
District Brief — Ware

Cohort 2 Spring 2012 Parent Survey Results

INFORMATION TO NOTE WHEN READING THIS REPORT:

Regarding “Number of Parent Surveys Received”:

Larger districts (100 or more students) with a total number of responses less than 75 often yield estimates with more than +/- 10 percentage-points error associated with a 95% confidence interval. In other words, 75 or more returned surveys mean more reliable results. Interpret results with caution when the number of parent survey responses is less than 75. For smaller districts, interpret results with caution when the response rate is less than 50%.

To maintain confidentiality, all district level results are suppressed for those districts with 4 or fewer responses overall. Similarly, for districts with more than 4 responses overall, all special education results are suppressed if there were 4 or fewer special education survey responses.

Regarding Responses:

All parents completed the first set of seventeen questions. Only parents of a child with a disability receiving an “Individualized Education Program” (IEP) completed the second section of questions.

Regarding Percent of Parents Reporting “Schools Facilitate Their Involvement”:

1. For parents of students in general education this represents the percent of parents who were in “agreement” with 9 or more of the 17 questions answered.
2. For parents of early childhood/elementary students with a disability this represents the percent of parents who were in agreement with 13 or more of the 26 questions answered.
3. For parents of middle/high school students with a disability this represents the percent of parents who were in agreement with 15 or more of the 29 questions answered.

Regarding “Percent Agreement”:

Throughout this report, “percent agreement” for a question is defined as the number of parents who provided responses of “agreed,” “strongly agreed,” or “very strongly agreed” divided by the total number of parents who responded to the question.

“NA”:

Throughout this report, NA means one of the following:

- There were no responses in that category,
- There were insufficient data to generate an estimate, or
- The number was suppressed for confidentiality reasons (four or fewer responses).

District Parent Survey Summary Information

	Number of Parent Surveys Received	Survey Response Rate
Overall	144	11.4%
Parents of Students with Disabilities	36	16.4%
Parents of Students in General Education	108	10.4%

Percent of Parents Reporting Schools Facilitate Their Involvement:

Overall: 79.9% (confidence interval 72.1% - 87.6%)
Parents of Students with Disabilities: 83.3% (confidence interval 68.2% - 98.5%)
Parents of Students in General Education: 78.7% (confidence interval 69.7% - 87.7%)

District Survey Respondent Demographic Information

Characteristic	Overall	Parents of Students with Disabilities	Parents of Students in General Education
Child's Race/Ethnicity			
White	86.8%	86.1%	87.0%
Black or African American	1.4%	0.0%	1.9%
Hispanic or Latino	2.8%	8.3%	0.9%
Asian	0.0%	0.0%	0.0%
American Indian or Alaskan Native	0.0%	0.0%	0.0%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%
Multi-racial	9.0%	5.6%	10.2%
Language Spoken at Home			
English	100.0%	100.0%	100.0%
Spanish	0.0%	0.0%	0.0%
Portuguese	0.0%	0.0%	0.0%
Chinese	0.0%	0.0%	0.0%
Creole/Haitian	0.0%	0.0%	0.0%
Vietnamese	0.0%	0.0%	0.0%
Other	0.0%	0.0%	0.0%
Child's School Level			
Preschool (3 - 5 year olds)	5.6%	13.9%	2.8%
Elementary school (K - 5 th grade)	56.9%	50.0%	59.3%
Middle School (6 th - 8 th grade)	21.5%	19.4%	22.2%
High School (9 th - 12 th grade)	15.3%	13.9%	15.7%
Post 12 th grade (Special Education only)	0.7%	2.8%	0.0%

Percent of Parents Agreeing with 9 or More Survey Items Answered by All Parents by Demographic Characteristics

	Percent of Parents Agreeing with 9 or More Survey Items Answered by All Parents	
	District ¹	State Cohort ²
Overall	79.9%	84.3%
Characteristic		
Child's Race/Ethnicity		
White	79.2%	83.9%
Black or African American	100.0%	82.4%
Hispanic or Latino	100.0%	88.6%
Asian	0.0%	90.4%
American Indian or Alaskan Native	0.0%	100%
Native Hawaiian or Other Pacific Islander	0.0%	100%
Multi-racial	76.9%	83.8%
Language Spoken at Home		
English	79.9%	84.2%
Spanish	0.0%	87.2%
Portuguese	0.0%	86.9%
Chinese	0.0%	90.4%
Creole/Haitian	0.0%	88.5%
Vietnamese	0.0%	86.7%
Other	0.0%	86.7%
Child's School Level		
Preschool (3 - 5 year olds)	100.0%	88.0%
Elementary school (K - 5 th grade)	87.5%	87.5%
Middle School (6 th - 8 th grade)	82.9%	80.4%
High School (9 th - 12 th grade)	64.5%	78.0%
Post 12 th grade (Special Ed. only)	86.4%	85.7%

¹ District results include responses from all parents of both students with disabilities and students in general education.

² State cohort is defined to mean aggregate results for the 100 districts surveyed in the spring 2011 cohort.

Percent of Parents Agreeing with Survey Items Answered by All Parents

Percents in **BOLD** indicate district percent is higher than State Cohort percent. Percents in *italics* indicate district percent is lower than State Cohort percent.

Survey Items Answered by All Parents	District ³	State Cohort ⁴
Teachers and other school personnel respect my cultural heritage.	93.6%	92.7%
Teachers and other school personnel interact with me in a professional manner.	91.7%	91.3%
I was given information about the behavior and discipline policies of my child's school.	<i>91.5%</i>	92.1%
I am invited to participate in school-sponsored activities.	90.8%	90.7%
Teachers show that they expect my child to succeed.	88.7%	87.1%
School personnel return my phone calls and emails in a timely manner.	87.7%	87.6%
Teachers are available to speak with me.	<i>87.4%</i>	89.3%
The school has a person on staff that is available to answer parents' questions.	86.9%	85.9%
Teachers give me enough time and opportunities to discuss my child's needs and progress.	86.5%	81.4%
The school offers parents a variety of ways to communicate with teachers.	<i>80.3%</i>	86.7%
Teachers and other school personnel encourage me to participate in the decision-making process.	<i>76.8%</i>	77.0%
I am treated as an equal partner with teachers and other professionals in planning my child's program.	76.8%	73.6%
Teachers treat me as a team member.	<i>75.4%</i>	76.6%
The school gives parents the help they may need to play an active role in their child's education (e.g., understanding the curriculum being taught).	<i>73.9%</i>	76.5%
Teachers and other school personnel invite me to share my knowledge and experience about my child with school personnel.	<i>73.2%</i>	77.0%
Teachers and other school personnel seek out parent input.	<i>66.9%</i>	68.7%
My child's school connects families to other families that can provide information and mutual support.	<i>56.8%</i>	57.5%

The table above shows the percent agreement for all parents that responded to the survey and includes responses from both parents of students with disabilities and parents of students in general education. These results are shown for the district and at the State level. The following table shows the percent agreement for all parents at the district and state level broken into two groups: parents of students with disabilities and parents of students in general education.

³ District results include responses from all parents of both students with disabilities and students in general education.

⁴ State cohort is defined to mean aggregate results for the 100 districts surveyed in the spring 2011 cohort.

Percent of All Parents (Disaggregated) Agreeing with Survey Items Answered by All Parents

Percents in **BOLD** indicate district percent is higher than State Cohort percent. Percents in *italics* indicate district percent is lower than State Cohort percent.

Survey Items Answered by All Parents	Parents of Students with Disabilities		Parents of Students in General Education	
	District	State Cohort	District	State Cohort
Teachers and other school personnel encourage me to participate in the decision-making process.	88.9%	81.7%	72.5%	75.6%
Teachers give me enough time and opportunities to discuss my child’s needs and progress.	88.9%	81.1%	85.7%	81.6%
Teachers are available to speak with me.	<i>83.3%</i>	87.1%	88.8%	90.0%
I am invited to participate in school-sponsored activities.	97.2%	88.4%	88.7%	91.3%
I was given information about the behavior and discipline policies of my child’s school.	91.7%	90.0%	91.5%	92.7%
I am treated as an equal partner with teachers and other professionals in planning my child’s program.	86.1%	77.2%	73.5%	72.5%
School personnel return my phone calls and emails in a timely manner.	91.4%	84.1%	86.4%	88.6%
The school has a person on staff that is available to answer parents’ questions.	90.9%	84.5%	85.6%	86.4%
The school offers parents a variety of ways to communicate with teachers.	<i>80.0%</i>	84.5%	80.4%	87.3%
Teachers and other school personnel interact with me in a professional manner.	94.4%	87.8%	90.7%	92.3%
Teachers and other school personnel invite me to share my knowledge and experience about my child with school personnel.	83.3%	80.0%	69.8%	76.2%
Teachers and other school personnel seek out parent input.	<i>72.2%</i>	72.7%	65.1%	67.5%
Teachers and other school personnel respect my cultural heritage.	96.9%	92.0%	92.5%	92.9%
Teachers treat me as a team member.	83.3%	79.4%	72.5%	75.8%
Teachers show that they expect my child to succeed.	86.1%	83.5%	89.5%	88.2%
The school gives parents the help they may need to play an active role in their child’s education (e.g., understanding the curriculum being taught).	75.0%	74.0%	73.5%	77.2%
My child's school connects families to other families that can provide information and mutual support.	64.7%	52.9%	54.1%	59.0%

General Characteristics of Students with Disabilities

Characteristic	Number	Percent
Child's Primary Disability		
Autism	6	16.7%
Communication Impairment	5	13.9%
Deaf-Blind Impairment	0	0.0%
Developmental Delay	6	16.7%
Emotional Impairment	1	2.8%
Health Impairment	0	0.0%
Hearing Impairment	0	0.0%
Intellectual Impairment	2	5.6%
Multiple Disabilities	2	5.6%
Neurological Impairment	0	0.0%
Physical Impairment	0	0.0%
Specific Learning Disability	8	22.2%
Vision Impairment	0	0.0%
Do Not Know	6	16.7%
Child's Placement*		
<u>Full Inclusion</u> (IEP services are provided outside the general education classroom less than 21% of the time—80% inclusion.)	19	52.8%
<u>Partial Inclusion</u> (IEP services are provided outside the general education classroom at least 21% of the time, but no more than 60% of the time.)	9	25.0%
<u>Substantially Separate Classroom</u> (Outside general education classroom more than 60% of the time.)	6	16.7%
<u>Separate Day School</u> (All IEP services should be provided outside the general education classroom and in a public or private separate school that only serves students with disabilities.)	0	0.0%
<u>IEP Services Other</u> (IEP services for 3 to 5 year olds only) that do not meet one of the choices above (e.g. related services only, in home).	3	8.3%

*For this question, multiple answers were allowed from one parent, therefore the numbers will not always add up to the total number of students receiving an IEP. The percentages for each type of placement are calculated based on the total number of students receiving an IEP.

Percent of Parents of Students with Disabilities Agreeing with Early Childhood and Elementary School Survey Items

Early Childhood and Elementary School Survey Items	District	State Cohort
My child had a positive experience during his/her preparation to transition from grade to grade.	90.9%	81.3%
My child transitioned from early intervention to special education smoothly.	86.7%	77.5%
My child received enough information about the new school/next grade to prepare him/her for the transition.	86.4%	78.7%
The IEP Team discussed my child's transition needs at my child's last IEP Team meeting.	85.7%	78.0%
I was provided with enough information so that I could support my child during and after the transition.	85.0%	73.1%
The district had supports in place to assist me and my child as my child moved from an Individualized Family Service Plan (IFSP) to an IEP.	80.0%	67.2%
My child's school offers parents training about special education issues.	54.5%	57.7%
I was given information about organizations that offer support for parents of students with disabilities.	50.0%	55.5%
My child's school invites parents to attend training sessions relating to the needs of children with disabilities and their families.	45.5%	55.4%

Percent of Parents of Students with Disabilities Agreeing with Middle and High School Survey Items

Middle and High School Survey Items	District	State Cohort
In preparation for my child's transition planning meeting, I was given information about options my child will have after high school.	100.0%	57.1%
My child had a positive experience during his/her preparation to transition from grade to grade.	92.3%	77.4%
My child received enough information about the new school/next grade to prepare him/her for the transition.	91.7%	78.1%
The district staff worked to help my child feel confident enough to attend part or all of his/her IEP Team meetings.	91.7%	71.3%
The school staff encourages student involvement in transition planning for after high school.	85.7%	74.8%
I was provided with enough information so that I could support my child during and after the transition.	84.6%	72.0%
My child's graduation options were discussed before placement or curriculum decisions were made.	83.3%	63.6%
My child's school offers parents training about special education issues.	83.3%	58.0%
I was given information about organizations that offer support for parents of students with disabilities.	83.3%	54.4%
The services that are provided are designed to help my child become self-sufficient after high school.	83.3%	70.1%
The school staff provides information on community resources that can assist my child in the transition from school to adult life.	80.0%	48.7%
My child's school invites parents to attend training sessions relating to the needs of children with disabilities and their families.	63.6%	56.5%

APPENDIX A

Responses to Survey Items Answered by all Parents by District and State Cohort

Survey Item	VSA	SA	A	D	SD	VSD
Teachers and other school personnel respect my cultural heritage.						
District	24.8%	16.8%	52.0%	1.6%	0.0%	4.8%
State Cohort	30.3%	20.1%	42.4%	3.2%	1.2%	2.9%
Teachers and other school personnel interact with me in a professional manner.						
District	34.7%	25.0%	31.9%	2.8%	0.7%	4.9%
State Cohort	38.6%	24.2%	28.7%	3.4%	1.9%	3.1%
I was given information about the behavior and discipline policies of my child's school.						
District	33.1%	25.4%	33.1%	3.5%	1.4%	3.5%
State Cohort	36.5%	23.1%	31.9%	4.5%	1.4%	2.6%
I am invited to participate in school-sponsored activities.						
District	31.7%	24.6%	34.5%	3.5%	2.1%	3.5%
State Cohort	38.4%	23.3%	29.3%	4.7%	1.5%	2.8%
Teachers show that they expect my child to succeed.						
District	26.2%	30.5%	31.9%	5.0%	0.7%	5.7%
State Cohort	36.3%	24.6%	27.0%	5.6%	2.5%	4.0%
School personnel return my phone calls and emails in a timely manner.						
District	28.3%	29.7%	29.7%	5.1%	2.9%	4.3%
State Cohort	35.2%	23.2%	29.1%	5.9%	2.3%	4.3%
Teachers are available to speak with me.						
District	28.7%	25.9%	32.9%	6.3%	2.8%	3.5%
State Cohort	33.3%	24.7%	31.4%	5.6%	1.9%	3.2%
The school has a person on staff that is available to answer parents' questions.						
District	24.8%	22.6%	39.4%	6.6%	1.5%	5.1%
State Cohort	30.0%	21.9%	34.3%	7.7%	2.1%	4.0%
Teachers give me enough time and opportunities to discuss my child's needs and progress.						
District	24.1%	24.1%	38.3%	5.0%	2.1%	6.4%
State Cohort	27.9%	23.2%	31.4%	9.1%	3.6%	4.8%
The school offers parents a variety of ways to communicate with teachers.						
District	25.4%	21.8%	33.1%	11.3%	2.1%	6.3%
State Cohort	32.3%	23.2%	31.6%	7.3%	2.2%	3.4%
Teachers and other school personnel encourage me to participate in the decision-making process.						
District	18.1%	21.0%	37.7%	13.0%	4.3%	5.8%
State Cohort	24.5%	22.2%	34.0%	10.6%	3.7%	4.9%
I am treated as an equal partner with teachers and other professionals in planning my child's program.						
District	18.1%	25.4%	33.3%	14.5%	2.9%	5.8%
State Cohort	26.8%	21.4%	29.9%	12.2%	3.7%	6.0%
Teachers treat me as a team member.						
District	15.2%	20.3%	39.9%	15.2%	2.2%	7.2%

Massachusetts Department of Elementary and Secondary Education (MADESE)

Survey Item	VSA	SA	A	D	SD	VSD
State Cohort	26.4%	20.3%	32.7%	12.2%	3.0%	5.5%
The school gives parents the help they may need to play an active role in their child's education (e.g., understanding the curriculum being taught).						
District	16.7%	21.0%	36.2%	13.8%	5.8%	6.5%
State Cohort	27.0%	21.8%	29.6%	12.1%	3.7%	5.8%
Teachers and other school personnel invite me to share my knowledge and experience about my child with school personnel.						
District	22.5%	16.9%	33.8%	18.3%	2.8%	5.6%
State Cohort	28.3%	21.5%	29.8%	12.4%	3.4%	4.6%
Teachers and other school personnel seek out parent input.						
District	18.3%	15.5%	33.1%	17.6%	8.5%	7.0%
State Cohort	23.9%	19.6%	28.7%	16.4%	4.9%	6.5%
My child's school connects families to other families that can provide information and mutual support.						
District	10.6%	12.9%	33.3%	25.0%	9.1%	9.1%
State Cohort	16.2%	13.1%	30.1%	24.8%	6.1%	9.6%

VSD=Very Strongly Disagree
SD=Strongly Disagree
D=Disagree
A=Agree
SA=Strongly Agree
VSA=Very Strongly Agree

APPENDIX B

Responses to Early Childhood and Elementary School Survey Items by Parents of Students with Disabilities by District and State Cohorts

Early Childhood and Elementary Survey Item	VSA	SA	A	D	SD	VSD
My child had a positive experience during his/her preparation to transition from grade to grade.						
District	36.4%	22.7%	31.8%	0.0%	0.0%	9.1%
State Cohort	29.0%	21.1%	34.3%	7.7%	2.7%	5.1%
My child transitioned from early intervention to special education smoothly.						
District	20.0%	20.0%	46.7%	0.0%	6.7%	6.7%
State Cohort	31.2%	15.0%	35.8%	7.6%	3.4%	6.9%
My child received enough information about the new school/next grade to prepare him/her for the transition.						
District	31.8%	31.8%	22.7%	4.5%	0.0%	9.1%
State Cohort	26.6%	20.1%	34.4%	10.9%	2.7%	5.3%
The IEP Team discussed my child's transition needs at my child's last IEP Team meeting.						
District	38.1%	19.0%	28.6%	4.8%	4.8%	4.8%
State Cohort	36.1%	19.7%	27.3%	9.1%	2.3%	5.5%
I was provided with enough information so that I could support my child during and after the transition.						
District	20.0%	30.0%	35.0%	5.0%	0.0%	10.0%
State Cohort	30.0%	20.2%	28.1%	13.0%	2.6%	6.2%
The district had supports in place to assist me and my child as my child moved from an IFSP to an IEP.						
District	0.0%	30.0%	50.0%	10.0%	0.0%	10.0%
State Cohort	23.0%	13.2%	36.7%	13.9%	3.4%	9.7%
My child's school offers parents training about special education issues.						
District	4.5%	27.3%	22.7%	40.9%	0.0%	4.5%
State Cohort	18.6%	14.4%	28.5%	22.6%	6.0%	9.9%
I was given information about organizations that offer support for parents of students with disabilities.						
District	9.1%	18.2%	22.7%	31.8%	0.0%	18.2%
State Cohort	18.0%	10.8%	27.5%	25.8%	5.7%	12.2%
My child's school invites parents to attend training sessions relating to the needs of children with disabilities and their families.						
District	9.1%	22.7%	13.6%	50.0%	0.0%	4.5%
State Cohort	19.0%	12.6%	26.5%	25.6%	5.3%	11.1%

VSD=Very Strongly Disagree
 SD=Strongly Disagree
 D=Disagree
 A=Agree
 SA=Strongly Agree
 VSA=Very Strongly Agree

APPENDIX C

Responses to Middle, High School and Post High School Survey Items by Parents of Students with Disabilities by District and State Cohort

Middle, High School and Post High School Survey Item	VSA	SA	A	D	SD	VSD
In preparation for my child's transition planning meeting, I was given information about options my child will have after high school.						
District	28.6%	0.0%	71.4%	0.0%	0.0%	0.0%
State Cohort	22.7%	10.5%	25.6%	21.4%	5.9%	13.9%
My child had a positive experience during his/her preparation to transition from grade to grade.						
District	46.2%	23.1%	23.1%	0.0%	0.0%	7.7%
State Cohort	27.7%	17.4%	32.9%	11.0%	4.5%	6.5%
My child received enough information about the new school/next grade to prepare him/her for the transition.						
District	41.7%	16.7%	33.3%	0.0%	0.0%	8.3%
State Cohort	27.9%	18.6%	33.6%	11.1%	3.5%	5.3%
The district staff worked to help my child feel confident enough to attend part or all of his/her IEP Team meetings.						
District	41.7%	16.7%	33.3%	8.3%	0.0%	0.0%
State Cohort	31.2%	15.2%	28.3%	13.6%	3.7%	8.0%
The school staff encourages student involvement in transition planning for after high school.						
District	42.9%	0.0%	42.9%	0.0%	0.0%	14.3%
State Cohort	31.5%	15.8%	31.1%	9.0%	4.7%	7.9%
I was provided with enough information so that I could support my child during and after the transition.						
District	38.5%	23.1%	23.1%	7.7%	0.0%	7.7%
State Cohort	27.5%	18.0%	30.6%	13.9%	4.1%	5.9%
My child's graduation options were discussed before placement or curriculum decisions were made.						
District	33.3%	0.0%	50.0%	0.0%	0.0%	16.7%
State Cohort	25.1%	11.8%	30.3%	17.2%	4.4%	11.2%
My child's school offers parents training about special education issues.						
District	33.3%	16.7%	33.3%	8.3%	0.0%	8.3%
State Cohort	17.7%	11.6%	31.7%	22.0%	5.0%	12.0%
I was given information about organizations that offer support for parents of students with disabilities.						
District	25.0%	25.0%	33.3%	0.0%	0.0%	16.7%
State Cohort	17.1%	11.4%	28.3%	24.6%	5.2%	13.4%
The services that are provided are designed to help my child become self-sufficient after high school.						
District	33.3%	16.7%	33.3%	8.3%	0.0%	8.3%
State Cohort	25.2%	14.8%	32.8%	10.8%	4.2%	12.2%
The school staff provides information on community resources that can assist my child in the transition from school to adult life.						
District	40.0%	0.0%	40.0%	20.0%	0.0%	0.0%
State Cohort	17.7%	9.5%	25.2%	23.8%	6.5%	17.4%
My child's school invites parents to attend training sessions relating to the needs of children with disabilities and their families.						

Massachusetts Department of Elementary and Secondary Education (MADESE)

Middle, High School and Post High School Survey Item	VSA	SA	A	D	SD	VSD
District	36.4%	9.1%	18.2%	27.3%	0.0%	9.1%
State Cohort	18.4%	11.3%	30.0%	23.0%	4.9%	12.4%

VSD=Very Strongly Disagree

SD=Strongly Disagree

D=Disagree

A=Agree

SA=Strongly Agree

VSA=Very Strongly Agree