



WEST VIRGINIA IDEA PART B:

**SPECIAL EDUCATION
PARENT SURVEY
RESULTS**

OCTOBER 2016



SPECIAL EDUCATION PARENT SURVEY RESULTS

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Prepared for:

West Virginia Department of Education

Prepared for:

**Measurement Incorporated
Evaluation Services
7-11 South Broadway, Suite 402
White Plains, NY 10601
(914) 682-1969 Fax: (914) 682-1760**

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Statistical Summary

The federal Individuals with Disabilities Education Act (IDEA) aims to ensure that families have meaningful opportunities to participate in their children's education planning. Relevant research¹ suggests that family involvement positively contributes to student learning and educational outcomes. To ensure that states comply with IDEA regulations regarding parent involvement, IDEA Part B requires all states to report annually on a set of indicators to the U.S. Department of Education (ED), Office of Special Education (OSE). Data reported below address Indicator 8: "the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities." West Virginia Parent Involvement Survey results for 2016 are as follows:

Part B Preschool			
Percent at or above Indicator 8 standard:		46.3%	(SE of the mean = 2.7%)
Number of Valid Responses:	352	Measurement Reliability:	0.89-0.94
Mean Measure:	610	Measurement SD:	157
Part B School Age			
Percent at or above Indicator 8 standard:		32.8%	(SE of the mean = 0.9%)
Number of Valid Responses:	2,709	Measurement Reliability:	0.91-0.94
Mean Measure:	558	Measurement SD:	149
Part B Preschool and School Age Combined			
Percent at or above Indicator 8 standard:		34.4%	(SE of the mean = 0.9%)
Number of Valid Responses:	3,061	Measurement Reliability:	0.89-0.94
Mean Measure:	564	Measurement SD:	151
External Benchmark: ALL PART B (6 US States, 2005 NCSEAM PILOT STUDY)			
Percent at or above Indicator 8 standard:		17.0%	(SE of the mean = 0.7%)
Number of Valid Responses:	2,705	Measurement Reliability:	0.94
Mean Measure:	481	Measurement SD:	135

¹ Henderson, A.T. & Mapp, K.L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory. Available online at: www.sedl.org/connections/resources/evidence.pdf

I. Background

In January 2015, the West Virginia Department of Education (WVDE), Office of Special Education, contracted with Measurement Incorporated (MI) to conduct the statewide parent involvement survey. The goal of the contract was to provide data for reporting requirements for the West Virginia Department of Education's Special Education State Performance Plan (SPP) for 2015-2016, 2016-2017, & 2017-2018. ED requires that states report their progress relating to special education in their Annual Performance Reports (APRs). Specifically, WVDE reports on Indicator B-8 by measuring "the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities."

We began the process of the statewide data collection in February 2016. Data was collected using two parent surveys. One survey, containing 26 multiple choice questions plus an open-ended comment section, was prepared and administered to parents of preschool children (ages 3-5) and the other survey, containing 24 multiple choice questions plus an open-ended comment section, was prepared and administered to parents of school age children (ages 6-21). The items for the parent surveys were adapted from the National Center for Special Education Accountability Monitoring (NCSEAM) survey item banks. The NCSEAM survey items have been shown to be both valid and reliable in measuring the extent to which parents perceive that schools facilitate their involvement. Namely, to establish validity and reliability of the survey items, NCSEAM collected data from a representative sample of over 2,500 parents of students receiving special education services. The results of their survey analysis supported the high validity and reliability of the survey items.

West Virginia Department of Education, Office of Special Education, provided MI with addresses of parents of students with special needs. After conducting address verification, MI was able to mail 15,749 surveys to parents of special needs students residing in 20 school districts in the state of West Virginia. This year (2015-2016) marks the first occasion where respondents were given the option of completing either a paper version or an online version of the survey. The paper version of the survey, mailed to households, included pertinent instructions (i.e., log-in, username, password) to allow parents/guardians to complete the survey online.

Parents had approximately 20 weeks to complete the survey. The initial survey dissemination took place in early April. A second mailing took place in mid-May, that is, the households who have not yet completed the survey (i.e., non-responders) by early May received the survey again in mid-May. Finally, in an attempt to reach as many households as possible, a third dissemination attempt took place in mid-August. This final dissemination involved an online emailing campaign. Specifically the West Virginia

Department of Education, Office of Special Education, provided MI with 3,612 parent email addresses. MI put forth best efforts to avoid emailing the survey link (survey web address) to parents who have already completed the paper or online version of the survey. As a result, MI emailed the survey link to 3,037 households.

Over the course of the data collection period, 3,114 surveys were received (22% *statewide* response rate); 355 (30% response rate) were from parents of preschoolers and 2,759 (21% response rate) were from parents of school age students.

II. Methodology

Administration of the West Virginia *Parent Involvement Survey* involved active collaboration between MI and WVDE to ensure accurate and reliable data collection. The summary below provides details of key elements that were implemented to support the survey administration and data collection processes.

Survey Production Process

The items used in the West Virginia *Parent Involvement Survey* were adapted from a larger survey that was developed by the National Center for Special Education Accountability Monitoring (NCSEAM) between 2002-2005.

The data reported in the current report was collected by using two parent surveys. Both surveys were converted to a scannable survey format. One survey, containing 26 multiple choice questions plus an open-ended comment section, was prepared and administered to parents of preschool children (ages 3-5) and the other survey, containing 24 multiple choice questions plus an open-ended comment section, was prepared and administered to parents of school age children (ages 6-21).

Survey Dissemination & Collection Method

The survey collection process involved 3 different methods.

Paper method: Respondents were provided with a paper copy of the survey enabling them to complete and return the survey to MI in a postage-paid envelope.

Online method: Respondents were provided with log-in information, a username and a password enabling them to complete the survey online using various devices (desktop or laptop computer, various hand-held devices, etc.).

Direct email method: Over 3,000 households received direct emails containing pertinent instructions and a hyperlink to the survey.

The initial number of surveys distributed in April was 15,749 (1,284 surveys were sent to parents of preschool children and 14,465 surveys were sent to parents of school age children). By mid-May, the response rate was 11%. A second mailing to those parents who had not yet responded was administered in mid-May. The response rate approached 21% by mid-August. In an attempt to further boost the response rate, in mid-August a total of 3,037 direct emails were sent to parents (213 emails to parents of preschool children and 2,824 emails to parents of school age children). The direct email campaign increased the response rate to 22% by early September (preschool response rate = 30%; school age response rate = 21%) (**Table 1** presents a summary of the administration outcome).

Sampling and Data Collection Procedure

We worked collaboratively with WVDE to coordinate the details of survey administration. As an initial step in the process, WVDE sampled the population of school districts statewide to provide a representative sample of families to survey. The sample database was consistent with the OSEP-approved sampling plan that takes into account disability category, race/ethnicity, region, and district size. All parents of students with disabilities in the selected districts are surveyed and all districts are surveyed at least once within a six year period.

We coordinated survey dissemination so that each survey was labeled with a code that could be linked to district and demographic data for each student. Each survey packet mailed to a parent contained a survey, an instructional letter, and a postage-paid return envelope addressed to MI. In this way, parents were assured that their responses would come directly to the independent contractor to guarantee their confidentiality. The paper survey mailed to parents also included instructions for completing the survey online (i.e., log-in information, username, password). Direct emails containing the survey's hyperlink were also sent to a portion of the sample recipients (approximately 3,000 households).

Steps to Ensure Validity and Reliability

Data tracking procedures implemented in 2016 ensured that surveys were monitored at each step in the administration process. MI provided timely and ongoing communication to WVDE staff throughout the survey administration process. In the analysis phase of the project, MI examined the data in terms of its representativeness on key demographic variables, i.e., race/ethnicity, age group, gender, and disability category. These results allow WVDE to make determinations about how well the findings can be generalized to the overall population of West Virginia parents of children receiving special education services.

III. Findings

In this section of the report, data from the 2016 West Virginia *Parent Involvement Survey* are presented. MI reports key findings in three critical areas:

- Response Rates
- Representativeness of the Data
- Survey Results

A. Response Rates

The overall survey response rate for the West Virginia 2016 Parent Involvement Survey increased compared to the last time these districts were sampled in 2013.

In 2016, there was an increase of 8 percentage points in response rate for preschool parent survey and an increase of 2 percentage points in response rate for school age parent survey. There was a 3-percentage point increase in the overall response rate ([Table 1](#) provides a summary of these comparisons).

The increased response rate could be attributed to the following factors: distribution of a larger number of surveys, introduction of the online method of survey administration, the launch of an email campaign to draw parental feedback, longer period of time allowed for survey completion, and a historically responsive sample.

This year, over 500 additional surveys reached parents of special needs students compared to when the same districts were sampled in 2013. Additionally, the online survey administration offered parents a quick and simple way of completing the survey, editing responses, and submitting the survey. The direct email campaign employed toward the end of the survey administration provided yet another opportunity for parent participation. The timeline this year was also much longer than in past years (20 weeks in 2016 compared to 18 weeks in 2015 and compared to 7 weeks in 2014) giving parents greater opportunity to participate. Finally, WV survey sample has shown strong response rates in the past.

Table 1
West Virginia Parent Involvement Survey
Administration Summary for 2015-2016

	2012-2013 Administration			2015-2016 Administration		
	Preschool	School Age	Total	Preschool	School Age	Total
Surveys sent*	865	12,710	13,575	1,196	12,889	14,085
Surveys received	192	2,406	2,598	355	2,759	3,114
Statewide response rate	22%	19%	19%	30%	21%	22%

* Surveys that were returned based on invalid addresses were omitted from this calculation (original number of surveys sent = 15,749)

Table 2 presents the combined (preschool and school age) response rate² for each of the 20 school districts. In terms of distribution of response rate, in 2016, there were no extreme outliers. However, the response rate of six districts was either 1 standard deviation (SD) above or below the district mean response rate; three districts had a response rate below the mean and three districts had a response rate above the mean.

Table 2
Response Rate by District³
Preschool and School Age Surveys Combined

District	Number of Surveys Sent	Number of Surveys Returned	Percent Response Rate	District Response Rate is 1 SD Below or Above Mean
Berkeley	3,091	886	28.7%	Yes
Calhoun	95	28	29.5%	Yes
Doddridge	182	40	22.0%	No
Fayette	851	184	21.6%	No
Gilmer	143	36	25.2%	Yes
Hampshire	684	131	19.2%	No
Jefferson	1,220	238	19.5%	No
Lewis	391	90	23.0%	No
Lincoln	758	128	16.9%	Yes
Marion	1,055	212	20.1%	No
Marshall	560	114	20.4%	No
Mason	629	127	20.2%	No
Mineral	788	166	21.1%	No
McDowell	558	94	16.8%	Yes
Pleasants	194	35	18.0%	Yes
Pocahontas	167	35	21.0%	No
Tucker	148	30	20.3%	No
Webster	160	37	23.1%	No
Wetzel	453	93	20.5%	No
Wood	1,958	410	20.9%	No
Total	14,085	3,114	22.1%	

² Response rate is calculated based on the number of surveys delivered to families. Those surveys that were returned based on invalid addresses (i.e., return to sender) were omitted from the count before response rate calculations. Any survey received from a parent is counted in the response rate even if the parent did not respond to any of the survey items.

³ The district rate is calculated by dividing the total number of parents of children receiving special education services who replied to the survey by the number of surveys sent to households.

B. Representativeness of the Data

The following three tables (**Tables 3, 4, & 5**) compare demographic data from 2016 survey respondents to the most recent West Virginia Child Count data from 2015. Namely, the 2016 responding group of parents is compared to the 2015 Child Count data on race/ethnicity, gender, and disability categories. These comparisons indicate how well the group of parents, from the sampled districts who responded to the survey, represents the population of parents in West Virginia who have children receiving special education services. For these comparisons, the IDEA guidelines are followed. Specifically, on a given category of data, a difference of 3 percentage points (higher or lower) than the Child Count data is considered significant and indicates that the group of parents who responded to the survey is different from the population of statewide parents on the specific category of data.

The sample of parents who responded to the survey is representative of the statewide population of parents with children with IEPs in terms of race/ethnicity (see Table 3).

Table 3
Race/Ethnicity Categories of Students with Disabilities (SWD) Survey Sample
Compared to December 1, 2015 Child Count Data
(Ages 3-21)

Ethnicity Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2015 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Asian	19	0.6%	128	0.3%	0.3%
Black	118	3.8%	1,994	4.4%	-0.6%
Hispanic	66	2.1%	629	1.4%	0.7%
American Indian/Alaskan	5	0.2%	53	0.1%	0.0%
Pacific Islands	3	0.1%	13	0.0%	0.1%
White	2,801	89.9%	41,394	91.4%	-1.4%
Multiple Race	102	3.3%	1,086	2.4%	0.9%
Total	3,114	100.0%	45,297	100.0%	0.0%

*Over/Under Representation is the percent of respondent sample minus the percent of eligible population.

The sample of parents who responded to the survey is also representative of the statewide population of parents with children with IEPs in terms of gender (see Table 4).

Table 4
Gender Categories of Students with Disabilities (SWD) Survey Sample
Compared to December 1, 2015 Child Count Data
(Ages 3-21)

Gender Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2015 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Female	1,047	33.6%	15,544	34.3%	-0.7%
Male	2,067	66.4%	29,753	65.7%	0.7%
Total	3,114	100.0%	45,297	100.0%	0.0%

*Over/Under Representation is the percent of respondent sample minus the percent of eligible population.

In general, the sample of parents who responded to the survey is representative of the statewide population of parents with children with IEPs in terms of disability. One disability category group (mild mental impairment) is under-represented by the sample when compared to the 2015 Child Count (see Table 5).

Table 5
Disability Categories of Students with Disabilities (SWD) Survey Sample
Compared to December 1, 2015 Child Count Data
(Ages 3-21)

Disability Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2015 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	230	7.4%	2,086	4.6%	2.8%
Emotional/Behavior Disorder	76	2.4%	1,290	2.8%	-0.4%
Speech/language Impairment	836	26.8%	12,221	27.0%	-0.1%
Deaf/Blindness	2	0.1%	17	0.0%	0.0%
Deafness	5	0.2%	56	0.1%	0.0%
Exceptional Gifted (grades 9-12)	0	0.0%	0	0.0%	0.0%
Gifted (grades 1-8)	0	0.0%	0	0.0%	0.0%
Hard of Hearing	25	0.8%	388	0.9%	-0.1%
Specific Learning Disability	878	28.2%	13,450	29.7%	-1.5%
Moderately Mentally Impaired	89	2.9%	1,160	2.6%	0.3%
Mild Mental Impairment	258	8.3%	5,438	12.0%	-3.7%
Severe Mental Impairment	20	0.6%	286	0.6%	0.0%
Other Health Impairment	442	14.2%	6,444	14.2%	0.0%
Orthopedic Impairment	9	0.3%	107	0.2%	0.1%
Developmental Delay	184	5.9%	1,970	4.3%	1.6%
Blindness and Low Vision	21	0.7%	284	0.6%	0.0%
Traumatic Brain Injury	5	0.2%	100	0.2%	-0.1%
Unknown	34	1.1%	0	0.0%	1.1%
Total	3,114	100.0%	45,297	100.0%	

*Over/Under Representation is the percent of respondent sample minus the percent of eligible population.

In 2016, **there was a significant underrepresentation** (-3.7%) of parents with children who have a mild mental impairment (See Appendix for comparisons of 2016 survey sample to 2015 Child Count Data disaggregated for preschool **Table A-1** and school age **Table A-2** populations.)

C. Survey Results—Indicator 8 and Rasch Analysis

Parent involvement in the education of students with disabilities in West Virginia showed an increase when comparing 2016 survey outcomes to 2013 survey outcomes. Over 34% (compared with 33% in 2013) of parent respondents agreed that their child's school district facilitated parental engagement (see Table 6).

Table 6
Percentage of Parent Response
At or Above the Standard

2012-2013					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	192	84	43.8%	36.9%	50.8%
School Age	2,406	808	33.7%	31.8%	35.6%
Combined	2,598	892	34.4%	32.6%	36.3%

2015-2016					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	352	163	46.3%	41.2%	51.5%
School Age	2,709	889	32.8%	31.1%	34.6%
Combined	3,061	1,052	34.4%	32.7%	36.1%

Using the Rasch method of data analysis, each parent survey is scored and then the percentage of parent surveys above the "cut off" score is tallied. A score above the standard (cut-off score) indicates **agreement that the child's school district facilitated parental engagement as a means of improving the child's special education services**. In 2015, the percentage of preschool parents at or above the standard was 55.5%, the percentage of school age parents was 38.5%, and the combined percentage of parents (preschool and school age) was 39.7%. This year, 46.3% of preschool parents, 32.8% of school age parents, and 34.4% of parents overall provided feedback that was at or above the standard.

These results indicate a decrease compared to 2015 results. However, this year's results show that the percentage of preschool parents at or above the standard (46.3%) increased in comparison to the last time these districts were sampled in 2013 (43.8%). The percentage of school age parents at or above standard this year (32.8%) decreased in comparison to the last time these districts were sampled in 2013 (33.7%).

Table 7 provides 95% confidence intervals for the percent of parents who met the standard (i.e., percent of parents at or above the standard). A *confidence interval* indicates a range of values that is likely to encompass the true population value. For example, the 95% confidence interval calculated for the sample statistic (i.e., percent of parents who met the standard) contains the true population parameter (i.e., percent of parents in WV who meet the standard) 95% of the time (and fail to contain the true value the other 5% of the time).

Table 7
Percentage of Parent Response At or Above the Standard by District
Preschool and School Age Combined

District	Total Response	Response At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Berkeley	857	308	36%	32.80%	39.21%
Calhoun	28	6	21%	10.00%	40.00%
Doddridge	40	12	30%	18.06%	45.58%
Fayette	181	69	38%	31.37%	45.39%
Gilmer	36	11	31%	17.98%	47.02%
Hampshire	129	39	30%	22.98%	38.68%
Jefferson	236	63	27%	21.46%	32.71%
Lewis	89	23	26%	17.87%	35.89%
Lincoln	127	44	35%	26.94%	43.29%
Marion	209	74	35%	29.25%	42.11%
Marshall	113	49	43%	34.60%	52.58%
Mason	127	42	33%	25.50%	41.68%
Mineral	164	70	43%	35.37%	50.34%
McDowell	91	26	29%	20.31%	38.64%
Pleasants	35	9	26%	14.08%	42.33%
Pocahontas	34	7	21%	10.17%	37.20%
Tucker	29	11	38%	22.72%	56.07%
Webster	37	10	27%	15.34%	43.20%
Wetzel	93	26	28%	19.85%	37.88%
Wood	406	153	38%	33.11%	42.50%
Total	3,061	1,052	34%	32.71%	36.07%

The percentage at or above the standard ranged from 21% (for Calhoun & Pocahontas districts) to 43% (for Marshall & Mineral districts). Results by district for preschool and school age families are provided in the Appendix (see **Table A-3** and **Table A-4**).

Figure 1
Distribution of Parent Scores/Measures: 2016

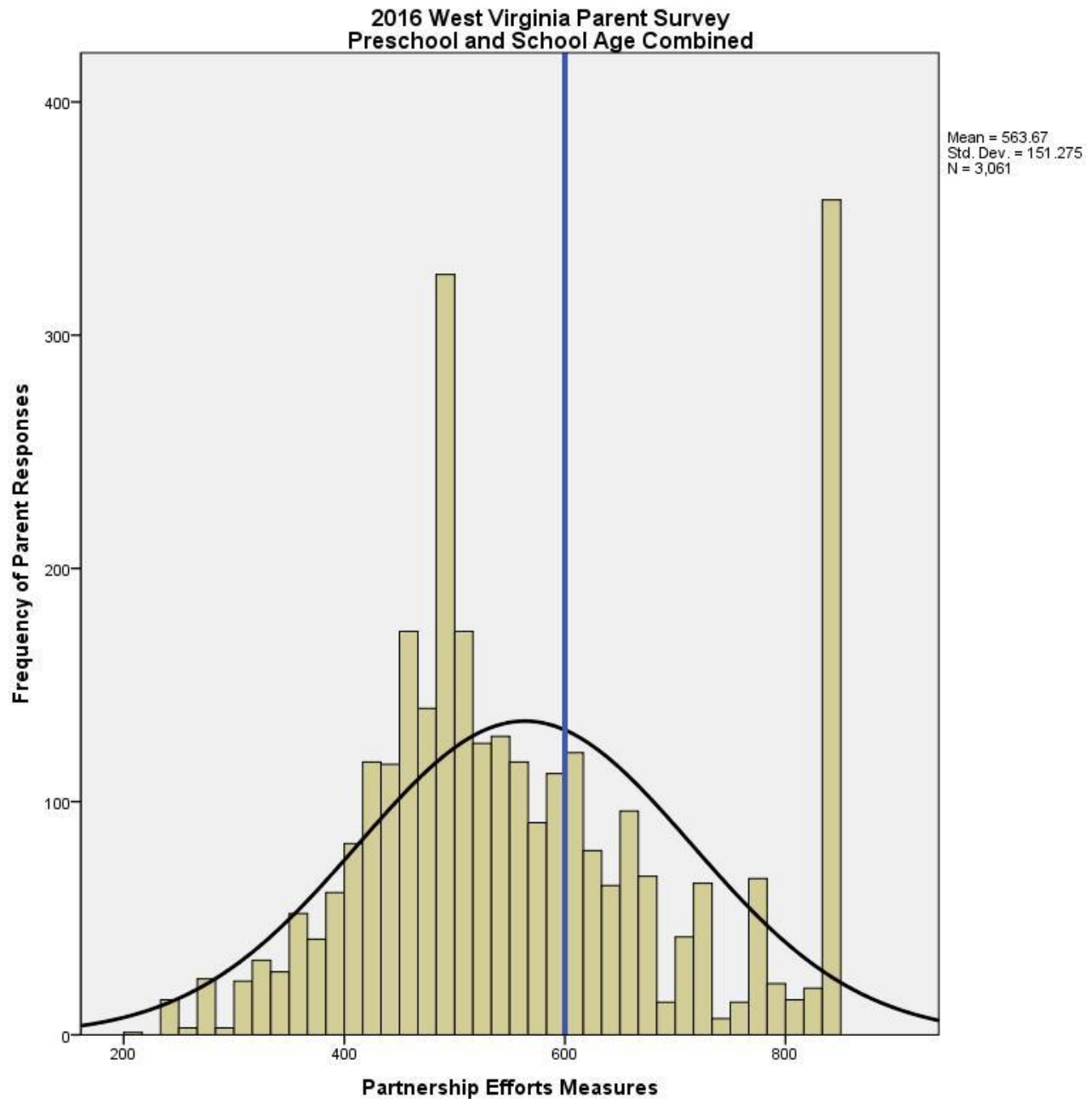


Figure 1 presents the distribution of Rasch scores/measures for all parents responding to the survey. A higher bar represents a greater number of families responding at the level and the higher score/measure (Partnership Efforts Measures) represents a greater level of “agreement” with the indicator (see the Appendix for **Figure A-1** for distribution for preschool parents and **Figure A-2** for distribution of school age parent responses.)

Survey Results—Percentages for Survey Items

A number of important and effective practices by West Virginia schools and preschool providers facilitated parent involvement as expressed by parents' responses to the survey. From 2013 to 2016, parents' satisfaction with some aspects of their partnership with schools increased, whereas their satisfaction with some other aspects of their partnership with schools decreased.

- ❖ For 12 out of 26 items on the preschool survey, parents responded more favorably in 2016 compared with 2013
- ❖ For 14 out of 26 items on the preschool survey, parents responded less favorably in 2016 compared with 2013
- ❖ For 12 out of 24 items on the school age survey, parents responded more favorably in 2016 compared with 2013
- ❖ For the other 12 out of 24 items on the school age survey, parents responded less favorably in 2016 compared with 2013

Tables 8 and 9 present the percent of parents who “strongly agree” or “very strongly agree” with each item. The items are presented from highest percentage agreement to lowest percentage agreement. Items near the top of the list were rated more often as “strongly agree” and “very strongly agree”. Items lower on the list received those ratings less frequently. **Table 8** lists the 26 preschool items and **Table 9** lists the 24 school age items.

Table 8
Analysis of 2015-2016 Parent Involvement Preschool Survey: Item Percentages
(Statewide Percent in Agreement – Codes 5, 6 who Strongly Agree/Very Strongly Agree)

Preschool Survey Items	2012	2013	2014	2015	2016	Percent Difference from 2013 to 2016
4) My child's evaluation report was written using words I understand	38.3%	31.8%	30.1%	50.2%	67.2%	35%
10) treat me as an equal team member	34.1%	24.4%	21.1%	42.5%	57.8%	33%
16) give me options concerning my child's services and supports	37.4%	26.3%	22.8%	44.2%	53.2%	27%
1) I am part of the IEP decision-making process	37.2%	36.4%	31.2%	50.4%	63.0%	27%
14) ensure that I have fully understood my rights related to preschool special education	43.6%	34.8%	34.0%	50.6%	60.8%	26%
6) I have been asked for my opinion about how well preschool special education services are meeting my child's needs	34.1%	26.9%	30.1%	45.7%	52.5%	26%
11) encourage me to participate in the decision-making process	44.0%	35.6%	35.5%	52.0%	59.5%	24%
19) give me information about the approaches they use to help my child learn	43.0%	38.7%	28.6%	48.5%	53.3%	15%
9) are available to speak with me	49.7%	48.6%	44.2%	58.6%	62.9%	14%
13) value my ideas	51.2%	55.3%	45.2%	59.0%	59.4%	4%
3) My child's IEP goals are written in a way that I can work on them at home during daily routines	55.0%	57.2%	51.1%	67.3%	59.9%	3%
5) The preschool special education program involves parents in evaluations of whether preschool special education is effective	51.5%	54.5%	46.2%	63.1%	56.4%	2%
18) give me enough information to know if my child is making progress	58.3%	59.3%	50.0%	64.0%	56.4%	-3%
17) provide me with strategies to deal with my child's behavior	59.5%	57.1%	47.3%	65.6%	53.7%	-3%
7) Included me in the process of helping my child transition from early intervention to preschool special education	59.8%	63.1%	57.9%	69.4%	57.5%	-6%
12) respect my culture	63.5%	70.5%	51.6%	71.4%	64.2%	-6%
2) My recommendations are included on the IEP	53.3%	63.8%	47.4%	66.0%	57.3%	-7%
15) communicate regularly with me regarding my child's progress on IEP goals	62.0%	61.7%	55.3%	68.8%	55.0%	-7%
22) offer parents different ways of communicating with people from preschool special education	57.7%	54.3%	48.4%	62.1%	40.9%	-13%
24) give parents the help they may need, such as transportation, to play an active role in their child's learning and development	61.1%	60.3%	50.0%	64.9%	45.7%	-15%
8) provide me with information on how to get other services	61.1%	64.4%	53.7%	70.4%	47.0%	-17%
23) explain what options parents have if they disagree with a decision made by the preschool special education program	59.8%	60.1%	50.0%	64.0%	42.5%	-18%
20) give me information about organizations that offer support for parents	61.7%	63.9%	51.1%	67.2%	38.9%	-25%
21) offer parents training about preschool special education	61.1%	60.4%	48.4%	66.1%	33.3%	-27%
26) connect families with one another for mutual support	63.5%	64.0%	52.1%	64.7%	33.8%	-30%
25) offer supports for parents to participate in training workshops	65.5%	67.9%	51.6%	68.5%	36.4%	-31%

Table 9
Analysis of 2016 Parent Involvement School Age Survey: Item Percentages
(Statewide Percent in Agreement – Codes 5, 6 who Strongly Agree/Very Strongly Agree)

School Age Survey Items	2012	2013	2014	2015	2016	Percent Difference from 2013 to 2016
2) EP meetings are scheduled at a time and place that are convenient for me	18.5%	16.2%	16.6%	25.4%	56.6%	40%
4) At the IEP meeting, we discussed accommodations and modifications that my child would need	21.1%	19.6%	20.2%	27.6%	53.7%	34%
8) Information was provided to me in a language I understand	40.8%	40.2%	40.3%	46.5%	64.9%	25%
5) At the IEP meeting, we discussed how my child would participate in statewide assessments	23.6%	22.4%	22.6%	30.0%	41.4%	19%
3) We discussed whether my child could be educated satisfactorily in the regular classroom with appropriate aids and support	37.6%	37.4%	36.6%	44.3%	50.7%	13%
7) I was given enough time to fully understand my child's IEP	41.2%	41.2%	40.0%	47.1%	52.6%	11%
1) I have been asked for my opinion about how well special education services are meeting my child's needs	30.7%	31.8%	30.5%	37.7%	41.1%	9%
6) The evaluation results were thoroughly explained to me	41.8%	42.9%	42.5%	48.1%	50.5%	8%
9) I was given information about organizations that offer support for parents of students with disabilities	27.5%	27.3%	25.8%	32.8%	32.8%	6%
20) Respect my family's values	44.1%	43.5%	42.5%	47.0%	47.5%	4%
16) My child's teachers give me enough time and opportunities to discuss my child's needs and progress	45.6%	44.9%	43.3%	50.0%	46.3%	1%
18) Show sensitivity to the needs of students with disabilities and their families	43.9%	42.6%	40.7%	47.6%	43.5%	1%
15) Offers parents a variety of ways to communicate with teachers	44.6%	45.5%	43.6%	49.2%	42.0%	-3%
22) I have a good working relationship with my child's teachers	51.1%	50.6%	48.9%	53.3%	46.6%	-4%
14) Has a person on staff who is available to answer parents' questions	45.4%	45.1%	41.2%	50.0%	41.0%	-4%
19) Encourage me to participate in the decision-making process	51.1%	50.3%	49.3%	54.3%	46.2%	-4%
11) Connects families to other families that can provide information and mutual support	30.1%	27.8%	28.2%	35.4%	19.1%	-9%
17) Answered any questions I had about Procedural Safeguards	51.8%	52.5%	50.2%	55.7%	40.7%	-12%
13) Explains what options parents have if they disagree with a decision of the school	42.1%	41.9%	41.4%	47.0%	29.6%	-12%
10) Provides funding, transportation, or other supports for parents to participate in training workshops	39.8%	39.1%	39.4%	45.1%	24.2%	-15%
21) The school gives me choices with regard to services that address my child's needs	54.7%	54.0%	51.8%	57.5%	38.6%	-15%
23) The school communicates regularly with me regarding my child's progress on IEP goals	65.2%	65.5%	63.1%	66.7%	42.5%	-23%
12) Offers parents training about special education issues	45.3%	44.8%	42.9%	50.2%	20.1%	-25%
24) The school provides information on agencies that can assist my child in the transition from school	58.1%	56.4%	56.0%	59.0%	27.8%	-29%

IV. Summary

In this section of the report, we summarize key elements of the survey administration process and highlight the results of the 2015-2016 administration of the West Virginia *Parent Involvement Survey*. Suggestions for improving the survey administration and reporting process are also included.

Survey Administration and Results

- Over 15,000 surveys were mailed to parents of children in 20 school districts in April.
- This year, parents had the option of either completing the paper-and-pencil or the online version of the survey.
- The initial number of surveys mailed to parents in May was 15,749 and the response rate in mid-May was 11%. A second mailing to those parents who had not responded was administered in mid-May and the response rate increased to 21% by mid-August.
- In mid-August an email campaign was initiated whereby over 3,000 parents received a direct email invitation to participate in the survey.
- Over the course of the data collection period, 3,114 surveys were received; 355 surveys came from parents of preschoolers and 2,759 came from parents of school age students.
- Data tracking procedures were implemented to ensure that surveys were monitored at each step in the administration process. MI provided timely and ongoing communication to WVDE staff throughout the survey administration process.
- The overall survey response rate for the West Virginia 2016 *Parent Involvement Survey* was 22% with a 30% response rate for families of preschool children and a 21% response rate for families of school age children.
- In general, the sample of parents who responded to the survey is representative of WV parents of children receiving special education services in terms of race/ethnicity and gender.
- The respondent sample underrepresents West Virginia's percentage for one disability category group (mild mental impairment) when compared to the state's 2015 Child Count.
- Based on the 2016 survey response, 34% of families indicated that schools facilitated parent engagement as a means of improving special education services. This outcome is similar to the outcome obtained in 2013. By age group, 46% of responding preschool families and 33% of responding school age families indicated agreement with the indicator (see **Appendix Table A-5** for district level results).

- From 2013 to 2016, parents' satisfaction with some aspects of their partnership with schools increased, whereas their satisfaction with some other aspects of their partnership with schools decreased.

Recommendations

- Begin survey administration in early April as a means of extending the survey completion duration.
- Provide regular reminders and continuous encouragements to local districts to promote the survey through personal communication with parents and personalized survey distribution.
- Continue distributing a second survey mailing to those parents who do not complete a survey as part of the first mailing. Significant additional numbers of surveys are often returned as a result of this practice.
- Continue the web-based administration of the survey.
- Continue efforts to reach out to as many respondents as possible by sending direct emails to parents when possible.
- Consider conducting focus groups and interviews with parents in districts with low response rate.
- Consider providing incentives to districts that reach a predetermined response rate.

V. Appendix

Table A-1
Disability Categories of Students with Disabilities (SWD) in Survey Sample
Compared to December 1, 2015 Child Count Data
(Preschool)

Disability Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2015 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	4	1.2%	105	2.1%	-0.9%
Emotional/Behavior Disorder	0	0.0%	6	0.1%	-0.1%
Speech/language Impairment	162	46.8%	2,695	53.9%	-7.0%
Deaf/Blindness	1	0.3%	3	0.1%	0.2%
Deafness	1	0.3%	7	0.1%	0.1%
Exceptional Gifted (grades 9-12)	0	0.0%	0	0.0%	0.0%
Gifted (grades 1-8)	0	0.0%	0	0.0%	0.0%
Hard of Hearing	1	0.3%	31	0.6%	-0.3%
Specific Learning Disability	0	0.0%	2	0.0%	0.0%
Moderately Mentally Impaired	0	0.0%	24	0.5%	-0.5%
Mild Mental Impairment	0	0.0%	62	1.2%	-1.2%
Severe Mental Impairment	0	0.0%	8	0.2%	-0.2%
Other Health Impairment	1	0.3%	52	1.0%	-0.8%
Orthopedic Impairment	0	0.0%	4	0.1%	-0.1%
Developmental Delay	172	49.7%	1,970	39.4%	10.3%
Blindness and Low Vision	3	0.9%	34	0.7%	0.2%
Traumatic Brain Injury	0	0.0%	1	0.0%	0.0%
Unknown	1	0.3%	0	0.0%	0.3%
Total	346	100.0%	5,004	100.0%	

*Over/Under Representation is the percent of respondent sample minus the percent of eligible population.

Table A-2
Disability Categories of Students with Disabilities (SWD) in Survey Sample
Compared to December 1, 2015 Child Count Data
(School Age)

Disability Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2015 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	226	8.2%	1,981	4.9%	3.2%
Emotional/Behavior Disorder	76	2.7%	1,284	3.2%	-0.4%
Speech/language Impairment	674	24.3%	9,526	23.6%	0.7%
Deaf/Blindness	1	0.0%	14	0.0%	0.0%
Deafness	4	0.1%	49	0.1%	0.0%
Exceptional Gifted (grades 9-12)	0	0.0%	0	0.0%	0.0%
Gifted (grades 1-8)	0	0.0%	0	0.0%	0.0%
Hard of Hearing	24	0.9%	357	0.9%	0.0%
Specific Learning Disability	878	31.7%	13,448	33.4%	-1.7%
Moderately Mentally Impaired	89	3.2%	1,136	2.8%	0.4%
Mild Mental Impairment	258	9.3%	5,376	13.3%	-4.0%
Severe Mental Impairment	20	0.7%	278	0.7%	0.0%
Other Health Impairment	441	15.9%	6,392	15.9%	0.1%
Orthopedic Impairment	9	0.3%	103	0.3%	0.1%
Developmental Delay	12	0.4%	0	0.0%	0.4%
Blindness and Low Vision	18	0.7%	250	0.6%	0.0%
Traumatic Brain Injury	5	0.2%	99	0.2%	-0.1%
Unknown	33	1.2%	0	0.0%	1.2%
Total	2,768	100.0%	40,293	100.0%	

*Over/Under Representation is the percent of respondent sample minus the percent of eligible population.

Table A-3
Percentage of Preschool Parent Response At or Above the Standard by District
Percent At/Above Standard by District (Preschool)

District	Total Response	Response At or Above Standard		95% Confidence Interval	
		Number	Percent	Low	High
Berkeley	108	52	48%	38.96%	57.47%
Calhoun					
Doddridge	5*	4	80%	35.87%	97.47%
Fayette	22	11	50%	30.78%	69.22%
Gilmer	3	1	33%	6.20%	79.52%
Hampshire	16	6	38%	18.53%	61.47%
Jefferson	22	6	27%	13.03%	48.51%
Lewis	4	2	50%	15.35%	84.65%
Lincoln	13	6	46%	23.33%	70.79%
Marion	39	15	38%	24.92%	54.15%
Marshall	12	5	42%	19.44%	68.06%
Mason	11	8	73%	42.81%	90.52%
Mineral	25	17	68%	48.22%	82.82%
McDowell	11	8	73%	42.81%	90.52%
Pleasants	1	0	0%	-2.94%	82.94%
Pocahontas	1	0	0%	-2.94%	82.94%
Tucker					
Webster					
Wetzel	6	1	17%	1.60%	58.40%
Wood	53	21	40%	27.61%	53.09%
Total	352	163	46%	41.17%	51.53%

* Generally, when very few responses are received, the results should be treated (or viewed) with caution.

Table A-4
Percentage of School Age Parent Response At or Above the Standard by District
Percent At/Above Standard by District (School Age)

District	Total Response	Response At or Above Standard		95% Confidence Interval	
		Number	Percent	Low	High
Berkeley	749	256	34%	30.87%	37.65%
Calhoun	28	6	21%	10.00%	40.00%
Doddridge	35	8	23%	11.94%	39.35%
Fayette	159	58	36%	29.41%	44.21%
Gilmer	33	10	30%	17.35%	47.52%
Hampshire	113	33	29%	21.62%	38.21%
Jefferson	214	57	27%	21.17%	32.96%
Lewis	85	21	25%	16.75%	34.94%
Lincoln	114	38	33%	25.36%	42.44%
Marion	170	59	35%	27.97%	42.15%
Marshall	101	44	44%	34.32%	53.30%
Mason	116	34	29%	21.80%	38.20%
Mineral	139	53	38%	30.49%	46.44%
McDowell	80	18	23%	14.70%	32.92%
Pleasants	34	9	26%	14.53%	43.37%
Pocahontas	33	7	21%	10.50%	38.15%
Tucker	29	11	38%	22.72%	56.07%
Webster	37	10	27%	15.34%	43.20%
Wetzel	87	25	29%	20.28%	39.06%
Wood	353	132	37%	32.51%	42.56%
Total	2,709	889	33%	31.07%	34.61%

Figure A-1
Distribution of Parent Scores/Measures
Preschool

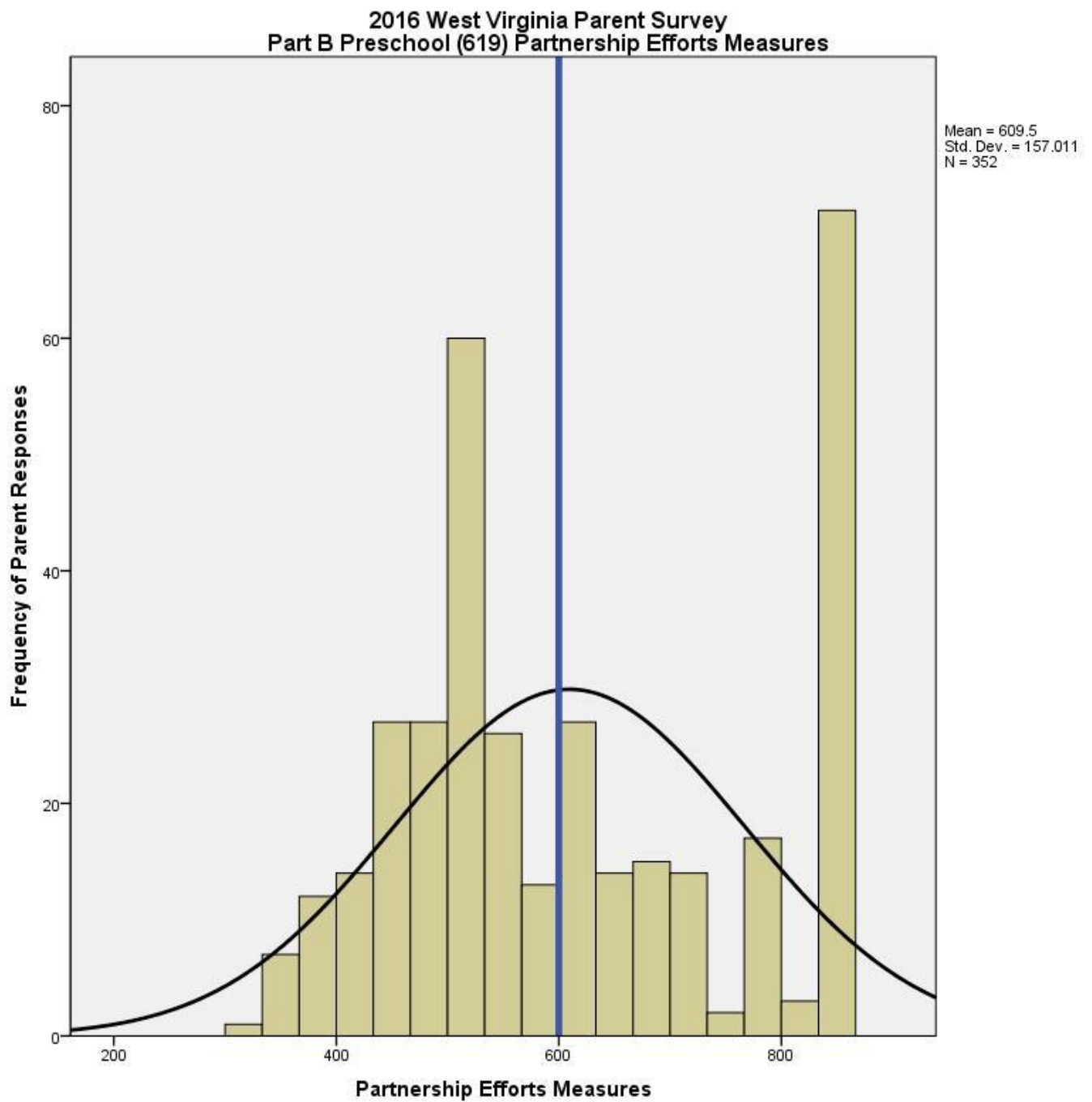


Figure A-2
Distribution of Parent Scores/Measures
School Age

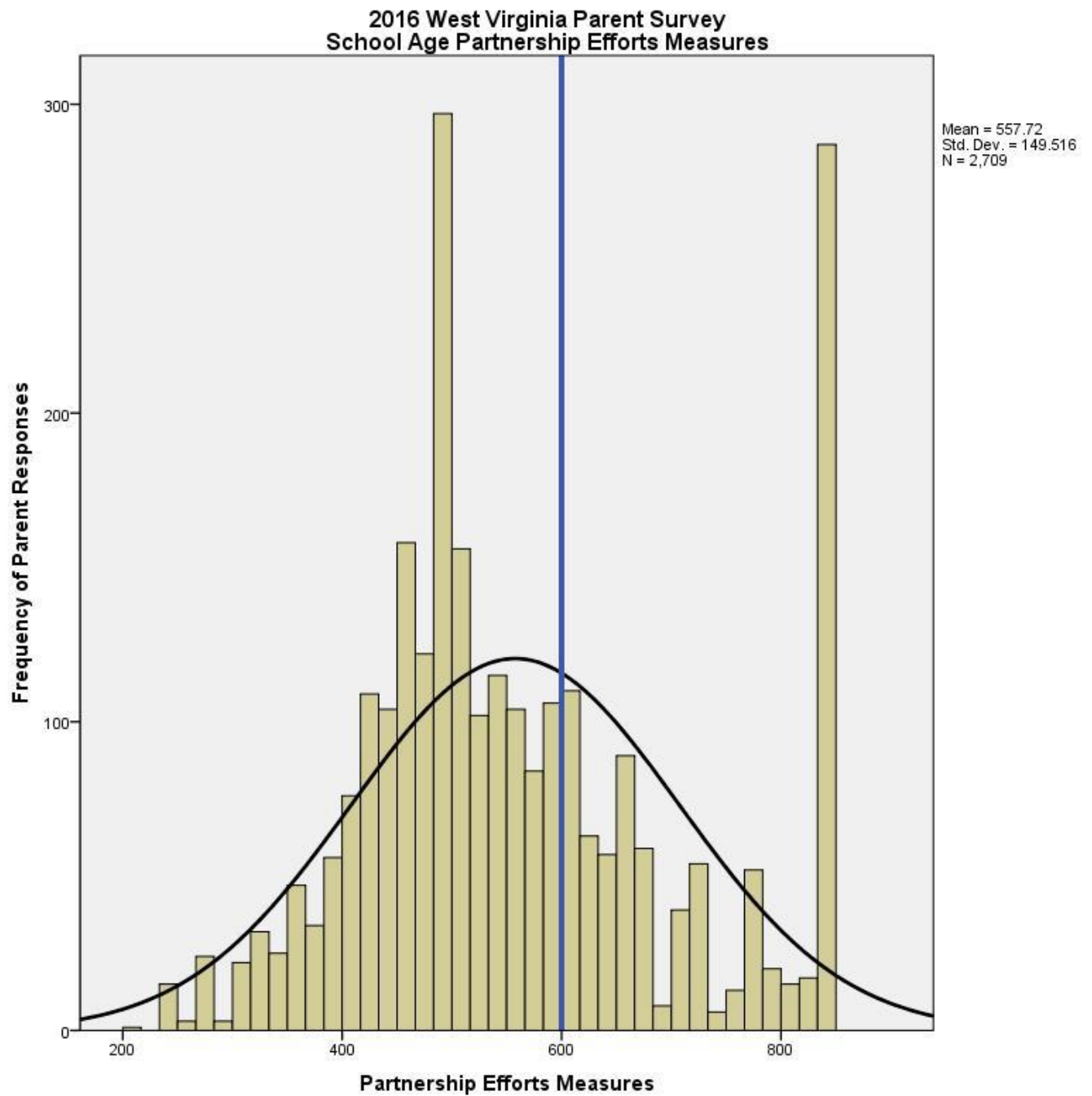


Table A-5
Response Rate and Indicator B-8 Results by District
Preschool and School Age Surveys Combined

District	Number of Surveys Sent	Number of Surveys Returned	Percent Response Rate	Indicator B-8
Berkeley	3,091	886	29%	36%
Calhoun	95	28	29%	21%
Doddridge	182	40	22%	30%
Fayette	851	184	22%	38%
Gilmer	143	36	25%	31%
Hampshire	684	131	19%	30%
Jefferson	1,220	238	20%	27%
Lewis	391	90	23%	26%
Lincoln	758	128	17%	35%
Marion	1,055	212	20%	35%
Marshall	560	114	20%	43%
Mason	629	127	20%	33%
Mineral	788	166	21%	43%
McDowell	558	94	17%	29%
Pleasants	194	35	18%	26%
Pocahontas	167	35	21%	21%
Tucker	148	30	20%	38%
Webster	160	37	23%	27%
Wetzel	453	93	21%	28%
Wood	1,958	410	21%	38%
Total	14,085	3,114	22%	34.4%

