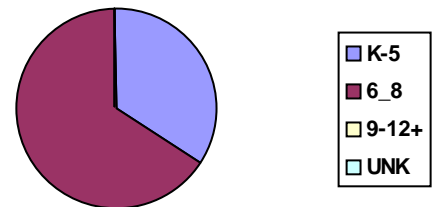


Child Demographics

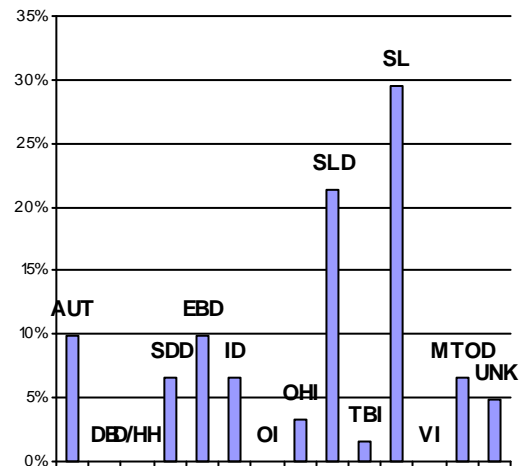
Race/Ethnicity	Count	Percent
White	42	68.9%
Black or African American (B/AA)	13	21.3%
Hispanic or Latino (H/L)	2	3.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	3.3%
Unknown (UNK)	2	3.3%



Grade	Count	Percent
K-5	21	34.4%
6-8	40	65.6%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	9.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	6.6%
Emotional Behavioral Disorder (EBD)	6	9.8%
Intellectual Disability (ID)	4	6.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	3.3%
Specific Learning Disability (SLD)	13	21.3%
Speech/Language Impairment (SL)	18	29.5%
Traumatic Brain injury (TBI)	1	1.6%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	6.6%
Unknown (UNK)	3	4.9%



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

2015 Special Education Parent Survey Report

Lee County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	61 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	83
11	Teachers encourage me to participate in the decision-making process.	78
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	78
9	Teachers seek out parent input.	77
8	Teachers treat me as a team member.	76
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	74
6	My child's evaluation report and other written information are written in terms I understand.	74
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	72
13	The school communicates regularly with me regarding my child's progress on IEP goals.	70
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	67
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	66
16	The school offers parents a variety of ways to communicate with teachers.	61
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	60
14	The school gives me choices with regard to services that address my child's needs.	57
17	The school gives parents the help they may need to play an active role in their child's education.	54
5	I was given information about organizations that offer support for parents of students with disabilities.	34
15	The school offers parents training about special education issues.	30
18	The school provides information on agencies that can assist my child in the transition from school.	27

For questions regarding district results, please contact Anne Ladd:

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

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

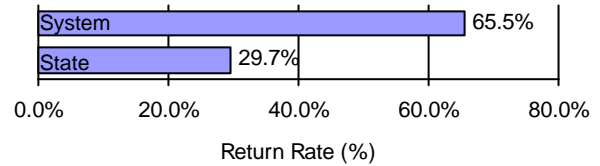


2015 Special Education Parent Survey Report

Liberty County

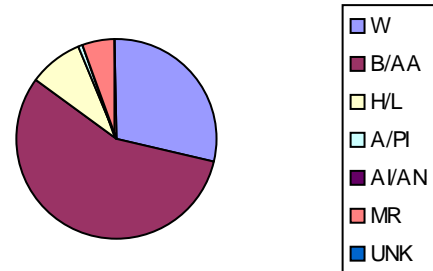
Overview

	System	State
Number of Surveys Distributed	174	41,660
Number of Valid Responses	114	12,368
Percentage Return Rate	65.5%	29.7%

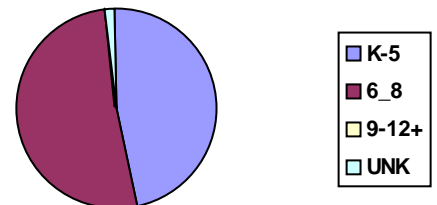


Child Demographics

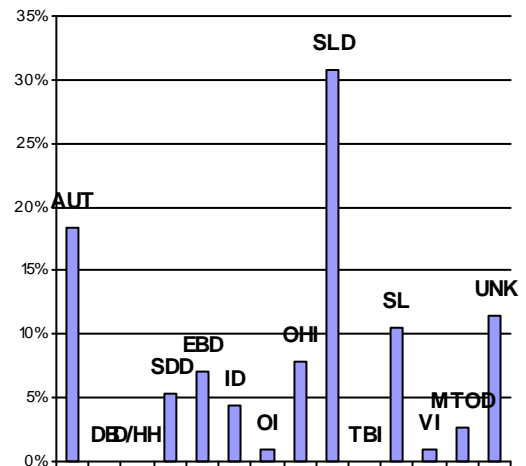
Race/Ethnicity	Count	Percent
White	33	28.9%
Black or African American (B/AA)	64	56.1%
Hispanic or Latino (H/L)	10	8.8%
Asian or Pacific Islander (A/PI)	1	0.9%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	6	5.3%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	53	46.5%
6-8	59	51.8%
9-12+	0	0.0%
Unknown (UNK)	2	1.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	21	18.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	5.3%
Emotional Behavioral Disorder (EBD)	8	7.0%
Intellectual Disability (ID)	5	4.4%
Orthopedic Impairment (OI)	1	0.9%
Other Health Impairment (OHI)	9	7.9%
Specific Learning Disability (SLD)	35	30.7%
Speech/Language Impairment (SL)	12	10.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.9%
More Than One Disability (MTOD)	3	2.6%
Unknown (UNK)	13	11.4%



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

2015 Special Education Parent Survey Report

Liberty County

Parent Satisfaction

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

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	76
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
11	Teachers encourage me to participate in the decision-making process.	69
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	68
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	68
8	Teachers treat me as a team member.	68
6	My child's evaluation report and other written information are written in terms I understand.	67
9	Teachers seek out parent input.	67
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	67
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	66
13	The school communicates regularly with me regarding my child's progress on IEP goals.	64
16	The school offers parents a variety of ways to communicate with teachers.	63
17	The school gives parents the help they may need to play an active role in their child's education.	63
14	The school gives me choices with regard to services that address my child's needs.	60
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	58
15	The school offers parents training about special education issues.	53
18	The school provides information on agencies that can assist my child in the transition from school.	53
5	I was given information about organizations that offer support for parents of students with disabilities.	48

For questions regarding district results, please contact Anne Ladd:

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

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

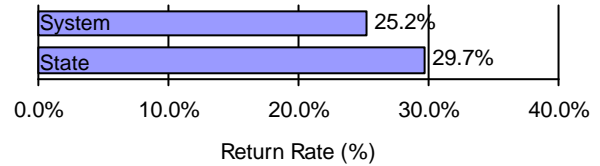


2015 Special Education Parent Survey Report

Lowndes County

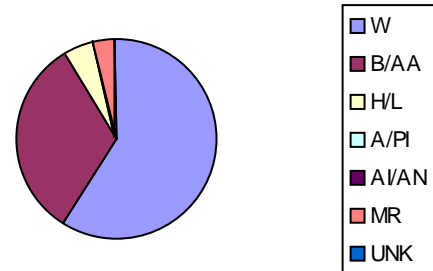
Overview

	System	State
Number of Surveys Distributed	567	41,660
Number of Valid Responses	143	12,368
Percentage Return Rate	25.2%	29.7%

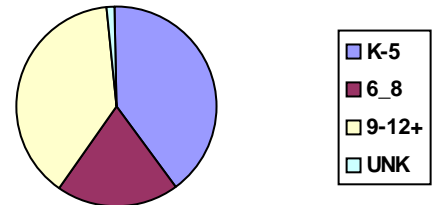


Child Demographics

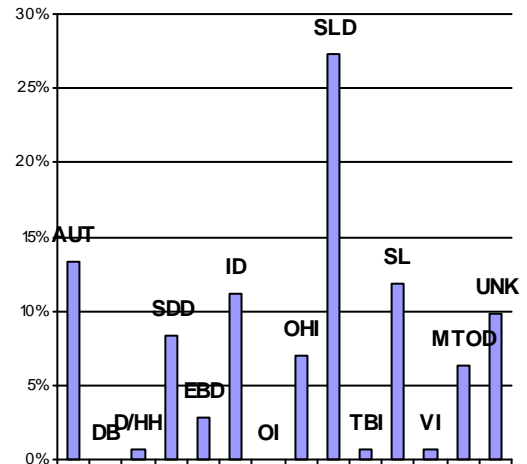
Race/Ethnicity	Count	Percent
White	84	58.7%
Black or African American (B/AA)	47	32.9%
Hispanic or Latino (H/L)	7	4.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	3.5%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	57	39.9%
6-8	28	19.6%
9-12+	56	39.2%
Unknown (UNK)	2	1.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	19	13.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.7%
Significant Developmental Delay (SDD)	12	8.4%
Emotional Behavioral Disorder (EBD)	4	2.8%
Intellectual Disability (ID)	16	11.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	10	7.0%
Specific Learning Disability (SLD)	39	27.3%
Speech/Language Impairment (SL)	17	11.9%
Traumatic Brain injury (TBI)	1	0.7%
Visual Impairment including Blindness (VI)	1	0.7%
More Than One Disability (MTOD)	9	6.3%
Unknown (UNK)	14	9.8%



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

2015 Special Education Parent Survey Report

Lowndes County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	43 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	66
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	66
6	My child's evaluation report and other written information are written in terms I understand.	65
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	61
8	Teachers treat me as a team member.	61
11	Teachers encourage me to participate in the decision-making process.	60
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	60
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
9	Teachers seek out parent input.	58
16	The school offers parents a variety of ways to communicate with teachers.	55
13	The school communicates regularly with me regarding my child's progress on IEP goals.	52
17	The school gives parents the help they may need to play an active role in their child's education.	49
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	48
14	The school gives me choices with regard to services that address my child's needs.	45
5	I was given information about organizations that offer support for parents of students with disabilities.	32
18	The school provides information on agencies that can assist my child in the transition from school.	31
15	The school offers parents training about special education issues.	25

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 aladd@doe.K12.ga.us

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

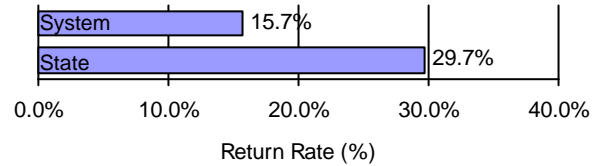


2015 Special Education Parent Survey Report

Lumpkin County

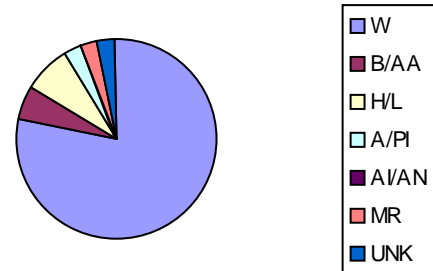
Overview

	System	State
Number of Surveys Distributed	230	41,660
Number of Valid Responses	36	12,368
Percentage Return Rate	15.7%	29.7%

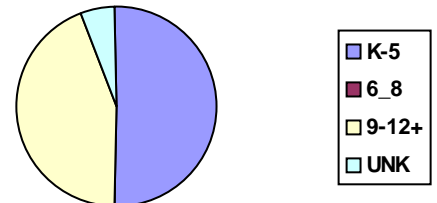


Child Demographics

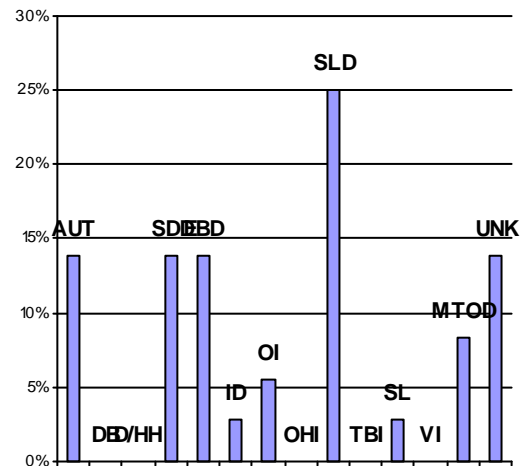
Race/Ethnicity	Count	Percent
White	28	77.8%
Black or African American (B/AA)	2	5.6%
Hispanic or Latino (H/L)	3	8.3%
Asian or Pacific Islander (A/PI)	1	2.8%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.8%
Unknown (UNK)	1	2.8%



Grade	Count	Percent
K-5	18	50.0%
6-8	0	0.0%
9-12+	16	44.4%
Unknown (UNK)	2	5.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	13.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	13.9%
Emotional Behavioral Disorder (EBD)	5	13.9%
Intellectual Disability (ID)	1	2.8%
Orthopedic Impairment (OI)	2	5.6%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	9	25.0%
Speech/Language Impairment (SL)	1	2.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	8.3%
Unknown (UNK)	5	13.9%



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

2015 Special Education Parent Survey Report

Lumpkin County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	31 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	53
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	46
11	Teachers encourage me to participate in the decision-making process.	46
8	Teachers treat me as a team member.	44
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	43
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
6	My child's evaluation report and other written information are written in terms I understand.	39
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	39
9	Teachers seek out parent input.	36
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	36
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	34
13	The school communicates regularly with me regarding my child's progress on IEP goals.	34
14	The school gives me choices with regard to services that address my child's needs.	33
16	The school offers parents a variety of ways to communicate with teachers.	32
17	The school gives parents the help they may need to play an active role in their child's education.	31
18	The school provides information on agencies that can assist my child in the transition from school.	29
15	The school offers parents training about special education issues.	23
5	I was given information about organizations that offer support for parents of students with disabilities.	19

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

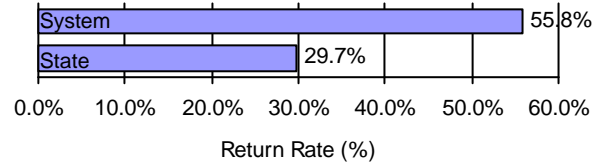


2015 Special Education Parent Survey Report

Madison County

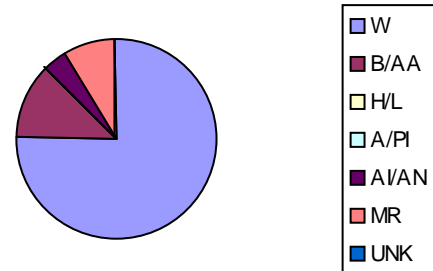
Overview

	System	State
Number of Surveys Distributed	43	41,660
Number of Valid Responses	24	12,368
Percentage Return Rate	55.8%	29.7%

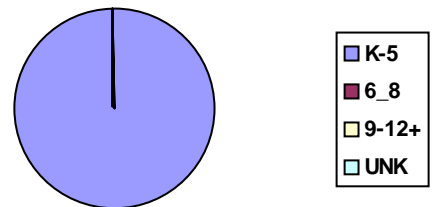


Child Demographics

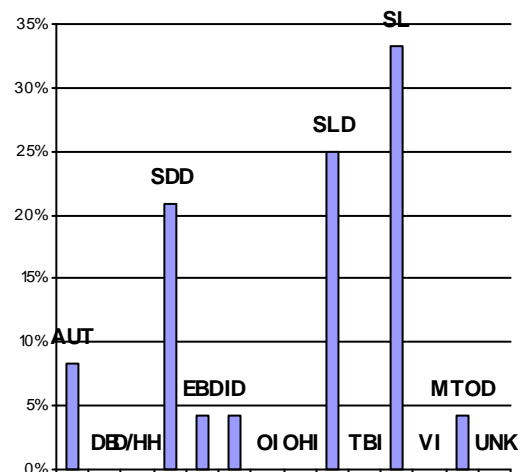
Race/Ethnicity	Count	Percent
White	18	75.0%
Black or African American (B/AA)	3	12.5%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	4.2%
Multi-racial (MR)	2	8.3%
Unknown (UNK)	0	0.0%



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)	2	8.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	20.8%
Emotional Behavioral Disorder (EBD)	1	4.2%
Intellectual Disability (ID)	1	4.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	6	25.0%
Speech/Language Impairment (SL)	8	33.3%
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)	0	0.0%



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

2015 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 (18 items)	71 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	91
8	Teachers treat me as a team member.	87
11	Teachers encourage me to participate in the decision-making process.	87
14	The school gives me choices with regard to services that address my child's needs.	83
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	83
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	83
6	My child's evaluation report and other written information are written in terms I understand.	83
9	Teachers seek out parent input.	83
13	The school communicates regularly with me regarding my child's progress on IEP goals.	83
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	78
16	The school offers parents a variety of ways to communicate with teachers.	75
17	The school gives parents the help they may need to play an active role in their child's education.	75
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	74
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	74
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	70
5	I was given information about organizations that offer support for parents of students with disabilities.	64
18	The school provides information on agencies that can assist my child in the transition from school.	58
15	The school offers parents training about special education issues.	54

For questions regarding district results, please contact Anne Ladd:

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

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

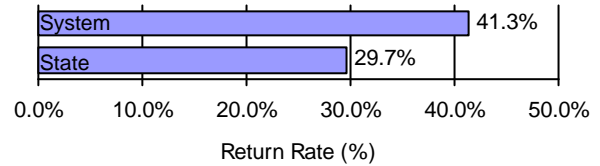


2015 Special Education Parent Survey Report

McIntosh County

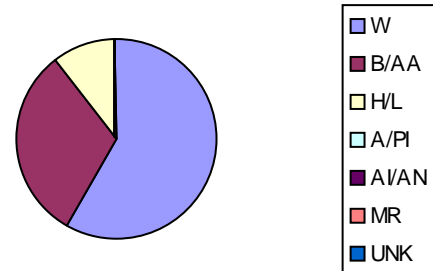
Overview

	System	State
Number of Surveys Distributed	46	41,660
Number of Valid Responses	19	12,368
Percentage Return Rate	41.3%	29.7%

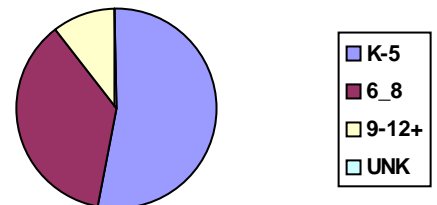


Child Demographics

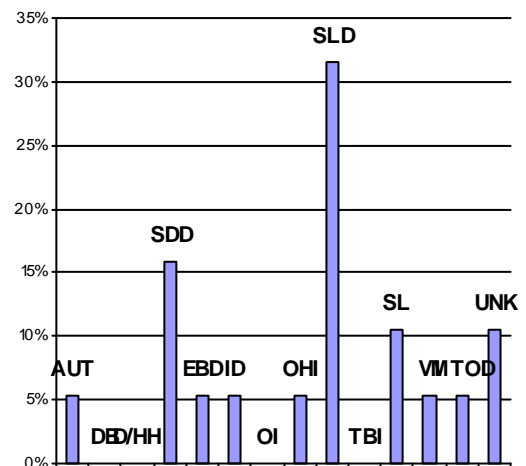
Race/Ethnicity	Count	Percent
White	11	57.9%
Black or African American (B/AA)	6	31.6%
Hispanic or Latino (H/L)	2	10.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	10	52.6%
6-8	7	36.8%
9-12+	2	10.5%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	5.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	15.8%
Emotional Behavioral Disorder (EBD)	1	5.3%
Intellectual Disability (ID)	1	5.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	5.3%
Specific Learning Disability (SLD)	6	31.6%
Speech/Language Impairment (SL)	2	10.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	5.3%
More Than One Disability (MTOD)	1	5.3%
Unknown (UNK)	2	10.5%



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

2015 Special Education Parent Survey Report

McIntosh County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	53 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	95
8	Teachers treat me as a team member.	74
13	The school communicates regularly with me regarding my child's progress on IEP goals.	74
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	68
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
11	Teachers encourage me to participate in the decision-making process.	68
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	68
16	The school offers parents a variety of ways to communicate with teachers.	68
6	My child's evaluation report and other written information are written in terms I understand.	63
9	Teachers seek out parent input.	63
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	63
14	The school gives me choices with regard to services that address my child's needs.	61
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	58
17	The school gives parents the help they may need to play an active role in their child's education.	56
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
18	The school provides information on agencies that can assist my child in the transition from school.	32
15	The school offers parents training about special education issues.	28
5	I was given information about organizations that offer support for parents of students with disabilities.	26

For questions regarding district results, please contact Anne Ladd:

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

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

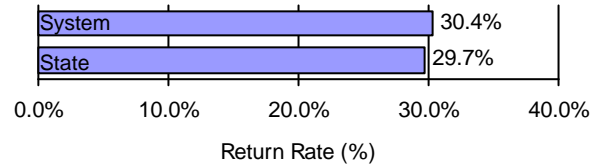


2015 Special Education Parent Survey Report

Meriwether County

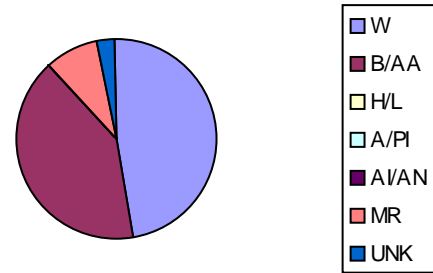
Overview

	System	State
Number of Surveys Distributed	112	41,660
Number of Valid Responses	34	12,368
Percentage Return Rate	30.4%	29.7%

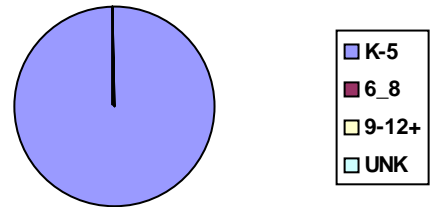


Child Demographics

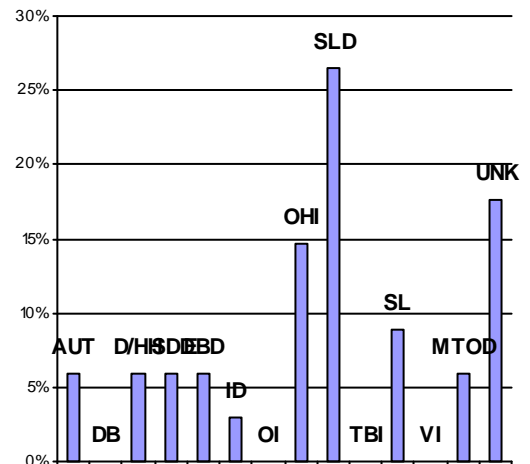
Race/Ethnicity	Count	Percent
White	16	47.1%
Black or African American (B/AA)	14	41.2%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	8.8%
Unknown (UNK)	1	2.9%



Grade	Count	Percent
K-5	34	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	5.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	5.9%
Significant Developmental Delay (SDD)	2	5.9%
Emotional Behavioral Disorder (EBD)	2	5.9%
Intellectual Disability (ID)	1	2.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	14.7%
Specific Learning Disability (SLD)	9	26.5%
Speech/Language Impairment (SL)	3	8.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	5.9%
Unknown (UNK)	6	17.6%



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

2015 Special Education Parent Survey Report

Meriwether County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	38 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	53
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	53
6	My child's evaluation report and other written information are written in terms I understand.	53
7	Teachers are available to speak with me.	53
8	Teachers treat me as a team member.	47
13	The school communicates regularly with me regarding my child's progress on IEP goals.	47
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	45
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	44
11	Teachers encourage me to participate in the decision-making process.	44
9	Teachers seek out parent input.	42
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	42
16	The school offers parents a variety of ways to communicate with teachers.	39
17	The school gives parents the help they may need to play an active role in their child's education.	39
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	39
14	The school gives me choices with regard to services that address my child's needs.	36
5	I was given information about organizations that offer support for parents of students with disabilities.	32
15	The school offers parents training about special education issues.	18
18	The school provides information on agencies that can assist my child in the transition from school.	15

For questions regarding district results, please contact Anne Ladd:

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

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

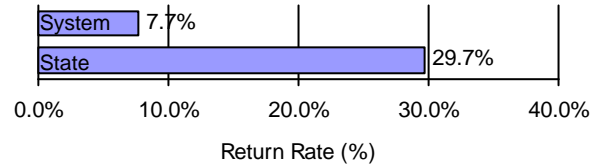


2015 Special Education Parent Survey Report

Miller County

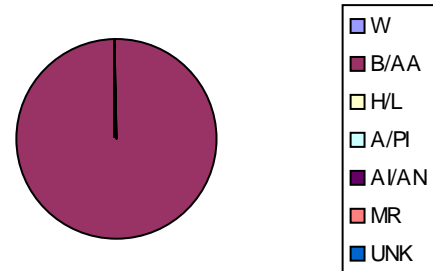
Overview

	System	State
Number of Surveys Distributed	13	41,660
Number of Valid Responses	1	12,368
Percentage Return Rate	7.7%	29.7%

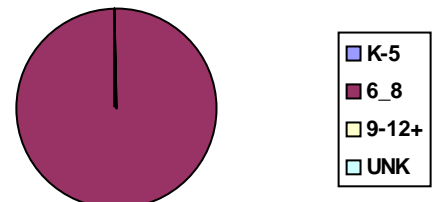


Child Demographics

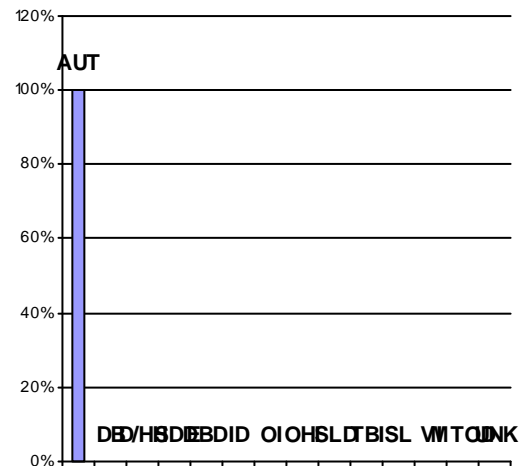
Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	1	100.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	1	100.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	100.0%
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)	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%

2015 Special Education Parent Survey Report

Miller County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	0 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

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

For questions regarding district results, please contact Anne Ladd:

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

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

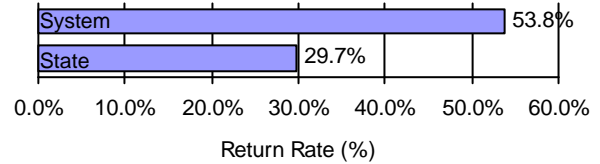


2015 Special Education Parent Survey Report

Montgomery County

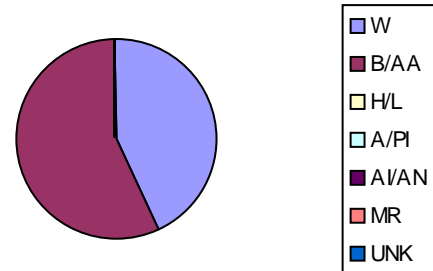
Overview

	System	State
Number of Surveys Distributed	13	41,660
Number of Valid Responses	7	12,368
Percentage Return Rate	53.8%	29.7%

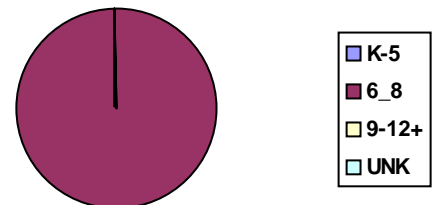


Child Demographics

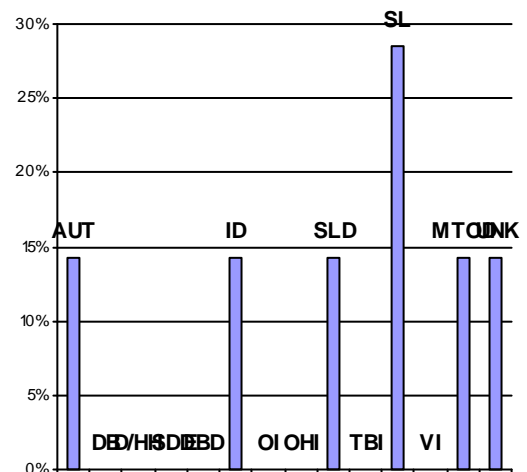
Race/Ethnicity	Count	Percent
White	3	42.9%
Black or African American (B/AA)	4	57.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	7	100.0%
9-12+	0	0.0%
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)	0	0.0%
Intellectual Disability (ID)	1	14.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	1	14.3%
Speech/Language Impairment (SL)	2	28.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	14.3%
Unknown (UNK)	1	14.3%



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

2015 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 (18 items)	71 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	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.	86
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	86
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	86
6	My child's evaluation report and other written information are written in terms I understand.	86
9	Teachers seek out parent input.	86
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	86
11	Teachers encourage me to participate in the decision-making process.	86
14	The school gives me choices with regard to services that address my child's needs.	86
8	Teachers treat me as a team member.	83
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	71
5	I was given information about organizations that offer support for parents of students with disabilities.	71
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	71
13	The school communicates regularly with me regarding my child's progress on IEP goals.	71
16	The school offers parents a variety of ways to communicate with teachers.	71
17	The school gives parents the help they may need to play an active role in their child's education.	71
15	The school offers parents training about special education issues.	57
18	The school provides information on agencies that can assist my child in the transition from school.	57

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

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

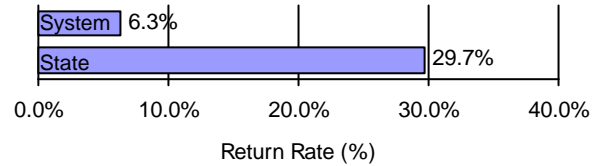


2015 Special Education Parent Survey Report

Morgan County

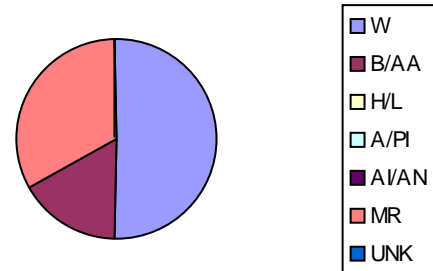
Overview

	System	State
Number of Surveys Distributed	95	41,660
Number of Valid Responses	6	12,368
Percentage Return Rate	6.3%	29.7%

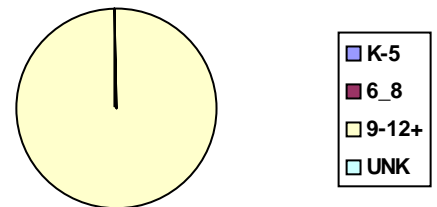


Child Demographics

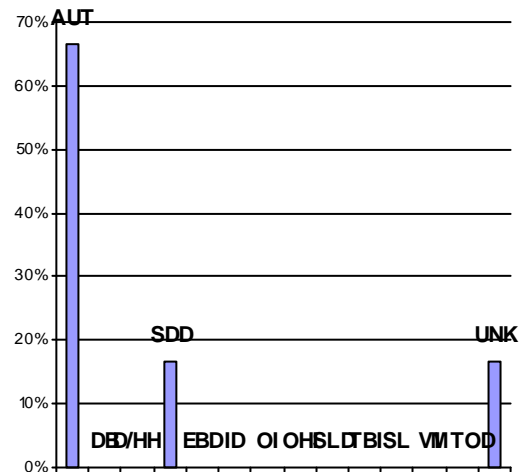
Race/Ethnicity	Count	Percent
White	3	50.0%
Black or African American (B/AA)	1	16.7%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	33.3%
Unknown (UNK)	0	0.0%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	4	66.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	16.7%
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)	1	16.7%



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

2015 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 (18 items)	50 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	83
7	Teachers are available to speak with me.	83
8	Teachers treat me as a team member.	67
16	The school offers parents a variety of ways to communicate with teachers.	67
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
5	I was given information about organizations that offer support for parents of students with disabilities.	50
6	My child's evaluation report and other written information are written in terms I understand.	50
9	Teachers seek out parent input.	50
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	50
11	Teachers encourage me to participate in the decision-making process.	50
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	50
13	The school communicates regularly with me regarding my child's progress on IEP goals.	50
14	The school gives me choices with regard to services that address my child's needs.	50
17	The school gives parents the help they may need to play an active role in their child's education.	33
18	The school provides information on agencies that can assist my child in the transition from school.	33
15	The school offers parents training about special education issues.	17

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 aladd@doe.K12.ga.us

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

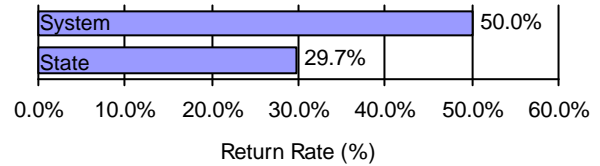


2015 Special Education Parent Survey Report

Murray County

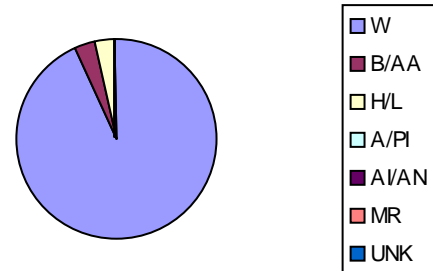
Overview

	System	State
Number of Surveys Distributed	60	41,660
Number of Valid Responses	30	12,368
Percentage Return Rate	50.0%	29.7%

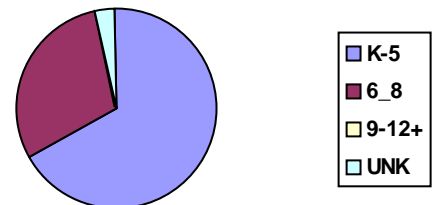


Child Demographics

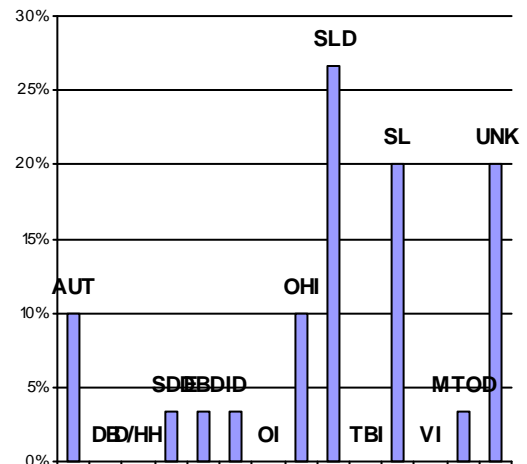
Race/Ethnicity	Count	Percent
White	28	93.3%
Black or African American (B/AA)	1	3.3%
Hispanic or Latino (H/L)	1	3.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	20	66.7%
6-8	9	30.0%
9-12+	0	0.0%
Unknown (UNK)	1	3.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	10.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	3.3%
Emotional Behavioral Disorder (EBD)	1	3.3%
Intellectual Disability (ID)	1	3.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	10.0%
Specific Learning Disability (SLD)	8	26.7%
Speech/Language Impairment (SL)	6	20.0%
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)	6	20.0%



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

2015 Special Education Parent Survey Report

Murray County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	40 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
7	Teachers are available to speak with me.	57
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	53
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
6	My child's evaluation report and other written information are written in terms I understand.	50
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	50
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	48
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	47
16	The school offers parents a variety of ways to communicate with teachers.	45
11	Teachers encourage me to participate in the decision-making process.	43
14	The school gives me choices with regard to services that address my child's needs.	41
8	Teachers treat me as a team member.	40
13	The school communicates regularly with me regarding my child's progress on IEP goals.	40
17	The school gives parents the help they may need to play an active role in their child's education.	38
9	Teachers seek out parent input.	37
18	The school provides information on agencies that can assist my child in the transition from school.	36
5	I was given information about organizations that offer support for parents of students with disabilities.	34
15	The school offers parents training about special education issues.	24

For questions regarding district results, please contact Anne Ladd:

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

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

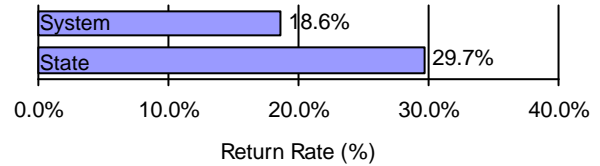


2015 Special Education Parent Survey Report

Muscogee County

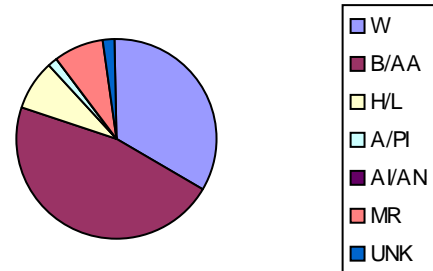
Overview

	System	State
Number of Surveys Distributed	787	41,660
Number of Valid Responses	146	12,368
Percentage Return Rate	18.6%	29.7%

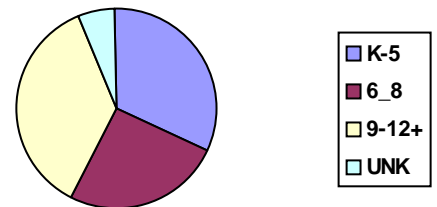


Child Demographics

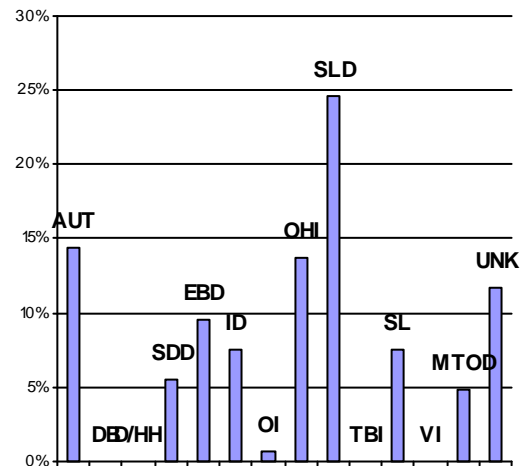
Race/Ethnicity	Count	Percent
White	49	33.6%
Black or African American (B/AA)	68	46.6%
Hispanic or Latino (H/L)	12	8.2%
Asian or Pacific Islander (A/PI)	2	1.4%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	12	8.2%
Unknown (UNK)	3	2.1%



Grade	Count	Percent
K-5	47	32.2%
6-8	36	24.7%
9-12+	54	37.0%
Unknown (UNK)	9	6.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	21	14.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	8	5.5%
Emotional Behavioral Disorder (EBD)	14	9.6%
Intellectual Disability (ID)	11	7.5%
Orthopedic Impairment (OI)	1	0.7%
Other Health Impairment (OHI)	20	13.7%
Specific Learning Disability (SLD)	36	24.7%
Speech/Language Impairment (SL)	11	7.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	4.8%
Unknown (UNK)	17	11.6%



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

2015 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 (18 items)	39 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
7	Teachers are available to speak with me.	63
6	My child's evaluation report and other written information are written in terms I understand.	57
8	Teachers treat me as a team member.	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	55
9	Teachers seek out parent input.	55
11	Teachers encourage me to participate in the decision-making process.	55
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	55
13	The school communicates regularly with me regarding my child's progress on IEP goals.	55
14	The school gives me choices with regard to services that address my child's needs.	52
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	52
16	The school offers parents a variety of ways to communicate with teachers.	50
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	49
17	The school gives parents the help they may need to play an active role in their child's education.	45
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
5	I was given information about organizations that offer support for parents of students with disabilities.	33
18	The school provides information on agencies that can assist my child in the transition from school.	33
15	The school offers parents training about special education issues.	24

For questions regarding district results, please contact Anne Ladd:

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

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

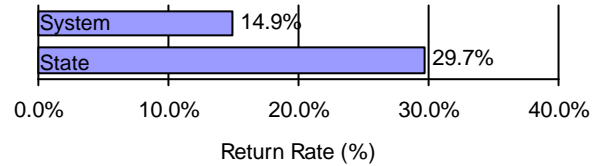


2015 Special Education Parent Survey Report

Newton County

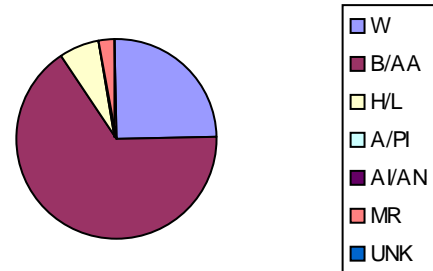
Overview

	System	State
Number of Surveys Distributed	563	41,660
Number of Valid Responses	84	12,368
Percentage Return Rate	14.9%	29.7%

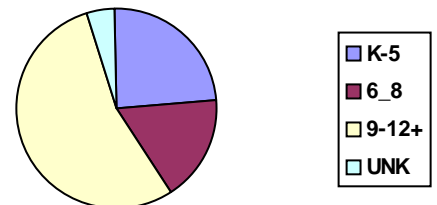


Child Demographics

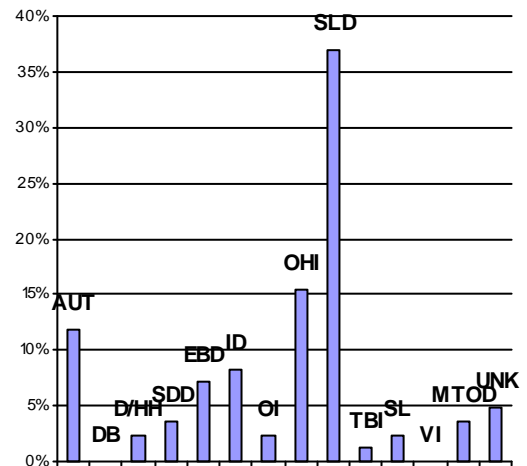
Race/Ethnicity	Count	Percent
White	21	25.0%
Black or African American (B/AA)	55	65.5%
Hispanic or Latino (H/L)	6	7.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	2.4%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	20	23.8%
6-8	14	16.7%
9-12+	46	54.8%
Unknown (UNK)	4	4.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	10	11.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	2.4%
Significant Developmental Delay (SDD)	3	3.6%
Emotional Behavioral Disorder (EBD)	6	7.1%
Intellectual Disability (ID)	7	8.3%
Orthopedic Impairment (OI)	2	2.4%
Other Health Impairment (OHI)	13	15.5%
Specific Learning Disability (SLD)	31	36.9%
Speech/Language Impairment (SL)	2	2.4%
Traumatic Brain injury (TBI)	1	1.2%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	3.6%
Unknown (UNK)	4	4.8%



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

2015 Special Education Parent Survey Report

Newton County

Parent Satisfaction

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

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
7	Teachers are available to speak with me.	67
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	67
8	Teachers treat me as a team member.	65
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	64
11	Teachers encourage me to participate in the decision-making process.	64
9	Teachers seek out parent input.	64
13	The school communicates regularly with me regarding my child's progress on IEP goals.	62
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	59
16	The school offers parents a variety of ways to communicate with teachers.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	57
6	My child's evaluation report and other written information are written in terms I understand.	56
14	The school gives me choices with regard to services that address my child's needs.	51
17	The school gives parents the help they may need to play an active role in their child's education.	50
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	49
5	I was given information about organizations that offer support for parents of students with disabilities.	43
15	The school offers parents training about special education issues.	40
18	The school provides information on agencies that can assist my child in the transition from school.	40

For questions regarding district results, please contact Anne Ladd:

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

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

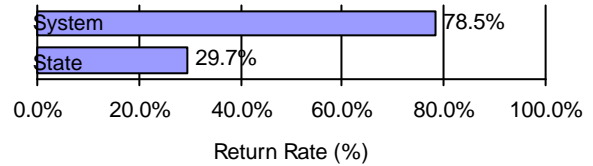


2015 Special Education Parent Survey Report

Oconee County

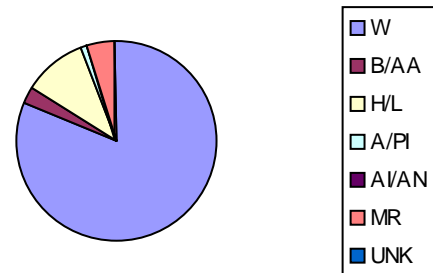
Overview

	System	State
Number of Surveys Distributed	135	41,660
Number of Valid Responses	106	12,368
Percentage Return Rate	78.5%	29.7%

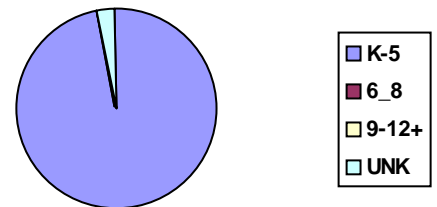


Child Demographics

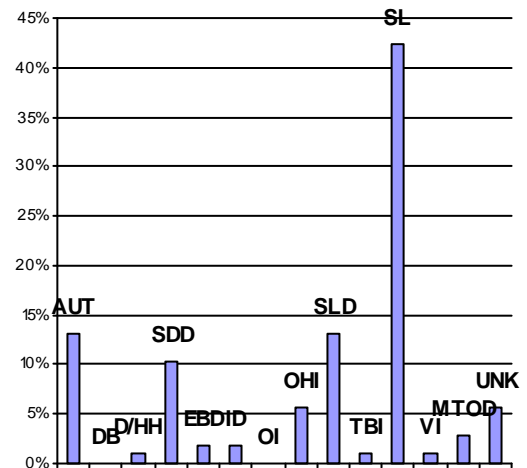
Race/Ethnicity	Count	Percent
White	86	81.1%
Black or African American (B/AA)	3	2.8%
Hispanic or Latino (H/L)	11	10.4%
Asian or Pacific Islander (A/PI)	1	0.9%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	4.7%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	103	97.2%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	2.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	14	13.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.9%
Significant Developmental Delay (SDD)	11	10.4%
Emotional Behavioral Disorder (EBD)	2	1.9%
Intellectual Disability (ID)	2	1.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	5.7%
Specific Learning Disability (SLD)	14	13.2%
Speech/Language Impairment (SL)	45	42.5%
Traumatic Brain injury (TBI)	1	0.9%
Visual Impairment including Blindness (VI)	1	0.9%
More Than One Disability (MTOD)	3	2.8%
Unknown (UNK)	6	5.7%



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

2015 Special Education Parent Survey Report

Oconee County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	73 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	86
8	Teachers treat me as a team member.	86
11	Teachers encourage me to participate in the decision-making process.	85
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	85
6	My child's evaluation report and other written information are written in terms I understand.	84
13	The school communicates regularly with me regarding my child's progress on IEP goals.	83
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	83
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	82
17	The school gives parents the help they may need to play an active role in their child's education.	81
9	Teachers seek out parent input.	80
16	The school offers parents a variety of ways to communicate with teachers.	80
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	75
14	The school gives me choices with regard to services that address my child's needs.	71
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	65
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	64
18	The school provides information on agencies that can assist my child in the transition from school.	60
15	The school offers parents training about special education issues.	57
5	I was given information about organizations that offer support for parents of students with disabilities.	53

For questions regarding district results, please contact Anne Ladd:

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

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

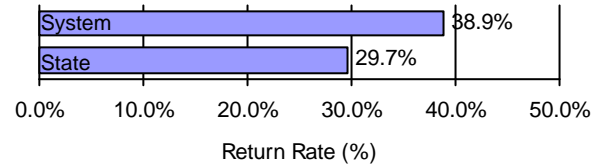


2015 Special Education Parent Survey Report

Paulding County

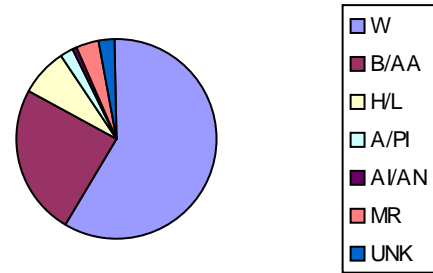
Overview

	System	State
Number of Surveys Distributed	491	41,660
Number of Valid Responses	191	12,368
Percentage Return Rate	38.9%	29.7%

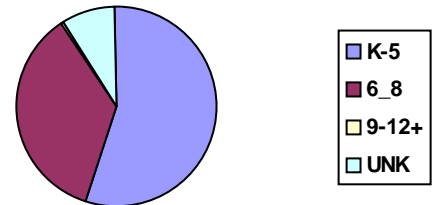


Child Demographics

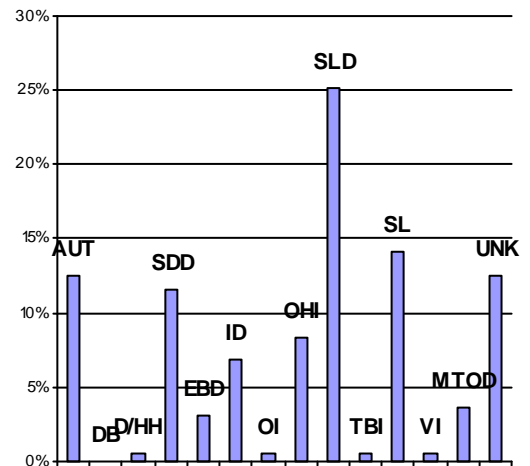
Race/Ethnicity	Count	Percent
White	111	58.1%
Black or African American (B/AA)	47	24.6%
Hispanic or Latino (H/L)	15	7.9%
Asian or Pacific Islander (A/PI)	4	2.1%
American Indian or Alaska Native (AI/AN)	2	1.0%
Multi-racial (MR)	7	3.7%
Unknown (UNK)	5	2.6%



Grade	Count	Percent
K-5	104	54.5%
6-8	69	36.1%
9-12+	1	0.5%
Unknown (UNK)	17	8.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	24	12.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.5%
Significant Developmental Delay (SDD)	22	11.5%
Emotional Behavioral Disorder (EBD)	6	3.1%
Intellectual Disability (ID)	13	6.8%
Orthopedic Impairment (OI)	1	0.5%
Other Health Impairment (OHI)	16	8.4%
Specific Learning Disability (SLD)	48	25.1%
Speech/Language Impairment (SL)	27	14.1%
Traumatic Brain injury (TBI)	1	0.5%
Visual Impairment including Blindness (VI)	1	0.5%
More Than One Disability (MTOD)	7	3.7%
Unknown (UNK)	24	12.6%



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

2015 Special Education Parent Survey Report

Paulding County

Parent Satisfaction

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

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
7	Teachers are available to speak with me.	70
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	68
8	Teachers treat me as a team member.	66
11	Teachers encourage me to participate in the decision-making process.	66
9	Teachers seek out parent input.	66
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	64
6	My child's evaluation report and other written information are written in terms I understand.	64
13	The school communicates regularly with me regarding my child's progress on IEP goals.	62
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	62
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	60
16	The school offers parents a variety of ways to communicate with teachers.	58
17	The school gives parents the help they may need to play an active role in their child's education.	53
14	The school gives me choices with regard to services that address my child's needs.	52
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	48
18	The school provides information on agencies that can assist my child in the transition from school.	32
5	I was given information about organizations that offer support for parents of students with disabilities.	31
15	The school offers parents training about special education issues.	28

For questions regarding district results, please contact Anne Ladd:

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 Georgia Department of Education
 (404) 657 7328
 aladd@doe.k12.ga.us

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

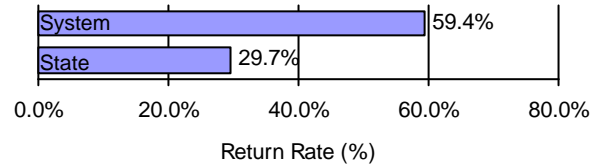


2015 Special Education Parent Survey Report

Peach County

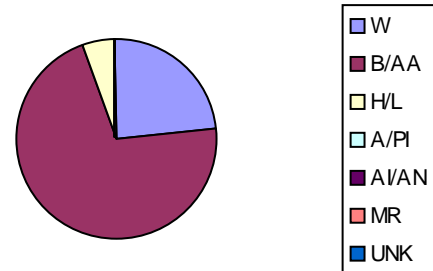
Overview

	System	State
Number of Surveys Distributed	64	41,660
Number of Valid Responses	38	12,368
Percentage Return Rate	59.4%	29.7%

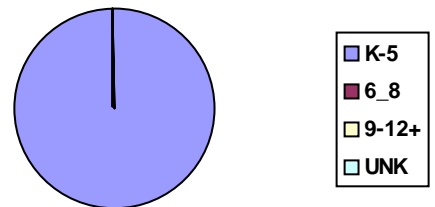


Child Demographics

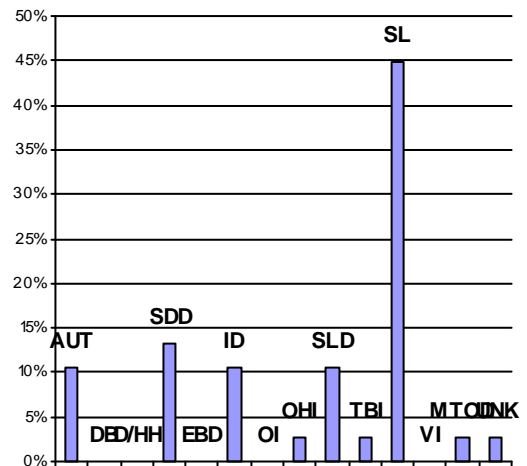
Race/Ethnicity	Count	Percent
White	9	23.7%
Black or African American (B/AA)	27	71.1%
Hispanic or Latino (H/L)	2	5.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	38	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



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)	5	13.2%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	4	10.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.6%
Specific Learning Disability (SLD)	4	10.5%
Speech/Language Impairment (SL)	17	44.7%
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)	1	2.6%



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

2015 Special Education Parent Survey Report

Peach County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	61 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	84
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	79
6	My child's evaluation report and other written information are written in terms I understand.	79
7	Teachers are available to speak with me.	79
8	Teachers treat me as a team member.	79
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	79
11	Teachers encourage me to participate in the decision-making process.	79
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	78
9	Teachers seek out parent input.	76
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	76
17	The school gives parents the help they may need to play an active role in their child's education.	76
13	The school communicates regularly with me regarding my child's progress on IEP goals.	74
14	The school gives me choices with regard to services that address my child's needs.	73
16	The school offers parents a variety of ways to communicate with teachers.	73
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	72
18	The school provides information on agencies that can assist my child in the transition from school.	54
5	I was given information about organizations that offer support for parents of students with disabilities.	53
15	The school offers parents training about special education issues.	46

For questions regarding district results, please contact Anne Ladd:

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

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

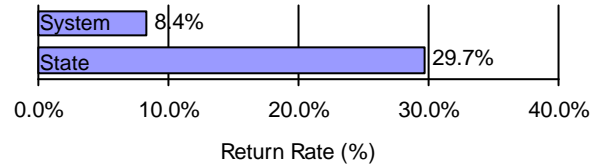


2015 Special Education Parent Survey Report

Pickens County

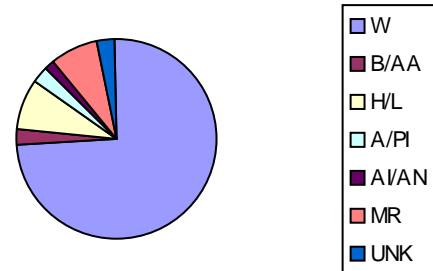
Overview

	System	State
Number of Surveys Distributed	861	41,660
Number of Valid Responses	72	12,368
Percentage Return Rate	8.4%	29.7%

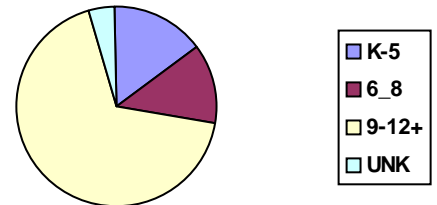


Child Demographics

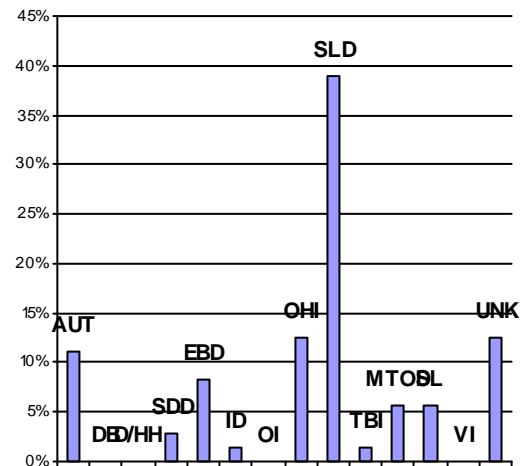
Race/Ethnicity	Count	Percent
White	53	73.6%
Black or African American (B/AA)	2	2.8%
Hispanic or Latino (H/L)	6	8.3%
Asian or Pacific Islander (A/PI)	2	2.8%
American Indian or Alaska Native (AI/AN)	1	1.4%
Multi-racial (MR)	6	8.3%
Unknown (UNK)	2	2.8%



Grade	Count	Percent
K-5	11	15.3%
6-8	9	12.5%
9-12+	49	68.1%
Unknown (UNK)	3	4.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	11.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	2.8%
Emotional Behavioral Disorder (EBD)	6	8.3%
Intellectual Disability (ID)	1	1.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	9	12.5%
Specific Learning Disability (SLD)	28	38.9%
Speech/Language Impairment (SL)	4	5.6%
Traumatic Brain injury (TBI)	1	1.4%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	5.6%
Unknown (UNK)	9	12.5%



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

2015 Special Education Parent Survey Report

Pickens County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	68 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
11	Teachers encourage me to participate in the decision-making process.	82
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	81
6	My child's evaluation report and other written information are written in terms I understand.	79
7	Teachers are available to speak with me.	77
8	Teachers treat me as a team member.	75
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	75
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	74
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	73
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	73
13	The school communicates regularly with me regarding my child's progress on IEP goals.	72
9	Teachers seek out parent input.	72
14	The school gives me choices with regard to services that address my child's needs.	70
17	The school gives parents the help they may need to play an active role in their child's education.	69
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	65
18	The school provides information on agencies that can assist my child in the transition from school.	64
16	The school offers parents a variety of ways to communicate with teachers.	63
5	I was given information about organizations that offer support for parents of students with disabilities.	63
15	The school offers parents training about special education issues.	54

For questions regarding district results, please contact Anne Ladd:

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

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

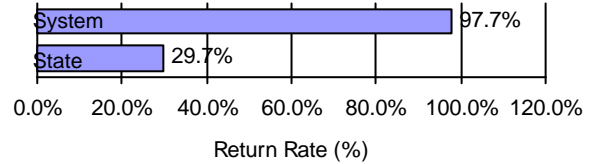


2015 Special Education Parent Survey Report

Pierce County

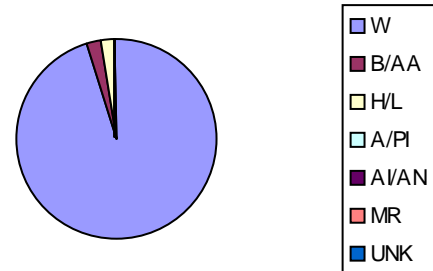
Overview

	System	State
Number of Surveys Distributed	44	41,660
Number of Valid Responses	43	12,368
Percentage Return Rate	97.7%	29.7%

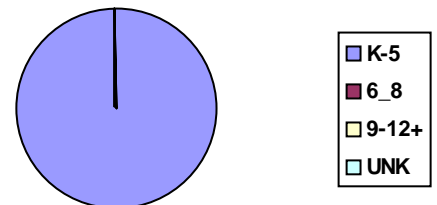


Child Demographics

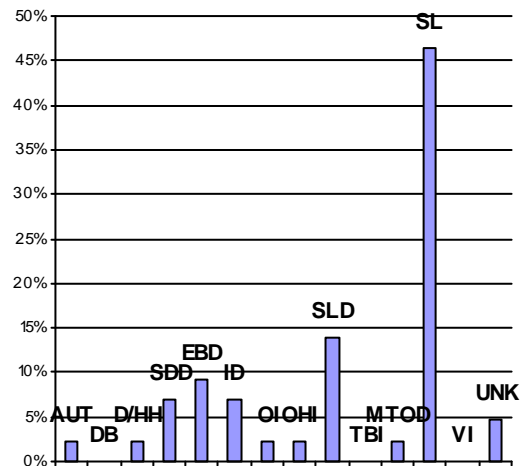
Race/Ethnicity	Count	Percent
White	41	95.3%
Black or African American (B/AA)	1	2.3%
Hispanic or Latino (H/L)	1	2.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	43	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.3%
Significant Developmental Delay (SDD)	3	7.0%
Emotional Behavioral Disorder (EBD)	4	9.3%
Intellectual Disability (ID)	3	7.0%
Orthopedic Impairment (OI)	1	2.3%
Other Health Impairment (OHI)	1	2.3%
Specific Learning Disability (SLD)	6	14.0%
Speech/Language Impairment (SL)	20	46.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	2.3%
Unknown (UNK)	2	4.7%



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

2015 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 (18 items)	79 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	86
11	Teachers encourage me to participate in the decision-making process.	86
13	The school communicates regularly with me regarding my child's progress on IEP goals.	86
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	85
8	Teachers treat me as a team member.	84
9	Teachers seek out parent input.	83
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	83
17	The school gives parents the help they may need to play an active role in their child's education.	83
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	82
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	81
16	The school offers parents a variety of ways to communicate with teachers.	81
14	The school gives me choices with regard to services that address my child's needs.	81
5	I was given information about organizations that offer support for parents of students with disabilities.	80
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	80
6	My child's evaluation report and other written information are written in terms I understand.	79
18	The school provides information on agencies that can assist my child in the transition from school.	79
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	79
15	The school offers parents training about special education issues.	78

For questions regarding district results, please contact Anne Ladd:

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

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

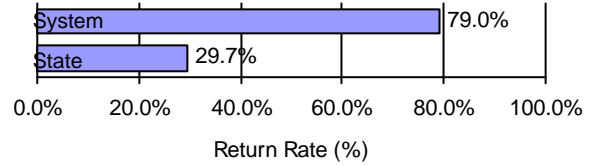


2015 Special Education Parent Survey Report

Pike County

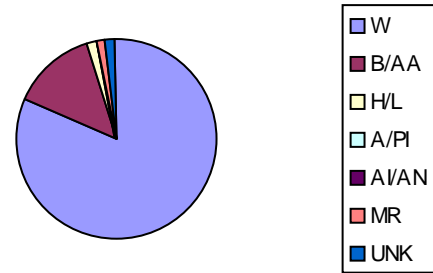
Overview

	System	State
Number of Surveys Distributed	81	41,660
Number of Valid Responses	64	12,368
Percentage Return Rate	79.0%	29.7%

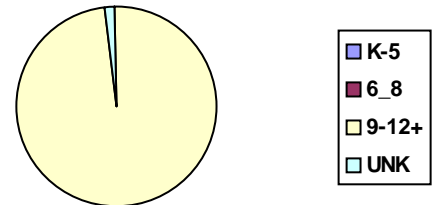


Child Demographics

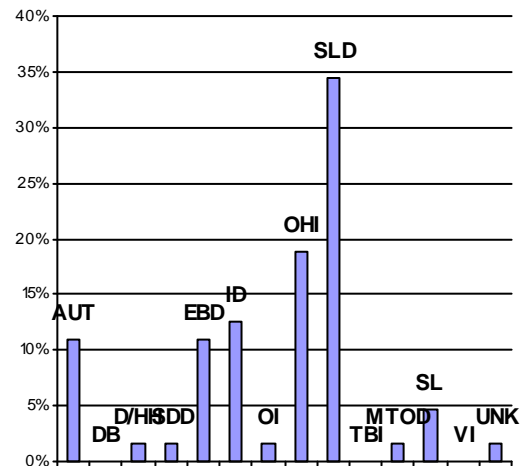
Race/Ethnicity	Count	Percent
White	52	81.3%
Black or African American (B/AA)	9	14.1%
Hispanic or Latino (H/L)	1	1.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.6%
Unknown (UNK)	1	1.6%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	63	98.4%
Unknown (UNK)	1	1.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	10.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.6%
Significant Developmental Delay (SDD)	1	1.6%
Emotional Behavioral Disorder (EBD)	7	10.9%
Intellectual Disability (ID)	8	12.5%
Orthopedic Impairment (OI)	1	1.6%
Other Health Impairment (OHI)	12	18.8%
Specific Learning Disability (SLD)	22	34.4%
Speech/Language Impairment (SL)	3	4.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	1.6%
Unknown (UNK)	1	1.6%



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

2015 Special Education Parent Survey Report

Pike County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	52 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
11	Teachers encourage me to participate in the decision-making process.	72
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
7	Teachers are available to speak with me.	69
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	68
8	Teachers treat me as a team member.	67
9	Teachers seek out parent input.	66
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	65
13	The school communicates regularly with me regarding my child's progress on IEP goals.	64
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	63
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	63
18	The school provides information on agencies that can assist my child in the transition from school.	60
6	My child's evaluation report and other written information are written in terms I understand.	59
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	58
16	The school offers parents a variety of ways to communicate with teachers.	57
17	The school gives parents the help they may need to play an active role in their child's education.	56
14	The school gives me choices with regard to services that address my child's needs.	54
5	I was given information about organizations that offer support for parents of students with disabilities.	51
15	The school offers parents training about special education issues.	39

For questions regarding district results, please contact Anne Ladd:

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

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

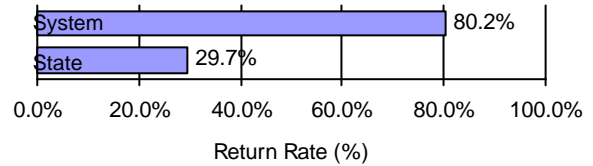


2015 Special Education Parent Survey Report

Polk County

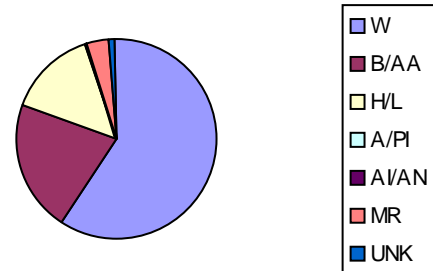
Overview

	System	State
Number of Surveys Distributed	505	41,660
Number of Valid Responses	405	12,368
Percentage Return Rate	80.2%	29.7%

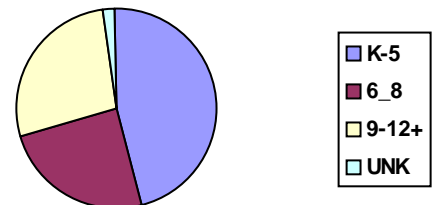


Child Demographics

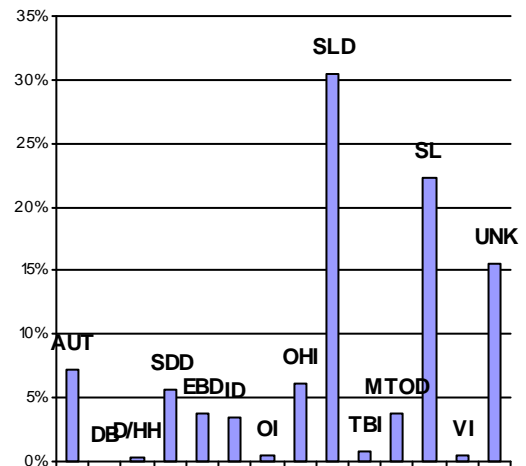
Race/Ethnicity	Count	Percent
White	239	59.0%
Black or African American (B/AA)	86	21.2%
Hispanic or Latino (H/L)	60	14.8%
Asian or Pacific Islander (A/PI)	2	0.5%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	14	3.5%
Unknown (UNK)	4	1.0%



Grade	Count	Percent
K-5	186	45.9%
6-8	98	24.2%
9-12+	113	27.9%
Unknown (UNK)	8	2.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	29	7.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.2%
Significant Developmental Delay (SDD)	23	5.7%
Emotional Behavioral Disorder (EBD)	15	3.7%
Intellectual Disability (ID)	14	3.5%
Orthopedic Impairment (OI)	2	0.5%
Other Health Impairment (OHI)	25	6.2%
Specific Learning Disability (SLD)	123	30.4%
Speech/Language Impairment (SL)	90	22.2%
Traumatic Brain injury (TBI)	3	0.7%
Visual Impairment including Blindness (VI)	2	0.5%
More Than One Disability (MTOD)	15	3.7%
Unknown (UNK)	63	15.6%



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

2015 Special Education Parent Survey Report

Polk County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	42 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	63
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	61
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	61
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	60
11	Teachers encourage me to participate in the decision-making process.	60
8	Teachers treat me as a team member.	60
6	My child's evaluation report and other written information are written in terms I understand.	60
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	58
9	Teachers seek out parent input.	56
13	The school communicates regularly with me regarding my child's progress on IEP goals.	55
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	55
16	The school offers parents a variety of ways to communicate with teachers.	52
17	The school gives parents the help they may need to play an active role in their child's education.	51
14	The school gives me choices with regard to services that address my child's needs.	50
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
18	The school provides information on agencies that can assist my child in the transition from school.	42
5	I was given information about organizations that offer support for parents of students with disabilities.	39
15	The school offers parents training about special education issues.	38

For questions regarding district results, please contact Anne Ladd:

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 Georgia Department of Education
 (404) 657 7328
 aladd@doe.k12.ga.us

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

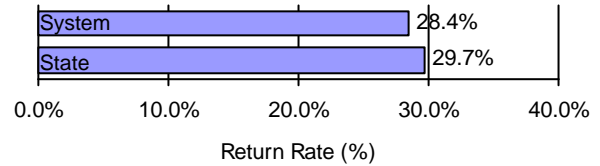


2015 Special Education Parent Survey Report

Richmond County

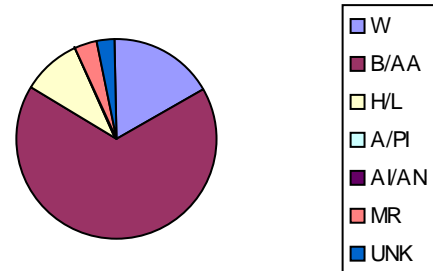
Overview

	System	State
Number of Surveys Distributed	366	41,660
Number of Valid Responses	104	12,368
Percentage Return Rate	28.4%	29.7%

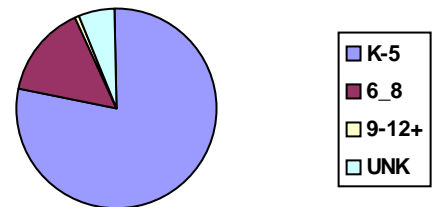


Child Demographics

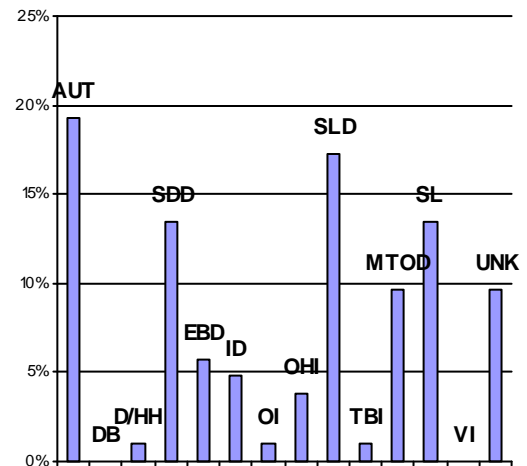
Race/Ethnicity	Count	Percent
White	18	17.3%
Black or African American (B/AA)	69	66.3%
Hispanic or Latino (H/L)	10	9.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	3.8%
Unknown (UNK)	3	2.9%



Grade	Count	Percent
K-5	81	77.9%
6-8	16	15.4%
9-12+	1	1.0%
Unknown (UNK)	6	5.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	20	19.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.0%
Significant Developmental Delay (SDD)	14	13.5%
Emotional Behavioral Disorder (EBD)	6	5.8%
Intellectual Disability (ID)	5	4.8%
Orthopedic Impairment (OI)	1	1.0%
Other Health Impairment (OHI)	4	3.8%
Specific Learning Disability (SLD)	18	17.3%
Speech/Language Impairment (SL)	14	13.5%
Traumatic Brain injury (TBI)	1	1.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	10	9.6%
Unknown (UNK)	10	9.6%



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

2015 Special Education Parent Survey Report

Richmond County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	40 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	61
8	Teachers treat me as a team member.	60
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	57
10	Teachers respect my cultural heritage and 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.	54
13	The school communicates regularly with me regarding my child's progress on IEP goals.	54
11	Teachers encourage me to participate in the decision-making process.	54
6	My child's evaluation report and other written information are written in terms I understand.	53
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	53
9	Teachers seek out parent input.	50
16	The school offers parents a variety of ways to communicate with teachers.	49
17	The school gives parents the help they may need to play an active role in their child's education.	47
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	41
14	The school gives me choices with regard to services that address my child's needs.	37
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	30
5	I was given information about organizations that offer support for parents of students with disabilities.	29
15	The school offers parents training about special education issues.	29
18	The school provides information on agencies that can assist my child in the transition from school.	28

For questions regarding district results, please contact Anne Ladd:

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

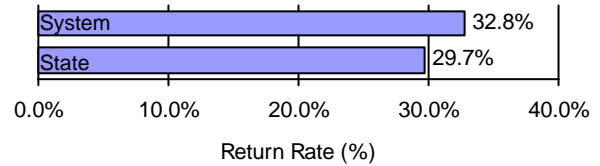


2015 Special Education Parent Survey Report

Rockdale County

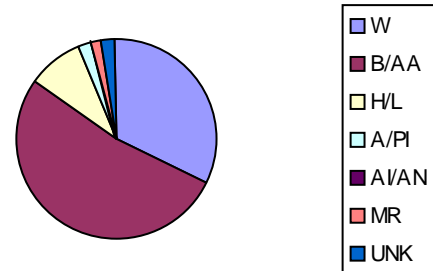
Overview

	System	State
Number of Surveys Distributed	403	41,660
Number of Valid Responses	132	12,368
Percentage Return Rate	32.8%	29.7%

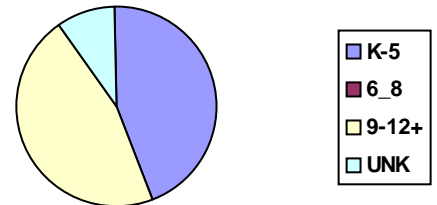


Child Demographics

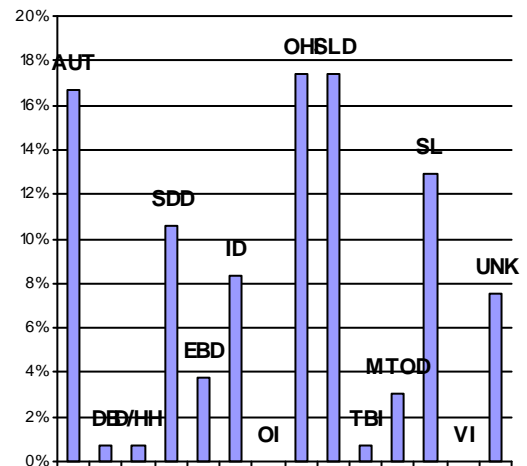
Race/Ethnicity	Count	Percent
White	43	32.6%
Black or African American (B/AA)	69	52.3%
Hispanic or Latino (H/L)	12	9.1%
Asian or Pacific Islander (A/PI)	3	2.3%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	1.5%
Unknown (UNK)	3	2.3%



Grade	Count	Percent
K-5	58	43.9%
6-8	0	0.0%
9-12+	61	46.2%
Unknown (UNK)	13	9.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	22	16.7%
Deaf-Blind (DB)	1	0.8%
Deaf-Hard of Hearing (D/HH)	1	0.8%
Significant Developmental Delay (SDD)	14	10.6%
Emotional Behavioral Disorder (EBD)	5	3.8%
Intellectual Disability (ID)	11	8.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	23	17.4%
Specific Learning Disability (SLD)	23	17.4%
Speech/Language Impairment (SL)	17	12.9%
Traumatic Brain injury (TBI)	1	0.8%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	3.0%
Unknown (UNK)	10	7.6%



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

2015 Special Education Parent Survey Report

Rockdale County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	36 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
8	Teachers treat me as a team member.	65
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
7	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
9	Teachers seek out parent input.	61
11	Teachers encourage me to participate in the decision-making process.	60
13	The school communicates regularly with me regarding my child's progress on IEP goals.	58
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	57
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
6	My child's evaluation report and other written information are written in terms I understand.	53
16	The school offers parents a variety of ways to communicate with teachers.	52
17	The school gives parents the help they may need to play an active role in their child's education.	48
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	47
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	46
14	The school gives me choices with regard to services that address my child's needs.	44
5	I was given information about organizations that offer support for parents of students with disabilities.	34
18	The school provides information on agencies that can assist my child in the transition from school.	29
15	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 7328
 aladd@doe.K12.ga.us

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

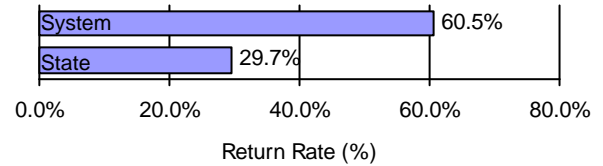


2015 Special Education Parent Survey Report

Spalding County

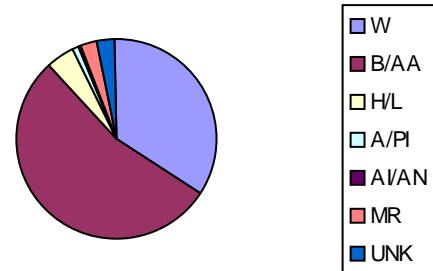
Overview

	System	State
Number of Surveys Distributed	238	41,660
Number of Valid Responses	144	12,368
Percentage Return Rate	60.5%	29.7%

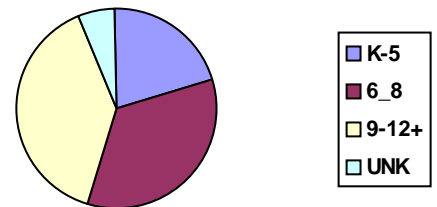


Child Demographics

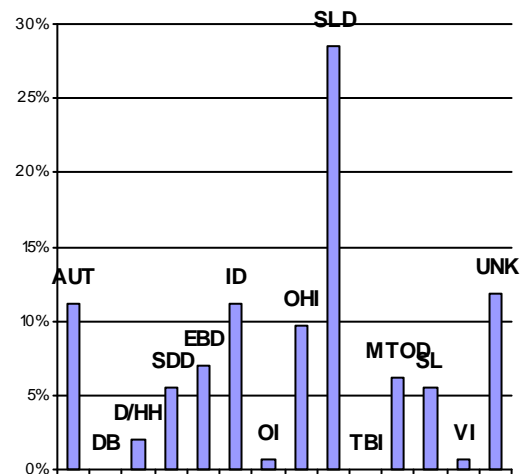
Race/Ethnicity	Count	Percent
White	49	34.0%
Black or African American (B/AA)	78	54.2%
Hispanic or Latino (H/L)	7	4.9%
Asian or Pacific Islander (A/PI)	1	0.7%
American Indian or Alaska Native (AI/AN)	1	0.7%
Multi-racial (MR)	4	2.8%
Unknown (UNK)	4	2.8%



Grade	Count	Percent
K-5	30	20.8%
6-8	48	33.3%
9-12+	57	39.6%
Unknown (UNK)	9	6.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	16	11.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	2.1%
Significant Developmental Delay (SDD)	8	5.6%
Emotional Behavioral Disorder (EBD)	10	6.9%
Intellectual Disability (ID)	16	11.1%
Orthopedic Impairment (OI)	1	0.7%
Other Health Impairment (OHI)	14	9.7%
Specific Learning Disability (SLD)	41	28.5%
Speech/Language Impairment (SL)	8	5.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.7%
More Than One Disability (MTOD)	9	6.3%
Unknown (UNK)	17	11.8%



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

2015 Special Education Parent Survey Report

Spalding County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	32 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	55
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	53
6	My child's evaluation report and other written information are written in terms I understand.	52
8	Teachers treat me as a team member.	49
16	The school offers parents a variety of ways to communicate with teachers.	47
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	47
9	Teachers seek out parent input.	47
11	Teachers encourage me to participate in the decision-making process.	45
13	The school communicates regularly with me regarding my child's progress on IEP goals.	44
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	43
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	43
17	The school gives parents the help they may need to play an active role in their child's education.	42
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	41
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
14	The school gives me choices with regard to services that address my child's needs.	37
5	I was given information about organizations that offer support for parents of students with disabilities.	34
18	The school provides information on agencies that can assist my child in the transition from school.	31
15	The school offers parents training about special education issues.	28

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

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

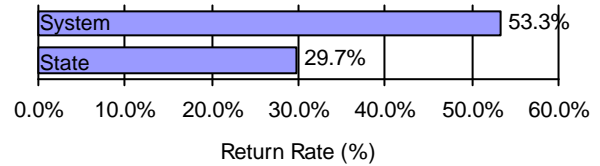


2015 Special Education Parent Survey Report

Stephens County

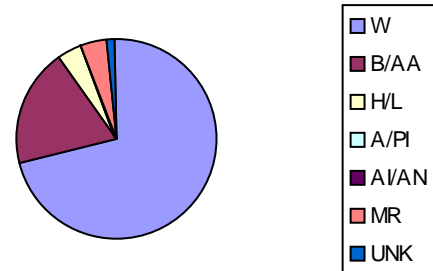
Overview

	System	State
Number of Surveys Distributed	135	41,660
Number of Valid Responses	72	12,368
Percentage Return Rate	53.3%	29.7%

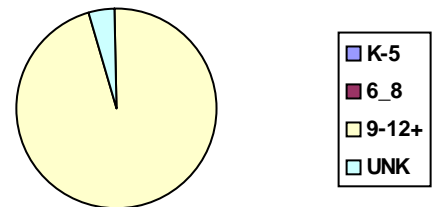


Child Demographics

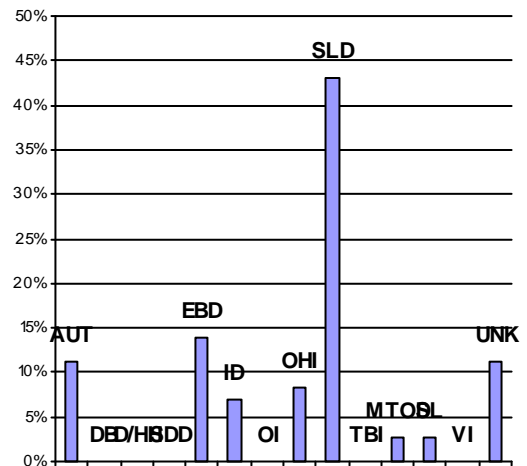
Race/Ethnicity	Count	Percent
White	51	70.8%
Black or African American (B/AA)	14	19.4%
Hispanic or Latino (H/L)	3	4.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	4.2%
Unknown (UNK)	1	1.4%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	69	95.8%
Unknown (UNK)	3	4.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	11.1%
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)	10	13.9%
Intellectual Disability (ID)	5	6.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	8.3%
Specific Learning Disability (SLD)	31	43.1%
Speech/Language Impairment (SL)	2	2.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	2.8%
Unknown (UNK)	8	11.1%



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

2015 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 (18 items)	50 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
7	Teachers are available to speak with me.	63
13	The school communicates regularly with me regarding my child's progress on IEP goals.	61
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	60
6	My child's evaluation report and other written information are written in terms I understand.	60
11	Teachers encourage me to participate in the decision-making process.	60
8	Teachers treat me as a team member.	58
16	The school offers parents a variety of ways to communicate with teachers.	58
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	56
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	56
9	Teachers seek out parent input.	54
17	The school gives parents the help they may need to play an active role in their child's education.	54
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	49
18	The school provides information on agencies that can assist my child in the transition from school.	47
14	The school gives me choices with regard to services that address my child's needs.	46
5	I was given information about organizations that offer support for parents of students with disabilities.	41
15	The school offers parents training about special education issues.	37

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

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

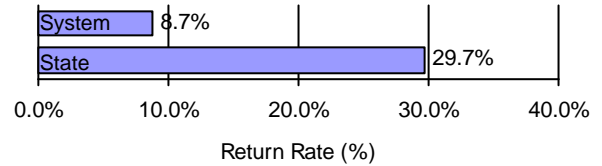


2015 Special Education Parent Survey Report

Stewart County

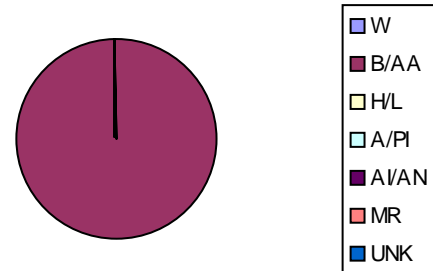
Overview

	System	State
Number of Surveys Distributed	23	41,660
Number of Valid Responses	2	12,368
Percentage Return Rate	8.7%	29.7%

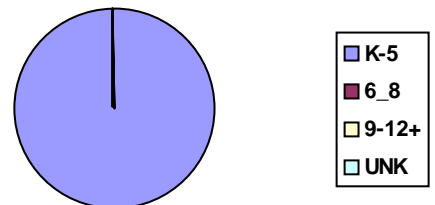


Child Demographics

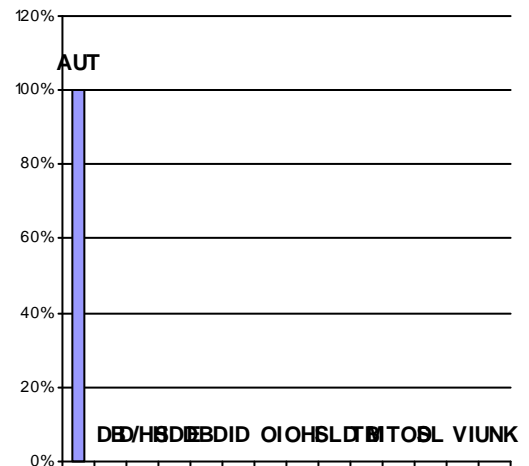
Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	2	100.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	2	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	100.0%
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)	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%

2015 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 (18 items)	0 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	100
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	50
6	My child's evaluation report and other written information are written in terms I understand.	50
7	Teachers are available to speak with me.	50
8	Teachers treat me as a team member.	50
9	Teachers seek out parent input.	50
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	50
11	Teachers encourage me to participate in the decision-making process.	50
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	50
13	The school communicates regularly with me regarding my child's progress on IEP goals.	50
14	The school gives me choices with regard to services that address my child's needs.	50
16	The school offers parents a variety of ways to communicate with teachers.	50
17	The school gives parents the help they may need to play an active role in their child's education.	50
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	0
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	0
5	I was given information about organizations that offer support for parents of students with disabilities.	0
15	The school offers parents training about special education issues.	0
18	The school provides information on agencies that can assist my child in the transition from school.	0

For questions regarding district results, please contact Anne Ladd:

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

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

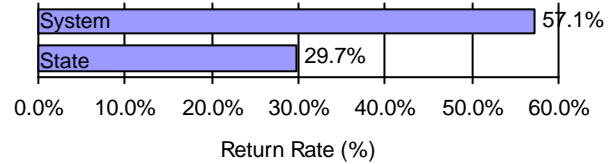


2015 Special Education Parent Survey Report

Tattnall County

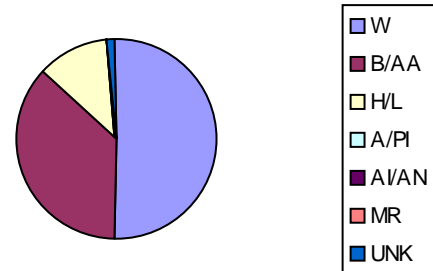
Overview

	System	State
Number of Surveys Distributed	119	41,660
Number of Valid Responses	68	12,368
Percentage Return Rate	57.1%	29.7%

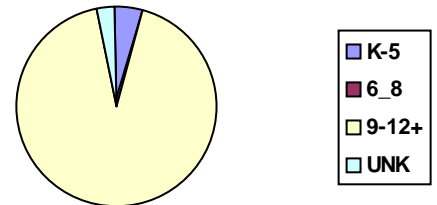


Child Demographics

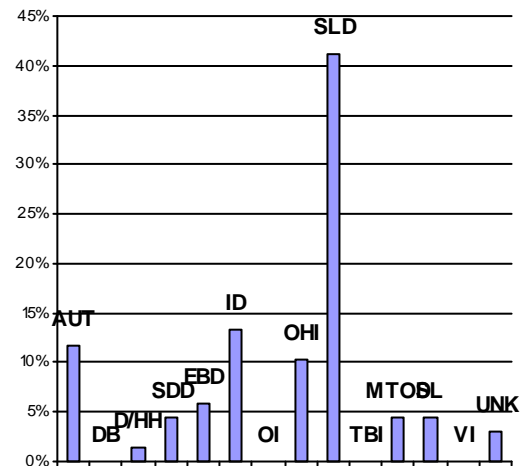
Race/Ethnicity	Count	Percent
White	34	50.0%
Black or African American (B/AA)	25	36.8%
Hispanic or Latino (H/L)	8	11.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	1.5%



Grade	Count	Percent
K-5	3	4.4%
6-8	0	0.0%
9-12+	63	92.6%
Unknown (UNK)	2	2.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	11.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.5%
Significant Developmental Delay (SDD)	3	4.4%
Emotional Behavioral Disorder (EBD)	4	5.9%
Intellectual Disability (ID)	9	13.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	7	10.3%
Specific Learning Disability (SLD)	28	41.2%
Speech/Language Impairment (SL)	3	4.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	4.4%
Unknown (UNK)	2	2.9%



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

2015 Special Education Parent Survey Report

Tattnall County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	66 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
11	Teachers encourage me to participate in the decision-making process.	82
7	Teachers are available to speak with me.	81
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	81
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	81
8	Teachers treat me as a team member.	79
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	79
6	My child's evaluation report and other written information are written in terms I understand.	78
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	78
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	76
9	Teachers seek out parent input.	75
13	The school communicates regularly with me regarding my child's progress on IEP goals.	75
16	The school offers parents a variety of ways to communicate with teachers.	75
14	The school gives me choices with regard to services that address my child's needs.	72
17	The school gives parents the help they may need to play an active role in their child's education.	71
18	The school provides information on agencies that can assist my child in the transition from school.	69
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	67
5	I was given information about organizations that offer support for parents of students with disabilities.	66
15	The school offers parents training about special education issues.	57

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 aladd@doe.K12.ga.us

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

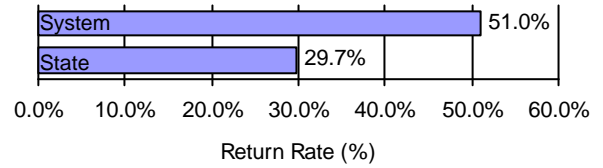


2015 Special Education Parent Survey Report

Taylor County

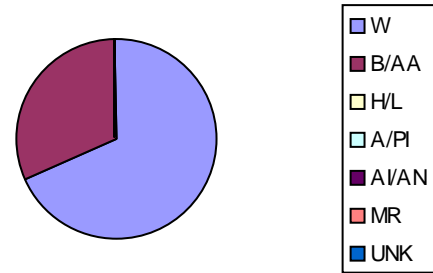
Overview

	System	State
Number of Surveys Distributed	49	41,660
Number of Valid Responses	25	12,368
Percentage Return Rate	51.0%	29.7%

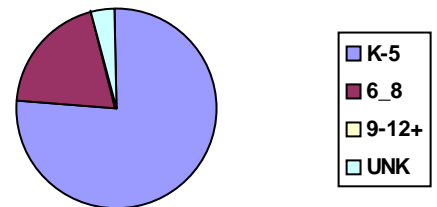


Child Demographics

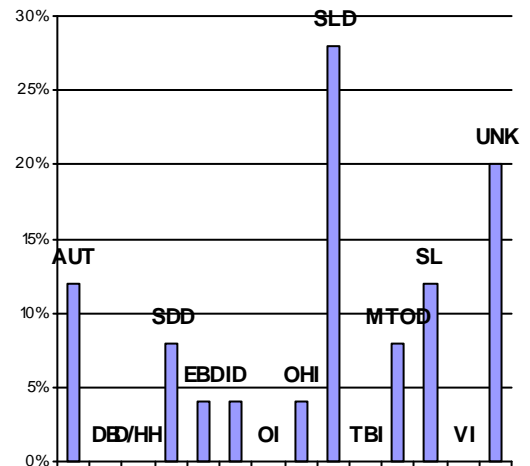
Race/Ethnicity	Count	Percent
White	17	68.0%
Black or African American (B/AA)	8	32.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	19	76.0%
6-8	5	20.0%
9-12+	0	0.0%
Unknown (UNK)	1	4.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	12.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	8.0%
Emotional Behavioral Disorder (EBD)	1	4.0%
Intellectual Disability (ID)	1	4.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	4.0%
Specific Learning Disability (SLD)	7	28.0%
Speech/Language Impairment (SL)	3	12.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	8.0%
Unknown (UNK)	5	20.0%



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

2015 Special Education Parent Survey Report

Taylor County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	56 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	80
8	Teachers treat me as a team member.	80
11	Teachers encourage me to participate in the decision-making process.	76
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	75
6	My child's evaluation report and other written information are written in terms I understand.	75
16	The school offers parents a variety of ways to communicate with teachers.	75
13	The school communicates regularly with me regarding my child's progress on IEP goals.	74
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	70
9	Teachers seek out parent input.	68
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	68
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	67
17	The school gives parents the help they may need to play an active role in their child's education.	67
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	64
14	The school gives me choices with regard to services that address my child's needs.	63
18	The school provides information on agencies that can assist my child in the transition from school.	54
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	52
15	The school offers parents training about special education issues.	38
5	I was given information about organizations that offer support for parents of students with disabilities.	33

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

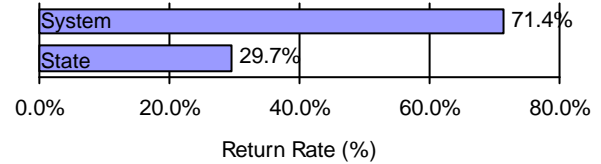


2015 Special Education Parent Survey Report

Telfair County

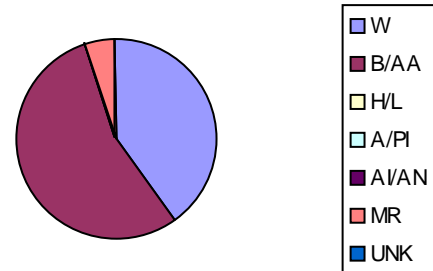
Overview

	System	State
Number of Surveys Distributed	28	41,660
Number of Valid Responses	20	12,368
Percentage Return Rate	71.4%	29.7%

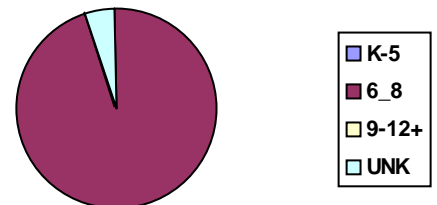


Child Demographics

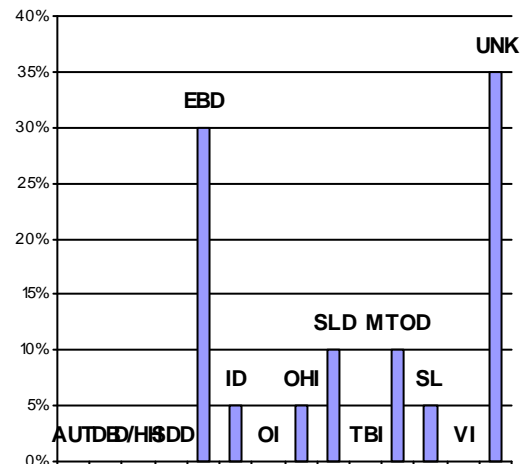
Race/Ethnicity	Count	Percent
White	8	40.0%
Black or African American (B/AA)	11	55.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	5.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	19	95.0%
9-12+	0	0.0%
Unknown (UNK)	1	5.0%



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)	6	30.0%
Intellectual Disability (ID)	1	5.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	5.0%
Specific Learning Disability (SLD)	2	10.0%
Speech/Language Impairment (SL)	1	5.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	10.0%
Unknown (UNK)	7	35.0%



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

2015 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 (18 items)	25 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
8	Teachers treat me as a team member.	53
11	Teachers encourage me to participate in the decision-making process.	53
6	My child's evaluation report and other written information are written in terms I understand.	47
7	Teachers are available to speak with me.	47
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	47
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	45
17	The school gives parents the help they may need to play an active role in their child's education.	45
9	Teachers seek out parent input.	41
14	The school gives me choices with regard to services that address my child's needs.	40
15	The school offers parents training about special education issues.	40
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	37
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	37
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	35
13	The school communicates regularly with me regarding my child's progress on IEP goals.	35
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	32
16	The school offers parents a variety of ways to communicate with teachers.	26
18	The school provides information on agencies that can assist my child in the transition from school.	26
5	I was given information about organizations that offer support for parents of students with disabilities.	20

For questions regarding district results, please contact Anne Ladd:

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

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

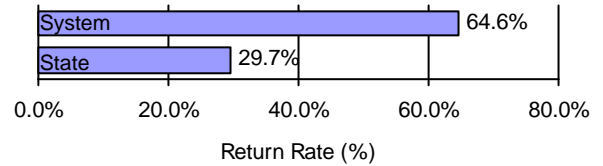


2015 Special Education Parent Survey Report

Thomas County

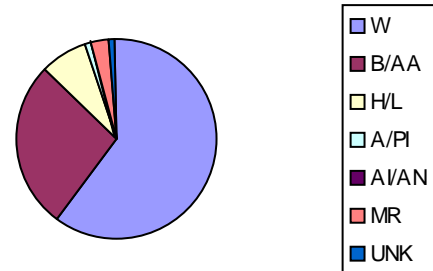
Overview

	System	State
Number of Surveys Distributed	158	41,660
Number of Valid Responses	102	12,368
Percentage Return Rate	64.6%	29.7%

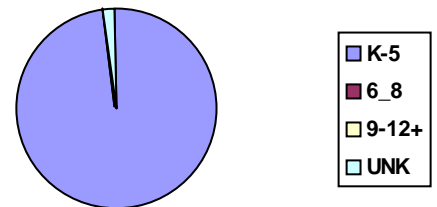


Child Demographics

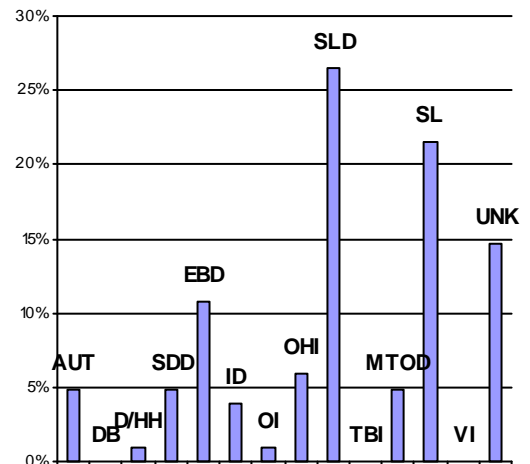
Race/Ethnicity	Count	Percent
White	61	59.8%
Black or African American (B/AA)	28	27.5%
Hispanic or Latino (H/L)	8	7.8%
Asian or Pacific Islander (A/PI)	1	1.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	2.9%
Unknown (UNK)	1	1.0%



Grade	Count	Percent
K-5	100	98.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	2	2.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	4.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.0%
Significant Developmental Delay (SDD)	5	4.9%
Emotional Behavioral Disorder (EBD)	11	10.8%
Intellectual Disability (ID)	4	3.9%
Orthopedic Impairment (OI)	1	1.0%
Other Health Impairment (OHI)	6	5.9%
Specific Learning Disability (SLD)	27	26.5%
Speech/Language Impairment (SL)	22	21.6%
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)	15	14.7%



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

2015 Special Education Parent Survey Report

Thomas County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	40 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	66
8	Teachers treat me as a team member.	64
9	Teachers seek out parent input.	62
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	60
11	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.	59
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	56
13	The school communicates regularly with me regarding my child's progress on IEP goals.	55
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	54
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	54
6	My child's evaluation report and other written information are written in terms I understand.	53
16	The school offers parents a variety of ways to communicate with teachers.	53
17	The school gives parents the help they may need to play an active role in their child's education.	51
14	The school gives me choices with regard to services that address my child's needs.	48
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
18	The school provides information on agencies that can assist my child in the transition from school.	40
15	The school offers parents training about special education issues.	38
5	I was given information about organizations that offer support for parents of students with disabilities.	36

For questions regarding district results, please contact Anne Ladd:

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 Georgia Department of Education
 (404) 657 7328
 aladd@doe.k12.ga.us

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

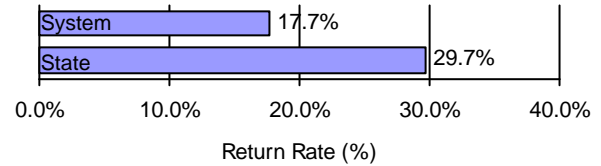


2015 Special Education Parent Survey Report

Tift County

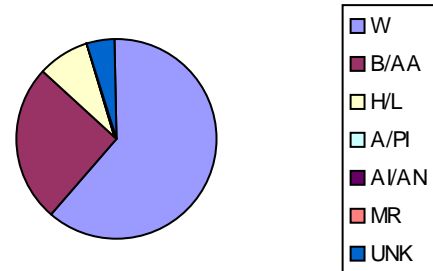
Overview

	System	State
Number of Surveys Distributed	130	41,660
Number of Valid Responses	23	12,368
Percentage Return Rate	17.7%	29.7%

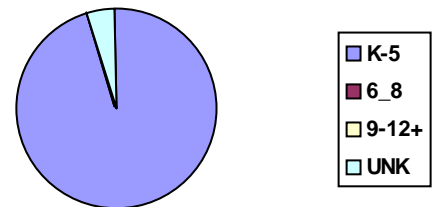


Child Demographics

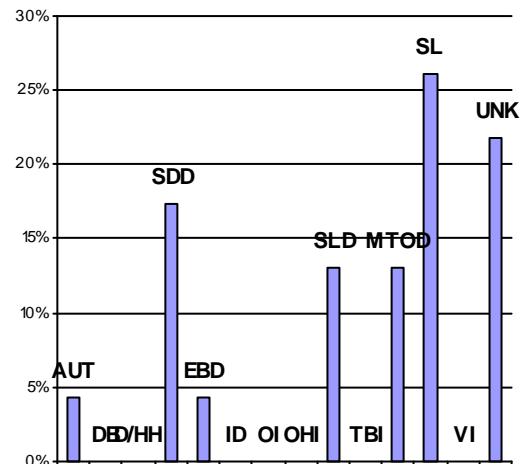
Race/Ethnicity	Count	Percent
White	14	60.9%
Black or African American (B/AA)	6	26.1%
Hispanic or Latino (H/L)	2	8.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	4.3%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	1	4.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	17.4%
Emotional Behavioral Disorder (EBD)	1	4.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	3	13.0%
Speech/Language Impairment (SL)	6	26.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	13.0%
Unknown (UNK)	5	21.7%



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

2015 Special Education Parent Survey Report

Tift County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	48 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
7	Teachers are available to speak with me.	65
8	Teachers treat me as a team member.	65
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	61
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	61
13	The school communicates regularly with me regarding my child's progress on IEP goals.	61
16	The school offers parents a variety of ways to communicate with teachers.	59
9	Teachers seek out parent input.	55
14	The school gives me choices with regard to services that address my child's needs.	52
17	The school gives parents the help they may need to play an active role in their child's education.	52
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	52
6	My child's evaluation report and other written information are written in terms I understand.	52
11	Teachers encourage me to participate in the decision-making process.	52
15	The school offers parents training about special education issues.	41
18	The school provides information on agencies that can assist my child in the transition from school.	38
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	33
5	I was given information about organizations that offer support for parents of students with disabilities.	33

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

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

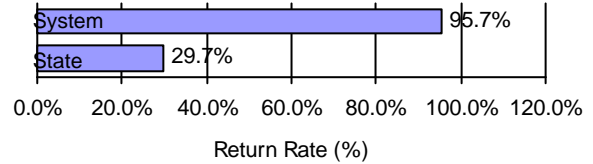


2015 Special Education Parent Survey Report

Toombs County

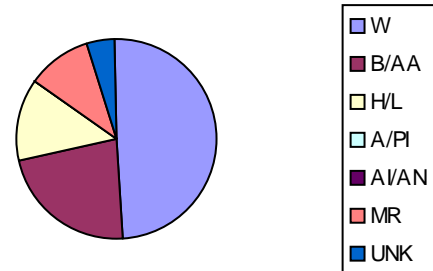
Overview

	System	State
Number of Surveys Distributed	69	41,660
Number of Valid Responses	66	12,368
Percentage Return Rate	95.7%	29.7%

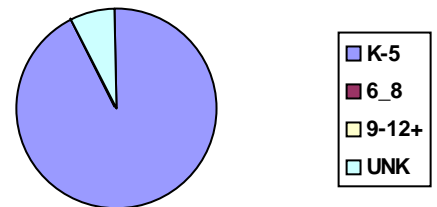


Child Demographics

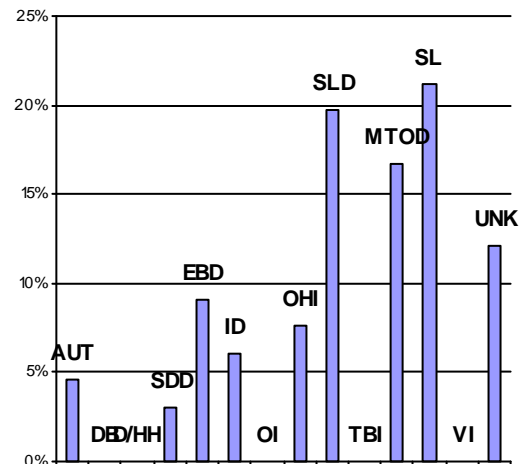
Race/Ethnicity	Count	Percent
White	32	48.5%
Black or African American (B/AA)	15	22.7%
Hispanic or Latino (H/L)	9	13.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	7	10.6%
Unknown (UNK)	3	4.5%



Grade	Count	Percent
K-5	61	92.4%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	5	7.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	4.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	3.0%
Emotional Behavioral Disorder (EBD)	6	9.1%
Intellectual Disability (ID)	4	6.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	7.6%
Specific Learning Disability (SLD)	13	19.7%
Speech/Language Impairment (SL)	14	21.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	11	16.7%
Unknown (UNK)	8	12.1%



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

2015 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 (18 items)	44 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	65
8	Teachers treat me as a team member.	63
13	The school communicates regularly with me regarding my child's progress on IEP goals.	63
16	The school offers parents a variety of ways to communicate with teachers.	63
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	62
11	Teachers encourage me to participate in the decision-making process.	61
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	60
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	60
9	Teachers seek out parent input.	57
17	The school gives parents the help they may need to play an active role in their child's education.	56
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	56
6	My child's evaluation report and other written information are written in terms I understand.	55
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
14	The school gives me choices with regard to services that address my child's needs.	52
15	The school offers parents training about special education issues.	49
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
18	The school provides information on agencies that can assist my child in the transition from school.	44
5	I was given information about organizations that offer support for parents of students with disabilities.	43

For questions regarding district results, please contact Anne Ladd:

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

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

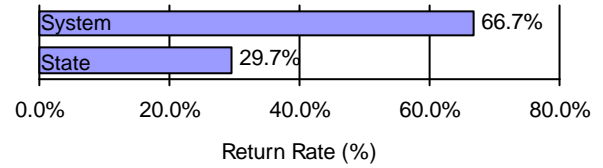


2015 Special Education Parent Survey Report

Towns County

Overview

	System	State
Number of Surveys Distributed	21	41,660
Number of Valid Responses	14	12,368
Percentage Return Rate	66.7%	29.7%

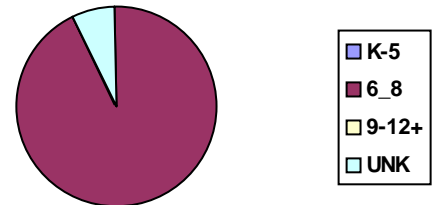


Child Demographics

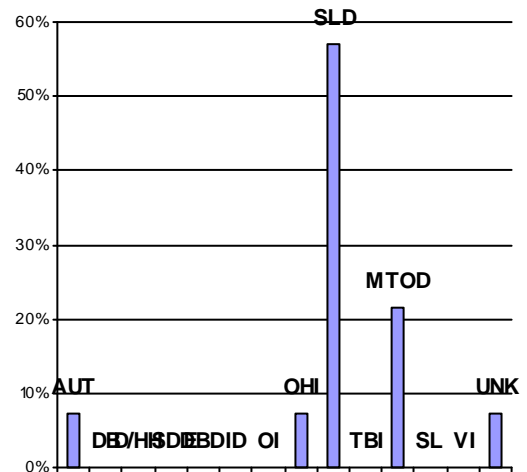
Race/Ethnicity	Count	Percent
White	14	100.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	13	92.9%
9-12+	0	0.0%
Unknown (UNK)	1	7.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	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)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	7.1%
Specific Learning Disability (SLD)	8	57.1%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	21.4%
Unknown (UNK)	1	7.1%



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

2015 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 (18 items)	43 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
6	My child's evaluation report and other written information are written in terms I understand.	71
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	69
7	Teachers are available to speak with me.	64
8	Teachers treat me as a team member.	64
11	Teachers encourage me to participate in the decision-making process.	64
9	Teachers seek out parent input.	57
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	57
5	I was given information about organizations that offer support for parents of students with disabilities.	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	50
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	50
13	The school communicates regularly with me regarding my child's progress on IEP goals.	50
17	The school gives parents the help they may need to play an active role in their child's education.	50
15	The school offers parents training about special education issues.	46
14	The school gives me choices with regard to services that address my child's needs.	43
16	The school offers parents a variety of ways to communicate with teachers.	43
18	The school provides information on agencies that can assist my child in the transition from school.	43
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	38

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 aladd@doe.K12.ga.us

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

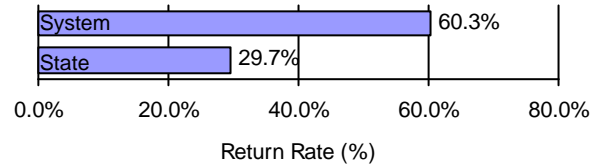


2015 Special Education Parent Survey Report

Troup County

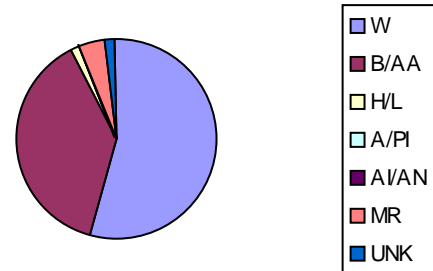
Overview

	System	State
Number of Surveys Distributed	640	41,660
Number of Valid Responses	386	12,368
Percentage Return Rate	60.3%	29.7%

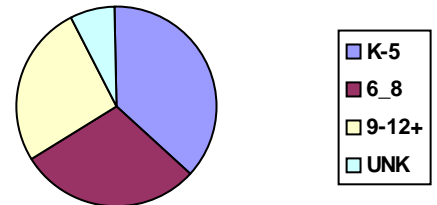


Child Demographics

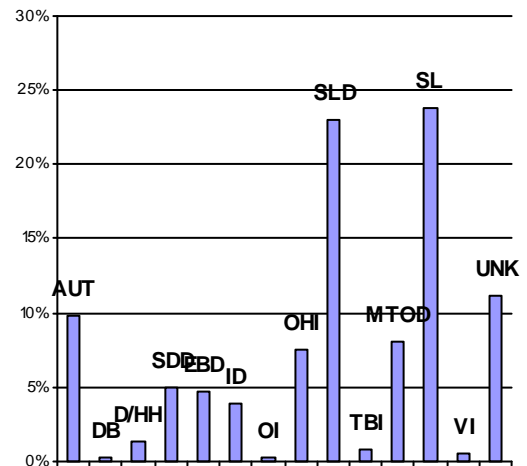
Race/Ethnicity	Count	Percent
White	208	53.9%
Black or African American (B/AA)	149	38.6%
Hispanic or Latino (H/L)	6	1.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	0.3%
Multi-racial (MR)	16	4.1%
Unknown (UNK)	6	1.6%



Grade	Count	Percent
K-5	141	36.5%
6-8	113	29.3%
9-12+	103	26.7%
Unknown (UNK)	29	7.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	38	9.8%
Deaf-Blind (DB)	1	0.3%
Deaf-Hard of Hearing (D/HH)	5	1.3%
Significant Developmental Delay (SDD)	19	4.9%
Emotional Behavioral Disorder (EBD)	18	4.7%
Intellectual Disability (ID)	15	3.9%
Orthopedic Impairment (OI)	1	0.3%
Other Health Impairment (OHI)	29	7.5%
Specific Learning Disability (SLD)	89	23.1%
Speech/Language Impairment (SL)	92	23.8%
Traumatic Brain injury (TBI)	3	0.8%
Visual Impairment including Blindness (VI)	2	0.5%
More Than One Disability (MTOD)	31	8.0%
Unknown (UNK)	43	11.1%



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

2015 Special Education Parent Survey Report

Troup County

Parent Satisfaction

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

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	67
11	Teachers encourage me to participate in the decision-making process.	66
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	65
8	Teachers treat me as a team member.	64
6	My child's evaluation report and other written information are written in terms I understand.	61
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	61
13	The school communicates regularly with me regarding my child's progress on IEP goals.	60
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	59
9	Teachers seek out parent input.	58
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	57
16	The school offers parents a variety of ways to communicate with teachers.	54
17	The school gives parents the help they may need to play an active role in their child's education.	53
14	The school gives me choices with regard to services that address my child's needs.	51
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	46
18	The school provides information on agencies that can assist my child in the transition from school.	45
5	I was given information about organizations that offer support for parents of students with disabilities.	43
15	The school offers parents training about special education issues.	38

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 aladd@doe.K12.ga.us

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

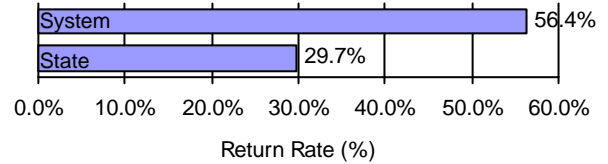


2015 Special Education Parent Survey Report

Turner County

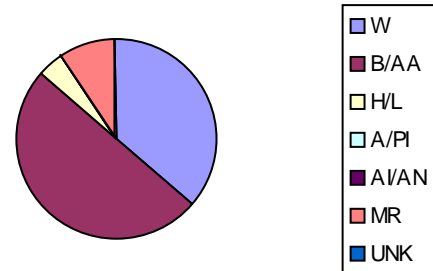
Overview

	System	State
Number of Surveys Distributed	39	41,660
Number of Valid Responses	22	12,368
Percentage Return Rate	56.4%	29.7%

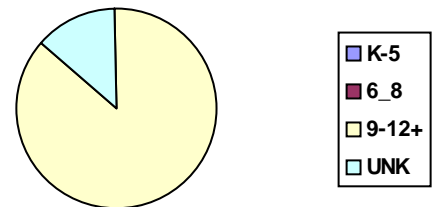


Child Demographics

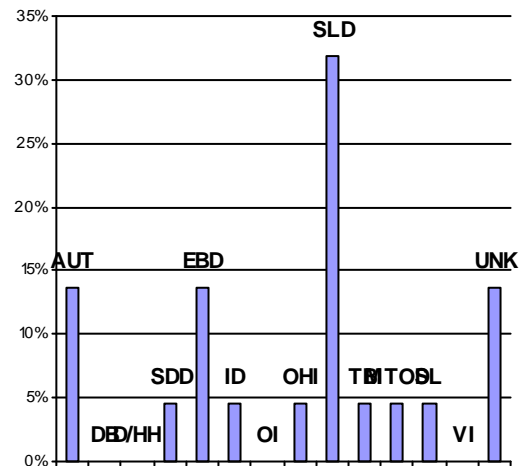
Race/Ethnicity	Count	Percent
White	8	36.4%
Black or African American (B/AA)	11	50.0%
Hispanic or Latino (H/L)	1	4.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	9.1%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	19	86.4%
Unknown (UNK)	3	13.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	13.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	4.5%
Emotional Behavioral Disorder (EBD)	3	13.6%
Intellectual Disability (ID)	1	4.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	4.5%
Specific Learning Disability (SLD)	7	31.8%
Speech/Language Impairment (SL)	1	4.5%
Traumatic Brain injury (TBI)	1	4.5%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	4.5%
Unknown (UNK)	3	13.6%



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

2015 Special Education Parent Survey Report

Turner County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	45 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
7	Teachers are available to speak with me.	64
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	59
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	55
6	My child's evaluation report and other written information are written in terms I understand.	55
5	I was given information about organizations that offer support for parents of students with disabilities.	50
8	Teachers treat me as a team member.	50
13	The school communicates regularly with me regarding my child's progress on IEP goals.	50
9	Teachers seek out parent input.	45
11	Teachers encourage me to participate in the decision-making process.	45
17	The school gives parents the help they may need to play an active role in their child's education.	43
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	41
14	The school gives me choices with regard to services that address my child's needs.	41
16	The school offers parents a variety of ways to communicate with teachers.	41
15	The school offers parents training about special education issues.	35
18	The school provides information on agencies that can assist my child in the transition from school.	35

For questions regarding district results, please contact Anne Ladd:

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

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

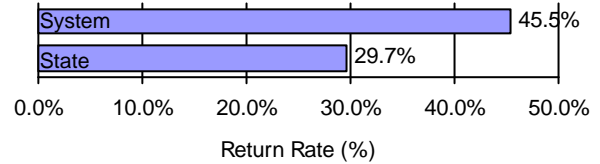


2015 Special Education Parent Survey Report

Twiggs County

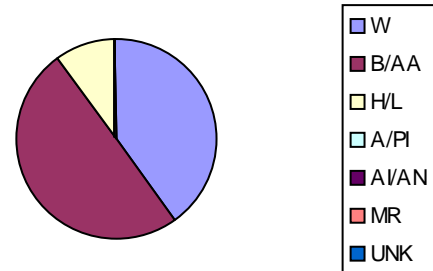
Overview

	System	State
Number of Surveys Distributed	22	41,660
Number of Valid Responses	10	12,368
Percentage Return Rate	45.5%	29.7%

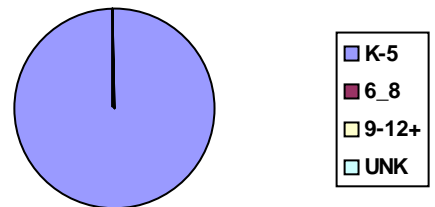


Child Demographics

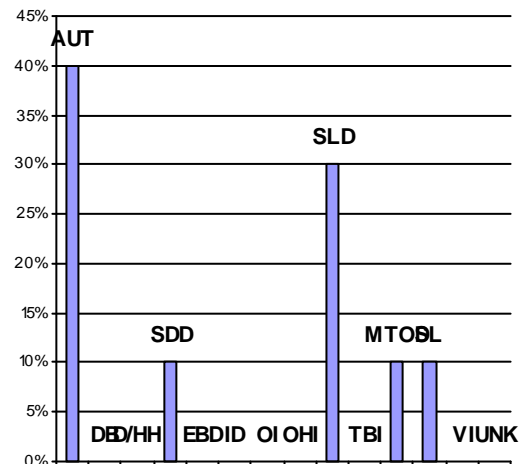
Race/Ethnicity	Count	Percent
White	4	40.0%
Black or African American (B/AA)	5	50.0%
Hispanic or Latino (H/L)	1	10.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



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



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



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

2015 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 (18 items)	30 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	60
13	The school communicates regularly with me regarding my child's progress on IEP goals.	44
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	40
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	40
5	I was given information about organizations that offer support for parents of students with disabilities.	40
6	My child's evaluation report and other written information are written in terms I understand.	40
8	Teachers treat me as a team member.	40
9	Teachers seek out parent input.	40
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	40
11	Teachers encourage me to participate in the decision-making process.	40
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	40
16	The school offers parents a variety of ways to communicate with teachers.	40
17	The school gives parents the help they may need to play an active role in their child's education.	33
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	30
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	30
14	The school gives me choices with regard to services that address my child's needs.	30
15	The school offers parents training about special education issues.	30
18	The school provides information on agencies that can assist my child in the transition from school.	20

For questions regarding district results, please contact Anne Ladd:

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

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

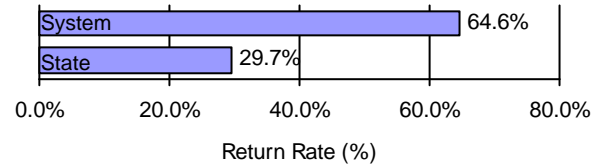


2015 Special Education Parent Survey Report

Union County

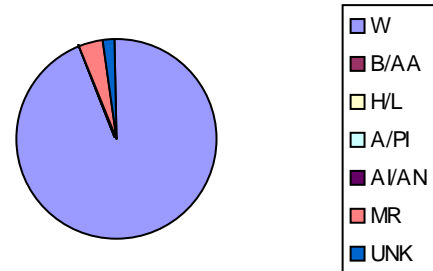
Overview

	System	State
Number of Surveys Distributed	79	41,660
Number of Valid Responses	51	12,368
Percentage Return Rate	64.6%	29.7%

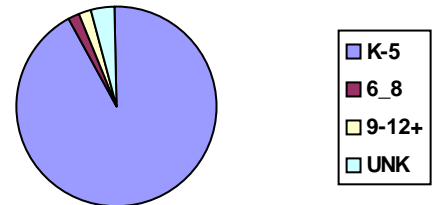


Child Demographics

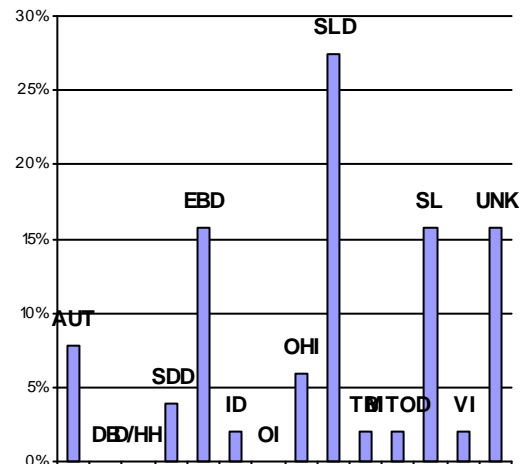
Race/Ethnicity	Count	Percent
White	48	94.1%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	3.9%
Unknown (UNK)	1	2.0%



Grade	Count	Percent
K-5	47	92.2%
6-8	1	2.0%
9-12+	1	2.0%
Unknown (UNK)	2	3.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	7.8%
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)	8	15.7%
Intellectual Disability (ID)	1	2.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	5.9%
Specific Learning Disability (SLD)	14	27.5%
Speech/Language Impairment (SL)	8	15.7%
Traumatic Brain injury (TBI)	1	2.0%
Visual Impairment including Blindness (VI)	1	2.0%
More Than One Disability (MTOD)	1	2.0%
Unknown (UNK)	8	15.7%



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

2015 Special Education Parent Survey Report

Union County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	51 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	78
8	Teachers treat me as a team member.	76
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	70
11	Teachers encourage me to participate in the decision-making process.	69
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	68
13	The school communicates regularly with me regarding my child's progress on IEP goals.	68
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	67
16	The school offers parents a variety of ways to communicate with teachers.	66
6	My child's evaluation report and other written information are written in terms I understand.	65
9	Teachers seek out parent input.	65
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
17	The school gives parents the help they may need to play an active role in their child's education.	61
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	58
14	The school gives me choices with regard to services that address my child's needs.	58
5	I was given information about organizations that offer support for parents of students with disabilities.	50
18	The school provides information on agencies that can assist my child in the transition from school.	48
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
15	The school offers parents training about special education issues.	46

For questions regarding district results, please contact Anne Ladd:

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

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

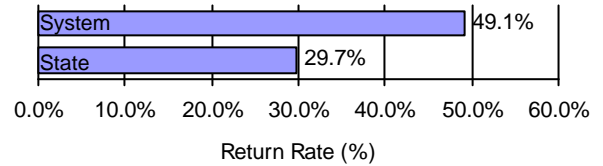


2015 Special Education Parent Survey Report

Walker County

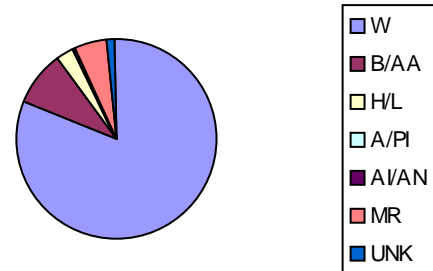
Overview

	System	State
Number of Surveys Distributed	405	41,660
Number of Valid Responses	199	12,368
Percentage Return Rate	49.1%	29.7%

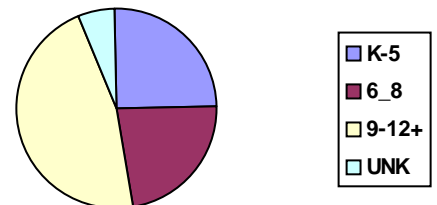


Child Demographics

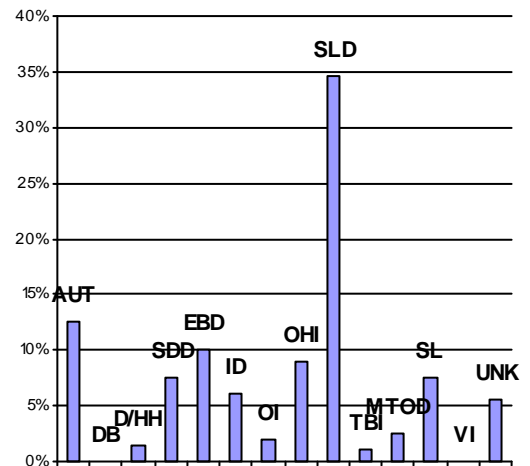
Race/Ethnicity	Count	Percent
White	161	80.9%
Black or African American (B/AA)	18	9.0%
Hispanic or Latino (H/L)	6	3.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	0.5%
Multi-racial (MR)	10	5.0%
Unknown (UNK)	3	1.5%



Grade	Count	Percent
K-5	50	25.1%
6-8	44	22.1%
9-12+	93	46.7%
Unknown (UNK)	12	6.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	25	12.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	1.5%
Significant Developmental Delay (SDD)	15	7.5%
Emotional Behavioral Disorder (EBD)	20	10.1%
Intellectual Disability (ID)	12	6.0%
Orthopedic Impairment (OI)	4	2.0%
Other Health Impairment (OHI)	18	9.0%
Specific Learning Disability (SLD)	69	34.7%
Speech/Language Impairment (SL)	15	7.5%
Traumatic Brain injury (TBI)	2	1.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	2.5%
Unknown (UNK)	11	5.5%



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

2015 Special Education Parent Survey Report

Walker County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	50 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	71
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
11	Teachers encourage me to participate in the decision-making process.	68
6	My child's evaluation report and other written information are written in terms I understand.	66
8	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.	65
13	The school communicates regularly with me regarding my child's progress on IEP goals.	64
16	The school offers parents a variety of ways to communicate with teachers.	63
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	63
9	Teachers seek out parent input.	63
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	62
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	62
14	The school gives me choices with regard to services that address my child's needs.	60
17	The school gives parents the help they may need to play an active role in their child's education.	58
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	57
5	I was given information about organizations that offer support for parents of students with disabilities.	57
18	The school provides information on agencies that can assist my child in the transition from school.	51
15	The school offers parents training about special education issues.	50

For questions regarding district results, please contact Anne Ladd:

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

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

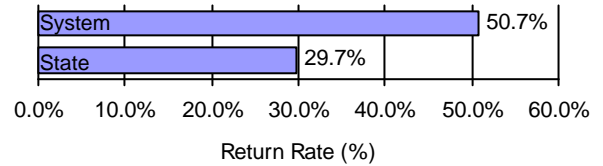


2015 Special Education Parent Survey Report

Walton County

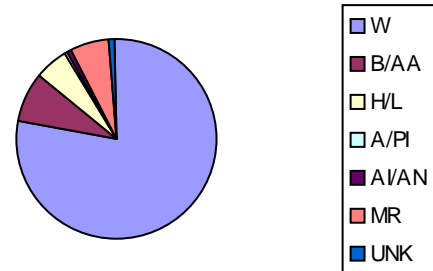
Overview

	System	State
Number of Surveys Distributed	367	41,660
Number of Valid Responses	186	12,368
Percentage Return Rate	50.7%	29.7%

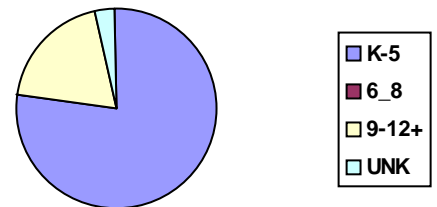


Child Demographics

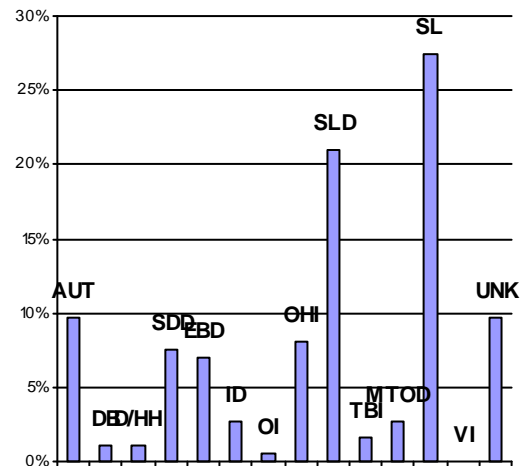
Race/Ethnicity	Count	Percent
White	144	77.4%
Black or African American (B/AA)	16	8.6%
Hispanic or Latino (H/L)	10	5.4%
Asian or Pacific Islander (A/PI)	1	0.5%
American Indian or Alaska Native (AI/AN)	1	0.5%
Multi-racial (MR)	12	6.5%
Unknown (UNK)	2	1.1%



Grade	Count	Percent
K-5	143	76.9%
6-8	0	0.0%
9-12+	37	19.9%
Unknown (UNK)	6	3.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	18	9.7%
Deaf-Blind (DB)	2	1.1%
Deaf-Hard of Hearing (D/HH)	2	1.1%
Significant Developmental Delay (SDD)	14	7.5%
Emotional Behavioral Disorder (EBD)	13	7.0%
Intellectual Disability (ID)	5	2.7%
Orthopedic Impairment (OI)	1	0.5%
Other Health Impairment (OHI)	15	8.1%
Specific Learning Disability (SLD)	39	21.0%
Speech/Language Impairment (SL)	51	27.4%
Traumatic Brain injury (TBI)	3	1.6%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	2.7%
Unknown (UNK)	18	9.7%



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

2015 Special Education Parent Survey Report

Walton County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	57 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	76
8	Teachers treat me as a team member.	75
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	75
11	Teachers encourage me to participate in the decision-making process.	73
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	73
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	72
9	Teachers seek out parent input.	72
6	My child's evaluation report and other written information are written in terms I understand.	70
14	The school gives me choices with regard to services that address my child's needs.	69
13	The school communicates regularly with me regarding my child's progress on IEP goals.	69
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	68
16	The school offers parents a variety of ways to communicate with teachers.	67
17	The school gives parents the help they may need to play an active role in their child's education.	65
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	64
18	The school provides information on agencies that can assist my child in the transition from school.	54
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
5	I was given information about organizations that offer support for parents of students with disabilities.	52
15	The school offers parents training about special education issues.	48

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 aladd@doe.k12.ga.us

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

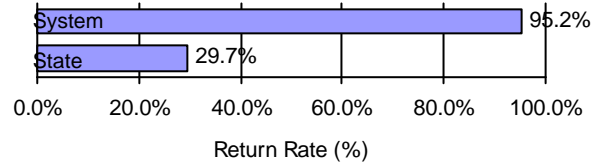


2015 Special Education Parent Survey Report

Ware County

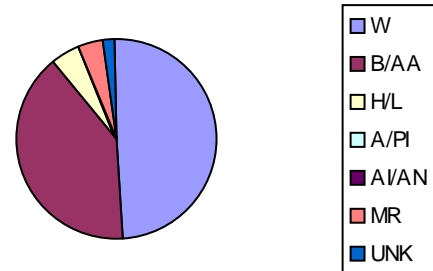
Overview

	System	State
Number of Surveys Distributed	104	41,660
Number of Valid Responses	99	12,368
Percentage Return Rate	95.2%	29.7%

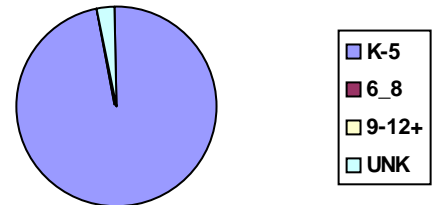


Child Demographics

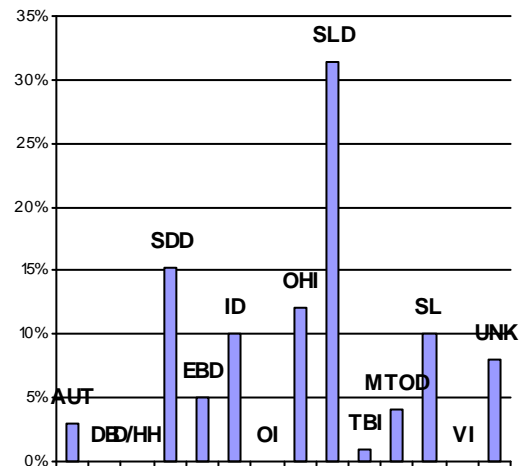
Race/Ethnicity	Count	Percent
White	48	48.5%
Black or African American (B/AA)	40	40.4%
Hispanic or Latino (H/L)	5	5.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	4.0%
Unknown (UNK)	2	2.0%



Grade	Count	Percent
K-5	96	97.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	3.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	3.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	15	15.2%
Emotional Behavioral Disorder (EBD)	5	5.1%
Intellectual Disability (ID)	10	10.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	12	12.1%
Specific Learning Disability (SLD)	31	31.3%
Speech/Language Impairment (SL)	10	10.1%
Traumatic Brain injury (TBI)	1	1.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	4.0%
Unknown (UNK)	8	8.1%



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

2015 Special Education Parent Survey Report

Ware County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	41 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	61
6	My child's evaluation report and other written information are written in terms I understand.	59
7	Teachers are available to speak with me.	59
8	Teachers treat me as a team member.	57
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	57
9	Teachers seek out parent input.	56
13	The school communicates regularly with me regarding my child's progress on IEP goals.	55
11	Teachers encourage me to participate in the decision-making process.	55
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	54
16	The school offers parents a variety of ways to communicate with teachers.	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	51
14	The school gives me choices with regard to services that address my child's needs.	51
17	The school gives parents the help they may need to play an active role in their child's education.	51
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	47
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	46
18	The school provides information on agencies that can assist my child in the transition from school.	45
15	The school offers parents training about special education issues.	41
5	I was given information about organizations that offer support for parents of students with disabilities.	40

For questions regarding district results, please contact Anne Ladd:

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

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

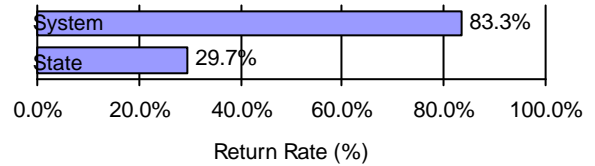


2015 Special Education Parent Survey Report

Warren County

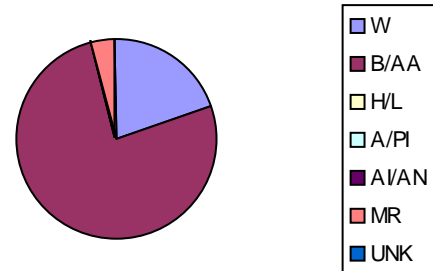
Overview

	System	State
Number of Surveys Distributed	30	41,660
Number of Valid Responses	25	12,368
Percentage Return Rate	83.3%	29.7%

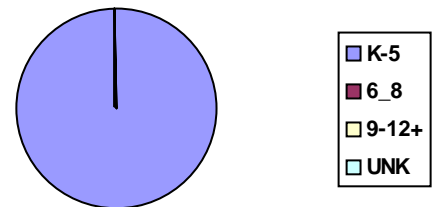


Child Demographics

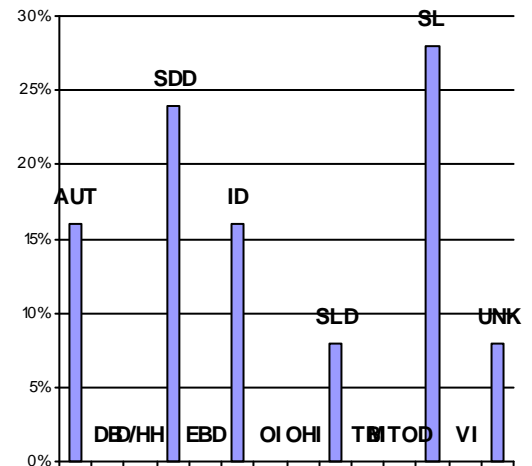
Race/Ethnicity	Count	Percent
White	5	20.0%
Black or African American (B/AA)	19	76.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	4.0%
Unknown (UNK)	0	0.0%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	4	16.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	24.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	4	16.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	2	8.0%
Speech/Language Impairment (SL)	7	28.0%
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	8.0%



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

2015 Special Education Parent Survey Report

Warren County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	72 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	84
7	Teachers are available to speak with me.	84
8	Teachers treat me as a team member.	84
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	80
6	My child's evaluation report and other written information are written in terms I understand.	80
9	Teachers seek out parent input.	80
11	Teachers encourage me to participate in the decision-making process.	80
13	The school communicates regularly with me regarding my child's progress on IEP goals.	80
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	79
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	76
17	The school gives parents the help they may need to play an active role in their child's education.	76
14	The school gives me choices with regard to services that address my child's needs.	75
16	The school offers parents a variety of ways to communicate with teachers.	75
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	65
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	65
5	I was given information about organizations that offer support for parents of students with disabilities.	45
15	The school offers parents training about special education issues.	41
18	The school provides information on agencies that can assist my child in the transition from school.	24

For questions regarding district results, please contact Anne Ladd:

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

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

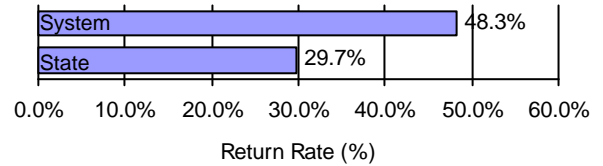


2015 Special Education Parent Survey Report

Washington County

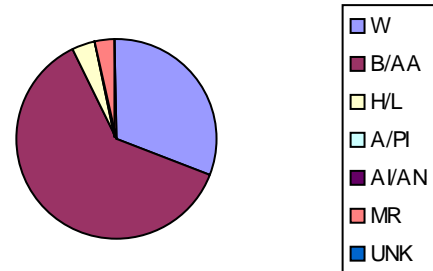
Overview

	System	State
Number of Surveys Distributed	60	41,660
Number of Valid Responses	29	12,368
Percentage Return Rate	48.3%	29.7%

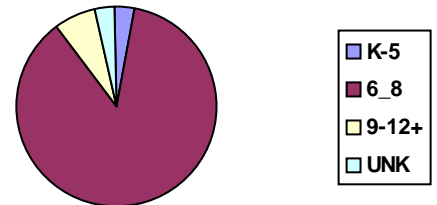


Child Demographics

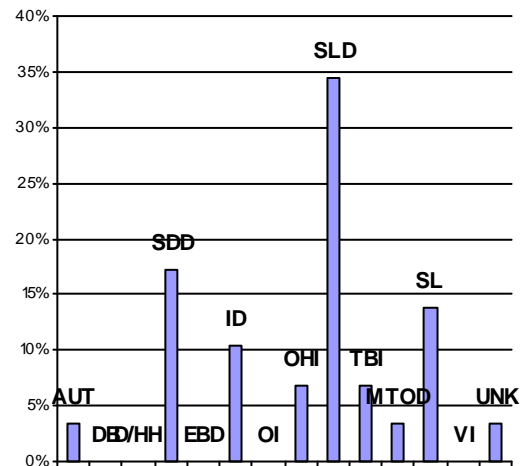
Race/Ethnicity	Count	Percent
White	9	31.0%
Black or African American (B/AA)	18	62.1%
Hispanic or Latino (H/L)	1	3.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.4%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	3.4%
6-8	25	86.2%
9-12+	2	6.9%
Unknown (UNK)	1	3.4%



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)	0	0.0%
Intellectual Disability (ID)	3	10.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	6.9%
Specific Learning Disability (SLD)	10	34.5%
Speech/Language Impairment (SL)	4	13.8%
Traumatic Brain injury (TBI)	2	6.9%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	3.4%
Unknown (UNK)	1	3.4%



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

2015 Special Education Parent Survey Report

Washington County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	34 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	62
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	52
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	52
6	My child's evaluation report and other written information are written in terms I understand.	52
7	Teachers are available to speak with me.	48
13	The school communicates regularly with me regarding my child's progress on IEP goals.	46
17	The school gives parents the help they may need to play an active role in their child's education.	46
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	45
8	Teachers treat me as a team member.	45
9	Teachers seek out parent input.	45
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
14	The school gives me choices with regard to services that address my child's needs.	41
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	39
16	The school offers parents a variety of ways to communicate with teachers.	39
11	Teachers encourage me to participate in the decision-making process.	38
5	I was given information about organizations that offer support for parents of students with disabilities.	36
18	The school provides information on agencies that can assist my child in the transition from school.	29
15	The school offers parents training about special education issues.	21

For questions regarding district results, please contact Anne Ladd:

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

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

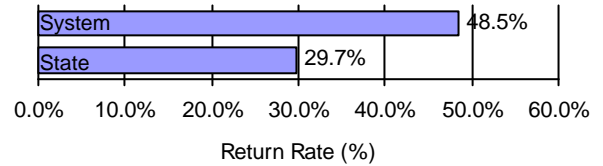


2015 Special Education Parent Survey Report

Wayne County

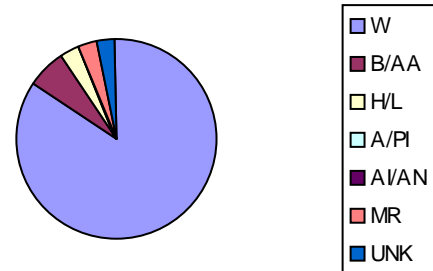
Overview

	System	State
Number of Surveys Distributed	66	41,660
Number of Valid Responses	32	12,368
Percentage Return Rate	48.5%	29.7%

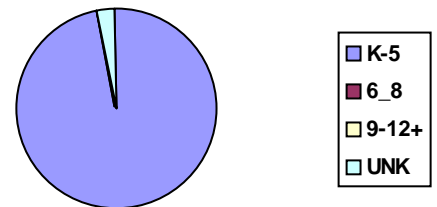


Child Demographics

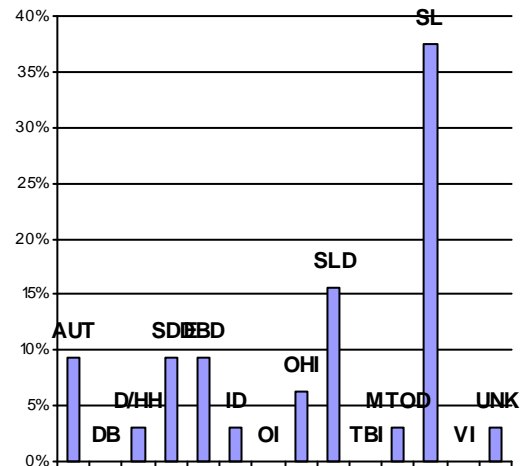
Race/Ethnicity	Count	Percent
White	27	84.4%
Black or African American (B/AA)	2	6.3%
Hispanic or Latino (H/L)	1	3.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.1%
Unknown (UNK)	1	3.1%



Grade	Count	Percent
K-5	31	96.9%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	3.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	9.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	3.1%
Significant Developmental Delay (SDD)	3	9.4%
Emotional Behavioral Disorder (EBD)	3	9.4%
Intellectual Disability (ID)	1	3.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	6.3%
Specific Learning Disability (SLD)	5	15.6%
Speech/Language Impairment (SL)	12	37.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	3.1%
Unknown (UNK)	1	3.1%



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

2015 Special Education Parent Survey Report

Wayne County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	63 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
13	The school communicates regularly with me regarding my child's progress on IEP goals.	84
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	81
7	Teachers are available to speak with me.	78
8	Teachers treat me as a team member.	75
9	Teachers seek out parent input.	75
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	68
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	68
16	The school offers parents a variety of ways to communicate with teachers.	68
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	66
11	Teachers encourage me to participate in the decision-making process.	66
17	The school gives parents the help they may need to play an active role in their child's education.	65
14	The school gives me choices with regard to services that address my child's needs.	63
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	61
6	My child's evaluation report and other written information are written in terms I understand.	59
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	52
18	The school provides information on agencies that can assist my child in the transition from school.	52
5	I was given information about organizations that offer support for parents of students with disabilities.	45
15	The school offers parents training about special education issues.	45

For questions regarding district results, please contact Anne Ladd:

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

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

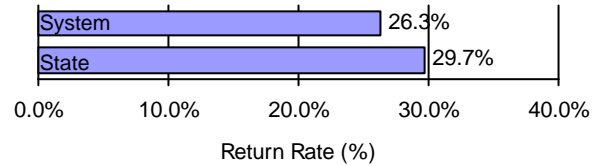


2015 Special Education Parent Survey Report

Webster County

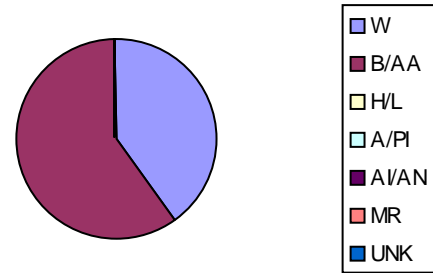
Overview

	System	State
Number of Surveys Distributed	19	41,660
Number of Valid Responses	5	12,368
Percentage Return Rate	26.3%	29.7%

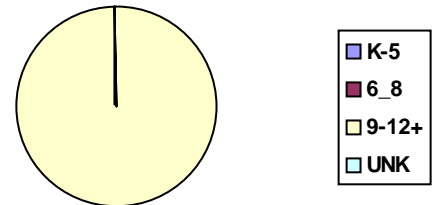


Child Demographics

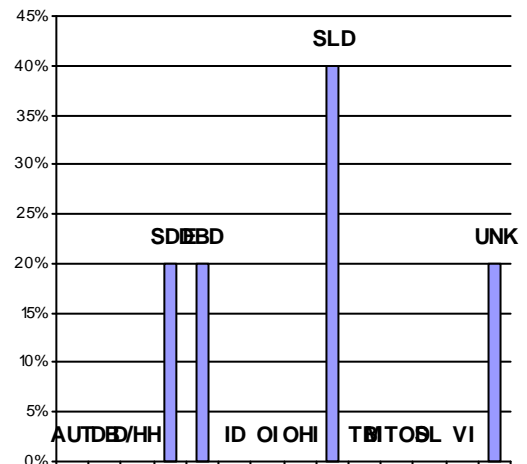
Race/Ethnicity	Count	Percent
White	2	40.0%
Black or African American (B/AA)	3	60.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	20.0%
Emotional Behavioral Disorder (EBD)	1	20.0%
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)	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	20.0%



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

2015 Special Education Parent Survey Report

Webster County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	40 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	100
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	100
16	The school offers parents a variety of ways to communicate with teachers.	100
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	80
6	My child's evaluation report and other written information are written in terms I understand.	80
8	Teachers treat me as a team member.	80
14	The school gives me choices with regard to services that address my child's needs.	80
17	The school gives parents the help they may need to play an active role in their child's education.	80
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	75
7	Teachers are available to speak with me.	60
9	Teachers seek out parent input.	60
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	60
11	Teachers encourage me to participate in the decision-making process.	60
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	60
13	The school communicates regularly with me regarding my child's progress on IEP goals.	60
15	The school offers parents training about special education issues.	60
18	The school provides information on agencies that can assist my child in the transition from school.	60
5	I was given information about organizations that offer support for parents of students with disabilities.	33

For questions regarding district results, please contact Anne Ladd:

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

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

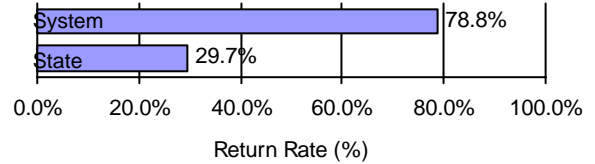


2015 Special Education Parent Survey Report

White County

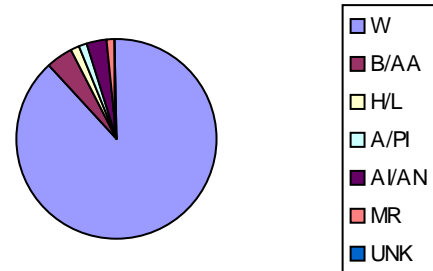
Overview

	System	State
Number of Surveys Distributed	85	41,660
Number of Valid Responses	67	12,368
Percentage Return Rate	78.8%	29.7%

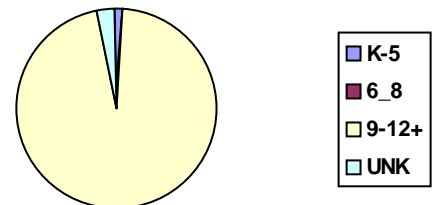


Child Demographics

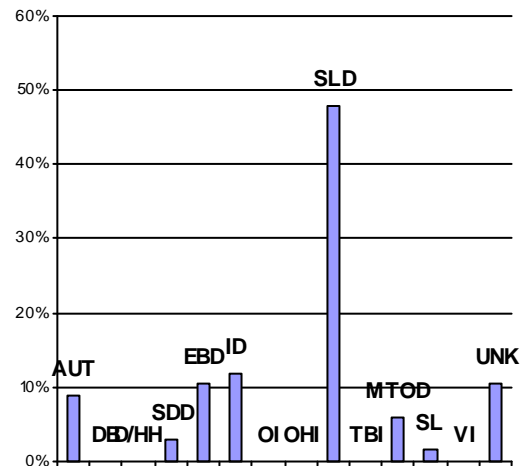
Race/Ethnicity	Count	Percent
White	59	88.1%
Black or African American (B/AA)	3	4.5%
Hispanic or Latino (H/L)	1	1.5%
Asian or Pacific Islander (A/PI)	1	1.5%
American Indian or Alaska Native (AI/AN)	2	3.0%
Multi-racial (MR)	1	1.5%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	1.5%
6-8	0	0.0%
9-12+	64	95.5%
Unknown (UNK)	2	3.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	9.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	3.0%
Emotional Behavioral Disorder (EBD)	7	10.4%
Intellectual Disability (ID)	8	11.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	32	47.8%
Speech/Language Impairment (SL)	1	1.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	6.0%
Unknown (UNK)	7	10.4%



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

2015 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 (18 items)	46 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
7	Teachers are available to speak with me.	68
8	Teachers treat me as a team member.	68
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	68
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	64
11	Teachers encourage me to participate in the decision-making process.	63
6	My child's evaluation report and other written information are written in terms I understand.	61
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	60
16	The school offers parents a variety of ways to communicate with teachers.	59
9	Teachers seek out parent input.	58
17	The school gives parents the help they may need to play an active role in their child's education.	58
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	57
13	The school communicates regularly with me regarding my child's progress on IEP goals.	56
18	The school provides information on agencies that can assist my child in the transition from school.	55
14	The school gives me choices with regard to services that address my child's needs.	52
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
5	I was given information about organizations that offer support for parents of students with disabilities.	50
15	The school offers parents training about special education issues.	43

For questions regarding district results, please contact Anne Ladd:

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

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

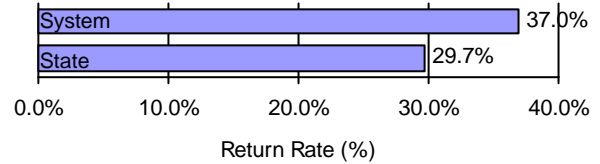


2015 Special Education Parent Survey Report

Whitfield County

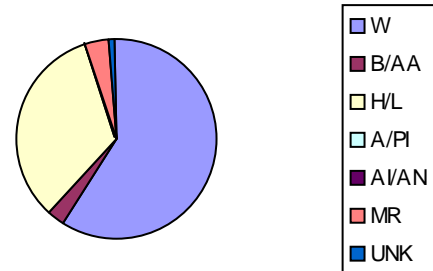
Overview

	System	State
Number of Surveys Distributed	273	41,660
Number of Valid Responses	101	12,368
Percentage Return Rate	37.0%	29.7%

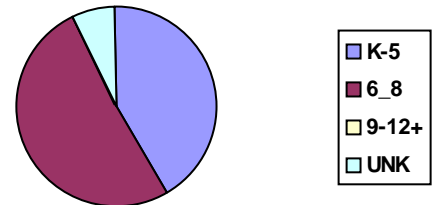


Child Demographics

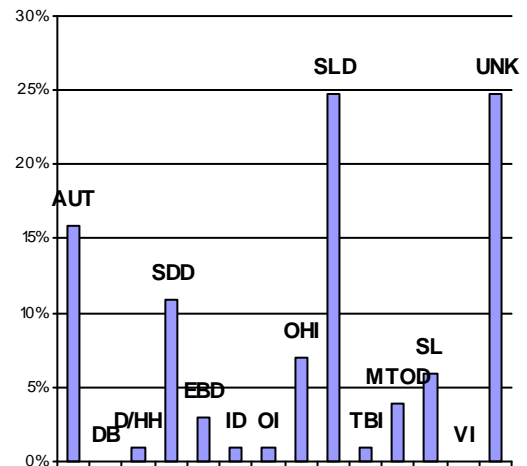
Race/Ethnicity	Count	Percent
White	59	58.4%
Black or African American (B/AA)	3	3.0%
Hispanic or Latino (H/L)	34	33.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	4.0%
Unknown (UNK)	1	1.0%



Grade	Count	Percent
K-5	42	41.6%
6-8	52	51.5%
9-12+	0	0.0%
Unknown (UNK)	7	6.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	16	15.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.0%
Significant Developmental Delay (SDD)	11	10.9%
Emotional Behavioral Disorder (EBD)	3	3.0%
Intellectual Disability (ID)	1	1.0%
Orthopedic Impairment (OI)	1	1.0%
Other Health Impairment (OHI)	7	6.9%
Specific Learning Disability (SLD)	25	24.8%
Speech/Language Impairment (SL)	6	5.9%
Traumatic Brain injury (TBI)	1	1.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	4.0%
Unknown (UNK)	25	24.8%



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

2015 Special Education Parent Survey Report

Whitfield County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	45 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	71
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	66
9	Teachers seek out parent input.	64
11	Teachers encourage me to participate in the decision-making process.	64
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
8	Teachers treat me as a team member.	62
13	The school communicates regularly with me regarding my child's progress on IEP goals.	62
6	My child's evaluation report and other written information are written in terms I understand.	60
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	60
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	58
16	The school offers parents a variety of ways to communicate with teachers.	57
14	The school gives me choices with regard to services that address my child's needs.	54
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
17	The school gives parents the help they may need to play an active role in their child's education.	53
5	I was given information about organizations that offer support for parents of students with disabilities.	38
18	The school provides information on agencies that can assist my child in the transition from school.	38
15	The school offers parents training about special education issues.	37

For questions regarding district results, please contact Anne Ladd:

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

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

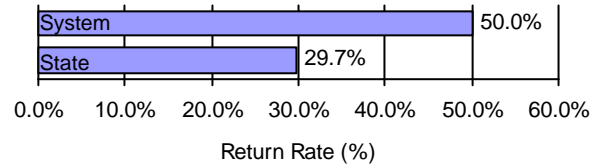


2015 Special Education Parent Survey Report

Wilkes County

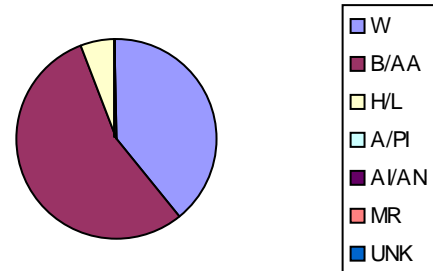
Overview

	System	State
Number of Surveys Distributed	36	41,660
Number of Valid Responses	18	12,368
Percentage Return Rate	50.0%	29.7%

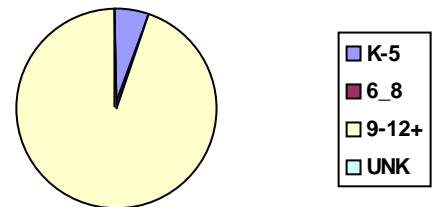


Child Demographics

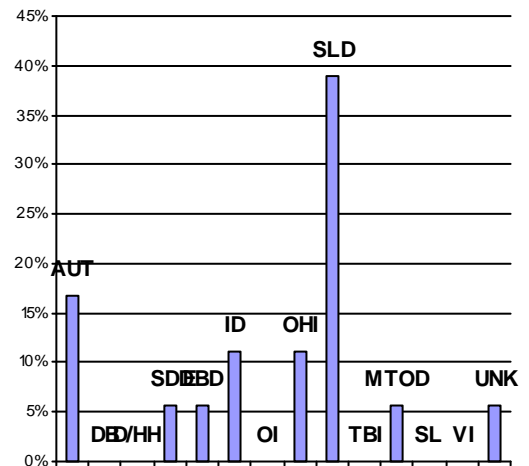
Race/Ethnicity	Count	Percent
White	7	38.9%
Black or African American (B/AA)	10	55.6%
Hispanic or Latino (H/L)	1	5.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	3	16.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	5.6%
Emotional Behavioral Disorder (EBD)	1	5.6%
Intellectual Disability (ID)	2	11.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	11.1%
Specific Learning Disability (SLD)	7	38.9%
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	5.6%
Unknown (UNK)	1	5.6%



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

2015 Special Education Parent Survey Report

Wilkes County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	61 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

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

For questions regarding district results, please contact Anne Ladd:

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 Georgia Department of Education
 (404) 657 7328
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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

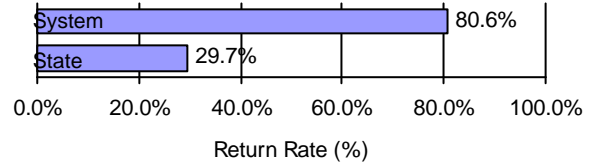


2015 Special Education Parent Survey Report

Wilkinson County

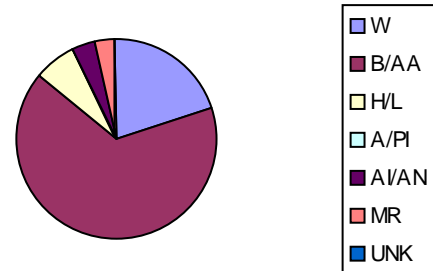
Overview

	System	State
Number of Surveys Distributed	36	41,660
Number of Valid Responses	29	12,368
Percentage Return Rate	80.6%	29.7%

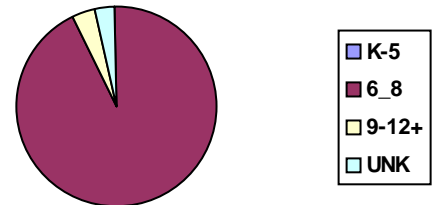


Child Demographics

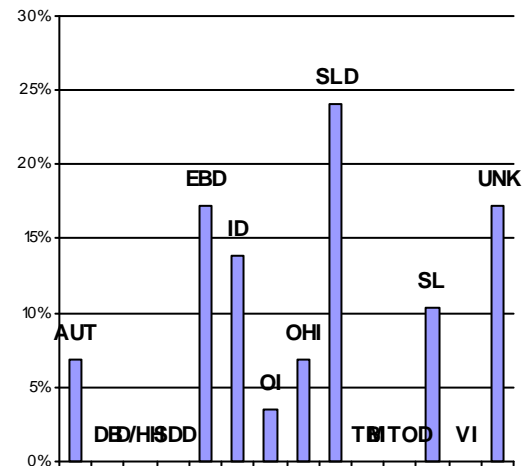
Race/Ethnicity	Count	Percent
White	6	20.7%
Black or African American (B/AA)	19	65.5%
Hispanic or Latino (H/L)	2	6.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	3.4%
Multi-racial (MR)	1	3.4%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	27	93.1%
9-12+	1	3.4%
Unknown (UNK)	1	3.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	6.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	5	17.2%
Intellectual Disability (ID)	4	13.8%
Orthopedic Impairment (OI)	1	3.4%
Other Health Impairment (OHI)	2	6.9%
Specific Learning Disability (SLD)	7	24.1%
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)	0	0.0%
Unknown (UNK)	5	17.2%



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

2015 Special Education Parent Survey Report

Wilkinson County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	28 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	50
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
11	Teachers encourage me to participate in the decision-making process.	50
6	My child's evaluation report and other written information are written in terms I understand.	48
13	The school communicates regularly with me regarding my child's progress on IEP goals.	43
14	The school gives me choices with regard to services that address my child's needs.	41
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	37
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	37
7	Teachers are available to speak with me.	36
8	Teachers treat me as a team member.	36
9	Teachers seek out parent input.	36
16	The school offers parents a variety of ways to communicate with teachers.	34
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	33
17	The school gives parents the help they may need to play an active role in their child's education.	31
5	I was given information about organizations that offer support for parents of students with disabilities.	31
18	The school provides information on agencies that can assist my child in the transition from school.	30
15	The school offers parents training about special education issues.	23

For questions regarding district results, please contact Anne Ladd:

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 Georgia Department of Education
 (404) 657 7328
 aladd@doe.k12.ga.us

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

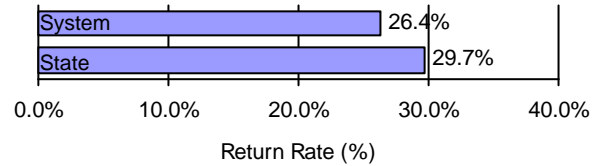


2015 Special Education Parent Survey Report

Atlanta Public Schools

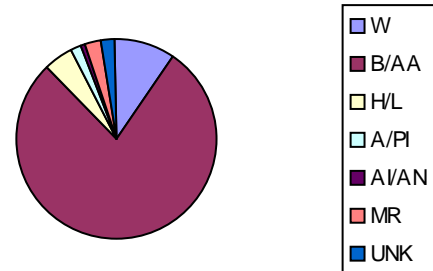
Overview

	System	State
Number of Surveys Distributed	1,066	41,660
Number of Valid Responses	281	12,368
Percentage Return Rate	26.4%	29.7%

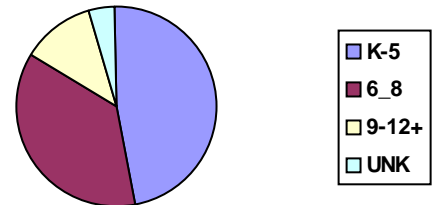


Child Demographics

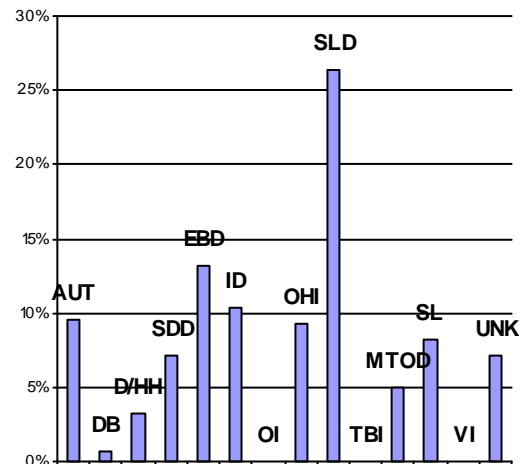
Race/Ethnicity	Count	Percent
White	28	10.0%
Black or African American (B/AA)	219	77.9%
Hispanic or Latino (H/L)	13	4.6%
Asian or Pacific Islander (A/PI)	5	1.8%
American Indian or Alaska Native (AI/AN)	2	0.7%
Multi-racial (MR)	8	2.8%
Unknown (UNK)	6	2.1%



Grade	Count	Percent
K-5	131	46.6%
6-8	103	36.7%
9-12+	35	12.5%
Unknown (UNK)	12	4.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	27	9.6%
Deaf-Blind (DB)	2	0.7%
Deaf-Hard of Hearing (D/HH)	9	3.2%
Significant Developmental Delay (SDD)	20	7.1%
Emotional Behavioral Disorder (EBD)	37	13.2%
Intellectual Disability (ID)	29	10.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	26	9.3%
Specific Learning Disability (SLD)	74	26.3%
Speech/Language Impairment (SL)	23	8.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	14	5.0%
Unknown (UNK)	20	7.1%



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

2015 Special Education Parent Survey Report

Atlanta Public Schools

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	29 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	57
7	Teachers are available to speak with me.	56
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	56
11	Teachers encourage me to participate in the decision-making process.	52
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	51
8	Teachers treat me as a team member.	50
6	My child's evaluation report and other written information are written in terms I understand.	49
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	48
13	The school communicates regularly with me regarding my child's progress on IEP goals.	48
9	Teachers seek out parent input.	47
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	47
14	The school gives me choices with regard to services that address my child's needs.	40
17	The school gives parents the help they may need to play an active role in their child's education.	39
16	The school offers parents a variety of ways to communicate with teachers.	38
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	36
18	The school provides information on agencies that can assist my child in the transition from school.	28
5	I was given information about organizations that offer support for parents of students with disabilities.	28
15	The school offers parents training about special education issues.	24

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

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

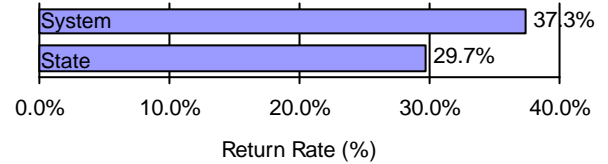


2015 Special Education Parent Survey Report

Buford City

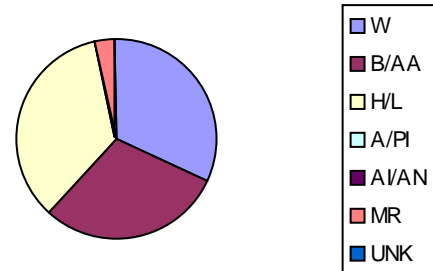
Overview

	System	State
Number of Surveys Distributed	83	41,660
Number of Valid Responses	31	12,368
Percentage Return Rate	37.3%	29.7%

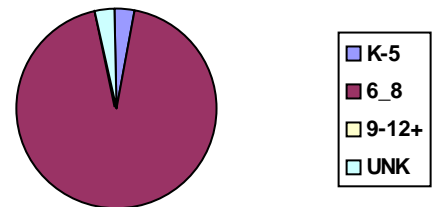


Child Demographics

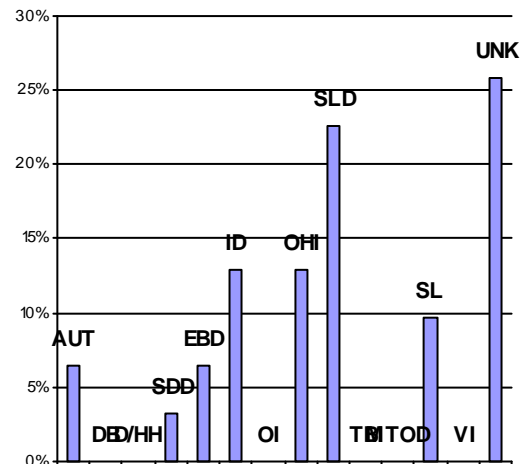
Race/Ethnicity	Count	Percent
White	10	32.3%
Black or African American (B/AA)	9	29.0%
Hispanic or Latino (H/L)	11	35.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.2%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	3.2%
6-8	29	93.5%
9-12+	0	0.0%
Unknown (UNK)	1	3.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	6.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	3.2%
Emotional Behavioral Disorder (EBD)	2	6.5%
Intellectual Disability (ID)	4	12.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	12.9%
Specific Learning Disability (SLD)	7	22.6%
Speech/Language Impairment (SL)	3	9.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	8	25.8%



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

2015 Special Education Parent Survey Report

Buford City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	58 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	76
6	My child's evaluation report and other written information are written in terms I understand.	73
7	Teachers are available to speak with me.	73
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	71
13	The school communicates regularly with me regarding my child's progress on IEP goals.	71
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	70
9	Teachers seek out parent input.	69
11	Teachers encourage me to participate in the decision-making process.	68
16	The school offers parents a variety of ways to communicate with teachers.	68
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	67
8	Teachers treat me as a team member.	67
14	The school gives me choices with regard to services that address my child's needs.	63
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	63
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	55
17	The school gives parents the help they may need to play an active role in their child's education.	55
18	The school provides information on agencies that can assist my child in the transition from school.	55
15	The school offers parents training about special education issues.	46
5	I was given information about organizations that offer support for parents of students with disabilities.	43

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 aladd@doe.K12.ga.us

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

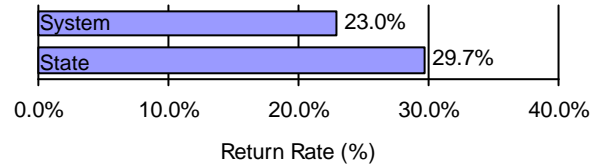


2015 Special Education Parent Survey Report

Calhoun City

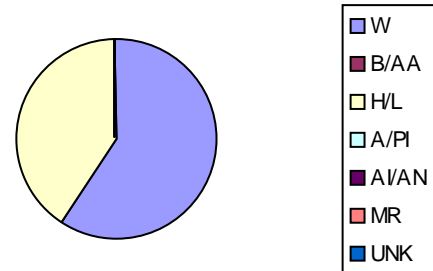
Overview

	System	State
Number of Surveys Distributed	74	41,660
Number of Valid Responses	17	12,368
Percentage Return Rate	23.0%	29.7%

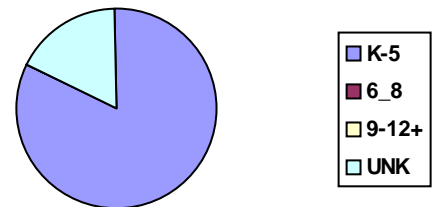


Child Demographics

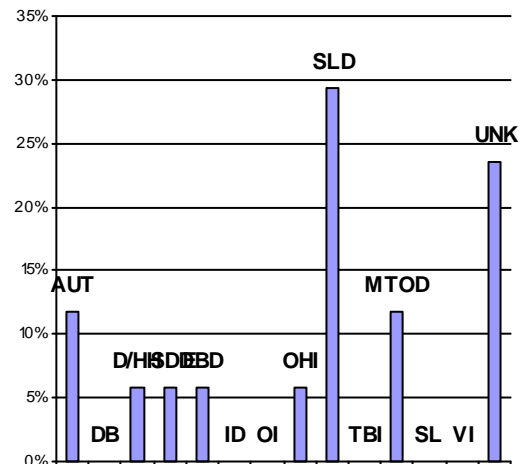
Race/Ethnicity	Count	Percent
White	10	58.8%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	7	41.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	14	82.4%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	17.6%



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



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

2015 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 (18 items)	53 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	75
14	The school gives me choices with regard to services that address my child's needs.	75
9	Teachers seek out parent input.	73
7	Teachers are available to speak with me.	71
8	Teachers treat me as a team member.	69
11	Teachers encourage me to participate in the decision-making process.	69
16	The school offers parents a variety of ways to communicate with teachers.	69
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	65
6	My child's evaluation report and other written information are written in terms I understand.	63
13	The school communicates regularly with me regarding my child's progress on IEP goals.	59
17	The school gives parents the help they may need to play an active role in their child's education.	59
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	56
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	53
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	50
15	The school offers parents training about special education issues.	41
18	The school provides information on agencies that can assist my child in the transition from school.	33
5	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.

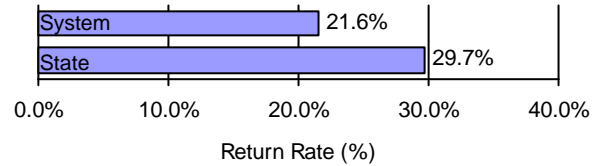


2015 Special Education Parent Survey Report

Carrollton City

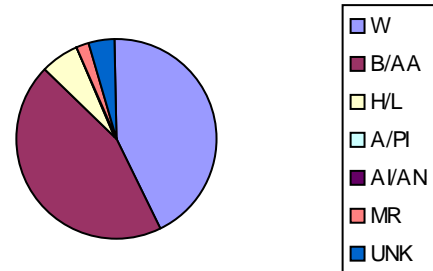
Overview

	System	State
Number of Surveys Distributed	218	41,660
Number of Valid Responses	47	12,368
Percentage Return Rate	21.6%	29.7%

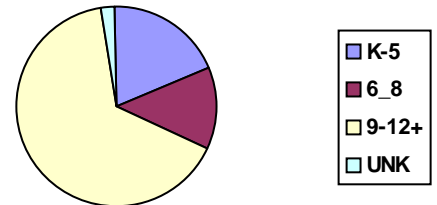


Child Demographics

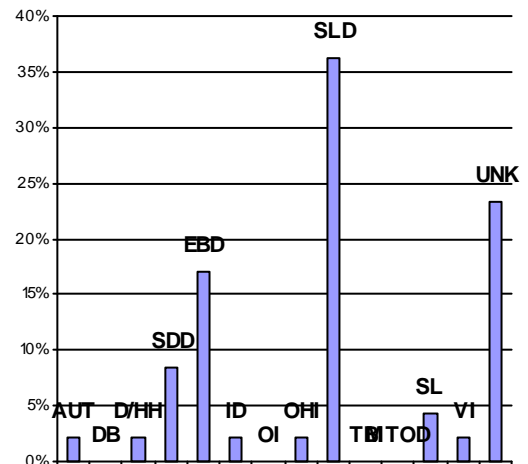
Race/Ethnicity	Count	Percent
White	20	42.6%
Black or African American (B/AA)	21	44.7%
Hispanic or Latino (H/L)	3	6.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.1%
Unknown (UNK)	2	4.3%



Grade	Count	Percent
K-5	9	19.1%
6-8	6	12.8%
9-12+	31	66.0%
Unknown (UNK)	1	2.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.1%
Significant Developmental Delay (SDD)	4	8.5%
Emotional Behavioral Disorder (EBD)	8	17.0%
Intellectual Disability (ID)	1	2.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.1%
Specific Learning Disability (SLD)	17	36.2%
Speech/Language Impairment (SL)	2	4.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.1%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	11	23.4%



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

2015 Special Education Parent Survey Report

Carrollton City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	55 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	79
7	Teachers are available to speak with me.	77
8	Teachers treat me as a team member.	77
6	My child's evaluation report and other written information are written in terms I understand.	74
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	70
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	68
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	68
9	Teachers seek out parent input.	68
11	Teachers encourage me to participate in the decision-making process.	66
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	64
16	The school offers parents a variety of ways to communicate with teachers.	64
17	The school gives parents the help they may need to play an active role in their child's education.	64
13	The school communicates regularly with me regarding my child's progress on IEP goals.	63
14	The school gives me choices with regard to services that address my child's needs.	60
5	I was given information about organizations that offer support for parents of students with disabilities.	48
18	The school provides information on agencies that can assist my child in the transition from school.	47
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
15	The school offers parents training about special education issues.	40

For questions regarding district results, please contact Anne Ladd:

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

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

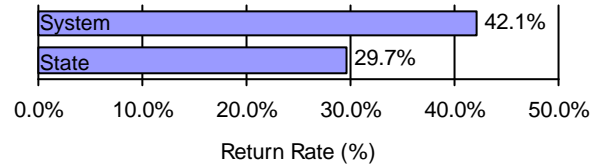


2015 Special Education Parent Survey Report

Chickamauga City

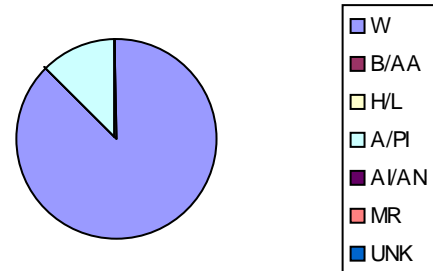
Overview

	System	State
Number of Surveys Distributed	19	41,660
Number of Valid Responses	8	12,368
Percentage Return Rate	42.1%	29.7%

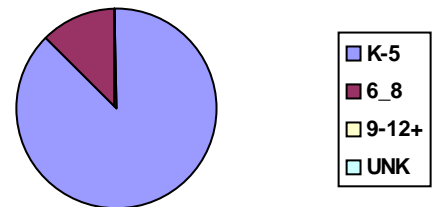


Child Demographics

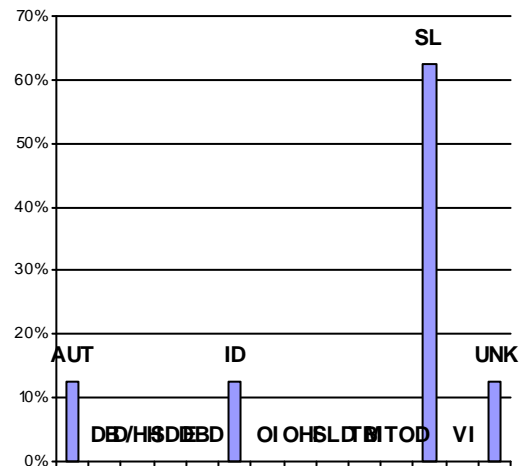
Race/Ethnicity	Count	Percent
White	7	87.5%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	12.5%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	7	87.5%
6-8	1	12.5%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	12.5%
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)	1	12.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	0	0.0%
Speech/Language Impairment (SL)	5	62.5%
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)	1	12.5%



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

2015 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 (18 items)	38 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	88
8	Teachers treat me as a team member.	88
9	Teachers seek out parent input.	88
11	Teachers encourage me to participate in the decision-making process.	88
13	The school communicates regularly with me regarding my child's progress on IEP goals.	88
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	86
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	86
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	75
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	75
6	My child's evaluation report and other written information are written in terms I understand.	75
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	75
14	The school gives me choices with regard to services that address my child's needs.	75
16	The school offers parents a variety of ways to communicate with teachers.	75
17	The school gives parents the help they may need to play an active role in their child's education.	63
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	57
18	The school provides information on agencies that can assist my child in the transition from school.	57
5	I was given information about organizations that offer support for parents of students with disabilities.	25
15	The school offers parents training about special education issues.	14

For questions regarding district results, please contact Anne Ladd:

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

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

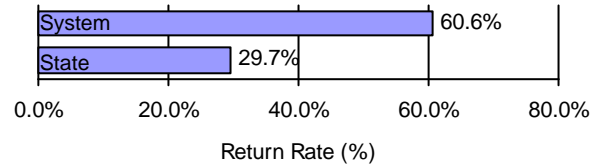


2015 Special Education Parent Survey Report

Commerce City

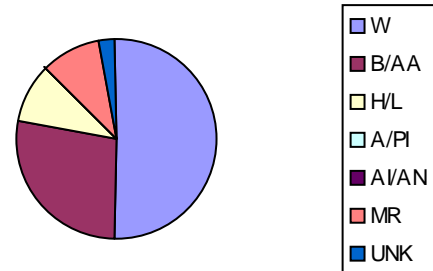
Overview

	System	State
Number of Surveys Distributed	66	41,660
Number of Valid Responses	40	12,368
Percentage Return Rate	60.6%	29.7%

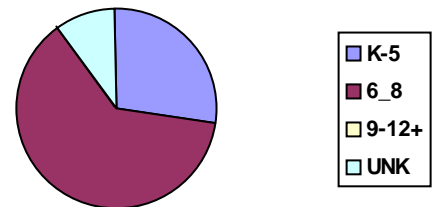


Child Demographics

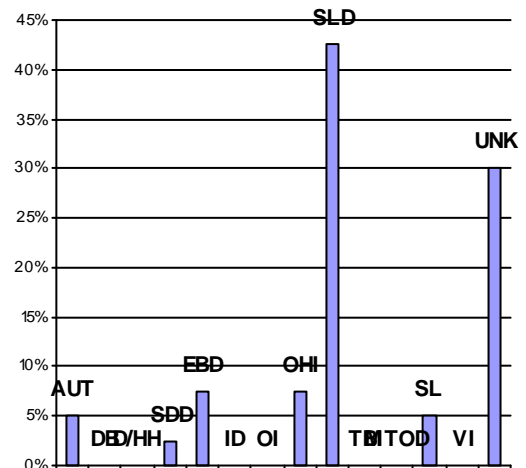
Race/Ethnicity	Count	Percent
White	20	50.0%
Black or African American (B/AA)	11	27.5%
Hispanic or Latino (H/L)	4	10.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	10.0%
Unknown (UNK)	1	2.5%



Grade	Count	Percent
K-5	11	27.5%
6-8	25	62.5%
9-12+	0	0.0%
Unknown (UNK)	4	10.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	5.0%
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)	3	7.5%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	7.5%
Specific Learning Disability (SLD)	17	42.5%
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)	0	0.0%
Unknown (UNK)	12	30.0%



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

2015 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 (18 items)	25 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	62
7	Teachers are available to speak with me.	62
8	Teachers treat me as a team member.	58
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	55
6	My child's evaluation report and other written information are written in terms I understand.	54
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
11	Teachers encourage me to participate in the decision-making process.	51
9	Teachers seek out parent input.	51
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	47
13	The school communicates regularly with me regarding my child's progress on IEP goals.	45
16	The school offers parents a variety of ways to communicate with teachers.	41
17	The school gives parents the help they may need to play an active role in their child's education.	38
14	The school gives me choices with regard to services that address my child's needs.	26
5	I was given information about organizations that offer support for parents of students with disabilities.	23
18	The school provides information on agencies that can assist my child in the transition from school.	19
15	The school offers parents training about special education issues.	8

For questions regarding district results, please contact Anne Ladd:

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

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

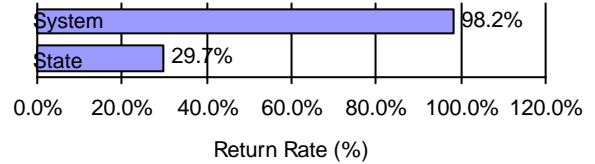


2015 Special Education Parent Survey Report

Dalton City

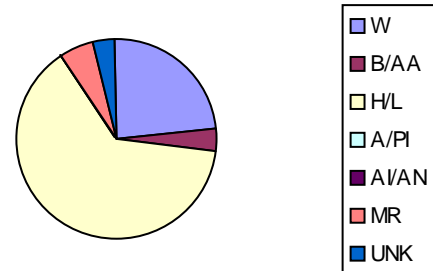
Overview

	System	State
Number of Surveys Distributed	56	41,660
Number of Valid Responses	55	12,368
Percentage Return Rate	98.2%	29.7%

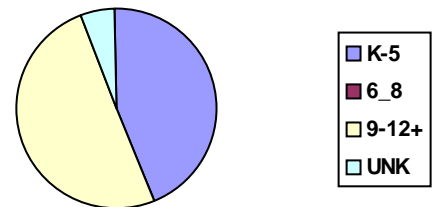


Child Demographics

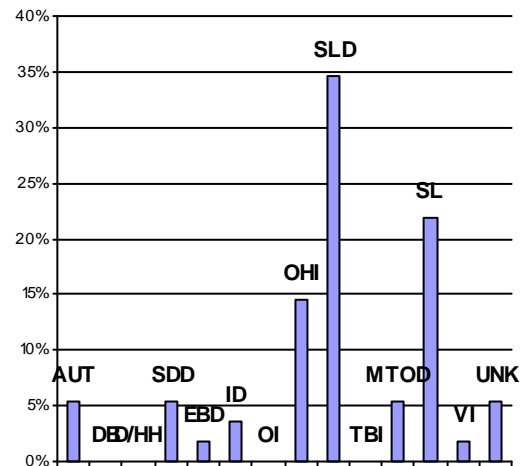
Race/Ethnicity	Count	Percent
White	13	23.6%
Black or African American (B/AA)	2	3.6%
Hispanic or Latino (H/L)	35	63.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	5.5%
Unknown (UNK)	2	3.6%



Grade	Count	Percent
K-5	24	43.6%
6-8	0	0.0%
9-12+	28	50.9%
Unknown (UNK)	3	5.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	5.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	5.5%
Emotional Behavioral Disorder (EBD)	1	1.8%
Intellectual Disability (ID)	2	3.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	8	14.5%
Specific Learning Disability (SLD)	19	34.5%
Speech/Language Impairment (SL)	12	21.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.8%
More Than One Disability (MTOD)	3	5.5%
Unknown (UNK)	3	5.5%



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

2015 Special Education Parent Survey Report

Dalton City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	47 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	71
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
13	The school communicates regularly with me regarding my child's progress on IEP goals.	63
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	62
11	Teachers encourage me to participate in the decision-making process.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	61
6	My child's evaluation report and other written information are written in terms I understand.	61
8	Teachers treat me as a team member.	60
9	Teachers seek out parent input.	60
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	60
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	58
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	56
14	The school gives me choices with regard to services that address my child's needs.	54
16	The school offers parents a variety of ways to communicate with teachers.	52
17	The school gives parents the help they may need to play an active role in their child's education.	46
18	The school provides information on agencies that can assist my child in the transition from school.	45
5	I was given information about organizations that offer support for parents of students with disabilities.	44
15	The school offers parents training about special education issues.	31

For questions regarding district results, please contact Anne Ladd:

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

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

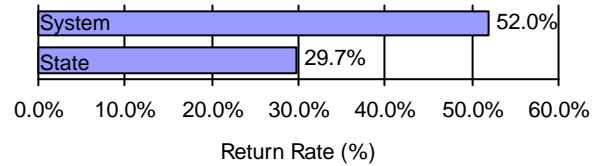


2015 Special Education Parent Survey Report

Decatur City

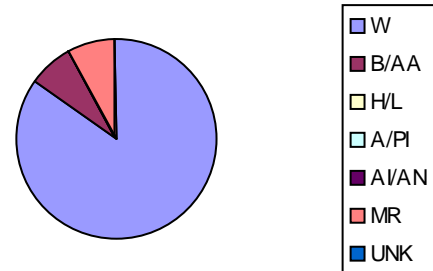
Overview

	System	State
Number of Surveys Distributed	25	41,660
Number of Valid Responses	13	12,368
Percentage Return Rate	52.0%	29.7%

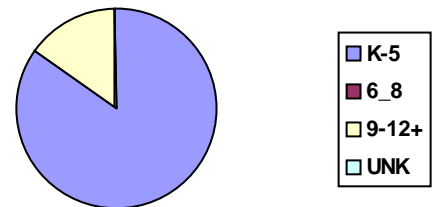


Child Demographics

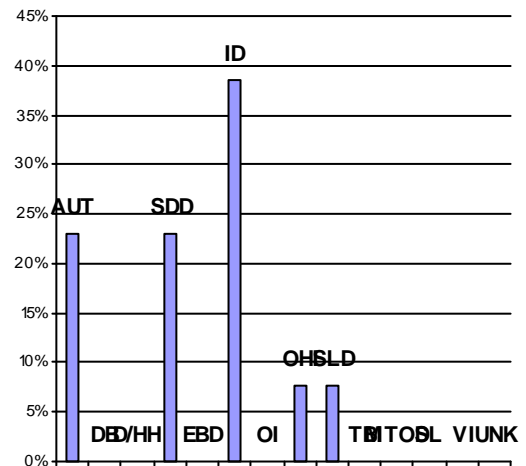
Race/Ethnicity	Count	Percent
White	11	84.6%
Black or African American (B/AA)	1	7.7%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	7.7%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	11	84.6%
6-8	0	0.0%
9-12+	2	15.4%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	23.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	23.1%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	5	38.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	7.7%
Specific Learning Disability (SLD)	1	7.7%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



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

2015 Special Education Parent Survey Report

Decatur City

Parent Satisfaction

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

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
11	Teachers encourage me to participate in the decision-making process.	100
7	Teachers are available to speak with me.	92
8	Teachers treat me as a team member.	92
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	92
16	The school offers parents a variety of ways to communicate with teachers.	92
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	85
13	The school communicates regularly with me regarding my child's progress on IEP goals.	85
9	Teachers seek out parent input.	77
17	The school gives parents the help they may need to play an active role in their child's education.	77
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
6	My child's evaluation report and other written information are written in terms I understand.	69
14	The school gives me choices with regard to services that address my child's needs.	69
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	62
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	62
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	62
18	The school provides information on agencies that can assist my child in the transition from school.	38
5	I was given information about organizations that offer support for parents of students with disabilities.	31
15	The school offers parents training about special education issues.	31

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 aladd@doe.K12.ga.us

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

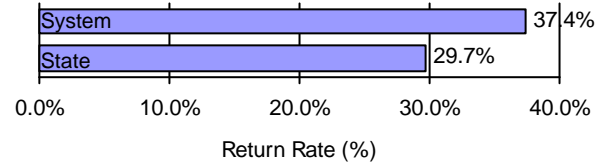


2015 Special Education Parent Survey Report

Marietta City

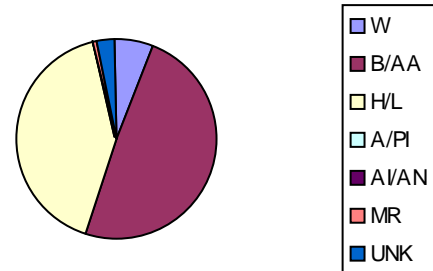
Overview

	System	State
Number of Surveys Distributed	289	41,660
Number of Valid Responses	108	12,368
Percentage Return Rate	37.4%	29.7%

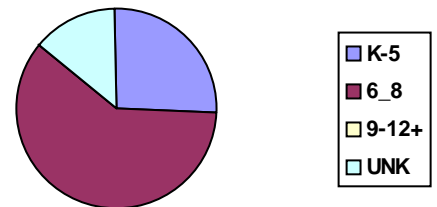


Child Demographics

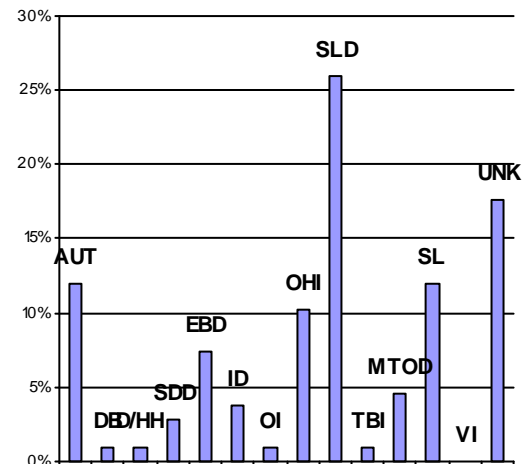
Race/Ethnicity	Count	Percent
White	7	6.5%
Black or African American (B/AA)	52	48.1%
Hispanic or Latino (H/L)	45	41.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	0.9%
Unknown (UNK)	3	2.8%



Grade	Count	Percent
K-5	28	25.9%
6-8	65	60.2%
9-12+	0	0.0%
Unknown (UNK)	15	13.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	13	12.0%
Deaf-Blind (DB)	1	0.9%
Deaf-Hard of Hearing (D/HH)	1	0.9%
Significant Developmental Delay (SDD)	3	2.8%
Emotional Behavioral Disorder (EBD)	8	7.4%
Intellectual Disability (ID)	4	3.7%
Orthopedic Impairment (OI)	1	0.9%
Other Health Impairment (OHI)	11	10.2%
Specific Learning Disability (SLD)	28	25.9%
Speech/Language Impairment (SL)	13	12.0%
Traumatic Brain injury (TBI)	1	0.9%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	4.6%
Unknown (UNK)	19	17.6%



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

2015 Special Education Parent Survey Report

Marietta City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	59 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	77
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	73
6	My child's evaluation report and other written information are written in terms I understand.	72
7	Teachers are available to speak with me.	71
9	Teachers seek out parent input.	70
11	Teachers encourage me to participate in the decision-making process.	70
8	Teachers treat me as a team member.	69
17	The school gives parents the help they may need to play an active role in their child's education.	69
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	69
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	68
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	68
13	The school communicates regularly with me regarding my child's progress on IEP goals.	67
16	The school offers parents a variety of ways to communicate with teachers.	66
14	The school gives me choices with regard to services that address my child's needs.	62
18	The school provides information on agencies that can assist my child in the transition from school.	55
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
5	I was given information about organizations that offer support for parents of students with disabilities.	51
15	The school offers parents training about special education issues.	51

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 aladd@doe.K12.ga.us

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

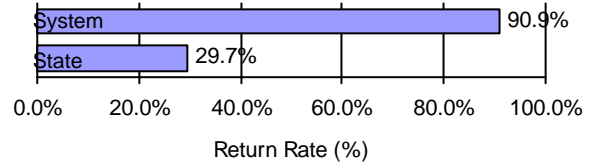


2015 Special Education Parent Survey Report

Social Circle City

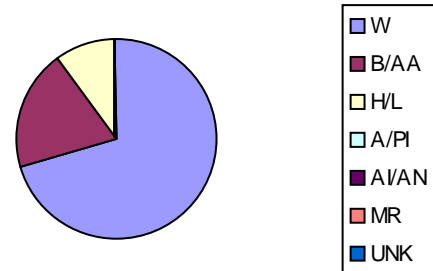
Overview

	System	State
Number of Surveys Distributed	11	41,660
Number of Valid Responses	10	12,368
Percentage Return Rate	90.9%	29.7%

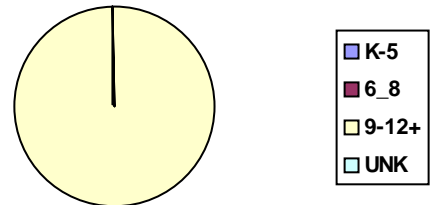


Child Demographics

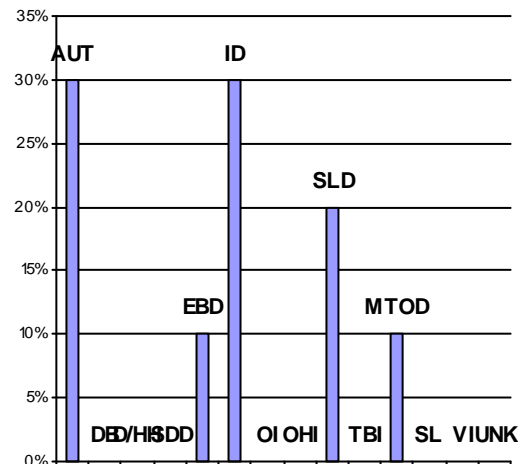
Race/Ethnicity	Count	Percent
White	7	70.0%
Black or African American (B/AA)	2	20.0%
Hispanic or Latino (H/L)	1	10.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	3	30.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	10.0%
Intellectual Disability (ID)	3	30.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	2	20.0%
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	10.0%
Unknown (UNK)	0	0.0%



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

2015 Special Education Parent Survey Report

Social Circle City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	60 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	90
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	90
6	My child's evaluation report and other written information are written in terms I understand.	90
7	Teachers are available to speak with me.	90
8	Teachers treat me as a team member.	90
9	Teachers seek out parent input.	90
14	The school gives me choices with regard to services that address my child's needs.	90
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	80
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	80
11	Teachers encourage me to participate in the decision-making process.	80
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	80
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	70
13	The school communicates regularly with me regarding my child's progress on IEP goals.	70
17	The school gives parents the help they may need to play an active role in their child's education.	70
16	The school offers parents a variety of ways to communicate with teachers.	67
5	I was given information about organizations that offer support for parents of students with disabilities.	60
18	The school provides information on agencies that can assist my child in the transition from school.	60
15	The school offers parents training about special education issues.	50

For questions regarding district results, please contact Anne Ladd:

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

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

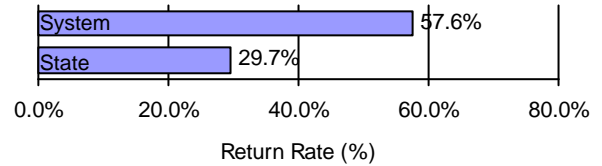


2015 Special Education Parent Survey Report

Thomasville City

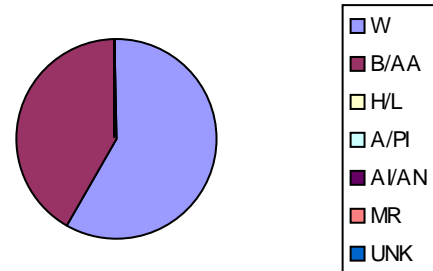
Overview

	System	State
Number of Surveys Distributed	66	41,660
Number of Valid Responses	38	12,368
Percentage Return Rate	57.6%	29.7%

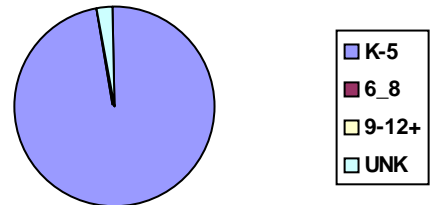


Child Demographics

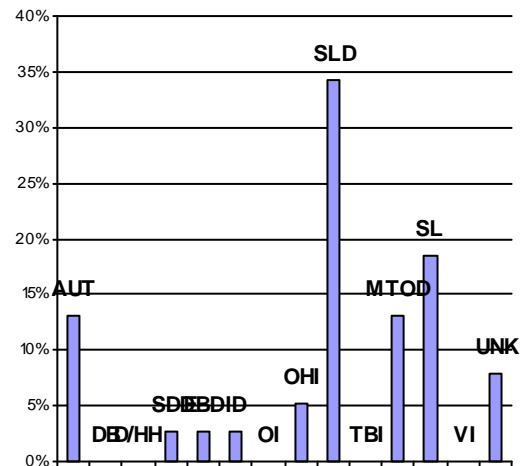
Race/Ethnicity	Count	Percent
White	22	57.9%
Black or African American (B/AA)	16	42.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	37	97.4%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	2.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	13.2%
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)	2	5.3%
Specific Learning Disability (SLD)	13	34.2%
Speech/Language Impairment (SL)	7	18.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	13.2%
Unknown (UNK)	3	7.9%



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

2015 Special Education Parent Survey Report

Thomasville City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	42 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	66
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
8	Teachers treat me as a team member.	63
9	Teachers seek out parent input.	63
11	Teachers encourage me to participate in the decision-making process.	63
13	The school communicates regularly with me regarding my child's progress on IEP goals.	61
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	60
6	My child's evaluation report and other written information are written in terms I understand.	55
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	55
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	55
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
17	The school gives parents the help they may need to play an active role in their child's education.	50
16	The school offers parents a variety of ways to communicate with teachers.	49
14	The school gives me choices with regard to services that address my child's needs.	42
18	The school provides information on agencies that can assist my child in the transition from school.	39
5	I was given information about organizations that offer support for parents of students with disabilities.	30
15	The school offers parents training about special education issues.	29

For questions regarding district results, please contact Anne Ladd:

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

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

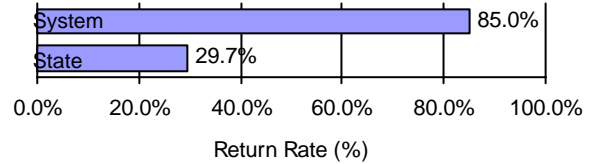


2015 Special Education Parent Survey Report

Trion City

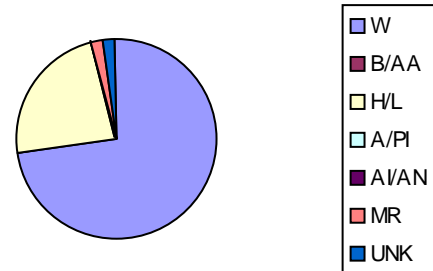
Overview

	System	State
Number of Surveys Distributed	60	41,660
Number of Valid Responses	51	12,368
Percentage Return Rate	85.0%	29.7%

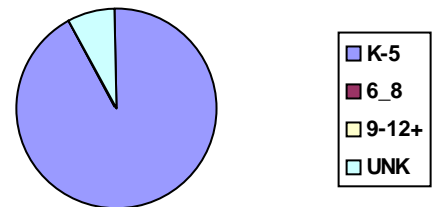


Child Demographics

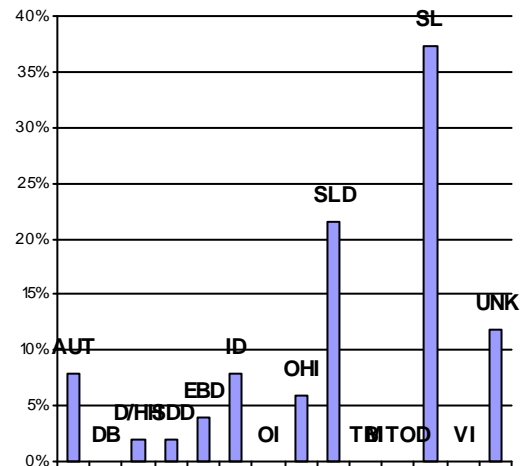
Race/Ethnicity	Count	Percent
White	37	72.5%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	12	23.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.0%
Unknown (UNK)	1	2.0%



Grade	Count	Percent
K-5	47	92.2%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	4	7.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	7.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.0%
Significant Developmental Delay (SDD)	1	2.0%
Emotional Behavioral Disorder (EBD)	2	3.9%
Intellectual Disability (ID)	4	7.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	5.9%
Specific Learning Disability (SLD)	11	21.6%
Speech/Language Impairment (SL)	19	37.3%
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	11.8%



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

2015 Special Education Parent Survey Report

Trion City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	80 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
17	The school gives parents the help they may need to play an active role in their child's education.	94
7	Teachers are available to speak with me.	92
8	Teachers treat me as a team member.	92
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	92
6	My child's evaluation report and other written information are written in terms I understand.	90
16	The school offers parents a variety of ways to communicate with teachers.	90
11	Teachers encourage me to participate in the decision-making process.	90
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	90
14	The school gives me choices with regard to services that address my child's needs.	90
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	88
13	The school communicates regularly with me regarding my child's progress on IEP goals.	88
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	86
9	Teachers seek out parent input.	86
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	81
5	I was given information about organizations that offer support for parents of students with disabilities.	76
18	The school provides information on agencies that can assist my child in the transition from school.	75
15	The school offers parents training about special education issues.	73
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	72

For questions regarding district results, please contact Anne Ladd:

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

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

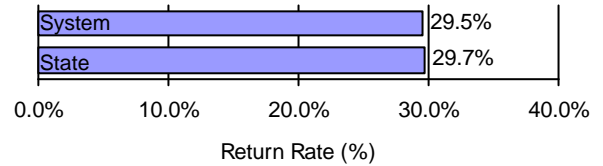


2015 Special Education Parent Survey Report

State Charter Schools-Mountain Education Center School

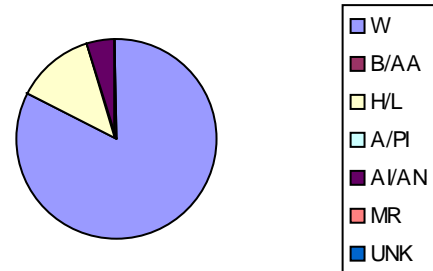
Overview

	System	State
Number of Surveys Distributed	156	41,660
Number of Valid Responses	46	12,368
Percentage Return Rate	29.5%	29.7%

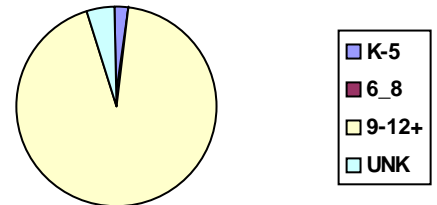


Child Demographics

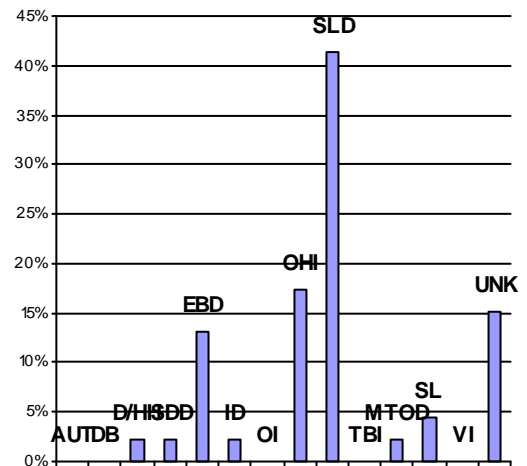
Race/Ethnicity	Count	Percent
White	38	82.6%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	6	13.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	2	4.3%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	2.2%
6-8	0	0.0%
9-12+	43	93.5%
Unknown (UNK)	2	4.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
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)	6	13.0%
Intellectual Disability (ID)	1	2.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	8	17.4%
Specific Learning Disability (SLD)	19	41.3%
Speech/Language Impairment (SL)	2	4.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	2.2%
Unknown (UNK)	7	15.2%



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

2015 Special Education Parent Survey Report

State Charter Schools-Mountain Education Center School

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	37 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
7	Teachers are available to speak with me.	74
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
16	The school offers parents a variety of ways to communicate with teachers.	61
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	59
8	Teachers treat me as a team member.	57
6	My child's evaluation report and other written information are written in terms I understand.	54
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	54
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	52
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	50
13	The school communicates regularly with me regarding my child's progress on IEP goals.	50
9	Teachers seek out parent input.	47
18	The school provides information on agencies that can assist my child in the transition from school.	47
11	Teachers encourage me to participate in the decision-making process.	46
17	The school gives parents the help they may need to play an active role in their child's education.	44
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
14	The school gives me choices with regard to services that address my child's needs.	39
5	I was given information about organizations that offer support for parents of students with disabilities.	31
15	The school offers parents training about special education issues.	28

For questions regarding district results, please contact Anne Ladd:

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

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

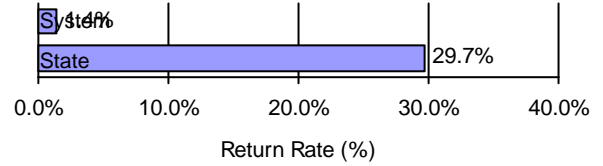


2015 Special Education Parent Survey Report

State Charter Schools-Odyssey School

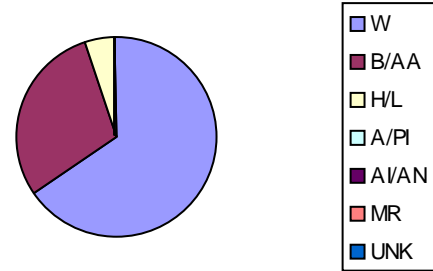
Overview

	System	State
Number of Surveys Distributed	1,446	41,660
Number of Valid Responses	20	12,368
Percentage Return Rate	1.4%	29.7%

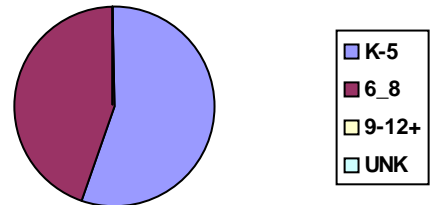


Child Demographics

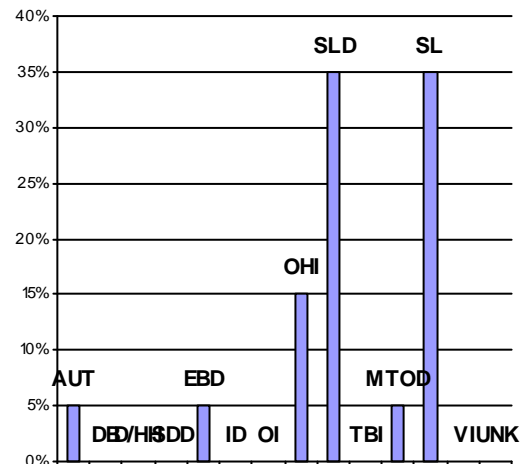
Race/Ethnicity	Count	Percent
White	13	65.0%
Black or African American (B/AA)	6	30.0%
Hispanic or Latino (H/L)	1	5.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	11	55.0%
6-8	9	45.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	5.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	5.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	15.0%
Specific Learning Disability (SLD)	7	35.0%
Speech/Language Impairment (SL)	7	35.0%
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)	0	0.0%



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

2015 Special Education Parent Survey Report

State Charter Schools-Odyssey School

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	35 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	75
7	Teachers are available to speak with me.	70
16	The school offers parents a variety of ways to communicate with teachers.	65
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	63
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	61
8	Teachers treat me as a team member.	60
17	The school gives parents the help they may need to play an active role in their child's education.	58
6	My child's evaluation report and other written information are written in terms I understand.	55
11	Teachers encourage me to participate in the decision-making process.	55
13	The school communicates regularly with me regarding my child's progress on IEP goals.	55
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
9	Teachers seek out parent input.	50
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the right of parents] and my options if I disagree with a decision by the school.	47
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	45
14	The school gives me choices with regard to services that address my child's needs.	45
18	The school provides information on agencies that can assist my child in the transition from school.	27
15	The school offers parents training about special education issues.	11
5	I was given information about organizations that offer support for parents of students with disabilities.	6

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 aladd@doe.K12.ga.us

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

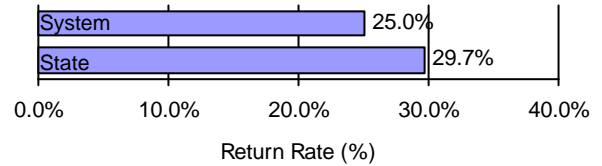


2015 Special Education Parent Survey Report

Commission Charter Schools-Ivy Preparatory Academy School

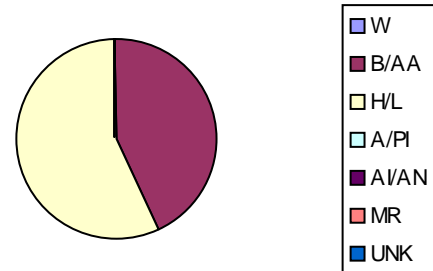
Overview

	System	State
Number of Surveys Distributed	28	41,660
Number of Valid Responses	7	12,368
Percentage Return Rate	25.0%	29.7%

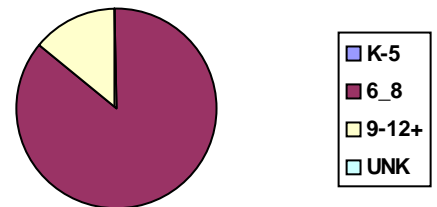


Child Demographics

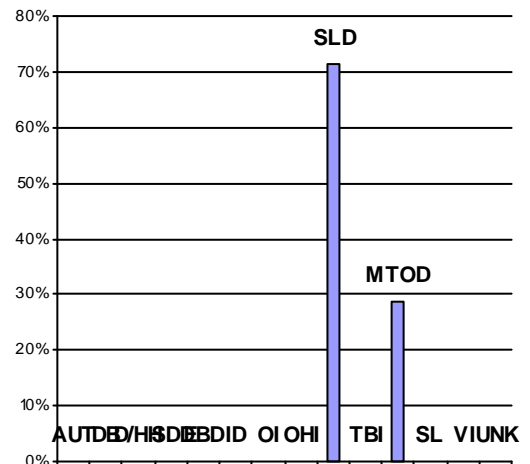
Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	3	42.9%
Hispanic or Latino (H/L)	4	57.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	6	85.7%
9-12+	1	14.3%
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)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	5	71.4%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	28.6%
Unknown (UNK)	0	0.0%



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

2015 Special Education Parent Survey Report

Commission Charter Schools-Ivy Preparatory Academy School

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	57 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

Item No.	Item Text	Percent
2	At the IEP meeting, we discussed how my child would participate in statewide assessments.	86
3	At the IEP meeting, we discussed accommodations and modifications that my child would need.	86
4	Written justification was given for the extent that my child would not receive services in the regular classroom.	86
13	The school communicates regularly with me regarding my child's progress on IEP goals.	86
14	The school gives me choices with regard to services that address my child's needs.	86
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	83
6	My child's evaluation report and other written information are written in terms I understand.	71
9	Teachers seek out parent input.	71
12	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	71
16	The school offers parents a variety of ways to communicate with teachers.	71
17	The school gives parents the help they may need to play an active role in their child's education.	71
18	The school provides information on agencies that can assist my child in the transition from school.	71
5	I was given information about organizations that offer support for parents of students with disabilities.	57
7	Teachers are available to speak with me.	57
8	Teachers treat me as a team member.	57
10	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	57
11	Teachers encourage me to participate in the decision-making process.	57
15	The school offers parents training about special education issues.	57

For questions regarding district results, please contact Anne Ladd:

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

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

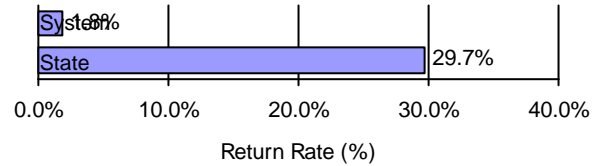


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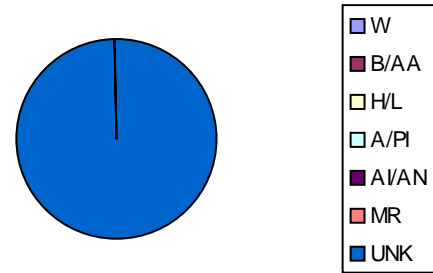
Overview

	System	State
Number of Surveys Distributed	55	41,660
Number of Valid Responses	1	12,368
Percentage Return Rate	1.8%	29.7%

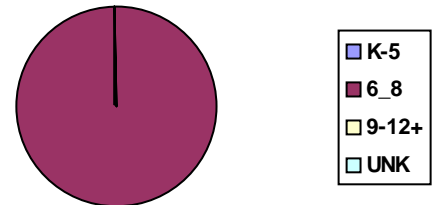


Child Demographics

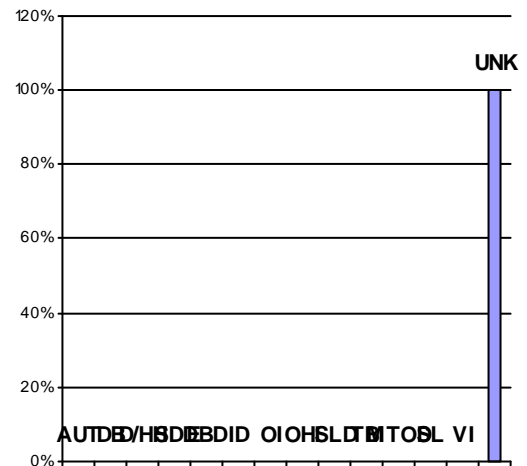
Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	100.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	1	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)	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)	1	100.0%



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

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Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (18 items)	0 %	46 %

Item Ranking - from Highest to Lowest Ranked Items

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