

# Indicator B-8

## ***Parent Involvement in the Special Education of Their Children***

*Percent of parents with a child receiving special education who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.*

*Office of Special Education | 2021*



West Virginia DEPARTMENT OF  
**EDUCATION**



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**Results Driven Accountability**  
**IDEA Part B State Performance Plan (SPP) and**  
**Annual Performance Report (APR) Indicators**



## Parent Involvement in the Special Education of Their Children

Indicator B-8: Parent Involvement – Percent of parents with a child receiving special education who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

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# Introduction

Parent involvement<sup>1</sup> is one of the most important predictors of students' educational success. Compared to students whose parents are not involved in their education, students whose parents participate in their education tend to:

- » Have better grades
- » Stay in school
- » Graduate from high school at higher rates
- » Demonstrate better social skills and behavior<sup>2</sup>

It is important that schools take actions to facilitate this involvement.<sup>3</sup> Importantly, “the education of children with disabilities can be made more effective by...strengthening the role and responsibility of parents and ensuring that families...have meaningful opportunities to participate in the education of their children at school and at home.”<sup>4</sup>

The IDEA states that schools must give parents the opportunity to be involved in

- » Determining their children's eligibility for services based on assessment and evaluation results
- » Determining appropriate educational placement
- » Serving as IEP team members for their children

Under federal statute and regulations, each state has a responsibility to have a system of general supervision that monitors the implementation of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) by local education agencies (LEA). The state system is accountable for enforcing the requirements and for ensuring continuous improvement. The primary focus of federal and state monitoring activities is to improve educational results and functional outcomes for all children with disabilities. The monitoring activities also ensure that states meet the program requirements under this part, emphasizing those requirements that are most closely related to improving educational results for children with disabilities. Also, the West Virginia Code §18-20-1 (Education of Exceptional Children) requires the West Virginia Department of Education (WVDE) to assure all students with exceptionalities receive an education per state and federal laws and regulations. The WVDE and LEAs must engage in monitoring activities as part of the general supervision requirements outlined in IDEA and the state code. In addition to providing a percentage indicating the performance on Indicator B-8 to OSEP each year, WVDE must also provide information regarding our improvement efforts.

An essential statute of IDEA is to protect the rights of a family's involvement in their child's education. IDEA mandates that schools collaborate with parents of school-aged children with disabilities to support parents and families. Specifically, IDEA outlines seven elements necessary for schools to involve families in their child's education:

- » open communication between schools and parents is facilitated
- » parents are involved in the planning and decision making of their child's early intervention, educational, and transitional services
- » parents are regarded as integral to attain high-quality results during early intervention, educational, and transitional services
- » parents are provided with information about their rights regarding their child's education
- » parents receive assistance in the development of skills to participate in the education of their child
- » education providers support parents as partners who seek to provide early intervention, education, and transition services to their child and family and
- » parents who have limited access to supports and services due to cultural or linguistic barriers are supported.

Given the importance of parent involvement to students' educational outcomes, it is essential that we collect, and report high-quality data related to that involvement and that the key audiences use those data effectively. Doing so will inform WVDE and school districts on how they can improve the programs and services offered to students with disabilities and their families. Indicator B-8 requires all states to collect and report parent involvement data—an important part of ensuring that parents of children with disabilities are given the opportunity to participate in their children's education.

The WVDE Office of Special Education (OSE) measures how well WV schools involve parents/caregivers in the special education process by distributing a survey (through a vendor) to parents of students with disabilities every three years. The vendor compiles and analyzes the data in a report sent to the WVDE. All the individual survey responses submitted to the vendor are kept confidential. The vendor disaggregates the data by county, disability, and other sub-headings. Past county results are available through each county's office of special education.

WVDE OSE is required to submit the survey results as a part of our annual State Performance Plan Annual Performance Report (SPP/APR) federal report. We also use the Indicator B-8 data to improve parent services and develop appropriate technical support throughout all school districts. The data also informs individual school districts as they work to enhance special education services and build more effective home-school relationships that support student learning and development.

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<sup>1</sup> The term *parent involvement* includes *family involvement*. *Parent involvement* is used throughout this guide, as it is the term used in State Performance Plan (SPP)/Annual Performance Report (APR) Indicator B8.

<sup>2</sup> Castro et al. 2015; Henderson and Mapp 2002; Van Voorhis et al. 2013; Wilder 2013.

<sup>3</sup> Henderson and Mapp 2002.

<sup>4</sup> Individuals with Disabilities Education Improvement Act of 2004, P.L. 108-446, Section 601(c)(5)

# Representative Data

In the case of Indicator B-8 data, “representativeness” refers to the extent to which the demographics of the students whose parents participated in data collection activities are representative of the demographics of all children receiving special education services in the state. **Representativeness is very important. If our data are not representative, they will not paint an accurate picture of the nature and level of parent involvement in our state.** For example, if only a small group of parents who are highly motivated to respond to our survey (such as those who have had very positive or very negative experiences related to parent involvement) participate in the survey, we may be over- or underestimating families’ feelings of involvement in their children’s special education programs.

Several factors influence whether and how well the demographics of the students whose parents participate in our data collection activities are representative of the demographics of all students with disabilities. The OSE works with our vendor to ensure that our data collection procedures ensure that

- » The county cohorts are comprised in a way that is representative of our state’s special education population
- » The final report contains information necessary to determine if the data collected are representative
- » The data collection instruments and procedures facilitate participation and allow us to track the number of parents who participate compared to the number invited to participate (also known as “response rate”) and
- » Parents who participate in data collection activities are like those who do not participate (which, in the case that they are not similar, might be an indication of “nonresponse bias”)

## **Data Security and Confidentiality**

Data security is extremely important. Data protection processes and systems are in place before data collection begins. Safeguards are imperative so to assure parent confidentiality.

## **The Data Collection Instrument**

The design of a data collection instrument can affect whether and how individuals respond. The WVDE OSE uses the NCSEAM scale to gather data. The NCSEAM scale measures schools’ efforts to facilitate parent involvement and is recognized as a high-quality tool for collecting data related to Indicator B-8.

## What It Means:

### *From Analysis to Improvement*

Good, *or reliable* data allow the WVDE and county school districts to establish goals and take action to improve the quality of educational services we provide to families and their children. To have good data, we must raise our response rate to be sure we rely on input from an accurate representation of our students' families.

Reliable data is knowledge that is indisputable. When considered with other school data, Parent Involvement data can empower us to transform our students' learning experiences and our educators' work environments. Educators can analyze Indicator 8 data alongside other school data (i.e., attendance, discipline, graduation, diagnostic reports, assessment, etc.) since family engagement is a common thread throughout all aspects of Pre-K thru 12 learning.

The Indicator 8 state report and individual county district reports provided by Measurement Inc. include information that can assist with fiscal, personnel, and school improvement decision-making. Engaging all stakeholders in reflection and evaluation of this data can contribute to meeting the needs of families and students with disabilities.

[Use this link](#) to explore ways to use this data to guide decision-making.

## Want to Learn More About Family Engagement?

- » **Iris Center:** Family Engagement Modules
  - › [Collaborating with Families of Students with Disabilities](#)
- » **Harvard University:** Usable Knowledge
  - › [A Family Engagement Framework for All](#)
  - › [Low Income Students and a Special Education Mismatch](#)
  - › [Supporting Undocumented Students and Mixed-Status Families](#)

# Definitions

## **Representativeness**

How well the sample of individuals who participate in a particular data collection activity (or activities) represent the population whom the sample is meant to represent.

## **Overall Response Rate**

Overall response rates tell you how many parents responded compared to the total number of parents who were invited to participate in data collection.

## **Item Response Rate**

Item response rates tell you whether parents were more likely to answer some questions in the survey than other questions.

## **Response rate**

The number of individuals who actually participate in a data collection divided by the number of individuals the surveyors invited to participate in that data collection.

## **Nonresponse bias**

The error present in the responses to a particular data collection activity when individuals who do not participate in the data collection differ substantially from individuals who do participate.

## **Descriptive statistics**

Statistics that provide information about the overall trends and distribution of the data. This information includes reporting percentages or frequency distributions (also called “frequencies”) for nominal and ordinal data, as well as reporting summary statistics of interval and ratio data.

## **Non-responders**

Individuals who do not respond to a particular data collection.

## **Responders**

Individuals who respond to a particular data collection.

## **Confidential data**

Data that surveyors can trace back to a particular respondent but will not improperly disclose to others.

## **Anonymous data**

Data that a surveyor and others cannot trace to a particular respondent, such as a parent or student. Surveyors may share anonymous data with others but without any identifying information to link to respondents.

## **Sample**

A carefully selected group of individuals surveyors invite to participate in a data collection activity.

**Frequencies**

Descriptive statistics that show the number of times a data value occurs. For example, if 15 parents respond “Very Strongly Agree” to a survey item, then the response “Very Strongly Agree” has a frequency of 15 for that item.

**IDEA**

Individuals with Disabilities Education Act

**IEP**

Individualized education program

**Operationalize**

Create an operational definition for, or specify exactly how to measure or detect, a term or concept.

**SPP**

State Performance Plan

**APR**

Annual Performance Reports

**OSEP**

Office of Special Education Programs

# The 20 IDEA Indicators

The Individuals with Disabilities Education Act (IDEA) requires each state to develop a state performance plan/annual performance report (SPP/APR) that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.

Indicators are measures of compliance and effectiveness of a state's implementation of the Individuals with Disabilities Education Act (IDEA), Part B.

IDEA Part B is a federal statute which deals with individuals ages 3 through 21 years of age who are receiving special education and/or related services. Part B lists 20 indicators of effectiveness on which states collect and report data to the Office for Special Education Programs (OSEP).

“(a) IN GENERAL- Each State that receives assistance under this part, and the Secretary of the Interior, shall provide data each year to the Secretary -- (1)(A) on -- (i) the number of children with disabilities, by race, ethnicity, and disability category, who are receiving a free appropriate public education” (IDEA, Section 618).

- » Indicator 1: Graduation Rates
- » Indicator 2: Dropout Rates
- » Indicator 3: Participation and Performance on Statewide Assessments
- » Indicator 4: Suspensions and Expulsions
- » Indicator 5: Participation/Time in General Education Settings (LRE)
- » Indicator 6: Preschool Children in General Education Settings (Pre-School LRE)
- » Indicator 7: Preschool Children with Improved Outcomes
- » Indicator 8: Parental Involvement
- » Indicator 9: Disproportionate Representation in Special Education that is the Result of Inappropriate Identification
- » Indicator 10: Disproportionate Representation in Specific Disability Categories that is the Result of Inappropriate Identification.
- » Indicator 11: Timeframe Between Evaluation and Identification (Child Find)
- » Indicator 12: Transition Between Part C and Part B
- » Indicator 13: Transition in the IEP
- » Indicator 14: Post-School Outcomes
- » Indicator 15: Noncompliance Issues in General Supervision System
- » Indicator 16: Resolution of Written Complaints
- » Indicator 17: Due Process/Dispute Resolution
- » Indicator 18: Dispute Resolution
- » Indicator 19: Mediations Resulting in Mediation Agreements
- » Indicator 20: Timeliness and Accuracy of State Reported Data



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