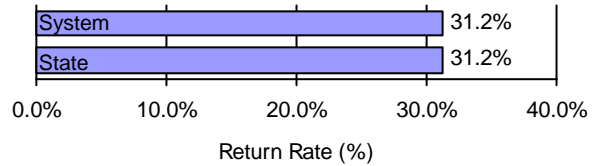




2013 Special Education Parent Survey Report Georgia

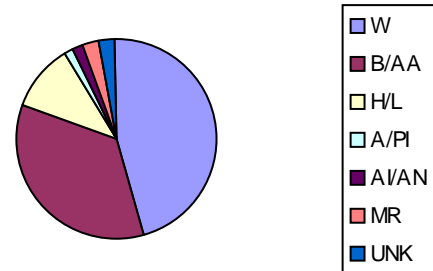
Overview

	System	State
Number of Surveys Distributed	40,244	40,244
Number of Valid Responses	12,558	12,558
Percentage Return Rate	31.2%	31.2%

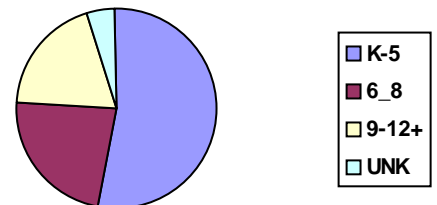


Child Demographics

Race/Ethnicity	Count	Percent
White	5,684	45.3%
Black or African American (B/AA)	4,393	35.0%
Hispanic or Latino (H/L)	1,451	11.6%
Asian or Pacific Islander (A/PI)	147	1.2%
American Indian or Alaska Native (AI/AN)	206	1.6%
Multi-racial (MR)	354	2.8%
Unknown (UNK)	323	2.6%



Grade	Count	Percent
K-5	6,587	52.5%
6-8	2,892	23.0%
9-12+	2,496	19.9%
Unknown (UNK)	583	4.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	1,322	10.5%
Deaf-Blind (DB)	10	0.1%
Deaf-Hard of Hearing (D/HH)	160	1.3%
Significant Developmental Delay (SDD)	977	7.8%
Emotional Behavioral Disorder (EBD)	772	6.1%
Intellectual Disability (ID)	727	5.8%
Orthopedic Impairment (OI)	132	1.1%
Other Health Impairment (OHI)	1,045	8.3%
Specific Learning Disability (SLD)	3,143	25.0%
Speech/Language Impairment (SL)	1,860	14.8%
Traumatic Brain injury (TBI)	61	0.5%
Visual Impairment including Blindness (VI)	92	0.7%
More Than One Disability (MTOD)	667	5.3%
Unknown (UNK)	1,590	12.7%



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

2013 Special Education Parent Survey Report Georgia

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	40 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	63
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	62
12	Teachers treat me as a team member.	61
5	All of my concerns and recommendations were documented on the IEP.	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program	60
15	Teachers encourage me to participate in the decision-making process.	58
14	Teachers show sensitivity to the needs of students with disabilities and their families.	57
10	Written information I receive is written in an understandable way.	57
9	My child's evaluation report is written in terms I understand.	57
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	56

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
20	The school gives me choices with regard to services that address my child's needs.	49
23	The school gives parents the help they may need to play an active role in their child's education.	49
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	48
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	46
25	The school explains what options parents have if they disagree with a decision of the school.	42
24	The school provides information on agencies that can assist my child in the transition from school.	38
21	The school offers parents training about special education issues.	36
7	I was given information about organizations that offer support for parents of students with disabilities.	36
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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.

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

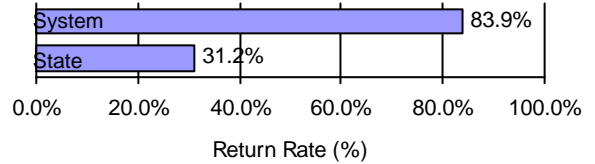
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Appling County

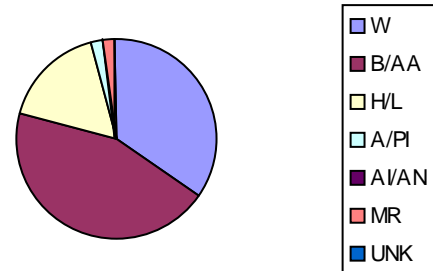
Overview

	System	State
Number of Surveys Distributed	62	40,244
Number of Valid Responses	52	12,558
Percentage Return Rate	83.9%	31.2%

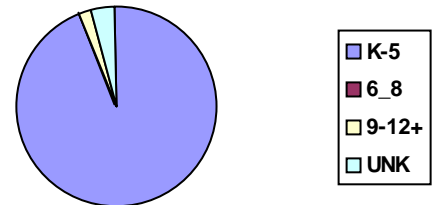


Child Demographics

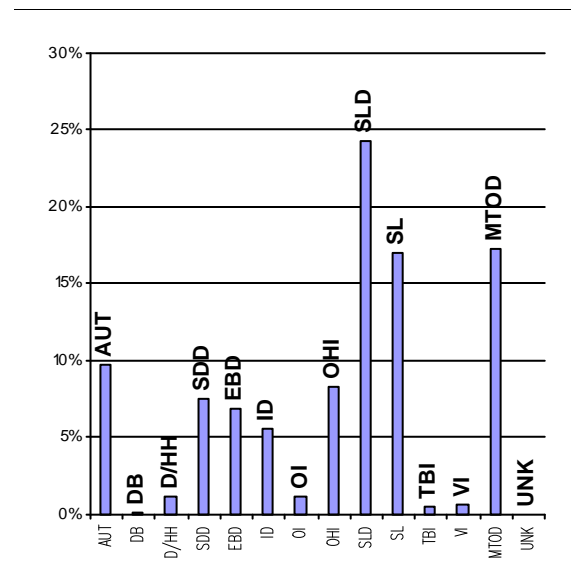
Race/Ethnicity	Count	Percent
White	18	34.6%
Black or African American (B/AA)	23	44.2%
Hispanic or Latino (H/L)	9	17.3%
Asian or Pacific Islander (A/PI)	1	1.9%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.9%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	49	94.2%
6-8	0	0.0%
9-12+	1	1.9%
Unknown (UNK)	2	3.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional_Behavioral Disorder (EBD)	3	5.8%
Intellectual Disability (ID)	5	9.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	11.5%
Specific Learning Disability (SLD)	18	34.6%
Speech/Language Impairment (SL)	9	17.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	2	3.8%
More Than One Disability (MTOD)	8	15.4%
Unknown (UNK)	1	1.9%



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

2013 Special Education Parent Survey Report

Appling County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	81 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	87
9	My child's evaluation report is written in terms I understand.	85
10	Written information I receive is written in an understandable way.	85
15	Teachers encourage me to participate in the decision-making process.	85
12	Teachers treat me as a team member.	84
14	Teachers show sensitivity to the needs of students with disabilities and their families.	84
16	Teachers respect my cultural heritage.	84
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	84
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	83
13	Teachers seek out parent input.	83

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	80
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	80
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	79
25	The school explains what options parents have if they disagree with a decision of the school.	79
19	The school communicates regularly with me regarding my child's progress on IEP goals.	78
1	I am considered an equal partner with teachers and other professionals in planning my child's program	77
24	The school provides information on agencies that can assist my child in the transition from school.	76
21	The school offers parents training about special education issues.	74
7	I was given information about organizations that offer support for parents of students with disabilities.	73
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	71

For questions regarding district results, please contact Anne Ladd:

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

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

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

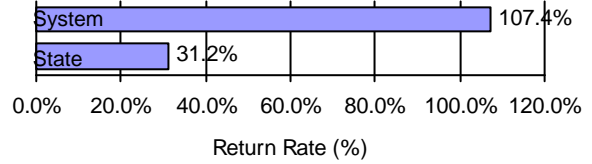
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Atkinson County

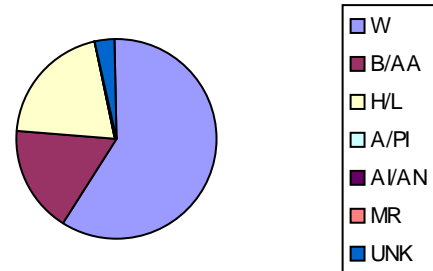
Overview

	System	State
Number of Surveys Distributed	27	40,244
Number of Valid Responses	29	12,558
Percentage Return Rate	107.4%	31.2%

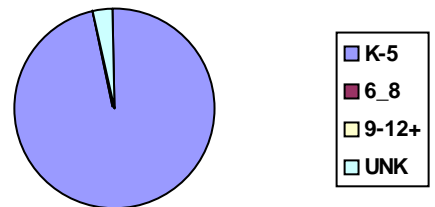


Child Demographics

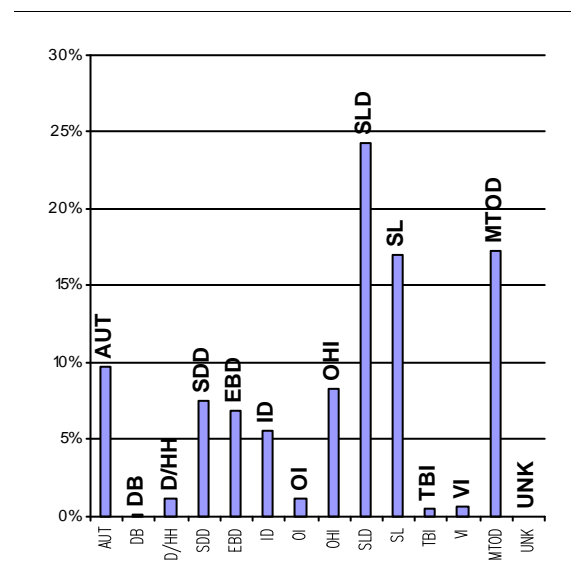
Race/Ethnicity	Count	Percent
White	17	58.6%
Black or African American (B/AA)	5	17.2%
Hispanic or Latino (H/L)	6	20.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	3.4%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	16	55.2%
Emotional_Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	3.4%
Specific Learning Disability (SLD)	6	20.7%
Speech/Language Impairment (SL)	4	13.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	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%

2013 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 (25 items)	83 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	93
12	Teachers treat me as a team member.	93
19	The school communicates regularly with me regarding my child's progress on IEP goals.	93
1	I am considered an equal partner with teachers and other professionals in planning my child's program	90
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	90
11	Teachers are available to speak with me.	90
14	Teachers show sensitivity to the needs of students with disabilities and their families.	90
15	Teachers encourage me to participate in the decision-making process.	90
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	90
23	The school gives parents the help they may need to play an active role in their child's education.	90

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	86
22	The school offers parents a variety of ways to communicate with teachers.	86
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	86
21	The school offers parents training about special education issues.	85
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	83
10	Written information I receive is written in an understandable way.	83
25	The school explains what options parents have if they disagree with a decision of the school.	83
7	I was given information about organizations that offer support for parents of students with disabilities.	80
16	Teachers respect my cultural heritage.	79
24	The school provides information on agencies that can assist my child in the transition from school.	72

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.

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

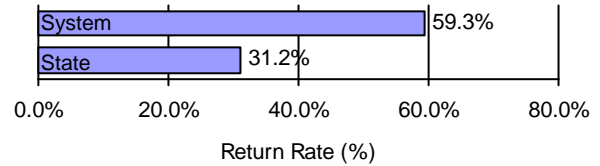
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Baldwin County

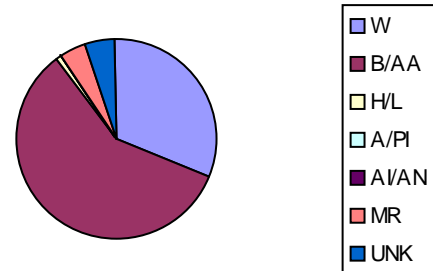
Overview

	System	State
Number of Surveys Distributed	199	40,244
Number of Valid Responses	118	12,558
Percentage Return Rate	59.3%	31.2%

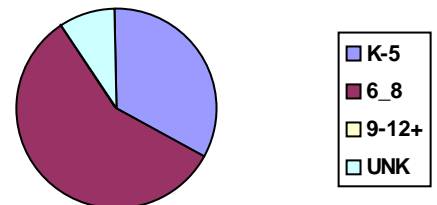


Child Demographics

Race/Ethnicity	Count	Percent
White	37	31.4%
Black or African American (B/AA)	69	58.5%
Hispanic or Latino (H/L)	1	0.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	4.2%
Unknown (UNK)	6	5.1%



Grade	Count	Percent
K-5	39	33.1%
6-8	68	57.6%
9-12+	0	0.0%
Unknown (UNK)	11	9.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	16	13.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.8%
Significant Developmental Delay (SDD)	8	6.8%
Emotional_Behavioral Disorder (EBD)	7	5.9%
Intellectual Disability (ID)	12	10.2%
Orthopedic Impairment (OI)	1	0.8%
Other Health Impairment (OHI)	11	9.3%
Specific Learning Disability (SLD)	26	22.0%
Speech/Language Impairment (SL)	16	13.6%
Traumatic Brain injury (TBI)	1	0.8%
Visual Impairment including Blindness (VI)	1	0.8%
More Than One Disability (MTOD)	2	1.7%
Unknown (UNK)	16	13.6%



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

2013 Special Education Parent Survey Report

Baldwin County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	31 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	56
12	Teachers treat me as a team member.	55
16	Teachers respect my cultural heritage.	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program	54
15	Teachers encourage me to participate in the decision-making process.	54
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	53
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	52
13	Teachers seek out parent input.	51
14	Teachers show sensitivity to the needs of students with disabilities and their families.	50
5	All of my concerns and recommendations were documented on the IEP.	50

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	41
23	The school gives parents the help they may need to play an active role in their child's education.	40
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	35
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	35
21	The school offers parents training about special education issues.	34
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	33
25	The school explains what options parents have if they disagree with a decision of the school.	32
24	The school provides information on agencies that can assist my child in the transition from school.	27
7	I was given information about organizations that offer support for parents of students with disabilities.	27
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	19

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 aladd@doe.k12.ga.us

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

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

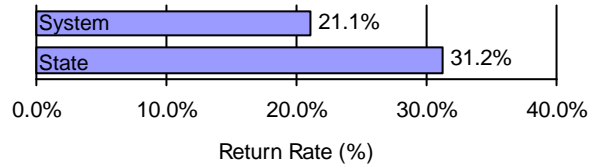
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Banks County

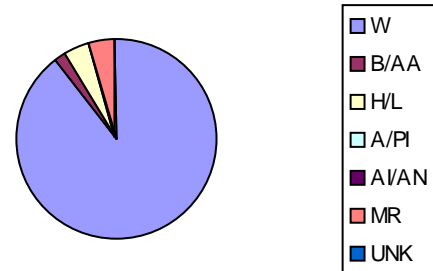
Overview

	System	State
Number of Surveys Distributed	227	40,244
Number of Valid Responses	48	12,558
Percentage Return Rate	21.1%	31.2%

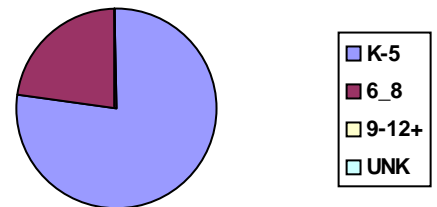


Child Demographics

Race/Ethnicity	Count	Percent
White	43	89.6%
Black or African American (B/AA)	1	2.1%
Hispanic or Latino (H/L)	2	4.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	4.2%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	37	77.1%
6-8	11	22.9%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	8.3%
Emotional_Behavioral Disorder (EBD)	6	12.5%
Intellectual Disability (ID)	2	4.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	8.3%
Specific Learning Disability (SLD)	18	37.5%
Speech/Language Impairment (SL)	4	8.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	9	18.8%



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

2013 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 (25 items)	56 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	74
5	All of my concerns and recommendations were documented on the IEP.	73
1	I am considered an equal partner with teachers and other professionals in planning my child's program	71
18	The school has a person on staff who is available to answer parents' questions.	71
9	My child's evaluation report is written in terms I understand.	69
11	Teachers are available to speak with me.	69
22	The school offers parents a variety of ways to communicate with teachers.	69
19	The school communicates regularly with me regarding my child's progress on IEP goals.	67
10	Written information I receive is written in an understandable way.	67
13	Teachers seek out parent input.	67

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	64
23	The school gives parents the help they may need to play an active role in their child's education.	64
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	62
16	Teachers respect my cultural heritage.	61
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	60
25	The school explains what options parents have if they disagree with a decision of the school.	59
24	The school provides information on agencies that can assist my child in the transition from school.	47
7	I was given information about organizations that offer support for parents of students with disabilities.	44
21	The school offers parents training about special education issues.	40
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	34

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

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

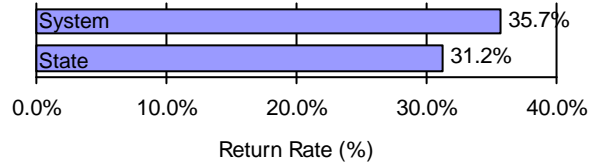
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Barrow County

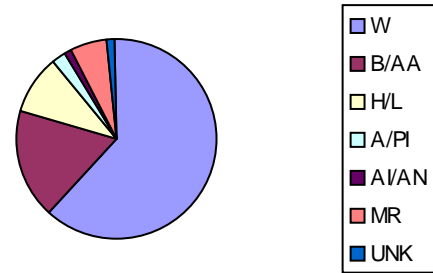
Overview

	System	State
Number of Surveys Distributed	442	40,244
Number of Valid Responses	158	12,558
Percentage Return Rate	35.7%	31.2%

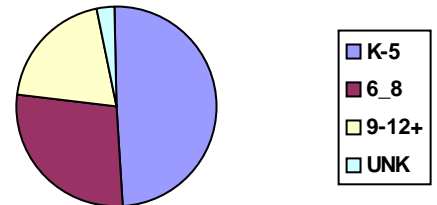


Child Demographics

Race/Ethnicity	Count	Percent
White	97	61.4%
Black or African American (B/AA)	28	17.7%
Hispanic or Latino (H/L)	16	10.1%
Asian or Pacific Islander (A/PI)	4	2.5%
American Indian or Alaska Native (AI/AN)	1	0.6%
Multi-racial (MR)	10	6.3%
Unknown (UNK)	2	1.3%



Grade	Count	Percent
K-5	77	48.7%
6-8	44	27.8%
9-12+	32	20.3%
Unknown (UNK)	5	3.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	16	10.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	1.9%
Significant Developmental Delay (SDD)	10	6.3%
Emotional_Behavioral Disorder (EBD)	9	5.7%
Intellectual Disability (ID)	13	8.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	16	10.1%
Specific Learning Disability (SLD)	33	20.9%
Speech/Language Impairment (SL)	24	15.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.6%
More Than One Disability (MTOD)	9	5.7%
Unknown (UNK)	24	15.2%



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

2013 Special Education Parent Survey Report

Barrow County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	55
11	Teachers are available to speak with me.	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program	53
12	Teachers treat me as a team member.	53
15	Teachers encourage me to participate in the decision-making process.	51
5	All of my concerns and recommendations were documented on the IEP.	51
10	Written information I receive is written in an understandable way.	48
14	Teachers show sensitivity to the needs of students with disabilities and their families.	48
9	My child's evaluation report is written in terms I understand.	47
13	Teachers seek out parent input.	47

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	40
23	The school gives parents the help they may need to play an active role in their child's education.	40
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	38
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	38
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	36
25	The school explains what options parents have if they disagree with a decision of the school.	33
21	The school offers parents training about special education issues.	27
24	The school provides information on agencies that can assist my child in the transition from school.	26
7	I was given information about organizations that offer support for parents of students with disabilities.	24
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	23

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.

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

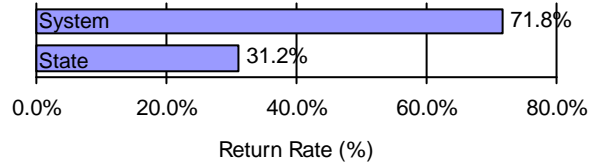
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Bartow County

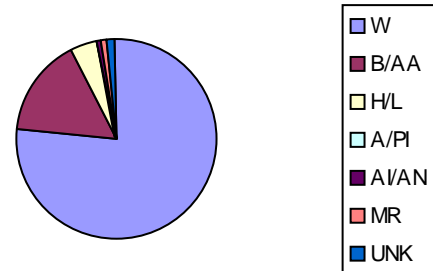
Overview

	System	State
Number of Surveys Distributed	188	40,244
Number of Valid Responses	135	12,558
Percentage Return Rate	71.8%	31.2%

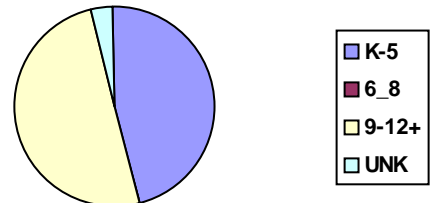


Child Demographics

Race/Ethnicity	Count	Percent
White	103	76.3%
Black or African American (B/AA)	22	16.3%
Hispanic or Latino (H/L)	6	4.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	0.7%
Multi-racial (MR)	1	0.7%
Unknown (UNK)	2	1.5%



Grade	Count	Percent
K-5	62	45.9%
6-8	0	0.0%
9-12+	68	50.4%
Unknown (UNK)	5	3.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	5.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	11	8.1%
Emotional_Behavioral Disorder (EBD)	12	8.9%
Intellectual Disability (ID)	1	0.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	10	7.4%
Specific Learning Disability (SLD)	27	20.0%
Speech/Language Impairment (SL)	25	18.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	2	1.5%
More Than One Disability (MTOD)	9	6.7%
Unknown (UNK)	31	23.0%



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

2013 Special Education Parent Survey Report

Bartow County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	38 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
12	Teachers treat me as a team member.	58
11	Teachers are available to speak with me.	58
1	I am considered an equal partner with teachers and other professionals in planning my child's program	57
5	All of my concerns and recommendations were documented on the IEP.	57
9	My child's evaluation report is written in terms I understand.	56
18	The school has a person on staff who is available to answer parents' questions.	56
10	Written information I receive is written in an understandable way.	56
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	55
15	Teachers encourage me to participate in the decision-making process.	55

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	49
22	The school offers parents a variety of ways to communicate with teachers.	48
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	45
23	The school gives parents the help they may need to play an active role in their child's education.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
24	The school provides information on agencies that can assist my child in the transition from school.	41
7	I was given information about organizations that offer support for parents of students with disabilities.	38
25	The school explains what options parents have if they disagree with a decision of the school.	37
21	The school offers parents training about special education issues.	33
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	30

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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.

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

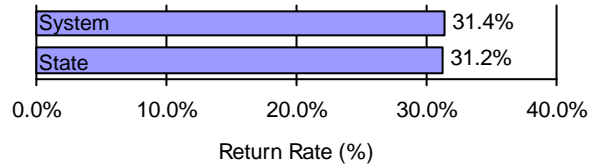
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Bibb County

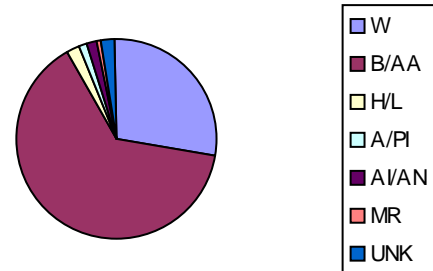
Overview

	System	State
Number of Surveys Distributed	554	40,244
Number of Valid Responses	174	12,558
Percentage Return Rate	31.4%	31.2%

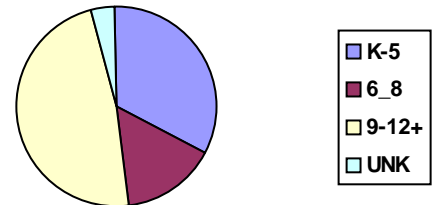


Child Demographics

Race/Ethnicity	Count	Percent
White	49	28.2%
Black or African American (B/AA)	111	63.8%
Hispanic or Latino (H/L)	4	2.3%
Asian or Pacific Islander (A/PI)	2	1.1%
American Indian or Alaska Native (AI/AN)	3	1.7%
Multi-racial (MR)	1	0.6%
Unknown (UNK)	4	2.3%



Grade	Count	Percent
K-5	57	32.8%
6-8	26	14.9%
9-12+	84	48.3%
Unknown (UNK)	7	4.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	24	13.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	1.7%
Significant Developmental Delay (SDD)	6	3.4%
Emotional Behavioral Disorder (EBD)	18	10.3%
Intellectual Disability (ID)	22	12.6%
Orthopedic Impairment (OI)	2	1.1%
Other Health Impairment (OHI)	10	5.7%
Specific Learning Disability (SLD)	29	16.7%
Speech/Language Impairment (SL)	21	12.1%
Traumatic Brain injury (TBI)	2	1.1%
Visual Impairment including Blindness (VI)	2	1.1%
More Than One Disability (MTOD)	18	10.3%
Unknown (UNK)	17	9.8%



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

2013 Special Education Parent Survey Report

Bibb County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	45 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	66
9	My child's evaluation report is written in terms I understand.	63
12	Teachers treat me as a team member.	62
10	Written information I receive is written in an understandable way.	62
15	Teachers encourage me to participate in the decision-making process.	62
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	61
14	Teachers show sensitivity to the needs of students with disabilities and their families.	60
5	All of my concerns and recommendations were documented on the IEP.	59
13	Teachers seek out parent input.	58
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	58

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	55
23	The school gives parents the help they may need to play an active role in their child's education.	55
18	The school has a person on staff who is available to answer parents' questions.	54
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	46
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
25	The school explains what options parents have if they disagree with a decision of the school.	45
7	I was given information about organizations that offer support for parents of students with disabilities.	44
24	The school provides information on agencies that can assist my child in the transition from school.	43
21	The school offers parents training about special education issues.	35
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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.

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

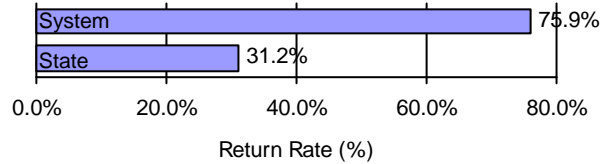
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Brantley County

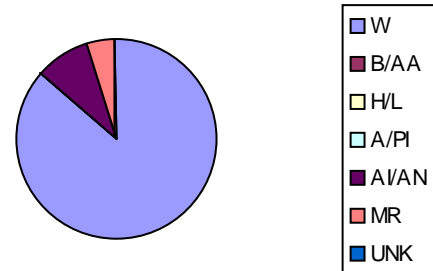
Overview

	System	State
Number of Surveys Distributed	29	40,244
Number of Valid Responses	22	12,558
Percentage Return Rate	75.9%	31.2%

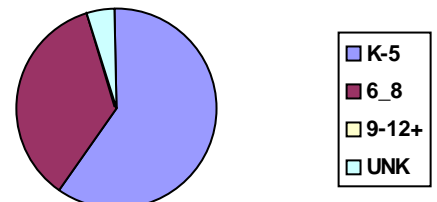


Child Demographics

Race/Ethnicity	Count	Percent
White	19	86.4%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	2	9.1%
Multi-racial (MR)	1	4.5%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	13	59.1%
6-8	8	36.4%
9-12+	0	0.0%
Unknown (UNK)	1	4.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	4.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional_Behavioral Disorder (EBD)	1	4.5%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	9.1%
Specific Learning Disability (SLD)	9	40.9%
Speech/Language Impairment (SL)	1	4.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	18.2%
Unknown (UNK)	4	18.2%



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

2013 Special Education Parent Survey Report

Brantley County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	41 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	62
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	62
19	The school communicates regularly with me regarding my child's progress on IEP goals.	62
10	Written information I receive is written in an understandable way.	60
18	The school has a person on staff who is available to answer parents' questions.	60
15	Teachers encourage me to participate in the decision-making process.	58
11	Teachers are available to speak with me.	57
12	Teachers treat me as a team member.	55
20	The school gives me choices with regard to services that address my child's needs.	55
13	Teachers seek out parent input.	53

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	45
23	The school gives parents the help they may need to play an active role in their child's education.	45
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43
21	The school offers parents training about special education issues.	40
25	The school explains what options parents have if they disagree with a decision of the school.	40
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	30
24	The school provides information on agencies that can assist my child in the transition from school.	29
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	24
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	21

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 404-657-7328
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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

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

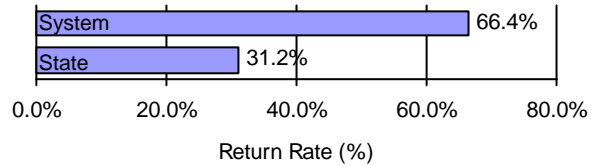
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Bryan County

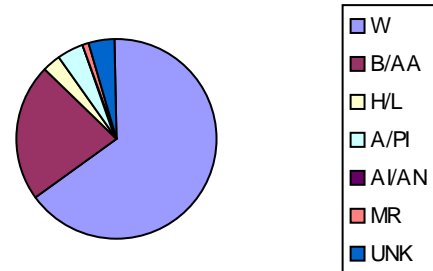
Overview

	System	State
Number of Surveys Distributed	140	40,244
Number of Valid Responses	93	12,558
Percentage Return Rate	66.4%	31.2%

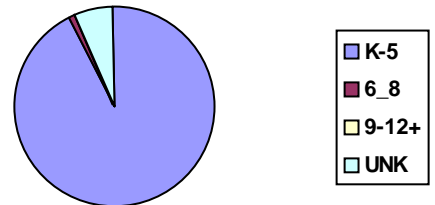


Child Demographics

Race/Ethnicity	Count	Percent
White	60	64.5%
Black or African American (B/AA)	21	22.6%
Hispanic or Latino (H/L)	3	3.2%
Asian or Pacific Islander (A/PI)	4	4.3%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.1%
Unknown (UNK)	4	4.3%



Grade	Count	Percent
K-5	86	92.5%
6-8	1	1.1%
9-12+	0	0.0%
Unknown (UNK)	6	6.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	11	11.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.1%
Significant Developmental Delay (SDD)	8	8.6%
Emotional Behavioral Disorder (EBD)	5	5.4%
Intellectual Disability (ID)	3	3.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	12	12.9%
Specific Learning Disability (SLD)	19	20.4%
Speech/Language Impairment (SL)	21	22.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	3.2%
Unknown (UNK)	10	10.8%



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

2013 Special Education Parent Survey Report

Bryan County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	49 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	72
1	I am considered an equal partner with teachers and other professionals in planning my child's program	71
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
5	All of my concerns and recommendations were documented on the IEP.	69
10	Written information I receive is written in an understandable way.	68
9	My child's evaluation report is written in terms I understand.	65
12	Teachers treat me as a team member.	64
16	Teachers respect my cultural heritage.	63
18	The school has a person on staff who is available to answer parents' questions.	63
14	Teachers show sensitivity to the needs of students with disabilities and their families.	62

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	59
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	59
13	Teachers seek out parent input.	58
23	The school gives parents the help they may need to play an active role in their child's education.	56
7	I was given information about organizations that offer support for parents of students with disabilities.	52
25	The school explains what options parents have if they disagree with a decision of the school.	51
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	49
24	The school provides information on agencies that can assist my child in the transition from school.	45
21	The school offers parents training about special education issues.	40
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	40

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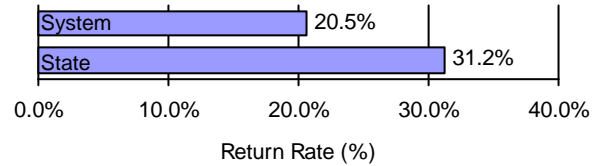
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Bulloch County

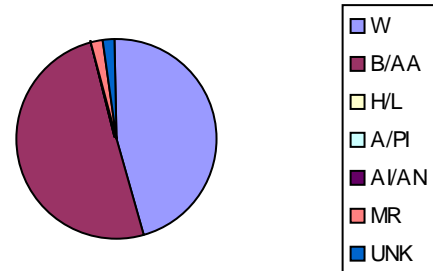
Overview

	System	State
Number of Surveys Distributed	258	40,244
Number of Valid Responses	53	12,558
Percentage Return Rate	20.5%	31.2%

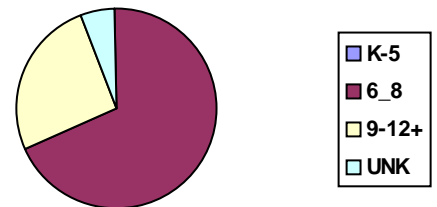


Child Demographics

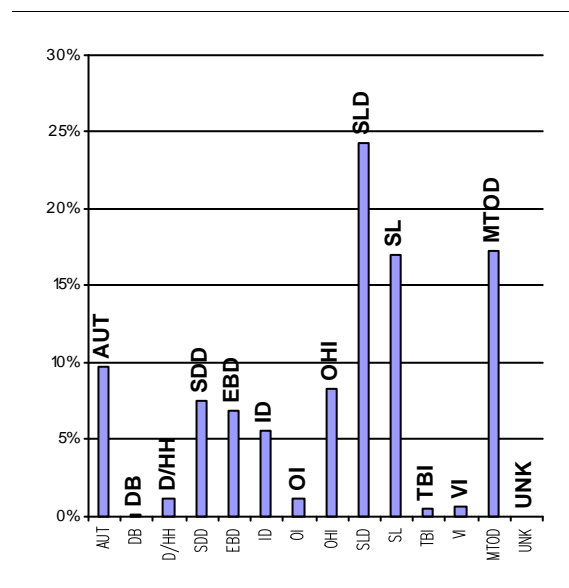
Race/Ethnicity	Count	Percent
White	24	45.3%
Black or African American (B/AA)	27	50.9%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.9%
Unknown (UNK)	1	1.9%



Grade	Count	Percent
K-5	0	0.0%
6-8	36	67.9%
9-12+	14	26.4%
Unknown (UNK)	3	5.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	5.7%
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)	7	13.2%
Intellectual Disability (ID)	2	3.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	8	15.1%
Specific Learning Disability (SLD)	20	37.7%
Speech/Language Impairment (SL)	1	1.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	7.5%
Unknown (UNK)	8	15.1%



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

2013 Special Education Parent Survey Report

Bulloch County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	38 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
5	All of my concerns and recommendations were documented on the IEP.	62
9	My child's evaluation report is written in terms I understand.	60
11	Teachers are available to speak with me.	60
10	Written information I receive is written in an understandable way.	59
14	Teachers show sensitivity to the needs of students with disabilities and their families.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program	58
16	Teachers respect my cultural heritage.	56
15	Teachers encourage me to participate in the decision-making process.	55
12	Teachers treat me as a team member.	54

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	47
18	The school has a person on staff who is available to answer parents' questions.	45
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
20	The school gives me choices with regard to services that address my child's needs.	43
23	The school gives parents the help they may need to play an active role in their child's education.	43
7	I was given information about organizations that offer support for parents of students with disabilities.	37
21	The school offers parents training about special education issues.	36
25	The school explains what options parents have if they disagree with a decision of the school.	33
24	The school provides information on agencies that can assist my child in the transition from school.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	28

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

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

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

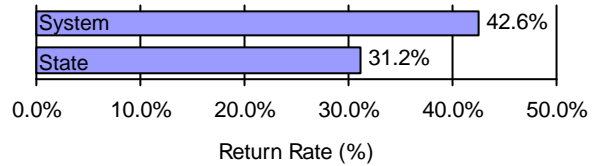
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Burke County

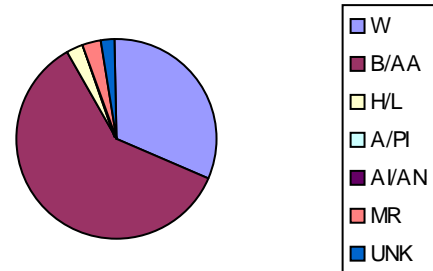
Overview

	System	State
Number of Surveys Distributed	437	40,244
Number of Valid Responses	186	12,558
Percentage Return Rate	42.6%	31.2%

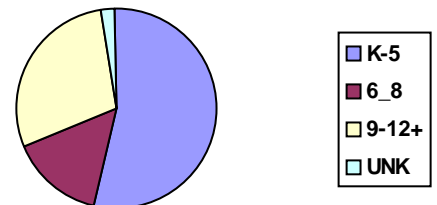


Child Demographics

Race/Ethnicity	Count	Percent
White	59	31.7%
Black or African American (B/AA)	112	60.2%
Hispanic or Latino (H/L)	5	2.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	6	3.2%
Unknown (UNK)	4	2.2%



Grade	Count	Percent
K-5	99	53.2%
6-8	28	15.1%
9-12+	55	29.6%
Unknown (UNK)	4	2.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	19	10.2%
Deaf-Blind (DB)	1	0.5%
Deaf-Hard of Hearing (D/HH)	3	1.6%
Significant Developmental Delay (SDD)	27	14.5%
Emotional_Behavioral Disorder (EBD)	18	9.7%
Intellectual Disability (ID)	9	4.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	8	4.3%
Specific Learning Disability (SLD)	44	23.7%
Speech/Language Impairment (SL)	30	16.1%
Traumatic Brain injury (TBI)	2	1.1%
Visual Impairment including Blindness (VI)	1	0.5%
More Than One Disability (MTOD)	9	4.8%
Unknown (UNK)	15	8.1%



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

2013 Special Education Parent Survey Report

Burke County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	55 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	77
11	Teachers are available to speak with me.	76
14	Teachers show sensitivity to the needs of students with disabilities and their families.	75
1	I am considered an equal partner with teachers and other professionals in planning my child's program	74
13	Teachers seek out parent input.	74
15	Teachers encourage me to participate in the decision-making process.	74
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	73
10	Written information I receive is written in an understandable way.	72
16	Teachers respect my cultural heritage.	72
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	72

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	67
20	The school gives me choices with regard to services that address my child's needs.	66
22	The school offers parents a variety of ways to communicate with teachers.	65
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	64
25	The school explains what options parents have if they disagree with a decision of the school.	59
7	I was given information about organizations that offer support for parents of students with disabilities.	55
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
24	The school provides information on agencies that can assist my child in the transition from school.	52
21	The school offers parents training about special education issues.	51
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	42

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

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

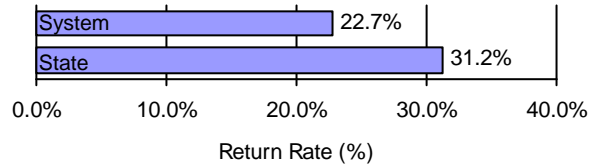
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Butts County

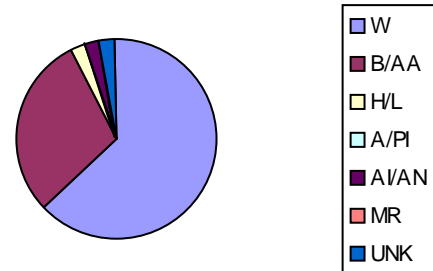
Overview

	System	State
Number of Surveys Distributed	176	40,244
Number of Valid Responses	40	12,558
Percentage Return Rate	22.7%	31.2%

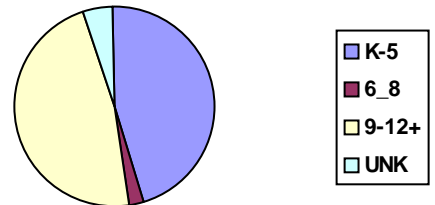


Child Demographics

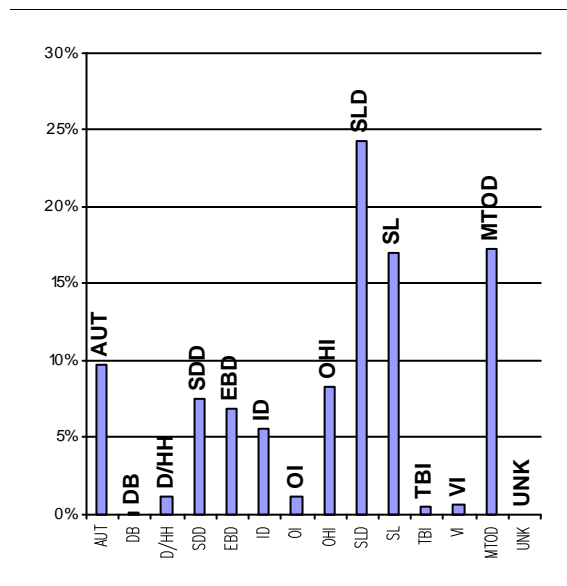
Race/Ethnicity	Count	Percent
White	25	62.5%
Black or African American (B/AA)	12	30.0%
Hispanic or Latino (H/L)	1	2.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	2.5%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	2.5%



Grade	Count	Percent
K-5	18	45.0%
6-8	1	2.5%
9-12+	19	47.5%
Unknown (UNK)	2	5.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	12	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)	3	7.5%
Intellectual Disability (ID)	4	10.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	7.5%
Specific Learning Disability (SLD)	7	17.5%
Speech/Language Impairment (SL)	3	7.5%
Traumatic Brain injury (TBI)	1	2.5%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	10.0%
Unknown (UNK)	3	7.5%



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

2013 Special Education Parent Survey Report

Butts County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	48 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	72
11	Teachers are available to speak with me.	68
5	All of my concerns and recommendations were documented on the IEP.	65
10	Written information I receive is written in an understandable way.	65
15	Teachers encourage me to participate in the decision-making process.	63
16	Teachers respect my cultural heritage.	63
13	Teachers seek out parent input.	62
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	62
14	Teachers 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

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	56
22	The school offers parents a variety of ways to communicate with teachers.	54
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	50
18	The school has a person on staff who is available to answer parents' questions.	50
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	47
23	The school gives parents the help they may need to play an active role in their child's education.	46
24	The school provides information on agencies that can assist my child in the transition from school.	46
7	I was given information about organizations that offer support for parents of students with disabilities.	41
21	The school offers parents training about special education issues.	41
25	The school explains what options parents have if they disagree with a decision of the school.	41

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

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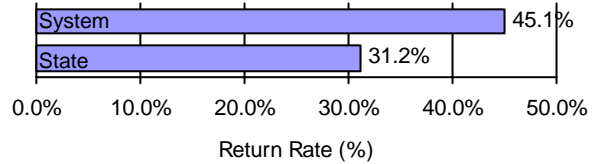
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Camden County

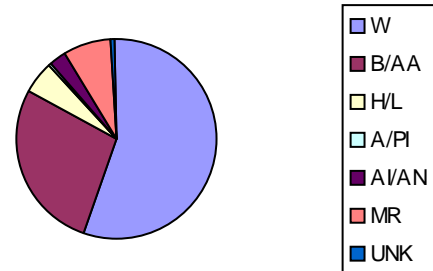
Overview

	System	State
Number of Surveys Distributed	335	40,244
Number of Valid Responses	151	12,558
Percentage Return Rate	45.1%	31.2%

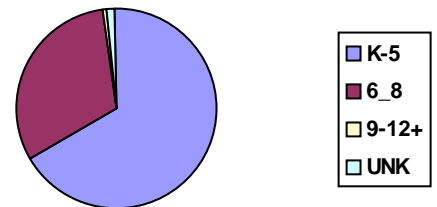


Child Demographics

Race/Ethnicity	Count	Percent
White	83	55.0%
Black or African American (B/AA)	42	27.8%
Hispanic or Latino (H/L)	8	5.3%
Asian or Pacific Islander (A/PI)	1	0.7%
American Indian or Alaska Native (AI/AN)	4	2.6%
Multi-racial (MR)	12	7.9%
Unknown (UNK)	1	0.7%



Grade	Count	Percent
K-5	100	66.2%
6-8	48	31.8%
9-12+	1	0.7%
Unknown (UNK)	2	1.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	20	13.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	2.6%
Significant Developmental Delay (SDD)	9	6.0%
Emotional_Behavioral Disorder (EBD)	8	5.3%
Intellectual Disability (ID)	7	4.6%
Orthopedic Impairment (OI)	1	0.7%
Other Health Impairment (OHI)	10	6.6%
Specific Learning Disability (SLD)	29	19.2%
Speech/Language Impairment (SL)	39	25.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	8	5.3%
Unknown (UNK)	16	10.6%



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

2013 Special Education Parent Survey Report

Camden County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	43 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program	62
12	Teachers treat me as a team member.	60
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	59
5	All of my concerns and recommendations were documented on the IEP.	58
10	Written information I receive is written in an understandable way.	58
14	Teachers show sensitivity to the needs of students with disabilities and their families.	58
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	57
15	Teachers encourage me to participate in the decision-making process.	56
9	My child's evaluation report is written in terms I understand.	56

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
22	The school offers parents a variety of ways to communicate with teachers.	50
23	The school gives parents the help they may need to play an active role in their child's education.	50
20	The school gives me choices with regard to services that address my child's needs.	50
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	49
21	The school offers parents training about special education issues.	45
7	I was given information about organizations that offer support for parents of students with disabilities.	45
24	The school provides information on agencies that can assist my child in the transition from school.	44
25	The school explains what options parents have if they disagree with a decision of the school.	41
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36

For questions regarding district results, please contact Anne Ladd:

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 404-657-7328
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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

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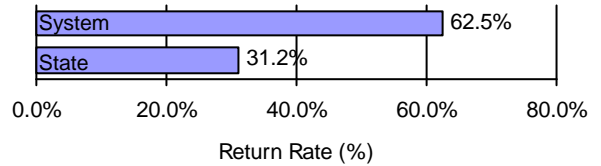
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Candler County

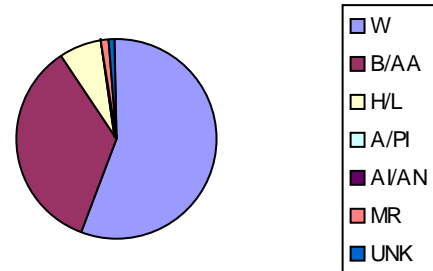
Overview

	System	State
Number of Surveys Distributed	136	40,244
Number of Valid Responses	85	12,558
Percentage Return Rate	62.5%	31.2%

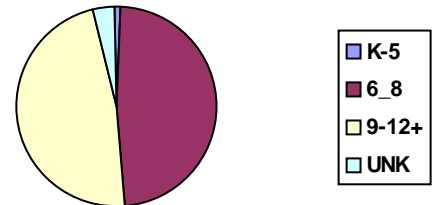


Child Demographics

Race/Ethnicity	Count	Percent
White	47	55.3%
Black or African American (B/AA)	30	35.3%
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)	1	1.2%
Unknown (UNK)	1	1.2%



Grade	Count	Percent
K-5	1	1.2%
6-8	40	47.1%
9-12+	41	48.2%
Unknown (UNK)	3	3.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	7.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	2.4%
Significant Developmental Delay (SDD)	4	4.7%
Emotional Behavioral Disorder (EBD)	13	15.3%
Intellectual Disability (ID)	11	12.9%
Orthopedic Impairment (OI)	1	1.2%
Other Health Impairment (OHI)	10	11.8%
Specific Learning Disability (SLD)	32	37.6%
Speech/Language Impairment (SL)	3	3.5%
Traumatic Brain injury (TBI)	2	2.4%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	1	1.2%



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

2013 Special Education Parent Survey Report

Candler County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	32 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	54
16	Teachers respect my cultural heritage.	53
15	Teachers encourage me to participate in the decision-making process.	51
11	Teachers are available to speak with me.	50
12	Teachers treat me as a team member.	50
9	My child's evaluation report is written in terms I understand.	49
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	48
18	The school has a person on staff who is available to answer parents' questions.	48
14	Teachers show sensitivity to the needs of students with disabilities and their families.	48
20	The school gives me choices with regard to services that address my child's needs.	48

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
21	The school offers parents training about special education issues.	46
13	Teachers seek out parent input.	45
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	44
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	43
23	The school gives parents the help they may need to play an active role in their child's education.	43
7	I was given information about organizations that offer support for parents of students with disabilities.	41
24	The school provides information on agencies that can assist my child in the transition from school.	40
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	37
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	35
25	The school explains what options parents have if they disagree with a decision of the school.	34

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

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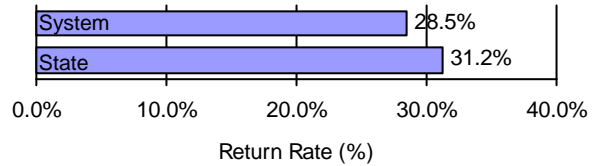
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Carroll County

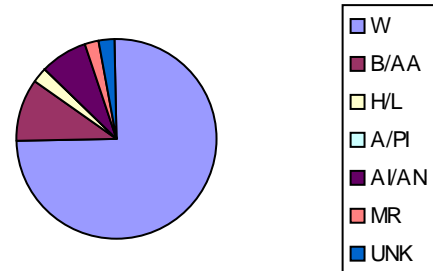
Overview

	System	State
Number of Surveys Distributed	137	40,244
Number of Valid Responses	39	12,558
Percentage Return Rate	28.5%	31.2%

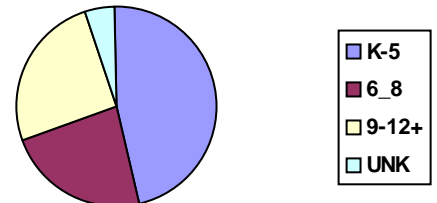


Child Demographics

Race/Ethnicity	Count	Percent
White	29	74.4%
Black or African American (B/AA)	4	10.3%
Hispanic or Latino (H/L)	1	2.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	3	7.7%
Multi-racial (MR)	1	2.6%
Unknown (UNK)	1	2.6%



Grade	Count	Percent
K-5	18	46.2%
6-8	9	23.1%
9-12+	10	25.6%
Unknown (UNK)	2	5.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	7.7%
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)	6	15.4%
Specific Learning Disability (SLD)	9	23.1%
Speech/Language Impairment (SL)	9	23.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	9	23.1%



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

2013 Special Education Parent Survey Report

Carroll County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	62
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	56
10	Written information I receive is written in an understandable way.	55
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	54
9	My child's evaluation report is written in terms I understand.	54
12	Teachers treat me as a team member.	54
22	The school offers parents a variety of ways to communicate with teachers.	53
18	The school has a person on staff who is available to answer parents' questions.	51
19	The school communicates regularly with me regarding my child's progress on IEP goals.	51
5	All of my concerns and recommendations were documented on the IEP.	51

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	46
23	The school gives parents the help they may need to play an active role in their child's education.	46
25	The school explains what options parents have if they disagree with a decision of the school.	43
14	Teachers show sensitivity to the needs of students with disabilities and their families.	42
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	39
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	39
24	The school provides information on agencies that can assist my child in the transition from school.	35
21	The school offers parents training about special education issues.	31
7	I was given information about organizations that offer support for parents of students with disabilities.	28
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	20

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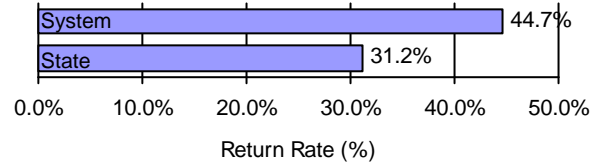
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Catoosa County

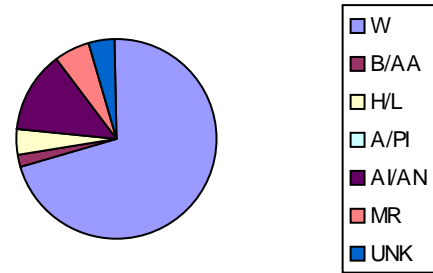
Overview

	System	State
Number of Surveys Distributed	217	40,244
Number of Valid Responses	97	12,558
Percentage Return Rate	44.7%	31.2%

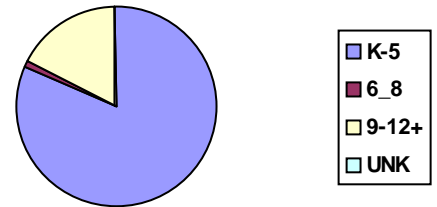


Child Demographics

Race/Ethnicity	Count	Percent
White	68	70.1%
Black or African American (B/AA)	2	2.1%
Hispanic or Latino (H/L)	4	4.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	13	13.4%
Multi-racial (MR)	6	6.2%
Unknown (UNK)	4	4.1%



Grade	Count	Percent
K-5	79	81.4%
6-8	1	1.0%
9-12+	17	17.5%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	12	12.4%
Deaf-Blind (DB)	1	1.0%
Deaf-Hard of Hearing (D/HH)	2	2.1%
Significant Developmental Delay (SDD)	5	5.2%
Emotional Behavioral Disorder (EBD)	14	14.4%
Intellectual Disability (ID)	4	4.1%
Orthopedic Impairment (OI)	6	6.2%
Other Health Impairment (OHI)	3	3.1%
Specific Learning Disability (SLD)	15	15.5%
Speech/Language Impairment (SL)	18	18.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.0%
More Than One Disability (MTOD)	7	7.2%
Unknown (UNK)	9	9.3%



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

2013 Special Education Parent Survey Report

Catoosa County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	42 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	64
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	60
5	All of my concerns and recommendations were documented on the IEP.	60
9	My child's evaluation report is written in terms I understand.	59
10	Written information I receive is written in an understandable way.	59
12	Teachers treat me as a team member.	59
15	Teachers encourage me to participate in the decision-making process.	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program	57
16	Teachers respect my cultural heritage.	57
18	The school has a person on staff who is available to answer parents' questions.	56

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	51
22	The school offers parents a variety of ways to communicate with teachers.	51
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	49
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	46
21	The school offers parents training about special education issues.	43
24	The school provides information on agencies that can assist my child in the transition from school.	43
25	The school explains what options parents have if they disagree with a decision of the school.	41
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	41
7	I was given information about organizations that offer support for parents of students with disabilities.	37
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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.

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

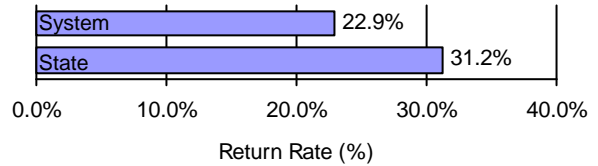
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Chatham County

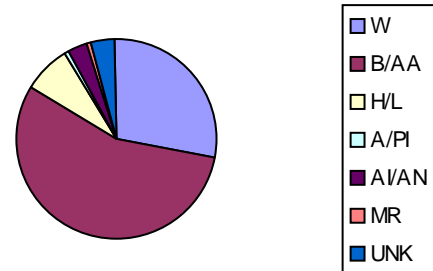
Overview

	System	State
Number of Surveys Distributed	1,194	40,244
Number of Valid Responses	274	12,558
Percentage Return Rate	22.9%	31.2%

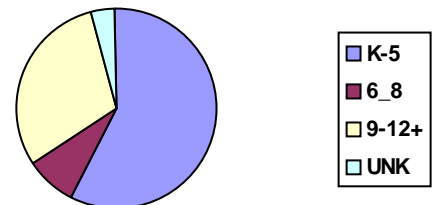


Child Demographics

Race/Ethnicity	Count	Percent
White	78	28.5%
Black or African American (B/AA)	151	55.1%
Hispanic or Latino (H/L)	22	8.0%
Asian or Pacific Islander (A/PI)	2	0.7%
American Indian or Alaska Native (AI/AN)	8	2.9%
Multi-racial (MR)	2	0.7%
Unknown (UNK)	11	4.0%



Grade	Count	Percent
K-5	156	56.9%
6-8	23	8.4%
9-12+	84	30.7%
Unknown (UNK)	11	4.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	29	10.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	10	3.6%
Significant Developmental Delay (SDD)	27	9.9%
Emotional_Behavioral Disorder (EBD)	9	3.3%
Intellectual Disability (ID)	32	11.7%
Orthopedic Impairment (OI)	2	0.7%
Other Health Impairment (OHI)	21	7.7%
Specific Learning Disability (SLD)	60	21.9%
Speech/Language Impairment (SL)	39	14.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	14	5.1%
Unknown (UNK)	31	11.3%



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

2013 Special Education Parent Survey Report

Chatham County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	37 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	62
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	60
5	All of my concerns and recommendations were documented on the IEP.	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program	60
12	Teachers treat me as a team member.	59
15	Teachers encourage me to participate in the decision-making process.	58
14	Teachers show sensitivity to the needs of students with disabilities and their families.	57
16	Teachers respect my cultural heritage.	57
10	Written information I receive is written in an understandable way.	56
9	My child's evaluation report is written in terms I understand.	55

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	49
22	The school offers parents a variety of ways to communicate with teachers.	49
20	The school gives me choices with regard to services that address my child's needs.	49
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	45
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
24	The school provides information on agencies that can assist my child in the transition from school.	41
25	The school explains what options parents have if they disagree with a decision of the school.	41
7	I was given information about organizations that offer support for parents of students with disabilities.	40
21	The school offers parents training about special education issues.	35
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29

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 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.

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

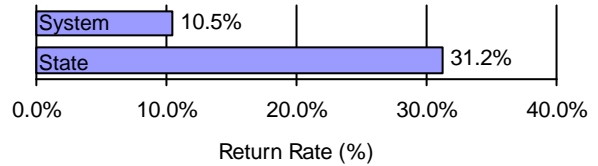
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Chattahoochee County

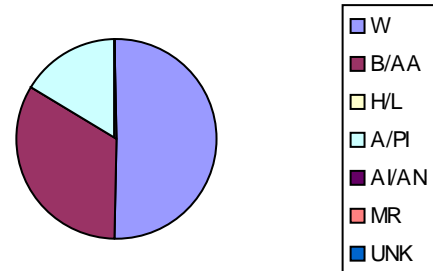
Overview

	System	State
Number of Surveys Distributed	57	40,244
Number of Valid Responses	6	12,558
Percentage Return Rate	10.5%	31.2%

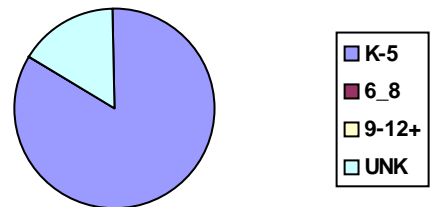


Child Demographics

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



Grade	Count	Percent
K-5	5	83.3%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	16.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	16.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	16.7%
Specific Learning Disability (SLD)	1	16.7%
Speech/Language Impairment (SL)	2	33.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	1	16.7%



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

2013 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 (25 items)	33 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	100
12	Teachers treat me as a team member.	100
13	Teachers seek out parent input.	100
16	Teachers respect my cultural heritage.	83
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	83
22	The school offers parents a variety of ways to communicate with teachers.	83
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
5	All of my concerns and recommendations were documented on the IEP.	67
9	My child's evaluation report is written in terms I understand.	67
10	Written information I receive is written in an understandable way.	67

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	50
20	The school gives me choices with regard to services that address my child's needs.	50
23	The school gives parents the help they may need to play an active role in their child's education.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	17
24	The school provides information on agencies that can assist my child in the transition from school.	17
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	0
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	0
7	I was given information about organizations that offer support for parents of students with disabilities.	0
21	The school offers parents training about special education issues.	0
25	The school explains what options parents have if they disagree with a decision of the school.	0

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

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

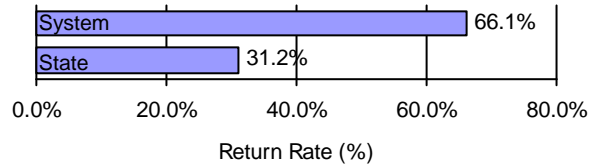
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Cherokee County

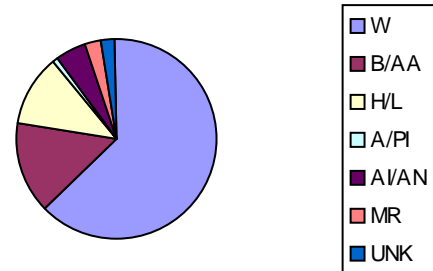
Overview

	System	State
Number of Surveys Distributed	655	40,244
Number of Valid Responses	433	12,558
Percentage Return Rate	66.1%	31.2%

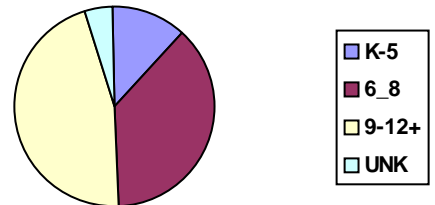


Child Demographics

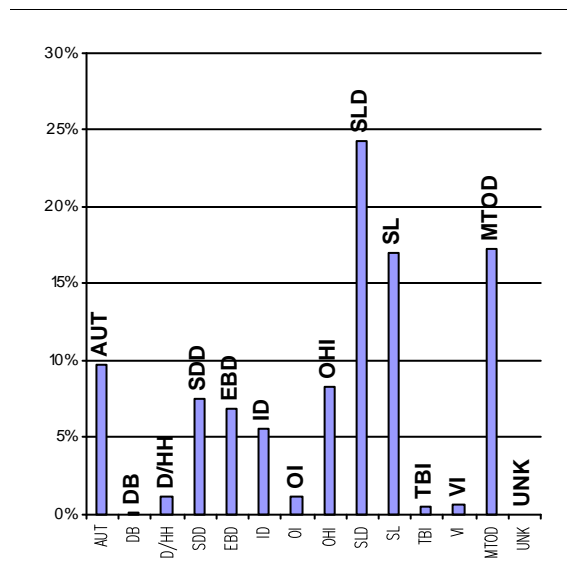
Race/Ethnicity	Count	Percent
White	269	62.1%
Black or African American (B/AA)	65	15.0%
Hispanic or Latino (H/L)	51	11.8%
Asian or Pacific Islander (A/PI)	5	1.2%
American Indian or Alaska Native (AI/AN)	21	4.8%
Multi-racial (MR)	12	2.8%
Unknown (UNK)	10	2.3%



Grade	Count	Percent
K-5	53	12.2%
6-8	160	37.0%
9-12+	200	46.2%
Unknown (UNK)	20	4.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	55	12.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	5	1.2%
Significant Developmental Delay (SDD)	23	5.3%
Emotional Behavioral Disorder (EBD)	27	6.2%
Intellectual Disability (ID)	22	5.1%
Orthopedic Impairment (OI)	11	2.5%
Other Health Impairment (OHI)	43	9.9%
Specific Learning Disability (SLD)	140	32.3%
Speech/Language Impairment (SL)	29	6.7%
Traumatic Brain injury (TBI)	1	0.2%
Visual Impairment including Blindness (VI)	2	0.5%
More Than One Disability (MTOD)	15	3.5%
Unknown (UNK)	60	13.9%



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

2013 Special Education Parent Survey Report

Cherokee County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	38 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	66
5	All of my concerns and recommendations were documented on the IEP.	62
11	Teachers are available to speak with me.	60
12	Teachers treat me as a team member.	60
15	Teachers encourage me to participate in the decision-making process.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program	58
9	My child's evaluation report is written in terms I understand.	58
10	Written information I receive is written in an understandable way.	57
16	Teachers respect my cultural heritage.	55
14	Teachers show sensitivity to the needs of students with disabilities and their families.	55

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	48
20	The school gives me choices with regard to services that address my child's needs.	48
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
22	The school offers parents a variety of ways to communicate with teachers.	47
23	The school gives parents the help they may need to play an active role in their child's education.	44
25	The school explains what options parents have if they disagree with a decision of the school.	37
24	The school provides information on agencies that can assist my child in the transition from school.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	35
21	The school offers parents training about special education issues.	27
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	25

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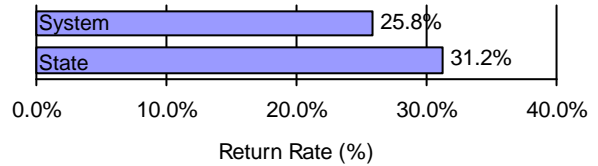
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.
 (2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.
 (3) Ten lowest ranked items based on percentage of parents answering either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



2013 Special Education Parent Survey Report Clarke County

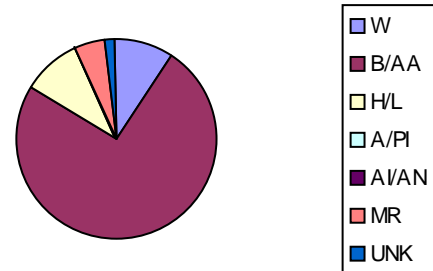
Overview

	System	State
Number of Surveys Distributed	236	40,244
Number of Valid Responses	61	12,558
Percentage Return Rate	25.8%	31.2%

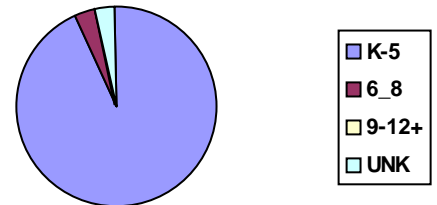


Child Demographics

Race/Ethnicity	Count	Percent
White	6	9.8%
Black or African American (B/AA)	45	73.8%
Hispanic or Latino (H/L)	6	9.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	4.9%
Unknown (UNK)	1	1.6%



Grade	Count	Percent
K-5	57	93.4%
6-8	2	3.3%
9-12+	0	0.0%
Unknown (UNK)	2	3.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	9	14.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	3.3%
Emotional_Behavioral Disorder (EBD)	2	3.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	2	3.3%
Other Health Impairment (OHI)	11	18.0%
Specific Learning Disability (SLD)	20	32.8%
Speech/Language Impairment (SL)	4	6.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	6.6%
Unknown (UNK)	7	11.5%



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

2013 Special Education Parent Survey Report

Clarke County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	49 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	68
11	Teachers are available to speak with me.	66
12	Teachers treat me as a team member.	64
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
19	The school communicates regularly with me regarding my child's progress on IEP goals.	64
14	Teachers show sensitivity to the needs of students with disabilities and their families.	63
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	63
10	Written information I receive is written in an understandable way.	62
15	Teachers encourage me to participate in the decision-making process.	60
9	My child's evaluation report is written in terms I understand.	59

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	56
5	All of my concerns and recommendations were documented on the IEP.	54
20	The school gives me choices with regard to services that address my child's needs.	53
18	The school has a person on staff who is available to answer parents' questions.	51
25	The school explains what options parents have if they disagree with a decision of the school.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	47
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	46
24	The school provides information on agencies that can assist my child in the transition from school.	46
21	The school offers parents training about special education issues.	45
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36

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

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

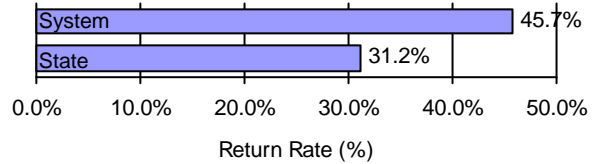
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Clayton County

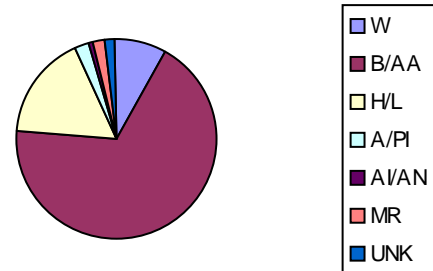
Overview

	System	State
Number of Surveys Distributed	1,296	40,244
Number of Valid Responses	592	12,558
Percentage Return Rate	45.7%	31.2%

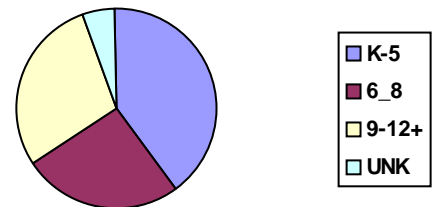


Child Demographics

Race/Ethnicity	Count	Percent
White	51	8.6%
Black or African American (B/AA)	399	67.4%
Hispanic or Latino (H/L)	102	17.2%
Asian or Pacific Islander (A/PI)	15	2.5%
American Indian or Alaska Native (AI/AN)	3	0.5%
Multi-racial (MR)	12	2.0%
Unknown (UNK)	10	1.7%



Grade	Count	Percent
K-5	235	39.7%
6-8	152	25.7%
9-12+	174	29.4%
Unknown (UNK)	31	5.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	74	12.5%
Deaf-Blind (DB)	1	0.2%
Deaf-Hard of Hearing (D/HH)	2	0.3%
Significant Developmental Delay (SDD)	44	7.4%
Emotional_Behavioral Disorder (EBD)	66	11.1%
Intellectual Disability (ID)	27	4.6%
Orthopedic Impairment (OI)	9	1.5%
Other Health Impairment (OHI)	32	5.4%
Specific Learning Disability (SLD)	167	28.2%
Speech/Language Impairment (SL)	56	9.5%
Traumatic Brain injury (TBI)	1	0.2%
Visual Impairment including Blindness (VI)	3	0.5%
More Than One Disability (MTOD)	37	6.3%
Unknown (UNK)	73	12.3%



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

2013 Special Education Parent Survey Report

Clayton County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	25 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	44
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	44
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	41
12	Teachers treat me as a team member.	41
16	Teachers respect my cultural heritage.	41
1	I am considered an equal partner with teachers and other professionals in planning my child's program	41
5	All of my concerns and recommendations were documented on the IEP.	41
9	My child's evaluation report is written in terms I understand.	41
15	Teachers encourage me to participate in the decision-making process.	40
14	Teachers show sensitivity to the needs of students with disabilities and their families.	39

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	34
23	The school gives parents the help they may need to play an active role in their child's education.	34
22	The school offers parents a variety of ways to communicate with teachers.	34
20	The school gives me choices with regard to services that address my child's needs.	33
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	31
25	The school explains what options parents have if they disagree with a decision of the school.	27
21	The school offers parents training about special education issues.	27
24	The school provides information on agencies that can assist my child in the transition from school.	26
7	I was given information about organizations that offer support for parents of students with disabilities.	25
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	20

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 aladd@doe.k12.ga.us

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

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

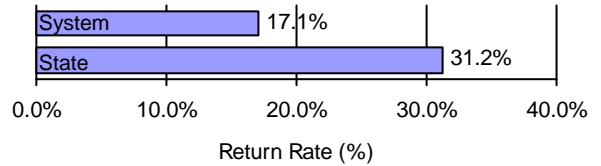
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Cobb County

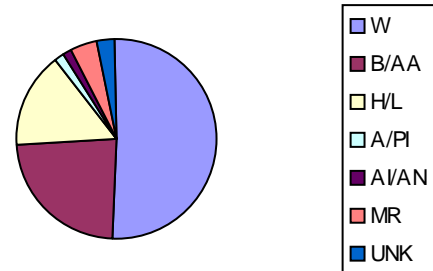
Overview

	System	State
Number of Surveys Distributed	2,687	40,244
Number of Valid Responses	460	12,558
Percentage Return Rate	17.1%	31.2%

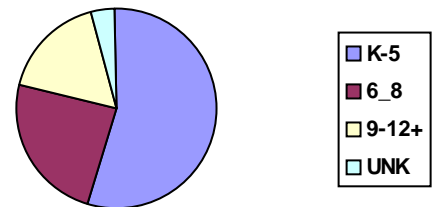


Child Demographics

Race/Ethnicity	Count	Percent
White	231	50.2%
Black or African American (B/AA)	107	23.3%
Hispanic or Latino (H/L)	73	15.9%
Asian or Pacific Islander (A/PI)	8	1.7%
American Indian or Alaska Native (AI/AN)	6	1.3%
Multi-racial (MR)	21	4.6%
Unknown (UNK)	14	3.0%



Grade	Count	Percent
K-5	249	54.1%
6-8	112	24.3%
9-12+	81	17.6%
Unknown (UNK)	18	3.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	66	14.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	8	1.7%
Significant Developmental Delay (SDD)	28	6.1%
Emotional_Behavioral Disorder (EBD)	24	5.2%
Intellectual Disability (ID)	31	6.7%
Orthopedic Impairment (OI)	4	0.9%
Other Health Impairment (OHI)	54	11.7%
Specific Learning Disability (SLD)	130	28.3%
Speech/Language Impairment (SL)	45	9.8%
Traumatic Brain injury (TBI)	2	0.4%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	14	3.0%
Unknown (UNK)	54	11.7%



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

2013 Special Education Parent Survey Report

Cobb County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	39 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	68
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	66
12	Teachers treat me as a team member.	66
5	All of my concerns and recommendations were documented on the IEP.	64
1	I am considered an equal partner with teachers and other professionals in planning my child's program	63
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	61
16	Teachers respect my cultural heritage.	60
15	Teachers encourage me to participate in the decision-making process.	59
10	Written information I receive is written in an understandable way.	58
14	Teachers show sensitivity to the needs of students with disabilities and their families.	57

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	49
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	49
20	The school gives me choices with regard to services that address my child's needs.	48
23	The school gives parents the help they may need to play an active role in their child's education.	47
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43
25	The school explains what options parents have if they disagree with a decision of the school.	39
24	The school provides information on agencies that can assist my child in the transition from school.	31
21	The school offers parents training about special education issues.	30
7	I was given information about organizations that offer support for parents of students with disabilities.	26
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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.

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

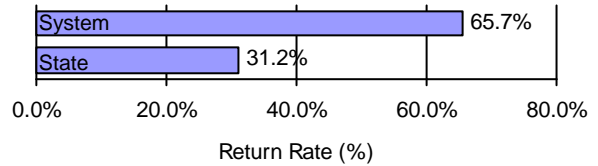
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Coffee County

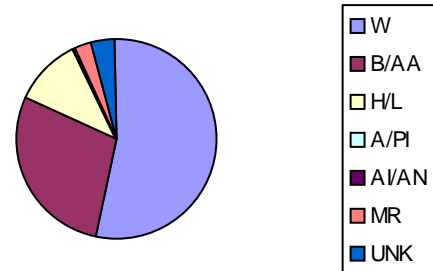
Overview

	System	State
Number of Surveys Distributed	233	40,244
Number of Valid Responses	153	12,558
Percentage Return Rate	65.7%	31.2%

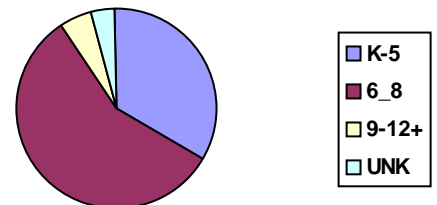


Child Demographics

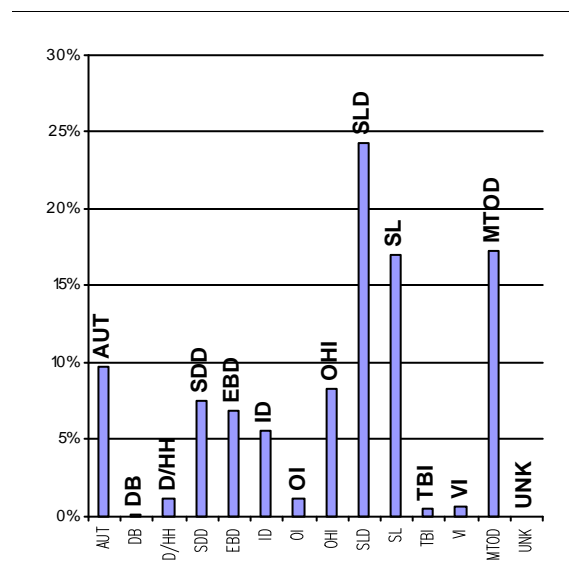
Race/Ethnicity	Count	Percent
White	81	52.9%
Black or African American (B/AA)	44	28.8%
Hispanic or Latino (H/L)	17	11.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	0.7%
Multi-racial (MR)	4	2.6%
Unknown (UNK)	6	3.9%



Grade	Count	Percent
K-5	51	33.3%
6-8	88	57.5%
9-12+	8	5.2%
Unknown (UNK)	6	3.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	10	6.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.7%
Significant Developmental Delay (SDD)	5	3.3%
Emotional_Behavioral Disorder (EBD)	5	3.3%
Intellectual Disability (ID)	15	9.8%
Orthopedic Impairment (OI)	1	0.7%
Other Health Impairment (OHI)	18	11.8%
Specific Learning Disability (SLD)	39	25.5%
Speech/Language Impairment (SL)	34	22.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	13	8.5%
Unknown (UNK)	12	7.8%



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

2013 Special Education Parent Survey Report

Coffee County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	41 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	60
12	Teachers treat me as a team member.	57
14	Teachers show sensitivity to the needs of students with disabilities and their families.	56
1	I am considered an equal partner with teachers and other professionals in planning my child's program	55
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	54
18	The school has a person on staff who is available to answer parents' questions.	53
19	The school communicates regularly with me regarding my child's progress on IEP goals.	53
13	Teachers seek out parent input.	53
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	53
9	My child's evaluation report is written in terms I understand.	53

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	49
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	48
16	Teachers respect my cultural heritage.	48
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	47
21	The school offers parents training about special education issues.	42
25	The school explains what options parents have if they disagree with a decision of the school.	41
7	I was given information about organizations that offer support for parents of students with disabilities.	40
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	37
24	The school provides information on agencies that can assist my child in the transition from school.	37
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33

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 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.

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

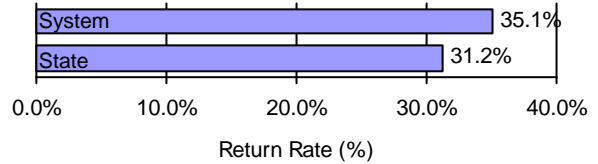
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Colquitt County

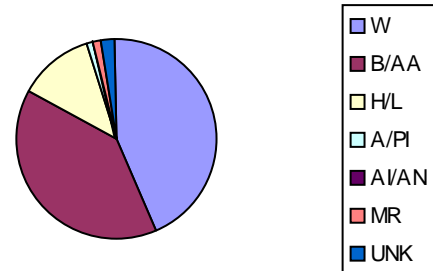
Overview

	System	State
Number of Surveys Distributed	382	40,244
Number of Valid Responses	134	12,558
Percentage Return Rate	35.1%	31.2%

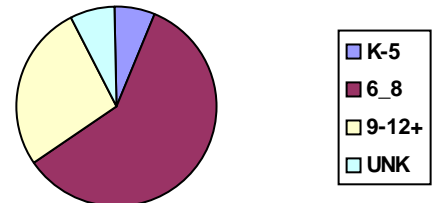


Child Demographics

Race/Ethnicity	Count	Percent
White	58	43.3%
Black or African American (B/AA)	53	39.6%
Hispanic or Latino (H/L)	17	12.7%
Asian or Pacific Islander (A/PI)	1	0.7%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	1.5%
Unknown (UNK)	3	2.2%



Grade	Count	Percent
K-5	9	6.7%
6-8	78	58.2%
9-12+	37	27.6%
Unknown (UNK)	10	7.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	6.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	1.5%
Significant Developmental Delay (SDD)	9	6.7%
Emotional_Behavioral Disorder (EBD)	13	9.7%
Intellectual Disability (ID)	7	5.2%
Orthopedic Impairment (OI)	3	2.2%
Other Health Impairment (OHI)	6	4.5%
Specific Learning Disability (SLD)	51	38.1%
Speech/Language Impairment (SL)	12	9.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.7%
More Than One Disability (MTOD)	7	5.2%
Unknown (UNK)	15	11.2%



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

2013 Special Education Parent Survey Report

Colquitt County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	26 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	55
1	I am considered an equal partner with teachers and other professionals in planning my child's program	52
12	Teachers treat me as a team member.	50
5	All of my concerns and recommendations were documented on the IEP.	49
11	Teachers are available to speak with me.	47
10	Written information I receive is written in an understandable way.	45
9	My child's evaluation report is written in terms I understand.	44
14	Teachers show sensitivity to the needs of students with disabilities and their families.	41
18	The school has a person on staff who is available to answer parents' questions.	40
15	Teachers encourage me to participate in the decision-making process.	40

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	35
23	The school gives parents the help they may need to play an active role in their child's education.	34
22	The school offers parents a variety of ways to communicate with teachers.	34
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	33
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	32
21	The school offers parents training about special education issues.	32
25	The school explains what options parents have if they disagree with a decision of the school.	31
24	The school provides information on agencies that can assist my child in the transition from school.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	27
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	21

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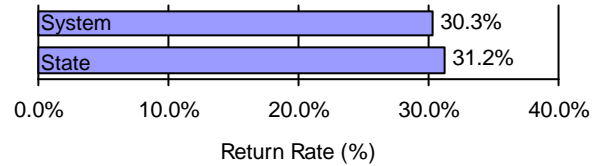
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Columbia County

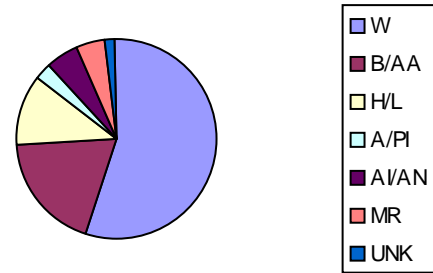
Overview

	System	State
Number of Surveys Distributed	413	40,244
Number of Valid Responses	125	12,558
Percentage Return Rate	30.3%	31.2%

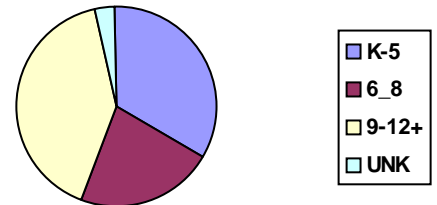


Child Demographics

Race/Ethnicity	Count	Percent
White	68	54.4%
Black or African American (B/AA)	24	19.2%
Hispanic or Latino (H/L)	15	12.0%
Asian or Pacific Islander (A/PI)	3	2.4%
American Indian or Alaska Native (AI/AN)	7	5.6%
Multi-racial (MR)	6	4.8%
Unknown (UNK)	2	1.6%



Grade	Count	Percent
K-5	42	33.6%
6-8	27	21.6%
9-12+	52	41.6%
Unknown (UNK)	4	3.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	25	20.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	5	4.0%
Significant Developmental Delay (SDD)	8	6.4%
Emotional Behavioral Disorder (EBD)	10	8.0%
Intellectual Disability (ID)	9	7.2%
Orthopedic Impairment (OI)	4	3.2%
Other Health Impairment (OHI)	14	11.2%
Specific Learning Disability (SLD)	24	19.2%
Speech/Language Impairment (SL)	14	11.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	4.0%
Unknown (UNK)	7	5.6%



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

2013 Special Education Parent Survey Report

Columbia County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	36 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	63
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	61
9	My child's evaluation report is written in terms I understand.	59
10	Written information I receive is written in an understandable way.	59
5	All of my concerns and recommendations were documented on the IEP.	58
1	I am considered an equal partner with teachers and other professionals in planning my child's program	57
12	Teachers treat me as a team member.	55
15	Teachers encourage me to participate in the decision-making process.	53
16	Teachers respect my cultural heritage.	53
14	Teachers show sensitivity to the needs of students with disabilities and their families.	52

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	45
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	39
20	The school gives me choices with regard to services that address my child's needs.	38
23	The school gives parents the help they may need to play an active role in their child's education.	37
24	The school provides information on agencies that can assist my child in the transition from school.	36
25	The school explains what options parents have if they disagree with a decision of the school.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	28
21	The school offers parents training about special education issues.	22
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	20

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

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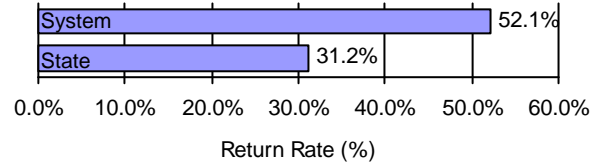
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Coweta County

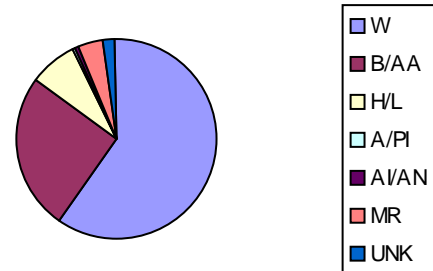
Overview

	System	State
Number of Surveys Distributed	795	40,244
Number of Valid Responses	414	12,558
Percentage Return Rate	52.1%	31.2%

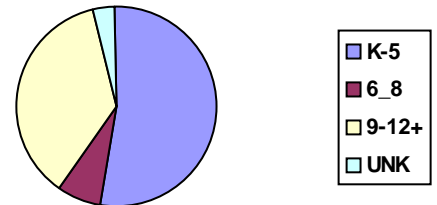


Child Demographics

Race/Ethnicity	Count	Percent
White	246	59.4%
Black or African American (B/AA)	106	25.6%
Hispanic or Latino (H/L)	33	8.0%
Asian or Pacific Islander (A/PI)	1	0.2%
American Indian or Alaska Native (AI/AN)	3	0.7%
Multi-racial (MR)	17	4.1%
Unknown (UNK)	8	1.9%



Grade	Count	Percent
K-5	216	52.2%
6-8	30	7.2%
9-12+	153	37.0%
Unknown (UNK)	15	3.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	41	9.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	9	2.2%
Significant Developmental Delay (SDD)	38	9.2%
Emotional_Behavioral Disorder (EBD)	16	3.9%
Intellectual Disability (ID)	23	5.6%
Orthopedic Impairment (OI)	4	1.0%
Other Health Impairment (OHI)	56	13.5%
Specific Learning Disability (SLD)	100	24.2%
Speech/Language Impairment (SL)	59	14.3%
Traumatic Brain injury (TBI)	3	0.7%
Visual Impairment including Blindness (VI)	1	0.2%
More Than One Disability (MTOD)	22	5.3%
Unknown (UNK)	42	10.1%



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

2013 Special Education Parent Survey Report

Coweta County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	44 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
11	Teachers are available to speak with me.	68
12	Teachers treat me as a team member.	68
1	I am considered an equal partner with teachers and other professionals in planning my child's program	66
5	All of my concerns and recommendations were documented on the IEP.	65
15	Teachers encourage me to participate in the decision-making process.	65
14	Teachers show sensitivity to the needs of students with disabilities and their families.	64
16	Teachers respect my cultural heritage.	62
10	Written information I receive is written in an understandable way.	62
9	My child's evaluation report is written in terms I understand.	62

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	56
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	56
22	The school offers parents a variety of ways to communicate with teachers.	55
23	The school gives parents the help they may need to play an active role in their child's education.	54
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	53
25	The school explains what options parents have if they disagree with a decision of the school.	44
24	The school provides information on agencies that can assist my child in the transition from school.	44
7	I was given information about organizations that offer support for parents of students with disabilities.	43
21	The school offers parents training about special education issues.	42
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	35

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

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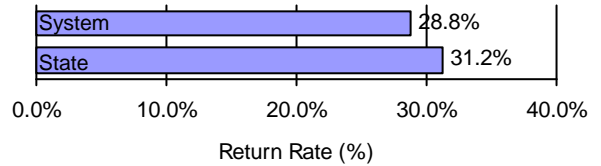
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Crawford County

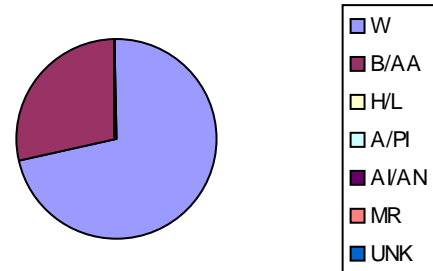
Overview

	System	State
Number of Surveys Distributed	156	40,244
Number of Valid Responses	45	12,558
Percentage Return Rate	28.8%	31.2%

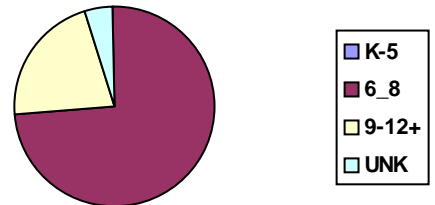


Child Demographics

Race/Ethnicity	Count	Percent
White	32	71.1%
Black or African American (B/AA)	13	28.9%
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	0	0.0%
6-8	33	73.3%
9-12+	10	22.2%
Unknown (UNK)	2	4.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	11	24.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	6.7%
Emotional Behavioral Disorder (EBD)	9	20.0%
Intellectual Disability (ID)	2	4.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	8.9%
Specific Learning Disability (SLD)	13	28.9%
Speech/Language Impairment (SL)	1	2.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.2%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	1	2.2%



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

2013 Special Education Parent Survey Report

Crawford County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	49 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	77
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	75
14	Teachers show sensitivity to the needs of students with disabilities and their families.	75
13	Teachers seek out parent input.	73
1	I am considered an equal partner with teachers and other professionals in planning my child's program	71
12	Teachers treat me as a team member.	71
5	All of my concerns and recommendations were documented on the IEP.	69
11	Teachers are available to speak with me.	69
10	Written information I receive is written in an understandable way.	67
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	66

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	56
18	The school has a person on staff who is available to answer parents' questions.	53
24	The school provides information on agencies that can assist my child in the transition from school.	51
25	The school explains what options parents have if they disagree with a decision of the school.	51
7	I was given information about organizations that offer support for parents of students with disabilities.	49
22	The school offers parents a variety of ways to communicate with teachers.	49
23	The school gives parents the help they may need to play an active role in their child's education.	49
20	The school gives me choices with regard to services that address my child's needs.	47
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36
21	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.

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

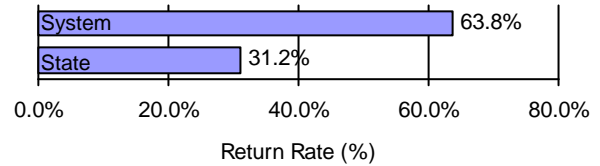
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Crisp County

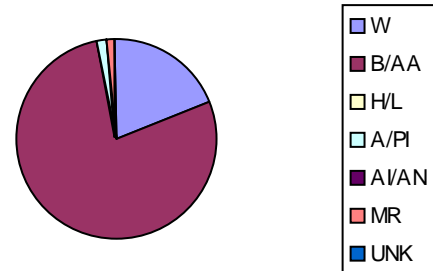
Overview

	System	State
Number of Surveys Distributed	105	40,244
Number of Valid Responses	67	12,558
Percentage Return Rate	63.8%	31.2%

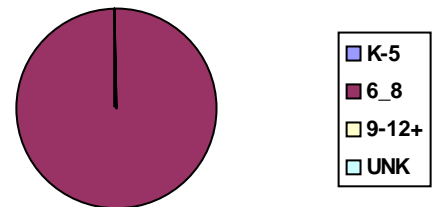


Child Demographics

Race/Ethnicity	Count	Percent
White	13	19.4%
Black or African American (B/AA)	52	77.6%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	1.5%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.5%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	67	100.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	3.0%
Deaf-Blind (DB)	1	1.5%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	1.5%
Emotional Behavioral Disorder (EBD)	6	9.0%
Intellectual Disability (ID)	4	6.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	6.0%
Specific Learning Disability (SLD)	28	41.8%
Speech/Language Impairment (SL)	11	16.4%
Traumatic Brain injury (TBI)	1	1.5%
Visual Impairment including Blindness (VI)	1	1.5%
More Than One Disability (MTOD)	4	6.0%
Unknown (UNK)	4	6.0%



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

2013 Special Education Parent Survey Report

Crisp County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	58 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	67
13	Teachers seek out parent input.	67
10	Written information I receive is written in an understandable way.	65
11	Teachers are available to speak with me.	65
16	Teachers respect my cultural heritage.	65
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program	64
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
5	All of my concerns and recommendations were documented on the IEP.	64
12	Teachers treat me as a team member.	62

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	59
20	The school gives me choices with regard to services that address my child's needs.	59
25	The school explains what options parents have if they disagree with a decision of the school.	58
23	The school gives parents the help they may need to play an active role in their child's education.	55
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
21	The school offers parents training about special education issues.	52
24	The school provides information on agencies that can assist my child in the transition from school.	52
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	52
7	I was given information about organizations that offer support for parents of students with disabilities.	46
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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.

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

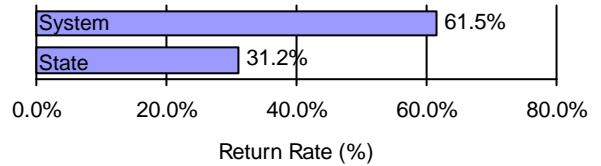
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Dade County

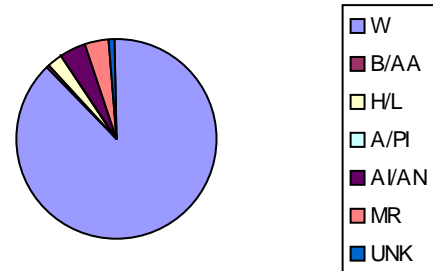
Overview

	System	State
Number of Surveys Distributed	291	40,244
Number of Valid Responses	179	12,558
Percentage Return Rate	61.5%	31.2%

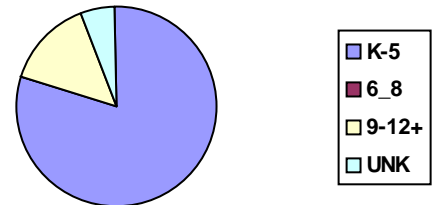


Child Demographics

Race/Ethnicity	Count	Percent
White	157	87.7%
Black or African American (B/AA)	1	0.6%
Hispanic or Latino (H/L)	4	2.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	8	4.5%
Multi-racial (MR)	7	3.9%
Unknown (UNK)	2	1.1%



Grade	Count	Percent
K-5	142	79.3%
6-8	0	0.0%
9-12+	27	15.1%
Unknown (UNK)	10	5.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	12	6.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	33	18.4%
Emotional_Behavioral Disorder (EBD)	7	3.9%
Intellectual Disability (ID)	9	5.0%
Orthopedic Impairment (OI)	4	2.2%
Other Health Impairment (OHI)	10	5.6%
Specific Learning Disability (SLD)	31	17.3%
Speech/Language Impairment (SL)	50	27.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.6%
More Than One Disability (MTOD)	7	3.9%
Unknown (UNK)	15	8.4%



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

2013 Special Education Parent Survey Report

Dade County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	42 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	72
12	Teachers treat me as a team member.	67
1	I am considered an equal partner with teachers and other professionals in planning my child's program	65
10	Written information I receive is written in an understandable way.	65
14	Teachers show sensitivity to the needs of students with disabilities and their families.	62
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	62
15	Teachers encourage me to participate in the decision-making process.	62
5	All of my concerns and recommendations were documented on the IEP.	62
9	My child's evaluation report is written in terms I understand.	61
13	Teachers seek out parent input.	60

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	53
19	The school communicates regularly with me regarding my child's progress on IEP goals.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	49
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	48
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	46
25	The school explains what options parents have if they disagree with a decision of the school.	41
24	The school provides information on agencies that can assist my child in the transition from school.	40
21	The school offers parents training about special education issues.	36
7	I was given information about organizations that offer support for parents of students with disabilities.	35
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32

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 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.

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

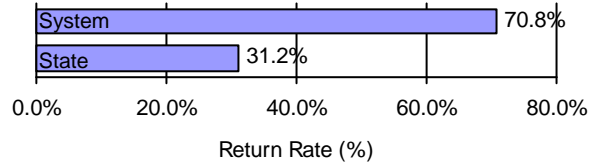
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Dawson County

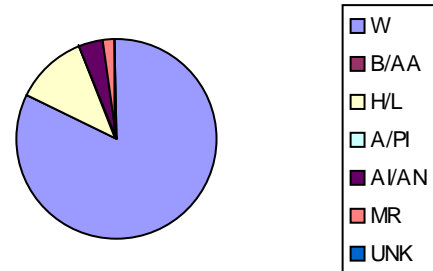
Overview

	System	State
Number of Surveys Distributed	72	40,244
Number of Valid Responses	51	12,558
Percentage Return Rate	70.8%	31.2%

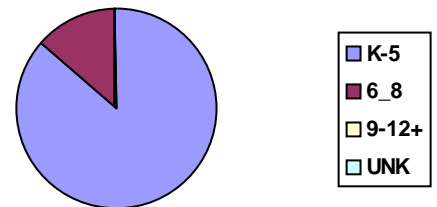


Child Demographics

Race/Ethnicity	Count	Percent
White	42	82.4%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	6	11.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	2	3.9%
Multi-racial (MR)	1	2.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	44	86.3%
6-8	7	13.7%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	11.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	10	19.6%
Emotional_Behavioral Disorder (EBD)	2	3.9%
Intellectual Disability (ID)	4	7.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	3.9%
Specific Learning Disability (SLD)	16	31.4%
Speech/Language Impairment (SL)	8	15.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.0%
More Than One Disability (MTOD)	1	2.0%
Unknown (UNK)	1	2.0%



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

2013 Special Education Parent Survey Report

Dawson County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	80 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
14	Teachers show sensitivity to the needs of students with disabilities and their families.	88
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	86
5	All of my concerns and recommendations were documented on the IEP.	86
12	Teachers treat me as a team member.	86
13	Teachers seek out parent input.	86
15	Teachers encourage me to participate in the decision-making process.	86
10	Written information I receive is written in an understandable way.	84
11	Teachers are available to speak with me.	84
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	84
16	Teachers respect my cultural heritage.	83

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	80
20	The school gives me choices with regard to services that address my child's needs.	78
23	The school gives parents the help they may need to play an active role in their child's education.	78
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	77
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	73
25	The school explains what options parents have if they disagree with a decision of the school.	70
24	The school provides information on agencies that can assist my child in the transition from school.	61
21	The school offers parents training about special education issues.	49
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	48
7	I was given information about organizations that offer support for parents of students with disabilities.	45

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.

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

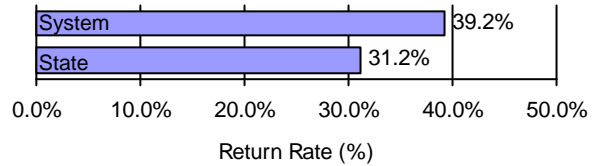
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Decatur County

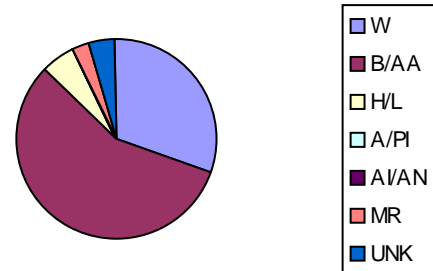
Overview

	System	State
Number of Surveys Distributed	418	40,244
Number of Valid Responses	164	12,558
Percentage Return Rate	39.2%	31.2%

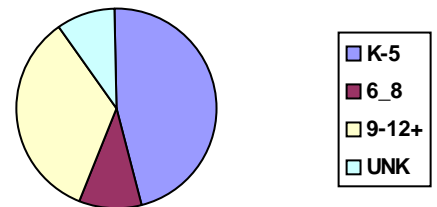


Child Demographics

Race/Ethnicity	Count	Percent
White	50	30.5%
Black or African American (B/AA)	93	56.7%
Hispanic or Latino (H/L)	9	5.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	3.0%
Unknown (UNK)	7	4.3%



Grade	Count	Percent
K-5	75	45.7%
6-8	16	9.8%
9-12+	57	34.8%
Unknown (UNK)	16	9.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	4.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	2.4%
Significant Developmental Delay (SDD)	9	5.5%
Emotional Behavioral Disorder (EBD)	10	6.1%
Intellectual Disability (ID)	21	12.8%
Orthopedic Impairment (OI)	2	1.2%
Other Health Impairment (OHI)	4	2.4%
Specific Learning Disability (SLD)	39	23.8%
Speech/Language Impairment (SL)	28	17.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	5	3.0%
More Than One Disability (MTOD)	3	1.8%
Unknown (UNK)	32	19.5%



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

2013 Special Education Parent Survey Report

Decatur County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	35 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	54
9	My child's evaluation report is written in terms I understand.	53
14	Teachers show sensitivity to the needs of students with disabilities and their families.	53
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	52
1	I am considered an equal partner with teachers and other professionals in planning my child's program	51
12	Teachers treat me as a team member.	51
10	Written information I receive is written in an understandable way.	51
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	50
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	49
19	The school communicates regularly with me regarding my child's progress on IEP goals.	49

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	47
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	46
20	The school gives me choices with regard to services that address my child's needs.	44
22	The school offers parents a variety of ways to communicate with teachers.	42
7	I was given information about organizations that offer support for parents of students with disabilities.	42
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	42
24	The school provides information on agencies that can assist my child in the transition from school.	40
25	The school explains what options parents have if they disagree with a decision of the school.	40
21	The school offers parents training about special education issues.	39
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	26

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 aladd@doe.k12.ga.us

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

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

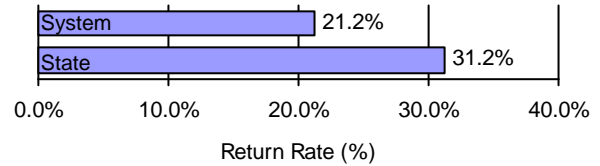
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report DeKalb County

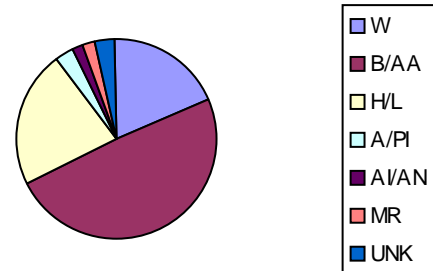
Overview

	System	State
Number of Surveys Distributed	1,690	40,244
Number of Valid Responses	359	12,558
Percentage Return Rate	21.2%	31.2%

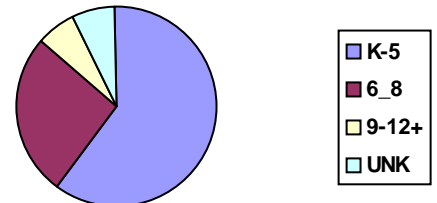


Child Demographics

Race/Ethnicity	Count	Percent
White	68	18.9%
Black or African American (B/AA)	173	48.2%
Hispanic or Latino (H/L)	81	22.6%
Asian or Pacific Islander (A/PI)	12	3.3%
American Indian or Alaska Native (AI/AN)	6	1.7%
Multi-racial (MR)	7	1.9%
Unknown (UNK)	12	3.3%



Grade	Count	Percent
K-5	214	59.6%
6-8	96	26.7%
9-12+	23	6.4%
Unknown (UNK)	26	7.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	67	18.7%
Deaf-Blind (DB)	1	0.3%
Deaf-Hard of Hearing (D/HH)	2	0.6%
Significant Developmental Delay (SDD)	50	13.9%
Emotional Behavioral Disorder (EBD)	16	4.5%
Intellectual Disability (ID)	22	6.1%
Orthopedic Impairment (OI)	4	1.1%
Other Health Impairment (OHI)	15	4.2%
Specific Learning Disability (SLD)	71	19.8%
Speech/Language Impairment (SL)	37	10.3%
Traumatic Brain injury (TBI)	4	1.1%
Visual Impairment including Blindness (VI)	4	1.1%
More Than One Disability (MTOD)	27	7.5%
Unknown (UNK)	39	10.9%



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

2013 Special Education Parent Survey Report

DeKalb County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	67
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	63
12	Teachers treat me as a team member.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program	61
5	All of my concerns and recommendations were documented on the IEP.	60
10	Written information I receive is written in an understandable way.	58
9	My child's evaluation report is written in terms I understand.	57
14	Teachers show sensitivity to the needs of students with disabilities and their families.	55
15	Teachers encourage me to participate in the decision-making process.	55
19	The school communicates regularly with me regarding my child's progress on IEP goals.	54

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	48
22	The school offers parents a variety of ways to communicate with teachers.	46
20	The school gives me choices with regard to services that address my child's needs.	45
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	39
21	The school offers parents training about special education issues.	34
25	The school explains what options parents have if they disagree with a decision of the school.	32
7	I was given information about organizations that offer support for parents of students with disabilities.	32
24	The school provides information on agencies that can assist my child in the transition from school.	31
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	25

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

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

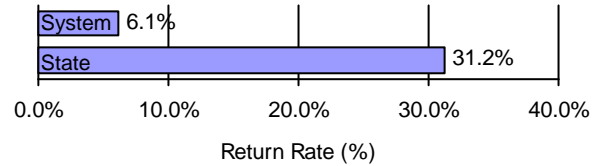
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Dooly County

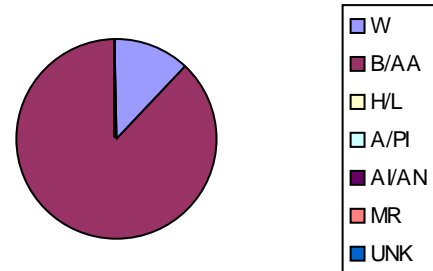
Overview

	System	State
Number of Surveys Distributed	131	40,244
Number of Valid Responses	8	12,558
Percentage Return Rate	6.1%	31.2%

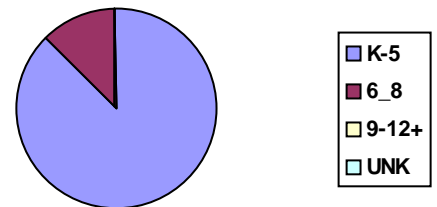


Child Demographics

Race/Ethnicity	Count	Percent
White	1	12.5%
Black or African American (B/AA)	7	87.5%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	7	87.5%
6-8	1	12.5%
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)	7	87.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	12.5%
Unknown (UNK)	0	0.0%



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

2013 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 (25 items)	50 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	63
11	Teachers are available to speak with me.	63
12	Teachers treat me as a team member.	63
14	Teachers show sensitivity to the needs of students with disabilities and their families.	63
15	Teachers encourage me to participate in the decision-making process.	63
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program	50
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	50

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
24	The school provides information on agencies that can assist my child in the transition from school.	43
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	38
13	Teachers seek out parent input.	38
19	The school communicates regularly with me regarding my child's progress on IEP goals.	38
20	The school gives me choices with regard to services that address my child's needs.	38
21	The school offers parents training about special education issues.	38
22	The school offers parents a variety of ways to communicate with teachers.	38
16	Teachers respect my cultural heritage.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	13
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	13

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.

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

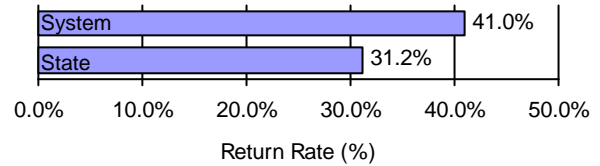
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Dougherty County

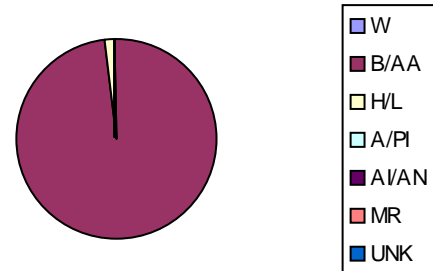
Overview

	System	State
Number of Surveys Distributed	144	40,244
Number of Valid Responses	59	12,558
Percentage Return Rate	41.0%	31.2%

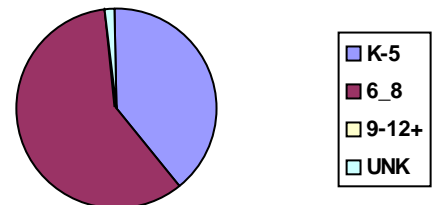


Child Demographics

Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	58	98.3%
Hispanic or Latino (H/L)	1	1.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	23	39.0%
6-8	35	59.3%
9-12+	0	0.0%
Unknown (UNK)	1	1.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	8.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	11	18.6%
Emotional_Behavioral Disorder (EBD)	2	3.4%
Intellectual Disability (ID)	5	8.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	3.4%
Specific Learning Disability (SLD)	18	30.5%
Speech/Language Impairment (SL)	3	5.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	8.5%
Unknown (UNK)	8	13.6%



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

2013 Special Education Parent Survey Report

Dougherty County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	24 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	49
11	Teachers are available to speak with me.	48
16	Teachers respect my cultural heritage.	47
1	I am considered an equal partner with teachers and other professionals in planning my child's program	46
5	All of my concerns and recommendations were documented on the IEP.	44
15	Teachers encourage me to participate in the decision-making process.	44
10	Written information I receive is written in an understandable way.	43
12	Teachers treat me as a team member.	42
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	42
9	My child's evaluation report is written in terms I understand.	40

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	36
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	33
25	The school explains what options parents have if they disagree with a decision of the school.	32
20	The school gives me choices with regard to services that address my child's needs.	32
22	The school offers parents a variety of ways to communicate with teachers.	31
21	The school offers parents training about special education issues.	26
24	The school provides information on agencies that can assist my child in the transition from school.	25
7	I was given information about organizations that offer support for parents of students with disabilities.	24
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	24
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	18

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

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

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

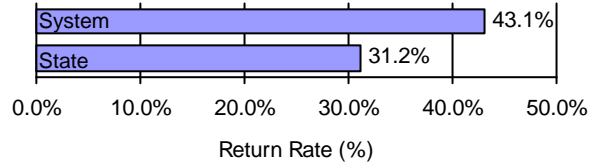
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Douglas County

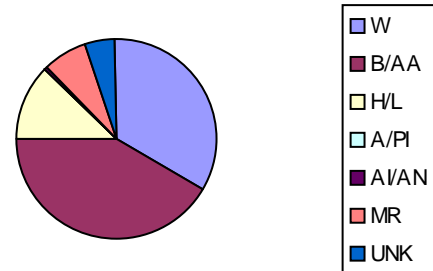
Overview

	System	State
Number of Surveys Distributed	415	40,244
Number of Valid Responses	179	12,558
Percentage Return Rate	43.1%	31.2%

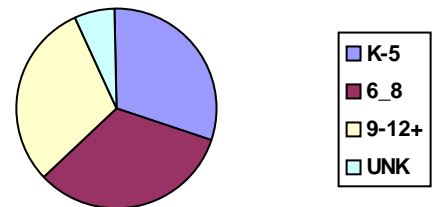


Child Demographics

Race/Ethnicity	Count	Percent
White	60	33.5%
Black or African American (B/AA)	74	41.3%
Hispanic or Latino (H/L)	22	12.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	0.6%
Multi-racial (MR)	13	7.3%
Unknown (UNK)	9	5.0%



Grade	Count	Percent
K-5	54	30.2%
6-8	58	32.4%
9-12+	55	30.7%
Unknown (UNK)	12	6.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	9	5.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	1.1%
Significant Developmental Delay (SDD)	10	5.6%
Emotional_Behavioral Disorder (EBD)	8	4.5%
Intellectual Disability (ID)	8	4.5%
Orthopedic Impairment (OI)	1	0.6%
Other Health Impairment (OHI)	14	7.8%
Specific Learning Disability (SLD)	53	29.6%
Speech/Language Impairment (SL)	35	19.6%
Traumatic Brain injury (TBI)	2	1.1%
Visual Impairment including Blindness (VI)	2	1.1%
More Than One Disability (MTOD)	10	5.6%
Unknown (UNK)	25	14.0%



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

2013 Special Education Parent Survey Report

Douglas County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	45 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	72
1	I am considered an equal partner with teachers and other professionals in planning my child's program	72
5	All of my concerns and recommendations were documented on the IEP.	70
15	Teachers encourage me to participate in the decision-making process.	68
14	Teachers show sensitivity to the needs of students with disabilities and their families.	67
12	Teachers treat me as a team member.	67
11	Teachers are available to speak with me.	67
9	My child's evaluation report is written in terms I understand.	67
16	Teachers respect my cultural heritage.	66
18	The school has a person on staff who is available to answer parents' questions.	66

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	59
22	The school offers parents a variety of ways to communicate with teachers.	58
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	56
23	The school gives parents the help they may need to play an active role in their child's education.	56
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	53
25	The school explains what options parents have if they disagree with a decision of the school.	51
24	The school provides information on agencies that can assist my child in the transition from school.	47
21	The school offers parents training about special education issues.	43
7	I was given information about organizations that offer support for parents of students with disabilities.	41
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	34

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

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

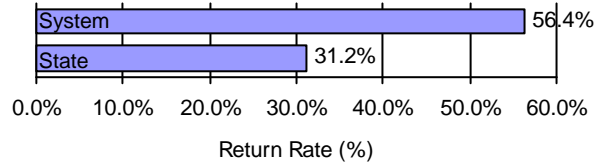
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Echols County

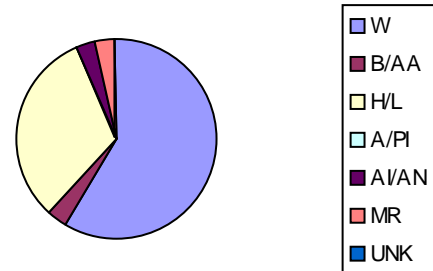
Overview

	System	State
Number of Surveys Distributed	55	40,244
Number of Valid Responses	31	12,558
Percentage Return Rate	56.4%	31.2%

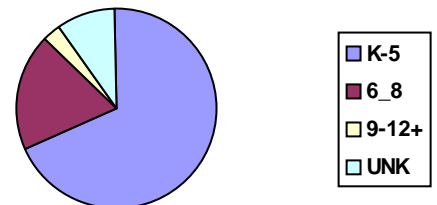


Child Demographics

Race/Ethnicity	Count	Percent
White	18	58.1%
Black or African American (B/AA)	1	3.2%
Hispanic or Latino (H/L)	10	32.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	3.2%
Multi-racial (MR)	1	3.2%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	21	67.7%
6-8	6	19.4%
9-12+	1	3.2%
Unknown (UNK)	3	9.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	9.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	9.7%
Emotional_Behavioral Disorder (EBD)	2	6.5%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	6.5%
Specific Learning Disability (SLD)	4	12.9%
Speech/Language Impairment (SL)	9	29.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	12.9%
Unknown (UNK)	4	12.9%



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

2013 Special Education Parent Survey Report

Echols County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	42 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	73
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	71
16	Teachers respect my cultural heritage.	71
15	Teachers encourage me to participate in the decision-making process.	70
11	Teachers are available to speak with me.	68
13	Teachers seek out parent input.	65
5	All of my concerns and recommendations were documented on the IEP.	63
18	The school has a person on staff who is available to answer parents' questions.	63
20	The school gives me choices with regard to services that address my child's needs.	62
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	60

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
10	Written information I receive is written in an understandable way.	53
25	The school explains what options parents have if they disagree with a decision of the school.	52
9	My child's evaluation report is written in terms I understand.	50
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	45
21	The school offers parents training about special education issues.	45
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	40
24	The school provides information on agencies that can assist my child in the transition from school.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	36
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	30

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

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

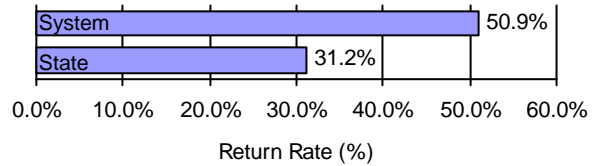
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Effingham County

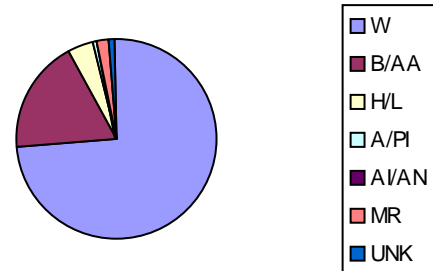
Overview

	System	State
Number of Surveys Distributed	377	40,244
Number of Valid Responses	192	12,558
Percentage Return Rate	50.9%	31.2%

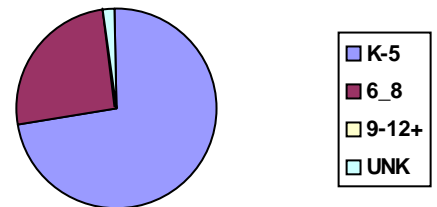


Child Demographics

Race/Ethnicity	Count	Percent
White	141	73.4%
Black or African American (B/AA)	36	18.8%
Hispanic or Latino (H/L)	8	4.2%
Asian or Pacific Islander (A/PI)	1	0.5%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	2.1%
Unknown (UNK)	2	1.0%



Grade	Count	Percent
K-5	138	71.9%
6-8	50	26.0%
9-12+	0	0.0%
Unknown (UNK)	4	2.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	11	5.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.5%
Significant Developmental Delay (SDD)	18	9.4%
Emotional_Behavioral Disorder (EBD)	13	6.8%
Intellectual Disability (ID)	6	3.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	21	10.9%
Specific Learning Disability (SLD)	34	17.7%
Speech/Language Impairment (SL)	57	29.7%
Traumatic Brain injury (TBI)	1	0.5%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	3.6%
Unknown (UNK)	23	12.0%



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

2013 Special Education Parent Survey Report

Effingham County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	44 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
11	Teachers are available to speak with me.	67
12	Teachers treat me as a team member.	63
9	My child's evaluation report is written in terms I understand.	62
5	All of my concerns and recommendations were documented on the IEP.	62
10	Written information I receive is written in an understandable way.	61
14	Teachers show sensitivity to the needs of students with disabilities and their families.	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program	59
22	The school offers parents a variety of ways to communicate with teachers.	59
15	Teachers encourage me to participate in the decision-making process.	59

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	51
19	The school communicates regularly with me regarding my child's progress on IEP goals.	51
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
20	The school gives me choices with regard to services that address my child's needs.	48
25	The school explains what options parents have if they disagree with a decision of the school.	45
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	45
21	The school offers parents training about special education issues.	38
24	The school provides information on agencies that can assist my child in the transition from school.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	33
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29

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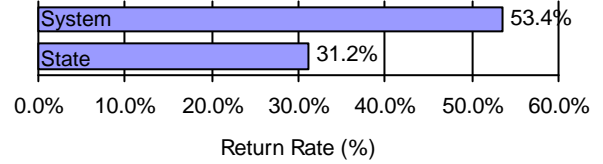
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Elbert County

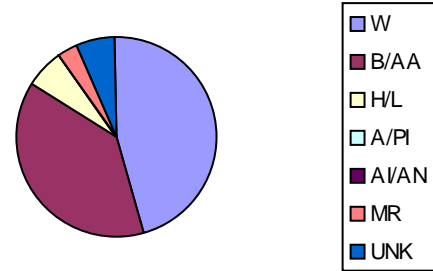
Overview

	System	State
Number of Surveys Distributed	58	40,244
Number of Valid Responses	31	12,558
Percentage Return Rate	53.4%	31.2%

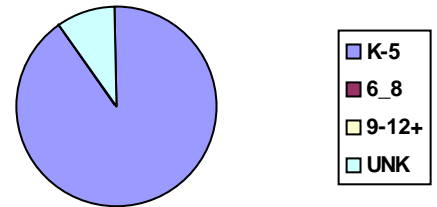


Child Demographics

Race/Ethnicity	Count	Percent
White	14	45.2%
Black or African American (B/AA)	12	38.7%
Hispanic or Latino (H/L)	2	6.5%
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)	2	6.5%



Grade	Count	Percent
K-5	28	90.3%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	9.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	12.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	6.5%
Emotional Behavioral Disorder (EBD)	1	3.2%
Intellectual Disability (ID)	2	6.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	19.4%
Specific Learning Disability (SLD)	4	12.9%
Speech/Language Impairment (SL)	4	12.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	9.7%
Unknown (UNK)	5	16.1%



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

2013 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 (25 items)	48 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	67
11	Teachers are available to speak with me.	67
12	Teachers treat me as a team member.	67
19	The school communicates regularly with me regarding my child's progress on IEP goals.	66
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
9	My child's evaluation report is written in terms I understand.	62
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	60
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	60
14	Teachers show sensitivity to the needs of students with disabilities and their families.	60
10	Written information I receive is written in an understandable way.	59

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	55
20	The school gives me choices with regard to services that address my child's needs.	54
22	The school offers parents a variety of ways to communicate with teachers.	52
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	50
24	The school provides information on agencies that can assist my child in the transition from school.	50
25	The school explains what options parents have if they disagree with a decision of the school.	48
21	The school offers parents training about special education issues.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	42
7	I was given information about organizations that offer support for parents of students with disabilities.	41
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	41

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.

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

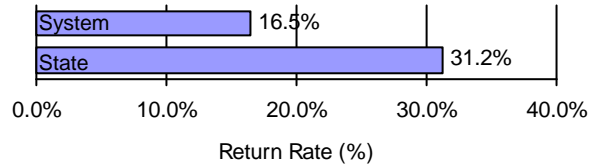
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Emanuel County

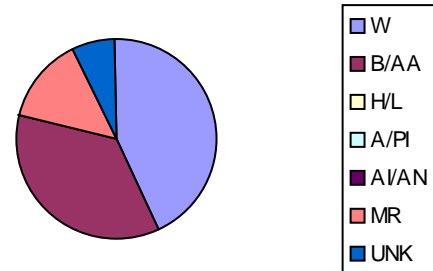
Overview

	System	State
Number of Surveys Distributed	85	40,244
Number of Valid Responses	14	12,558
Percentage Return Rate	16.5%	31.2%

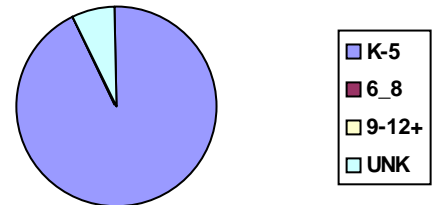


Child Demographics

Race/Ethnicity	Count	Percent
White	6	42.9%
Black or African American (B/AA)	5	35.7%
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	14.3%
Unknown (UNK)	1	7.1%



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)	3	21.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	7.1%
Emotional_Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	7.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	7.1%
Specific Learning Disability (SLD)	6	42.9%
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	7.1%
Unknown (UNK)	1	7.1%



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

2013 Special Education Parent Survey Report

Emanuel County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	57 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	71
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	64
14	Teachers show sensitivity to the needs of students with disabilities and their families.	64
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	64
22	The school offers parents a variety of ways to communicate with teachers.	58
23	The school gives parents the help they may need to play an active role in their child's education.	58
5	All of my concerns and recommendations were documented on the IEP.	57
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	57
9	My child's evaluation report is written in terms I understand.	57

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	57
18	The school has a person on staff who is available to answer parents' questions.	54
19	The school communicates regularly with me regarding my child's progress on IEP goals.	54
20	The school gives me choices with regard to services that address my child's needs.	54
25	The school explains what options parents have if they disagree with a decision of the school.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	36
24	The school provides information on agencies that can assist my child in the transition from school.	33
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	31
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	25
21	The school offers parents training about special education issues.	25

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

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

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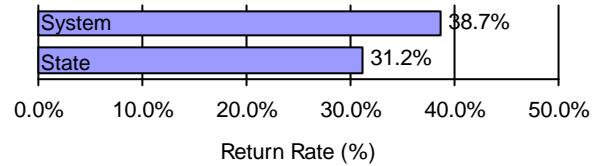
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Evans County

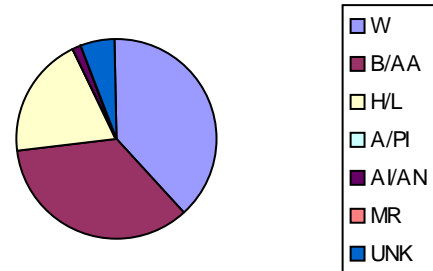
Overview

	System	State
Number of Surveys Distributed	142	40,244
Number of Valid Responses	55	12,558
Percentage Return Rate	38.7%	31.2%

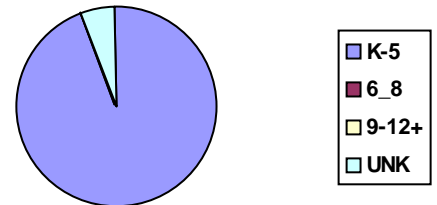


Child Demographics

Race/Ethnicity	Count	Percent
White	21	38.2%
Black or African American (B/AA)	19	34.5%
Hispanic or Latino (H/L)	11	20.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	1.8%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	3	5.5%



Grade	Count	Percent
K-5	52	94.5%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	5.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	12.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	9.1%
Emotional_Behavioral Disorder (EBD)	5	9.1%
Intellectual Disability (ID)	3	5.5%
Orthopedic Impairment (OI)	1	1.8%
Other Health Impairment (OHI)	3	5.5%
Specific Learning Disability (SLD)	8	14.5%
Speech/Language Impairment (SL)	7	12.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	12.7%
Unknown (UNK)	9	16.4%



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2013 Special Education Parent Survey Report

Evans County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	65 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	84
12	Teachers treat me as a team member.	82
1	I am considered an equal partner with teachers and other professionals in planning my child's program	81
5	All of my concerns and recommendations were documented on the IEP.	78
16	Teachers respect my cultural heritage.	77
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	76
13	Teachers seek out parent input.	75
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	75
15	Teachers encourage me to participate in the decision-making process.	74
20	The school gives me choices with regard to services that address my child's needs.	73

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
7	I was given information about organizations that offer support for parents of students with disabilities.	70
25	The school explains what options parents have if they disagree with a decision of the school.	70
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	70
10	Written information I receive is written in an understandable way.	69
22	The school offers parents a variety of ways to communicate with teachers.	68
23	The school gives parents the help they may need to play an active role in their child's education.	66
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	63
21	The school offers parents training about special education issues.	62
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	57
24	The school provides information on agencies that can assist my child in the transition from school.	53

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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.

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

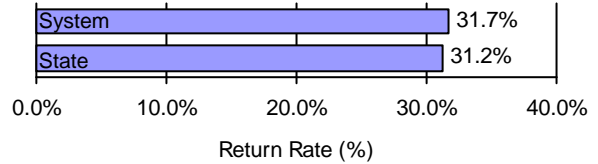
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Fannin County

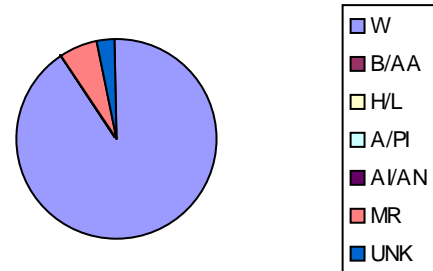
Overview

	System	State
Number of Surveys Distributed	101	40,244
Number of Valid Responses	32	12,558
Percentage Return Rate	31.7%	31.2%

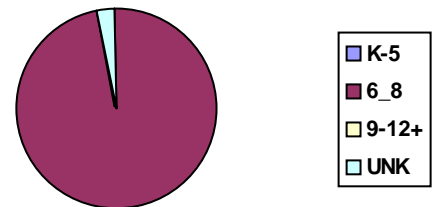


Child Demographics

Race/Ethnicity	Count	Percent
White	29	90.6%
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	6.3%
Unknown (UNK)	1	3.1%



Grade	Count	Percent
K-5	0	0.0%
6-8	31	96.9%
9-12+	0	0.0%
Unknown (UNK)	1	3.1%



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	3.1%
Emotional Behavioral Disorder (EBD)	1	3.1%
Intellectual Disability (ID)	1	3.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	9.4%
Specific Learning Disability (SLD)	14	43.8%
Speech/Language Impairment (SL)	4	12.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	8	25.0%



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

2013 Special Education Parent Survey Report

Fannin County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	34 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	50
12	Teachers treat me as a team member.	50
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	47
18	The school has a person on staff who is available to answer parents' questions.	47
19	The school communicates regularly with me regarding my child's progress on IEP goals.	45
9	My child's evaluation report is written in terms I understand.	44
10	Written information I receive is written in an understandable way.	44
5	All of my concerns and recommendations were documented on the IEP.	42
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	42
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	41

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	39
16	Teachers respect my cultural heritage.	39
22	The school offers parents a variety of ways to communicate with teachers.	39
23	The school gives parents the help they may need to play an active role in their child's education.	39
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	38
24	The school provides information on agencies that can assist my child in the transition from school.	37
21	The school offers parents training about special education issues.	34
15	Teachers encourage me to participate in the decision-making process.	34
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	27
7	I was given information about organizations that offer support for parents of students with disabilities.	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.

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

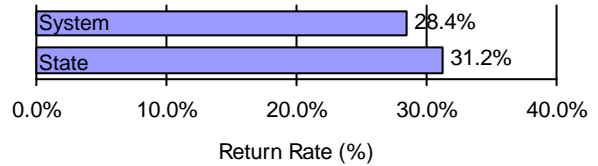
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Fayette County

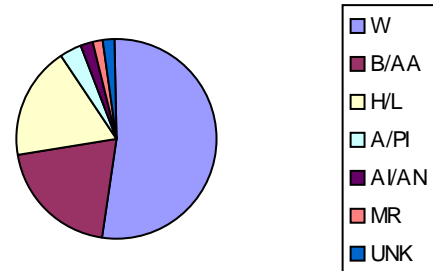
Overview

	System	State
Number of Surveys Distributed	190	40,244
Number of Valid Responses	54	12,558
Percentage Return Rate	28.4%	31.2%

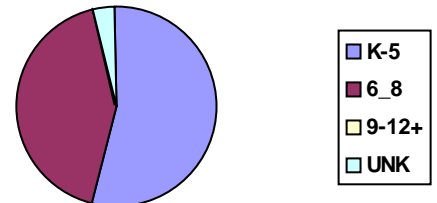


Child Demographics

Race/Ethnicity	Count	Percent
White	28	51.9%
Black or African American (B/AA)	11	20.4%
Hispanic or Latino (H/L)	10	18.5%
Asian or Pacific Islander (A/PI)	2	3.7%
American Indian or Alaska Native (AI/AN)	1	1.9%
Multi-racial (MR)	1	1.9%
Unknown (UNK)	1	1.9%



Grade	Count	Percent
K-5	29	53.7%
6-8	23	42.6%
9-12+	0	0.0%
Unknown (UNK)	2	3.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	11.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	7.4%
Emotional_Behavioral Disorder (EBD)	3	5.6%
Intellectual Disability (ID)	2	3.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	10	18.5%
Specific Learning Disability (SLD)	15	27.8%
Speech/Language Impairment (SL)	6	11.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.9%
More Than One Disability (MTOD)	2	3.7%
Unknown (UNK)	5	9.3%



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

2013 Special Education Parent Survey Report

Fayette County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	48 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	76
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
13	Teachers seek out parent input.	69
16	Teachers respect my cultural heritage.	68
5	All of my concerns and recommendations were documented on the IEP.	65
14	Teachers show sensitivity to the needs of students with disabilities and their families.	64
15	Teachers encourage me to participate in the decision-making process.	64
18	The school has a person on staff who is available to answer parents' questions.	64
10	Written information I receive is written in an understandable way.	63
12	Teachers treat me as a team member.	63

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	57
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	49
20	The school gives me choices with regard to services that address my child's needs.	48
19	The school communicates regularly with me regarding my child's progress on IEP goals.	47
25	The school explains what options parents have if they disagree with a decision of the school.	39
7	I was given information about organizations that offer support for parents of students with disabilities.	35
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	35
21	The school offers parents training about special education issues.	33
24	The school provides information on agencies that can assist my child in the transition from school.	33

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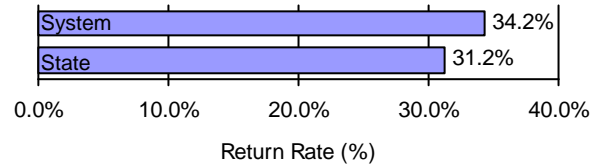
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Floyd County

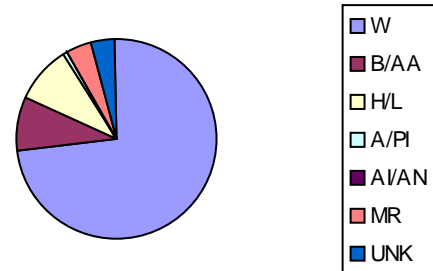
Overview

	System	State
Number of Surveys Distributed	365	40,244
Number of Valid Responses	125	12,558
Percentage Return Rate	34.2%	31.2%

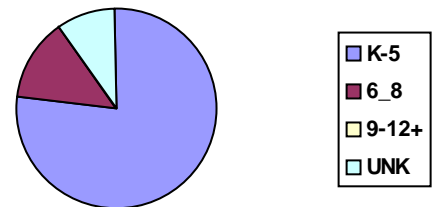


Child Demographics

Race/Ethnicity	Count	Percent
White	91	72.8%
Black or African American (B/AA)	11	8.8%
Hispanic or Latino (H/L)	12	9.6%
Asian or Pacific Islander (A/PI)	1	0.8%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	4.0%
Unknown (UNK)	5	4.0%



Grade	Count	Percent
K-5	96	76.8%
6-8	17	13.6%
9-12+	0	0.0%
Unknown (UNK)	12	9.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	10	8.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	13	10.4%
Emotional_Behavioral Disorder (EBD)	8	6.4%
Intellectual Disability (ID)	1	0.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	7	5.6%
Specific Learning Disability (SLD)	23	18.4%
Speech/Language Impairment (SL)	27	21.6%
Traumatic Brain injury (TBI)	3	2.4%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	13	10.4%
Unknown (UNK)	20	16.0%



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2013 Special Education Parent Survey Report

Floyd County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	53 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	78
12	Teachers treat me as a team member.	75
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	74
14	Teachers show sensitivity to the needs of students with disabilities and their families.	72
1	I am considered an equal partner with teachers and other professionals in planning my child's program	71
16	Teachers respect my cultural heritage.	71
5	All of my concerns and recommendations were documented on the IEP.	71
18	The school has a person on staff who is available to answer parents' questions.	71
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	70
19	The school communicates regularly with me regarding my child's progress on IEP goals.	70

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	66
22	The school offers parents a variety of ways to communicate with teachers.	64
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	64
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	55
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
25	The school explains what options parents have if they disagree with a decision of the school.	53
24	The school provides information on agencies that can assist my child in the transition from school.	52
21	The school offers parents training about special education issues.	46
7	I was given information about organizations that offer support for parents of students with disabilities.	40
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	35

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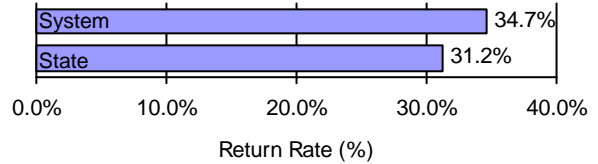
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Forsyth County

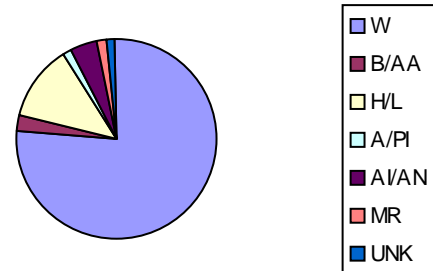
Overview

	System	State
Number of Surveys Distributed	643	40,244
Number of Valid Responses	223	12,558
Percentage Return Rate	34.7%	31.2%

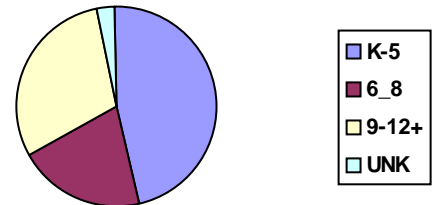


Child Demographics

Race/Ethnicity	Count	Percent
White	170	76.2%
Black or African American (B/AA)	5	2.2%
Hispanic or Latino (H/L)	28	12.6%
Asian or Pacific Islander (A/PI)	3	1.3%
American Indian or Alaska Native (AI/AN)	10	4.5%
Multi-racial (MR)	4	1.8%
Unknown (UNK)	3	1.3%



Grade	Count	Percent
K-5	103	46.2%
6-8	45	20.2%
9-12+	69	30.9%
Unknown (UNK)	6	2.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	25	11.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.4%
Significant Developmental Delay (SDD)	15	6.7%
Emotional_Behavioral Disorder (EBD)	10	4.5%
Intellectual Disability (ID)	12	5.4%
Orthopedic Impairment (OI)	7	3.1%
Other Health Impairment (OHI)	32	14.3%
Specific Learning Disability (SLD)	46	20.6%
Speech/Language Impairment (SL)	35	15.7%
Traumatic Brain injury (TBI)	1	0.4%
Visual Impairment including Blindness (VI)	2	0.9%
More Than One Disability (MTOD)	9	4.0%
Unknown (UNK)	28	12.6%



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

2013 Special Education Parent Survey Report

Forsyth County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	51 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	73
12	Teachers treat me as a team member.	73
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	71
10	Written information I receive is written in an understandable way.	71
1	I am considered an equal partner with teachers and other professionals in planning my child's program	70
9	My child's evaluation report is written in terms I understand.	69
5	All of my concerns and recommendations were documented on the IEP.	69
14	Teachers show sensitivity to the needs of students with disabilities and their families.	67
15	Teachers encourage me to participate in the decision-making process.	67
18	The school has a person on staff who is available to answer parents' questions.	65

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	59
13	Teachers seek out parent input.	59
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	57
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	56
25	The school explains what options parents have if they disagree with a decision of the school.	54
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	52
21	The school offers parents training about special education issues.	52
24	The school provides information on agencies that can assist my child in the transition from school.	47
7	I was given information about organizations that offer support for parents of students with disabilities.	42
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	39

For questions regarding district results, please contact Anne Ladd:

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

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

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

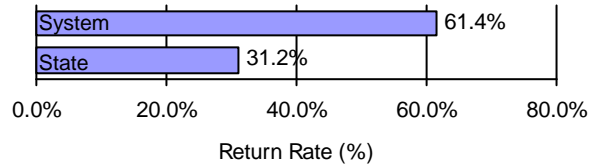
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Franklin County

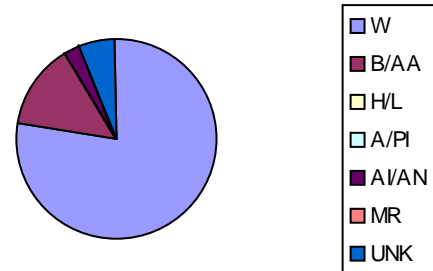
Overview

	System	State
Number of Surveys Distributed	57	40,244
Number of Valid Responses	35	12,558
Percentage Return Rate	61.4%	31.2%

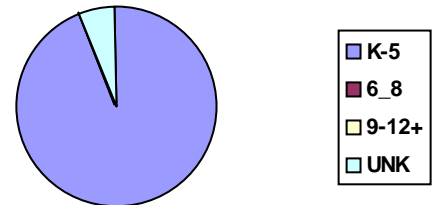


Child Demographics

Race/Ethnicity	Count	Percent
White	27	77.1%
Black or African American (B/AA)	5	14.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	2.9%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	2	5.7%



Grade	Count	Percent
K-5	33	94.3%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	2	5.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	5.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	17.1%
Emotional_Behavioral Disorder (EBD)	5	14.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	5.7%
Specific Learning Disability (SLD)	10	28.6%
Speech/Language Impairment (SL)	4	11.4%
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)	6	17.1%



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

2013 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 (25 items)	34 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program	62
5	All of my concerns and recommendations were documented on the IEP.	57
10	Written information I receive is written in an understandable way.	57
11	Teachers are available to speak with me.	57
9	My child's evaluation report is written in terms I understand.	54
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	53
13	Teachers seek out parent input.	52
14	Teachers show sensitivity to the needs of students with disabilities and their families.	52
15	Teachers encourage me to participate in the decision-making process.	52

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	43
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43
18	The school has a person on staff who is available to answer parents' questions.	42
16	Teachers respect my cultural heritage.	42
23	The school gives parents the help they may need to play an active role in their child's education.	41
21	The school offers parents training about special education issues.	35
25	The school explains what options parents have if they disagree with a decision of the school.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	34
24	The school provides information on agencies that can assist my child in the transition from school.	31
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	18

For questions regarding district results, please contact Anne Ladd:

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

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

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

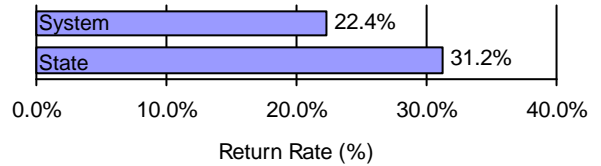
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Fulton County

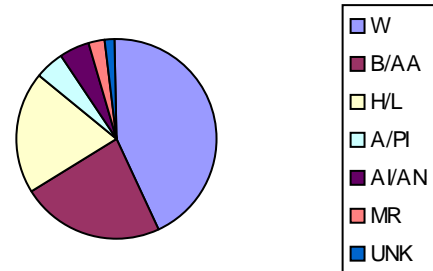
Overview

	System	State
Number of Surveys Distributed	1,619	40,244
Number of Valid Responses	362	12,558
Percentage Return Rate	22.4%	31.2%

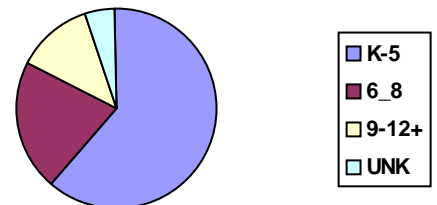


Child Demographics

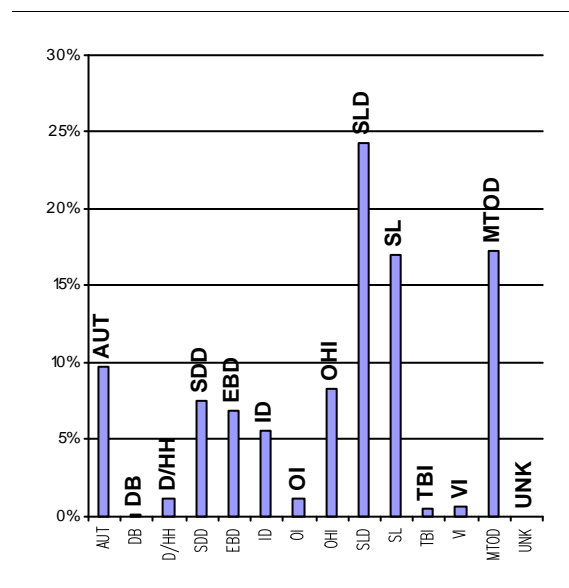
Race/Ethnicity	Count	Percent
White	155	42.8%
Black or African American (B/AA)	83	22.9%
Hispanic or Latino (H/L)	74	20.4%
Asian or Pacific Islander (A/PI)	16	4.4%
American Indian or Alaska Native (AI/AN)	19	5.2%
Multi-racial (MR)	9	2.5%
Unknown (UNK)	6	1.7%



Grade	Count	Percent
K-5	221	61.0%
6-8	78	21.5%
9-12+	45	12.4%
Unknown (UNK)	18	5.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	50	13.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	10	2.8%
Significant Developmental Delay (SDD)	31	8.6%
Emotional Behavioral Disorder (EBD)	15	4.1%
Intellectual Disability (ID)	10	2.8%
Orthopedic Impairment (OI)	5	1.4%
Other Health Impairment (OHI)	36	9.9%
Specific Learning Disability (SLD)	76	21.0%
Speech/Language Impairment (SL)	66	18.2%
Traumatic Brain injury (TBI)	3	0.8%
Visual Impairment including Blindness (VI)	2	0.6%
More Than One Disability (MTOD)	19	5.2%
Unknown (UNK)	39	10.8%



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

2013 Special Education Parent Survey Report

Fulton County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	40 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	71
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	69
12	Teachers treat me as a team member.	68
5	All of my concerns and recommendations were documented on the IEP.	68
1	I am considered an equal partner with teachers and other professionals in planning my child's program	65
15	Teachers encourage me to participate in the decision-making process.	64
14	Teachers show sensitivity to the needs of students with disabilities and their families.	64
16	Teachers respect my cultural heritage.	62
18	The school has a person on staff who is available to answer parents' questions.	62
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	62

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	51
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
20	The school gives me choices with regard to services that address my child's needs.	49
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	49
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	48
25	The school explains what options parents have if they disagree with a decision of the school.	40
24	The school provides information on agencies that can assist my child in the transition from school.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32
21	The school offers parents training about special education issues.	32
7	I was given information about organizations that offer support for parents of students with disabilities.	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.

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

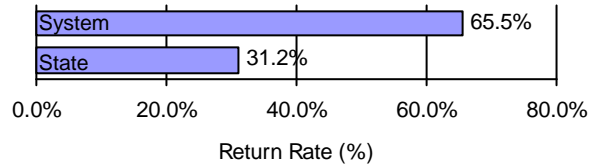
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Glascocock County

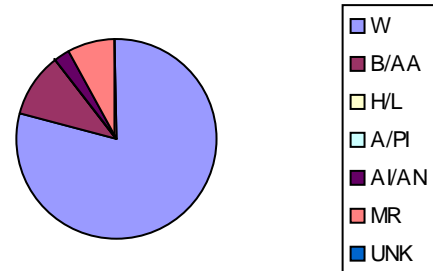
Overview

	System	State
Number of Surveys Distributed	58	40,244
Number of Valid Responses	38	12,558
Percentage Return Rate	65.5%	31.2%

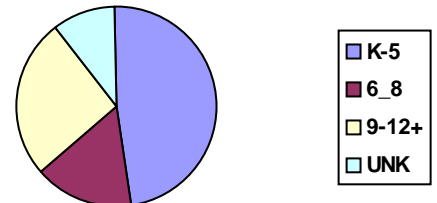


Child Demographics

Race/Ethnicity	Count	Percent
White	30	78.9%
Black or African American (B/AA)	4	10.5%
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	2.6%
Multi-racial (MR)	3	7.9%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	18	47.4%
6-8	6	15.8%
9-12+	10	26.3%
Unknown (UNK)	4	10.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	7.9%
Emotional_Behavioral Disorder (EBD)	1	2.6%
Intellectual Disability (ID)	4	10.5%
Orthopedic Impairment (OI)	1	2.6%
Other Health Impairment (OHI)	4	10.5%
Specific Learning Disability (SLD)	8	21.1%
Speech/Language Impairment (SL)	10	26.3%
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)	5	13.2%



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

2013 Special Education Parent Survey Report

Glascocock County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	42 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
10	Written information I receive is written in an understandable way.	63
18	The school has a person on staff who is available to answer parents' questions.	63
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	61
9	My child's evaluation report is written in terms I understand.	61
19	The school communicates regularly with me regarding my child's progress on IEP goals.	61
20	The school gives me choices with regard to services that address my child's needs.	59
5	All of my concerns and recommendations were documented on the IEP.	58
11	Teachers are available to speak with me.	58
12	Teachers treat me as a team member.	58
16	Teachers respect my cultural heritage.	58

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	55
23	The school gives parents the help they may need to play an active role in their child's education.	55
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	55
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	53
25	The school explains what options parents have if they disagree with a decision of the school.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	49
21	The school offers parents training about special education issues.	47
24	The school provides information on agencies that can assist my child in the transition from school.	35
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	31
7	I was given information about organizations that offer support for parents of students with disabilities.	30

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

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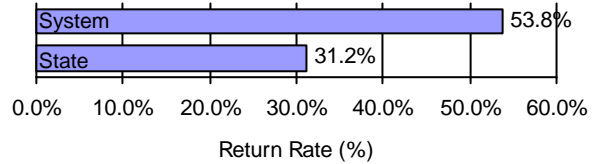
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Glynn County

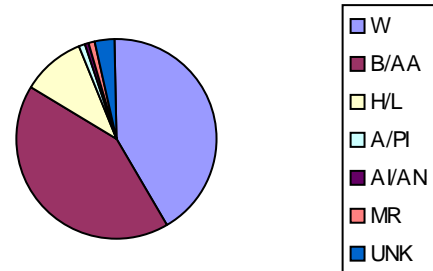
Overview

	System	State
Number of Surveys Distributed	225	40,244
Number of Valid Responses	121	12,558
Percentage Return Rate	53.8%	31.2%

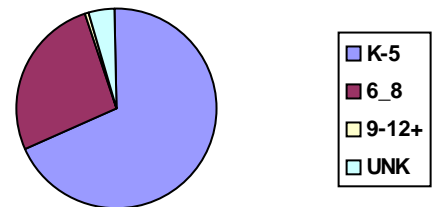


Child Demographics

Race/Ethnicity	Count	Percent
White	50	41.3%
Black or African American (B/AA)	51	42.1%
Hispanic or Latino (H/L)	13	10.7%
Asian or Pacific Islander (A/PI)	1	0.8%
American Indian or Alaska Native (AI/AN)	1	0.8%
Multi-racial (MR)	1	0.8%
Unknown (UNK)	4	3.3%



Grade	Count	Percent
K-5	82	67.8%
6-8	33	27.3%
9-12+	1	0.8%
Unknown (UNK)	5	4.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	16	13.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	3.3%
Significant Developmental Delay (SDD)	12	9.9%
Emotional_Behavioral Disorder (EBD)	3	2.5%
Intellectual Disability (ID)	5	4.1%
Orthopedic Impairment (OI)	2	1.7%
Other Health Impairment (OHI)	4	3.3%
Specific Learning Disability (SLD)	22	18.2%
Speech/Language Impairment (SL)	22	18.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	3	2.5%
More Than One Disability (MTOD)	13	10.7%
Unknown (UNK)	15	12.4%



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

2013 Special Education Parent Survey Report

Glynn County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	29 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	53
14	Teachers show sensitivity to the needs of students with disabilities and their families.	53
5	All of my concerns and recommendations were documented on the IEP.	52
1	I am considered an equal partner with teachers and other professionals in planning my child's program	51
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	51
11	Teachers are available to speak with me.	50
12	Teachers treat me as a team member.	50
16	Teachers respect my cultural heritage.	50
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	49
13	Teachers seek out parent input.	48

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	39
23	The school gives parents the help they may need to play an active role in their child's education.	38
20	The school gives me choices with regard to services that address my child's needs.	35
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	35
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	31
25	The school explains what options parents have if they disagree with a decision of the school.	29
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	28
21	The school offers parents training about special education issues.	27
24	The school provides information on agencies that can assist my child in the transition from school.	23

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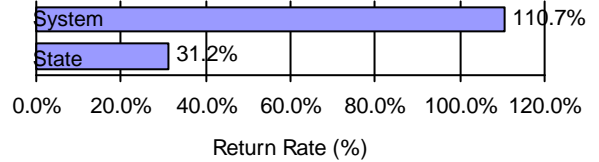
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Gordon County

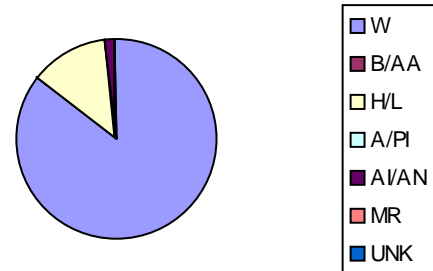
Overview

	System	State
Number of Surveys Distributed	56	40,244
Number of Valid Responses	62	12,558
Percentage Return Rate	110.7%	31.2%

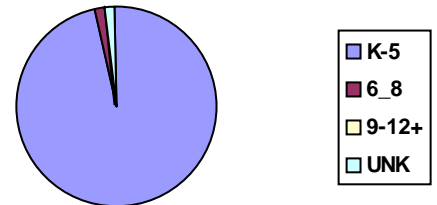


Child Demographics

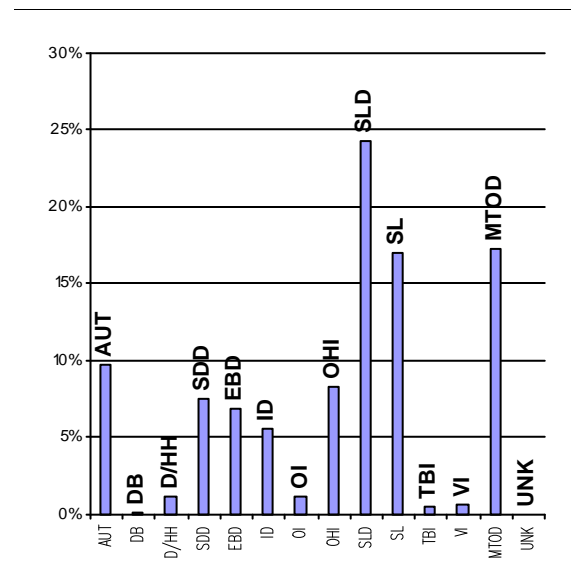
Race/Ethnicity	Count	Percent
White	53	85.5%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	8	12.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	1.6%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	60	96.8%
6-8	1	1.6%
9-12+	0	0.0%
Unknown (UNK)	1	1.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	9.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.6%
Significant Developmental Delay (SDD)	11	17.7%
Emotional Behavioral Disorder (EBD)	6	9.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	6.5%
Specific Learning Disability (SLD)	15	24.2%
Speech/Language Impairment (SL)	10	16.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	4.8%
Unknown (UNK)	6	9.7%



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

2013 Special Education Parent Survey Report

Gordon County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	53 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	75
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	74
5	All of my concerns and recommendations were documented on the IEP.	73
14	Teachers show sensitivity to the needs of students with disabilities and their families.	72
15	Teachers encourage me to participate in the decision-making process.	72
1	I am considered an equal partner with teachers and other professionals in planning my child's program	69
16	Teachers respect my cultural heritage.	69
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	68
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	66
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	66

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	62
7	I was given information about organizations that offer support for parents of students with disabilities.	61
22	The school offers parents a variety of ways to communicate with teachers.	59
23	The school gives parents the help they may need to play an active role in their child's education.	57
25	The school explains what options parents have if they disagree with a decision of the school.	56
19	The school communicates regularly with me regarding my child's progress on IEP goals.	55
20	The school gives me choices with regard to services that address my child's needs.	54
21	The school offers parents training about special education issues.	42
24	The school provides information on agencies that can assist my child in the transition from school.	41
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	30

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.

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

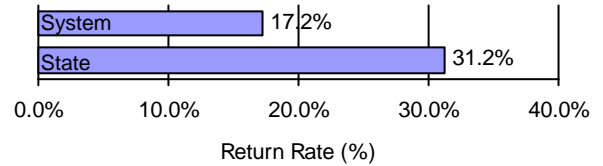
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Grady County

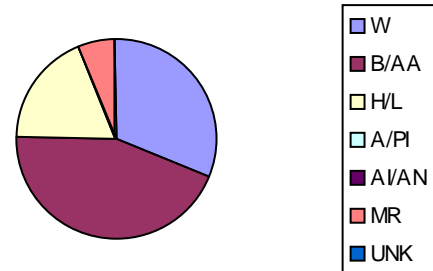
Overview

	System	State
Number of Surveys Distributed	93	40,244
Number of Valid Responses	16	12,558
Percentage Return Rate	17.2%	31.2%

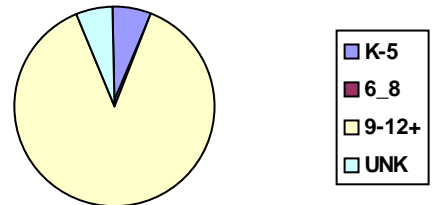


Child Demographics

Race/Ethnicity	Count	Percent
White	5	31.3%
Black or African American (B/AA)	7	43.8%
Hispanic or Latino (H/L)	3	18.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	6.3%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	6.3%
6-8	0	0.0%
9-12+	14	87.5%
Unknown (UNK)	1	6.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	6.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	6.3%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	6.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	12.5%
Specific Learning Disability (SLD)	8	50.0%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	6.3%
Unknown (UNK)	2	12.5%



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

2013 Special Education Parent Survey Report

Grady County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	75
5	All of my concerns and recommendations were documented on the IEP.	75
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	69
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
9	My child's evaluation report is written in terms I understand.	69
10	Written information I receive is written in an understandable way.	69
19	The school communicates regularly with me regarding my child's progress on IEP goals.	67
20	The school gives me choices with regard to services that address my child's needs.	67
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	64
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	63

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	56
16	Teachers respect my cultural heritage.	56
21	The school offers parents training about special education issues.	53
25	The school explains what options parents have if they disagree with a decision of the school.	53
12	Teachers treat me as a team member.	50
14	Teachers show sensitivity to the needs of students with disabilities and their families.	50
15	Teachers encourage me to participate in the decision-making process.	50
23	The school gives parents the help they may need to play an active role in their child's education.	47
7	I was given information about organizations that offer support for parents of students with disabilities.	44
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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.

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

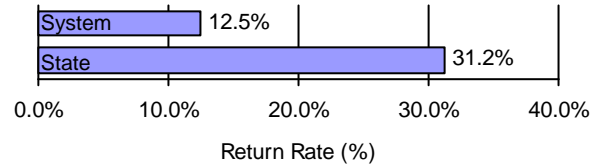
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Greene County

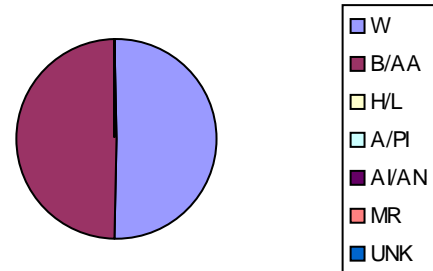
Overview

	System	State
Number of Surveys Distributed	16	40,244
Number of Valid Responses	2	12,558
Percentage Return Rate	12.5%	31.2%

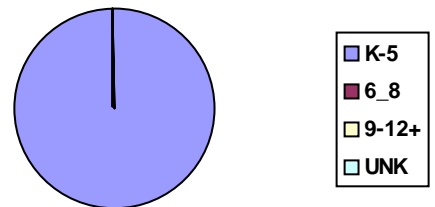


Child Demographics

Race/Ethnicity	Count	Percent
White	1	50.0%
Black or African American (B/AA)	1	50.0%
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)	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)	1	50.0%
Speech/Language Impairment (SL)	1	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)	0	0.0%



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

2013 Special Education Parent Survey Report

Greene County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	100 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	100
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	100
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	100
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	100
5	All of my concerns and recommendations were documented on the IEP.	100
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	100
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	100
9	My child's evaluation report is written in terms I understand.	100
10	Written information I receive is written in an understandable way.	100
11	Teachers are available to speak with me.	100

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	100
18	The school has a person on staff who is available to answer parents' questions.	100
19	The school communicates regularly with me regarding my child's progress on IEP goals.	100
20	The school gives me choices with regard to services that address my child's needs.	100
22	The school offers parents a variety of ways to communicate with teachers.	100
23	The school gives parents the help they may need to play an active role in their child's education.	100
24	The school provides information on agencies that can assist my child in the transition from school.	100
25	The school explains what options parents have if they disagree with a decision of the school.	100
7	I was given information about organizations that offer support for parents of students with disabilities.	50
21	The school offers parents training about special education issues.	50

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.

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

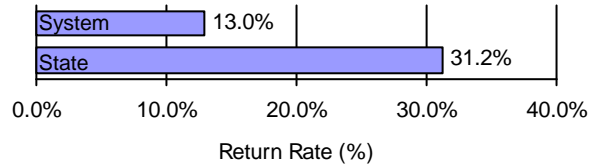
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Gwinnett County

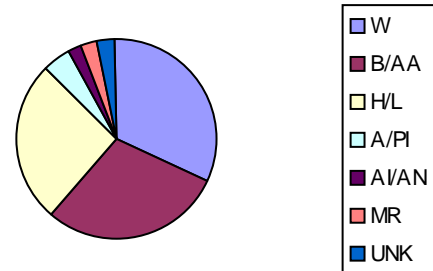
Overview

	System	State
Number of Surveys Distributed	3,681	40,244
Number of Valid Responses	477	12,558
Percentage Return Rate	13.0%	31.2%

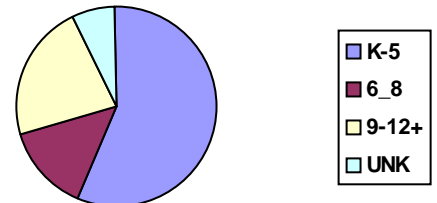


Child Demographics

Race/Ethnicity	Count	Percent
White	154	32.3%
Black or African American (B/AA)	136	28.5%
Hispanic or Latino (H/L)	128	26.8%
Asian or Pacific Islander (A/PI)	22	4.6%
American Indian or Alaska Native (AI/AN)	10	2.1%
Multi-racial (MR)	13	2.7%
Unknown (UNK)	14	2.9%



Grade	Count	Percent
K-5	266	55.8%
6-8	68	14.3%
9-12+	109	22.9%
Unknown (UNK)	34	7.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	39	8.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	10	2.1%
Significant Developmental Delay (SDD)	49	10.3%
Emotional Behavioral Disorder (EBD)	14	2.9%
Intellectual Disability (ID)	35	7.3%
Orthopedic Impairment (OI)	5	1.0%
Other Health Impairment (OHI)	35	7.3%
Specific Learning Disability (SLD)	112	23.5%
Speech/Language Impairment (SL)	74	15.5%
Traumatic Brain injury (TBI)	7	1.5%
Visual Impairment including Blindness (VI)	5	1.0%
More Than One Disability (MTOD)	33	6.9%
Unknown (UNK)	59	12.4%



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

2013 Special Education Parent Survey Report

Gwinnett County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	42 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	68
11	Teachers are available to speak with me.	66
12	Teachers treat me as a team member.	66
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program	64
16	Teachers respect my cultural heritage.	61
14	Teachers show sensitivity to the needs of students with disabilities and their families.	60
15	Teachers encourage me to participate in the decision-making process.	60
10	Written information I receive is written in an understandable way.	58
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	58

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	53
23	The school gives parents the help they may need to play an active role in their child's education.	51
20	The school gives me choices with regard to services that address my child's needs.	51
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	49
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	48
25	The school explains what options parents have if they disagree with a decision of the school.	43
7	I was given information about organizations that offer support for parents of students with disabilities.	37
24	The school provides information on agencies that can assist my child in the transition from school.	36
21	The school offers parents training about special education issues.	34
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	27

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

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

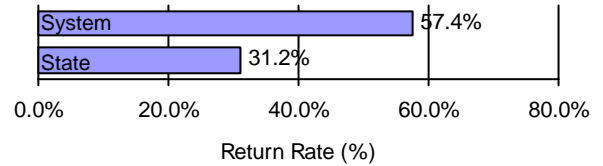
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Habersham County

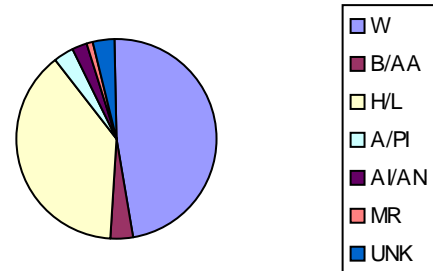
Overview

	System	State
Number of Surveys Distributed	148	40,244
Number of Valid Responses	85	12,558
Percentage Return Rate	57.4%	31.2%

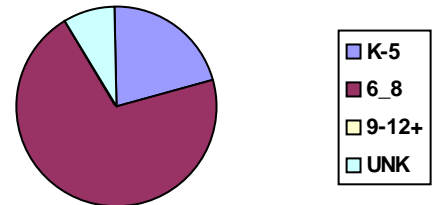


Child Demographics

Race/Ethnicity	Count	Percent
White	40	47.1%
Black or African American (B/AA)	3	3.5%
Hispanic or Latino (H/L)	33	38.8%
Asian or Pacific Islander (A/PI)	3	3.5%
American Indian or Alaska Native (AI/AN)	2	2.4%
Multi-racial (MR)	1	1.2%
Unknown (UNK)	3	3.5%



Grade	Count	Percent
K-5	18	21.2%
6-8	60	70.6%
9-12+	0	0.0%
Unknown (UNK)	7	8.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	9	10.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	2.4%
Significant Developmental Delay (SDD)	0	0.0%
Emotional_Behavioral Disorder (EBD)	4	4.7%
Intellectual Disability (ID)	4	4.7%
Orthopedic Impairment (OI)	1	1.2%
Other Health Impairment (OHI)	3	3.5%
Specific Learning Disability (SLD)	20	23.5%
Speech/Language Impairment (SL)	11	12.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.2%
More Than One Disability (MTOD)	3	3.5%
Unknown (UNK)	27	31.8%



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

2013 Special Education Parent Survey Report

Habersham County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	31 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

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

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	43
22	The school offers parents a variety of ways to communicate with teachers.	41
23	The school gives parents the help they may need to play an active role in their child's education.	40
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
20	The school gives me choices with regard to services that address my child's needs.	39
21	The school offers parents training about special education issues.	38
25	The school explains what options parents have if they disagree with a decision of the school.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	34
24	The school provides information on agencies that can assist my child in the transition from school.	33
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	24

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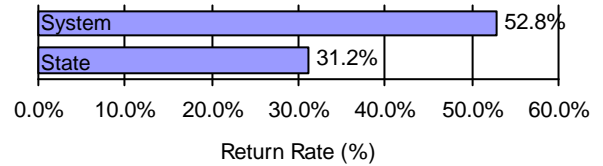
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Hall County

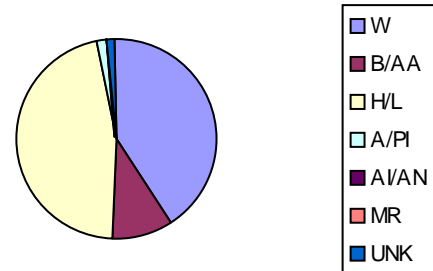
Overview

	System	State
Number of Surveys Distributed	271	40,244
Number of Valid Responses	143	12,558
Percentage Return Rate	52.8%	31.2%

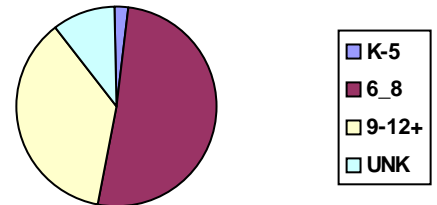


Child Demographics

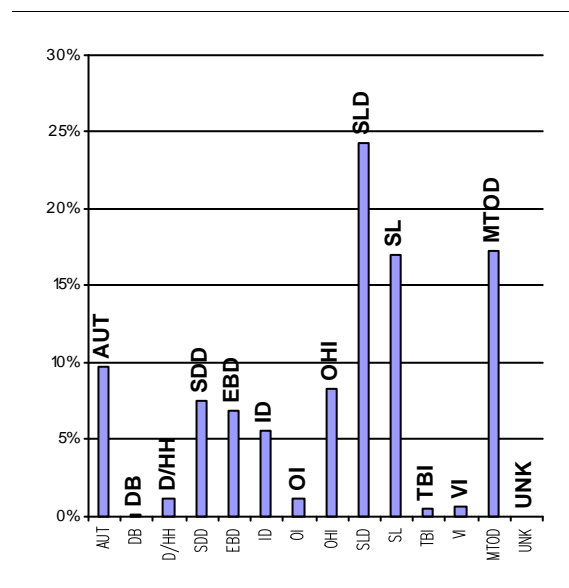
Race/Ethnicity	Count	Percent
White	58	40.6%
Black or African American (B/AA)	14	9.8%
Hispanic or Latino (H/L)	67	46.9%
Asian or Pacific Islander (A/PI)	2	1.4%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	2	1.4%



Grade	Count	Percent
K-5	3	2.1%
6-8	72	50.3%
9-12+	53	37.1%
Unknown (UNK)	15	10.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	10	7.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.7%
Significant Developmental Delay (SDD)	2	1.4%
Emotional_Behavioral Disorder (EBD)	6	4.2%
Intellectual Disability (ID)	2	1.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	7	4.9%
Specific Learning Disability (SLD)	47	32.9%
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)	5	3.5%
Unknown (UNK)	54	37.8%



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

2013 Special Education Parent Survey Report

Hall County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	34 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	58
14	Teachers show sensitivity to the needs of students with disabilities and their families.	56
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	54
15	Teachers encourage me to participate in the decision-making process.	54
5	All of my concerns and recommendations were documented on the IEP.	54
11	Teachers are available to speak with me.	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program	53
13	Teachers seek out parent input.	53
18	The school has a person on staff who is available to answer parents' questions.	53
12	Teachers treat me as a team member.	51

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	44
19	The school communicates regularly with me regarding my child's progress on IEP goals.	44
23	The school gives parents the help they may need to play an active role in their child's education.	42
20	The school gives me choices with regard to services that address my child's needs.	41
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
25	The school explains what options parents have if they disagree with a decision of the school.	34
24	The school provides information on agencies that can assist my child in the transition from school.	32
21	The school offers parents training about special education issues.	31
7	I was given information about organizations that offer support for parents of students with disabilities.	31
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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.

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

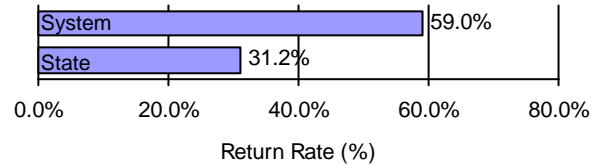
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Haralson County

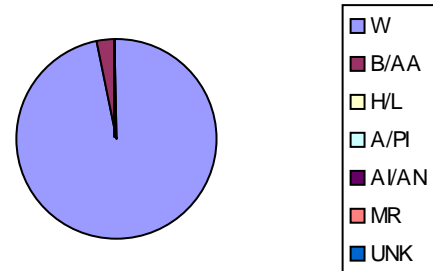
Overview

	System	State
Number of Surveys Distributed	117	40,244
Number of Valid Responses	69	12,558
Percentage Return Rate	59.0%	31.2%

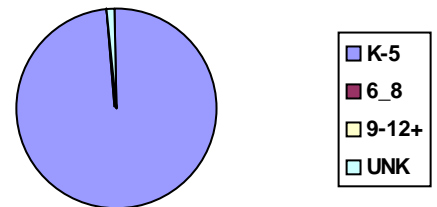


Child Demographics

Race/Ethnicity	Count	Percent
White	67	97.1%
Black or African American (B/AA)	2	2.9%
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	68	98.6%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	1.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	7.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	1.4%
Emotional Behavioral Disorder (EBD)	4	5.8%
Intellectual Disability (ID)	7	10.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	15	21.7%
Specific Learning Disability (SLD)	24	34.8%
Speech/Language Impairment (SL)	8	11.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.4%
More Than One Disability (MTOD)	3	4.3%
Unknown (UNK)	1	1.4%



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

2013 Special Education Parent Survey Report

Haralson County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	72 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	88
5	All of my concerns and recommendations were documented on the IEP.	87
11	Teachers are available to speak with me.	86
1	I am considered an equal partner with teachers and other professionals in planning my child's program	84
12	Teachers treat me as a team member.	83
14	Teachers show sensitivity to the needs of students with disabilities and their families.	83
15	Teachers encourage me to participate in the decision-making process.	83
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	83
16	Teachers respect my cultural heritage.	82
19	The school communicates regularly with me regarding my child's progress on IEP goals.	82

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	79
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	78
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	78
23	The school gives parents the help they may need to play an active role in their child's education.	78
24	The school provides information on agencies that can assist my child in the transition from school.	77
13	Teachers seek out parent input.	75
25	The school explains what options parents have if they disagree with a decision of the school.	75
21	The school offers parents training about special education issues.	72
7	I was given information about organizations that offer support for parents of students with disabilities.	71
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	65

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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.

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

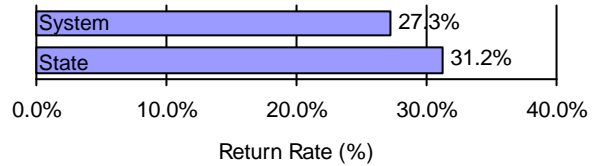
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Harris County

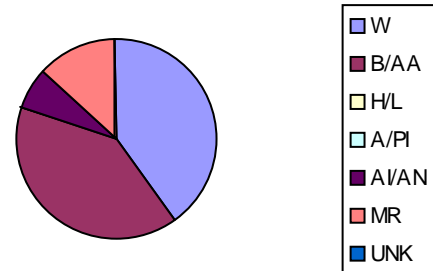
Overview

	System	State
Number of Surveys Distributed	55	40,244
Number of Valid Responses	15	12,558
Percentage Return Rate	27.3%	31.2%

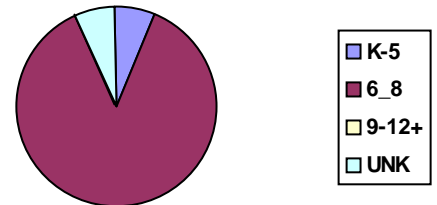


Child Demographics

Race/Ethnicity	Count	Percent
White	6	40.0%
Black or African American (B/AA)	6	40.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	6.7%
Multi-racial (MR)	2	13.3%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	6.7%
6-8	13	86.7%
9-12+	0	0.0%
Unknown (UNK)	1	6.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	33.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	6.7%
Significant Developmental Delay (SDD)	1	6.7%
Emotional Behavioral Disorder (EBD)	1	6.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	3	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)	2	13.3%
Unknown (UNK)	2	13.3%



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

2013 Special Education Parent Survey Report

Harris County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	40 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	60
10	Written information I receive is written in an understandable way.	60
14	Teachers show sensitivity to the needs of students with disabilities and their families.	58
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	54
9	My child's evaluation report is written in terms I understand.	53
11	Teachers are available to speak with me.	53
12	Teachers treat me as a team member.	53
16	Teachers respect my cultural heritage.	50
22	The school offers parents a variety of ways to communicate with teachers.	50
5	All of my concerns and recommendations were documented on the IEP.	47

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	38
18	The school has a person on staff who is available to answer parents' questions.	38
25	The school explains what options parents have if they disagree with a decision of the school.	36
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	33
24	The school provides information on agencies that can assist my child in the transition from school.	33
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	29
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	29
21	The school offers parents training about special education issues.	27
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	9

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 aladd@doe.k12.ga.us

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

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

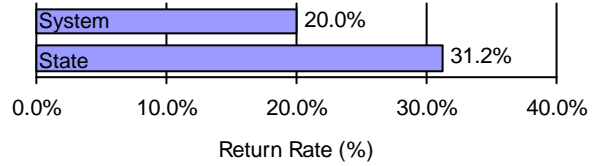
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Heard County

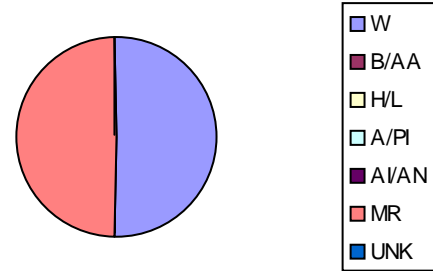
Overview

	System	State
Number of Surveys Distributed	10	40,244
Number of Valid Responses	2	12,558
Percentage Return Rate	20.0%	31.2%

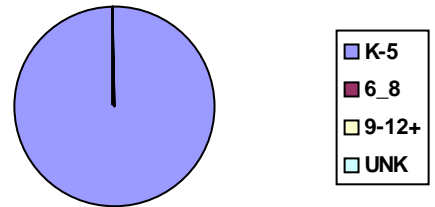


Child Demographics

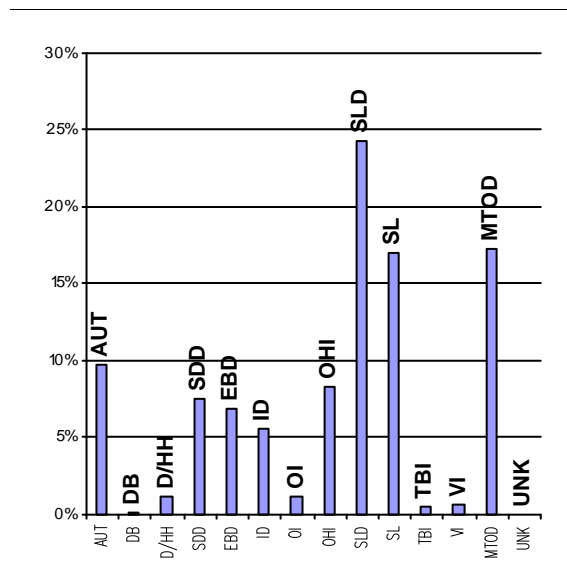
Race/Ethnicity	Count	Percent
White	1	50.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	50.0%
Unknown (UNK)	0	0.0%



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)	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)	1	50.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	50.0%
Unknown (UNK)	0	0.0%



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

2013 Special Education Parent Survey Report

Heard County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	50
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50
5	All of my concerns and recommendations were documented on the IEP.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	50
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	50
9	My child's evaluation report is written in terms I understand.	50
10	Written information I receive is written in an understandable way.	50

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	50
18	The school has a person on staff who is available to answer parents' questions.	50
19	The school communicates regularly with me regarding my child's progress on IEP goals.	50
20	The school gives me choices with regard to services that address my child's needs.	50
21	The school offers parents training about special education issues.	50
22	The school offers parents a variety of ways to communicate with teachers.	50
23	The school gives parents the help they may need to play an active role in their child's education.	50
24	The school provides information on agencies that can assist my child in the transition from school.	50
25	The school explains what options parents have if they disagree with a decision of the school.	50
13	Teachers seek out parent input.	0

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

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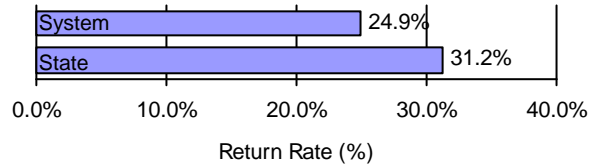
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Henry County

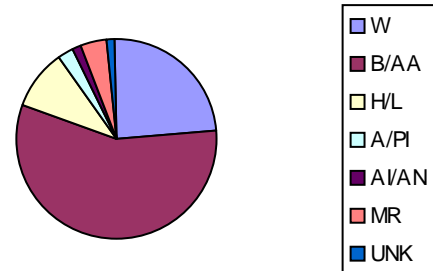
Overview

	System	State
Number of Surveys Distributed	570	40,244
Number of Valid Responses	142	12,558
Percentage Return Rate	24.9%	31.2%

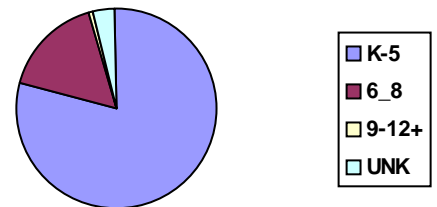


Child Demographics

Race/Ethnicity	Count	Percent
White	34	23.9%
Black or African American (B/AA)	80	56.3%
Hispanic or Latino (H/L)	14	9.9%
Asian or Pacific Islander (A/PI)	4	2.8%
American Indian or Alaska Native (AI/AN)	2	1.4%
Multi-racial (MR)	6	4.2%
Unknown (UNK)	2	1.4%



Grade	Count	Percent
K-5	112	78.9%
6-8	24	16.9%
9-12+	1	0.7%
Unknown (UNK)	5	3.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	33	23.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	12	8.5%
Emotional_Behavioral Disorder (EBD)	9	6.3%
Intellectual Disability (ID)	9	6.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	9	6.3%
Specific Learning Disability (SLD)	30	21.1%
Speech/Language Impairment (SL)	17	12.0%
Traumatic Brain injury (TBI)	2	1.4%
Visual Impairment including Blindness (VI)	1	0.7%
More Than One Disability (MTOD)	11	7.7%
Unknown (UNK)	9	6.3%



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

2013 Special Education Parent Survey Report

Henry County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	41 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	73
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	66
5	All of my concerns and recommendations were documented on the IEP.	66
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	64
14	Teachers show sensitivity to the needs of students with disabilities and their families.	64
12	Teachers treat me as a team member.	64
16	Teachers respect my cultural heritage.	64
15	Teachers encourage me to participate in the decision-making process.	61
18	The school has a person on staff who is available to answer parents' questions.	60
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	58

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	55
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	50
23	The school gives parents the help they may need to play an active role in their child's education.	48
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
20	The school gives me choices with regard to services that address my child's needs.	44
7	I was given information about organizations that offer support for parents of students with disabilities.	43
25	The school explains what options parents have if they disagree with a decision of the school.	41
24	The school provides information on agencies that can assist my child in the transition from school.	38
21	The school offers parents training about special education issues.	35
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33

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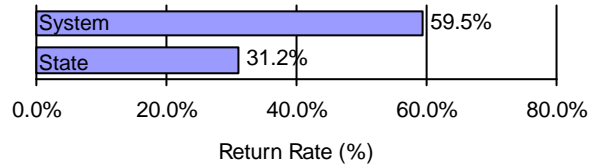
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Houston County

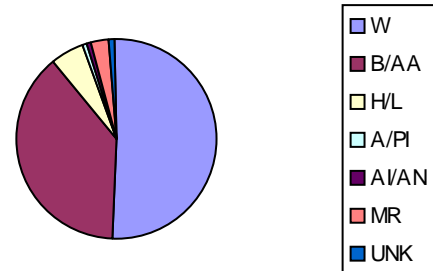
Overview

	System	State
Number of Surveys Distributed	420	40,244
Number of Valid Responses	250	12,558
Percentage Return Rate	59.5%	31.2%

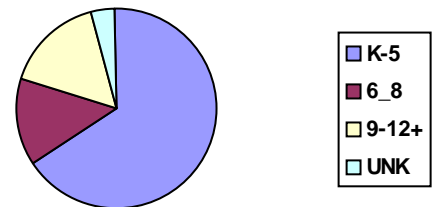


Child Demographics

Race/Ethnicity	Count	Percent
White	126	50.4%
Black or African American (B/AA)	96	38.4%
Hispanic or Latino (H/L)	15	6.0%
Asian or Pacific Islander (A/PI)	2	0.8%
American Indian or Alaska Native (AI/AN)	1	0.4%
Multi-racial (MR)	7	2.8%
Unknown (UNK)	3	1.2%



Grade	Count	Percent
K-5	163	65.2%
6-8	36	14.4%
9-12+	41	16.4%
Unknown (UNK)	10	4.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	35	14.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	5	2.0%
Significant Developmental Delay (SDD)	21	8.4%
Emotional_Behavioral Disorder (EBD)	12	4.8%
Intellectual Disability (ID)	9	3.6%
Orthopedic Impairment (OI)	2	0.8%
Other Health Impairment (OHI)	20	8.0%
Specific Learning Disability (SLD)	62	24.8%
Speech/Language Impairment (SL)	37	14.8%
Traumatic Brain injury (TBI)	1	0.4%
Visual Impairment including Blindness (VI)	1	0.4%
More Than One Disability (MTOD)	13	5.2%
Unknown (UNK)	32	12.8%



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

2013 Special Education Parent Survey Report

Houston County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	46 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	71
12	Teachers treat me as a team member.	68
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	67
5	All of my concerns and recommendations were documented on the IEP.	66
1	I am considered an equal partner with teachers and other professionals in planning my child's program	64
9	My child's evaluation report is written in terms I understand.	64
14	Teachers show sensitivity to the needs of students with disabilities and their families.	63
15	Teachers encourage me to participate in the decision-making process.	63
10	Written information I receive is written in an understandable way.	63
16	Teachers respect my cultural heritage.	62

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	55
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
23	The school gives parents the help they may need to play an active role in their child's education.	53
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	52
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	51
25	The school explains what options parents have if they disagree with a decision of the school.	46
24	The school provides information on agencies that can assist my child in the transition from school.	41
21	The school offers parents training about special education issues.	36
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	34

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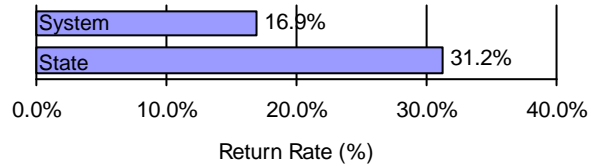
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Irwin County

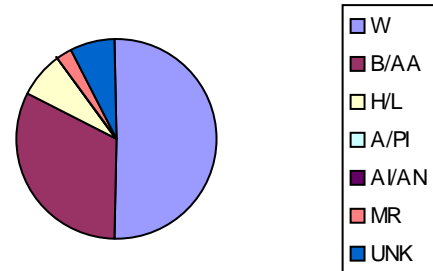
Overview

	System	State
Number of Surveys Distributed	236	40,244
Number of Valid Responses	40	12,558
Percentage Return Rate	16.9%	31.2%

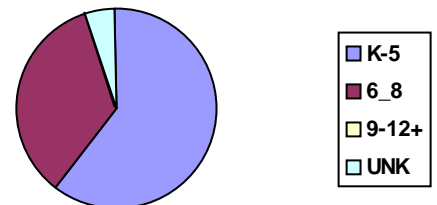


Child Demographics

Race/Ethnicity	Count	Percent
White	20	50.0%
Black or African American (B/AA)	13	32.5%
Hispanic or Latino (H/L)	3	7.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.5%
Unknown (UNK)	3	7.5%



Grade	Count	Percent
K-5	24	60.0%
6-8	14	35.0%
9-12+	0	0.0%
Unknown (UNK)	2	5.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.5%
Significant Developmental Delay (SDD)	1	2.5%
Emotional_Behavioral Disorder (EBD)	5	12.5%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	7.5%
Specific Learning Disability (SLD)	8	20.0%
Speech/Language Impairment (SL)	6	15.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.5%
More Than One Disability (MTOD)	4	10.0%
Unknown (UNK)	10	25.0%



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

2013 Special Education Parent Survey Report

Irwin County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	40 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	62
11	Teachers are available to speak with me.	62
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program	59
5	All of my concerns and recommendations were documented on the IEP.	59
10	Written information I receive is written in an understandable way.	58
12	Teachers treat me as a team member.	58
19	The school communicates regularly with me regarding my child's progress on IEP goals.	57
9	My child's evaluation report is written in terms I understand.	56
15	Teachers encourage me to participate in the decision-making process.	56

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
22	The school offers parents a variety of ways to communicate with teachers.	47
23	The school gives parents the help they may need to play an active role in their child's education.	47
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	46
25	The school explains what options parents have if they disagree with a decision of the school.	36
24	The school provides information on agencies that can assist my child in the transition from school.	34
7	I was given information about organizations that offer support for parents of students with disabilities.	32
21	The school offers parents training about special education issues.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29

For questions regarding district results, please contact Anne Ladd:

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

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

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

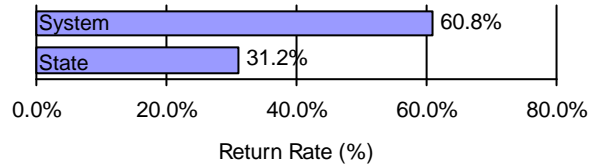
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Jackson County

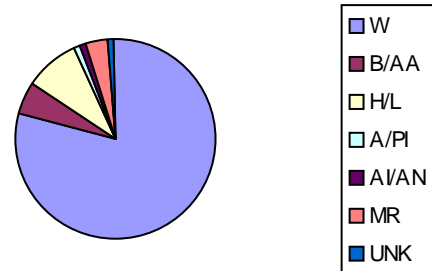
Overview

	System	State
Number of Surveys Distributed	148	40,244
Number of Valid Responses	90	12,558
Percentage Return Rate	60.8%	31.2%

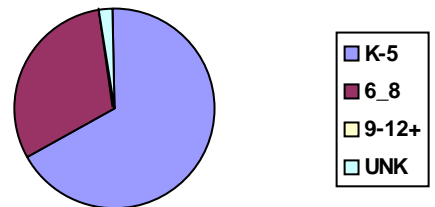


Child Demographics

Race/Ethnicity	Count	Percent
White	71	78.9%
Black or African American (B/AA)	5	5.6%
Hispanic or Latino (H/L)	8	8.9%
Asian or Pacific Islander (A/PI)	1	1.1%
American Indian or Alaska Native (AI/AN)	1	1.1%
Multi-racial (MR)	3	3.3%
Unknown (UNK)	1	1.1%



Grade	Count	Percent
K-5	60	66.7%
6-8	28	31.1%
9-12+	0	0.0%
Unknown (UNK)	2	2.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	7.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	2.2%
Significant Developmental Delay (SDD)	12	13.3%
Emotional_Behavioral Disorder (EBD)	7	7.8%
Intellectual Disability (ID)	3	3.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	8	8.9%
Specific Learning Disability (SLD)	14	15.6%
Speech/Language Impairment (SL)	24	26.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.1%
More Than One Disability (MTOD)	1	1.1%
Unknown (UNK)	11	12.2%



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

2013 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 (25 items)	47 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	74
1	I am considered an equal partner with teachers and other professionals in planning my child's program	73
11	Teachers are available to speak with me.	72
12	Teachers treat me as a team member.	71
14	Teachers show sensitivity to the needs of students with disabilities and their families.	70
15	Teachers encourage me to participate in the decision-making process.	68
13	Teachers seek out parent input.	67
19	The school communicates regularly with me regarding my child's progress on IEP goals.	65
5	All of my concerns and recommendations were documented on the IEP.	64
10	Written information I receive is written in an understandable way.	63

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	58
23	The school gives parents the help they may need to play an active role in their child's education.	56
22	The school offers parents a variety of ways to communicate with teachers.	55
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	55
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	52
25	The school explains what options parents have if they disagree with a decision of the school.	47
24	The school provides information on agencies that can assist my child in the transition from school.	45
21	The school offers parents training about special education issues.	40
7	I was given information about organizations that offer support for parents of students with disabilities.	38
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	30

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 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.

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

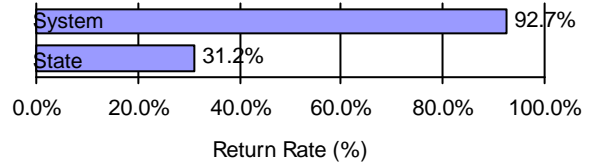
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Jasper County

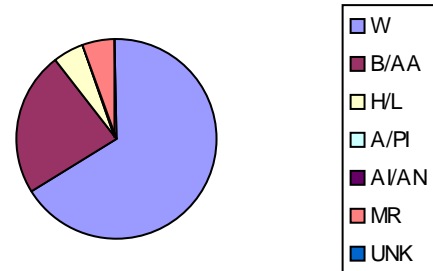
Overview

	System	State
Number of Surveys Distributed	41	40,244
Number of Valid Responses	38	12,558
Percentage Return Rate	92.7%	31.2%

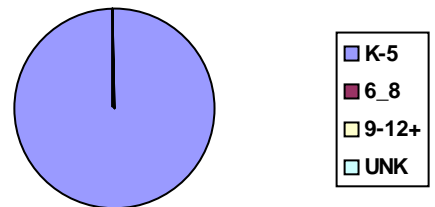


Child Demographics

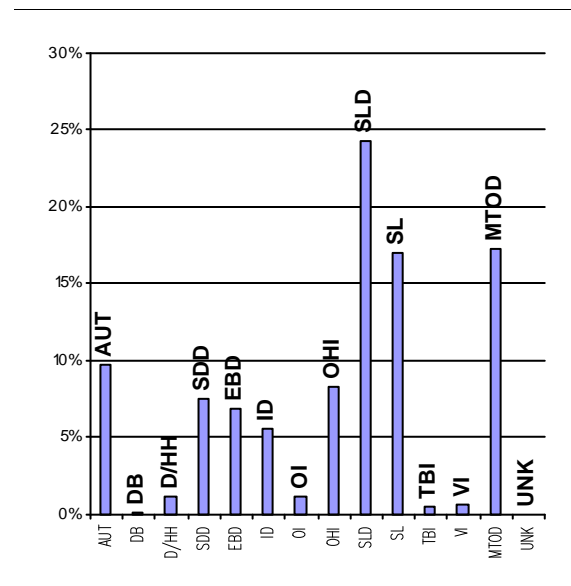
Race/Ethnicity	Count	Percent
White	25	65.8%
Black or African American (B/AA)	9	23.7%
Hispanic or Latino (H/L)	2	5.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	5.3%
Unknown (UNK)	0	0.0%



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)	3	7.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.6%
Significant Developmental Delay (SDD)	1	2.6%
Emotional_Behavioral Disorder (EBD)	1	2.6%
Intellectual Disability (ID)	2	5.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	13.2%
Specific Learning Disability (SLD)	14	36.8%
Speech/Language Impairment (SL)	8	21.1%
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)	1	2.6%



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

2013 Special Education Parent Survey Report

Jasper County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	26 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	61
5	All of my concerns and recommendations were documented on the IEP.	61
1	I am considered an equal partner with teachers and other professionals in planning my child's program	58
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	58
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	58
14	Teachers show sensitivity to the needs of students with disabilities and their families.	55
16	Teachers respect my cultural heritage.	55
12	Teachers treat me as a team member.	54
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
9	My child's evaluation report is written in terms I understand.	53

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	49
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	47
19	The school communicates regularly with me regarding my child's progress on IEP goals.	47
20	The school gives me choices with regard to services that address my child's needs.	47
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	44
25	The school explains what options parents have if they disagree with a decision of the school.	42
18	The school has a person on staff who is available to answer parents' questions.	41
24	The school provides information on agencies that can assist my child in the transition from school.	34
21	The school offers parents training about special education issues.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	28

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.

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

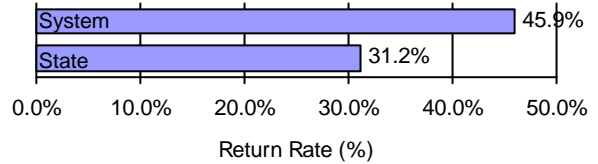
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Jefferson County

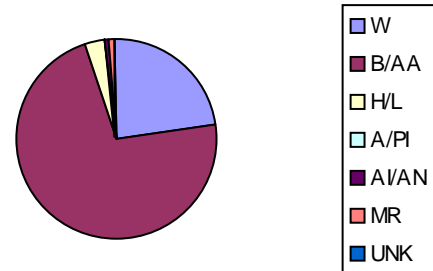
Overview

	System	State
Number of Surveys Distributed	255	40,244
Number of Valid Responses	117	12,558
Percentage Return Rate	45.9%	31.2%

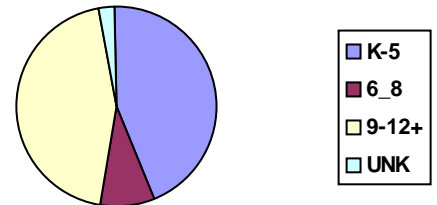


Child Demographics

Race/Ethnicity	Count	Percent
White	27	23.1%
Black or African American (B/AA)	84	71.8%
Hispanic or Latino (H/L)	4	3.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	0.9%
Multi-racial (MR)	1	0.9%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	51	43.6%
6-8	10	8.5%
9-12+	53	45.3%
Unknown (UNK)	3	2.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	5.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.9%
Significant Developmental Delay (SDD)	10	8.5%
Emotional_Behavioral Disorder (EBD)	8	6.8%
Intellectual Disability (ID)	11	9.4%
Orthopedic Impairment (OI)	1	0.9%
Other Health Impairment (OHI)	7	6.0%
Specific Learning Disability (SLD)	40	34.2%
Speech/Language Impairment (SL)	11	9.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	6.0%
Unknown (UNK)	15	12.8%



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

2013 Special Education Parent Survey Report

Jefferson County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	20 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	37
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	36
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	36
16	Teachers respect my cultural heritage.	34
15	Teachers encourage me to participate in the decision-making process.	33
9	My child's evaluation report is written in terms I understand.	32
14	Teachers show sensitivity to the needs of students with disabilities and their families.	32
10	Written information I receive is written in an understandable way.	32
11	Teachers are available to speak with me.	31
19	The school communicates regularly with me regarding my child's progress on IEP goals.	31

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	29
22	The school offers parents a variety of ways to communicate with teachers.	28
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	26
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	26
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	26
25	The school explains what options parents have if they disagree with a decision of the school.	25
24	The school provides information on agencies that can assist my child in the transition from school.	24
21	The school offers parents training about special education issues.	24
7	I was given information about organizations that offer support for parents of students with disabilities.	23
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	22

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

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

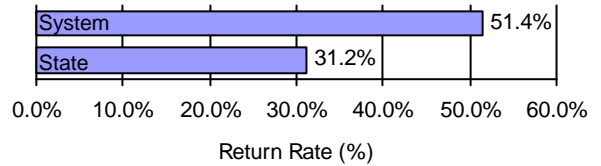
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Jones County

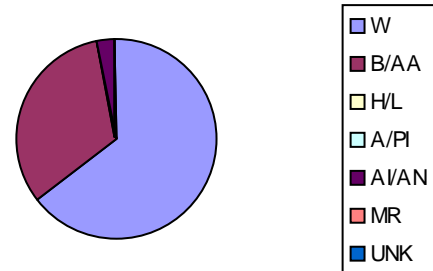
Overview

	System	State
Number of Surveys Distributed	146	40,244
Number of Valid Responses	75	12,558
Percentage Return Rate	51.4%	31.2%

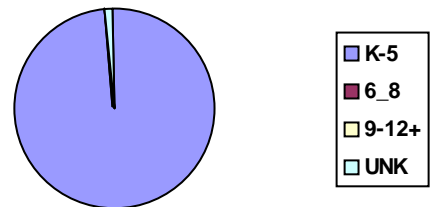


Child Demographics

Race/Ethnicity	Count	Percent
White	48	64.0%
Black or African American (B/AA)	25	33.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	2	2.7%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	74	98.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	1.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	13	17.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	2.7%
Emotional Behavioral Disorder (EBD)	1	1.3%
Intellectual Disability (ID)	1	1.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	9	12.0%
Specific Learning Disability (SLD)	18	24.0%
Speech/Language Impairment (SL)	17	22.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	6	8.0%
Unknown (UNK)	8	10.7%



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

2013 Special Education Parent Survey Report

Jones County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	32 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	65
12	Teachers treat me as a team member.	64
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	62
16	Teachers respect my cultural heritage.	61
5	All of my concerns and recommendations were documented on the IEP.	61
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	61
15	Teachers encourage me to participate in the decision-making process.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program	59
13	Teachers seek out parent input.	59
14	Teachers show sensitivity to the needs of students with disabilities and their families.	58

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	44
22	The school offers parents a variety of ways to communicate with teachers.	44
20	The school gives me choices with regard to services that address my child's needs.	42
23	The school gives parents the help they may need to play an active role in their child's education.	42
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	36
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36
25	The school explains what options parents have if they disagree with a decision of the school.	29
21	The school offers parents training about special education issues.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	28
24	The school provides information on agencies that can assist my child in the transition from school.	27

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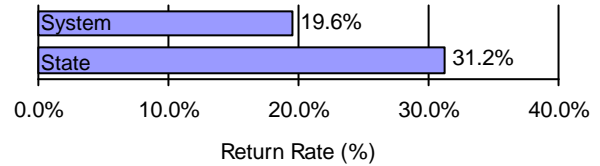
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report LanierCounty

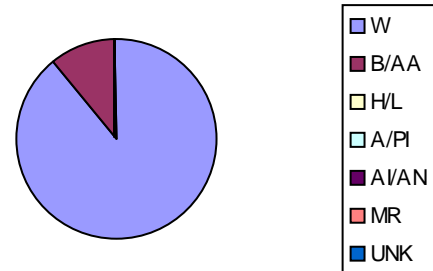
Overview

	System	State
Number of Surveys Distributed	46	40,244
Number of Valid Responses	9	12,558
Percentage Return Rate	19.6%	31.2%

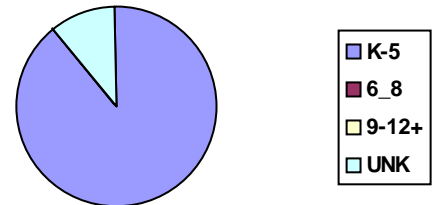


Child Demographics

Race/Ethnicity	Count	Percent
White	8	88.9%
Black or African American (B/AA)	1	11.1%
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	8	88.9%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	11.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	11.1%
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)	0	0.0%
Specific Learning Disability (SLD)	2	22.2%
Speech/Language Impairment (SL)	4	44.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



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

2013 Special Education Parent Survey Report

LanierCounty

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	75
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	67
5	All of my concerns and recommendations were documented on the IEP.	67
14	Teachers show sensitivity to the needs of students with disabilities and their families.	63
15	Teachers encourage me to participate in the decision-making process.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program	56
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	56
11	Teachers are available to speak with me.	56
12	Teachers treat me as a team member.	50
16	Teachers respect my cultural heritage.	50

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
21	The school offers parents training about special education issues.	38
23	The school gives parents the help they may need to play an active role in their child's education.	38
25	The school explains what options parents have if they disagree with a decision of the school.	38
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	33
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	33
9	My child's evaluation report is written in terms I understand.	33
22	The school offers parents a variety of ways to communicate with teachers.	25
24	The school provides information on agencies that can assist my child in the transition from school.	25
7	I was given information about organizations that offer support for parents of students with disabilities.	22

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.

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

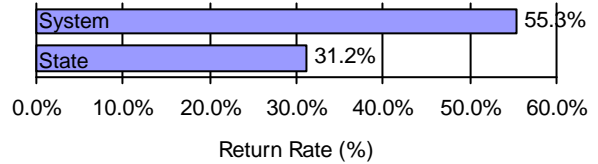
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Lee County

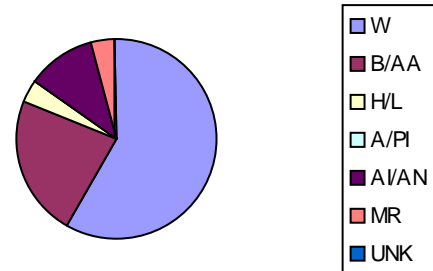
Overview

	System	State
Number of Surveys Distributed	47	40,244
Number of Valid Responses	26	12,558
Percentage Return Rate	55.3%	31.2%

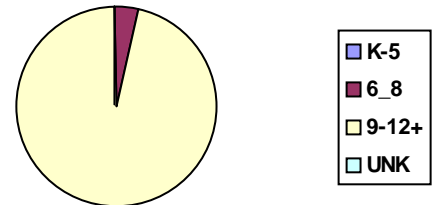


Child Demographics

Race/Ethnicity	Count	Percent
White	15	57.7%
Black or African American (B/AA)	6	23.1%
Hispanic or Latino (H/L)	1	3.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	3	11.5%
Multi-racial (MR)	1	3.8%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	1	3.8%
9-12+	25	96.2%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	3.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	3.8%
Significant Developmental Delay (SDD)	2	7.7%
Emotional_Behavioral Disorder (EBD)	1	3.8%
Intellectual Disability (ID)	1	3.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	15.4%
Specific Learning Disability (SLD)	8	30.8%
Speech/Language Impairment (SL)	3	11.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	3.8%
More Than One Disability (MTOD)	4	15.4%
Unknown (UNK)	0	0.0%



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

2013 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 (25 items)	38 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	58
5	All of my concerns and recommendations were documented on the IEP.	58
15	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	56
11	Teachers are available to speak with me.	54
12	Teachers treat me as a team member.	54
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
10	Written information I receive is written in an understandable way.	50
16	Teachers respect my cultural heritage.	50
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	50

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	46
23	The school gives parents the help they may need to play an active role in their child's education.	44
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	42
18	The school has a person on staff who is available to answer parents' questions.	42
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
24	The school provides information on agencies that can assist my child in the transition from school.	38
25	The school explains what options parents have if they disagree with a decision of the school.	38
21	The school offers parents training about special education issues.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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.

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

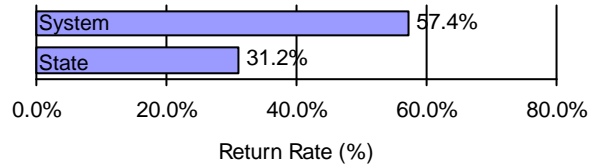
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Liberty County

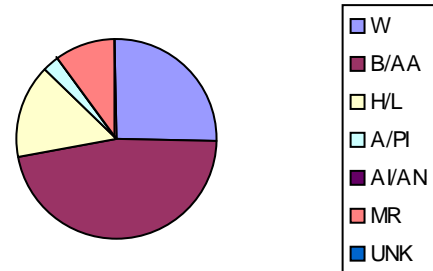
Overview

	System	State
Number of Surveys Distributed	190	40,244
Number of Valid Responses	109	12,558
Percentage Return Rate	57.4%	31.2%

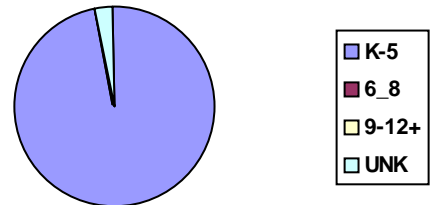


Child Demographics

Race/Ethnicity	Count	Percent
White	28	25.7%
Black or African American (B/AA)	50	45.9%
Hispanic or Latino (H/L)	17	15.6%
Asian or Pacific Islander (A/PI)	3	2.8%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	11	10.1%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	106	97.2%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	2.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	20	18.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	1.8%
Significant Developmental Delay (SDD)	8	7.3%
Emotional_Behavioral Disorder (EBD)	1	0.9%
Intellectual Disability (ID)	2	1.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	11	10.1%
Specific Learning Disability (SLD)	18	16.5%
Speech/Language Impairment (SL)	32	29.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	3	2.8%
More Than One Disability (MTOD)	5	4.6%
Unknown (UNK)	7	6.4%



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

2013 Special Education Parent Survey Report

Liberty County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	43 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	67
18	The school has a person on staff who is available to answer parents' questions.	66
16	Teachers respect my cultural heritage.	65
5	All of my concerns and recommendations were documented on the IEP.	65
9	My child's evaluation report is written in terms I understand.	63
10	Written information I receive is written in an understandable way.	62
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program	62
15	Teachers encourage me to participate in the decision-making process.	62
13	Teachers seek out parent input.	60

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	55
19	The school communicates regularly with me regarding my child's progress on IEP goals.	55
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	53
20	The school gives me choices with regard to services that address my child's needs.	52
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	46
25	The school explains what options parents have if they disagree with a decision of the school.	44
21	The school offers parents training about special education issues.	42
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	42
7	I was given information about organizations that offer support for parents of students with disabilities.	41
24	The school provides information on agencies that can assist my child in the transition from school.	39

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.

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

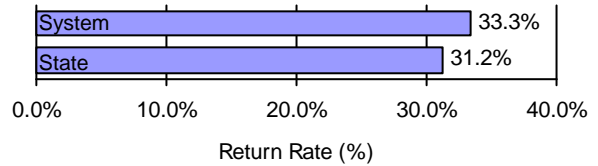
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Lincoln County

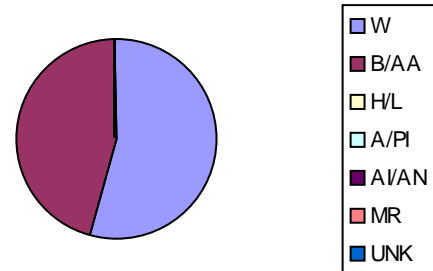
Overview

	System	State
Number of Surveys Distributed	39	40,244
Number of Valid Responses	13	12,558
Percentage Return Rate	33.3%	31.2%

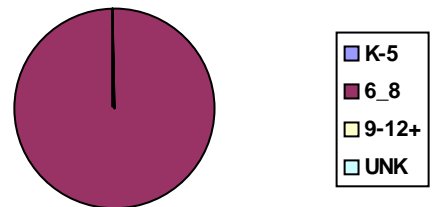


Child Demographics

Race/Ethnicity	Count	Percent
White	7	53.8%
Black or African American (B/AA)	6	46.2%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	13	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)	1	7.7%
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	7.7%
Specific Learning Disability (SLD)	11	84.6%
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%

2013 Special Education Parent Survey Report

Lincoln County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	46 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	77
16	Teachers respect my cultural heritage.	75
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	69
12	Teachers treat me as a team member.	69
14	Teachers show sensitivity to the needs of students with disabilities and their families.	69
15	Teachers encourage me to participate in the decision-making process.	69
23	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	62
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	62
10	Written information I receive is written in an understandable way.	62

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	62
25	The school explains what options parents have if they disagree with a decision of the school.	62
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	54
9	My child's evaluation report is written in terms I understand.	46
22	The school offers parents a variety of ways to communicate with teachers.	46
7	I was given information about organizations that offer support for parents of students with disabilities.	31
21	The school offers parents training about special education issues.	25
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	18
24	The school provides information on agencies that can assist my child in the transition from school.	17

For questions regarding district results, please contact Anne Ladd:

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

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

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

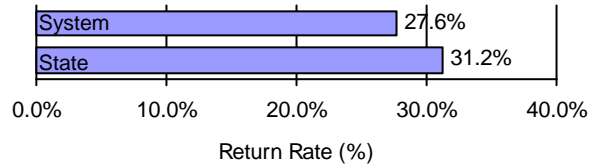
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Lowndes County

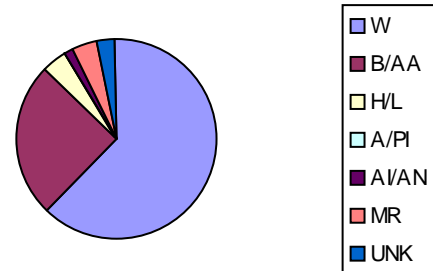
Overview

	System	State
Number of Surveys Distributed	257	40,244
Number of Valid Responses	71	12,558
Percentage Return Rate	27.6%	31.2%

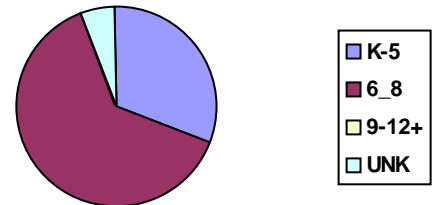


Child Demographics

Race/Ethnicity	Count	Percent
White	44	62.0%
Black or African American (B/AA)	18	25.4%
Hispanic or Latino (H/L)	3	4.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	1.4%
Multi-racial (MR)	3	4.2%
Unknown (UNK)	2	2.8%



Grade	Count	Percent
K-5	22	31.0%
6-8	45	63.4%
9-12+	0	0.0%
Unknown (UNK)	4	5.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	9.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	2.8%
Significant Developmental Delay (SDD)	5	7.0%
Emotional_Behavioral Disorder (EBD)	6	8.5%
Intellectual Disability (ID)	3	4.2%
Orthopedic Impairment (OI)	1	1.4%
Other Health Impairment (OHI)	4	5.6%
Specific Learning Disability (SLD)	25	35.2%
Speech/Language Impairment (SL)	8	11.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	1.4%
Unknown (UNK)	9	12.7%



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

2013 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 (25 items)	32 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	64
5	All of my concerns and recommendations were documented on the IEP.	59
11	Teachers are available to speak with me.	56
15	Teachers encourage me to participate in the decision-making process.	56
12	Teachers treat me as a team member.	56
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	54
9	My child's evaluation report is written in terms I understand.	52
16	Teachers respect my cultural heritage.	52
10	Written information I receive is written in an understandable way.	51
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	49

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	46
13	Teachers seek out parent input.	44
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	42
23	The school gives parents the help they may need to play an active role in their child's education.	42
20	The school gives me choices with regard to services that address my child's needs.	41
21	The school offers parents training about special education issues.	34
25	The school explains what options parents have if they disagree with a decision of the school.	32
24	The school provides information on agencies that can assist my child in the transition from school.	31
7	I was given information about organizations that offer support for parents of students with disabilities.	30
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	19

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

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

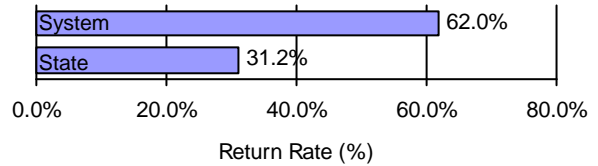
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Madison County

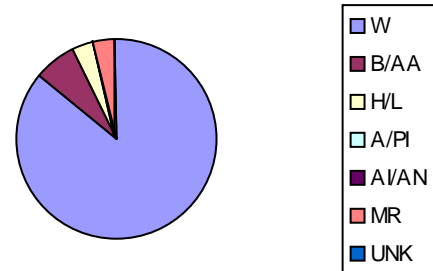
Overview

	System	State
Number of Surveys Distributed	92	40,244
Number of Valid Responses	57	12,558
Percentage Return Rate	62.0%	31.2%

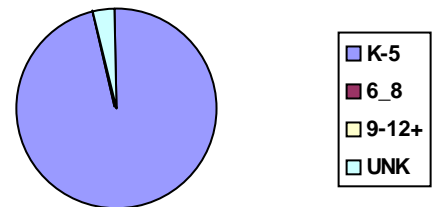


Child Demographics

Race/Ethnicity	Count	Percent
White	49	86.0%
Black or African American (B/AA)	4	7.0%
Hispanic or Latino (H/L)	2	3.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	3.5%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	55	96.5%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	2	3.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	5.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	7	12.3%
Emotional_Behavioral Disorder (EBD)	1	1.8%
Intellectual Disability (ID)	7	12.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	8.8%
Specific Learning Disability (SLD)	9	15.8%
Speech/Language Impairment (SL)	16	28.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	5.3%
Unknown (UNK)	6	10.5%



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

2013 Special Education Parent Survey Report

Madison County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	74 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	88
1	I am considered an equal partner with teachers and other professionals in planning my child's program	86
11	Teachers are available to speak with me.	86
14	Teachers show sensitivity to the needs of students with disabilities and their families.	83
15	Teachers encourage me to participate in the decision-making process.	82
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	82
10	Written information I receive is written in an understandable way.	82
22	The school offers parents a variety of ways to communicate with teachers.	82
5	All of my concerns and recommendations were documented on the IEP.	81
9	My child's evaluation report is written in terms I understand.	81

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	80
16	Teachers respect my cultural heritage.	77
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	74
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	73
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	72
25	The school explains what options parents have if they disagree with a decision of the school.	66
24	The school provides information on agencies that can assist my child in the transition from school.	66
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	63
21	The school offers parents training about special education issues.	62
7	I was given information about organizations that offer support for parents of students with disabilities.	57

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

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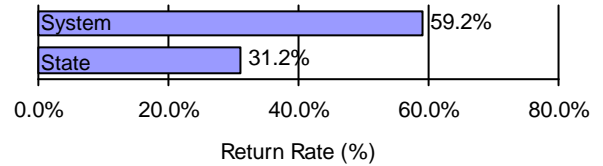
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Marion County

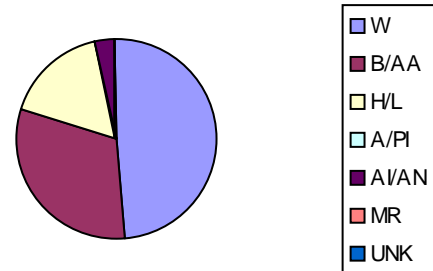
Overview

	System	State
Number of Surveys Distributed	49	40,244
Number of Valid Responses	29	12,558
Percentage Return Rate	59.2%	31.2%

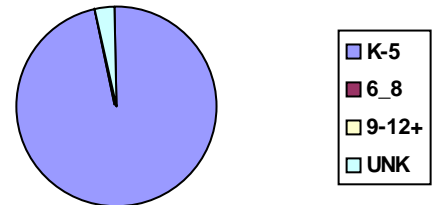


Child Demographics

Race/Ethnicity	Count	Percent
White	14	48.3%
Black or African American (B/AA)	9	31.0%
Hispanic or Latino (H/L)	5	17.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	3.4%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	5	17.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	10.3%
Emotional Behavioral Disorder (EBD)	1	3.4%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	3.4%
Specific Learning Disability (SLD)	7	24.1%
Speech/Language Impairment (SL)	4	13.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	13.8%
Unknown (UNK)	4	13.8%



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

2013 Special Education Parent Survey Report

Marion County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	31 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
11	Teachers are available to speak with me.	69
1	I am considered an equal partner with teachers and other professionals in planning my child's program	66
5	All of my concerns and recommendations were documented on the IEP.	64
16	Teachers respect my cultural heritage.	64
12	Teachers treat me as a team member.	62
15	Teachers encourage me to participate in the decision-making process.	62
14	Teachers show sensitivity to the needs of students with disabilities and their families.	61
18	The school has a person on staff who is available to answer parents' questions.	61
13	Teachers seek out parent input.	55

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	43
19	The school communicates regularly with me regarding my child's progress on IEP goals.	43
20	The school gives me choices with regard to services that address my child's needs.	43
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	41
7	I was given information about organizations that offer support for parents of students with disabilities.	36
25	The school explains what options parents have if they disagree with a decision of the school.	32
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	31
21	The school offers parents training about special education issues.	30
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	22
24	The school provides information on agencies that can assist my child in the transition from school.	19

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.

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

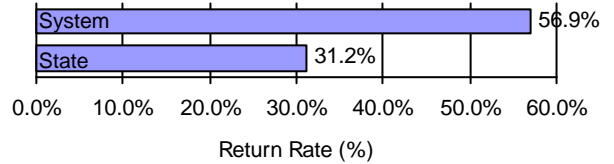
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report McDuffie County

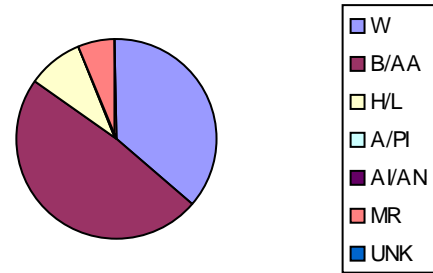
Overview

	System	State
Number of Surveys Distributed	58	40,244
Number of Valid Responses	33	12,558
Percentage Return Rate	56.9%	31.2%

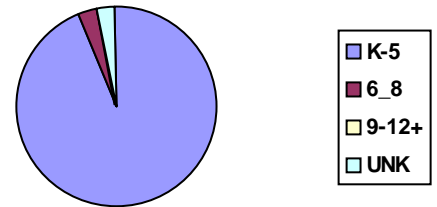


Child Demographics

Race/Ethnicity	Count	Percent
White	12	36.4%
Black or African American (B/AA)	16	48.5%
Hispanic or Latino (H/L)	3	9.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	6.1%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	31	93.9%
6-8	1	3.0%
9-12+	0	0.0%
Unknown (UNK)	1	3.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	12.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	3.0%
Significant Developmental Delay (SDD)	3	9.1%
Emotional_Behavioral Disorder (EBD)	2	6.1%
Intellectual Disability (ID)	1	3.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	3.0%
Specific Learning Disability (SLD)	14	42.4%
Speech/Language Impairment (SL)	3	9.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	4	12.1%



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

2013 Special Education Parent Survey Report

McDuffie County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	64 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	72
1	I am considered an equal partner with teachers and other professionals in planning my child's program	70
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
18	The school has a person on staff who is available to answer parents' questions.	70
5	All of my concerns and recommendations were documented on the IEP.	69
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	67
9	My child's evaluation report is written in terms I understand.	67
10	Written information I receive is written in an understandable way.	67
11	Teachers are available to speak with me.	67
12	Teachers treat me as a team member.	67

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	66
23	The school gives parents the help they may need to play an active role in their child's education.	66
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	64
13	Teachers seek out parent input.	64
24	The school provides information on agencies that can assist my child in the transition from school.	64
21	The school offers parents training about special education issues.	63
14	Teachers show sensitivity to the needs of students with disabilities and their families.	61
25	The school explains what options parents have if they disagree with a decision of the school.	58
7	I was given information about organizations that offer support for parents of students with disabilities.	56
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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.

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

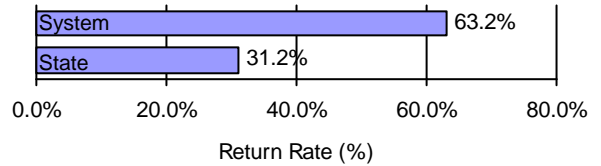
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report McIntosh County

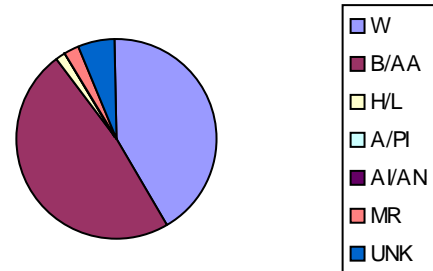
Overview

	System	State
Number of Surveys Distributed	76	40,244
Number of Valid Responses	48	12,558
Percentage Return Rate	63.2%	31.2%

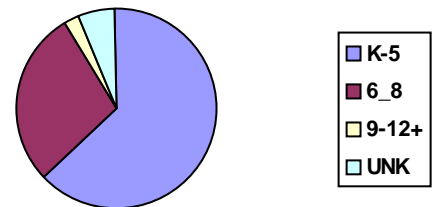


Child Demographics

Race/Ethnicity	Count	Percent
White	20	41.7%
Black or African American (B/AA)	23	47.9%
Hispanic or Latino (H/L)	1	2.1%
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)	3	6.3%



Grade	Count	Percent
K-5	30	62.5%
6-8	14	29.2%
9-12+	1	2.1%
Unknown (UNK)	3	6.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	10.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.1%
Significant Developmental Delay (SDD)	9	18.8%
Emotional_Behavioral Disorder (EBD)	3	6.3%
Intellectual Disability (ID)	1	2.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	6.3%
Specific Learning Disability (SLD)	6	12.5%
Speech/Language Impairment (SL)	9	18.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.1%
More Than One Disability (MTOD)	1	2.1%
Unknown (UNK)	9	18.8%



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

2013 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 (25 items)	27 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program	61
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	60
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	58
12	Teachers treat me as a team member.	58
5	All of my concerns and recommendations were documented on the IEP.	56
10	Written information I receive is written in an understandable way.	55
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	53
16	Teachers respect my cultural heritage.	52
15	Teachers encourage me to participate in the decision-making process.	52

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	42
22	The school offers parents a variety of ways to communicate with teachers.	39
25	The school explains what options parents have if they disagree with a decision of the school.	38
23	The school gives parents the help they may need to play an active role in their child's education.	33
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32
21	The school offers parents training about special education issues.	29
20	The school gives me choices with regard to services that address my child's needs.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	25
24	The school provides information on agencies that can assist my child in the transition from school.	23

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.

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

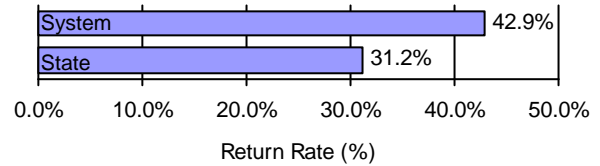
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Meriwether County

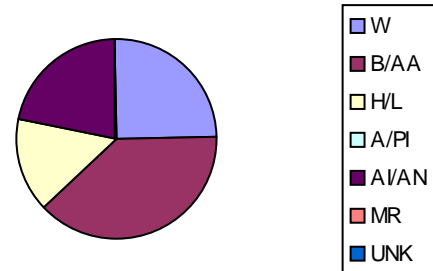
Overview

	System	State
Number of Surveys Distributed	168	40,244
Number of Valid Responses	72	12,558
Percentage Return Rate	42.9%	31.2%

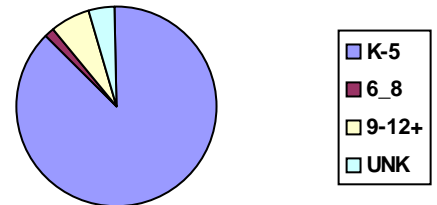


Child Demographics

Race/Ethnicity	Count	Percent
White	18	25.0%
Black or African American (B/AA)	27	37.5%
Hispanic or Latino (H/L)	11	15.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	16	22.2%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	63	87.5%
6-8	1	1.4%
9-12+	5	6.9%
Unknown (UNK)	3	4.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	4.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	9	12.5%
Emotional_Behavioral Disorder (EBD)	2	2.8%
Intellectual Disability (ID)	1	1.4%
Orthopedic Impairment (OI)	6	8.3%
Other Health Impairment (OHI)	16	22.2%
Specific Learning Disability (SLD)	17	23.6%
Speech/Language Impairment (SL)	7	9.7%
Traumatic Brain injury (TBI)	1	1.4%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	4.2%
Unknown (UNK)	7	9.7%



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

2013 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 (25 items)	32 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	63
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	60
15	Teachers encourage me to participate in the decision-making process.	59
10	Written information I receive is written in an understandable way.	58
9	My child's evaulation report is written in terms I understand.	57
12	Teachers treat me as a team member.	57
19	The school communicates regularly with me regarding my child's progress on IEP goals.	56
14	Teachers show sensitivity to the needs of students with disabilities and their families.	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program	54
18	The school has a person on staff who is available to answer parents' questions.	53

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	46
16	Teachers respect my cultural heritage.	44
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	44
22	The school offers parents a variety of ways to communicate with teachers.	41
25	The school explains what options parents have if they disagree with a decision of the school.	38
24	The school provides information on agencies that can assist my child in the transition from school.	37
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	34
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32
21	The school offers parents training about special education issues.	31
7	I was given information about organizations that offer support for parents of students with disabilities.	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.

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

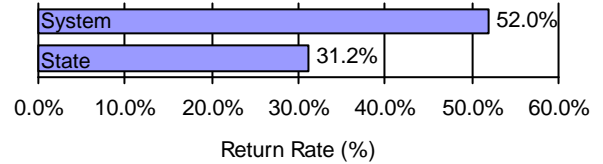
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Mitchell County

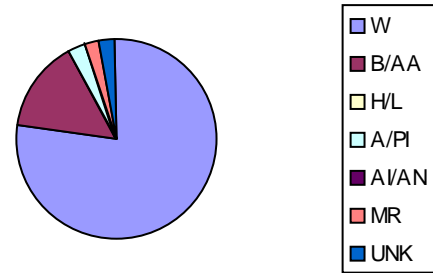
Overview

	System	State
Number of Surveys Distributed	75	40,244
Number of Valid Responses	39	12,558
Percentage Return Rate	52.0%	31.2%

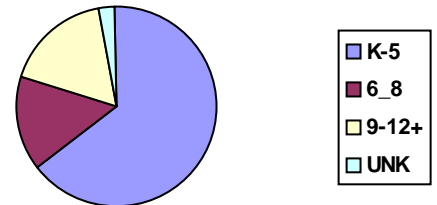


Child Demographics

Race/Ethnicity	Count	Percent
White	30	76.9%
Black or African American (B/AA)	6	15.4%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	2.6%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.6%
Unknown (UNK)	1	2.6%



Grade	Count	Percent
K-5	25	64.1%
6-8	6	15.4%
9-12+	7	17.9%
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)	0	0.0%
Significant Developmental Delay (SDD)	3	7.7%
Emotional_Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	3	7.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	7.7%
Specific Learning Disability (SLD)	7	17.9%
Speech/Language Impairment (SL)	16	41.0%
Traumatic Brain injury (TBI)	1	2.6%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	5.1%
Unknown (UNK)	3	7.7%



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

2013 Special Education Parent Survey Report

Mitchell County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	51 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	79
12	Teachers treat me as a team member.	79
5	All of my concerns and recommendations were documented on the IEP.	77
11	Teachers are available to speak with me.	77
15	Teachers encourage me to participate in the decision-making process.	76
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	76
10	Written information I receive is written in an understandable way.	76
14	Teachers show sensitivity to the needs of students with disabilities and their families.	72
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	72
19	The school communicates regularly with me regarding my child's progress on IEP goals.	72

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	68
16	Teachers respect my cultural heritage.	68
25	The school explains what options parents have if they disagree with a decision of the school.	68
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	66
20	The school gives me choices with regard to services that address my child's needs.	66
21	The school offers parents training about special education issues.	66
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	64
24	The school provides information on agencies that can assist my child in the transition from school.	62
7	I was given information about organizations that offer support for parents of students with disabilities.	53
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	50

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

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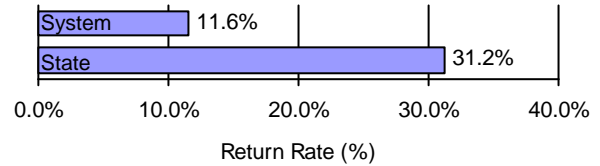
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Monroe County

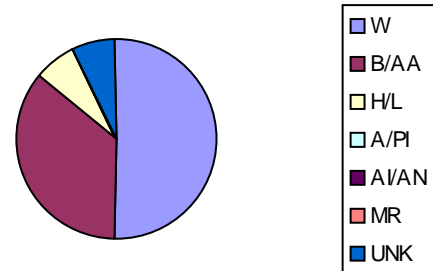
Overview

	System	State
Number of Surveys Distributed	121	40,244
Number of Valid Responses	14	12,558
Percentage Return Rate	11.6%	31.2%

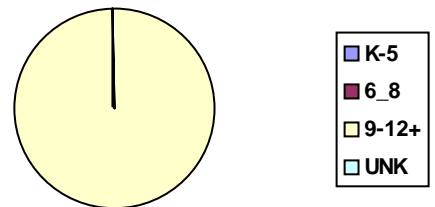


Child Demographics

Race/Ethnicity	Count	Percent
White	7	50.0%
Black or African American (B/AA)	5	35.7%
Hispanic or Latino (H/L)	1	7.1%
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)	1	7.1%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	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)	3	21.4%
Intellectual Disability (ID)	2	14.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	21.4%
Specific Learning Disability (SLD)	3	21.4%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	2	14.3%



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

2013 Special Education Parent Survey Report

Monroe County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	21 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	46
11	Teachers are available to speak with me.	46
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	43
12	Teachers treat me as a team member.	38
5	All of my concerns and recommendations were documented on the IEP.	36
10	Written information I receive is written in an understandable way.	36
13	Teachers seek out parent input.	36
14	Teachers show sensitivity to the needs of students with disabilities and their families.	31
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	31
25	The school explains what options parents have if they disagree with a decision of the school.	31

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	23
19	The school communicates regularly with me regarding my child's progress on IEP goals.	23
22	The school offers parents a variety of ways to communicate with teachers.	23
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	21
7	I was given information about organizations that offer support for parents of students with disabilities.	14
24	The school provides information on agencies that can assist my child in the transition from school.	14
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	10
20	The school gives me choices with regard to services that address my child's needs.	8
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	0
21	The school offers parents training about special education issues.	0

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

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

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

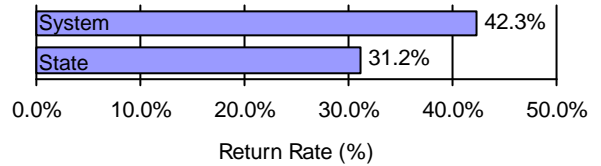
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Montgomery County

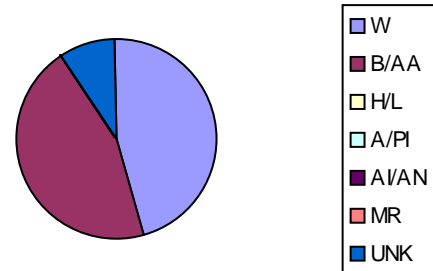
Overview

	System	State
Number of Surveys Distributed	26	40,244
Number of Valid Responses	11	12,558
Percentage Return Rate	42.3%	31.2%

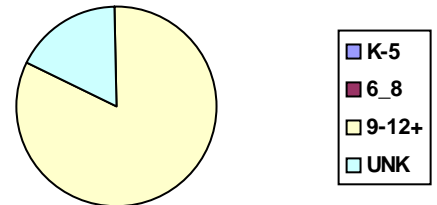


Child Demographics

Race/Ethnicity	Count	Percent
White	5	45.5%
Black or African American (B/AA)	5	45.5%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	9.1%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	9	81.8%
Unknown (UNK)	2	18.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional_Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	9.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	27.3%
Specific Learning Disability (SLD)	5	45.5%
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)	2	18.2%



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

2013 Special Education Parent Survey Report

Montgomery County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	36 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	60
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	55
5	All of my concerns and recommendations were documented on the IEP.	55
11	Teachers are available to speak with me.	50
12	Teachers treat me as a team member.	50
13	Teachers seek out parent input.	50
1	I am considered an equal partner with teachers and other professionals in planning my child's program	45
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	45
9	My child's evaluation report is written in terms I understand.	40
10	Written information I receive is written in an understandable way.	40

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	36
18	The school has a person on staff who is available to answer parents' questions.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	30
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	30
19	The school communicates regularly with me regarding my child's progress on IEP goals.	30
21	The school offers parents training about special education issues.	30
22	The school offers parents a variety of ways to communicate with teachers.	30
23	The school gives parents the help they may need to play an active role in their child's education.	30
24	The school provides information on agencies that can assist my child in the transition from school.	30
25	The school explains what options parents have if they disagree with a decision of the school.	30

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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.

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

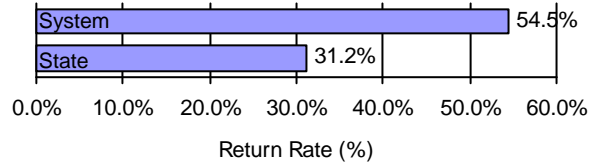
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Murray County

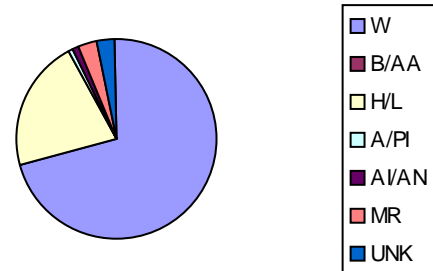
Overview

	System	State
Number of Surveys Distributed	303	40,244
Number of Valid Responses	165	12,558
Percentage Return Rate	54.5%	31.2%

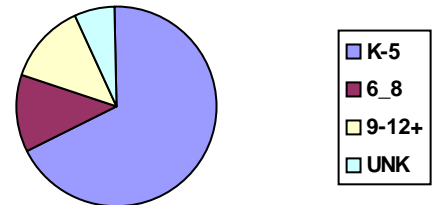


Child Demographics

Race/Ethnicity	Count	Percent
White	116	70.3%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	36	21.8%
Asian or Pacific Islander (A/PI)	1	0.6%
American Indian or Alaska Native (AI/AN)	2	1.2%
Multi-racial (MR)	5	3.0%
Unknown (UNK)	5	3.0%



Grade	Count	Percent
K-5	111	67.3%
6-8	21	12.7%
9-12+	22	13.3%
Unknown (UNK)	11	6.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	17	10.3%
Deaf-Blind (DB)	1	0.6%
Deaf-Hard of Hearing (D/HH)	1	0.6%
Significant Developmental Delay (SDD)	12	7.3%
Emotional_Behavioral Disorder (EBD)	10	6.1%
Intellectual Disability (ID)	5	3.0%
Orthopedic Impairment (OI)	3	1.8%
Other Health Impairment (OHI)	16	9.7%
Specific Learning Disability (SLD)	42	25.5%
Speech/Language Impairment (SL)	13	7.9%
Traumatic Brain injury (TBI)	1	0.6%
Visual Impairment including Blindness (VI)	3	1.8%
More Than One Disability (MTOD)	10	6.1%
Unknown (UNK)	31	18.8%



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

2013 Special Education Parent Survey Report

Murray County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	35 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	60
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	59
11	Teachers are available to speak with me.	57
5	All of my concerns and recommendations were documented on the IEP.	56
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	55
15	Teachers encourage me to participate in the decision-making process.	55
14	Teachers show sensitivity to the needs of students with disabilities and their families.	54
12	Teachers treat me as a team member.	53
16	Teachers respect my cultural heritage.	50
10	Written information I receive is written in an understandable way.	50

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	43
22	The school offers parents a variety of ways to communicate with teachers.	43
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	39
23	The school gives parents the help they may need to play an active role in their child's education.	39
25	The school explains what options parents have if they disagree with a decision of the school.	37
24	The school provides information on agencies that can assist my child in the transition from school.	34
7	I was given information about organizations that offer support for parents of students with disabilities.	30
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29
21	The school offers parents training about special education issues.	29

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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.

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

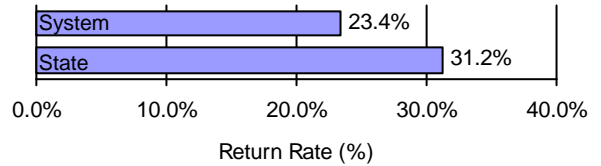
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Muscoogie County

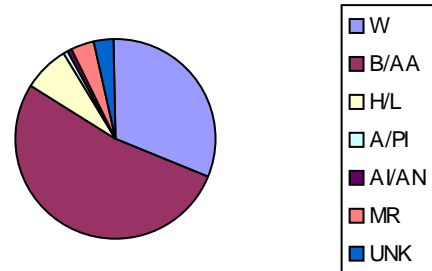
Overview

	System	State
Number of Surveys Distributed	1,026	40,244
Number of Valid Responses	240	12,558
Percentage Return Rate	23.4%	31.2%

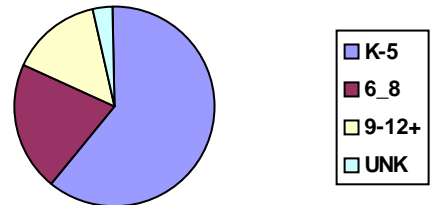


Child Demographics

Race/Ethnicity	Count	Percent
White	75	31.3%
Black or African American (B/AA)	126	52.5%
Hispanic or Latino (H/L)	19	7.9%
Asian or Pacific Islander (A/PI)	1	0.4%
American Indian or Alaska Native (AI/AN)	2	0.8%
Multi-racial (MR)	9	3.8%
Unknown (UNK)	8	3.3%



Grade	Count	Percent
K-5	145	60.4%
6-8	51	21.3%
9-12+	36	15.0%
Unknown (UNK)	8	3.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	24	10.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	6	2.5%
Significant Developmental Delay (SDD)	18	7.5%
Emotional_Behavioral Disorder (EBD)	11	4.6%
Intellectual Disability (ID)	10	4.2%
Orthopedic Impairment (OI)	3	1.3%
Other Health Impairment (OHI)	24	10.0%
Specific Learning Disability (SLD)	48	20.0%
Speech/Language Impairment (SL)	38	15.8%
Traumatic Brain injury (TBI)	3	1.3%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	11	4.6%
Unknown (UNK)	44	18.3%



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

2013 Special Education Parent Survey Report

Muscogee County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	32 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	59
12	Teachers treat me as a team member.	57
5	All of my concerns and recommendations were documented on the IEP.	55
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	54
9	My child's evaluation report is written in terms I understand.	54
10	Written information I receive is written in an understandable way.	53
1	I am considered an equal partner with teachers and other professionals in planning my child's program	53
14	Teachers show sensitivity to the needs of students with disabilities and their families.	50
15	Teachers encourage me to participate in the decision-making process.	49
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	48

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	43
23	The school gives parents the help they may need to play an active role in their child's education.	41
22	The school offers parents a variety of ways to communicate with teachers.	41
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	41
25	The school explains what options parents have if they disagree with a decision of the school.	39
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	36
24	The school provides information on agencies that can assist my child in the transition from school.	31
7	I was given information about organizations that offer support for parents of students with disabilities.	29
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	28
21	The school offers parents training about special education issues.	26

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.

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

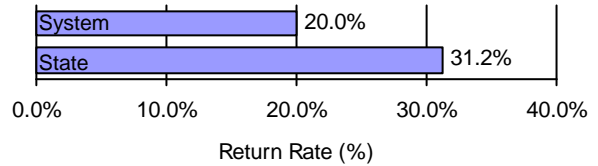
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Newton County

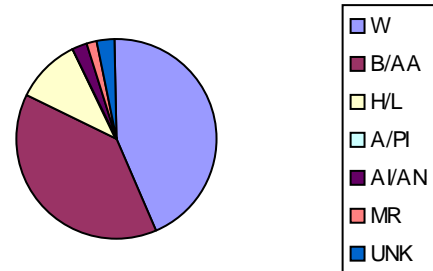
Overview

	System	State
Number of Surveys Distributed	1,122	40,244
Number of Valid Responses	224	12,558
Percentage Return Rate	20.0%	31.2%

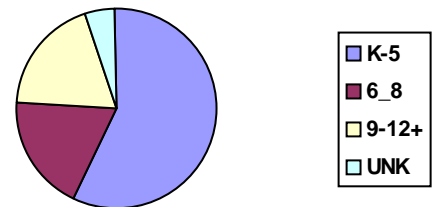


Child Demographics

Race/Ethnicity	Count	Percent
White	97	43.3%
Black or African American (B/AA)	87	38.8%
Hispanic or Latino (H/L)	24	10.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	6	2.7%
Multi-racial (MR)	3	1.3%
Unknown (UNK)	7	3.1%



Grade	Count	Percent
K-5	127	56.7%
6-8	42	18.8%
9-12+	44	19.6%
Unknown (UNK)	11	4.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	23	10.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.4%
Significant Developmental Delay (SDD)	14	6.3%
Emotional_Behavioral Disorder (EBD)	16	7.1%
Intellectual Disability (ID)	9	4.0%
Orthopedic Impairment (OI)	4	1.8%
Other Health Impairment (OHI)	20	8.9%
Specific Learning Disability (SLD)	65	29.0%
Speech/Language Impairment (SL)	27	12.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.4%
More Than One Disability (MTOD)	16	7.1%
Unknown (UNK)	28	12.5%



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

2013 Special Education Parent Survey Report

Newton County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	57
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	57
11	Teachers are available to speak with me.	56
5	All of my concerns and recommendations were documented on the IEP.	54
12	Teachers treat me as a team member.	54
10	Written information I receive is written in an understandable way.	54
15	Teachers encourage me to participate in the decision-making process.	53
14	Teachers show sensitivity to the needs of students with disabilities and their families.	51
9	My child's evaluation report is written in terms I understand.	51
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	49

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	44
23	The school gives parents the help they may need to play an active role in their child's education.	43
20	The school gives me choices with regard to services that address my child's needs.	43
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	38
25	The school explains what options parents have if they disagree with a decision of the school.	37
7	I was given information about organizations that offer support for parents of students with disabilities.	31
24	The school provides information on agencies that can assist my child in the transition from school.	31
21	The school offers parents training about special education issues.	29
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	24

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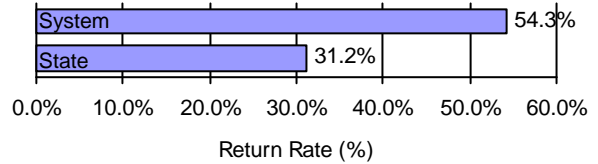
- (1) Parents responding Strongly Agree or Very Strongly Agree on average across items.
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 (3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Oconee County

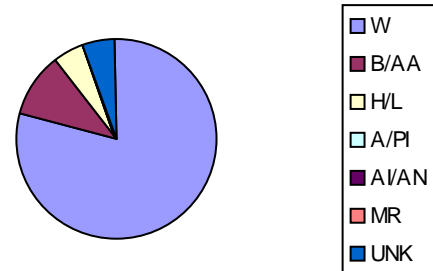
Overview

	System	State
Number of Surveys Distributed	35	40,244
Number of Valid Responses	19	12,558
Percentage Return Rate	54.3%	31.2%

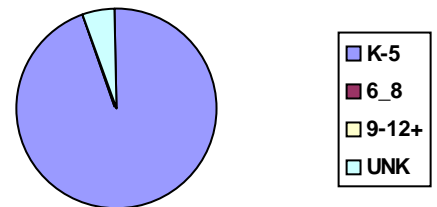


Child Demographics

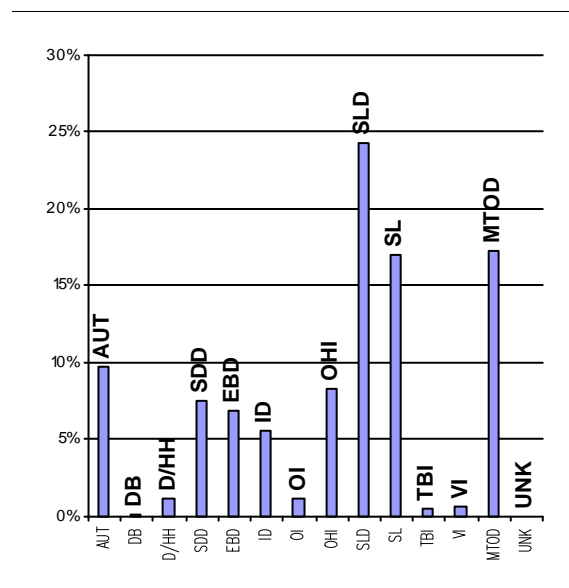
Race/Ethnicity	Count	Percent
White	15	78.9%
Black or African American (B/AA)	2	10.5%
Hispanic or Latino (H/L)	1	5.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	5.3%



Grade	Count	Percent
K-5	18	94.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	5.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	21.1%
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)	3	15.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	6	31.6%
Speech/Language Impairment (SL)	3	15.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
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%

2013 Special Education Parent Survey Report

Oconee County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	68 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	84
5	All of my concerns and recommendations were documented on the IEP.	84
12	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	79
11	Teachers are available to speak with me.	79
14	Teachers show sensitivity to the needs of students with disabilities and their families.	79
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	78
18	The school has a person on staff who is available to answer parents' questions.	78
19	The school communicates regularly with me regarding my child's progress on IEP goals.	78
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	76

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	71
10	Written information I receive is written in an understandable way.	68
16	Teachers respect my cultural heritage.	65
20	The school gives me choices with regard to services that address my child's needs.	63
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	58
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	53
25	The school explains what options parents have if they disagree with a decision of the school.	53
21	The school offers parents training about special education issues.	47
24	The school provides information on agencies that can assist my child in the transition from school.	40
7	I was given information about organizations that offer support for parents of students with disabilities.	33

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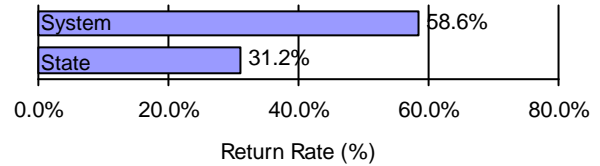
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Paulding County

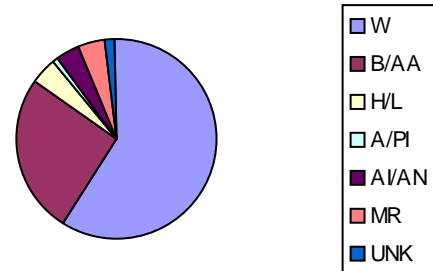
Overview

	System	State
Number of Surveys Distributed	222	40,244
Number of Valid Responses	130	12,558
Percentage Return Rate	58.6%	31.2%

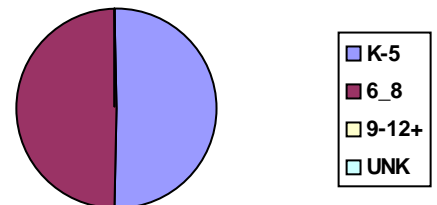


Child Demographics

Race/Ethnicity	Count	Percent
White	76	58.5%
Black or African American (B/AA)	34	26.2%
Hispanic or Latino (H/L)	6	4.6%
Asian or Pacific Islander (A/PI)	1	0.8%
American Indian or Alaska Native (AI/AN)	5	3.8%
Multi-racial (MR)	6	4.6%
Unknown (UNK)	2	1.5%



Grade	Count	Percent
K-5	65	50.0%
6-8	65	50.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	18	13.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.8%
Significant Developmental Delay (SDD)	10	7.7%
Emotional_Behavioral Disorder (EBD)	11	8.5%
Intellectual Disability (ID)	5	3.8%
Orthopedic Impairment (OI)	1	0.8%
Other Health Impairment (OHI)	14	10.8%
Specific Learning Disability (SLD)	36	27.7%
Speech/Language Impairment (SL)	17	13.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.8%
More Than One Disability (MTOD)	5	3.8%
Unknown (UNK)	11	8.5%



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

2013 Special Education Parent Survey Report

Paulding County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	42 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	67
11	Teachers are available to speak with me.	63
15	Teachers encourage me to participate in the decision-making process.	61
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	61
14	Teachers show sensitivity to the needs of students with disabilities and their families.	60
5	All of my concerns and recommendations were documented on the IEP.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program	59
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	58
18	The school has a person on staff who is available to answer parents' questions.	57
9	My child's evaluation report is written in terms I understand.	57

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	49
23	The school gives parents the help they may need to play an active role in their child's education.	49
20	The school gives me choices with regard to services that address my child's needs.	48
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	46
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
25	The school explains what options parents have if they disagree with a decision of the school.	39
24	The school provides information on agencies that can assist my child in the transition from school.	31
7	I was given information about organizations that offer support for parents of students with disabilities.	29
21	The school offers parents training about special education issues.	29
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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.

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

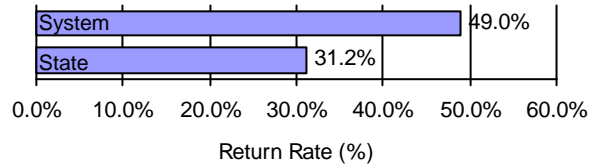
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Pierce County

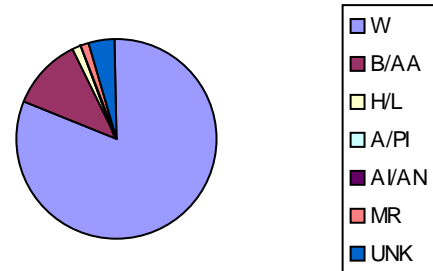
Overview

	System	State
Number of Surveys Distributed	149	40,244
Number of Valid Responses	73	12,558
Percentage Return Rate	49.0%	31.2%

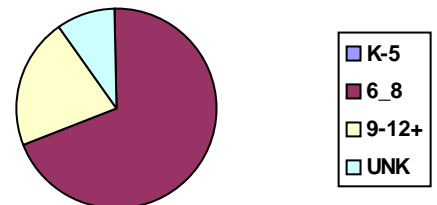


Child Demographics

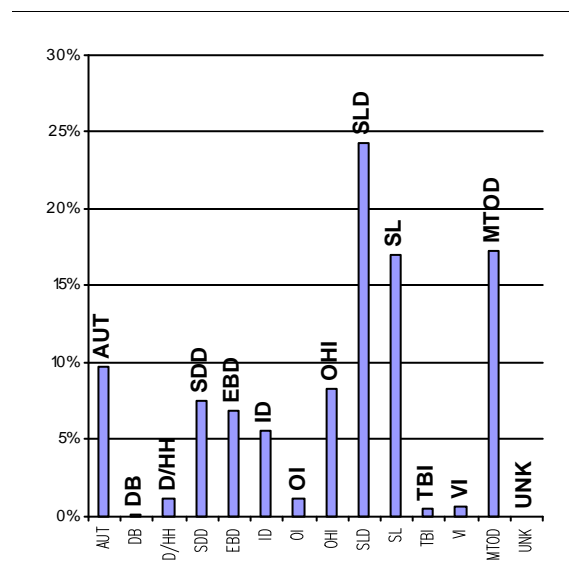
Race/Ethnicity	Count	Percent
White	59	80.8%
Black or African American (B/AA)	9	12.3%
Hispanic or Latino (H/L)	1	1.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.4%
Unknown (UNK)	3	4.1%



Grade	Count	Percent
K-5	0	0.0%
6-8	50	68.5%
9-12+	16	21.9%
Unknown (UNK)	7	9.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	9.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.4%
Significant Developmental Delay (SDD)	3	4.1%
Emotional_Behavioral Disorder (EBD)	3	4.1%
Intellectual Disability (ID)	4	5.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	8	11.0%
Specific Learning Disability (SLD)	28	38.4%
Speech/Language Impairment (SL)	1	1.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	5.5%
Unknown (UNK)	14	19.2%



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

2013 Special Education Parent Survey Report

Pierce County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	51 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	74
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	72
12	Teachers treat me as a team member.	72
16	Teachers respect my cultural heritage.	70
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	70
1	I am considered an equal partner with teachers and other professionals in planning my child's program	69
14	Teachers show sensitivity to the needs of students with disabilities and their families.	69
15	Teachers encourage me to participate in the decision-making process.	69
11	Teachers are available to speak with me.	68
10	Written information I receive is written in an understandable way.	64

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	59
7	I was given information about organizations that offer support for parents of students with disabilities.	58
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	58
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	57
25	The school explains what options parents have if they disagree with a decision of the school.	56
24	The school provides information on agencies that can assist my child in the transition from school.	54
21	The school offers parents training about special education issues.	53
20	The school gives me choices with regard to services that address my child's needs.	52
23	The school gives parents the help they may need to play an active role in their child's education.	52
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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.

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

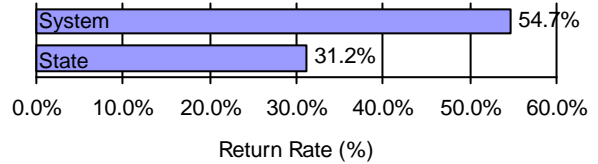
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Pike County

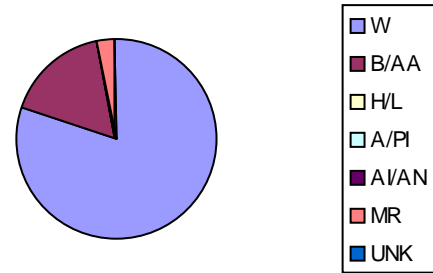
Overview

	System	State
Number of Surveys Distributed	64	40,244
Number of Valid Responses	35	12,558
Percentage Return Rate	54.7%	31.2%

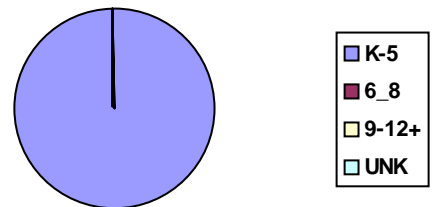


Child Demographics

Race/Ethnicity	Count	Percent
White	28	80.0%
Black or African American (B/AA)	6	17.1%
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	2.9%
Unknown (UNK)	0	0.0%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	6	17.1%
Deaf-Blind (DB)	1	2.9%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	2.9%
Emotional_Behavioral Disorder (EBD)	1	2.9%
Intellectual Disability (ID)	1	2.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.9%
Specific Learning Disability (SLD)	12	34.3%
Speech/Language Impairment (SL)	5	14.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.9%
More Than One Disability (MTOD)	1	2.9%
Unknown (UNK)	5	14.3%



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

2013 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 (25 items)	40 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	71
11	Teachers are available to speak with me.	63
13	Teachers seek out parent input.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program	60
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	60
5	All of my concerns and recommendations were documented on the IEP.	59
14	Teachers show sensitivity to the needs of students with disabilities and their families.	59
15	Teachers encourage me to participate in the decision-making process.	59
10	Written information I receive is written in an understandable way.	57
16	Teachers respect my cultural heritage.	57

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	48
23	The school gives parents the help they may need to play an active role in their child's education.	48
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	47
24	The school provides information on agencies that can assist my child in the transition from school.	46
25	The school explains what options parents have if they disagree with a decision of the school.	45
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	41
7	I was given information about organizations that offer support for parents of students with disabilities.	38
21	The school offers parents training about special education issues.	26
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	13

For questions regarding district results, please contact Anne Ladd:

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

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

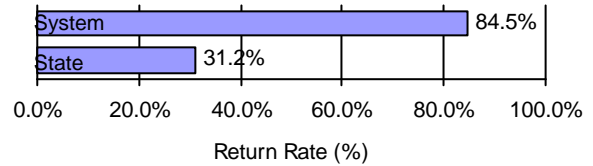
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Polk County

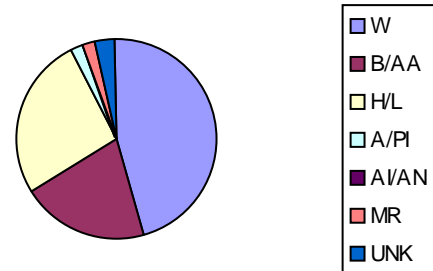
Overview

	System	State
Number of Surveys Distributed	110	40,244
Number of Valid Responses	93	12,558
Percentage Return Rate	84.5%	31.2%

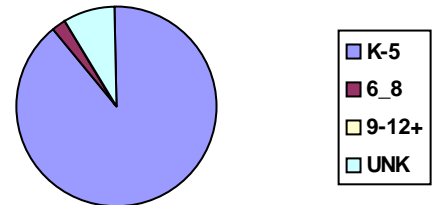


Child Demographics

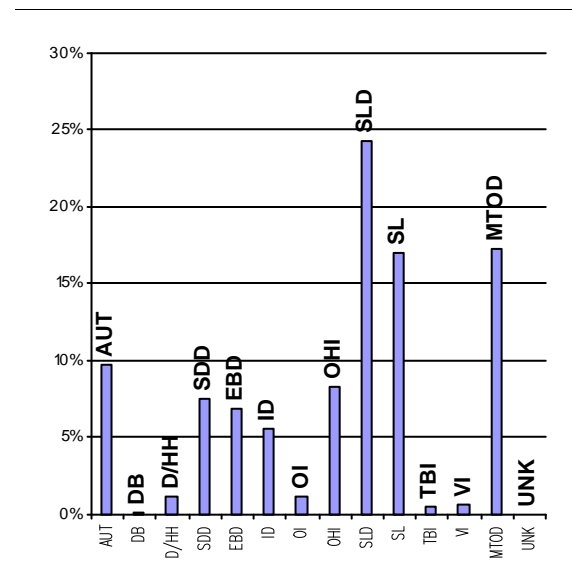
Race/Ethnicity	Count	Percent
White	42	45.2%
Black or African American (B/AA)	19	20.4%
Hispanic or Latino (H/L)	25	26.9%
Asian or Pacific Islander (A/PI)	2	2.2%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	2.2%
Unknown (UNK)	3	3.2%



Grade	Count	Percent
K-5	83	89.2%
6-8	2	2.2%
9-12+	0	0.0%
Unknown (UNK)	8	8.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	5.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	2.2%
Significant Developmental Delay (SDD)	7	7.5%
Emotional_Behavioral Disorder (EBD)	5	5.4%
Intellectual Disability (ID)	1	1.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	7	7.5%
Specific Learning Disability (SLD)	23	24.7%
Speech/Language Impairment (SL)	25	26.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	7.5%
Unknown (UNK)	11	11.8%



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

2013 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 (25 items)	48 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	81
12	Teachers treat me as a team member.	77
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	77
16	Teachers respect my cultural heritage.	74
15	Teachers encourage me to participate in the decision-making process.	73
13	Teachers seek out parent input.	72
5	All of my concerns and recommendations were documented on the IEP.	72
14	Teachers show sensitivity to the needs of students with disabilities and their families.	71
9	My child's evaluation report is written in terms I understand.	71
19	The school communicates regularly with me regarding my child's progress on IEP goals.	69

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	66
20	The school gives me choices with regard to services that address my child's needs.	64
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	63
25	The school explains what options parents have if they disagree with a decision of the school.	63
23	The school gives parents the help they may need to play an active role in their child's education.	61
24	The school provides information on agencies that can assist my child in the transition from school.	56
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	55
7	I was given information about organizations that offer support for parents of students with disabilities.	50
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	49
21	The school offers parents training about special education issues.	43

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

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

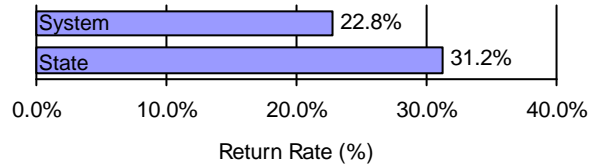
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Pulaski County

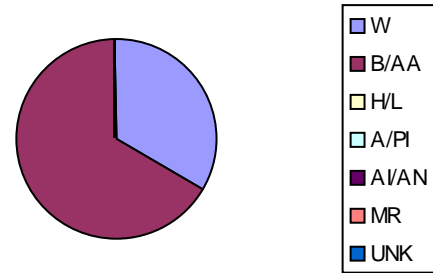
Overview

	System	State
Number of Surveys Distributed	79	40,244
Number of Valid Responses	18	12,558
Percentage Return Rate	22.8%	31.2%

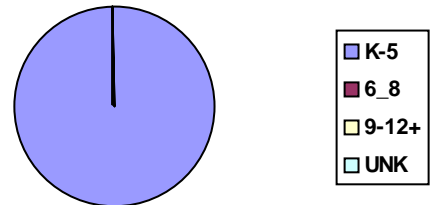


Child Demographics

Race/Ethnicity	Count	Percent
White	6	33.3%
Black or African American (B/AA)	12	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)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	18	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	5.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	5.6%
Significant Developmental Delay (SDD)	3	16.7%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	2	11.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	5.6%
Specific Learning Disability (SLD)	5	27.8%
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)	1	5.6%
Unknown (UNK)	1	5.6%



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

2013 Special Education Parent Survey Report

Pulaski County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	56 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	67
9	My child's evaluation report is written in terms I understand.	67
13	Teachers seek out parent input.	67
15	Teachers encourage me to participate in the decision-making process.	67
19	The school communicates regularly with me regarding my child's progress on IEP goals.	67
1	I am considered an equal partner with teachers and other professionals in planning my child's program	61
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	61
5	All of my concerns and recommendations were documented on the IEP.	61
10	Written information I receive is written in an understandable way.	61
11	Teachers are available to speak with me.	61

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	59
16	Teachers respect my cultural heritage.	56
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	56
20	The school gives me choices with regard to services that address my child's needs.	50
23	The school gives parents the help they may need to play an active role in their child's education.	50
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	44
7	I was given information about organizations that offer support for parents of students with disabilities.	44
21	The school offers parents training about special education issues.	38
24	The school provides information on agencies that can assist my child in the transition from school.	33
25	The school explains what options parents have if they disagree with a decision of the school.	33

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

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

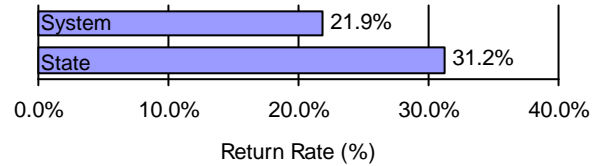
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Rabun County

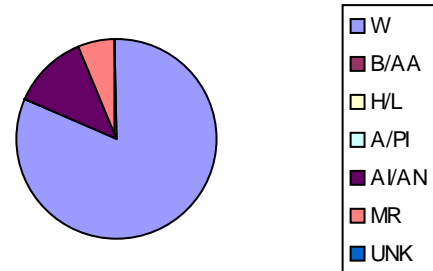
Overview

	System	State
Number of Surveys Distributed	73	40,244
Number of Valid Responses	16	12,558
Percentage Return Rate	21.9%	31.2%

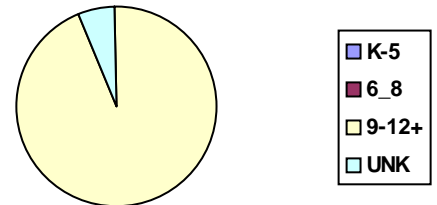


Child Demographics

Race/Ethnicity	Count	Percent
White	13	81.3%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	2	12.5%
Multi-racial (MR)	1	6.3%
Unknown (UNK)	0	0.0%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	1	6.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	6.3%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	6.3%
Orthopedic Impairment (OI)	1	6.3%
Other Health Impairment (OHI)	5	31.3%
Specific Learning Disability (SLD)	6	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)	1	6.3%
Unknown (UNK)	0	0.0%



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

2013 Special Education Parent Survey Report

Rabun County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	25 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	56
12	Teachers treat me as a team member.	56
15	Teachers encourage me to participate in the decision-making process.	53
16	Teachers respect my cultural heritage.	53
11	Teachers are available to speak with me.	50
9	My child's evaluation report is written in terms I understand.	47
1	I am considered an equal partner with teachers and other professionals in planning my child's program	44
5	All of my concerns and recommendations were documented on the IEP.	44
10	Written information I receive is written in an understandable way.	44
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	44

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
14	Teachers show sensitivity to the needs of students with disabilities and their families.	33
20	The school gives me choices with regard to services that address my child's needs.	31
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	31
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	25
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	23
23	The school gives parents the help they may need to play an active role in their child's education.	19
24	The school provides information on agencies that can assist my child in the transition from school.	19
25	The school explains what options parents have if they disagree with a decision of the school.	19
7	I was given information about organizations that offer support for parents of students with disabilities.	13
21	The school offers parents training about special education issues.	13

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.

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

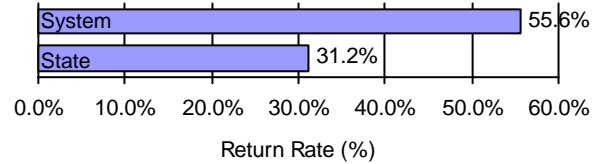
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Randolph County

Overview

	System	State
Number of Surveys Distributed	18	40,244
Number of Valid Responses	10	12,558
Percentage Return Rate	55.6%	31.2%

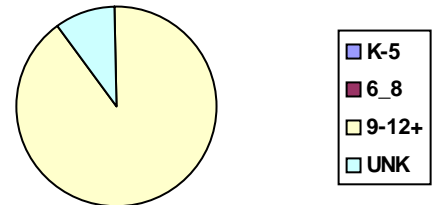


Child Demographics

Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	10	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	0	0.0%
9-12+	9	90.0%
Unknown (UNK)	1	10.0%



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



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

2013 Special Education Parent Survey Report

Randolph County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	70 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	80
5	All of my concerns and recommendations were documented on the IEP.	80
12	Teachers treat me as a team member.	80
14	Teachers show sensitivity to the needs of students with disabilities and their families.	80
15	Teachers encourage me to participate in the decision-making process.	80
19	The school communicates regularly with me regarding my child's progress on IEP goals.	80
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
7	I was given information about organizations that offer support for parents of students with disabilities.	70
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	70
9	My child's evaluation report is written in terms I understand.	70

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	70
20	The school gives me choices with regard to services that address my child's needs.	70
23	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 how my child would participate in statewide assessments.	67
22	The school offers parents a variety of ways to communicate with teachers.	67
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	60
24	The school provides information on agencies that can assist my child in the transition from school.	60
25	The school explains what options parents have if they disagree with a decision of the school.	60
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	57
21	The school offers parents training about special education issues.	50

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

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

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

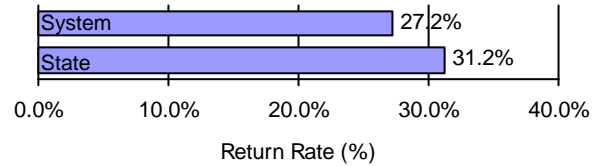
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Richmond County

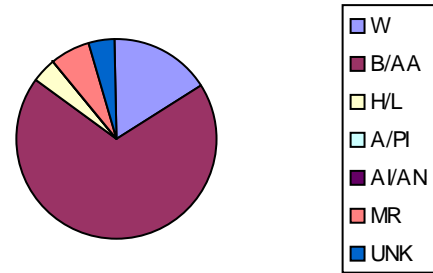
Overview

	System	State
Number of Surveys Distributed	445	40,244
Number of Valid Responses	121	12,558
Percentage Return Rate	27.2%	31.2%

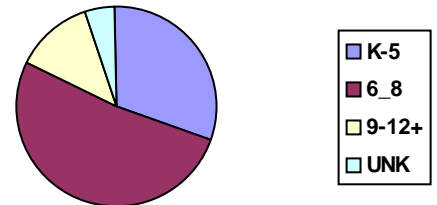


Child Demographics

Race/Ethnicity	Count	Percent
White	20	16.5%
Black or African American (B/AA)	83	68.6%
Hispanic or Latino (H/L)	5	4.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	8	6.6%
Unknown (UNK)	5	4.1%



Grade	Count	Percent
K-5	37	30.6%
6-8	62	51.2%
9-12+	16	13.2%
Unknown (UNK)	6	5.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	13	10.7%
Deaf-Blind (DB)	1	0.8%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	14	11.6%
Emotional_Behavioral Disorder (EBD)	8	6.6%
Intellectual Disability (ID)	10	8.3%
Orthopedic Impairment (OI)	1	0.8%
Other Health Impairment (OHI)	8	6.6%
Specific Learning Disability (SLD)	28	23.1%
Speech/Language Impairment (SL)	10	8.3%
Traumatic Brain injury (TBI)	1	0.8%
Visual Impairment including Blindness (VI)	1	0.8%
More Than One Disability (MTOD)	6	5.0%
Unknown (UNK)	20	16.5%



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

2013 Special Education Parent Survey Report

Richmond County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	39 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	59
9	My child's evaluation report is written in terms I understand.	59
11	Teachers are available to speak with me.	59
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	58
5	All of my concerns and recommendations were documented on the IEP.	58
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	58
12	Teachers treat me as a team member.	58
10	Written information I receive is written in an understandable way.	55
15	Teachers encourage me to participate in the decision-making process.	54
20	The school gives me choices with regard to services that address my child's needs.	53

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	50
22	The school offers parents a variety of ways to communicate with teachers.	48
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	47
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	45
24	The school provides information on agencies that can assist my child in the transition from school.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
25	The school explains what options parents have if they disagree with a decision of the school.	44
21	The school offers parents training about special education issues.	44
7	I was given information about organizations that offer support for parents of students with disabilities.	41
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	24

For questions regarding district results, please contact Anne Ladd:

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.

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

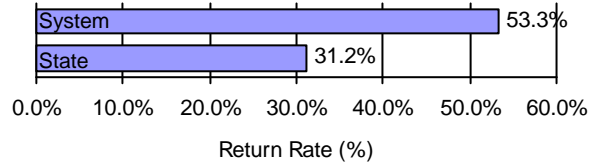
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Rockdale County

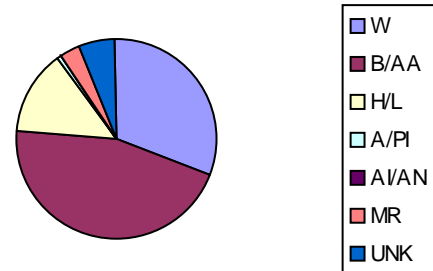
Overview

	System	State
Number of Surveys Distributed	392	40,244
Number of Valid Responses	209	12,558
Percentage Return Rate	53.3%	31.2%

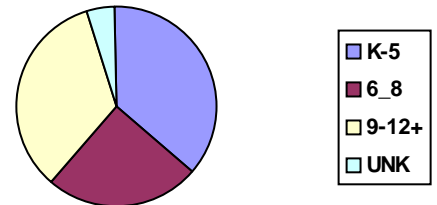


Child Demographics

Race/Ethnicity	Count	Percent
White	65	31.1%
Black or African American (B/AA)	94	45.0%
Hispanic or Latino (H/L)	29	13.9%
Asian or Pacific Islander (A/PI)	1	0.5%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	8	3.8%
Unknown (UNK)	12	5.7%



Grade	Count	Percent
K-5	76	36.4%
6-8	52	24.9%
9-12+	71	34.0%
Unknown (UNK)	10	4.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	27	12.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	1.0%
Significant Developmental Delay (SDD)	8	3.8%
Emotional_Behavioral Disorder (EBD)	15	7.2%
Intellectual Disability (ID)	15	7.2%
Orthopedic Impairment (OI)	3	1.4%
Other Health Impairment (OHI)	18	8.6%
Specific Learning Disability (SLD)	40	19.1%
Speech/Language Impairment (SL)	26	12.4%
Traumatic Brain injury (TBI)	1	0.5%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	13	6.2%
Unknown (UNK)	41	19.6%



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

2013 Special Education Parent Survey Report

Rockdale County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	36 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	60
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	60
12	Teachers treat me as a team member.	59
5	All of my concerns and recommendations were documented on the IEP.	58
10	Written information I receive is written in an understandable way.	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program	55
16	Teachers respect my cultural heritage.	55
15	Teachers encourage me to participate in the decision-making process.	54
9	My child's evaluation report is written in terms I understand.	54
19	The school communicates regularly with me regarding my child's progress on IEP goals.	52

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	48
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	48
22	The school offers parents a variety of ways to communicate with teachers.	45
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	42
24	The school provides information on agencies that can assist my child in the transition from school.	36
25	The school explains what options parents have if they disagree with a decision of the school.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	34
21	The school offers parents training about special education issues.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29

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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.

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

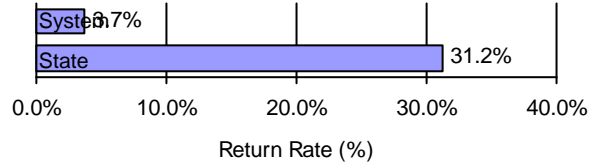
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Schley County

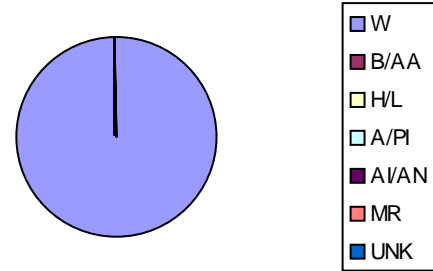
Overview

	System	State
Number of Surveys Distributed	82	40,244
Number of Valid Responses	3	12,558
Percentage Return Rate	3.7%	31.2%

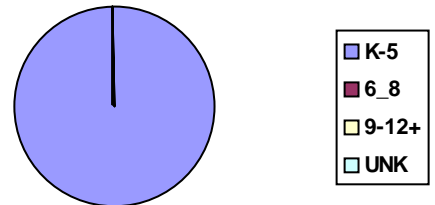


Child Demographics

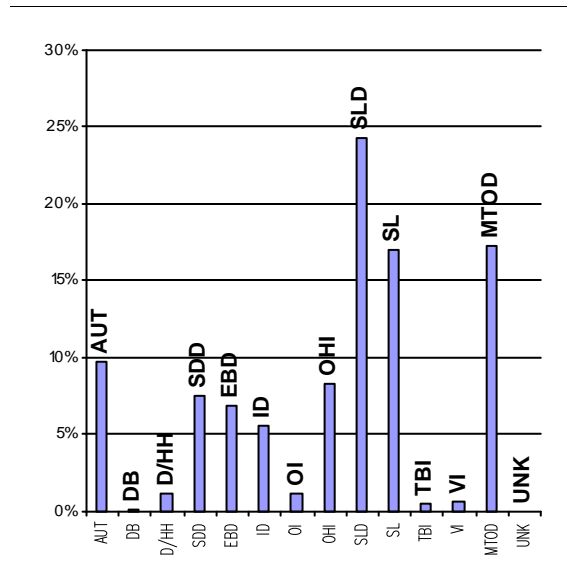
Race/Ethnicity	Count	Percent
White	3	100.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	3	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)	2	66.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	0	0.0%
Speech/Language Impairment (SL)	1	33.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



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

2013 Special Education Parent Survey Report

Schley County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	67 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	67
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	67
5	All of my concerns and recommendations were documented on the IEP.	67
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	67
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	67
9	My child's evaluation report is written in terms I understand.	67
10	Written information I receive is written in an understandable way.	67
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	67
18	The school has a person on staff who is available to answer parents' questions.	67
19	The school communicates regularly with me regarding my child's progress on IEP goals.	67

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
24	The school provides information on agencies that can assist my child in the transition from school.	50
1	I am considered an equal partner with teachers and other professionals in planning my child's program	33
11	Teachers are available to speak with me.	33
12	Teachers treat me as a team member.	33
13	Teachers seek out parent input.	33
14	Teachers show sensitivity to the needs of students with disabilities and their families.	33
15	Teachers encourage me to participate in the decision-making process.	33
22	The school offers parents a variety of ways to communicate with teachers.	33
23	The school gives parents the help they may need to play an active role in their child's education.	33
25	The school explains what options parents have if they disagree with a decision of the school.	33

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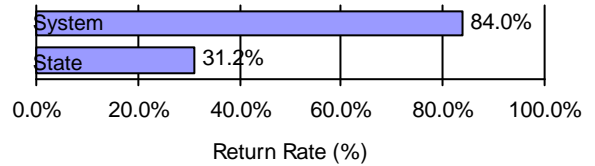
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Screven County

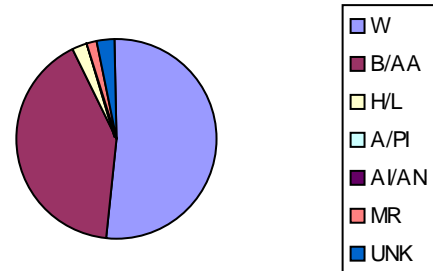
Overview

	System	State
Number of Surveys Distributed	81	40,244
Number of Valid Responses	68	12,558
Percentage Return Rate	84.0%	31.2%

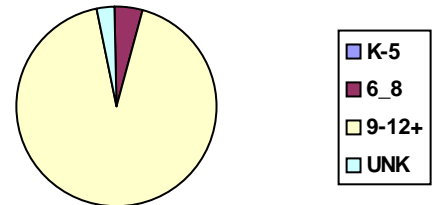


Child Demographics

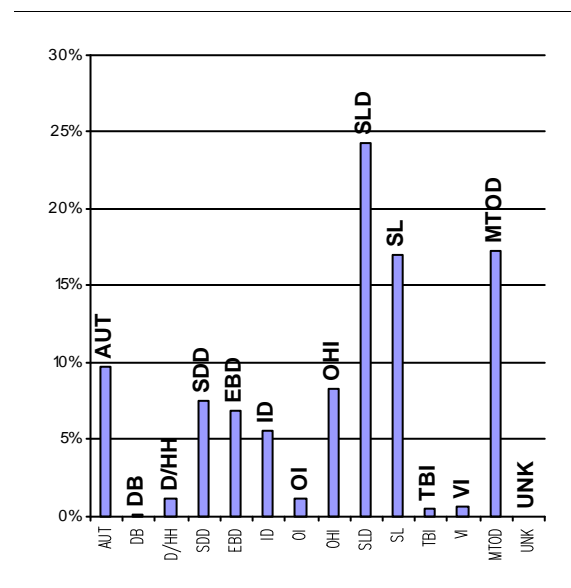
Race/Ethnicity	Count	Percent
White	35	51.5%
Black or African American (B/AA)	28	41.2%
Hispanic or Latino (H/L)	2	2.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.5%
Unknown (UNK)	2	2.9%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	4	5.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.5%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	4	5.9%
Intellectual Disability (ID)	9	13.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	11	16.2%
Specific Learning Disability (SLD)	26	38.2%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	2.9%
Unknown (UNK)	11	16.2%



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

2013 Special Education Parent Survey Report

Screven County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	46 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	73
12	Teachers treat me as a team member.	71
5	All of my concerns and recommendations were documented on the IEP.	70
9	My child's evaluation report is written in terms I understand.	70
10	Written information I receive is written in an understandable way.	70
14	Teachers show sensitivity to the needs of students with disabilities and their families.	70
20	The school gives me choices with regard to services that address my child's needs.	68
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
15	Teachers encourage me to participate in the decision-making process.	67
16	Teachers respect my cultural heritage.	66

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	58
22	The school offers parents a variety of ways to communicate with teachers.	56
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	55
7	I was given information about organizations that offer support for parents of students with disabilities.	55
23	The school gives parents the help they may need to play an active role in their child's education.	52
18	The school has a person on staff who is available to answer parents' questions.	50
25	The school explains what options parents have if they disagree with a decision of the school.	50
24	The school provides information on agencies that can assist my child in the transition from school.	49
21	The school offers parents training about special education issues.	45
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	39

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

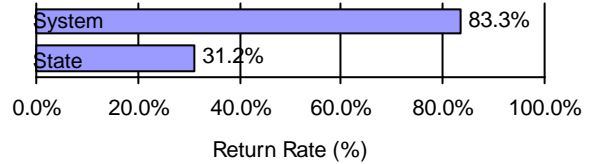
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Seminole County

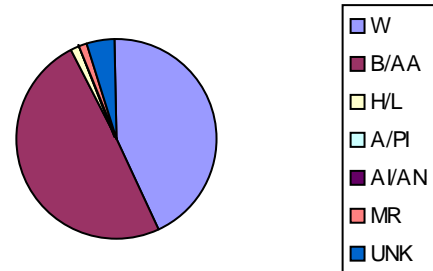
Overview

	System	State
Number of Surveys Distributed	126	40,244
Number of Valid Responses	105	12,558
Percentage Return Rate	83.3%	31.2%

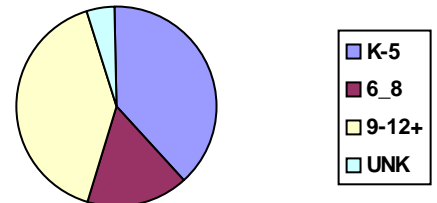


Child Demographics

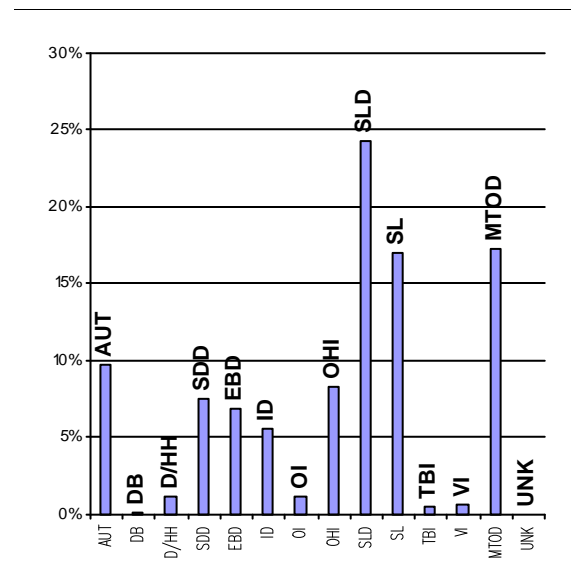
Race/Ethnicity	Count	Percent
White	45	42.9%
Black or African American (B/AA)	52	49.5%
Hispanic or Latino (H/L)	2	1.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.0%
Unknown (UNK)	5	4.8%



Grade	Count	Percent
K-5	40	38.1%
6-8	17	16.2%
9-12+	43	41.0%
Unknown (UNK)	5	4.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	12	11.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	1.9%
Significant Developmental Delay (SDD)	10	9.5%
Emotional Behavioral Disorder (EBD)	10	9.5%
Intellectual Disability (ID)	29	27.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	5.7%
Specific Learning Disability (SLD)	19	18.1%
Speech/Language Impairment (SL)	4	3.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.0%
More Than One Disability (MTOD)	3	2.9%
Unknown (UNK)	9	8.6%



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

2013 Special Education Parent Survey Report

Seminole County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	39 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	78
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	73
15	Teachers encourage me to participate in the decision-making process.	70
11	Teachers are available to speak with me.	66
16	Teachers respect my cultural heritage.	65
18	The school has a person on staff who is available to answer parents' questions.	64
22	The school offers parents a variety of ways to communicate with teachers.	64
14	Teachers show sensitivity to the needs of students with disabilities and their families.	62
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	61
23	The school gives parents the help they may need to play an active role in their child's education.	60

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	56
19	The school communicates regularly with me regarding my child's progress on IEP goals.	56
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	47
21	The school offers parents training about special education issues.	47
7	I was given information about organizations that offer support for parents of students with disabilities.	47
24	The school provides information on agencies that can assist my child in the transition from school.	46
20	The school gives me choices with regard to services that address my child's needs.	41
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	35
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	34
25	The school explains what options parents have if they disagree with a decision of the school.	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.

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

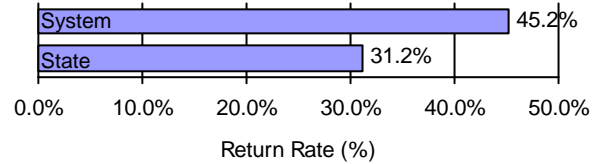
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Spalding County

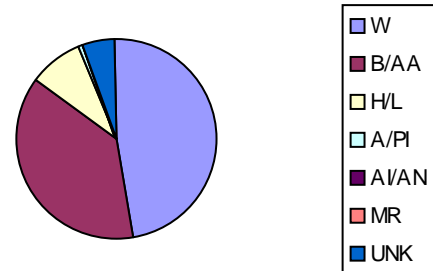
Overview

	System	State
Number of Surveys Distributed	250	40,244
Number of Valid Responses	113	12,558
Percentage Return Rate	45.2%	31.2%

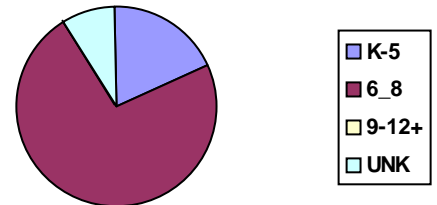


Child Demographics

Race/Ethnicity	Count	Percent
White	53	46.9%
Black or African American (B/AA)	43	38.1%
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)	0	0.0%
Unknown (UNK)	6	5.3%



Grade	Count	Percent
K-5	21	18.6%
6-8	82	72.6%
9-12+	0	0.0%
Unknown (UNK)	10	8.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	9	8.0%
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)	10	8.8%
Intellectual Disability (ID)	10	8.8%
Orthopedic Impairment (OI)	1	0.9%
Other Health Impairment (OHI)	2	1.8%
Specific Learning Disability (SLD)	32	28.3%
Speech/Language Impairment (SL)	15	13.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	2	1.8%
More Than One Disability (MTOD)	4	3.5%
Unknown (UNK)	22	19.5%



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

2013 Special Education Parent Survey Report

Spalding County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	17 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	42
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	42
11	Teachers are available to speak with me.	41
1	I am considered an equal partner with teachers and other professionals in planning my child's program	41
10	Written information I receive is written in an understandable way.	38
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	37
9	My child's evaluation report is written in terms I understand.	35
12	Teachers treat me as a team member.	35
14	Teachers show sensitivity to the needs of students with disabilities and their families.	34
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	34

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	30
23	The school gives parents the help they may need to play an active role in their child's education.	29
22	The school offers parents a variety of ways to communicate with teachers.	28
20	The school gives me choices with regard to services that address my child's needs.	27
25	The school explains what options parents have if they disagree with a decision of the school.	26
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	24
24	The school provides information on agencies that can assist my child in the transition from school.	24
7	I was given information about organizations that offer support for parents of students with disabilities.	22
21	The school offers parents training about special education issues.	20
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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.

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

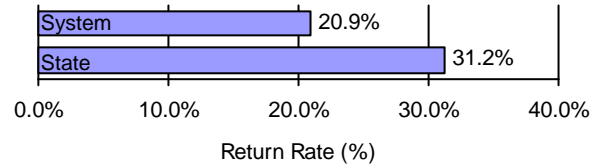
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Stephens County

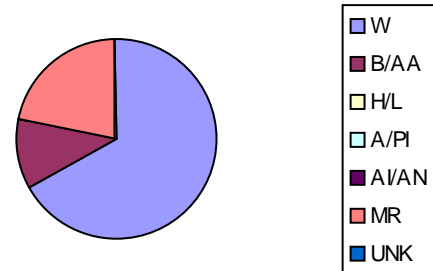
Overview

	System	State
Number of Surveys Distributed	43	40,244
Number of Valid Responses	9	12,558
Percentage Return Rate	20.9%	31.2%

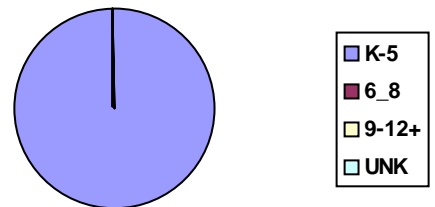


Child Demographics

Race/Ethnicity	Count	Percent
White	6	66.7%
Black or African American (B/AA)	1	11.1%
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)	2	22.2%
Unknown (UNK)	0	0.0%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	1	11.1%
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)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	4	44.4%
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)	1	11.1%
Unknown (UNK)	2	22.2%



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

2013 Special Education Parent Survey Report

Stephens County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	0 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	33
9	My child's evaluation report is written in terms I understand.	33
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	33
5	All of my concerns and recommendations were documented on the IEP.	22
10	Written information I receive is written in an understandable way.	22
11	Teachers are available to speak with me.	22
16	Teachers respect my cultural heritage.	22
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	13
1	I am considered an equal partner with teachers and other professionals in planning my child's program	11
12	Teachers treat me as a team member.	11

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
7	I was given information about organizations that offer support for parents of students with disabilities.	0
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	0
18	The school has a person on staff who is available to answer parents' questions.	0
19	The school communicates regularly with me regarding my child's progress on IEP goals.	0
20	The school gives me choices with regard to services that address my child's needs.	0
21	The school offers parents training about special education issues.	0
22	The school offers parents a variety of ways to communicate with teachers.	0
23	The school gives parents the help they may need to play an active role in their child's education.	0
24	The school provides information on agencies that can assist my child in the transition from school.	0
25	The school explains what options parents have if they disagree with a decision of the school.	0

For questions regarding district results, please contact Anne Ladd:

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

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

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

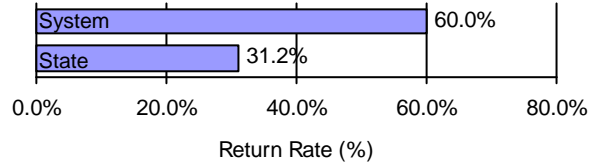
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Sumter County

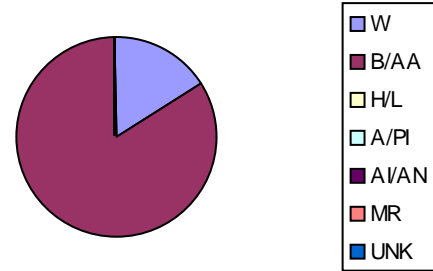
Overview

	System	State
Number of Surveys Distributed	30	40,244
Number of Valid Responses	18	12,558
Percentage Return Rate	60.0%	31.2%

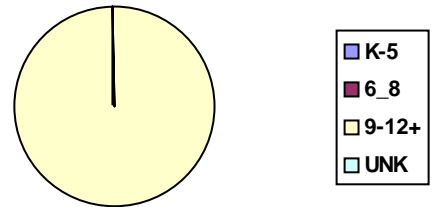


Child Demographics

Race/Ethnicity	Count	Percent
White	3	16.7%
Black or African American (B/AA)	15	83.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	18	100.0%
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)	0	0.0%
Emotional_Behavioral Disorder (EBD)	1	5.6%
Intellectual Disability (ID)	2	11.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	5.6%
Specific Learning Disability (SLD)	10	55.6%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	1	5.6%



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

2013 Special Education Parent Survey Report

Sumter County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	78
5	All of my concerns and recommendations were documented on the IEP.	72
11	Teachers are available to speak with me.	72
12	Teachers treat me as a team member.	72
14	Teachers show sensitivity to the needs of students with disabilities and their families.	69
9	My child's evaluation report is written in terms I understand.	67
10	Written information I receive is written in an understandable way.	67
15	Teachers encourage me to participate in the decision-making process.	63
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	63
19	The school communicates regularly with me regarding my child's progress on IEP goals.	63

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	50
18	The school has a person on staff who is available to answer parents' questions.	50
22	The school offers parents a variety of ways to communicate with teachers.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	41
23	The school gives parents the help they may need to play an active role in their child's education.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	33
21	The school offers parents training about special education issues.	33
25	The school explains what options parents have if they disagree with a decision of the school.	31
24	The school provides information on agencies that can assist my child in the transition from school.	27
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	12

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

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

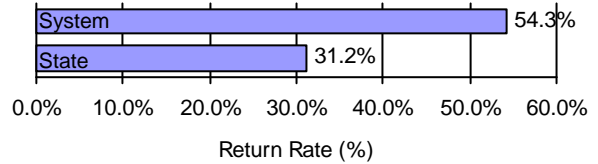
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Taylor County

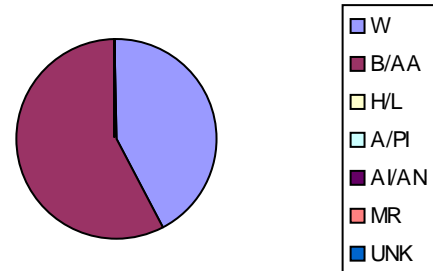
Overview

	System	State
Number of Surveys Distributed	35	40,244
Number of Valid Responses	19	12,558
Percentage Return Rate	54.3%	31.2%

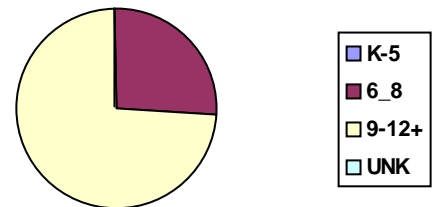


Child Demographics

Race/Ethnicity	Count	Percent
White	8	42.1%
Black or African American (B/AA)	11	57.9%
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	0	0.0%
6-8	5	26.3%
9-12+	14	73.7%
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)	1	5.3%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	7	36.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	7	36.8%
Speech/Language Impairment (SL)	2	10.5%
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	5.3%



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

2013 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 (25 items)	63 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	83
14	Teachers show sensitivity to the needs of students with disabilities and their families.	83
15	Teachers encourage me to participate in the decision-making process.	83
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	83
16	Teachers respect my cultural heritage.	78
19	The school communicates regularly with me regarding my child's progress on IEP goals.	76
5	All of my concerns and recommendations were documented on the IEP.	74
10	Written information I receive is written in an understandable way.	74
11	Teachers are available to speak with me.	74
12	Teachers treat me as a team member.	74

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
25	The school explains what options parents have if they disagree with a decision of the school.	69
1	I am considered an equal partner with teachers and other professionals in planning my child's program	68
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	68
9	My child's evaluation report is written in terms I understand.	68
18	The school has a person on staff who is available to answer parents' questions.	65
7	I was given information about organizations that offer support for parents of students with disabilities.	63
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	61
21	The school offers parents training about special education issues.	60
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	43

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

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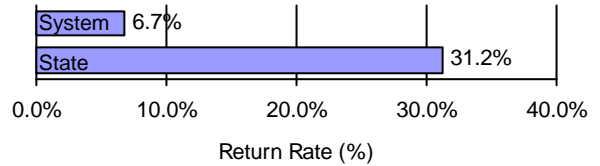
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Thomas County

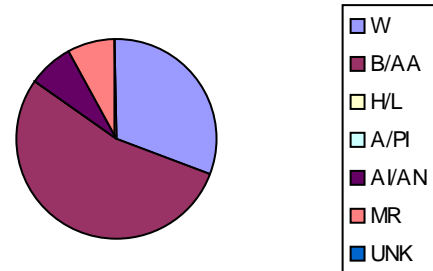
Overview

	System	State
Number of Surveys Distributed	193	40,244
Number of Valid Responses	13	12,558
Percentage Return Rate	6.7%	31.2%

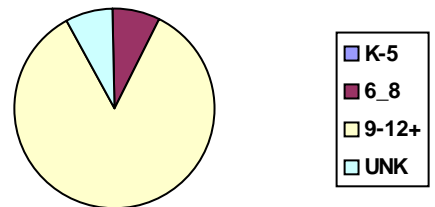


Child Demographics

Race/Ethnicity	Count	Percent
White	4	30.8%
Black or African American (B/AA)	7	53.8%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	7.7%
Multi-racial (MR)	1	7.7%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	1	7.7%
9-12+	11	84.6%
Unknown (UNK)	1	7.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	38.5%
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)	1	7.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	1	7.7%
Other Health Impairment (OHI)	1	7.7%
Specific Learning Disability (SLD)	3	23.1%
Speech/Language Impairment (SL)	1	7.7%
Traumatic Brain injury (TBI)	1	7.7%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



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

2013 Special Education Parent Survey Report

Thomas County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	62 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	69
19	The school communicates regularly with me regarding my child's progress on IEP goals.	69
20	The school gives me choices with regard to services that address my child's needs.	69
7	I was given information about organizations that offer support for parents of students with disabilities.	67
12	Teachers treat me as a team member.	67
1	I am considered an equal partner with teachers and other professionals in planning my child's program	62
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	62
5	All of my concerns and recommendations were documented on the IEP.	62
9	My child's evaluation report is written in terms I understand.	62
11	Teachers are available to speak with me.	62

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
14	Teachers show sensitivity to the needs of students with disabilities and their families.	58
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	58
16	Teachers respect my cultural heritage.	56
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	55
22	The school offers parents a variety of ways to communicate with teachers.	54
23	The school gives parents the help they may need to play an active role in their child's education.	54
24	The school provides information on agencies that can assist my child in the transition from school.	54
25	The school explains what options parents have if they disagree with a decision of the school.	54
21	The school offers parents training about special education issues.	46
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	44

For questions regarding district results, please contact Anne Ladd:

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

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

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

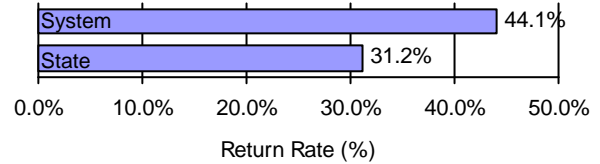
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Tift County

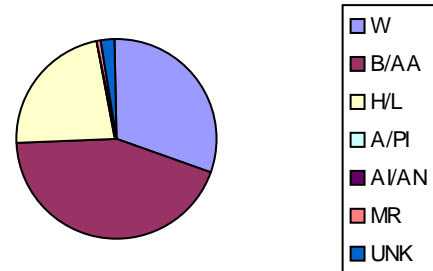
Overview

	System	State
Number of Surveys Distributed	297	40,244
Number of Valid Responses	131	12,558
Percentage Return Rate	44.1%	31.2%

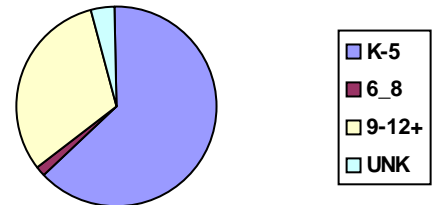


Child Demographics

Race/Ethnicity	Count	Percent
White	40	30.5%
Black or African American (B/AA)	57	43.5%
Hispanic or Latino (H/L)	30	22.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	0.8%
Unknown (UNK)	3	2.3%



Grade	Count	Percent
K-5	82	62.6%
6-8	2	1.5%
9-12+	42	32.1%
Unknown (UNK)	5	3.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	2.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.8%
Significant Developmental Delay (SDD)	14	10.7%
Emotional_Behavioral Disorder (EBD)	6	4.6%
Intellectual Disability (ID)	4	3.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	8	6.1%
Specific Learning Disability (SLD)	32	24.4%
Speech/Language Impairment (SL)	30	22.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	5.3%
Unknown (UNK)	26	19.8%



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

2013 Special Education Parent Survey Report

Tift County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	41 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	59
12	Teachers treat me as a team member.	58
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	58
5	All of my concerns and recommendations were documented on the IEP.	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program	55
14	Teachers show sensitivity to the needs of students with disabilities and their families.	54
10	Written information I receive is written in an understandable way.	54
9	My child's evaluation report is written in terms I understand.	53
20	The school gives me choices with regard to services that address my child's needs.	52
19	The school communicates regularly with me regarding my child's progress on IEP goals.	52

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	50
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	48
22	The school offers parents a variety of ways to communicate with teachers.	48
25	The school explains what options parents have if they disagree with a decision of the school.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
21	The school offers parents training about special education issues.	41
24	The school provides information on agencies that can assist my child in the transition from school.	40
7	I was given information about organizations that offer support for parents of students with disabilities.	36
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	27

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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.

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

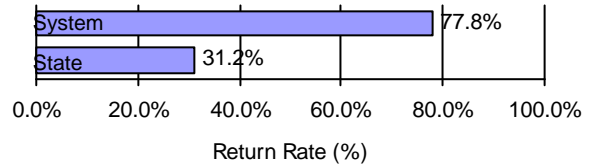
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Troup County

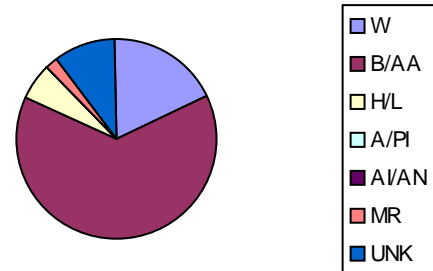
Overview

	System	State
Number of Surveys Distributed	63	40,244
Number of Valid Responses	49	12,558
Percentage Return Rate	77.8%	31.2%

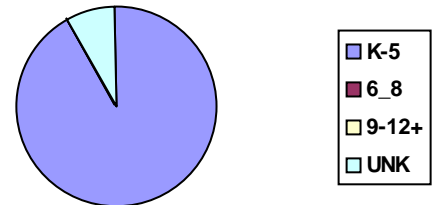


Child Demographics

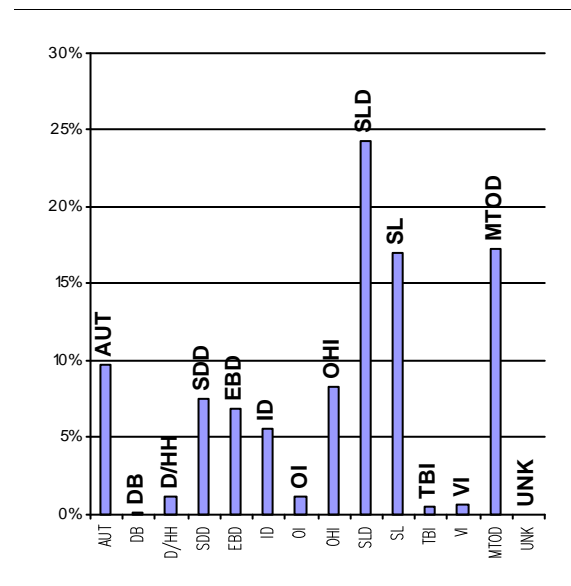
Race/Ethnicity	Count	Percent
White	9	18.4%
Black or African American (B/AA)	31	63.3%
Hispanic or Latino (H/L)	3	6.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.0%
Unknown (UNK)	5	10.2%



Grade	Count	Percent
K-5	45	91.8%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	4	8.2%



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)	4	8.2%
Emotional Behavioral Disorder (EBD)	3	6.1%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	4.1%
Specific Learning Disability (SLD)	9	18.4%
Speech/Language Impairment (SL)	13	26.5%
Traumatic Brain injury (TBI)	2	4.1%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	8.2%
Unknown (UNK)	12	24.5%



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

2013 Special Education Parent Survey Report

Troup County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	31 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	53
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	52
12	Teachers treat me as a team member.	52
11	Teachers are available to speak with me.	51
5	All of my concerns and recommendations were documented on the IEP.	49
14	Teachers show sensitivity to the needs of students with disabilities and their families.	46
16	Teachers respect my cultural heritage.	44
10	Written information I receive is written in an understandable way.	44
15	Teachers encourage me to participate in the decision-making process.	43
19	The school communicates regularly with me regarding my child's progress on IEP goals.	43

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	40
23	The school gives parents the help they may need to play an active role in their child's education.	40
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	39
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	37
7	I was given information about organizations that offer support for parents of students with disabilities.	35
21	The school offers parents training about special education issues.	35
24	The school provides information on agencies that can assist my child in the transition from school.	34
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	33
25	The school explains what options parents have if they disagree with a decision of the school.	33

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 aladd@doe.k12.ga.us

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

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

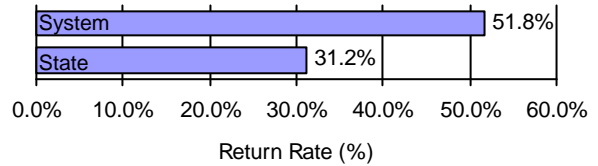
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Union County

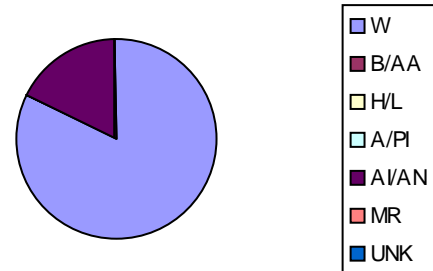
Overview

	System	State
Number of Surveys Distributed	85	40,244
Number of Valid Responses	44	12,558
Percentage Return Rate	51.8%	31.2%

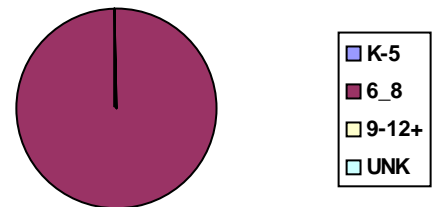


Child Demographics

Race/Ethnicity	Count	Percent
White	36	81.8%
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)	8	18.2%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	44	100.0%
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)	3	6.8%
Significant Developmental Delay (SDD)	5	11.4%
Emotional Behavioral Disorder (EBD)	5	11.4%
Intellectual Disability (ID)	1	2.3%
Orthopedic Impairment (OI)	2	4.5%
Other Health Impairment (OHI)	4	9.1%
Specific Learning Disability (SLD)	11	25.0%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	4.5%
Unknown (UNK)	10	22.7%



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

2013 Special Education Parent Survey Report

Union County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	27 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	51
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	50
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	49
5	All of my concerns and recommendations were documented on the IEP.	48
1	I am considered an equal partner with teachers and other professionals in planning my child's program	47
11	Teachers are available to speak with me.	45
10	Written information I receive is written in an understandable way.	45
14	Teachers show sensitivity to the needs of students with disabilities and their families.	44
15	Teachers encourage me to participate in the decision-making process.	44
18	The school has a person on staff who is available to answer parents' questions.	43

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	37
22	The school offers parents a variety of ways to communicate with teachers.	37
12	Teachers treat me as a team member.	36
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	35
19	The school communicates regularly with me regarding my child's progress on IEP goals.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	33
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	32
21	The school offers parents training about special education issues.	28
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	26
24	The school provides information on agencies that can assist my child in the transition from school.	25

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

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

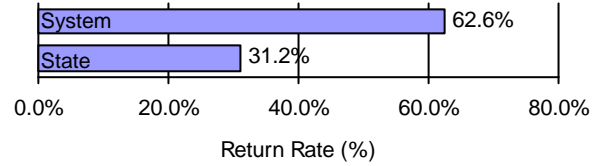
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Thomaston-Upson County

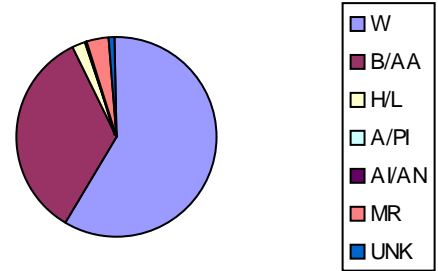
Overview

	System	State
Number of Surveys Distributed	286	40,244
Number of Valid Responses	179	12,558
Percentage Return Rate	62.6%	31.2%

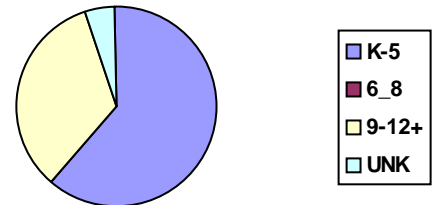


Child Demographics

Race/Ethnicity	Count	Percent
White	104	58.1%
Black or African American (B/AA)	62	34.6%
Hispanic or Latino (H/L)	4	2.2%
Asian or Pacific Islander (A/PI)	1	0.6%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	6	3.4%
Unknown (UNK)	2	1.1%



Grade	Count	Percent
K-5	109	60.9%
6-8	0	0.0%
9-12+	61	34.1%
Unknown (UNK)	9	5.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	12	6.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.6%
Significant Developmental Delay (SDD)	18	10.1%
Emotional Behavioral Disorder (EBD)	12	6.7%
Intellectual Disability (ID)	8	4.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	3.4%
Specific Learning Disability (SLD)	47	26.3%
Speech/Language Impairment (SL)	37	20.7%
Traumatic Brain injury (TBI)	4	2.2%
Visual Impairment including Blindness (VI)	1	0.6%
More Than One Disability (MTOD)	12	6.7%
Unknown (UNK)	21	11.7%



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

2013 Special Education Parent Survey Report

Thomaston-Upson County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	39 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	58
1	I am considered an equal partner with teachers and other professionals in planning my child's program	55
12	Teachers treat me as a team member.	54
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	53
5	All of my concerns and recommendations were documented on the IEP.	52
16	Teachers respect my cultural heritage.	52
9	My child's evaluation report is written in terms I understand.	51
10	Written information I receive is written in an understandable way.	51
15	Teachers encourage me to participate in the decision-making process.	50
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	49

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	44
23	The school gives parents the help they may need to play an active role in their child's education.	43
20	The school gives me choices with regard to services that address my child's needs.	43
22	The school offers parents a variety of ways to communicate with teachers.	42
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	42
25	The school explains what options parents have if they disagree with a decision of the school.	42
7	I was given information about organizations that offer support for parents of students with disabilities.	42
24	The school provides information on agencies that can assist my child in the transition from school.	41
21	The school offers parents training about special education issues.	38
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	25

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

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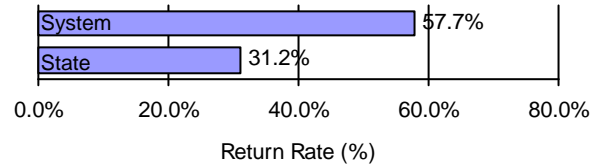
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Walker County

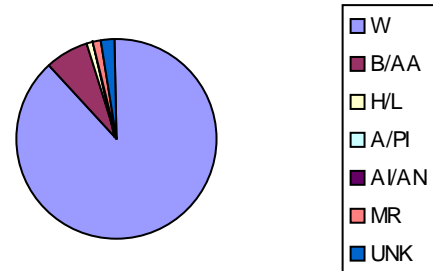
Overview

	System	State
Number of Surveys Distributed	149	40,244
Number of Valid Responses	86	12,558
Percentage Return Rate	57.7%	31.2%

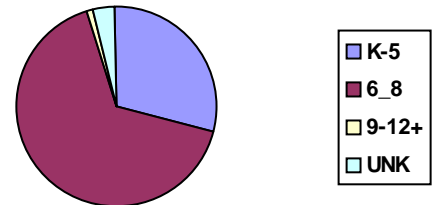


Child Demographics

Race/Ethnicity	Count	Percent
White	76	88.4%
Black or African American (B/AA)	6	7.0%
Hispanic or Latino (H/L)	1	1.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.2%
Unknown (UNK)	2	2.3%



Grade	Count	Percent
K-5	25	29.1%
6-8	57	66.3%
9-12+	1	1.2%
Unknown (UNK)	3	3.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	9	10.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	2.3%
Emotional_Behavioral Disorder (EBD)	11	12.8%
Intellectual Disability (ID)	8	9.3%
Orthopedic Impairment (OI)	1	1.2%
Other Health Impairment (OHI)	6	7.0%
Specific Learning Disability (SLD)	31	36.0%
Speech/Language Impairment (SL)	7	8.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.2%
More Than One Disability (MTOD)	3	3.5%
Unknown (UNK)	7	8.1%



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

2013 Special Education Parent Survey Report

Walker County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	58
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	54
16	Teachers respect my cultural heritage.	51
5	All of my concerns and recommendations were documented on the IEP.	49
11	Teachers are available to speak with me.	49
14	Teachers show sensitivity to the needs of students with disabilities and their families.	49
12	Teachers treat me as a team member.	47
9	My child's evaluation report is written in terms I understand.	46
10	Written information I receive is written in an understandable way.	46
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	46

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	41
20	The school gives me choices with regard to services that address my child's needs.	41
25	The school explains what options parents have if they disagree with a decision of the school.	41
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	38
23	The school gives parents the help they may need to play an active role in their child's education.	38
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	37
21	The school offers parents training about special education issues.	35
24	The school provides information on agencies that can assist my child in the transition from school.	34
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29

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

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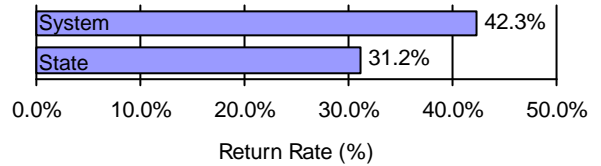
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report White County

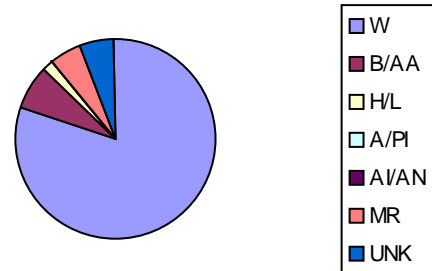
Overview

	System	State
Number of Surveys Distributed	130	40,244
Number of Valid Responses	55	12,558
Percentage Return Rate	42.3%	31.2%

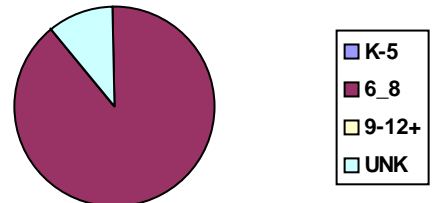


Child Demographics

Race/Ethnicity	Count	Percent
White	44	80.0%
Black or African American (B/AA)	4	7.3%
Hispanic or Latino (H/L)	1	1.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	5.5%
Unknown (UNK)	3	5.5%



Grade	Count	Percent
K-5	0	0.0%
6-8	49	89.1%
9-12+	0	0.0%
Unknown (UNK)	6	10.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	9.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.8%
Significant Developmental Delay (SDD)	2	3.6%
Emotional_Behavioral Disorder (EBD)	1	1.8%
Intellectual Disability (ID)	3	5.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	5.5%
Specific Learning Disability (SLD)	19	34.5%
Speech/Language Impairment (SL)	5	9.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.8%
More Than One Disability (MTOD)	1	1.8%
Unknown (UNK)	14	25.5%



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

2013 Special Education Parent Survey Report

White County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	27 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	51
1	I am considered an equal partner with teachers and other professionals in planning my child's program	49
11	Teachers are available to speak with me.	45
12	Teachers treat me as a team member.	45
5	All of my concerns and recommendations were documented on the IEP.	45
18	The school has a person on staff who is available to answer parents' questions.	45
10	Written information I receive is written in an understandable way.	44
22	The school offers parents a variety of ways to communicate with teachers.	43
16	Teachers respect my cultural heritage.	42
14	Teachers show sensitivity to the needs of students with disabilities and their families.	41

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	38
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	38
9	My child's evaluation report is written in terms I understand.	38
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	37
20	The school gives me choices with regard to services that address my child's needs.	35
24	The school provides information on agencies that can assist my child in the transition from school.	34
21	The school offers parents training about special education issues.	33
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	28
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	19

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.

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

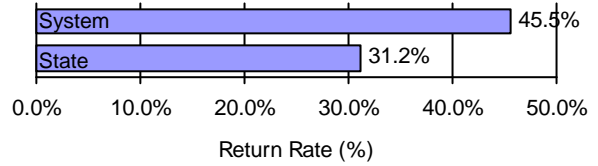
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Whitfield County

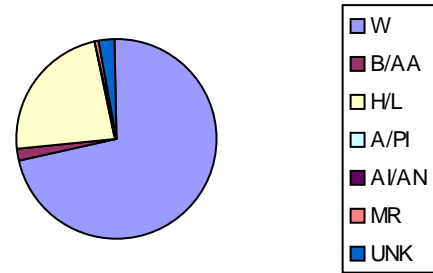
Overview

	System	State
Number of Surveys Distributed	334	40,244
Number of Valid Responses	152	12,558
Percentage Return Rate	45.5%	31.2%

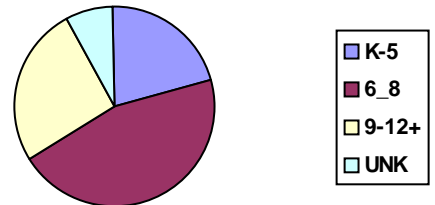


Child Demographics

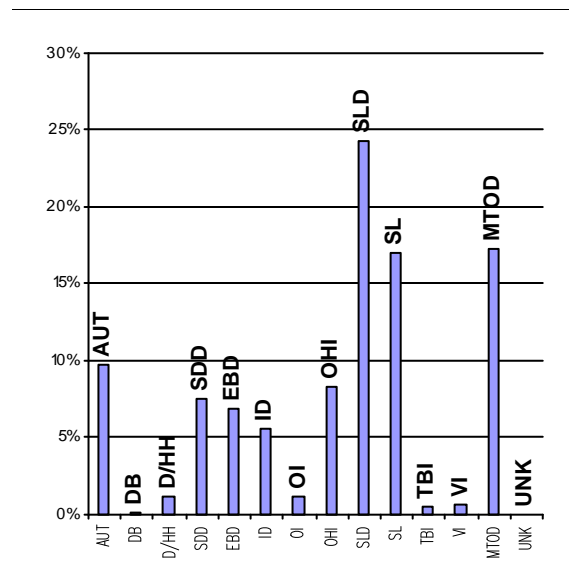
Race/Ethnicity	Count	Percent
White	108	71.1%
Black or African American (B/AA)	3	2.0%
Hispanic or Latino (H/L)	36	23.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	0.7%
Unknown (UNK)	4	2.6%



Grade	Count	Percent
K-5	32	21.1%
6-8	68	44.7%
9-12+	40	26.3%
Unknown (UNK)	12	7.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	15	9.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	2.0%
Significant Developmental Delay (SDD)	6	3.9%
Emotional_Behavioral Disorder (EBD)	11	7.2%
Intellectual Disability (ID)	7	4.6%
Orthopedic Impairment (OI)	1	0.7%
Other Health Impairment (OHI)	17	11.2%
Specific Learning Disability (SLD)	54	35.5%
Speech/Language Impairment (SL)	9	5.9%
Traumatic Brain injury (TBI)	1	0.7%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	4.6%
Unknown (UNK)	21	13.8%



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

2013 Special Education Parent Survey Report

Whitfield County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	39 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	63
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	57
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	57
12	Teachers treat me as a team member.	57
15	Teachers encourage me to participate in the decision-making process.	56
14	Teachers show sensitivity to the needs of students with disabilities and their families.	56
5	All of my concerns and recommendations were documented on the IEP.	56
1	I am considered an equal partner with teachers and other professionals in planning my child's program	54
10	Written information I receive is written in an understandable way.	52
13	Teachers seek out parent input.	52

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	48
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
23	The school gives parents the help they may need to play an active role in their child's education.	47
22	The school offers parents a variety of ways to communicate with teachers.	47
25	The school explains what options parents have if they disagree with a decision of the school.	45
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	42
24	The school provides information on agencies that can assist my child in the transition from school.	38
21	The school offers parents training about special education issues.	30
7	I was given information about organizations that offer support for parents of students with disabilities.	30
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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.

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

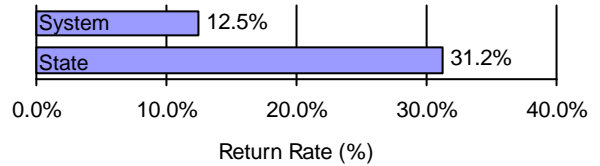
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Wilkinson County

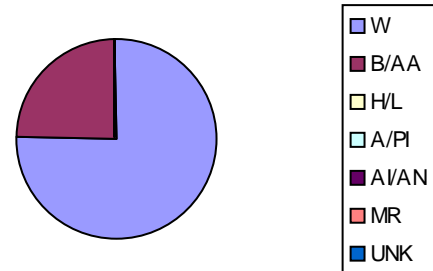
Overview

	System	State
Number of Surveys Distributed	32	40,244
Number of Valid Responses	4	12,558
Percentage Return Rate	12.5%	31.2%

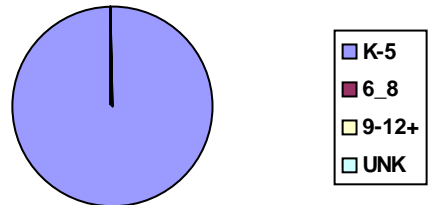


Child Demographics

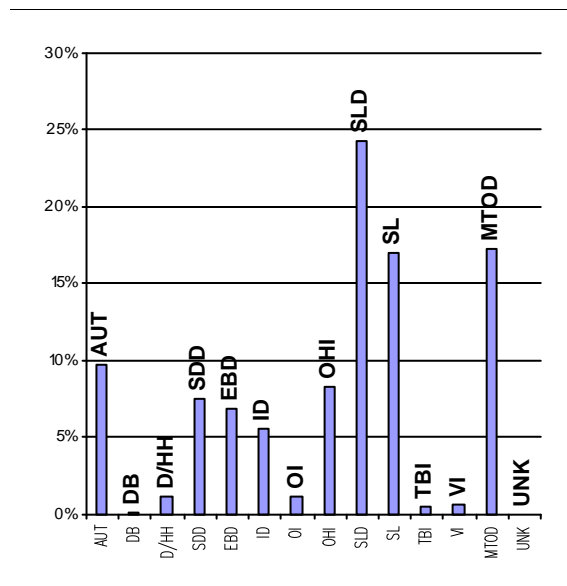
Race/Ethnicity	Count	Percent
White	3	75.0%
Black or African American (B/AA)	1	25.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	4	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)	0	0.0%
Speech/Language Impairment (SL)	1	25.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	25.0%
More Than One Disability (MTOD)	2	50.0%
Unknown (UNK)	0	0.0%



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

2013 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 (25 items)	50 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	75
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	75
5	All of my concerns and recommendations were documented on the IEP.	75
14	Teachers show sensitivity to the needs of students with disabilities and their families.	75
15	Teachers encourage me to participate in the decision-making process.	75
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	75
18	The school has a person on staff who is available to answer parents' questions.	75
19	The school communicates regularly with me regarding my child's progress on IEP goals.	75
20	The school gives me choices with regard to services that address my child's needs.	75
22	The school offers parents a variety of ways to communicate with teachers.	75

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	50
12	Teachers treat me as a team member.	50
13	Teachers seek out parent input.	50
16	Teachers respect my cultural heritage.	50
21	The school offers parents training about special education issues.	50
24	The school provides information on agencies that can assist my child in the transition from school.	50
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	25
7	I was given information about organizations that offer support for parents of students with disabilities.	25
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	25
25	The school explains what options parents have if they disagree with a decision of the school.	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.

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

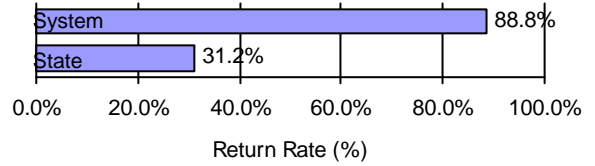
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Worth County

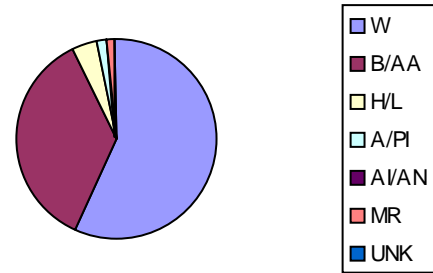
Overview

	System	State
Number of Surveys Distributed	80	40,244
Number of Valid Responses	71	12,558
Percentage Return Rate	88.8%	31.2%

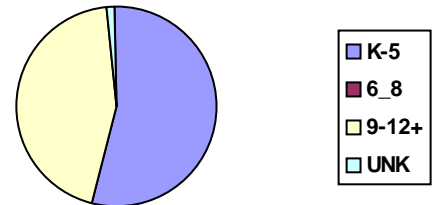


Child Demographics

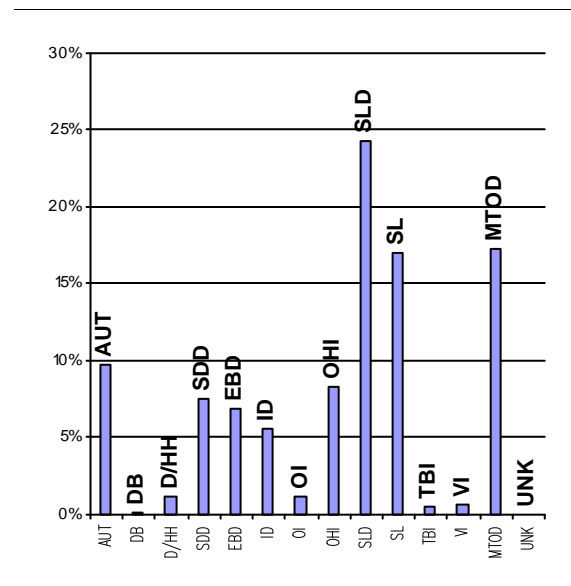
Race/Ethnicity	Count	Percent
White	40	56.3%
Black or African American (B/AA)	26	36.6%
Hispanic or Latino (H/L)	3	4.2%
Asian or Pacific Islander (A/PI)	1	1.4%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.4%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	38	53.5%
6-8	0	0.0%
9-12+	32	45.1%
Unknown (UNK)	1	1.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	11.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	2.8%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	5	7.0%
Intellectual Disability (ID)	6	8.5%
Orthopedic Impairment (OI)	5	7.0%
Other Health Impairment (OHI)	3	4.2%
Specific Learning Disability (SLD)	21	29.6%
Speech/Language Impairment (SL)	15	21.1%
Traumatic Brain injury (TBI)	2	2.8%
Visual Impairment including Blindness (VI)	2	2.8%
More Than One Disability (MTOD)	1	1.4%
Unknown (UNK)	1	1.4%



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

2013 Special Education Parent Survey Report

Worth County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	42 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	66
11	Teachers are available to speak with me.	65
15	Teachers encourage me to participate in the decision-making process.	64
5	All of my concerns and recommendations were documented on the IEP.	63
12	Teachers treat me as a team member.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program	62
13	Teachers seek out parent input.	62
14	Teachers show sensitivity to the needs of students with disabilities and their families.	62
16	Teachers respect my cultural heritage.	60
19	The school communicates regularly with me regarding my child's progress on IEP goals.	56

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	54
18	The school has a person on staff who is available to answer parents' questions.	52
23	The school gives parents the help they may need to play an active role in their child's education.	51
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
25	The school explains what options parents have if they disagree with a decision of the school.	42
24	The school provides information on agencies that can assist my child in the transition from school.	39
21	The school offers parents training about special education issues.	34
7	I was given information about organizations that offer support for parents of students with disabilities.	34
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29

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 aladd@doe.k12.ga.us

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

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

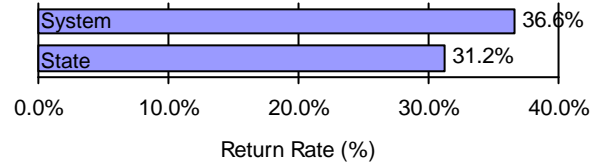
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Atlanta Public Schools

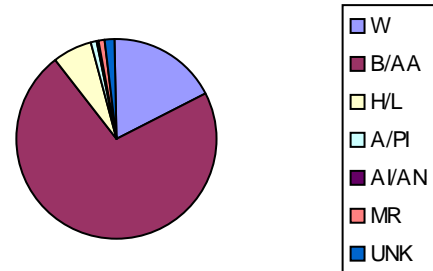
Overview

	System	State
Number of Surveys Distributed	776	40,244
Number of Valid Responses	284	12,558
Percentage Return Rate	36.6%	31.2%

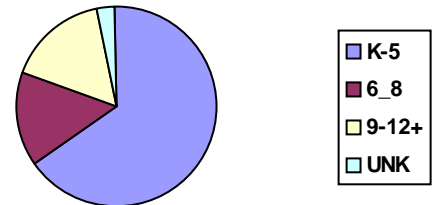


Child Demographics

Race/Ethnicity	Count	Percent
White	51	18.0%
Black or African American (B/AA)	203	71.5%
Hispanic or Latino (H/L)	19	6.7%
Asian or Pacific Islander (A/PI)	3	1.1%
American Indian or Alaska Native (AI/AN)	1	0.4%
Multi-racial (MR)	2	0.7%
Unknown (UNK)	5	1.8%



Grade	Count	Percent
K-5	184	64.8%
6-8	44	15.5%
9-12+	47	16.5%
Unknown (UNK)	9	3.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	22	7.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	0.7%
Significant Developmental Delay (SDD)	19	6.7%
Emotional_Behavioral Disorder (EBD)	29	10.2%
Intellectual Disability (ID)	15	5.3%
Orthopedic Impairment (OI)	3	1.1%
Other Health Impairment (OHI)	26	9.2%
Specific Learning Disability (SLD)	93	32.7%
Speech/Language Impairment (SL)	45	15.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	15	5.3%
Unknown (UNK)	15	5.3%



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

2013 Special Education Parent Survey Report

Atlanta Public Schools

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	34 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	60
5	All of my concerns and recommendations were documented on the IEP.	58
12	Teachers treat me as a team member.	56
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	55
15	Teachers encourage me to participate in the decision-making process.	55
10	Written information I receive is written in an understandable way.	53
14	Teachers show sensitivity to the needs of students with disabilities and their families.	53
9	My child's evaluation report is written in terms I understand.	53
1	I am considered an equal partner with teachers and other professionals in planning my child's program	52
16	Teachers respect my cultural heritage.	52

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	45
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	41
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	41
23	The school gives parents the help they may need to play an active role in their child's education.	41
25	The school explains what options parents have if they disagree with a decision of the school.	40
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	38
21	The school offers parents training about special education issues.	34
24	The school provides information on agencies that can assist my child in the transition from school.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	29
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	22

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

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

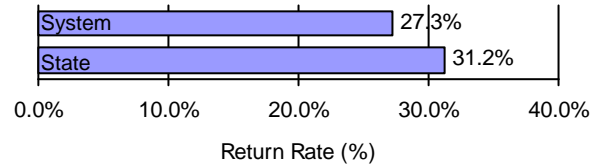
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Buford City

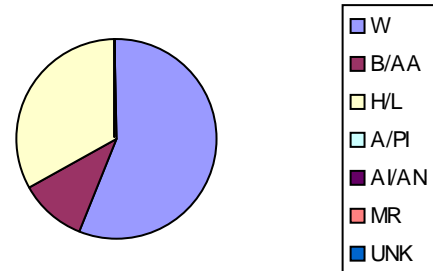
Overview

	System	State
Number of Surveys Distributed	33	40,244
Number of Valid Responses	9	12,558
Percentage Return Rate	27.3%	31.2%

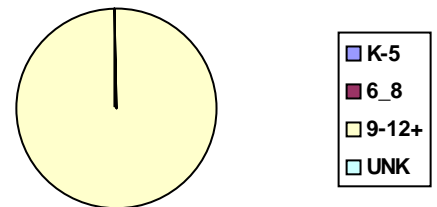


Child Demographics

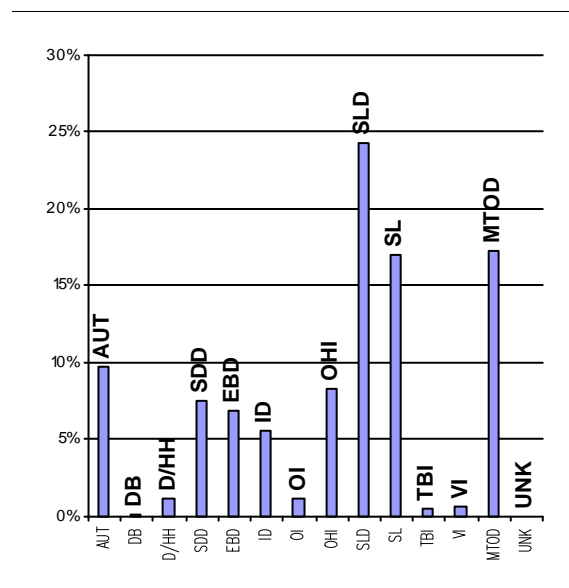
Race/Ethnicity	Count	Percent
White	5	55.6%
Black or African American (B/AA)	1	11.1%
Hispanic or Latino (H/L)	3	33.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	9	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)	1	11.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	44.4%
Specific Learning Disability (SLD)	4	44.4%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



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

2013 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 (25 items)	78 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	89
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	89
5	All of my concerns and recommendations were documented on the IEP.	89
13	Teachers seek out parent input.	89
15	Teachers encourage me to participate in the decision-making process.	89
16	Teachers respect my cultural heritage.	89
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	89
14	Teachers show sensitivity to the needs of students with disabilities and their families.	88
18	The school has a person on staff who is available to answer parents' questions.	88
22	The school offers parents a variety of ways to communicate with teachers.	88

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
10	Written information I receive is written in an understandable way.	75
23	The school gives parents the help they may need to play an active role in their child's education.	75
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	67
7	I was given information about organizations that offer support for parents of students with disabilities.	63
19	The school communicates regularly with me regarding my child's progress on IEP goals.	63
20	The school gives me choices with regard to services that address my child's needs.	63
24	The school provides information on agencies that can assist my child in the transition from school.	63
21	The school offers parents training about special education issues.	57
25	The school explains what options parents have if they disagree with a decision of the school.	50
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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.

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

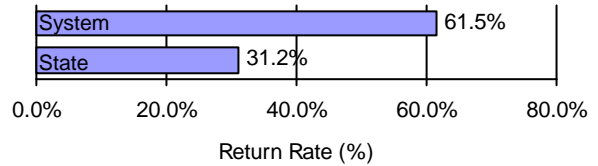
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Calhoun City

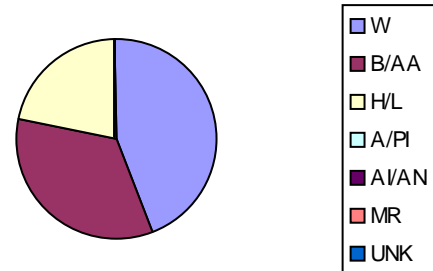
Overview

	System	State
Number of Surveys Distributed	52	40,244
Number of Valid Responses	32	12,558
Percentage Return Rate	61.5%	31.2%

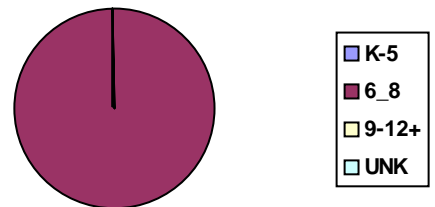


Child Demographics

Race/Ethnicity	Count	Percent
White	14	43.8%
Black or African American (B/AA)	11	34.4%
Hispanic or Latino (H/L)	7	21.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	6	18.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	3.1%
Emotional Behavioral Disorder (EBD)	2	6.3%
Intellectual Disability (ID)	4	12.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	6.3%
Specific Learning Disability (SLD)	7	21.9%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	1	3.1%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	9.4%
Unknown (UNK)	6	18.8%



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

2013 Special Education Parent Survey Report

Calhoun City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	38 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	67
14	Teachers show sensitivity to the needs of students with disabilities and their families.	64
18	The school has a person on staff who is available to answer parents' questions.	63
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
5	All of my concerns and recommendations were documented on the IEP.	63
12	Teachers treat me as a team member.	63
15	Teachers encourage me to participate in the decision-making process.	62
16	Teachers respect my cultural heritage.	62
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	62
19	The school communicates regularly with me regarding my child's progress on IEP goals.	60

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	57
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	56
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	56
22	The school offers parents a variety of ways to communicate with teachers.	55
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	53
24	The school provides information on agencies that can assist my child in the transition from school.	52
25	The school explains what options parents have if they disagree with a decision of the school.	45
7	I was given information about organizations that offer support for parents of students with disabilities.	44
21	The school offers parents training about special education issues.	33
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	26

For questions regarding district results, please contact Anne Ladd:

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

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

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

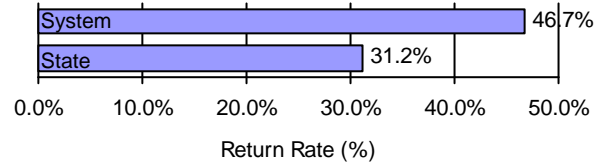
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Cartersville City

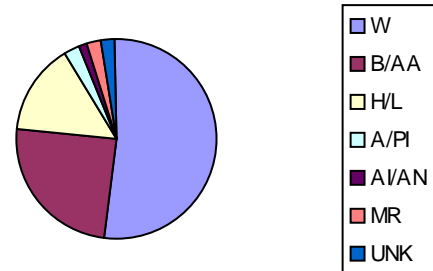
Overview

	System	State
Number of Surveys Distributed	182	40,244
Number of Valid Responses	85	12,558
Percentage Return Rate	46.7%	31.2%

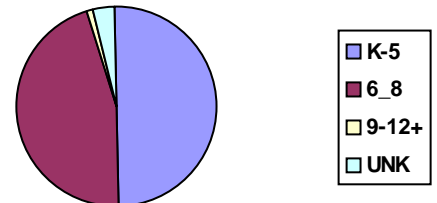


Child Demographics

Race/Ethnicity	Count	Percent
White	44	51.8%
Black or African American (B/AA)	21	24.7%
Hispanic or Latino (H/L)	13	15.3%
Asian or Pacific Islander (A/PI)	2	2.4%
American Indian or Alaska Native (AI/AN)	1	1.2%
Multi-racial (MR)	2	2.4%
Unknown (UNK)	2	2.4%



Grade	Count	Percent
K-5	42	49.4%
6-8	39	45.9%
9-12+	1	1.2%
Unknown (UNK)	3	3.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	5.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	2.4%
Emotional_Behavioral Disorder (EBD)	6	7.1%
Intellectual Disability (ID)	2	2.4%
Orthopedic Impairment (OI)	1	1.2%
Other Health Impairment (OHI)	14	16.5%
Specific Learning Disability (SLD)	27	31.8%
Speech/Language Impairment (SL)	15	17.6%
Traumatic Brain injury (TBI)	1	1.2%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	4.7%
Unknown (UNK)	8	9.4%



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2013 Special Education Parent Survey Report

Cartersville City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	39 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program	59
5	All of my concerns and recommendations were documented on the IEP.	56
11	Teachers are available to speak with me.	56
10	Written information I receive is written in an understandable way.	55
9	My child's evaluation report is written in terms I understand.	54
15	Teachers encourage me to participate in the decision-making process.	51
16	Teachers respect my cultural heritage.	51
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	50
12	Teachers treat me as a team member.	49

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	46
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
20	The school gives me choices with regard to services that address my child's needs.	43
22	The school offers parents a variety of ways to communicate with teachers.	43
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	42
25	The school explains what options parents have if they disagree with a decision of the school.	38
24	The school provides information on agencies that can assist my child in the transition from school.	33
21	The school offers parents training about special education issues.	32
7	I was given information about organizations that offer support for parents of students with disabilities.	29
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	27

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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.

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

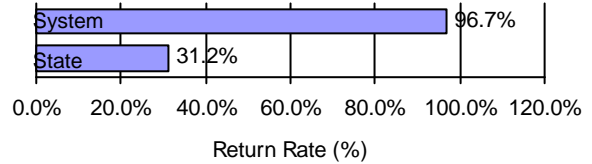
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Commerce City

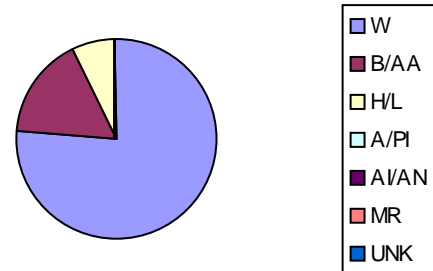
Overview

	System	State
Number of Surveys Distributed	30	40,244
Number of Valid Responses	29	12,558
Percentage Return Rate	96.7%	31.2%

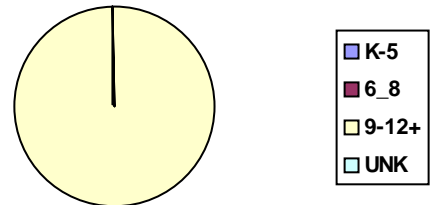


Child Demographics

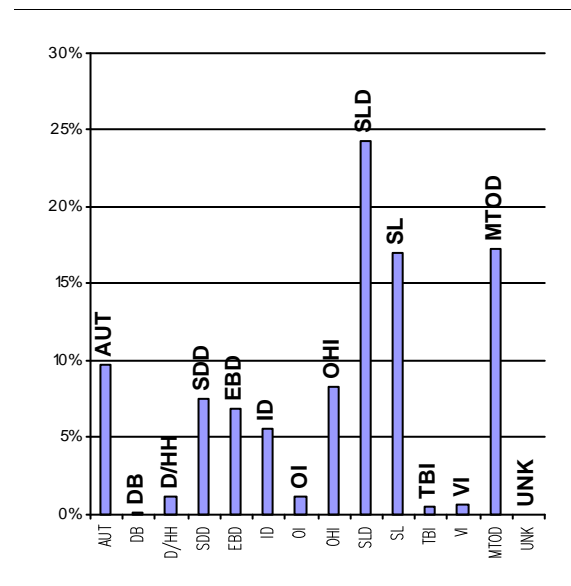
Race/Ethnicity	Count	Percent
White	22	75.9%
Black or African American (B/AA)	5	17.2%
Hispanic or Latino (H/L)	2	6.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	29	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)	1	3.4%
Significant Developmental Delay (SDD)	1	3.4%
Emotional_Behavioral Disorder (EBD)	2	6.9%
Intellectual Disability (ID)	5	17.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	13.8%
Specific Learning Disability (SLD)	11	37.9%
Speech/Language Impairment (SL)	1	3.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	3.4%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	3	10.3%



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

2013 Special Education Parent Survey Report

Commerce City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	52 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	71
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
9	My child's evaluation report is written in terms I understand.	69
11	Teachers are available to speak with me.	69
12	Teachers treat me as a team member.	69
15	Teachers encourage me to participate in the decision-making process.	69
10	Written information I receive is written in an understandable way.	68
16	Teachers respect my cultural heritage.	68
5	All of my concerns and recommendations were documented on the IEP.	66
14	Teachers show sensitivity to the needs of students with disabilities and their families.	66

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	59
18	The school has a person on staff who is available to answer parents' questions.	59
23	The school gives parents the help they may need to play an active role in their child's education.	59
25	The school explains what options parents have if they disagree with a decision of the school.	59
7	I was given information about organizations that offer support for parents of students with disabilities.	57
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	55
19	The school communicates regularly with me regarding my child's progress on IEP goals.	55
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	48
20	The school gives me choices with regard to services that address my child's needs.	46
21	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.

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

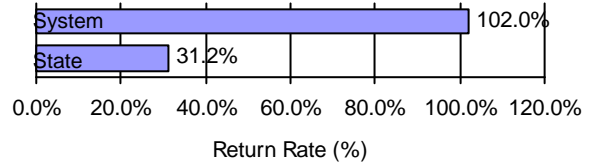
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Dalton City

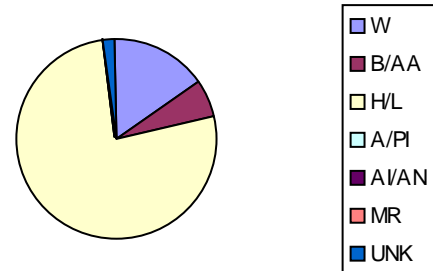
Overview

	System	State
Number of Surveys Distributed	50	40,244
Number of Valid Responses	51	12,558
Percentage Return Rate	102.0%	31.2%

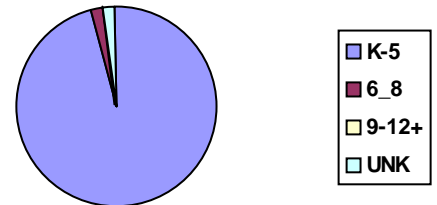


Child Demographics

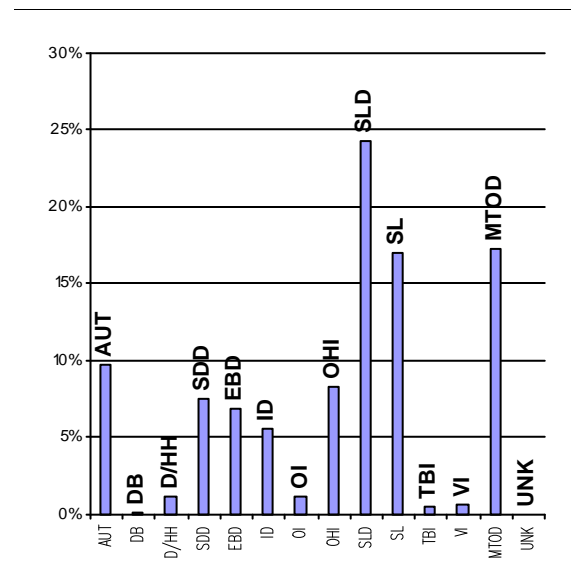
Race/Ethnicity	Count	Percent
White	8	15.7%
Black or African American (B/AA)	3	5.9%
Hispanic or Latino (H/L)	39	76.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	2.0%



Grade	Count	Percent
K-5	49	96.1%
6-8	1	2.0%
9-12+	0	0.0%
Unknown (UNK)	1	2.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	5.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	9	17.6%
Emotional_Behavioral Disorder (EBD)	2	3.9%
Intellectual Disability (ID)	4	7.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	7.8%
Specific Learning Disability (SLD)	10	19.6%
Speech/Language Impairment (SL)	9	17.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.0%
More Than One Disability (MTOD)	4	7.8%
Unknown (UNK)	5	9.8%



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

2013 Special Education Parent Survey Report

Dalton City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	53 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	80
16	Teachers respect my cultural heritage.	76
11	Teachers are available to speak with me.	74
1	I am considered an equal partner with teachers and other professionals in planning my child's program	73
9	My child's evaluation report is written in terms I understand.	73
14	Teachers show sensitivity to the needs of students with disabilities and their families.	71
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
5	All of my concerns and recommendations were documented on the IEP.	71
10	Written information I receive is written in an understandable way.	71
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	70

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	66
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	65
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	63
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	62
23	The school gives parents the help they may need to play an active role in their child's education.	58
7	I was given information about organizations that offer support for parents of students with disabilities.	50
24	The school provides information on agencies that can assist my child in the transition from school.	49
25	The school explains what options parents have if they disagree with a decision of the school.	48
21	The school offers parents training about special education issues.	46
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36

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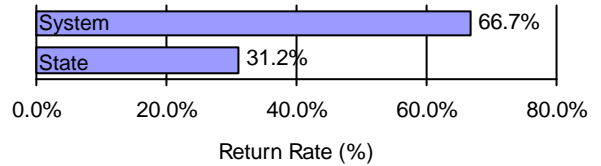
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Dublin City

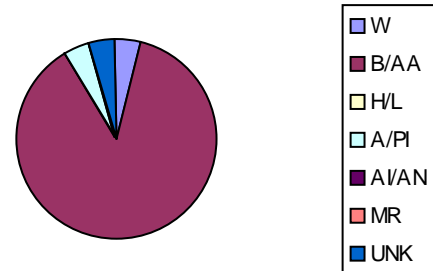
Overview

	System	State
Number of Surveys Distributed	36	40,244
Number of Valid Responses	24	12,558
Percentage Return Rate	66.7%	31.2%

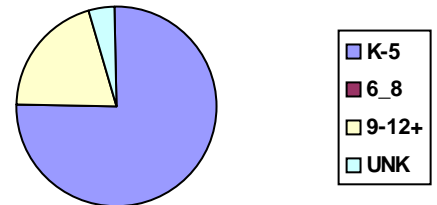


Child Demographics

Race/Ethnicity	Count	Percent
White	1	4.2%
Black or African American (B/AA)	21	87.5%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	4.2%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	4.2%



Grade	Count	Percent
K-5	18	75.0%
6-8	0	0.0%
9-12+	5	20.8%
Unknown (UNK)	1	4.2%



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



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

2013 Special Education Parent Survey Report

Dublin City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	50
25	The school explains what options parents have if they disagree with a decision of the school.	50
12	Teachers treat me as a team member.	48
16	Teachers respect my cultural heritage.	48
18	The school has a person on staff who is available to answer parents' questions.	48
22	The school offers parents a variety of ways to communicate with teachers.	48
1	I am considered an equal partner with teachers and other professionals in planning my child's program	46
9	My child's evaluation report is written in terms I understand.	46
19	The school communicates regularly with me regarding my child's progress on IEP goals.	46
13	Teachers seek out parent input.	43

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	42
24	The school provides information on agencies that can assist my child in the transition from school.	42
7	I was given information about organizations that offer support for parents of students with disabilities.	41
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	39
14	Teachers show sensitivity to the needs of students with disabilities and their families.	39
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	39
10	Written information I receive is written in an understandable way.	38
21	The school offers parents training about special education issues.	38
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	25
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	22

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

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

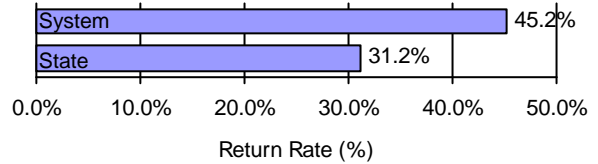
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Gainesville City

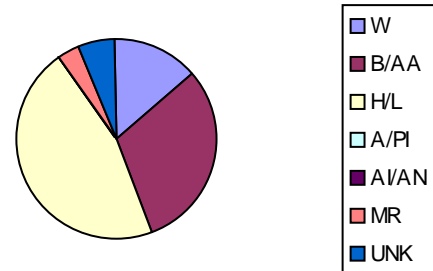
Overview

	System	State
Number of Surveys Distributed	250	40,244
Number of Valid Responses	113	12,558
Percentage Return Rate	45.2%	31.2%

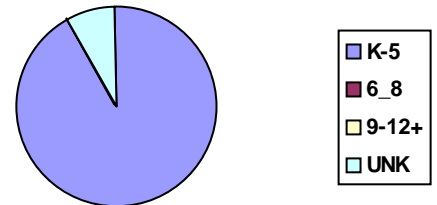


Child Demographics

Race/Ethnicity	Count	Percent
White	16	14.2%
Black or African American (B/AA)	34	30.1%
Hispanic or Latino (H/L)	52	46.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	3.5%
Unknown (UNK)	7	6.2%



Grade	Count	Percent
K-5	104	92.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	9	8.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	7.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.9%
Significant Developmental Delay (SDD)	18	15.9%
Emotional_Behavioral Disorder (EBD)	6	5.3%
Intellectual Disability (ID)	3	2.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	10	8.8%
Specific Learning Disability (SLD)	22	19.5%
Speech/Language Impairment (SL)	20	17.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	0.9%
Unknown (UNK)	24	21.2%



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

2013 Special Education Parent Survey Report

Gainesville City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	35 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
14	Teachers show sensitivity to the needs of students with disabilities and their families.	63
13	Teachers seek out parent input.	62
15	Teachers encourage me to participate in the decision-making process.	61
12	Teachers treat me as a team member.	61
5	All of my concerns and recommendations were documented on the IEP.	61
1	I am considered an equal partner with teachers and other professionals in planning my child's program	60
11	Teachers are available to speak with me.	60
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	59
16	Teachers respect my cultural heritage.	58
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	56

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	48
20	The school gives me choices with regard to services that address my child's needs.	47
22	The school offers parents a variety of ways to communicate with teachers.	44
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	44
23	The school gives parents the help they may need to play an active role in their child's education.	44
21	The school offers parents training about special education issues.	39
25	The school explains what options parents have if they disagree with a decision of the school.	38
24	The school provides information on agencies that can assist my child in the transition from school.	36
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32
7	I was given information about organizations that offer support for parents of students with disabilities.	32

For questions regarding district results, please contact Anne Ladd:

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

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

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

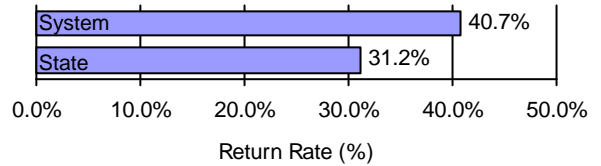
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Jefferson City

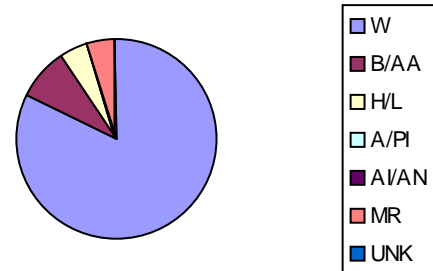
Overview

	System	State
Number of Surveys Distributed	54	40,244
Number of Valid Responses	22	12,558
Percentage Return Rate	40.7%	31.2%

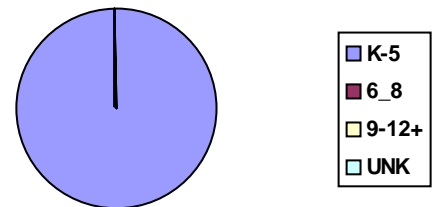


Child Demographics

Race/Ethnicity	Count	Percent
White	18	81.8%
Black or African American (B/AA)	2	9.1%
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)	1	4.5%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	22	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	9.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	9.1%
Emotional_Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	4.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	13.6%
Specific Learning Disability (SLD)	8	36.4%
Speech/Language Impairment (SL)	3	13.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	3	13.6%



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

2013 Special Education Parent Survey Report

Jefferson City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	86
1	I am considered an equal partner with teachers and other professionals in planning my child's program	77
12	Teachers treat me as a team member.	77
15	Teachers encourage me to participate in the decision-making process.	77
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	76
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	76
16	Teachers respect my cultural heritage.	73
5	All of my concerns and recommendations were documented on the IEP.	73
9	My child's evaluation report is written in terms I understand.	73
18	The school has a person on staff who is available to answer parents' questions.	70

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	62
14	Teachers show sensitivity to the needs of students with disabilities and their families.	58
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	56
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	55
23	The school gives parents the help they may need to play an active role in their child's education.	52
25	The school explains what options parents have if they disagree with a decision of the school.	37
24	The school provides information on agencies that can assist my child in the transition from school.	31
7	I was given information about organizations that offer support for parents of students with disabilities.	22
21	The school offers parents training about special education issues.	22
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	12

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.

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

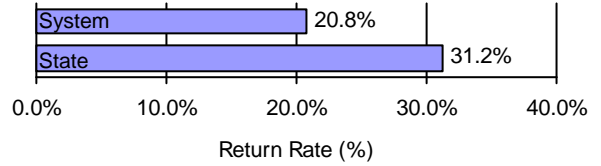
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Marietta City

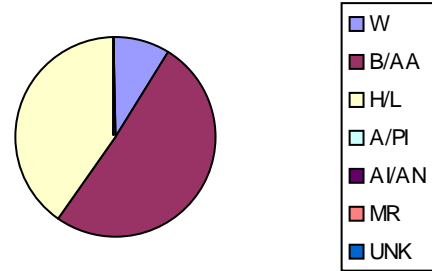
Overview

	System	State
Number of Surveys Distributed	106	40,244
Number of Valid Responses	22	12,558
Percentage Return Rate	20.8%	31.2%

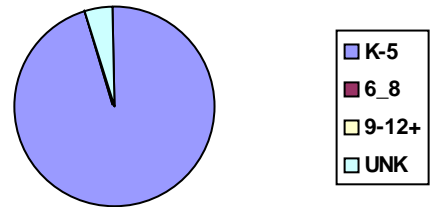


Child Demographics

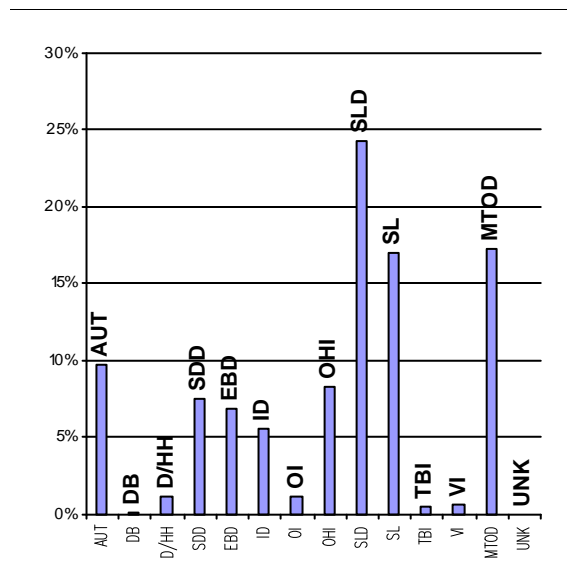
Race/Ethnicity	Count	Percent
White	2	9.1%
Black or African American (B/AA)	11	50.0%
Hispanic or Latino (H/L)	9	40.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	21	95.5%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	4.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	31.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	9.1%
Emotional_Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	2	9.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	3	13.6%
Speech/Language Impairment (SL)	2	9.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	22.7%
Unknown (UNK)	1	4.5%



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

2013 Special Education Parent Survey Report

Marietta City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	59 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	95
11	Teachers are available to speak with me.	95
12	Teachers treat me as a team member.	95
16	Teachers respect my cultural heritage.	95
13	Teachers seek out parent input.	90
14	Teachers show sensitivity to the needs of students with disabilities and their families.	90
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	86
5	All of my concerns and recommendations were documented on the IEP.	86
15	Teachers encourage me to participate in the decision-making process.	86
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	86

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	77
23	The school gives parents the help they may need to play an active role in their child's education.	77
20	The school gives me choices with regard to services that address my child's needs.	73
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	71
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	71
25	The school explains what options parents have if they disagree with a decision of the school.	62
24	The school provides information on agencies that can assist my child in the transition from school.	59
7	I was given information about organizations that offer support for parents of students with disabilities.	52
21	The school offers parents training about special education issues.	52
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	43

For questions regarding district results, please contact Anne Ladd:

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

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

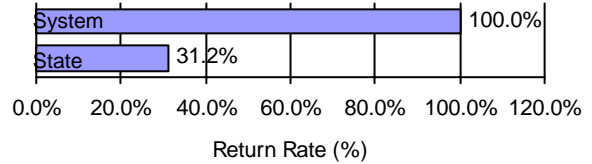
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Pelham City

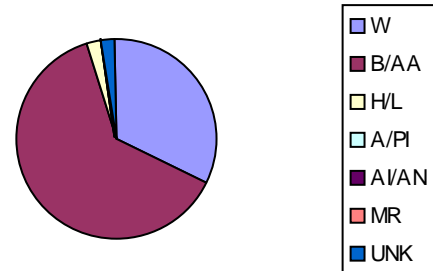
Overview

	System	State
Number of Surveys Distributed	43	40,244
Number of Valid Responses	43	12,558
Percentage Return Rate	100.0%	31.2%

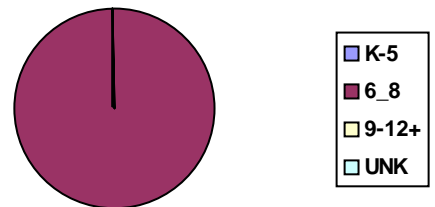


Child Demographics

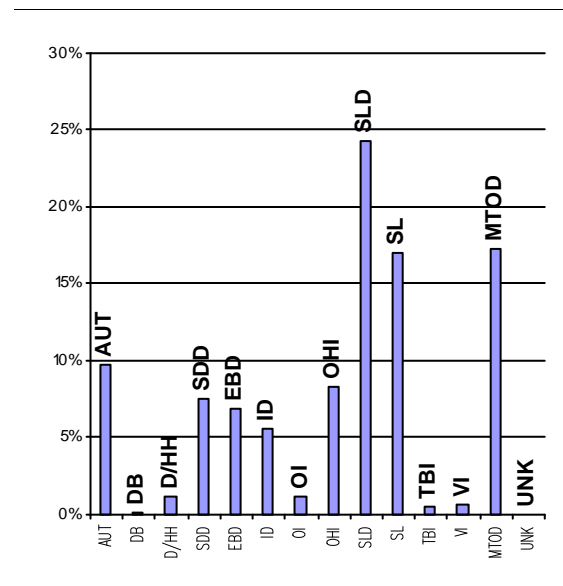
Race/Ethnicity	Count	Percent
White	14	32.6%
Black or African American (B/AA)	27	62.8%
Hispanic or Latino (H/L)	1	2.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	2.3%



Grade	Count	Percent
K-5	0	0.0%
6-8	43	100.0%
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)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	4	9.3%
Intellectual Disability (ID)	9	20.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	9.3%
Specific Learning Disability (SLD)	17	39.5%
Speech/Language Impairment (SL)	7	16.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	1	2.3%



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

2013 Special Education Parent Survey Report

Pelham City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	93 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
10	Written information I receive is written in an understandable way.	100
1	I am considered an equal partner with teachers and other professionals in planning my child's program	98
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	98
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	98
5	All of my concerns and recommendations were documented on the IEP.	98
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	98
11	Teachers are available to speak with me.	98
15	Teachers encourage me to participate in the decision-making process.	98
16	Teachers respect my cultural heritage.	98
22	The school offers parents a variety of ways to communicate with teachers.	98

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	95
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	93
18	The school has a person on staff who is available to answer parents' questions.	93
19	The school communicates regularly with me regarding my child's progress on IEP goals.	93
20	The school gives me choices with regard to services that address my child's needs.	93
23	The school gives parents the help they may need to play an active role in their child's education.	93
25	The school explains what options parents have if they disagree with a decision of the school.	91
21	The school offers parents training about special education issues.	88
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	84
24	The school provides information on agencies that can assist my child in the transition from school.	84

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

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

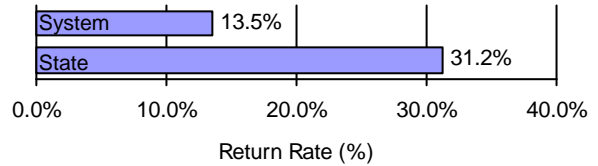
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Rome City

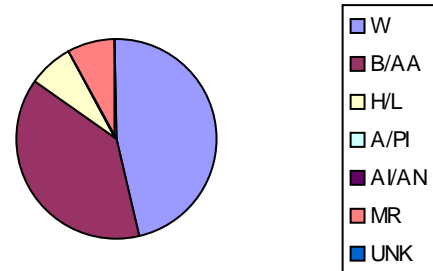
Overview

	System	State
Number of Surveys Distributed	96	40,244
Number of Valid Responses	13	12,558
Percentage Return Rate	13.5%	31.2%

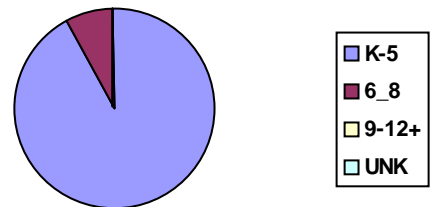


Child Demographics

Race/Ethnicity	Count	Percent
White	6	46.2%
Black or African American (B/AA)	5	38.5%
Hispanic or Latino (H/L)	1	7.7%
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	12	92.3%
6-8	1	7.7%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	15.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	7.7%
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	23.1%
Speech/Language Impairment (SL)	5	38.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	7.7%
Unknown (UNK)	1	7.7%



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

2013 Special Education Parent Survey Report

Rome City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	31 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	62
5	All of my concerns and recommendations were documented on the IEP.	62
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	58
13	Teachers seek out parent input.	54
11	Teachers are available to speak with me.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	46
9	My child's evaluation report is written in terms I understand.	46
12	Teachers treat me as a team member.	46
14	Teachers show sensitivity to the needs of students with disabilities and their families.	46
18	The school has a person on staff who is available to answer parents' questions.	46

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	38
22	The school offers parents a variety of ways to communicate with teachers.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	31
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	30
20	The school gives me choices with regard to services that address my child's needs.	25
25	The school explains what options parents have if they disagree with a decision of the school.	25
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	17
21	The school offers parents training about special education issues.	17
24	The school provides information on agencies that can assist my child in the transition from school.	17
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	8

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

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

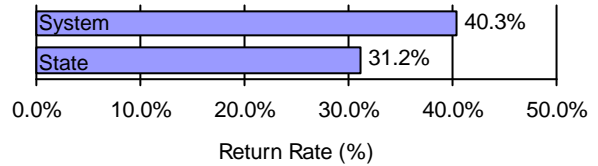
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Thomasville City

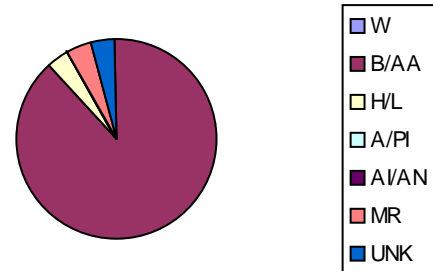
Overview

	System	State
Number of Surveys Distributed	62	40,244
Number of Valid Responses	25	12,558
Percentage Return Rate	40.3%	31.2%

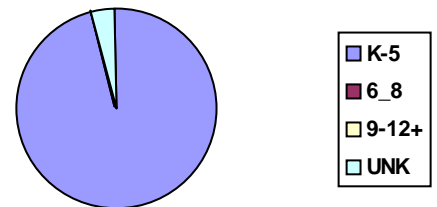


Child Demographics

Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	22	88.0%
Hispanic or Latino (H/L)	1	4.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	4.0%
Unknown (UNK)	1	4.0%



Grade	Count	Percent
K-5	24	96.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	4.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	9	36.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	12.0%
Emotional_Behavioral Disorder (EBD)	1	4.0%
Intellectual Disability (ID)	2	8.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	4	16.0%
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)	0	0.0%
Unknown (UNK)	3	12.0%



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

2013 Special Education Parent Survey Report

Thomasville City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	36 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
10	Written information I receive is written in an understandable way.	68
9	My child's evaluation report is written in terms I understand.	64
11	Teachers are available to speak with me.	64
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	54
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	54
16	Teachers respect my cultural heritage.	52
1	I am considered an equal partner with teachers and other professionals in planning my child's program	52
5	All of my concerns and recommendations were documented on the IEP.	52
12	Teachers treat me as a team member.	48
15	Teachers encourage me to participate in the decision-making process.	46

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
21	The school offers parents training about special education issues.	36
24	The school provides information on agencies that can assist my child in the transition from school.	36
7	I was given information about organizations that offer support for parents of students with disabilities.	36
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	36
13	Teachers seek out parent input.	33
14	Teachers show sensitivity to the needs of students with disabilities and their families.	33
22	The school offers parents a variety of ways to communicate with teachers.	33
25	The school explains what options parents have if they disagree with a decision of the school.	32
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	30
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	21

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 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.

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

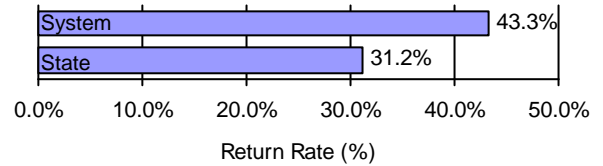
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Valdosta City

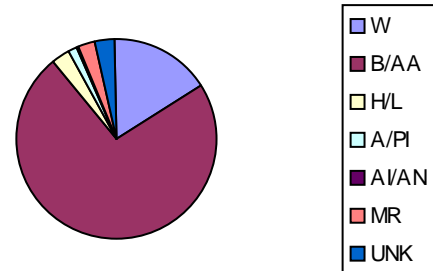
Overview

	System	State
Number of Surveys Distributed	649	40,244
Number of Valid Responses	281	12,558
Percentage Return Rate	43.3%	31.2%

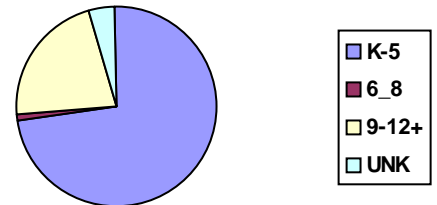


Child Demographics

Race/Ethnicity	Count	Percent
White	47	16.7%
Black or African American (B/AA)	203	72.2%
Hispanic or Latino (H/L)	9	3.2%
Asian or Pacific Islander (A/PI)	4	1.4%
American Indian or Alaska Native (AI/AN)	1	0.4%
Multi-racial (MR)	8	2.8%
Unknown (UNK)	9	3.2%



Grade	Count	Percent
K-5	204	72.6%
6-8	2	0.7%
9-12+	63	22.4%
Unknown (UNK)	12	4.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	30	10.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.4%
Significant Developmental Delay (SDD)	31	11.0%
Emotional_Behavioral Disorder (EBD)	16	5.7%
Intellectual Disability (ID)	12	4.3%
Orthopedic Impairment (OI)	2	0.7%
Other Health Impairment (OHI)	12	4.3%
Specific Learning Disability (SLD)	52	18.5%
Speech/Language Impairment (SL)	70	24.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.4%
More Than One Disability (MTOD)	24	8.5%
Unknown (UNK)	30	10.7%



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

2013 Special Education Parent Survey Report

Valdosta City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	38 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	61
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	60
12	Teachers treat me as a team member.	58
15	Teachers encourage me to participate in the decision-making process.	57
10	Written information I receive is written in an understandable way.	57
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	57
9	My child's evaluation report is written in terms I understand.	57
5	All of my concerns and recommendations were documented on the IEP.	56
14	Teachers show sensitivity to the needs of students with disabilities and their families.	56
1	I am considered an equal partner with teachers and other professionals in planning my child's program	55

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	48
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	47
22	The school offers parents a variety of ways to communicate with teachers.	47
20	The school gives me choices with regard to services that address my child's needs.	46
25	The school explains what options parents have if they disagree with a decision of the school.	42
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	41
24	The school provides information on agencies that can assist my child in the transition from school.	40
21	The school offers parents training about special education issues.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	37
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32

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 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.

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

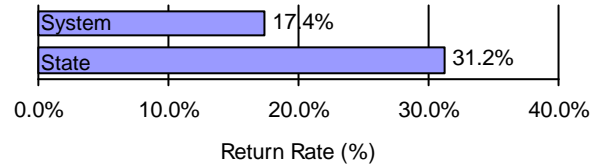
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report Vidalia City

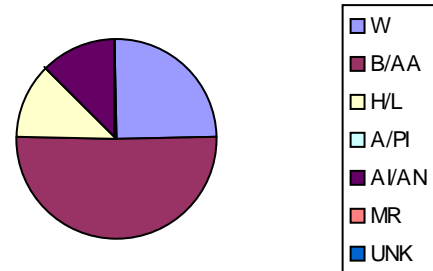
Overview

	System	State
Number of Surveys Distributed	46	40,244
Number of Valid Responses	8	12,558
Percentage Return Rate	17.4%	31.2%

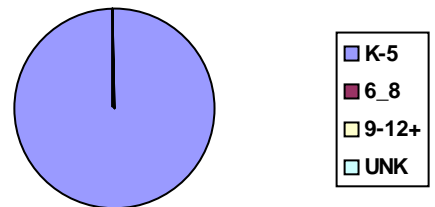


Child Demographics

Race/Ethnicity	Count	Percent
White	2	25.0%
Black or African American (B/AA)	4	50.0%
Hispanic or Latino (H/L)	1	12.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	12.5%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	4	50.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	12.5%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	25.0%
Specific Learning Disability (SLD)	0	0.0%
Speech/Language Impairment (SL)	1	12.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



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

2013 Special Education Parent Survey Report

Vidalia City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	13 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program	38
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	38
11	Teachers are available to speak with me.	38
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	38
19	The school communicates regularly with me regarding my child's progress on IEP goals.	38
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	25
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	25
5	All of my concerns and recommendations were documented on the IEP.	25
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	25
12	Teachers treat me as a team member.	25

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	25
22	The school offers parents a variety of ways to communicate with teachers.	25
23	The school gives parents the help they may need to play an active role in their child's education.	25
25	The school explains what options parents have if they disagree with a decision of the school.	14
9	My child's evaluation report is written in terms I understand.	13
10	Written information I receive is written in an understandable way.	13
21	The school offers parents training about special education issues.	13
24	The school provides information on agencies that can assist my child in the transition from school.	13
7	I was given information about organizations that offer support for parents of students with disabilities.	0
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	0

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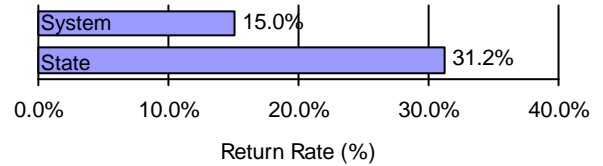
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2013 Special Education Parent Survey Report State Schools

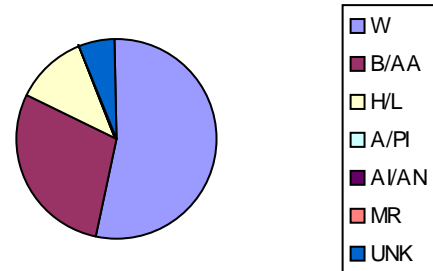
Overview

	System	State
Number of Surveys Distributed	113	40,244
Number of Valid Responses	17	12,558
Percentage Return Rate	15.0%	31.2%

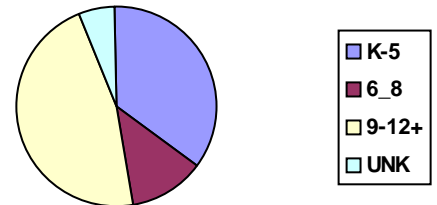


Child Demographics

Race/Ethnicity	Count	Percent
White	9	52.9%
Black or African American (B/AA)	5	29.4%
Hispanic or Latino (H/L)	2	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	5.9%



Grade	Count	Percent
K-5	6	35.3%
6-8	2	11.8%
9-12+	8	47.1%
Unknown (UNK)	1	5.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	5.9%
Deaf-Blind (DB)	2	11.8%
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)	14	82.4%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



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2013 Special Education Parent Survey Report

State Schools

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	41 %	40 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	88
12	Teachers treat me as a team member.	82
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
9	My child's evaluation report is written in terms I understand.	71
10	Written information I receive is written in an understandable way.	71
22	The school offers parents a variety of ways to communicate with teachers.	69
1	I am considered an equal partner with teachers and other professionals in planning my child's program	65
14	Teachers show sensitivity to the needs of students with disabilities and their families.	65
19	The school communicates regularly with me regarding my child's progress on IEP goals.	65
18	The school has a person on staff who is available to answer parents' questions.	63

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	53
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	53
20	The school gives me choices with regard to services that address my child's needs.	53
23	The school gives parents the help they may need to play an active role in their child's education.	50
24	The school provides information on agencies that can assist my child in the transition from school.	47
25	The school explains what options parents have if they disagree with a decision of the school.	47
21	The school offers parents training about special education issues.	41
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
7	I was given information about organizations that offer support for parents of students with disabilities.	35
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	27

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