



**West Virginia Department of Education**

## **West Virginia IDEA Part B: Special Education Parent Survey Results**

**September 2019**



**West Virginia Department of Education**

**West Virginia IDEA Part B:  
Special Education Parent  
Survey Results**

**September 2019**

*Prepared by:*

**Measurement Incorporated  
Evaluation Services  
34 South Broadway, Suite 601  
White Plains, NY 10601  
(914) 682-1969 Fax: (914) 682-1760**





# TABLE OF CONTENTS

|   |           |
|---|-----------|
| <b>Statistical Summary .....</b>        | <b>1</b>  |
| <b>I. Background .....</b>              | <b>2</b>  |
| <b>II. Methodology .....</b>            | <b>4</b>  |
| <b>III. Findings.....</b>               | <b>6</b>  |
| A. Response Rates .....                 | 6         |
| B. Representativeness of the Data ..... | 10        |
| C. Survey Results.....                  | 13        |
| <b>IV. Summary .....</b>                | <b>20</b> |
| <b>V. Appendix .....</b>                | <b>22</b> |



# 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's Parent Involvement Surveys' results for the 2018-2019 academic year are as follows:

### Statistical Summary for West Virginia PART B Special Education Parent Survey Report for Data Collected in 2019

| PART B Preschool (619) (Children ages up through 5)                   |       |                          |                         |
|---|-------|--------------------------|-------------------------|
| Percent at or above Indicator 8 standard:                             |       | 55.5%                    | (SE of the mean = 2.8%) |
| Number of Valid Responses:  | 321   | Measurement reliability: | 0.89 - 0.94             |
| Mean Measure:   | 622   | Measurement SD:          | 173                     |
| PART B School Age (Children ages 5 and up)                            |       |                          |                         |
| Percent at or above Indicator 8 standard:                             |       | 35.7%                    | (SE of the mean = 0.9%) |
| Number of Valid Responses:  | 3,027 | Measurement reliability: | 0.91 - 0.94             |
| Mean Measure:   | 562   | Measurement SD:          | 160                     |
| PART B Preschool and School Age Combined                              |       |                          |                         |
| Percent at or above Indicator 8 standard:                             |       | 37.6%                    | (SE of the mean = 0.8%) |
| Number of Valid Responses:  | 3,348 | Measurement reliability: | 0.89 - 0.94             |
| Mean Measure:   | 567   | 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 3,359 surveys received, 11 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 3,348 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 2019. Data were collected using two parent surveys. One survey, containing 26 items and 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 15,017 surveys to parents of special needs students residing in 19 school districts. The survey mailed to households, included pertinent instructions (i.e, log-in and username) 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 user-friendly design of the online surveys was upgraded this year to further enhance user experience.

The initial survey dissemination took place in early April, allowing parents approximately 18 weeks to complete the survey. A second mailing took place in the beginning of June to those households who had not yet completed the survey (i.e., non-responders).

The survey administration also included an emailing campaign. Direct emails went out to 1,142 preschool parents and to 13,881 school age parents for whom 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 mid-May followed by reminders sent every three weeks (June to August 2019) to parents who had not completed the survey.

Over the course of the data collection period, 3,348 surveys were received (24% statewide response rate); 321 (30% response rate) were from parents of preschoolers and 3,027 (24% 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 the years 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 three-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 and username). Direct emails containing the survey's hyperlink were also sent to a portion of the sample recipients for whom email addresses were available (1,142 preschool parents and 13,881 school-age parents).



## 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 and a username enabling them to complete the survey online using various devices (desktop or laptop computer, various hand-held devices, etc.). The user-friendly design of the online surveys was upgraded this year to further enhance user experience.

**Direct email method:** Direct emails went to 15,023 parents/guardians for whom 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 15,017 (1,139 surveys were sent to parents of preschool children and 13,878 surveys were sent to parents of school-age children). A total number of 13,834 surveys were delivered to households (1,056 preschool and 12,778 school age). A total number of 1,183 surveys were not deliverable and were returned to MI (83 preschool and 1,100 school age).

By mid-May, the response rates were 11.8% for preschool and 8.2% for school age. A second mailing to those parents who had not yet responded was administered in early-June. The response rates approached 25.9% for preschool and 19.5% for school age by mid-July. By the end of survey administration effort (mid-August), the statewide response rate approached 24% (30% for preschool and 24% for the school age). **Table 1** in **Section III** 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.

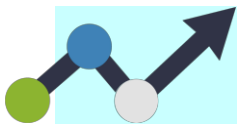


## III. FINDINGS

In this section of the report, data from the 2019 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 higher in 2019 than in 2016 (the last time the same districts were sampled).

There was a 2 percent increase in the overall response rate, no change in the response rate for preschool parent survey, and a 3 percent increase in the response rate for school-age parent survey in 2019 compared to the last time the same districts were sampled in 2016. (**Table 1** provides a summary of these comparisons).

**Table 1**  
**Survey Administration Summary for 2018-19**

|                                | 2015-2016 Administration |            |        | 2018-2019 Administration |            |        |
|--------------------------------|--------------------------|------------|--------|--------------------------|------------|--------|
|                                | Preschool                | School Age | Total  | Preschool                | School Age | Total  |
| <b>Surveys delivered</b>       | 1,196                    | 12,889     | 14,085 | 1,056                    | 12,778     | 13,834 |
| <b>Surveys received</b>        | 355                      | 2,759      | 3,114  | 321                      | 3,027      | 3,348  |
| <b>Statewide response rate</b> | 30%                      | 21%        | 22%    | 30%                      | 24%        | 24%    |

*Note:* Undeliverable (Return to Sender) surveys were not included in calculating the response rates. There were 1,664 undeliverable surveys in 2015-16 and 1,183 undeliverable surveys in 2018-2019.

The following factors most likely influenced the increased response rate: (a) WVDE Lead Coordinator’s continuous communication with district staff about implementing strategies to encourage parent participation, and (b) an increase in the scope and reach of our dissemination efforts by establishing an online survey administration system, implementing a direct email campaign, sending frequent electronic follow up reminders to non-responders, and adding improved survey features to enhance user experience. In fact, this year, 42% of the surveys were completed online, making the online platform an effective method for reaching out to parents/guardians.

Our analysis included examining the combined (preschool and school age) response rate for each of the 19 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 |
|----------------|--|----------------------------------|------------------------|-----------------|--|
| Berkeley       | 3,286  | 890                              | 27.1%                  | 35.1%           | Yes  |
| Calhoun        | 162  | 37                               | 22.8%                  | 27.0%           | No   |
| Doddridge      | 180  | 36                               | 20.0%                  | 61.1%           | No   |
| Fayette        | 911  | 161                              | 17.7%                  | 34.8%           | Yes  |
| Gilmer         | 145  | 34                               | 23.4%                  | 26.5%           | No   |
| Hampshire      | 576  | 154                              | 26.7%                  | 38.3%           | Yes  |
| Jefferson      | 1,159  | 359                              | 31.0%                  | 34.8%           | Yes  |
| Lewis          | 396  | 96                               | 24.2%                  | 31.3%           | No   |
| Lincoln        | 639  | 115                              | 18.0%                  | 47.0%           | Yes  |
| Marion         | 1,085  | 233                              | 21.5%                  | 43.8%           | No   |
| Marshall       | 566  | 124                              | 21.9%                  | 51.6%           | No   |
| Mason          | 648  | 132                              | 20.4%                  | 30.3%           | No   |
| McDowell       | 797  | 199                              | 25.0%                  | 38.7%           | No   |
| Mineral        | 492  | 80                               | 16.3%                  | 36.3%           | Yes  |
| Pleasants      | 185  | 36                               | 19.5%                  | 58.3%           | No   |
| Pocahontas     | 155  | 37                               | 23.9%                  | 32.4%           | No   |
| Tucker         | 152  | 24                               | 15.8%                  | 33.3%           | Yes  |
| Webster        | 202  | 47                               | 23.3%                  | 25.5%           | No   |
| Wood           | 2,098  | 554                              | 26.4%                  | 39.4%           | Yes  |
| <b>Totals:</b> | <b>13,834</b>  | <b>3,348</b>                     | <b>24.2%</b>           | <b>37.6%</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 delivered 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 3,359 surveys received, 11 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 3,348 valid responses.

Inspecting the distribution of response rates indicated a Mean response rate of 22.4% with a standard deviation (SD) of 4%. For this distribution 18.4% would indicate 1 SD below the Mean and 26.4% would indicate 1 SD above the mean. Accordingly, in 2019, the response rate of 4 districts was more than 1 standard deviation (SD) above the district mean response rate and response rate of 4 districts was more than 1 standard deviation (SD) below the district mean response rate.

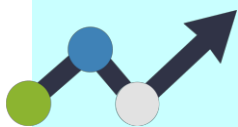
In addition, **Table 3** displays a comparison between 2019 and 2016 (the last time the same districts were sampled) in terms of response rates and Indicator 8 percentages for each of the 19 districts surveyed.

**Table 3**  
**Response Rate and Indicator B-8 Comparisons by District**  
**Comparison between Current Year (2019) and the Last Time (2016)**  
**the Same Districts were Surveyed**

| District       | Percent Response Rate (2019) | Percent Response Rate (2016) | Indicator B-8 (2019) | Indicator B-8 (2016) |
|----------------|------------------------------|------------------------------|----------------------|----------------------|
| Berkeley       | 27.1%                        | 28.7%                        | 35.1%                | 36%                  |
| Calhoun        | 22.8%                        | 29.5%                        | 27.0%                | 21%                  |
| Doddridge      | 20.0%                        | 22.0%                        | 61.1%                | 30%                  |
| Fayette        | 17.7%                        | 21.6%                        | 34.8%                | 38%                  |
| Gilmer         | 23.4%                        | 25.2%                        | 26.5%                | 31%                  |
| Hampshire      | 26.7%                        | 19.2%                        | 38.3%                | 30%                  |
| Jefferson      | 31.0%                        | 19.5%                        | 34.8%                | 27%                  |
| Lewis          | 24.2%                        | 23.0%                        | 31.3%                | 26%                  |
| Lincoln        | 18.0%                        | 16.9%                        | 47.0%                | 35%                  |
| Marion         | 21.5%                        | 20.1%                        | 43.8%                | 35%                  |
| Marshall       | 21.9%                        | 20.4%                        | 51.6%                | 43%                  |
| Mason          | 20.4%                        | 20.2%                        | 30.3%                | 33%                  |
| McDowell       | 25.0%                        | 21.1%                        | 38.7%                | 43%                  |
| Mineral        | 16.3%                        | 16.8%                        | 36.3%                | 29%                  |
| Pleasants      | 19.5%                        | 18.0%                        | 58.3%                | 26%                  |
| Pocahontas     | 23.9%                        | 21.0%                        | 32.4%                | 21%                  |
| Tucker         | 15.8%                        | 20.3%                        | 33.3%                | 38%                  |
| Webster        | 23.3%                        | 23.1%                        | 25.5%                | 27%                  |
| Wood           | 26.4%                        | 20.9%                        | 39.4%                | 38%                  |
| <b>Totals:</b> | <b>24.2%</b>                 | <b>22.0%</b>                 | <b>37.6%</b>         | <b>34.4%</b>         |

## B. Representativeness of the Data

The following three tables (**Tables 4, 5, & 6**) compare demographic data from 2019 survey respondents to the most recent West Virginia Child Count data. Namely, the 2019 responding group of parents is compared to the 2018 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.

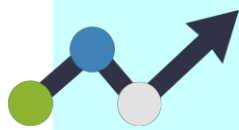


The sample of parents who responded to the survey is representative of the statewide population of parents with special needs children in terms of race/ethnicity (see Table 4).

**Table 4**  
**Race/Ethnicity Categories of Students with Disabilities (SWD) Survey Sample Compared to December 1, 2018 Child Count Data (Ages 3-21)**

| Ethnicity Category      | Count of Respondent Sample | Percentage of Respondent Sample | December 1, 2018 Child Count of Eligible Population | Percentage of Eligible Population | Over/Under Representation* |
|-------------------------|----------------------------|---------------------------------|---|-----------------------------------|----------------------------|
| Asian                   | 19                         | 0.6%                            | 115   | 0.2%                              | 0.4%                       |
| Black                   | 121                        | 3.6%                            | 2,096   | 4.4%                              | -0.8%                      |
| Hispanic                | 97                         | 2.9%                            | 782   | 1.7%                              | 1.2%                       |
| American Indian/Alaskan | 4                          | 0.1%                            | 46  | 0.1%                              | 0.0%                       |
| Pacific Islands         | 0                          | 0.0%                            | 12  | 0.0%                              | 0.0%                       |
| White                   | 2,985                      | 89.2%                           | 42,619  | 90.3%                             | -1.1%                      |
| Multiple Race           | 122                        | 3.6%                            | 1,513   | 3.2%                              | 0.4%                       |
| <b>Grand Total</b>      | <b>3,348</b>               | <b>100.0%</b>                   | <b>47,183</b>                                       | <b>100.0%</b>                     | <b>0.0%</b>                |

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

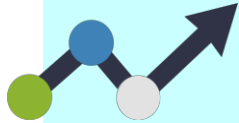


The sample of parents who responded to the survey is also representative of the statewide population of parents with special needs children in terms of gender (see Table 5).

**Table 5**  
**Gender Categories of Students with Disabilities (SWD)**  
**Survey Sample Compared to December 1, 2018**  
**Child Count Data (Ages 3-21)**

| Gender Category    | Count of Respondent Sample | Percentage of Respondent Sample | December 1, 2018 Child Count of Eligible Population | Percentage of Eligible Population | Over/Under Representation* |
|--------------------|----------------------------|---------------------------------|---|-----------------------------------|----------------------------|
| Female             | 1,158                      | 34.6%                           | 16,443  | 34.8%                             | -0.3%                      |
| Male               | 2,190                      | 65.4%                           | 30,740  | 65.2%                             | 0.3%                       |
| <b>Grand Total</b> | <b>3,348</b>               | <b>100.0%</b>                   | <b>47,183</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 when comparing the sample of parents who responded to the survey to the statewide population of parents with special needs children (see Table 6).

**Table 6**  
**Exceptionality Categories of Students with Disabilities (SWD) Survey Sample**  
**Compared to December 1, 2018**  
**Child Count Data (Ages 3-21)**

| Exceptionality               | Count of Respondent Sample | Percentage of Respondent Sample | December 1, 2018 Child Count of Eligible Population | Percentage of Eligible Population | Over/Under Representation* |
|------------------------------|----------------------------|---------------------------------|---|-----------------------------------|----------------------------|
| Autism                       | 279                        | 8.3%                            | 2,691   | 5.7%                              | 2.6%                       |
| Emotional/Behavior Disorder  | 84                         | 2.5%                            | 1,136   | 2.4%                              | 0.1%                       |
| Speech/language Impairment   | 892                        | 26.6%                           | 11,493  | 24.4%                             | 2.2%                       |
| Deaf/Blindness               | 0                          | 0.0%                            | 24  | 0.1%                              | -0.1%                      |
| Deafness                     | 6                          | 0.2%                            | 71  | 0.2%                              | 0.0%                       |
| Hard of Hearing              | 33                         | 1.0%                            | 396   | 0.8%                              | 0.2%                       |
| Specific Learning Disability | 981                        | 29.3%                           | 14,977  | 31.7%                             | -2.4%                      |
| Moderately Mentally Impaired | 85                         | 2.5%                            | 1,201   | 2.5%                              | 0.0%                       |
| Mild Mental Impairment       | 265                        | 7.9%                            | 5,189   | 11.0%                             | -3.1%                      |
| Severe Mental Impairment     | 20                         | 0.6%                            | 248   | 0.5%                              | 0.1%                       |
| Other Health Impairment      | 504                        | 15.1%                           | 7,098   | 15.0%                             | 0.0%                       |
| Orthopedic Impairment        | 8                          | 0.2%                            | 108   | 0.2%                              | 0.0%                       |
| Developmental Delay          | 166                        | 5.0%                            | 2,122   | 4.5%                              | 0.5%                       |
| Blindness and Low Vision     | 20                         | 0.6%                            | 331   | 0.7%                              | -0.1%                      |
| Traumatic Brain Injury       | 5                          | 0.1%                            | 98  | 0.2%                              | -0.1%                      |
| <b>Grand Total</b>           | <b>3,348</b>               | <b>100.0%</b>                   | <b>47,183</b>                                       | <b>100.0%</b>                     |                            |

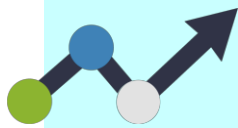
\*Over/Under Representation is the percent of respondent sample minus the percent of eligible population.

As seen in **Table 6**, in 2019 parents of children with a “Mild Mental Impairment” were **significantly underrepresented** (-3.1%) in the sampled districts. Similarly, in 2016 (the last time the same districts were surveyed), there was an underrepresentation (-3.7%) of parents of children with mild mental impairment.

Also, please refer to comparisons of 2019 survey sample to 2018 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



This year, parents reported significantly more involvement in the education of their special needs children than what was reported the last time the same districts were surveyed (in 2016). Levels of parental involvement were comparable across 2018 and 2019 academic years.

**Table 7**  
**Percentage of Parent Responses At or Above the Standard for Academic Years 2018-2019, 2017-2018 and 2015-2016**

| 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% |

| 2017–2018  |                |                                    |         |                         |        |
|------------|----------------|------------------------------------|---------|-------------------------|--------|
| Statewide  | Total Response | Responses At or Above the Standard |         | 95% Confidence Interval |        |
|            |                | Number                             | Percent | Low                     | High   |
| Preschool  | 299            | 158                                | 52.8%   | 47.18%                  | 58.43% |
| School Age | 3,179          | 1,165                              | 36.6%   | 34.99%                  | 38.34% |
| Combined   | 3,478          | 1,323                              | 38.0%   | 36.44%                  | 39.67% |

| 2018–2019  |                |                                    |         |                         |        |
|------------|----------------|------------------------------------|---------|-------------------------|--------|
| Statewide  | Total Response | Responses At or Above the Standard |         | 95% Confidence Interval |        |
|            |                | Number                             | Percent | Low                     | High   |
| Preschool  | 321            | 178                                | 55.5%   | 50.0%                   | 60.8%  |
| School Age | 3027           | 1,082                              | 35.7%   | 34.1%                   | 37.5%  |
| Combined   | 3,348          | 1,260                              | 37.6%   | 36.01%                  | 39.29% |

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 identical to last year’s percentage (38%) and about four percentage points higher than the last time the same districts were surveyed in 2016 (34.4%).

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**

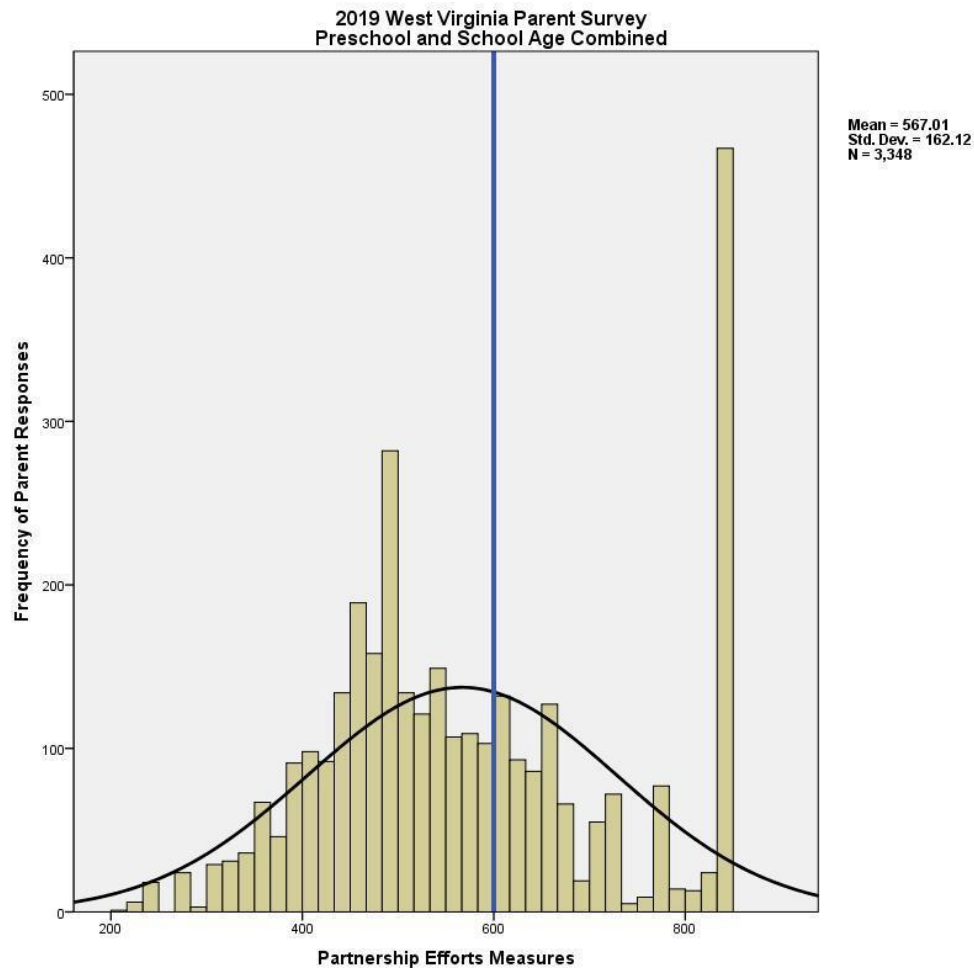
| District       | Total Response | Response At or Above Standard |            | 95% Confidence Interval |               |
|----------------|----------------|-------------------------------|------------|-------------------------|---------------|
|                |                | Number                        | Percent    | Low                     | High          |
| Berkeley       | 890            | 312                           | 35%        | 31.99%                  | 38.25%        |
| Calhoun        | 37             | 10                            | 27%        | 15.34%                  | 43.20%        |
| Doddridge      | 36             | 22                            | 61%        | 44.82%                  | 75.18%        |
| Fayette        | 161            | 56                            | 35%        | 27.87%                  | 42.44%        |
| Gilmer         | 34             | 9                             | 26%        | 14.53%                  | 43.37%        |
| Hampshire      | 154            | 59                            | 38%        | 31.02%                  | 46.20%        |
| Jefferson      | 359            | 125                           | 35%        | 30.08%                  | 39.89%        |
| Lewis          | 96             | 30                            | 31%        | 22.86%                  | 41.14%        |
| Lincoln        | 115            | 54                            | 47%        | 38.09%                  | 56.03%        |
| Marion         | 233            | 102                           | 44%        | 37.56%                  | 50.20%        |
| Marshall       | 124            | 64                            | 52%        | 42.90%                  | 60.22%        |
| Mason          | 132            | 40                            | 30%        | 23.12%                  | 38.65%        |
| McDowell       | 80             | 29                            | 36%        | 26.59%                  | 47.22%        |
| Mineral        | 199            | 77                            | 39%        | 32.21%                  | 45.62%        |
| Pleasants      | 36             | 21                            | 58%        | 42.18%                  | 72.82%        |
| Pocahontas     | 37             | 12                            | 32%        | 19.63%                  | 48.66%        |
| Tucker         | 24             | 8                             | 33%        | 17.97%                  | 53.46%        |
| Webster        | 47             | 12                            | 26%        | 15.20%                  | 39.70%        |
| Wood           | 554            | 218                           | 39%        | 35.37%                  | 43.48%        |
| <b>Totals:</b> | <b>3,348</b>   | <b>1,260</b>                  | <b>38%</b> | <b>36.01%</b>           | <b>39.29%</b> |

The percentage at or above the standard ranged from 26% (for Gilmer and Webster school districts) to 61% (for Doddridge school district). However, please note that the number of surveys received from these school districts was relatively small (34, 47 and 36 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.

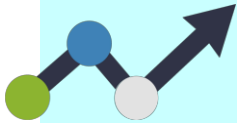
The following plot (**Figure 1**) presents the distribution of Rasch scores for all parents responding to the survey.

**Figure 1**  
**2019 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 more satisfaction with ALL aspects of their partnership with schools in 2019 compared with 2016.**

**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 2016 to 2019. **Table 9** lists the 26 preschool survey items and **Table 10** lists the 24 school-age survey items.

For ALL 26 items on the *preschool* survey, parents expressed greater satisfaction in their partnership with schools in 2019 compared with 2016. The highest percent difference in satisfaction between the two years was 10.3% and the lowest percent difference in satisfaction was 2.0%. Eleven of the items had 7% or greater percent difference.

Similarly, for ALL 24 items on the *school-age* survey, parents expressed greater satisfaction in their partnership with schools in 2019 compared with 2016. The highest percent difference in satisfaction between the two years was 4.7% and the lowest percent difference in satisfaction was 0.9%. Eight of the items had 3% or greater percent difference.

**Table 9**  
**Preschool Survey Item Analysis (2018-2019)**  
**Sorted by Percent Difference in Parent Satisfaction between 2016**  
**(the last time the same districts were surveyed) and the Current Year 2019**  
**(Statewide Percent in Agreement - Codes 5, 6 who Strongly Agree/Very Strongly Agree)**

| Preschool Survey Items  | 2016                          | 2019  | Percent Difference from 2016 to 2019 |
|---|-------------------------------|-------|--------------------------------------|
|   | Statewide % in Agreement      |       |                                      |
|   | Strongly/ Very Strongly Agree |       |                                      |
| 22) offer parents different ways of communicating with people from preschool special education                                    | 40.9%                         | 51.2% | 10.3%                                |
| 15) communicate regularly with me regarding my child's progress on IEP goals  | 55.0%                         | 64.9% | 9.9%                                 |
| 7) Included me in the process of helping my child transition from early intervention to preschool special education               | 57.5%                         | 66.0% | 8.5%                                 |
| 3) My child's IEP goals are written in a way that I can work on them at home during daily routines                                | 59.9%                         | 67.9% | 8.0%                                 |
| 10) treat me as an equal team member  | 57.8%                         | 65.6% | 7.8%                                 |
| 20) give me information about organizations that offer support for parents  | 38.9%                         | 46.7% | 7.8%                                 |
| 23) explain what options parents have if they disagree with a decision made by the preschool special education program            | 42.5%                         | 50.0% | 7.5%                                 |
| 16) give me options concerning my child's services and supports   | 53.2%                         | 60.6% | 7.4%                                 |
| 18) give me enough information to know if my child is making progress   | 56.4%                         | 63.6% | 7.2%                                 |
| 9) are available to speak with me   | 62.9%                         | 69.8% | 7.0%                                 |
| 19) give me information about the approaches they use to help my child learn  | 53.3%                         | 60.3% | 7.0%                                 |
| 5) The preschool special education program involves parents in evaluations of whether preschool special education is effective    | 56.4%                         | 63.2% | 6.8%                                 |
| 13) value my ideas  | 59.4%                         | 66.2% | 6.8%                                 |
| 21) offer parents training about preschool special education  | 33.3%                         | 39.9% | 6.6%                                 |
| 11) encourage me to participate in the decision-making process  | 59.5%                         | 65.6% | 6.1%                                 |
| 2) My recommendations are included on the IEP   | 57.3%                         | 62.9% | 5.6%                                 |
| 1) I am part of the IEP decision-making process   | 63.0%                         | 68.1% | 5.1%                                 |
| 6) I have been asked for my opinion about how well preschool special education services are meeting my child's needs              | 52.5%                         | 57.5% | 5.0%                                 |
| 12) respect my culture  | 64.2%                         | 69.4% | 5.2%                                 |
| 25) offer supports for parents to participate in training workshops   | 36.4%                         | 41.4% | 5.0%                                 |
| 4) My child's evaluation report was written using words I understand  | 67.2%                         | 71.5% | 4.3%                                 |
| 24) give parents the help they may need, such as transportation, to play an active role in their child's learning and development | 45.7%                         | 49.7% | 4.0%                                 |
| 26) connect families with one another for mutual support  | 33.8%                         | 37.6% | 3.8%                                 |
| 14) ensure that I have fully understood my rights related to preschool special education  | 60.8%                         | 64.4% | 3.6%                                 |
| 17) provide me with strategies to deal with my child's behavior   | 53.7%                         | 56.5% | 2.8%                                 |
| 8) provide me with information on how to get other services   | 47.0%                         | 49.0% | 2.0%                                 |

**Table 10**  
**School-Age Survey Item Analysis (2018-2019)**  
**Sorted by Percent Difference in Parent Satisfaction between 2016**  
**(the last time the same districts were surveyed) and the Current Year 2019**  
**(Statewide Percent in Agreement - Codes 5, 6 who Strongly Agree/Very Strongly Agree)**

| School–Age Survey Items  | 2016                          | 2019  | Percent Difference from 2016 to 2019 |
|--|-------------------------------|-------|--------------------------------------|
|  | Statewide % in Agreement      |       |                                      |
|  | Strongly/ Very Strongly Agree |       |                                      |
| 15) Offers parents a variety of ways to communicate with teachers  | 42.0%                         | 46.7% | 4.7%                                 |
| 22) I have a good working relationship with my child's teachers  | 46.6%                         | 51.0% | 4.4%                                 |
| 14) Has a person on staff who is available to answer parents' questions  | 41.0%                         | 44.5% | 3.5%                                 |
| 18) Show sensitivity to the needs of students with disabilities and their families   | 43.5%                         | 47.0% | 3.5%                                 |
| 17) Answered any questions I had about Procedural Safeguards   | 40.7%                         | 44.0% | 3.3%                                 |
| 5) At the IEP meeting, we discussed how my child would participate in statewide assessments                                  | 41.4%                         | 44.6% | 3.2%                                 |
| 10) Provides funding, transportation, or other supports for parents to participate in training workshops                     | 24.2%                         | 27.4% | 3.2%                                 |
| 16) My child's teachers give me enough time and opportunities to discuss my child's needs and progress                       | 46.3%                         | 49.5% | 3.2%                                 |
| 11) Connects families to other families that can provide information and mutual support                                      | 19.1%                         | 21.9% | 2.8%                                 |
| 19) Encourage me to participate in the decision-making process   | 46.2%                         | 49.0% | 2.8%                                 |
| 21) The school gives me choices with regard to services that address my child's needs  | 38.6%                         | 41.4% | 2.8%                                 |
| 12) Offers parents training about special education issues   | 20.1%                         | 22.8% | 2.7%                                 |
| 20) Respect my family's values   | 47.5%                         | 50.1% | 2.6%                                 |
| 8) Information was provided to me in a language I understand   | 64.9%                         | 67.4% | 2.5%                                 |
| 24) The school provides information on agencies that can assist my child in the transition from school                       | 27.8%                         | 30.1% | 2.3%                                 |
| 13) Explains what options parents have if they disagree with a decision of the school  | 29.6%                         | 31.5% | 1.8%                                 |
| 23) The school communicates regularly with me regarding my child's progress on IEP goals                                     | 42.5%                         | 44.1% | 1.6%                                 |
| 4) At the IEP meeting, we discussed accommodations and modifications that my child would need                                | 53.7%                         | 55.2% | 1.5%                                 |
| 1) I have been asked for my opinion about how well special education services are meeting my child's needs                   | 41.1%                         | 42.3% | 1.2%                                 |
| 7) I was given enough time to fully understand my child's IEP  | 52.6%                         | 53.7% | 1.1%                                 |
| 2) IEP meetings are scheduled at a time and place that are convenient for me   | 56.6%                         | 57.6% | 1.0%                                 |
| 3) We discussed whether my child could be educated satisfactorily in the regular classroom with appropriate aids and support | 50.7%                         | 51.7% | 0.9%                                 |
| 6) The evaluation results were thoroughly explained to me  | 50.5%                         | 51.4% | 0.9%                                 |
| 9) I was given information about organizations that offer support for parents of students with disabilities                  | 32.8%                         | 33.7% | 0.9%                                 |



## IV. SUMMARY

This section of the report summarizes key elements of the survey administration process and highlights the results of the 2018-2019 administration of the West Virginia *Parent Involvement Survey*. Suggestions for improving the survey administration and reporting process are also included.

### Survey Administration and Results

- 15,017 surveys were mailed to parents of children in 19 school districts in April 2019.
- Parents/guardians had the option of either completing the paper-and-pencil or the online version of the survey.
- The parent surveys were disseminated in April 2019. By May, the response rate was 11.8% for preschool and 8.2% for school age surveys. In early-June, the survey was mailed again to the non-responders - parents who had not completed the survey. By mid-July, the response rate approached 25.9% for preschool and 19.5% for school age surveys.
- 15,023 direct emails including the survey link login information were also sent out in mid-May. Follow-up email reminders were sent out to non-responding parents every three weeks (June to August 2019).
- 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.
- Over the course of the data collection period, 3,348 surveys were received (24% statewide response rate); 321 (30% response rate) were from parents of preschoolers and 3,027 (24% response rate) were from parents of school-age students.
- This year, a substantial number of surveys (42%) were completed online.
- In general, the sample of parents who responded to the survey was representative of WV parents of children receiving special education services in terms of race/ethnicity, gender, and disability.
- One disability group, 'Mild Mental Impairment', is under-represented in this year's sampled districts compared to the state's 2018 Child Count.
- In 2019, 37.6% 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 significant increase (4% point increase) compared with outcomes obtained in 2016 (34.4%).



## Recommendations

- Continue to begin the survey administration process in early April to give parents an ample amount of time to complete and return the survey.
- Continue improving and streamlining the online dissemination process. MI launched the web-based survey dissemination 3 years ago. This method has proven to be an effective strategy for increasing parent participation. This year, for example, 42% of the surveys were completed online.
- Provide incentives to parents/guardians who respond to the survey.
- Continue distributing a second survey mailing to non-responding parents. Historically, this practice has led to a significant increase in the response rate.
- Conduct focus groups and interviews with parents in districts with a low response rate.
- Continue efforts to reach out to as many respondents as possible by sending direct emails. This method has also proven to be an effective approach for boosting parent participation.
- Encourage parent coordinators/leaders to spread the word about the survey.
- Consider implementing follow up practices to inform parents of any improvement efforts or policies realized as a result of their participation and suggestions.
- Implement practices to emphasize the purpose and importance of the initiative among relevant staff.
- Ask district administrators/special ed. directors to help identify correct home as well as email addresses to maximize outreach.
- Keep district staff informed about the survey administration process, e.g., first and second mailing dates.
- Throughout the open survey period, remind district administrators/special education directors to promote the survey by using various methods such as making frequent announcements on the district website, social media pages, and newsletters, and by sending out phone and text messages, posting promotional material and flyers in strategic locations, encouraging participation during IEP and PTA meetings, open houses, orientations, and other school events.
- Share district response rate at various stages of the dissemination process to recognize achievements or to motivate furthering promotional efforts.
- Follow up with district special education directors every few weeks to discuss and encourage their efforts in promoting the survey.
- Discuss the survey results with the key personnel to promote implementing processes that can further increase parent satisfaction and involvement with services provided.
- The report's comments section provides first-hand information about parents' perceptions and views regarding their relationship with schools, satisfaction with services, suggestions, etc. It is highly recommended that districts continue to be given the opportunity to review and discuss parent comments to further strengthen the partnership between WVDE and families of children receiving special education services.



## V. APPENDIX

**Table A-1**  
**Exceptionality Categories of Students with Disabilities (SWD) Survey Sample**  
**Compared to December 1, 2018 Child Count Data**  
**(Preschool)**

| Disability Category          | Count of Respondent Sample | Percentage of Respondent Sample | December 1, 2018 Child Count of Eligible Population | Percentage of Eligible Population | Over/Under Representation* |
|------------------------------|----------------------------|---------------------------------|---|-----------------------------------|----------------------------|
| Autism                       | 6                          | 1.7%                            | 126   | 2.4%                              | -0.7%                      |
| Emotional/Behavior Disorder  | 0                          | 0.0%                            | 3   | 0.1%                              | -0.1%                      |
| Speech/language Impairment   | 179                        | 49.4%                           | 2,741   | 52.3%                             | -2.8%                      |
| Deaf/Blindness               | 0                          | 0.0%                            | 3   | 0.1%                              | -0.1%                      |
| Deafness                     | 1                          | 0.3%                            | 6   | 0.1%                              | 0.2%                       |
| Hard of Hearing              | 6                          | 1.7%                            | 41  | 0.8%                              | 0.9%                       |
| Specific Learning Disability | 0                          | 0.0%                            | 0   | 0.0%                              | 0.0%                       |
| Moderately Mentally Impaired | 1                          | 0.3%                            | 26  | 0.5%                              | -0.2%                      |
| Mild Mental Impairment       | 2                          | 0.6%                            | 46  | 0.9%                              | -0.3%                      |
| Severe Mental Impairment     | 0                          | 0.0%                            | 7   | 0.1%                              | -0.1%                      |
| Other Health Impairment      | 5                          | 1.4%                            | 60  | 1.1%                              | 0.2%                       |
| Orthopedic Impairment        | 1                          | 0.3%                            | 9   | 0.2%                              | 0.1%                       |
| Developmental Delay          | 158                        | 43.6%                           | 2,122   | 40.5%                             | 3.2%                       |
| Blindness and Low Vision     | 3                          | 0.8%                            | 54  | 1.0%                              | -0.2%                      |
| Traumatic Brain Injury       | 0                          | 0.0%                            | 1   | 0.0%                              | 0.0%                       |
| <b>Grand Total</b>           | <b>362</b>                 | <b>100.0%</b>                   | <b>5,245</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, 2018 Child Count Data**  
**(School Age)**

| Disability Category          | Count of Respondent Sample | Percentage of Respondent Sample | December 1, 2018 Child Count of Eligible Population | Percentage of Eligible Population | Over/Under Representation* |
|------------------------------|----------------------------|---------------------------------|---|-----------------------------------|----------------------------|
| Autism                       | 273                        | 9.1%                            | 2,565   | 6.1%                              | 3.0%                       |
| Emotional/Behavior Disorder  | 84                         | 2.8%                            | 1,133   | 2.7%                              | 0.1%                       |
| Speech/language Impairment   | 713                        | 23.9%                           | 8,752   | 20.9%                             | 3.0%                       |
| Deaf/Blindness               | 0                          | 0.0%                            | 21  | 0.1%                              | -0.1%                      |
| Deafness                     | 5                          | 0.2%                            | 65  | 0.2%                              | 0.0%                       |
| Hard of Hearing              | 27                         | 0.9%                            | 355   | 0.8%                              | 0.1%                       |
| Specific Learning Disability | 981                        | 32.9%                           | 14,977  | 35.7%                             | -2.9%                      |
| Moderately Mentally Impaired | 84                         | 2.8%                            | 1,175   | 2.8%                              | 0.0%                       |
| Mild Mental Impairment       | 263                        | 8.8%                            | 5,143   | 12.3%                             | -3.5%                      |
| Severe Mental Impairment     | 20                         | 0.7%                            | 241   | 0.6%                              | 0.1%                       |
| Other Health Impairment      | 499                        | 16.7%                           | 7,038   | 16.8%                             | -0.1%                      |
| Orthopedic Impairment        | 7                          | 0.2%                            | 99  | 0.2%                              | 0.0%                       |
| Developmental Delay          | 8                          | 0.3%                            | 0   | 0.0%                              | 0.3%                       |
| Blindness and Low Vision     | 17                         | 0.6%                            | 277   | 0.7%                              | -0.1%                      |
| Traumatic Brain Injury       | 5                          | 0.2%                            | 97  | 0.2%                              | -0.1%                      |
| <b>Grand Total</b>           | <b>2,986</b>               | <b>100.0%</b>                   | <b>41,938</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 Parent Responses At or Above the Standard by District**  
**(Preschool)**

| District Code  | District   | Total Response | Response At or Above Standard |              | 95% Confidence Interval |              |
|----------------|------------|----------------|-------------------------------|--------------|-------------------------|--------------|
|                |            |                | Number                        | Percent      | Low                     | High         |
| 4              | Berkeley   | 101            | 56                            | 55.4%        | 45.7%                   | 64.7%        |
| 14             | Calhoun    | 2              | 1                             | 50.0%        | 10.0%                   | 90.0%        |
| 18             | Doddridge  | 6              | 6                             | 100.0%       | 55.2%                   | 104.8%       |
| 20             | Fayette    | 12             | 4                             | 33.3%        | 13.8%                   | 61.2%        |
| 22             | Gilmer     | 6              | 2                             | 33.3%        | 9.6%                    | 70.4%        |
| 28             | Hampshire  | 14             | 8                             | 57.1%        | 32.6%                   | 78.5%        |
| 37             | Jefferson  | 25             | 13                            | 52.0%        | 33.5%                   | 69.9%        |
| 41             | Lewis      | 11             | 7                             | 63.6%        | 35.2%                   | 84.8%        |
| 043            | Lincoln    | 10             | 4                             | 40.0%        | 16.9%                   | 68.8%        |
| 47             | Marion     | 18             | 10                            | 55.6%        | 33.7%                   | 75.4%        |
| 48             | Marshall   | 11             | 8                             | 72.7%        | 42.8%                   | 90.5%        |
| 49             | Mason      | 12             | 4                             | 33.3%        | 13.8%                   | 61.2%        |
| 60             | McDowell   | -              | -                             | -            | -                       | -            |
| 53             | Mineral    | 9              | 6                             | 66.7%        | 35.1%                   | 88.0%        |
| 67             | Pleasants  | 3              | 3                             | 100.0%       | 38.0%                   | 104.9%       |
| 69             | Pocahontas | 2              | 1                             | 50.0%        | 10.0%                   | 90.0%        |
| 84             | Tucker     | 2              | 2                             | 100.0%       | 28.9%                   | 104.4%       |
| 91             | Webster    | 3              | 1                             | 33.3%        | 6.2%                    | 79.5%        |
| 96             | Wood       | 74             | 42                            | 56.8%        | 45.4%                   | 67.4%        |
| <b>Totals:</b> |            | <b>321</b>     | <b>178</b>                    | <b>55.5%</b> | <b>50.0%</b>            | <b>60.8%</b> |

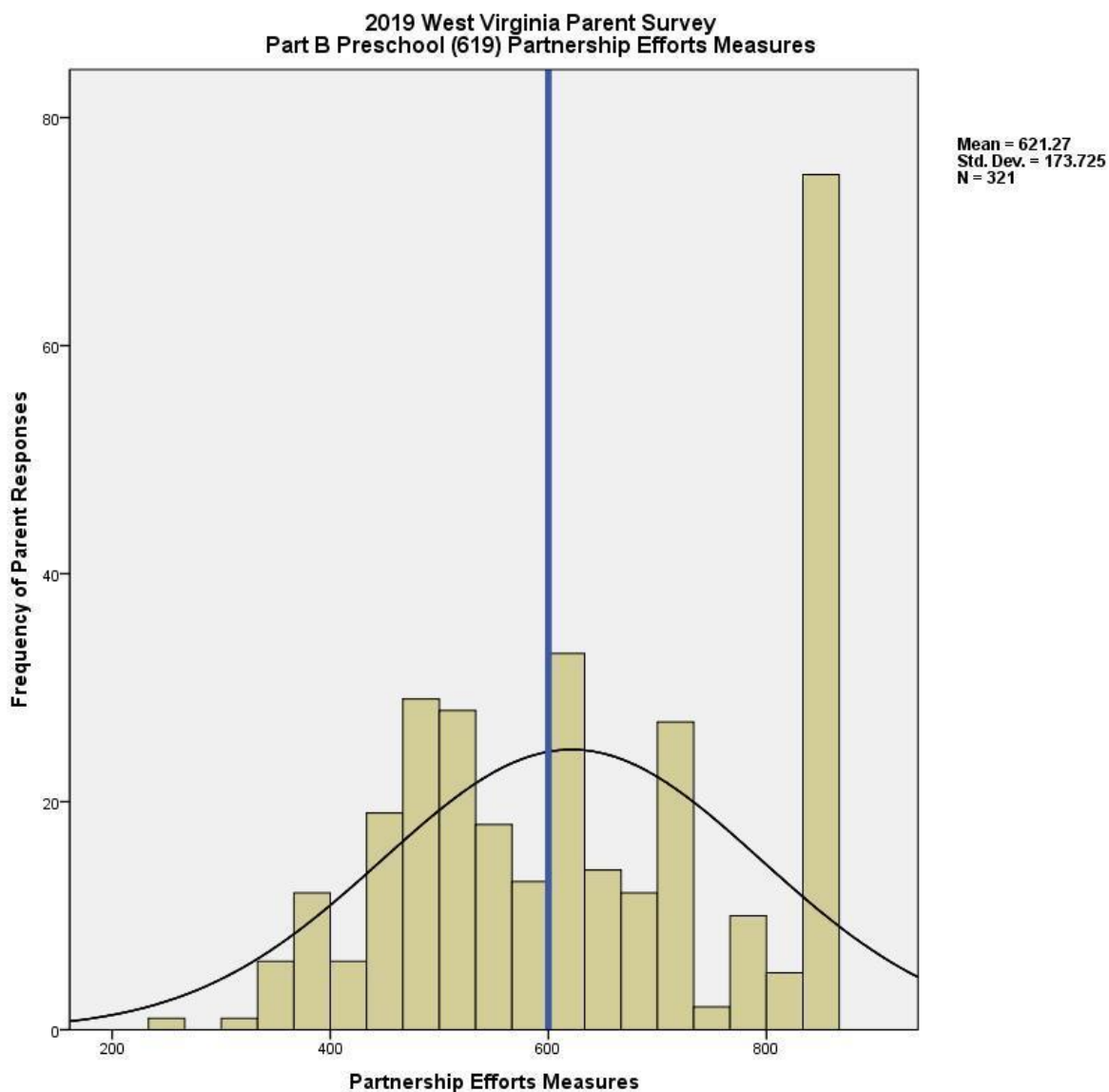
\*Generally, when very few responses are received (i.e., 10 responses or less) the results should be treated (or viewed) with caution.

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

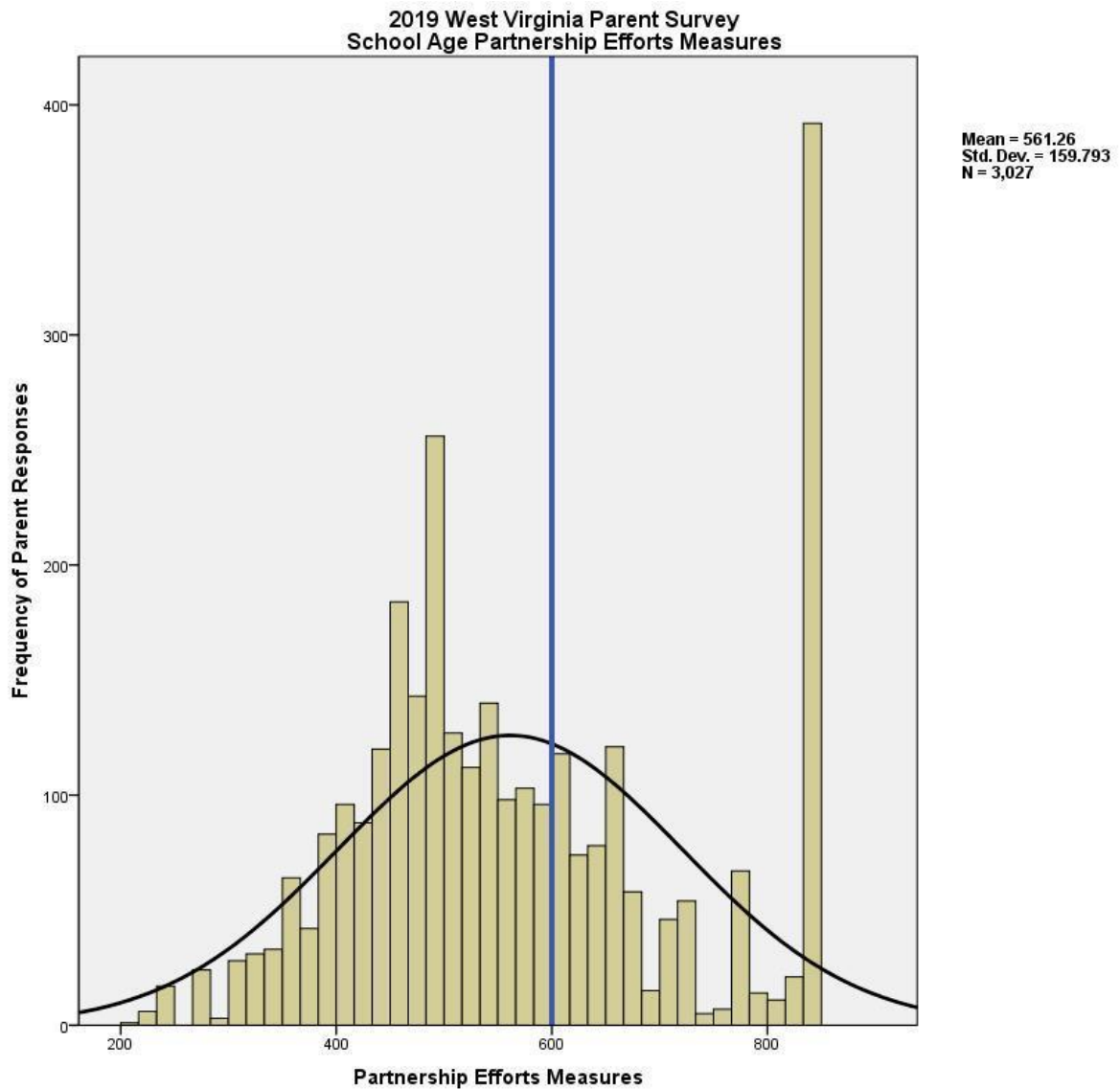
| District Code  | District   | Total Response | Response At or Above Standard |              | 95% Confidence Interval |              |
|----------------|------------|----------------|-------------------------------|--------------|-------------------------|--------------|
|                |            |                | Number                        | Percent      | Low                     | High         |
| 004            | Berkeley   | 789            | 256                           | 32.4%        | 29.3%                   | 35.8%        |
| 014            | Calhoun    | 35             | 9                             | 25.7%        | 14.1%                   | 42.3%        |
| 18             | Doddridge  | 30             | 16                            | 53.3%        | 36.2%                   | 69.7%        |
| 20             | Fayette    | 149            | 52                            | 34.9%        | 27.7%                   | 42.9%        |
| 22             | Gilmer     | 28             | 7                             | 25.0%        | 12.5%                   | 43.7%        |
| 28             | Hampshire  | 140            | 51                            | 36.4%        | 28.9%                   | 44.7%        |
| 37             | Jefferson  | 334            | 112                           | 33.5%        | 28.7%                   | 38.8%        |
| 41             | Lewis      | 85             | 23                            | 27.1%        | 18.8%                   | 37.4%        |
| 43             | Lincoln    | 105            | 50                            | 47.6%        | 38.3%                   | 57.1%        |
| 47             | Marion     | 215            | 92                            | 42.8%        | 36.4%                   | 49.5%        |
| 48             | Marshall   | 113            | 56                            | 49.6%        | 40.5%                   | 58.6%        |
| 49             | Mason      | 120            | 36                            | 30.0%        | 22.5%                   | 38.8%        |
| 60             | McDowell   | 80             | 29                            | 36.3%        | 26.6%                   | 47.2%        |
| 53             | Mineral    | 190            | 71                            | 37.4%        | 30.81%                  | 44.45%       |
| 67             | Pleasants  | 33             | 18                            | 54.5%        | 38.0%                   | 70.1%        |
| 69             | Pocahontas | 35             | 11                            | 31.4%        | 18.5%                   | 48.1%        |
| 84             | Tucker     | 22             | 6                             | 27.3%        | 13.0%                   | 48.5%        |
| 91             | Webster    | 44             | 11                            | 25.0%        | 14.5%                   | 39.7%        |
| 96             | Wood       | 480            | 176                           | 36.7%        | 32.5%                   | 41.1%        |
| <b>Totals:</b> |            | <b>3,027</b>   | <b>1,082</b>                  | <b>35.7%</b> | <b>34.1%</b>            | <b>37.5%</b> |

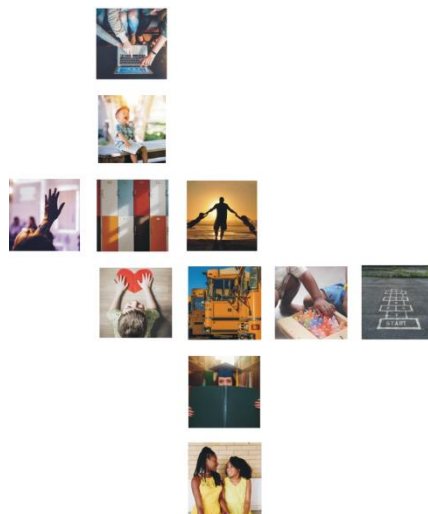
\*Generally, when very few responses are received (i.e., 10 responses or less) the results should be treated (or viewed) with caution.

**Figure A-1**  
**2019 West Virginia Parent Survey**  
**Part B Partnership Efforts Measures**  
**(Preschool)**



**Figure A-2**  
**2019 West Virginia Parent Survey**  
**Partnership Efforts Measures**  
**(School Age)**





**West Virginia Department of Education**