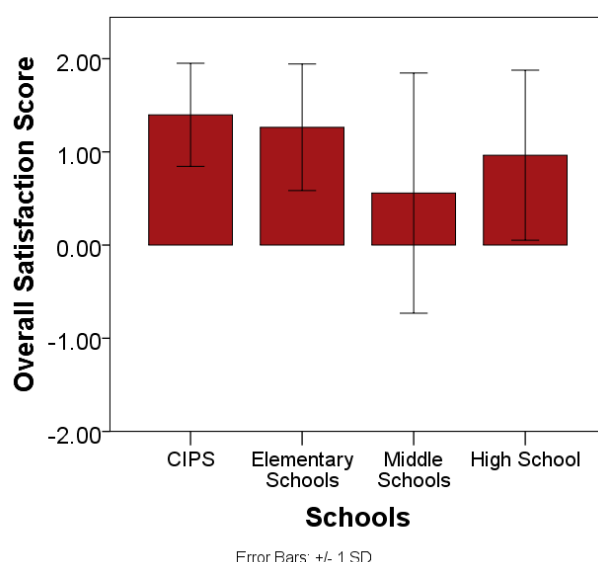


## Survey

In April 2016, the SEPAC conducted a survey of parents with children on IEPs to assess parent satisfaction with special education services. The survey was constructed using Qualtrics and a link to the survey was emailed to parents; results were examined using Excel and SPSS. One hundred and forty-five parents/guardians responded to the survey.

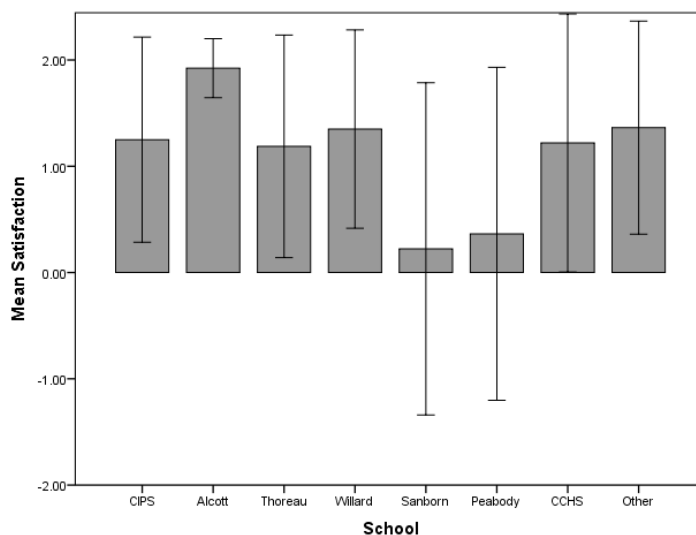
Concord Integrated Preschool	12
Alcott Elementary School	14
Thoreau Elementary School	16
Willard Elementary School	20
Sanborn Middle School	9
Peabody Middle School	11
Concord-Carlisle Regional High School	41
Other (Out-of-District, private school)	22

Using a 5-point scale, parents rated their agreement with 11 statements. Responses ranged from “Strongly agree” to “Strongly disagree” and were coded from +2 (“Strongly agree”) to -2 (“Strongly disagree”) to allow for data analysis. A response of “Neither agree nor disagree” was coded as a 0. Overall results showed that parent satisfaction is high, with averages (means) on all the questions greater than 0. However, there was a lot of variability in responses, which some parents being dissatisfied (somewhat and strongly disagree responses, -1 and -2 respectively) to questions on the survey. This variability can be seen by looking at the errors bars on the graphs below. An examination of responses on all questions showed that parent satisfaction was lowest in the middle school, followed by the high school, demonstrating a need to improve communication and supports particularly in these schools. In addition, responses to an open-ended question asking for “Comments” yielded several parents requesting increased communication between members of the team and families in these schools.



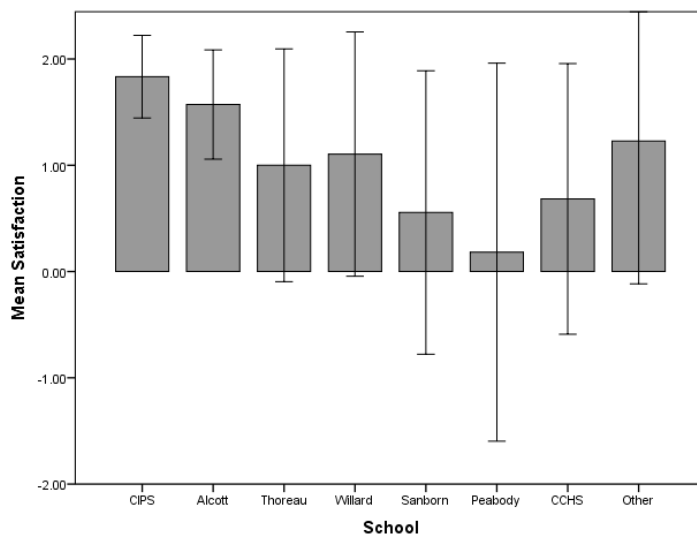
Below is the breakdown of satisfaction scores for each of the Concord Public Schools as well as Out-of-District/private placements (represented by the Other bar on the graphs) on each question.

1. I am treated as an equal member of my child's Team.



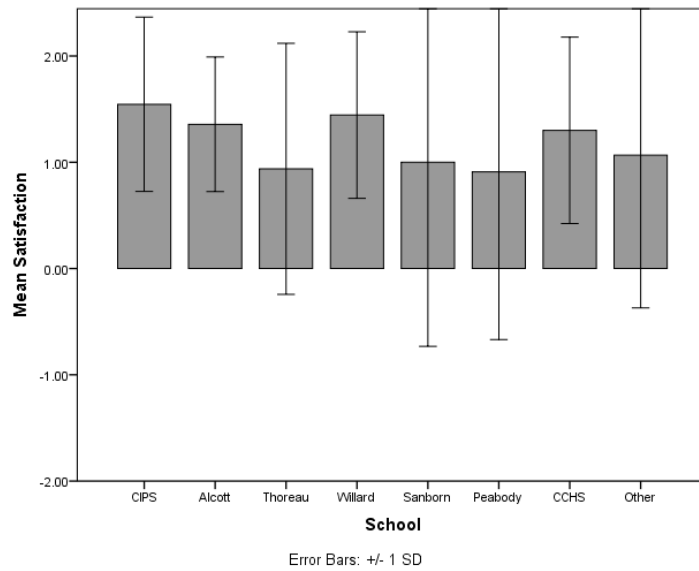
Error Bars: +/- 1 SD

2. I believe my child's classroom teacher is knowledgeable regarding my child's disability and knows what types of supports are necessary for my child's social and academic success.

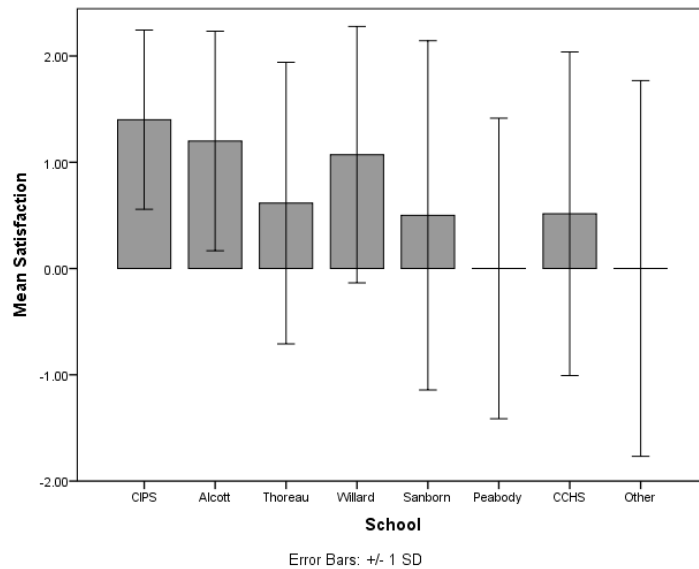


Error Bars: +/- 1 SD

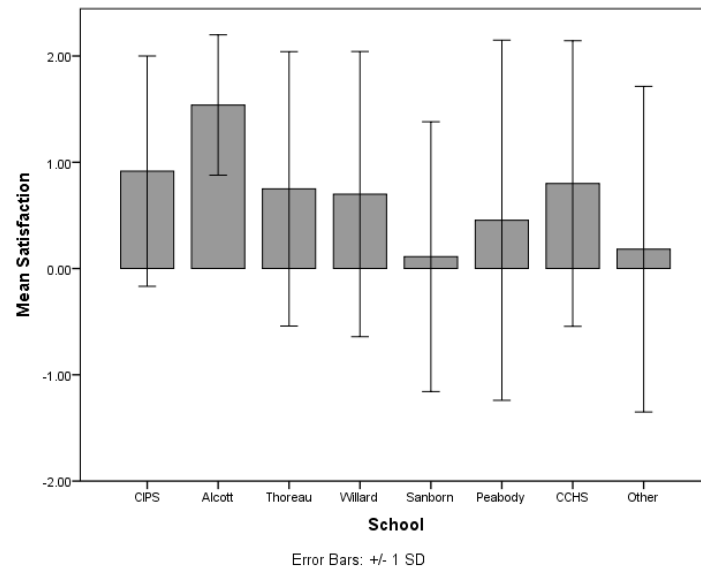
3. The special education pullout services that my child receives (e.g., speech/language therapy, occupational therapy, physical therapy, classroom aides, etc) are scheduled so that my child does not miss important academic time in the regular education classroom to the maximum extent possible.



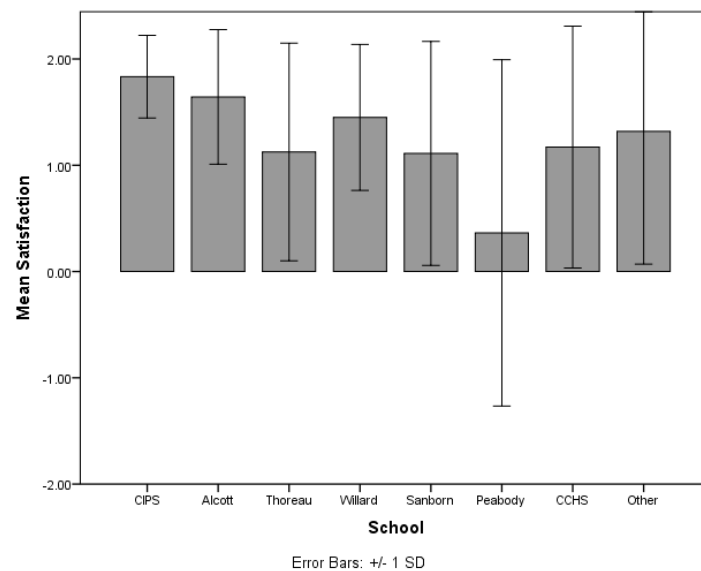
4. I am satisfied that my child receives the necessary supports to be successful in before-school, after-school, and extracurricular activities.



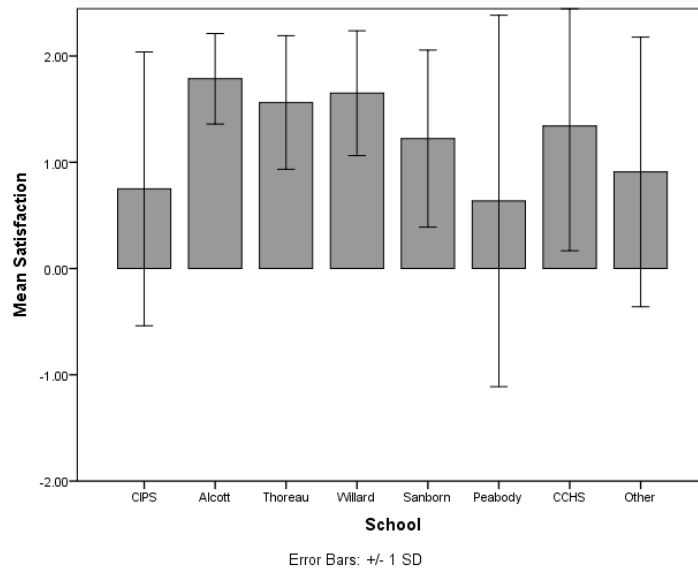
5. I am given sufficient information to understand how my child's progress and grades relate to regular education peer standards for my child's current grade level.



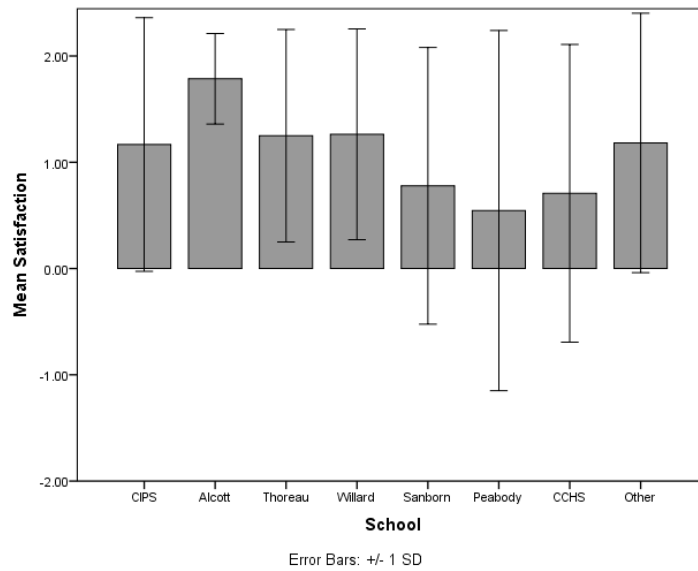
6. I believe that my child's school climate is inclusive and accepting of my child and others with special needs.



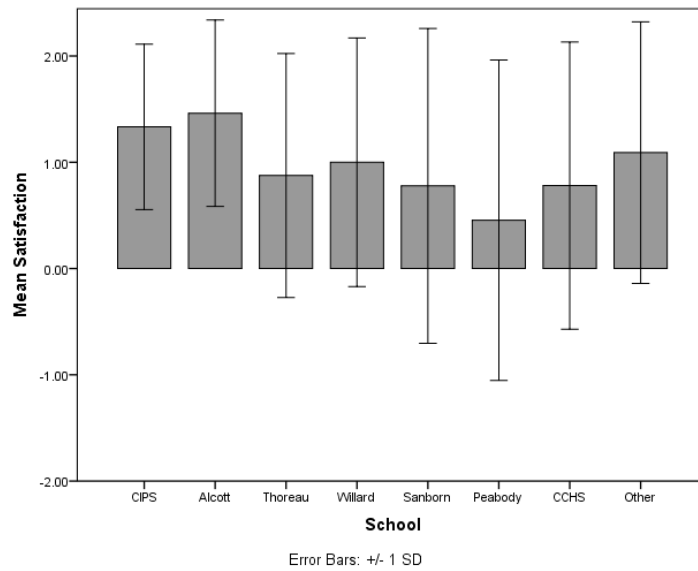
7. I am satisfied with the quantity (number of hours) of services (e.g., speech/language therapy, occupational therapy, classroom aides, etc) that my child receives.



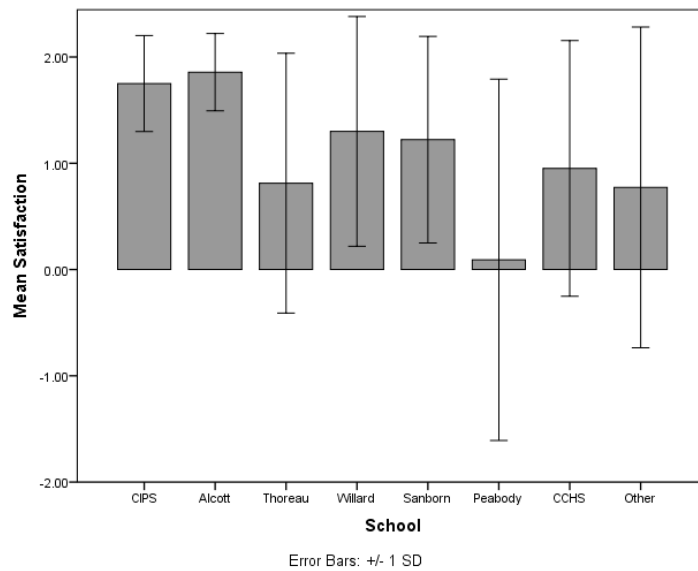
8. I am satisfied with the quality of services (e.g., speech/language therapy, occupational therapy, classroom aides, etc) that my child receives.



9. I am satisfied with the way the school addresses my child's social-emotional needs.



10. I am satisfied with the way the school addresses my child's academic needs.



11. I am satisfied that my child receives the necessary supports to be successful in special activities, such as music, art, and physical education classes.

