

**WEST VIRGINIA  
IDEA PART B:  
Special Education  
Parent Survey  
Results**

**Measurement Incorporated**

September 2018



# **SPECIAL EDUCATION**

# **PARENT SURVEY RESULTS**



**SEPTEMBER 2018**

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# STATISTICAL SUMMARY

## Strategic Highlights

Relevant research<sup>1</sup> suggests that family involvement positively contributes to student learning and educational outcomes. The federal Individuals with Disabilities Education Act (IDEA) aims to ensure that families have meaningful opportunities to participate in their children's educational planning. 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 2017-2018 academic year are as follows:

### Statistical Summary for West Virginia PART B Special Education Parent Survey Report for Data Collected in 2018

PART B Preschool (619) (Children ages up through 4)			
Percent at or above Indicator 8 standard:		52.8%	(SE of the mean = 2.9%)
Number of Valid Responses:	299	Measurement reliability:	0.89 - 0.94
Mean Measure:	620	Measurement SD:	180
PART B School Age (Children ages 5 and up)			
Percent at or above Indicator 8 standard:		36.6%	(SE of the mean = 0.9%)
Number of Valid Responses:	3,179	Measurement reliability:	0.91 - 0.94
Mean Measure:	566	Measurement SD:	163
PART B Preschool and School Age Combined			
Percent at or above Indicator 8 standard:		38.0%	(SE of the mean = 0.8%)
Number of Valid Responses:	3,478	Measurement reliability:	0.89 - 0.94
Mean Measure:	570	Measurement SD:	166
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

*Note:* Of the 3,496 surveys received, 18 of the surveys either did not have any response items filled out or they were received after the analysis deadline. Therefore, the Indicator B-8 calculations were only based on 3,478 valid responses.

<sup>1</sup> 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](http://www.sedl.org/connections/resources/evidence.pdf)



## I. BACKGROUND

In January 2016, 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. 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."

This year, we began the statewide data collection in April 2018. Data were collected using two parent surveys. One survey, containing 26 items *plus a comment section*, was prepared and administered to parents of preschool children (ages 3-5) and the other survey, containing 24 items plus a 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 in 6 states. 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 the home addresses as well as available email addresses of parents of students with special needs. After conducting address verification, MI was able to mail 16,379 surveys to parents of special needs students residing in 18 school districts. The survey mailed to households, included pertinent instructions (i.e., log-in, username, password) to allow parents/guardians to complete the survey online. Respondents, therefore, were given the option of completing either a paper version or an online version of the survey.

The initial survey dissemination took place in early April, allowing parents approximately 22 weeks to complete the survey. A second mailing took place in mid-May to those households who had not yet completed the survey (i.e., non-responders).

Our survey administration also included an emailing campaign. Direct emails went out to 6,212 parents for whom valid email addresses were available. MI put forth best efforts to avoid emailing the survey link to parents who had already completed the paper or online version of the survey. The initial emails were sent out in early April followed by monthly reminders (May to August 2018) to parents who had not completed the survey.



Finally, in an attempt to reach as many households as possible, we sought to identify the correct addresses for the undeliverable surveys marked as “return to sender” (962 undeliverable surveys out of 16,379 mailed surveys) by reaching out to the sampled districts in West Virginia. In early June and then again in early July, the undeliverable surveys marked as “return to sender” were mailed to the special education directors of the sampled districts. After identifying the correct mailing address for some of the return to sender surveys, the districts were able to mail the survey to the correct mailing address.

Over the course of the data collection period, 3,496 surveys were received (23% *statewide* response rate); 301 (26% response rate) were from parents of preschoolers and 3,195 (22% response rate) were from parents of school-age students.



## II. METHODOLOGY

**A**dministration 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 items *plus a comment section*, was prepared and administered to parents of preschool children (ages 3-5) and the other survey, containing 24 items *plus a comment section*, was prepared and administered to parents of school-age children (ages 6-21).

### Sampling and Data Collection Procedure

We worked collaboratively with WVDE to coordinate the details of survey administration. WVDE sampled the population of school districts to provide a representative sample of families to survey. The sample 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 a 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. Mailing the completed survey directly to the independent contractor protects parents' confidentiality. The paper survey mailed to parents 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 for whom valid email addresses were available (6,212 households).

## 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:** Direct emails went to parents/guardians for whom valid email addresses were available. The emails sent to parents contained pertinent instructions and a hyperlink to the survey.

The initial number of surveys distributed in April was 16,379 (1,269 surveys were sent to parents of preschool children and 15,110 surveys were sent to parents of school-age children). A total number of 15,417 surveys were delivered to households (1,177 pre-school and 14,240 school age). A total number of 962 surveys were not deliverable and were returned to MI (92 pre-school and 870 school age).

By mid-May, the response rate was 9%. A second mailing to those parents who had not yet responded was administered in mid-May. The response rate approached 22% by mid-August (**Table 1** in **Section III. Findings** presents a summary of the administration outcome).

## Steps to Ensure Validity and Reliability

The survey dissemination process was closely monitored by our data monitoring procedures. 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.

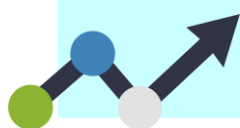


## III. FINDINGS

In this section of the report, data from the 2018 West Virginia *Parent Involvement Survey* are presented. MI reports key findings in three critical areas:

- Response Rates
- Representativeness of the Data
- Survey Item Results

### A. Response Rates



The overall response rate for the sampled districts was lower in 2018 than in 2015 (the last time the same districts were sampled).

There was a 3 percentage point decrease in the overall response rate, an 8 percentage point decrease in the response rate for preschool parent survey, and a 3 percentage point decrease in the response rate for school-age parent survey in 2018 compared to the last time the same districts were sampled in 2015. (**Table 1** provides a summary of these comparisons).

**Table 1**  
**Administration Summary for 2017-18**

	2014-2015 Administration			2017-2018 Administration		
	Preschool	School Age	Total	Preschool	School Age	Total
<b>Surveys sent</b>	745	12,973	13,718	1,177	14,240	15,417
<b>Surveys received</b>	255	3,295	3,550	301	3,195	3,496
<b>Statewide response rate</b>	34%	25%	26%	26%	22%	23%

*Note:* Undeliverable (Return to Sender) surveys were not included in calculating the response rates. There were 92 undeliverable preschool surveys and 870 undeliverable school age surveys.

The decreased response rate could be attributed to several factors including (a) inability to reach respondents, (b) declining participation, and (c) other factors including travel and/or work commitments during the survey administration period, poor health, end of foster parenting, etc. In addition, as the monthly report to the West Virginia Office of Special Education indicated, a large number of parents/guardians are more likely to complete the online version of the surveys. Therefore, using online platforms, for example emailing the survey directly to parents might help in increasing the participation rate.

Our analysis included examining the combined (preschool and school age) response rate for each of the 18 school districts (see **Table 2**).

**Table 2**  
**Response Rate by District: Combined (Preschool and School Age)**

District	Number of Surveys Sent that Reached Deliverable Postal Addresses	Number of Surveys Returned to MI	Percent Response Rate*	Indicator B-8**	District Response Rate is One Standard Deviation Below or Above Mean
Barbour	421	76	18.1%	28.9%	Yes
Brooke	752	164	21.8%	40.1%	Yes
Cabell	2,034	462	22.7%	36.2%	Yes
Clay	277	60	21.7%	28.3%	Yes
Greenbrier	779	178	22.8%	31.1%	Yes
Hancock	882	217	24.6%	48.4%	Yes
Harrison	2,023	434	21.5%	41.3%	Yes
Jackson	861	194	22.5%	33.7%	Yes
Logan	731	113	15.5%	37.5%	Yes
Monongalia	1,516	367	24.2%	36.8%	Yes
Monroe	286	66	23.1%	27.7%	Yes
Morgan	367	90	24.5%	40.0%	Yes
Nicholas	579	129	22.3%	39.5%	Yes
Pendleton	143	38	26.6%	18.4%	Yes
Putnam	1,708	516	30.2%	36.9%	Yes
Raleigh	1,694	294	17.4%	45.4%	Yes
Ritchie	250	55	22.0%	29.1%	Yes
WVSDB	114	43	37.7%	53.5%	Yes
<b>Totals:</b>	<b>15,417</b>	<b>3,496</b>	<b>22.7%</b>	<b>38.0%</b>	

\*The District Response 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 parents.

\*\*The Indicator B-8 District Response at/above the Standard is the percent of the respondent parents who reported that the schools facilitated parent involvement as a means of improving services and results for children with disabilities.

*Note:* Of the 3,496 surveys received, 18 of the surveys either did not have any response items filled out or they were received after the analysis deadline. Therefore, the Indicator B-8 calculations were only based on 3,478 valid responses.

Inspecting the distribution of response rates indicated that in 2018, the response rate of five districts was more than 1 standard deviation (SD) above the district mean response rate. None of the districts sampled had a response rate that was more than 1 standard deviation (SD) below the district mean response rate.

In addition, **Table 3** displays a comparison between 2018 and 2015 (the last time the same districts were sampled) in terms of response rates and Indicator 8 percentages for each of the 18 districts surveyed.

**Table 3**  
**Response Rate and Indicator B-8 Comparisons by District**  
**Comparison between Current Year (2018) and the Last Time (2015)**  
**the Same Districts were Surveyed**

District	Percent Response Rate (2018)	Percent Response Rate (2015)	Indicator B-8 (2018)	Indicator B-8 (2015)
Barbour	18.1%	21.9%	28.9%	27.1%
Brooke	21.8%	22.3%	40.1%	38.4%
Cabell	22.7%	19.8%	36.2%	36.4%
Clay	21.7%	23.5%	28.3%	36.2%
Greenbrier	22.8%	27.8%	31.1%	35.3%
Hancock	24.6%	22.4%	48.4%	40.0%
Harrison	21.5%	24.4%	41.3%	39.5%
Jackson	22.5%	21.2%	33.7%	43.2%
Logan	15.5%	70.1%	37.5%	53.4%
Monongalia	24.2%	20.3%	36.8%	34.7%
Monroe	23.1%	20.4%	27.7%	25.0%
Morgan	24.5%	28.3%	40.0%	39.3%
Nicholas	22.3%	26.6%	39.5%	35.5%
Pendleton	26.6%	49.6%	18.4%	27.7%
Putnam	30.2%	21.9%	36.9%	31.9%
Raleigh	17.4%	24.8%	45.4%	43.4%
Ritchie	22.0%	30.2%	29.1%	41.5%
WVSDB	37.7%	27.9%	53.5%	58.6%
<b>Totals:</b>	<b>22.7%</b>	<b>25.9%</b>	<b>38.0%</b>	<b>39.7%</b>

## B. Representativeness of the Data

The following three tables (**Tables 4, 5, & 6**) compare demographic data from 2018 survey respondents to the most recent West Virginia Child Count data. Namely, the 2018 responding group of parents is compared to the 2017 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 4).

**Table 4**  
**Race/Ethnicity Categories of Students with Disabilities (SWD) Survey Sample Compared to December 1, 2017 Child Count Data (Ages 3-21)**

Ethnicity Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2017 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Asian	22	0.6%	113	0.2%	0.4%
Black	103	2.9%	2,098	4.5%	-1.5%
Hispanic	35	1.0%	706	1.5%	-0.5%
American Indian/Alaskan	7	0.2%	48	0.1%	0.1%
Pacific Islands	2	0.1%	11	0.0%	0.0%
White	3,230	92.4%	42,448	90.7%	1.7%
Multiple Race	97	2.8%	1,386	3.0%	-0.2%
<b>Grand Total</b>	<b>3,496</b>	<b>100.0%</b>	<b>46,810</b>	<b>100.0%</b>	

\*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 5).

**Table 5**  
**Gender Categories of Students with Disabilities (SWD)**  
**Survey Sample Compared to December 1, 2017**  
**Child Count Data (Ages 3-21)**

Gender Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2017 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Female	1,165	33.3%	16,298	34.8%	-1.5%
Male	2,331	66.7%	30,512	65.2%	1.5%
<b>Grand Total</b>	<b>3,496</b>	<b>100.0%</b>	<b>46,810</b>	<b>100.0%</b>	

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



One disability group is under-represented and one disability group is over-represented when comparing the sample of parents who responded to the survey to the statewide population of parents with children with IEPs (see Table 6).

**Table 6**  
**Exceptionality Categories of Students with Disabilities (SWD) Survey Sample**  
**Compared to December 1, 2017**  
**Child Count Data (Ages 3-21)**

Exceptionality	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2017 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	282	8.1%	2,505	5.4%	2.7%
Emotional/Behavior Disorder	72	2.1%	1,183	2.5%	-0.5%
Speech/language Impairment	809	23.1%	11,833	25.3%	-2.1%
Deaf/Blindness	6	0.2%	21	0.0%	0.1%
Deafness	10	0.3%	67	0.1%	0.1%
Hard of Hearing	45	1.3%	406	0.9%	0.4%
Specific Learning Disability	886	25.3%	14,620	31.2%	-5.9%
Moderately Mentally Impaired	109	3.1%	1,204	2.6%	0.5%
Mild Mental Impairment	348	10.0%	5,335	11.4%	-1.4%
Severe Mental Impairment	20	0.6%	248	0.5%	0.0%
Other Health Impairment	636	18.2%	6,797	14.5%	3.7%
Orthopedic Impairment	17	0.5%	112	0.2%	0.2%
Developmental Delay	198	5.7%	2,072	4.4%	1.2%
Blindness and Low Vision	54	1.5%	320	0.7%	0.9%
Traumatic Brain Injury	4	0.1%	87	0.2%	-0.1%
Other	0	0.0%	0	0.0%	0.0%
<b>Grand Total</b>	<b>3,496</b>	<b>100.0%</b>	<b>46,810</b>	<b>100.0%</b>	

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

As seen in **Table 6**, in 2018 there was **a significant underrepresentation** (-5.9%) of parents with children who had a “Specific Learning Disability” and **a significant overrepresentation** (3.7%) of parents with children who had “Other Health Impairment” in the sampled districts.

Also, please refer to comparisons of 2018 survey sample to 2017 Child Count Data disaggregated for preschool **Table A-1** and school-age **Table A-2** populations in the Appendix section of this report.

## C. Survey Results—Indicator 8 and Rasch Analysis



Parents were more likely to indicate involvement in the education of their children with disabilities this year (2018) than last year (2017). However, parents reported less involvement this year (2018) than in 2015 (the last time the same districts were surveyed). See Table 7 below.

**Table 7**  
**Percentage of Parent Responses At or Above the Standard for Academic Years 2017-2018, 2016-2017 and 2014-2015**

2014-2015					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	254	141	56%	49.40%	61.50%
School Age	3,284	1,263	39%	36.80%	40.10%
Combined	3,538	1,404	40%	38.10%	41.30%

2016-2017					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	269	138	51%	45.35%	57.21%
School Age	2,467	867	35%	33.29%	37.05%
Combined	2,736	1,005	37%	34.95%	38.56%

2017-2018					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	299	158	53%	47.18%	58.43%
School Age	3,179	1,165	37%	34.99%	38.34%
Combined	3,478	1,323	38%	36.44%	39.67%

Using the Rasch method of data analysis, each parent survey was scored and then the percentage of parent surveys above the “cut off” score (of 600) was 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.***

This year 38% of parents reported school district facilitation of parental engagement. This percentage is higher than last year’s percentage (37%) and lower than the last time the same districts were surveyed in 2015 (40%).

We also calculated the 95% confidence intervals for the percent of parents who met the standard (i.e., percent of parents at or above the standard). These results are summarized in **Table 8** by district. 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 met the standard, 95% of the time or fail to contain the true value 5% of the time.

**Table 8**  
**Percent of Parent Responses At or Above the Standard by District**  
**Preschool and School Age Combined**

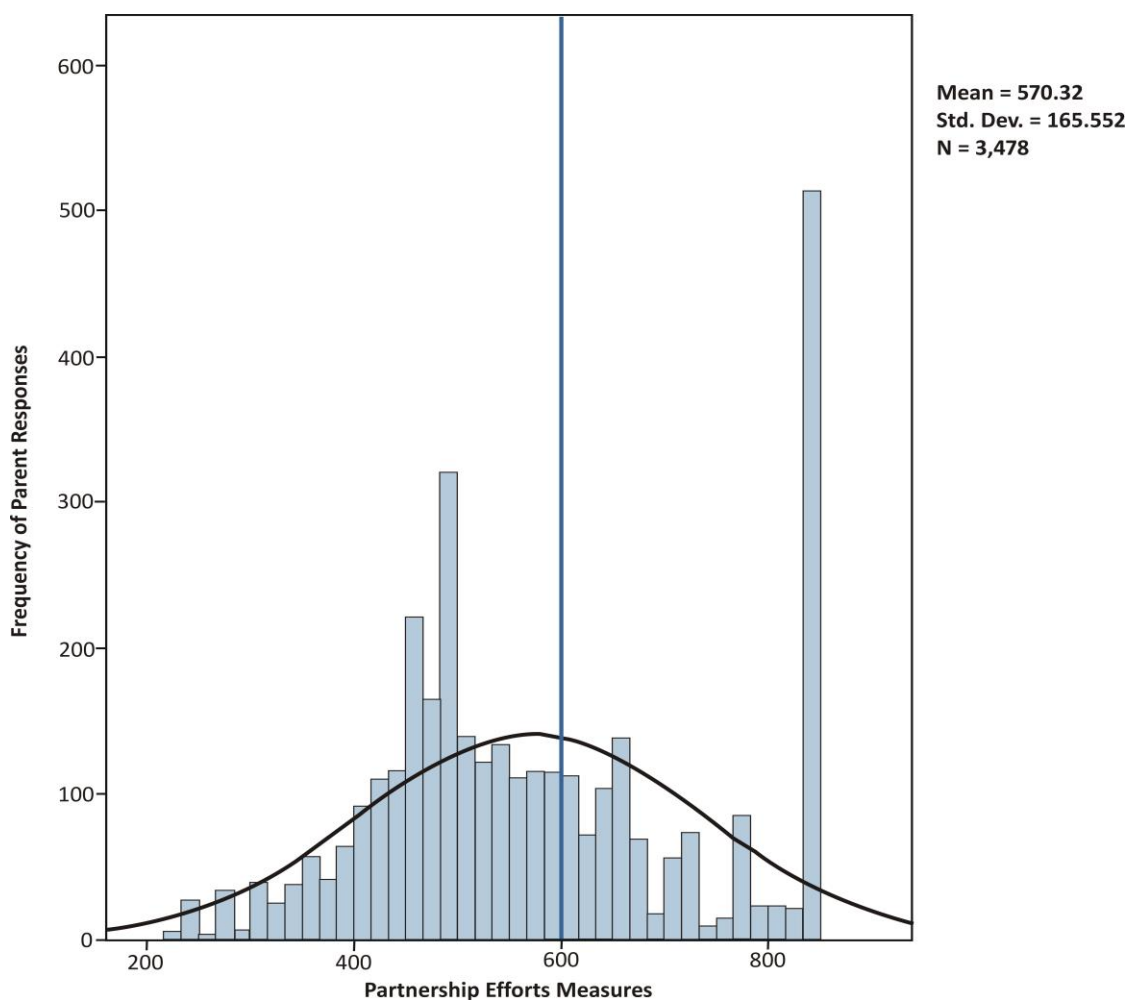
District	Total Response	Response At or Above Standard		95% Confidence Interval	
		Number	Percent	Low	High
Barbour	76	22	29%	19.96%	40.04%
Brooke	162	65	40%	32.90%	47.83%
Cabell	461	167	36%	31.97%	40.72%
Clay	60	17	28%	18.49%	40.88%
Greenbrier	177	55	31%	24.72%	38.26%
Hancock	217	105	48%	41.83%	55.01%
Harrison	431	178	41%	36.75%	46.01%
Jackson	193	65	34%	27.39%	40.63%
Logan	112	42	38%	29.10%	46.76%
Monongalia	364	134	37%	32.02%	41.89%
Monroe	65	18	28%	18.28%	39.69%
Morgan	90	36	40%	30.50%	50.35%
Nicholas	129	51	40%	31.53%	48.17%
Pendleton	38	7	18%	9.02%	33.84%
Putnam	512	189	37%	32.85%	41.18%
Raleigh	293	133	45%	39.79%	51.12%
Ritchie	55	16	29%	18.76%	42.26%
WVSDB	43	23	53%	38.93%	67.46%
<b>Total</b>	<b>3,478</b>	<b>1,323</b>	<b>38%</b>	<b>36.44%</b>	<b>39.67%</b>

The percentage at or above the standard ranged from 18% (for Pendleton school district) to 53% (for WVSDB school district). However, please note that the number of surveys received from these school districts was relatively small (38 and 43 surveys received, respectively).

Please also refer to **Table A-3 (preschool)** and **Table A-4 (school age)** in the Appendix section of this report that display percentage of parents at or above the standard for each individual district.

The following plot (**Figure 1**) presents the distribution of Rasch scores for all parents responding to the survey.

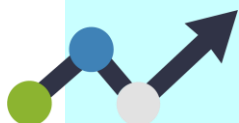
**Figure 1**  
**2018 West Virginia Parent Survey**  
**Preschool and School Age Combined**



The higher score on the X axis (Partnership Efforts Measures) represents a greater level of “agreement” with the indicator. A higher bar represents a greater number of families responding at that level.

Please also refer to the Appendix section of this report for **Figure A-1** displaying the distribution of scores for preschool parent responses and **Figure A-2** displaying the distribution of scores for school-age parent responses.

**Parents reported less satisfaction with ALL aspects of their partnership with schools in 2018 compared with 2015.**



- ❖ For 21 out of 26 items on the *preschool* survey, parents responded less favorably in 2018 compared with 2015.
- ❖ For 19 out of 24 items on the *school-age* survey, parents responded less favorably in 2018 compared with 2015.

**Tables 9 and 10** present the percent of parents who “strongly agree” or “very strongly agree” with each item on the survey. The items are presented from highest to lowest percentage difference from 2015 to 2018. **Table 9** lists the 26 preschool survey items and **Table 10** lists the 24 school-age survey items.

**Table 9**  
**Preschool Survey Item Analysis (2017-2018)**  
**Sorted by Percent Difference in Parent Satisfaction between 2015**  
**(the last time the same districts were surveyed) and the Current Year 2018**  
**(Statewide Percent in Agreement - Codes 5, 6 who Strongly Agree/Very Strongly Agree)**

Preschool Survey Items	2015	2018	Percent Difference from 2015 to 2018
	Statewide Percent in Agreement	Statewide Percent in Agreement	
	(Strongly Agree/ Very Strongly Agree)	(Strongly Agree/ Very Strongly Agree)	
12) respect my culture	68.5%	70.4%	1.9%
13) value my ideas	64.7%	66.6%	1.9%
22) offer parents different ways of communicating with people from preschool special education	50.4%	51.6%	1.2%
11) encourage me to participate in the decision-making process	64.9%	66.0%	1.1%
24) give parents the help they may need, such as transportation, to play an active role in their child's learning and development	48.5%	48.9%	0.4%
10) treat me as an equal team member	67.2%	66.8%	-0.4%
14) ensure that I have fully understood my rights related to preschool special education	66.1%	65.6%	-0.5%
3) My child's IEP goals are written in a way that I can work on them at home during daily routines	66.0%	65.4%	-0.6%
4) My child's evaluation report was written using words I understand	71.4%	70.7%	-0.7%
1) I am part of the IEP decision-making process	69.4%	67.6%	-1.9%
6) I have been asked for my opinion about how well preschool special education services are meeting my child's needs	59.0%	56.9%	-2.1%
16) give me options concerning my child's services and supports	63.1%	60.9%	-2.2%
15) communicate regularly with me regarding my child's progress on IEP goals	64.0%	61.5%	-2.5%
23) explain what options parents have if they disagree with a decision made by the preschool special education program	50.6%	48.1%	-2.6%
25) offer supports for parents to participate in training workshops	44.2%	41.4%	-2.8%
17) provide me with strategies to deal with my child's behavior	58.6%	55.6%	-3.1%
9) are available to speak with me	70.4%	66.7%	-3.7%
8) provide me with information on how to get other services	52.0%	48.3%	-3.8%
2) My recommendations are included on the IEP	67.3%	63.2%	-4.2%
5) The preschool special education program involves parents in evaluations of whether preschool special education is effective	65.6%	61.2%	-4.4%
19) give me information about the approaches they use to help my child learn	62.1%	57.6%	-4.4%
26) connect families with one another for mutual support	42.5%	37.8%	-4.7%
18) give me enough information to know if my child is making progress	64.0%	58.3%	-5.7%
21) offer parents training about preschool special education	45.7%	40.0%	-5.7%
7) Included me in the process of helping my child transition from early intervention to preschool special education	68.8%	62.9%	-5.9%
20) give me information about organizations that offer support for parents	50.2%	44.2%	-6.0%



**Table 10**  
**School-Age Survey Item Analysis (2017-2018)**  
**Sorted by Percent Difference in Parent Satisfaction between 2015**  
**(the last time the same districts were surveyed) and the Current Year 2018**  
**(Statewide Percent in Agreement - Codes 5, 6 who Strongly Agree/Very Strongly Agree)**

School-Age Survey Items	2015	2018	Percent Difference from 2015 to 2018
	Statewide Percent in Agreement	Statewide Percent in Agreement	
	(Strongly Agree/ Very Strongly Agree)	(Strongly Agree/ Very Strongly Agree)	
22) I have a good working relationship with my child's teachers	50.0%	51.1%	1.1%
8) Information was provided to me in a language I understand	66.7%	67.2%	0.5%
18) Show sensitivity to the needs of students with disabilities and their families	47.0%	47.5%	0.5%
15) Offers parents a variety of ways to communicate with teachers	46.5%	46.8%	0.2%
16) My child's teachers give me enough time and opportunities to discuss my child's needs and progress	49.2%	49.2%	0.0%
20) Respect my family's values	50.0%	49.9%	-0.1%
24) The school provides information on agencies that can assist my child in the transition from school	32.8%	32.7%	-0.1%
14) Has a person on staff who is available to answer parents' questions	47.1%	46.6%	-0.5%
6) The evaluation results were thoroughly explained to me	53.3%	52.8%	-0.6%
7) I was given enough time to fully understand my child's IEP	55.7%	55.1%	-0.6%
4) At the IEP meeting, we discussed accommodations and modifications that my child would need	57.5%	56.7%	-0.8%
17) Answered any questions I had about Procedural Safeguards	45.1%	44.3%	-0.8%
19) Encourage me to participate in the decision-making process	50.2%	49.3%	-0.9%
2) IEP meetings are scheduled at a time and place that are convenient for me	59.0%	57.6%	-1.4%
5) At the IEP meeting, we discussed how my child would participate in statewide assessments	47.0%	44.7%	-2.2%
13) Explains what options parents have if they disagree with a decision of the school	35.4%	33.1%	-2.2%
3) We discussed whether my child could be educated satisfactorily in the regular classroom with appropriate aids and support	54.3%	52.1%	-2.3%
21) The school gives me choices with regard to services that address my child's needs	44.3%	41.8%	-2.4%
23) The school communicates regularly with me regarding my child's progress on IEP goals	47.6%	45.0%	-2.6%
9) I was given information about organizations that offer support for parents of students with disabilities	37.7%	35.0%	-2.7%
10) Provides funding, transportation, or other supports for parents to participate in training workshops	30.0%	26.3%	-3.7%
12) Offers parents training about special education issues	27.6%	23.9%	-3.7%
11) Connects families to other families that can provide information and mutual support	25.4%	21.7%	-3.8%
1) I have been asked for my opinion about how well special education services are meeting my child's needs	48.1%	44.1%	-4.0%



## IV. SUMMARY

In this section of the report, we summarize key elements of the survey administration process and highlight the results of the 2017-2018 administration of the West Virginia *Parent Involvement Survey*. Suggestions for improving the survey administration and reporting process are also included.

### Survey Administration and Results

- 16,379 surveys were mailed to parents of children in 18 school districts in April 2018.
- Parents/guardians had the option of either completing the paper-and-pencil or the online version of the survey.
- Direct emails were sent out to 6,212 parents in early April followed by monthly email reminders (May to August 2018) to parents who had not yet completed the survey.
- This year, the districts were able to identify the correct mailing address for some of the undeliverable surveys (Return to Sender) and mail the survey to the correct mailing addresses.
- The initial number of surveys mailed to parents in April was 16,379 and the response rate in mid-May was 9%. A second mailing to those parents who had not responded was administered in mid-May and the response rate increased to 22% by mid-August.
- Over the course of the data collection period, 3,496 surveys were received (23% *statewide* response rate); 301 (26% response rate) were completed by parents of preschoolers and 3,195 (22% response rate) were completed by 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.
- 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, gender, and disability.
- One disability group, Specific Learning Disability, is under-represented and another disability group, Other Health Impairment, is over-represented in this year's sampled districts compared to the state's 2017 Child Count.
- In 2018, 38% of families who responded to the survey indicated that schools facilitated parent engagement as a means of improving special education services. This outcome indicates a decrease compared with outcomes obtained in 2015 (40%).

- For the most part, parents' partnership satisfaction with their partnership with schools declined from 2015 to 2018.

## Recommendations

- Continue to begin dissemination efforts in early April to give parents more time to complete and return the survey.
- Provide regular reminders and continuous encouragement to local districts to promote the survey through personal communication with parents and personalized survey distribution.
- Continue distributing a second survey mailing to non-responding parents. 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 if email addresses can be secured.
- Consider conducting focus groups and interviews with parents in districts with a low response rate.
- Consider providing incentives to parents/guardians who respond to the survey.
- Consider providing incentives to districts that reach a predetermined response rate.
- Meet with district key personnel to discuss decline in response rate and parent satisfaction this year compared to the last time the same districts were surveyed.
- Identify decline in response rate and parent satisfaction in the various "exceptionality" groups and discuss with professional personnel (speech therapists/PT/OT, etc.).
- Finally, the report includes a comments section where parents provide detailed description of their experience and satisfaction with their involvement with schools as a means of improving services and results for their special needs children. It is highly recommended that districts are given the opportunity to review parents' comments. Discussing these comments can further strengthen the partnership between WV and parents of exceptional children.



## V. APPENDIX

**Table A-1**  
**Exceptionality Categories of Students with Disabilities (SWD) Survey Sample**  
**Compared to December 1, 2017 Child Count Data (Preschool)**

Disability Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2017 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	3	1.0%	137	2.6%	-1.6%
Emotional/Behavior Disorder	0	0.0%	3	0.1%	-0.1%
Speech/language Impairment	93	32.0%	2,772	53.1%	-21.2%
Deaf/Blindness	0	0.0%	2	0.0%	0.0%
Deafness	1	0.3%	8	0.2%	0.2%
Hard of Hearing	0	0.0%	32	0.6%	-0.6%
Specific Learning Disability	0	0.0%	0	0.0%	0.0%
Moderately Mentally Impaired	0	0.0%	16	0.3%	-0.3%
Mild Mental Impairment	0	0.0%	62	1.2%	-1.2%
Severe Mental Impairment	1	0.3%	6	0.1%	0.2%
Other Health Impairment	3	1.0%	47	0.9%	0.1%
Orthopedic Impairment	0	0.0%	5	0.1%	-0.1%
Developmental Delay	181	62.2%	2,072	39.7%	22.5%
Blindness and Low Vision	9	3.1%	55	1.1%	2.0%
Traumatic Brain Injury	0	0.0%	2	0.0%	0.0%
Other	0	0.0%	0	0.0%	0.0%
<b>Grand Total</b>	<b>291</b>	<b>100.0%</b>	<b>5,219</b>	<b>100.0%</b>	

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

**Table A-2**  
**Exceptionality Categories of Students with Disabilities (SWD) Survey Sample**  
**Compared to December 1, 2017 Child Count Data (School Age)**

Disability Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2017 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	279	8.7%	2,368	5.7%	3.0%
Emotional/Behavior Disorder	72	2.2%	1,180	2.8%	-0.6%
Speech/language Impairment	716	22.3%	9,061	21.8%	0.6%
Deaf/Blindness	6	0.2%	19	0.0%	0.1%
Deafness	9	0.3%	59	0.1%	0.1%
Hard of Hearing	45	1.4%	374	0.9%	0.5%
Specific Learning Disability	886	27.6%	14,620	35.2%	-7.5%
Moderately Mentally Impaired	109	3.4%	1,188	2.9%	0.5%
Mild Mental Impairment	348	10.9%	5,273	12.7%	-1.8%
Severe Mental Impairment	19	0.6%	242	0.6%	0.0%
Other Health Impairment	633	19.8%	6,750	16.2%	3.5%
Orthopedic Impairment	17	0.5%	107	0.3%	0.3%
Developmental Delay	17	0.5%	0	0.0%	0.5%
Blindness and Low Vision	45	1.4%	265	0.6%	0.8%
Traumatic Brain Injury	4	0.1%	85	0.2%	-0.1%
Other	0	0.0%	0	0.0%	0.0%
<b>Grand Total</b>	<b>3,205</b>	<b>100.0%</b>	<b>41,591</b>	<b>100.0%</b>	

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

**Table A-3**  
**Percentage of Preschool Parent Responses At or Above the Standard by District**

District Code	District	Total Response	Response At or Above Standard		95% Confidence Interval	
			Number	Percent	Low	High
2	Barbour	5	3	60.0%	23.1%	88.0%
10	Brooke	13	8	66.7%	38.8%	86.2%
12	Cabell	47	27	58.7%	44.3%	71.7%
16	Clay	3	1	33.3%	6.2%	79.5%
26	Greenbrier	12	4	33.3%	13.8%	61.2%
29	Hancock	22	12	54.5%	34.7%	73.0%
33	Harrison	32	16	50.0%	33.7%	66.3%
35	Jackson	16	9	56.3%	33.2%	76.8%
45	Logan	2	0	0.0%	-4.4%	71.1%
56	Monongalia	40	15	37.5%	24.2%	53.0%
57	Monroe	8	6	75.0%	40.0%	93.3%
58	Morgan	9	4	44.4%	19.1%	73.3%
62	Nicholas	6	4	66.7%	29.6%	90.4%
66	Pendleton	4	2	50.0%	15.4%	84.6%
72	Putnam	44	25	56.8%	42.2%	70.3%
74	Raleigh	25	18	72.0%	52.1%	85.8%
77	Ritchie	11	3	27.3%	9.5%	57.2%
97	WVSDB	2	1	50.0%	10.0%	90.0%
<b>Totals:</b>		<b>301</b>	<b>158</b>	<b>52.8%</b>	<b>47.2%</b>	<b>58.4%</b>

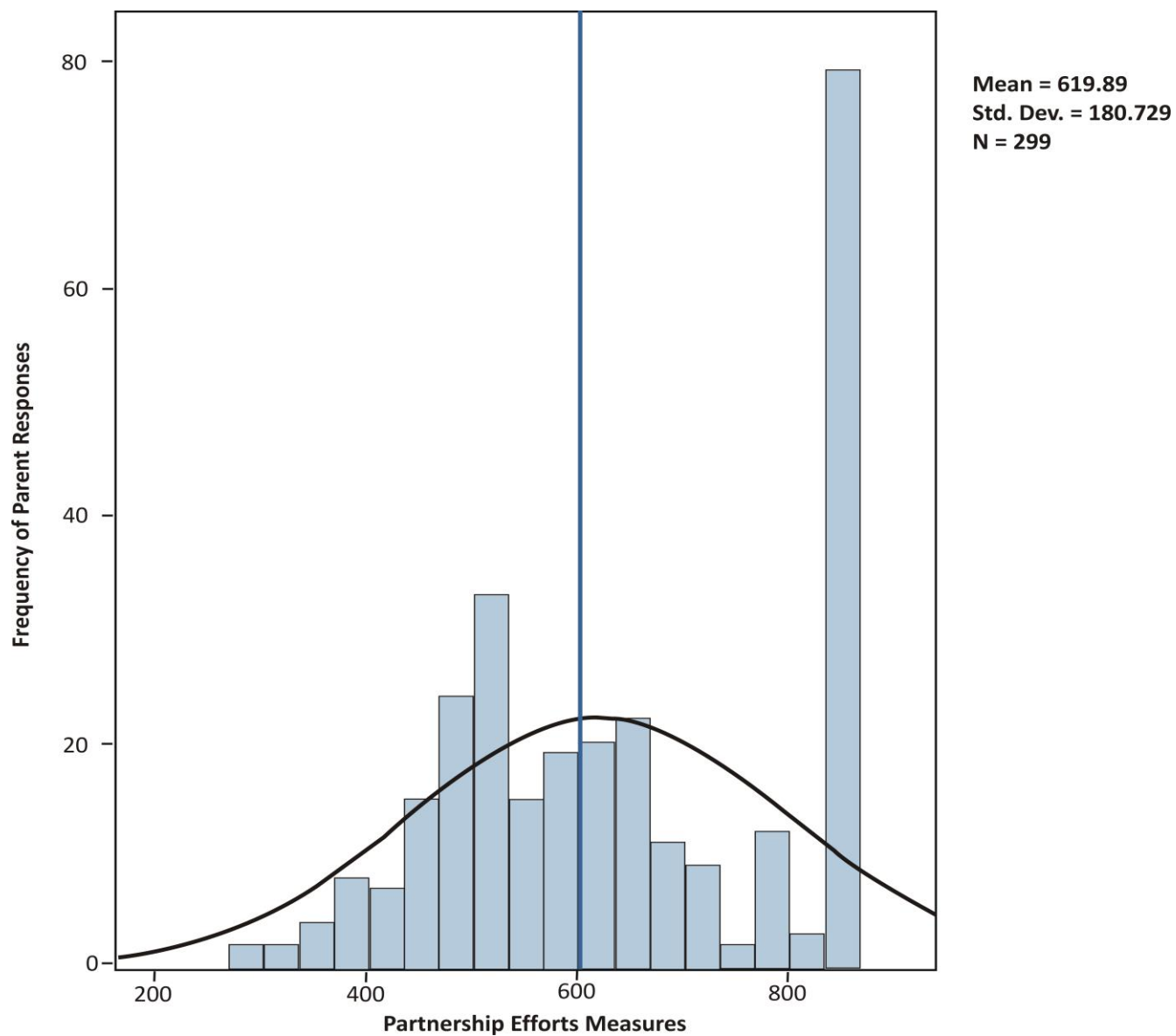
\*Generally, when very few responses are received (i.e., 10 responses or less) the results should be treated (or viewed) with caution.

**Table A-4**  
**Percentage of School-Age Parent Responses At or Above the Standard by District**

District Code	District	Total Response	Response At or Above Standard		95% Confidence Interval	
			Number	Percent	Low	High
2	Barbour	71	19	26.8%	17.8%	38.2%
10	Brooke	151	57	38.0%	30.6%	46.0%
12	Cabell	415	140	33.7%	29.4%	38.4%
16	Clay	57	16	28.1%	18.1%	41.0%
26	Greenbrier	166	51	30.9%	24.4%	38.4%
29	Hancock	195	93	47.7%	40.8%	54.7%
33	Harrison	402	162	40.6%	35.9%	45.5%
35	Jackson	178	56	31.6%	25.2%	38.8%
45	Logan	111	42	38.2%	29.7%	47.5%
56	Monongalia	327	119	36.7%	31.7%	42.1%
57	Monroe	58	12	21.1%	12.4%	33.5%
58	Morgan	81	32	39.5%	29.6%	50.4%
62	Nicholas	123	47	38.2%	30.1%	47.0%
66	Pendleton	34	5	14.7%	6.1%	30.7%
72	Putnam	472	164	35.0%	30.9%	39.5%
74	Raleigh	269	115	42.9%	37.1%	48.9%
77	Ritchie	44	13	29.5%	18.1%	44.4%
97	WVSDB	41	22	53.7%	38.8%	67.9%
Totals:		3,195	1,165	36.6%	35.0%	38.3%

\*Generally, when very few responses are received (i.e., 10 responses or less) the results should be treated (or viewed) with caution.

**Figure A-1**  
**2018 West Virginia Parent Survey**  
**Part B Preschool (619) Partnership Efforts Measures**





**Figure A-2**  
**2018 West Virginia Parent Survey**  
**School Age Partnership Efforts Measures**

