



West Virginia Department of Education
West Virginia IDEA Part B:
Special Education Parent
Survey Results

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STATISTICAL SUMMARY

Rellevant research suggests that parent-teacher communication and both home-based (e.g., parent-child communication, homework assistance, enrichment activities, etc.) and school-level (e.g., participation in school events/activities, policy decisions, etc.) parental involvement can empower families as well as lead to positive student outcomes (Desimone, 1999; Sheldon, 2003; Spann, Kohler, and Soenksen, 2003). While family involvement can contribute to successful experiences for all children, students with disabilities often require a greater degree of parental engagement and community advocacy in order to reach their full potential. Family members are in a good position to provide first-hand information and insight about the child's specific instructional, social, and emotional needs. A close partnership between families and educators is likely to facilitate the communication flow and enhance learning experiences for children with disabilities.

The federal Individuals with Disabilities Education Act (IDEA, 2004; P.L. No. 108-446) aims to ensure that families have meaningful opportunities to participate in their children's educational planning. In fact, an original principal of IDEA, enacted in 1975, dictates that school systems must ensure that the Individualized Education Program (IEP) team includes the student's parent. 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 Programs (OSEP). 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 2019-2020 academic year are as follows:

Statistical Summary (2019-2020) PART B Special Education Parent Survey Report

PART B Preschool (Children ages 3-5)			
Percent at or above Indicator 8 standard:		56.2%	(SE of the mean =2.9%)
Number of Valid Responses:	297	Measurement Reliability:	0.88 - 0.94
Mean Measure:	629	Measurement SD:	180
PART B School Age (Children ages 6-21)			
Percent at or above Indicator 8 standard:		43.4%	(SE of the mean = 0.9%)
Number of Valid Responses:	3,280	Measurement Reliability:	0.89 - 0.94
Mean Measure:	593	Measurement SD:	166
PART B Preschool and School Age Combined			
Percent at or above Indicator 8 standard:		44.4%	(SE of the mean = 0.8%)
Number of Valid Responses:	3,577	Measurement Reliability:	0.88 - 0.94
Mean Measure:	596	Measurement SD:	168
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: Surveys 15,410 were mailed out; 3,585 surveys were received of which 8 did not have any response items filled out. Therefore, the Indicator 8 calculations were only based on 3,577 valid responses.



I. BACKGROUND

In February 2020, 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 2020. 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 and Student Support (OSESS), 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 15,410 surveys to parents of special needs students residing in 20 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 102 preschool parents and school-age parents 3,270 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 in the last week of April followed by reminders sent every two or three weeks (from late April to August 2020) to parents who had not completed the survey.

This year, in collaboration with OSESS, we also designed and disseminated an online “Promotional Efforts Survey”. This survey was distributed among Special Education Directors to learn about district efforts in promoting the Indicator 8 parent survey.

Over the course of the data collection period, 3,577 valid responses were received (26% statewide response rate); 297 (28% response rate) were from parents of preschoolers and 3,280 (26% 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 (102 preschool parents and 3,270 school-age parents).

Survey Dissemination and 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 again this year to further enhance user experience.

Direct email method: Direct emails went to 3,372 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 15,410 (1,187 surveys were sent to parents of preschool children and 14,223 surveys were sent to parents of school-age children). A total number of 13,841 surveys were delivered to households (1,050 preschool and 12,791 school age). A total number of 1,569 surveys were not deliverable and were returned to MI (137 preschool and 1,432 school age).

By mid-May, the response rates were 13.1% for preschool and 12.1% for school age. A second mailing to those parents who had not yet responded was administered in early-June. The response rates approached 26.3% for preschool and 23.9% for school age by mid-July. By the end of the survey administration effort (mid-August), the statewide response rate approached 25.8% (28% for preschool and 26% 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.

Promotional Efforts

In April 2020, MI provided districts with promotional material, including technical support strategies for increasing parent participation as well as an informational flyer to be displayed in high traffic areas frequented by parents.

District Special Education Directors were also invited to participate in an online “Promotional Efforts Survey”. The survey was designed to explore district efforts in promoting the Indicator 8 parent survey. It was expected that the survey data would provide information on ways by which parent

participation in the Indicator 8 survey may be increased, so as to gain a better understanding of the parents' areas of concern associated with special education services. On May 5th 2020, the survey link was emailed to the 20 Special Education Directors whose counties participated in the current year's Indicator 8 parent survey. A report of the survey findings was submitted to the Lead Coordinator for Family Engagement at the WVDE OESS.



III.FINDINGS

In this section of the report, data from the 2020 West Virginia *Parent Involvement Survey* are presented. MI reports key findings in three critical areas:

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

A. Response Rates



The overall response rate for the sampled districts was higher in 2020 than the last time the same districts were sampled.

There was a 5 percent point increase in the overall response rate, no change in the response rate for preschool parent survey, and a 6 percent point increase in the response rate for school-age parent survey in 2020 compared to the last time the same districts were sampled (i.e., the prior administration cycle-2017 or earlier). **Table 1** provides a summary of these comparisons.

Table 1
Survey Administration Summary for 2019-2020

	2019-2020 survey administration (20 districts)			Previous administration cycle of the same districts surveyed in the current year		
	Preschool	School Age	Total	Preschool	School Age	Total
Surveys delivered	1,050	12,791	13,841	985	12,855	13,840
Surveys received	297	3,280	3,577	274	2,587	2,861
Statewide response rate	28%	26%	26%	28%	20%	21%

Note: Undeliverable (Return to Sender) surveys were not included in calculating the response rates. There were 1,344 undeliverable surveys in 2016-17 and 1,569 undeliverable surveys in 2019-2020.

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. Toward this aim, this year, Special Education Directors were asked to take part in a questionnaire that aimed to learn about their efforts in promoting the parent survey. (b) An increase in the scope and reach of our dissemination efforts. These efforts included improving the online survey features to enhance user experience, implementing a direct email campaign, and establishing rigorous follow-up procedures (e.g., sending frequent electronic follow up reminders to non-responders, communicating with parents who experienced difficulties with their online credentials, etc.). In fact, this year, 33% of the surveys were completed online, making the online platform an effective method for reaching out to parents/guardians especially during the COVID-19 crisis where parents, in many cases, were forced to remain at home and relied on online communication platforms.

Our analysis included examining the combined (preschool and school age) response rate for each of the 20 school districts (see **Table 2**).

Table 2
Response Rate by District (2019-2020): 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
Boone	587	137	23.3%	36.5%	No
Braxton	332	85	25.6%	31.8%	No
Grant	222	52	23.4%	42.3%	No
Hardy	357	90	25.2%	38.9%	No
OIEP	155	17	11.0%	0.0%	Yes
Kanawha	3,749	979	26.1%	39.2%	No
Mercer	1,508	361	23.9%	51.5%	No
Mingo	450	98	21.8%	41.8%	No
Ohio	789	257	32.6%	50.2%	Yes
Preston	794	228	28.7%	43.9%	No
Randolph	595	164	27.6%	54.9%	No
Roane	290	79	27.2%	43.0%	No
Summers	226	57	25.2%	31.6%	No
Taylor	417	82	19.7%	52.4%	Yes
Tyler	247	79	32.0%	59.5%	Yes
Upshur	527	144	27.3%	49.3%	No
Wayne	1,271	324	25.5%	44.8%	No
Wetzel	469	147	31.3%	45.6%	Yes
Wirt	174	38	21.8%	44.7%	No
Wyoming	682	159	23.3%	52.2%	No
Totals:	13,841	3,577	25.8%	44.4%	

*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 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 3,585 surveys received, 8 of the surveys did not have any response items filled out. Therefore, the Indicator 8 calculations were only based on 3,577 valid responses.

Inspecting the distribution of response rates indicated a Mean response rate of 25.1% with a standard deviation (SD) of 4.8%. For this distribution 20.4% would indicate 1 SD below the Mean and 29.9% would indicate 1 SD above the Mean. Accordingly, in 2020, the response rate of 3 districts was more than 1 standard deviation (SD) above the Mean response rate and response rate of 2 districts was more than 1 standard deviation (SD) below the Mean response rate.

In addition, **Table 3** displays a comparison between 2020 and 2017 (or the last time the same districts were sampled) in terms of response rates and Indicator 8 percentages for each of the 20 districts surveyed.

Table 3
Response Rate and Indicator 8 Comparisons by District:
Combined (Preschool and School Age)
Comparison between Current Year (2020) and (2017) or the Last Time
the Same Districts were surveyed

District*	Percent Response Rate (2020)	Percent Response Rate (2017 or Prior Administration)	Indicator B-8 (2020)	Indicator B-8 (2017 or Prior Administration)
Boone	23.3%	23.8%	36.5%	51.5%
Braxton	25.6%	22.2%	31.8%	25.3%
Grant	23.4%	22.7%	42.3%	44.4%
Hardy	25.2%	23.1%	38.9%	24.1%
OIEP	11.0%	5.1%	0.0%	0.0%
Kanawha	26.1%	18.4%	39.2%	35.3%
Mercer	23.9%	29.7%	51.5%	42.6%
Mingo	21.8%	16.1%	41.8%	39.7%
Ohio	32.6%	21.8%	50.2%	42.4%
Preston	28.7%	20.7%	43.9%	30.4%
Randolph	27.6%	25.0%	54.9%	35.6%
Roane (surveyed in 2014)	27.2%	19.7%	43.0%	26.3%
Summers (surveyed in 2014)	25.2%	21.9%	31.6%	31.3%
Taylor	19.7%	17.5%	52.4%	18.9%
Tyler	32.0%	12.8%	59.5%	48.5%
Upshur	27.3%	20.3%	49.3%	32.8%
Wayne	25.5%	19.6%	44.8%	34.7%
Wetzel (surveyed in 2016)	31.3%	20.5%	45.6%	28.0%
Wirt	21.8%	21.4%	44.7%	47.1%
Wyoming	23.3%	17.2%	52.2%	35.3%
Totals:	25.8%	20.7%	44.4%	36.3%

*17 of the 20 districts in the current administration year (2019-2020) were last surveyed in the 2016-2017 school year. Two of the current administration year districts were last surveyed in 2013-2014 (Roane & Summers) and one of the current administration year districts was last surveyed in 2015-2016 (Wetzel).

B. Representativeness of the Data

The following three tables (**Tables 4, 5, & 6**) compare demographic data from 2020 survey respondents to the most recent West Virginia Child Count data. Namely, the 2020 responding group of parents is compared to the 2019 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.

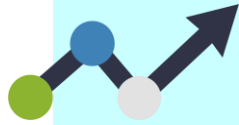


The sample of parents who responded to the survey is representative of the statewide population of parents with special needs children in terms of race/ethnicity (see Table 4).

Table 4
Race/Ethnicity Categories of Students with Disabilities (SWD) Survey Sample
Compared to December 1, 2019 Child Count Data (Ages 3-21)

Ethnicity Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2019 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Asian	8	0.2%	110	0.2%	0.0%
Black	151	4.2%	2,120	4.5%	-0.3%
Hispanic	3	0.1%	811	1.7%	-1.6%
American Indian/Alaskan	30	0.8%	51	0.1%	0.7%
Pacific Islands	3	0.1%	16	0.0%	0.1%
White	3,300	92.3%	42,557	90.0%	2.2%
Multiple Race	82	2.3%	1,613	3.4%	-1.1%
Grand Total	3,577	100.0%	47,278	100.0%	

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

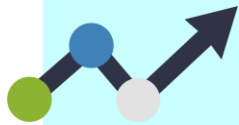


The sample of parents who responded to the survey is also representative of the statewide population of parents with special needs children in terms of gender (see Table 5).

Table 5
Gender Categories of Students with Disabilities (SWD)
Survey Sample Compared to December 1, 2019
Child Count Data (Ages 3-21)

Gender Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2019 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Female	1,295	36.2%	16,656	35.2%	1.0%
Male	2,282	63.8%	30,622	64.8%	-1.0%
Grand Total	3,577	100.0%	47,278	100.0%	

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



One disability group (Specific Learning Disability) 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, 2019
Child Count Data (Ages 3-21)

Exceptionality	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2019 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	271	7.6%	2,857	6.0%	1.5%
Emotional/Behavior Disorder	49	1.4%	1,032	2.2%	-0.8%
Speech/language Impairment	831	23.2%	10,623	22.5%	0.8%
Deaf/Blindness	0	0.0%	23	0.0%	0.0%
Deafness	7	0.2%	68	0.1%	0.1%
Hard of Hearing	39	1.1%	375	0.8%	0.3%
Specific Learning Disability	1,012	28.3%	15,365	32.5%	-4.2%
Moderately Mentally Impaired	112	3.1%	1,162	2.5%	0.7%
Mild Mental Impairment	427	11.9%	5,183	11.0%	1.0%
Severe Mental Impairment	28	0.8%	220	0.5%	0.3%
Other Health Impairment	577	16.1%	7,415	15.7%	0.4%
Orthopedic Impairment	11	0.3%	98	0.2%	0.1%
Developmental Delay	174	4.9%	2,421	5.1%	-0.3%
Blindness and Low Vision	21	0.6%	343	0.7%	-0.1%
Traumatic Brain Injury	18	0.5%	93	0.2%	0.3%
Grand Total	3,577	100.0%	47,278	100.0%	

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

As seen in **Table 6**, in 2020 parents of children with “Specific Learning Disability” were **significantly under represented** (-4.2%) in the sampled districts. Similarly, in 2017 (or the last time the same districts were surveyed), there was an underrepresentation (-4.2%) of parents of children with “Specific Learning Disability”.

Also, please refer to comparisons of 2020 survey sample to 2019 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 Item Analysis Results—Indicator 8 and Rasch Analysis



This year (see Table 7), parents reported significantly more involvement in the education of their special needs children than what was reported the last time most of the same districts were surveyed (in 2017). Levels of parental involvement were also significantly higher this academic year (2020) than what was reported of last year's districts (2019).

Table 7
Percentage of Parent Responses At or Above the Standard for Academic Years 2019-2020, 2018-2019, and 2016-2017

2019-2020					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	297	167	56.2%	50.5%	61.8%
School Age	3,280	1,422	43.4%	41.7%	45.1%
Combined	3,577	1,589	44.4%	42.8%	46.1%

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	3,027	1,082	35.7%	34.1%	37.5%
Combined	3,348	1,260	37.6%	36.01%	39.3%

2016-2017					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	269	138	51.3%	45.4%	57.2%
School Age	2,467	867	35.1%	33.3%	37.1%
Combined	2,736	1,005	36.7%	34.9%	38.6%

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, 44.4% of parents reported school district facilitation of parental engagement. This percentage is higher than last year’s percentage (37.6%) and 7.7 percentage points higher than the last time most of the same districts were surveyed in 2017 (36.7%).

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 failed 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

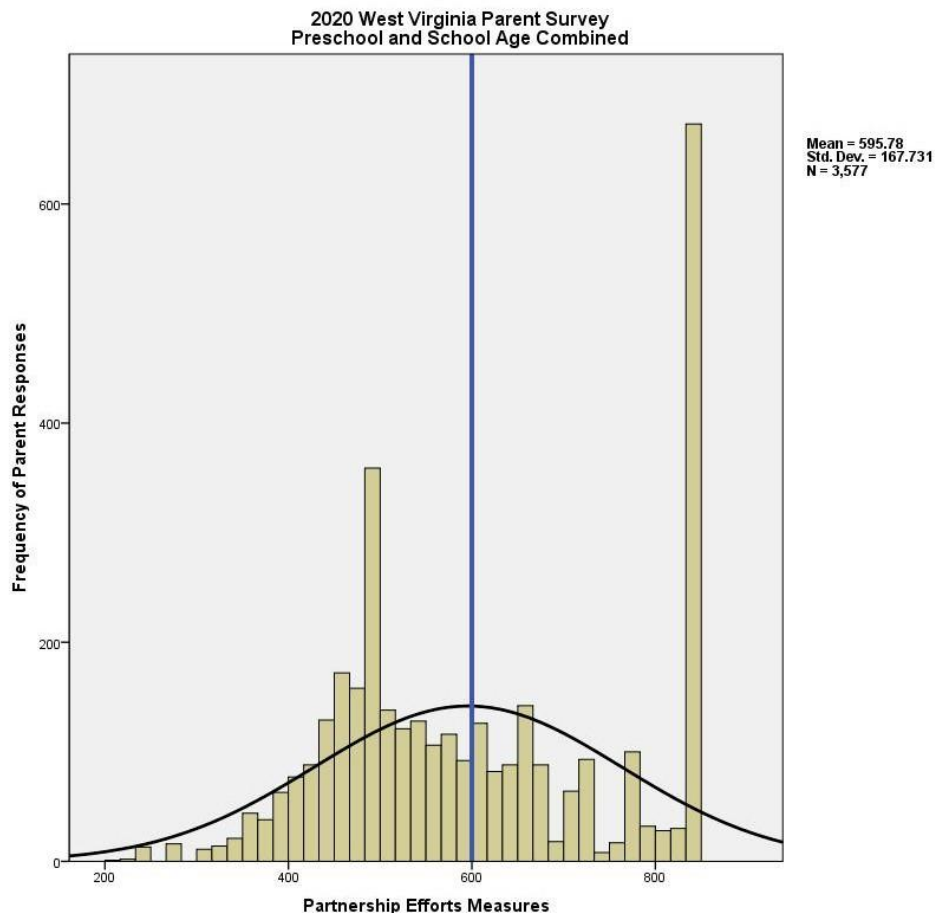
District	Total Response	Response At or Above Standard		95% Confidence Interval	
		Number	Percent	Low	High
Boone	137	50	36.5%	28.9%	44.8%
Braxton	85	27	31.8%	22.8%	42.3%
Grant	52	22	42.3%	29.9%	55.8%
Hardy	90	35	38.9%	29.5%	49.2%
OIEP	17	0	0.0%	-3.0%	22.1%
Kanawha	979	384	39.2%	36.2%	42.3%
Mercer	361	186	51.5%	46.4%	56.6%
Mingo	98	41	41.8%	32.6%	51.7%
Ohio	257	129	50.2%	44.1%	56.3%
Preston	228	100	43.9%	37.6%	50.4%
Randolph	164	90	54.9%	47.2%	62.3%
Roane	79	34	43.0%	32.7%	54.0%
Summers	57	18	31.6%	21.0%	44.6%
Taylor	82	43	52.4%	41.8%	62.9%
Tyler	79	47	59.5%	48.5%	69.6%
Upshur	144	71	49.3%	41.3%	57.4%
Wayne	324	145	44.8%	39.4%	50.2%
Wetzel	147	67	45.6%	37.7%	53.6%
Wirt	38	17	44.7%	30.2%	60.3%
Wyoming	159	83	52.2%	44.5%	59.8%
Totals:	3,577	1,589	44.4%	42.8%	46.1%

The percentage at or above the standard ranged from 0% (for OIEP) to 54.9 and 59.5% (for Randolph and Tyler school districts respectively). However, please note that the number of surveys received from some school districts was relatively small, making the results less reliable.

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.

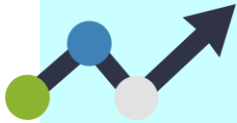
The following plot (**Figure 1**) presents the distribution of Rasch scores for all parents responding to the survey.

Figure 1
2020 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 of the aspects of their partnership with schools in 2020 compared with the last time they were surveyed.

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 the prior to the current year administration (2020). **Table 9** lists the 26 preschool survey items and **Table 10** lists the 24 school-age survey items.

For 19 of the 26 items on the *preschool* survey, parents expressed greater satisfaction in their partnership with schools in 2020 compared with the prior administration year. The highest percent difference in satisfaction between the two administration cycles was 7.4% and the lowest percent difference in satisfaction was -3.1%. Seven of the items had 4% or greater percent difference.

Similarly, for ALL 24 items on the *school-age* survey, parents expressed greater satisfaction in their partnership with schools in 2020 compared with the prior administration year. The highest percent difference in satisfaction between the two administration cycles was 8.7% and the lowest percent difference in satisfaction was 2.7%. Sixteen of the items had 7% or greater difference.

Table 9
Preschool Survey Item Analysis (2019-2020)
Sorted by Percent Difference in Parent Satisfaction between 2017 or the last time the
same districts were surveyed and the Current Year 2020
(Statewide Percent in Agreement - Codes 5, 6 who Strongly Agree/Very Strongly Agree)

Preschool Survey Items	2020	2017 or Prior Administration	Percent Difference from Prior Administration to 2020
	Statewide % in Agreement		
	Strongly/ Very Strongly Agree		
6) I have been asked for my opinion about how well preschool special education services are meeting my child's needs	60.3%	53.0%	7.4%
8) provide me with information on how to get other services	53.5%	46.9%	6.6%
2) My recommendations are included on the IEP	67.2%	62.3%	4.9%
23) explain what options parents have if they disagree with a decision made by the preschool special education program	52.0%	47.1%	4.9%
18) give me enough information to know if my child is making progress	62.9%	58.2%	4.7%
16) give me options concerning my child's services and supports	60.6%	56.1%	4.5%
19) give me information about the approaches they use to help my child learn	60.6%	56.3%	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	51.1%	47.2%	3.9%
22) offer parents different ways of communicating with people from preschool special education	51.4%	47.6%	3.8%
3) My child's IEP goals are written in a way that I can work on them at home during daily routines	69.4%	66.2%	3.2%
7) Included me in the process of helping my child transition from early intervention to preschool special education	65.0%	62.3%	2.8%
26) connect families with one another for mutual support	39.4%	36.9%	2.5%
17) provide me with strategies to deal with my child's behavior	56.1%	53.7%	2.5%
1) I am part of the IEP decision-making process	70.0%	67.8%	2.3%
15) communicate regularly with me regarding my child's progress on IEP goals	62.2%	60.0%	2.2%
20) give me information about organizations that offer support for parents	47.8%	46.1%	1.7%
12) respect my culture	68.4%	67.0%	1.4%
14) ensure that I have fully understood my rights related to preschool special education	66.0%	65.3%	0.7%
5) The preschool special education program involves parents in evaluations of whether preschool special education is effective	62.8%	62.3%	0.4%
21) offer parents training about preschool special education	40.9%	41.5%	-0.6%
13) value my ideas	65.2%	66.0%	-0.9%
10) treat me as an equal team member	65.1%	66.1%	-1.0%
4) My child's evaluation report was written using words I understand	68.5%	70.4%	-1.9%
11) encourage me to participate in the decision-making process	64.5%	66.4%	-1.9%
25) offer supports for parents to participate in training workshops	42.5%	44.6%	-2.1%
9) are available to speak with me	66.4%	69.5%	-3.1%

Table 10
School-Age Survey Item Analysis (2019-2020)
Sorted by Percent Difference in Parent Satisfaction between 2017
or the last time the same districts were surveyed and the Current Year 2020
(Statewide Percent in Agreement - Codes 5, 6 who Strongly Agree/Very Strongly Agree)

School-Age Survey Items	2020	2017 or Prior Administration	Percent Difference from Prior Administration to 2020
	Statewide % in Agreement		
	Strongly/ Very Strongly Agree		
15) Offers parents a variety of ways to communicate with teachers	52.8%	44.2%	8.7%
13) Explains what options parents have if they disagree with a decision of the school	39.2%	31.3%	7.9%
14) Has a person on staff who is available to answer parents' questions	51.6%	43.6%	7.9%
24) The school provides information on agencies that can assist my child in the transition from school	37.9%	30.0%	7.9%
1) I have been asked for my opinion about how well special education services are meeting my child's needs	51.2%	43.3%	7.9%
22) I have a good working relationship with my child's teachers	55.1%	47.4%	7.7%
9) I was given information about organizations that offer support for parents of students with disabilities	41.8%	34.1%	7.6%
16) My child's teachers give me enough time and opportunities to discuss my child's needs and progress	55.6%	48.1%	7.5%
10) Provides funding, transportation, or other supports for parents to participate in training workshops	33.9%	26.4%	7.5%
18) Show sensitivity to the needs of students with disabilities and their families	51.8%	44.5%	7.3%
5) At the IEP meeting, we discussed how my child would participate in statewide assessments	49.5%	42.2%	7.3%
21) The school gives me choices with regard to services that address my child's needs	47.9%	40.7%	7.2%
4) At the IEP meeting, we discussed accommodations and modifications that my child would need	60.6%	53.4%	7.2%
17) Answered any questions I had about Procedural Safeguards	50.3%	43.1%	7.2%
11) Connects families to other families that can provide information and mutual support	28.7%	21.6%	7.1%
19) Encourage me to participate in the decision-making process	53.5%	46.4%	7.1%
20) Respect my family's values	54.8%	48.0%	6.8%
23) The school communicates regularly with me regarding my child's progress on IEP goals	50.1%	43.4%	6.7%
6) The evaluation results were thoroughly explained to me	56.7%	50.1%	6.5%
12) Offers parents training about special education issues	29.6%	23.3%	6.3%
3) We discussed whether my child could be educated satisfactorily in the regular classroom with appropriate aids and support	56.7%	50.5%	6.2%
7) I was given enough time to fully understand my child's IEP	57.8%	52.3%	5.5%
2) IEP meetings are scheduled at a time and place that are convenient for me	62.1%	58.1%	4.0%
8) Information was provided to me in a language I understand	68.5%	65.8%	2.7%



IV. SUMMARY

This section of the report summarizes key elements of the survey administration process and highlights the results of the 2019-2020 administration of the West Virginia *Parent Involvement Survey*. Suggestions for improving the survey administration and reporting process are also included.

Survey Administration and Results

- 15,410 surveys were mailed to parents of children in 20 school districts in April 2020.
- 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 2020. By May, the response rate was 13.1% for preschool and 12.1% 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 26.3% for preschool and 23.9% for school age surveys.
- Direct personalized emails including the survey link and login information were also sent out in late April. Emails were sent to 102 preschool contacts and to 3,270 school age contacts for which email addresses were received. Follow-up email reminders were sent out to non-responding parents every two to three weeks (from April to August 2020).
- 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, 3,577 surveys were received (26% statewide response rate); 297 (28% response rate) were from parents of preschoolers and 3,280 (26% response rate) were from parents of school-age students.
- This year, a substantial number of surveys (33%) 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, 'Specific Learning Disability', is under-represented in this year's sampled districts compared to the state's 2019 Child Count.
- In 2020, 44.4% 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 (7.7% point increase) compared with outcomes obtained in 2017 or prior administration (36.7%).

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, 33% 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 Education 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, continue to 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.
- Continue to share district response rate at various stages of the dissemination process to recognize achievements or to motivate furthering promotional efforts.
- Continue efforts to follow up with district Special Education Directors every few weeks to discuss and encourage their efforts in promoting the survey.
- Continue to request that Special Education Directors fill out a questionnaire in May- June to survey their efforts to promote the surveys. Continue to use the data from this questionnaire to guide follow- up and support of districts in areas of need.
- 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, 2019 Child Count Data
(Preschool)

Disability Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2019 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	10	3.0%	126	2.5%	0.6%
Emotional/Behavior Disorder	0	0.0%	7	0.1%	-0.1%
Speech/language Impairment	143	43.1%	2,392	46.5%	-3.4%
Deaf/Blindness	0	0.0%	1	0.0%	0.0%
Deafness	1	0.3%	6	0.1%	0.2%
Hard of Hearing	5	1.5%	32	0.6%	0.9%
Specific Learning Disability	0	0.0%	1	0.0%	0.0%
Moderately Mentally Impaired	0	0.0%	18	0.4%	-0.4%
Mild Mental Impairment	0	0.0%	42	0.8%	-0.8%
Severe Mental Impairment	0	0.0%	5	0.1%	-0.1%
Other Health Impairment	0	0.0%	40	0.8%	-0.8%
Orthopedic Impairment	0	0.0%	10	0.2%	-0.2%
Developmental Delay	169	50.9%	2,421	47.1%	3.8%
Blindness and Low Vision	4	1.2%	39	0.8%	0.4%
Traumatic Brain Injury	0	0.0%	2	0.0%	0.0%
Grand Total	332	100.0%	5,142	100.0%	

*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, 2019 Child Count Data
(School Age)

Disability Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2019 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	261	8.0%	2,731	6.5%	1.6%
Emotional/Behavior Disorder	49	1.5%	1,025	2.4%	-0.9%
Speech/language Impairment	688	21.2%	8,231	19.5%	1.7%
Deaf/Blindness	0	0.0%	22	0.1%	-0.1%
Deafness	6	0.2%	62	0.1%	0.0%
Hard of Hearing	34	1.0%	343	0.8%	0.2%
Specific Learning Disability	1,012	31.2%	15,364	36.5%	-5.3%
Moderately Mentally Impaired	112	3.5%	1,144	2.7%	0.7%
Mild Mental Impairment	427	13.2%	5,141	12.2%	1.0%
Severe Mental Impairment	28	0.9%	215	0.5%	0.4%
Other Health Impairment	577	17.8%	7,375	17.5%	0.3%
Orthopedic Impairment	11	0.3%	88	0.2%	0.1%
Developmental Delay	5	0.2%	0	0.0%	0.2%
Blindness and Low Vision	17	0.5%	304	0.7%	-0.2%
Traumatic Brain Injury	18	0.6%	91	0.2%	0.3%
Grand Total	3,245	100.0%	42,136	100.0%	

*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	Total Response	Response At or Above Standard		95% Confidence Interval	
		Number	Percent	Low	High
Boone	11	6	55%	28.1%	78.6%
Braxton	11	5	45%	21.4%	71.9%
Grant*	4	3	75%	29.0%	96.0%
Hardy*	5	4	80%	35.9%	97.5%
OIEP	0	0	0%	N/A**	N/A**
Kanawha	52	32	62%	47.9%	73.5%
Mercer	37	25	68%	51.3%	80.4%
Mingo*	4	2	50%	15.4%	84.6%
Ohio	38	21	55%	39.7%	69.8%
Preston	33	12	36%	22.2%	53.5%
Randolph*	7	5	71%	35.2%	92.1%
Roane*	6	3	50%	19.0%	81.0%
Summers*	5	3	60%	23.1%	88.0%
Taylor*	7	6	86%	46.4%	99.0%
Tyler*	2	1	50%	10.0%	90.0%
Upshur*	10	6	60%	31.2%	83.1%
Wayne	25	14	56%	37.1%	73.3%
Wetzel	13	7	54%	29.2%	76.7%
Wirt*	5	3	60%	23.1%	88.0%
Wyoming	22	9	41%	23.3%	61.3%
Totals:	297	167	56%	50.5%	61.8%

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

**N/A=Due to the fact that all other relevant figures are zero.

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

District	Total Response	Response At or Above Standard		95% Confidence Interval	
		Number	Percent	Low	High
Boone	126	44	34.9%	27.2%	43.6%
Braxton	74	22	29.7%	20.5%	41.0%
Grant	48	19	39.6%	27.0%	53.7%
Hardy	85	31	36.5%	27.0%	47.1%
OIEP	17	0	0.0%	0.0%	22.1%
Kanawha	927	352	38.0%	34.9%	41.1%
Mercer	324	161	49.7%	44.3%	55.1%
Mingo	94	39	41.5%	32.1%	51.6%
Ohio	219	108	49.3%	42.8%	55.9%
Preston	195	88	45.1%	38.3%	52.1%
Randolph	157	85	54.1%	46.3%	61.7%
Roane	73	31	42.5%	31.8%	53.9%
Summers	52	15	28.8%	18.3%	42.4%
Taylor	75	37	49.3%	38.3%	60.4%
Tyler	77	46	59.7%	48.6%	70.0%
Upshur	134	65	48.5%	40.2%	56.9%
Wayne	299	131	43.8%	38.3%	49.5%
Wetzel	134	60	44.8%	36.6%	53.2%
Wirt	33	14	42.4%	27.3%	59.2%
Wyoming	137	74	54.0%	45.7%	62.1%
Totals:	3,280	1,422	43.4%	41.7%	45.1%

Figure A-1
2020 West Virginia Parent Survey
Part B Partnership Efforts Measures
(Preschool)

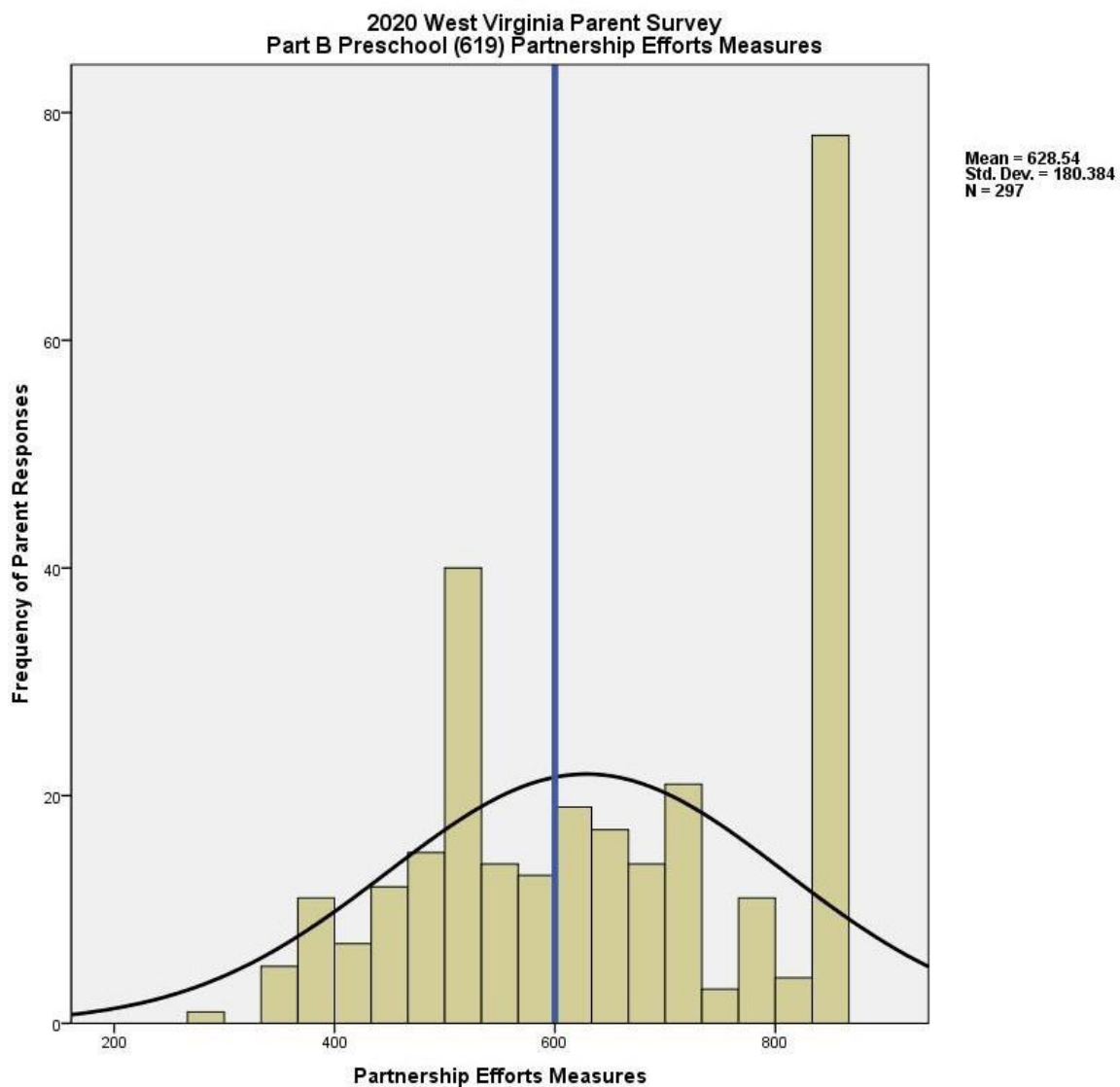
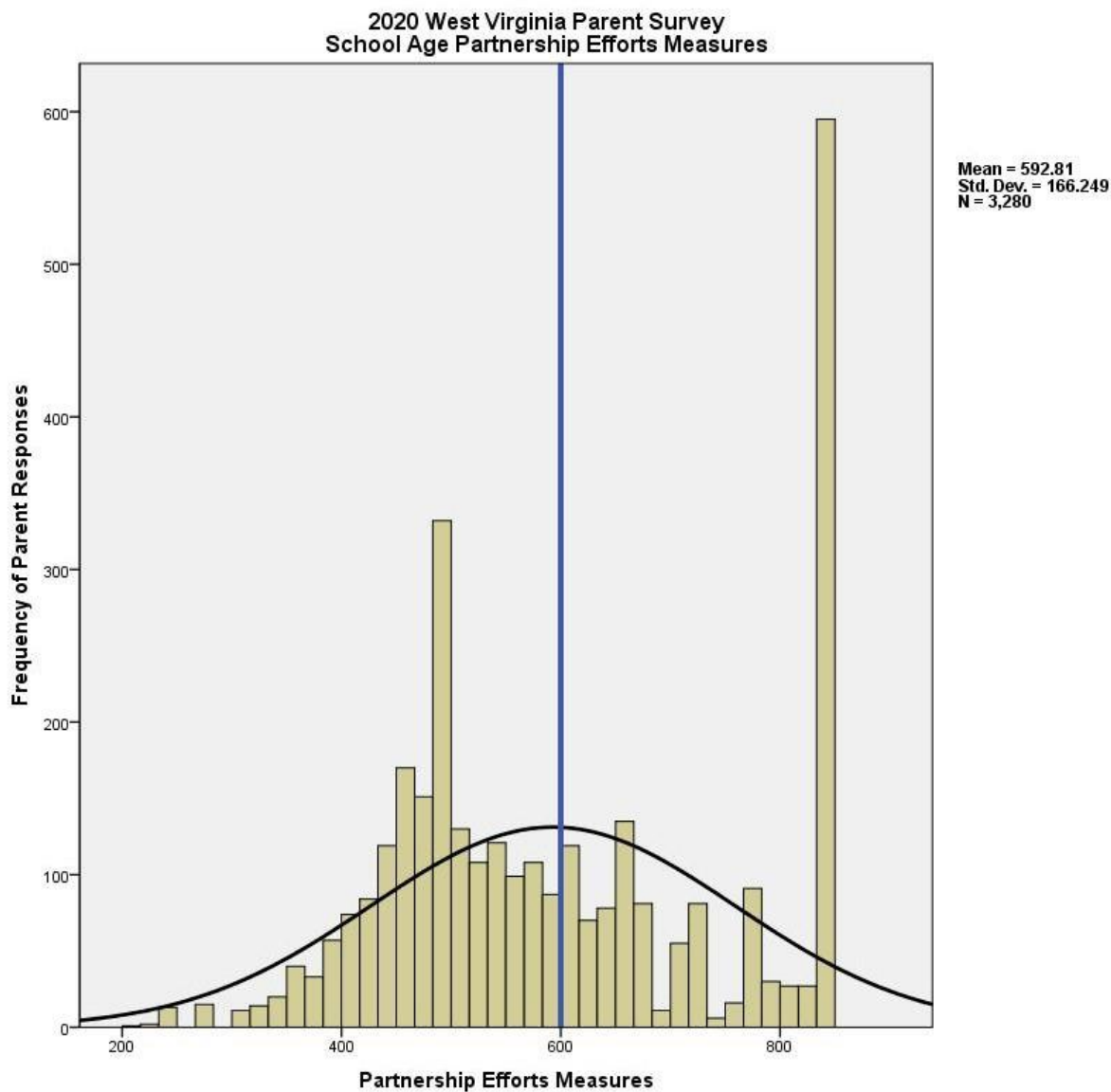


Figure A-2
2020 West Virginia Parent Survey
Partnership Efforts Measures
(School Age)



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