



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

September 2021

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STATISTICAL SUMMARY

Relevant research suggests that effective collaboration between parents and educators can lead to positive student academic and social-emotional outcomes (Damianidou & Phtiaka, 2018; Selwyn, Banaji, Hadjithoma-Garstka, & Clark, 2011; Park & Holloway, 2017; Wilder, 2014).

While family involvement can contribute to successful experiences for all children, students with disabilities can especially benefit when schools and parents work together (Colarusso, O'Rourke, Alberto, Hughes, & Waugh, 2007; Forlin & Hopewell, 2006). Family members are in a good position to provide first-hand information and insight about their 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, a founding 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). The 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 2020-2021 academic year are as follows:

Statistical Summary (2020-2021) PART B Special Education Parent Survey Report

PART B Preschool			
Percent at or above Indicator 8 standard:		53.8%	(SE of the mean = 2.3%)
Number of Valid Responses:	487	Measurement Reliability:	0.88 - 0.93
Mean Measure:	627	Measurement SD:	182
PART B School Age			
Percent at or above Indicator 8 standard:		41.9%	(SE of the mean = 0.9%)
Number of Valid Responses:	3,207	Measurement Reliability:	0.89 - 0.94
Mean Measure:	584	Measurement SD:	164
PART B Preschool and School Age Combined			
Percent at or above Indicator 8 standard:		43.5%	(SE of the mean = 0.8%)
Number of Valid Responses:	3,694	Measurement Reliability:	0.88 - 0.94
Mean Measure:	590	Measurement SD:	167
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. 16,335 were mailed out, 15,090 surveys were delivered, and 3,702 surveys were received of which 8 did not have any response items filled out. Therefore, the Indicator 8 calculations were only based on 3,694 valid responses.

I. BACKGROUND

In December 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 required for the 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.”

Statewide data collection for the 2020-2021 year, began in April 2021. Data was collected using two parent surveys. One survey, containing 26 items and a comment section, was prepared and administered to the parents of preschool children and the other survey, containing 24 items and a comment section, was prepared and administered to the parents of school-age children. Items for both 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 robust 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 deliver 15,090 surveys to parents residing in 18 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 yet again upgraded in 2021 to enhance user experience.

The survey was administered from April 7, 2021 to August 23, 2021. The initial survey distribution was followed by a second survey distribution in the beginning of June to households that had not yet completed the survey (i.e., non-responders).

The survey administration also included an email campaign. Direct emails were sent to 906 preschool parents and 6,629 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 in mid-May followed by monthly reminders to parents who had not completed the survey.

II. METHODOLOGY

Administration of the West Virginia *Parent Involvement Survey* involved active collaboration between MI and WVDE to ensure an accurate and reliable data collection. The summary below details key elements, 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 using two parent surveys. Both surveys were converted to a scannable format. One survey, containing 26 items a comment section, was prepared and administered to the parents of preschool children (ages 3-5) and the other survey, containing 24 items and a comment section, was prepared and administered to parents of school-age children (ages 5-21).

Sampling and Data Collection Procedure

In a collaborative effort, MI and WVDE coordinated the details regarding 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.

Each survey was labeled with a code that could be linked to a district and the child's demographic data. 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. Parents also had the option of completing the survey online. The paper survey mailed to parents included pertinent instructions (i.e., log-in information and username) to allow online participation. Direct emails containing the survey's hyperlink were also sent to a portion of the sample recipients for whom email addresses were available (906 preschool parents and 6,629 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 to access and complete the survey online. The user-friendly design of the online surveys was once again upgraded to further enhance user experience.

Direct email method: Direct emails were sent to 7,535 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 16,335 (1,973 surveys were sent to parents of preschool children and 14,362 surveys were sent to parents of school-age children). A total number of 15,090 surveys were delivered to households (1,822 preschool and 13,268 school age). A total number of 1,245 surveys were not deliverable and were returned to MI (151 preschool and 1,094 school age).

By mid-May, the response rates were 6.9% for preschool and 6.4% for school age. In early June, a second survey package was mailed to parents who had not yet responded. The response rates approached 26.06% for preschool and 20.76% for school age by mid-July. Toward the end of the survey administration effort (mid-August), the statewide response rate approached 24.5% (27% for preschool and 24% for the school age). **Table 1** in the following section (**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 the 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 March 2021, MI provided districts with promotional material, including recommendations for increasing parent participation as well as an informational flyer for display in high traffic areas frequented by parents.

III. FINDINGS

In this section of the report, data from the 2021 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 slightly higher in 2021 than the last time the same districts were sampled.

There was a 2 percent point increase (1.8%) in the overall response rate, a 1 percent point increase in the response rate for preschool parent survey, and a 2 percent point increase in the response rate for school-age parent survey in 2021 compared to the last time the same districts were sampled (i.e., the prior administration cycle-2018). **Table 1** provides a summary of these comparisons.

Table 1
Survey Administration Summary for 2020-2021

	2020-2021 survey administration (18 districts)			2017-2018: Previous administration cycle of the same districts		
	Preschool	School Age	Total	Preschool	School Age	Total
Surveys delivered	1,822	13,268	15,090	1,177	14,240	15,417
Surveys received	487	3,207	3,694	301	3,195	3,496
Statewide response rate	27%	24%	25% (24.5%)	26%	22%	23% (22.7%)

Note. Undeliverable (Return to Sender) surveys were not included in calculating the response rates. There were 1,245 undeliverable surveys in 2020-21 and 962 undeliverable surveys in 2017-18.

Despite challenges faced by schools and districts over the last year with the coronavirus pandemic, there was an increase, although modest, in the proportion of survey participants in 2021 compared with the last time the same districts were surveyed (2018). We continued to make every effort to reach parents by following 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.). To the extent possible, District directors and the Coordinator of WV Parent

Involvement Survey identified correct home addresses for some of the undeliverable (“return to sender”) survey packages and correct email addresses for some of the bounced back parent emails.

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

Table 2
Response Rate by District (2020-2021): Combined (Preschool and School Age)

District	Number of Surveys Sent that Reached Deliverable Postal Addresses	Number of Surveys Returned to MI	Percent Response Rate*	Indicator B-8**	District Response Rate is One Standard Deviation Below or Above Mean
Barbour	431	113	26.2%	31.0%	No
Brooke	549	144	26.2%	46.5%	No
Cabell	2,185	592	27.1%	43.6%	No
Clay	271	57	21.0%	42.1%	No
Greenbrier	820	233	28.4%	32.2%	No
Hancock	822	203	24.7%	58.6%	No
Harrison	1,938	357	18.4%	44.5%	Yes
Jackson	756	171	22.6%	48.0%	No
Logan	838	133	15.9%	49.6%	Yes
Monongalia	1,543	454	29.4%	43.4%	No
Monroe	265	70	26.4%	35.7%	No
Morgan	379	103	27.2%	40.8%	No
Nicholas	549	114	20.8%	50.9%	No
Pendleton	154	58	37.7%	27.6%	Yes
Putnam	1,615	493	30.5%	40.8%	No
Raleigh	1,665	325	19.5%	45.5%	No
Ritchie	224	37	16.5%	40.5%	Yes
WVSDB	86	37	43.0%	51.4%	Yes
Totals:	15,090	3,694	24.5%	43.5%	

*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 schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Note. Of the 3,702 surveys received, 8 of the surveys did not have any response items filled out. Therefore, the Indicator 8 calculations were based only on the 3,694 valid responses.

Inspecting the distribution of response rates indicated a Mean response rate of 25.6% with a standard deviation (SD) of 7.0%. For this distribution 18.7% would indicate 1 SD below the Mean and 32.6% would indicate 1 SD above the Mean. Accordingly, in 2021, the response rate of 2 districts was

more than 1 standard deviation (SD) above the Mean response rate and response rate of 3 districts was more than 1 standard deviation (SD) below the Mean response rate. In addition, **Table 3** displays a comparison between 2021 and 2018 (or the last time the same districts were sampled) in terms of response rates and Indicator 8 percentages for each of the 18 districts surveyed.

Table 3
Response Rate and Indicator 8 Comparisons by District:
Combined (Preschool and School Age)
Comparison between Current Year (2021) and (2018) or the Last Time
the Same Districts were surveyed

District*	Percent Response Rate (2021)	Percent Response Rate (2018)	Indicator B-8 (2021)	Indicator B-8 (2018)
Barbour	26.2%	18.1%	31.0%	28.9%
Brooke	26.2%	21.8%	46.5%	40.1%
Cabell	27.1%	22.7%	43.6%	36.2%
Clay	21.0%	21.7%	42.1%	28.3%
Greenbrier	28.4%	22.8%	32.2%	31.1%
Hancock	24.7%	24.6%	58.6%	48.4%
Harrison	18.4%	21.5%	44.5%	41.3%
Jackson	22.6%	22.5%	48.0%	33.7%
Logan	15.9%	15.5%	49.6%	37.5%
Monongalia	29.4%	24.2%	43.4%	36.8%
Monroe	26.4%	23.1%	35.7%	27.7%
Morgan	27.2%	24.5%	40.8%	40.0%
Nicholas	20.8%	22.3%	50.9%	39.5%
Pendleton	37.7%	26.6%	27.6%	18.4%
Putnam	30.5%	30.2%	40.8%	36.9%
Raleigh	19.5%	17.4%	45.5%	45.4%
Ritchie	16.5%	22.0%	40.5%	29.1%
WVSDB	43.0%	37.7%	51.4%	53.5%
Totals:	24.5%	22.7%	43.5%	38.0%

In 2021 the overall response rate (24.5%) was nearly 2 percent point (1.8%) higher than the overall response rate in 2018 (22.7%). Also, in the current administration year, more parents (43.5%) expressed satisfaction with their partnership with schools than what was reported in 2018 (38%).

B. Representativeness of the Data

The following three tables (**Tables 4, 5, & 6**) compare demographic data from 2021 survey respondents to the most recent West Virginia Child Count data. Namely, the 2021 responding group of parents is compared to the 2020 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 was 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, 2020
Child Count Data (preschool and school age combined)

Ethnicity Category	Count of Respondent Sample in 2021	Percentage of Respondent Sample in 2021	December 1, 2020 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Asian	19	0.5%	112	0.2%	0.3%
Black	102	2.8%	2,063	4.5%	-1.7%
Hispanic	49	1.3%	820	1.8%	-0.5%
American Indian/Alaskan	9	0.2%	50	0.1%	0.1%
Pacific Islands	1	0.0%	18	0.0%	0.0%
White	3,357	90.9%	41,097	89.6%	1.2%
Multiple Race	157	4.3%	1,686	3.7%	0.6%
Grand Total	3,694	100.0%	45,846	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 was 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, 2020
Child Count Data (preschool and school age combined)

Gender Category	Count of Respondent Sample in 2021	Percentage of Respondent Sample in 2021	December 1, 2020 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Female	1,292	35.0%	16,259	35.5%	-0.5%
Male	2,402	65.0%	29,587	64.5%	0.5%
Grand Total	3,694	100.0%	45,846	100.0%	

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

One disability group (Specific Learning Disability) was 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, 2020
Child Count Data (preschool and school age combined)

Exceptionality	Count of Respondent Sample in 2021	Percentage of Respondent Sample in 2021	December 1, 2020 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	315	8.5%	2,908	6.3%	2.2%
Emotional/Behavior Disorder	62	1.7%	956	2.1%	-0.4%
Speech/language Impairment	740	20.0%	9,674	21.1%	-1.1%
Deaf/Blindness	6**	0.2%	23	0.1%	0.1%
Deafness	8**	0.2%	61	0.1%	0.1%
Hard of Hearing	46	1.2%	356	0.8%	0.5%
Specific Learning Disability	1,074	29.1%	15,263	33.3%	-4.2%
Moderately Mentally Impaired	80	2.2%	1,166	2.5%	-0.4%
Mild Mental Impairment	329	8.9%	5,036	11.0%	-2.1%
Severe Mental Impairment	15	0.4%	207	0.5%	0.0%
Other Health Impairment	710	19.2%	7,483	16.3%	2.9%
Orthopedic Impairment	14	0.4%	93	0.2%	0.2%
Developmental Delay	234	6.3%	2,214	4.8%	1.5%
Blindness and Low Vision	48	1.3%	316	0.7%	0.6%
Traumatic Brain Injury	13	0.4%	90	0.2%	0.2%
Grand Total	3,694	100.0%	45,846	100.0%	

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

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

As seen in **Table 6**, in 2021 parents of children with “Specific Learning Disability” were **significantly under-represented** (-4.2%) in the sampled districts. In 2018 (or the last time the same districts were surveyed), there was an under-representation (-5.9%) of parents of children with “Specific Learning Disability” and an over-representation (3.7%) of parents of children with “Other Health Impairment.

Also, please refer to comparisons of the 2021 survey sample to the 2020 Child Count Data disaggregated for preschool **Table A-1** and school-age **Table A-2** populations in the Appendix section of this report.

This year (see Table 7), parents reported considerably more involvement in the education of their child(ren) than what was reported the last time the same districts were surveyed in 2018 (43.5% and 38%, respectively). Parent involvement was slightly lower this year compared to last year (43.5% and 44.4%, respectively)

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

Table 7
Percentage of Parent Responses At or Above the Standard for Academic Years
2020-2021, 2019-2020, and 2017-2018

2020-2021					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	487	262	54%	49.37%	58.23%
School Age	3, 207	1,344	42%	40.2%	43.62%
Combined	3,694	1,606	43.48%	41.88%	45.07%
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%
2017-2018					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	299	158	53%	47.18%	58.43%
School Age	3,179	1,165	37%	34.99%	38.34%
Combined	3,478	1,323	38%	36.44%	39.67%

We 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 by district in **Table 8**. 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.

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.***

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

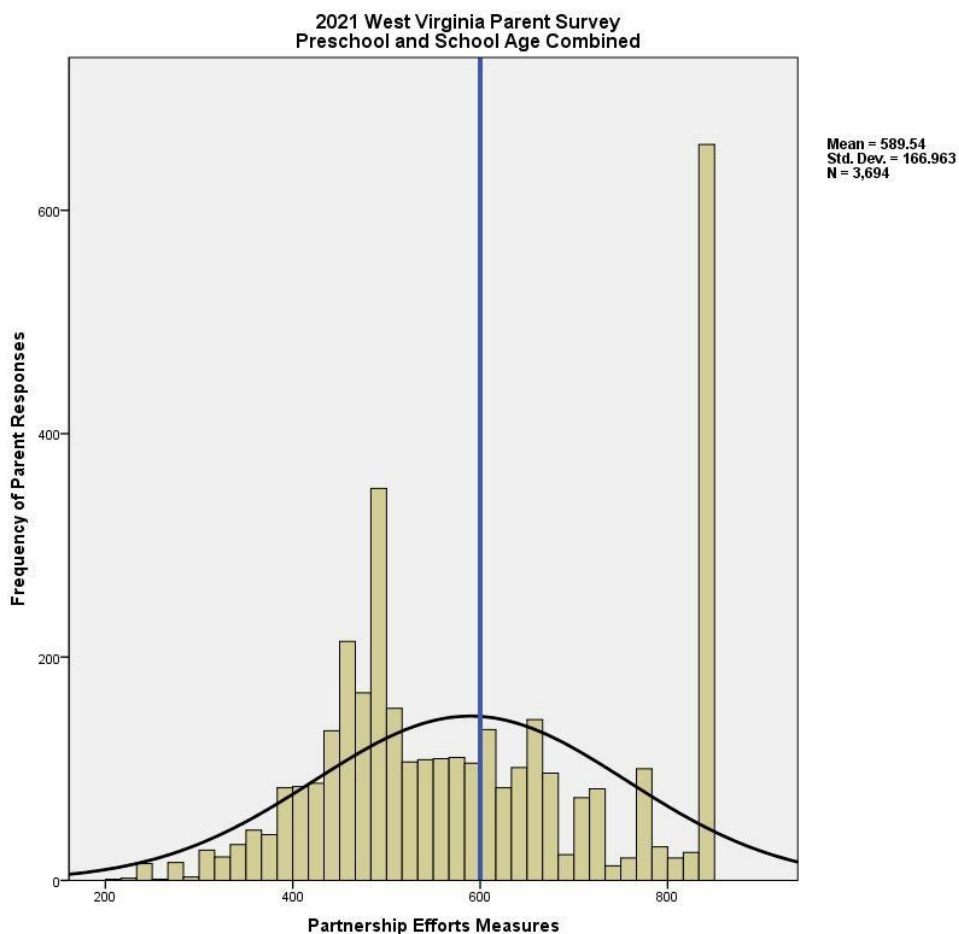
District	Total Response	Response At or Above Standard		95% Confidence Interval	
		Number	Percent	Low	High
Barbour	113	35	31%	22.45%	39.50%
Brooke	144	67	47%	38.38%	54.67%
Cabell	592	258	44%	39.59%	47.58%
Clay	57	24	42%	29.29%	54.92%
Greenbrier	233	75	32%	26.19%	38.19%
Hancock	203	119	59%	51.85%	65.40%
Harrison	357	159	45%	39.38%	49.69%
Jackson	171	82	48%	40.47%	55.44%
Logan	133	66	50%	41.13%	58.12%
Monongalia	454	197	43%	38.83%	47.95%
Monroe	70	25	36%	24.49%	46.94%
Morgan	103	42	41%	31.29%	50.27%
Nicholas	114	58	51%	41.70%	60.05%
Pendleton	58	16	28%	16.08%	39.09%
Putnam	493	201	41%	36.43%	45.11%
Raleigh	325	148	46%	40.12%	50.95%
Ritchie	37	15	41%	24.72%	56.36%
WVSDB	37	19	51%	35.25%	67.46%
Totals:	3,694	1606	43%	41.88%	45.07%

The percentage at or above the standard ranged from 28% (for Pendleton) to 59% (for Hancock). However, please note that the number of surveys received from some school districts was relatively small, making the results less reliable.

Table A-3 and **Table A-4** in the Appendix section of this report display percentage of preschool and school age parent responses at or above the standard for each individual district.

Figure 1 presents the distribution of Rasch scores for all parents responding to the survey.

Figure 1
2021 West Virginia Parent Survey
Part B Partnership Efforts Measures
Preschool and School Age Combined



The x-axis (Partnership Efforts Measures) represents the level of “agreement” with the indicator (*i.e., agreement that the child’s school district facilitated parental engagement as a means of improving the child’s special education services*). A higher bar means that a greater number of parents responded at the level.

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

A substantial percentage of parents reported greater satisfaction with most aspects of their school partnership in 2021 compared with the last time they were surveyed.

Table 9 and Table 10 display the percentage of parents who “strongly agree” or “very strongly agree” with each survey item. The tables also detail “Percent Difference” in Parent Satisfaction between the current year and the last time the same districts were surveyed (2018). **Table 9** lists the 26 preschool survey items and **Table 10** lists the 24 school-age survey items.

For 20 of the 26 items on the *preschool* survey, parents surveyed in 2021, expressed greater satisfaction in their partnership with schools compared with parents surveyed in 2018 (the prior administration year for the same districts). Parents expressed being less satisfied in 6 of the 26 items this year compared with the 2018 administration year. The highest percent difference in satisfaction between the two administration cycles was 3.9% (survey item 24: Teachers/service providers give parents the help they may need, such as transportation, to play an active role in their child's learning and development) and the lowest percent difference in satisfaction was -2.5% (survey item 4: My child's evaluation report was written using words I understand).

For all 24 items on the *school age* survey, parents surveyed in 2021, expressed greater satisfaction in their partnership with schools compared with parents surveyed in 2018 (the prior administration year for the same districts). The highest percent difference in satisfaction between the two administration cycles was 6.2% (survey item 15: My child's school offers parents a variety of ways to communicate with teachers) and the lowest percent difference in satisfaction was .7% (survey item 8: Information was provided to me in a language I understand). Thirteen of the items had a difference of 4% or more.

Table 9
Preschool Survey Item Analysis (2020-2021)
Table details Percent Difference in Parent Satisfaction between the current year and
the last time the same districts were surveyed (2018)
(Statewide Percent in Agreement - Codes 5, 6 who Strongly Agree/Very Strongly Agree)

Preschool Survey Items	2021	2018	Percent Difference from Prior Administration to 2021
	Statewide % in Agreement		
	Strongly/ Very Strongly Agree		
1) I am part of the IEP decision-making process	69.3%	67.6%	1.7%
2) My recommendations are included on the IEP	66.3%	63.2%	3.1%
3) My child's IEP goals are written in a way that I can work on them at home during daily routines	64.9%	65.4%	-0.6%
4) My child's evaluation report was written using words I understand	68.2%	70.7%	-2.5%
5) The preschool special education program involves parents in evaluations of whether preschool special education is effective	63.7%	61.2%	2.4%
6) I have been asked for my opinion about how well preschool special education services are meeting my child's needs	58.3%	56.9%	1.4%
7) Included me in the process of helping my child 15 transition from early intervention to preschool special education	64.9%	62.9%	2.0%
8) provide me with information on how to get other services	51.1%	48.3%	2.8%
9) are available to speak with me	67.9%	66.7%	1.3%
10) treat me as an equal team member	67.7%	66.8%	0.9%
11) encourage me to participate in the decision-making process	66.1%	66.0%	0.1%
12) respect my culture	69.8%	70.4%	-0.6%
13) value my ideas	67.0%	66.6%	0.5%
14) ensure that I have fully understood my rights related to preschool special education	64.7%	65.6%	-0.9%
15) communicate regularly with me regarding my child's progress on IEP goals	62.4%	61.5%	0.9%
16) give me options concerning my child's services and supports	59.6%	60.9%	-1.4%
17) provide me with strategies to deal with my child's behavior	55.9%	55.6%	0.4%
18) give me enough information to know if my child is making progress	60.9%	58.3%	2.6%
19) give me information about the approaches they use to help my child learn	57.8%	57.6%	0.2%
20) give me information about organizations that offer support for parents	45.4%	44.2%	1.2%
21) offer parents training about preschool special education	43.3%	40.0%	3.3%
22) offer parents different ways of communicating with people from preschool special education	53.6%	51.6%	2.0%
23) explain what options parents have if they disagree with a decision made by the preschool special education program	48.9%	48.1%	0.8%
24) give parents the help they may need, such as transportation, to play an active role in their child's learning and development	52.8%	48.9%	3.9%
25) offer supports for parents to participate in training workshops	42.8%	41.4%	1.4%
26) connect families with one another for mutual support	37.0%	37.8%	-0.7%

Table 10
School-Age Survey Item Analysis (2020-2021)
Table details Percent Difference in Parent Satisfaction between the current year and
the last time the same districts were surveyed (2018)
(Statewide Percent in Agreement - Codes 5, 6 who Strongly Agree/Very Strongly Agree)

School Age Survey Items	2021	2018	Percent Difference from Prior Administration to 2021
	Statewide % in Agreement		
	Strongly/ Very Strongly Agree		
1) I have been asked for my opinion about how well special education services are meeting my child's needs	49.4%	44.1%	5.4%
2) IEP meetings are scheduled at a time and place that are convenient for me	60.0%	57.6%	2.4%
3) We discussed whether my child could be educated satisfactorily in the regular classroom with appropriate aids and support	55.4%	52.1%	3.3%
4) At the IEP meeting, we discussed accommodations and modifications that my child would need	59.2%	56.7%	2.5%
5) At the IEP meeting, we discussed how my child would participate in statewide assessments	48.1%	44.7%	3.3%
6) The evaluation results were thoroughly explained to me	54.3%	52.8%	1.6%
7) I was given enough time to fully understand my child's IEP	56.7%	55.1%	1.6%
8) Information was provided to me in a language I understand	68.0%	67.2%	0.7%
9) I was given information about organizations that offer support for parents of students with disabilities	39.3%	35.0%	4.3%
10) Provides funding, transportation, or other supports for parents to participate in training workshops	30.8%	26.3%	4.5%
11) Connects families to other families that can provide information and mutual support	25.6%	21.7%	4.0%
12) Offers parents training about special education issues	27.0%	23.9%	3.1%
13) Explains what options parents have if they disagree with a decision of the school	36.4%	33.1%	3.3%
14) Has a person on staff who is available to answer parents' questions	50.5%	46.6%	3.9%
15) Offers parents a variety of ways to communicate with teachers	53.0%	46.8%	6.2%
16) My child's teachers give me enough time and opportunities to discuss my child's needs and progress	52.5%	49.2%	3.3%
17) Answered any questions I had about Procedural Safeguards	49.4%	44.3%	5.1%
18) Show sensitivity to the needs of students with disabilities and their families	51.9%	47.5%	4.4%
19) Encourage me to participate in the decision-making process	53.2%	49.3%	4.0%
20) Respect my family's values	54.8%	49.9%	5.0%
21) The school gives me choices with regard to services that address my child's needs	47.0%	41.8%	5.2%
22) I have a good working relationship with my child's teachers	55.2%	51.1%	4.0%
23) The school communicates regularly with me regarding my child's progress on IEP goals	49.8%	45.0%	4.8%
24) The school provides information on agencies that can assist my child in the transition from school	36.7%	32.7%	4.0%

IV. SUMMARY

This section of the report summarizes key elements of the survey administration process and highlights the results of the 2020-2021 administration of the West Virginia *Parent Involvement Survey*. Suggestions for improving the survey administration and reporting process are also included.

Survey Administration and Results

- 16,335 surveys were mailed to parents of children across 18 school districts in April 2021.
- 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 2021. By mid-May, the response rate was 6.9% for preschool and 6.4% 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 26.06% for preschool and 20.76% for school age surveys.
- Direct personalized emails including the survey link and login information were also sent out in mid-May. Emails were sent to 906 preschool contacts and to 6,629 school age contacts for which email addresses were available. Monthly follow-up email reminders were sent out to non-responding parents.
- Data tracking procedures were implemented to ensure that surveys were monitored at each step of 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, 3,694 surveys were received (24.5% statewide response rate); 487 (27% response rate) were from parents of preschoolers and 3,207 (24% response rate) were from parents of school-age students.
- This year, a substantial number of surveys (43%) were completed online. This is an increase of 10%-point increase compared to the outcomes obtained in the previous administration year (2020 administration).
- 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', was under-represented in this year's sampled districts compared to the state's 2020 Child Count.
- In 2021, 43.5% 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 substantial increase (5.5%-point increase) compared with outcomes obtained in 2018 (38.0%).

Recommendations

- Continue to administer the survey in early April to give parents an ample amount of time to complete and return the survey.
- Continue to improve and streamline the online dissemination process. MI launched the web-based survey dissemination 4 years ago. This method has proven to be an effective strategy for increasing parent participation. This year, for example, 43% 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 because 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/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, calling or texting parents, 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 rates 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.
- Survey Special Education Directors in May-June to learn about their efforts associated with promoting the survey. Continue to use the survey data to guide follow-up and/or to support districts in their promotional efforts.
- Discuss survey results with 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 parent 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, 2020 Child Count Data
(Preschool)

Disability Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2020 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	18	3.7%	20	0.6%	3.1%
Emotional/Behavior Disorder	0**	0.0%	0	0.0%	0.0%
Speech/language Impairment	211	43.3%	1,008	32.4%	10.9%
Deaf/Blindness	1**	0.2%	1	0.0%	0.2%
Deafness	0**	0.0%	3	0.1%	-0.1%
Hard of Hearing	2**	0.4%	18	0.6%	-0.2%
Specific Learning Disability	0**	0.0%	0	0.0%	0.0%
Moderately Mentally Impaired	2**	0.4%	0	0.0%	0.4%
Mild Mental Impairment	5**	1.0%	0	0.0%	1.0%
Severe Mental Impairment	1**	0.2%	0	0.0%	0.2%
Other Health Impairment	9**	1.8%	7	0.2%	1.6%
Orthopedic Impairment	1**	0.2%	4	0.1%	0.1%
Developmental Delay	234	48.0%	2,025	65.2%	-17.1%
Blindness and Low Vision	3**	0.6%	22	0.7%	-0.1%
Traumatic Brain Injury	0**	0.0%	0	0.0%	0.0%
Grand Total	487	100.0%	3,108	100.0%	

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

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

Table A-2
Exceptionality Categories of Students with Disabilities (SWD) Survey Sample
Compared to December 1, 2020 Child Count Data
(School Age)

Disability Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2020 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	297	9.3%	2,888	6.8%	2.5%
Emotional/Behavior Disorder	62	1.9%	956	2.2%	-0.3%
Speech/language Impairment	529	16.5%	8,666	20.3%	-3.8%
Deaf/Blindness	5**	0.2%	22	0.1%	0.1%
Deafness	8**	0.2%	58	0.1%	0.1%
Hard of Hearing	44	1.4%	338	0.8%	0.6%
Specific Learning Disability	1,074	33.5%	15,263	35.7%	-2.2%
Moderately Mentally Impaired	78	2.4%	1,166	2.7%	-0.3%
Mild Mental Impairment	324	10.1%	5,036	11.8%	-1.7%
Severe Mental Impairment	14	0.4%	207	0.5%	0.0%
Other Health Impairment	701	21.9%	7,476	17.5%	4.4%
Orthopedic Impairment	13	0.4%	89	0.2%	0.2%
Developmental Delay	0**	0.0%	189	0.4%	-0.4%
Blindness and Low Vision	45	1.4%	294	0.7%	0.7%
Traumatic Brain Injury	13	0.4%	90	0.2%	0.2%
Grand Total	3,207	100.0%	42,738	100.0%	

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

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

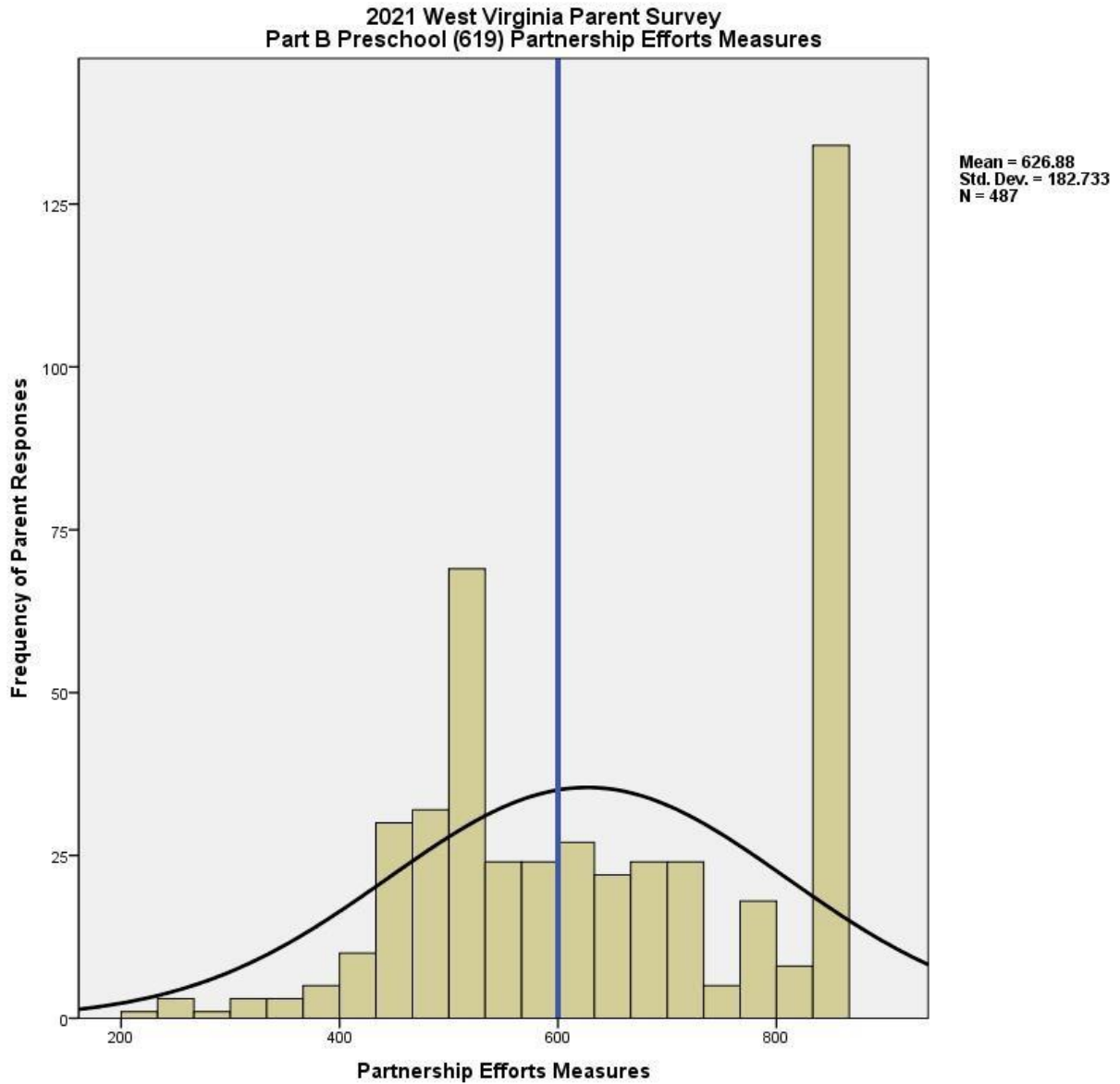
Table A-3
Percentage of Parent Responses At or Above the Standard by District
(Preschool)

District	Total Response	Response At or Above Standard		95% Confidence Interval	
		Number	Percent	Low	High
Barbour	16	10	63%	38.5%	81.5%
Brooke	27	13	48%	30.8%	66.0%
Cabell	84	41	49%	38.4%	59.3%
Clay	10	7	70%	39.2%	89.4%
Greenbrier	30	14	47%	30.3%	63.8%
Hancock	27	16	59%	40.7%	75.4%
Harrison	31	15	48%	32.0%	65.1%
Jackson	24	10	42%	24.5%	61.2%
Logan	9	6	67%	35.1%	88.0%
Monongalia	71	43	61%	48.9%	71.1%
Monroe	6	4	67%	29.6%	90.4%
Morgan	14	6	43%	21.5%	67.4%
Nicholas	13	5	38%	17.8%	64.6%
Pendleton	3	2	67%	20.5%	93.8%
Putnam	62	37	60%	47.2%	71.0%
Raleigh	56	31	55%	42.4%	67.6%
Ritchie	3	1	33%	6.2%	79.5%
WVSDB	1	1	100%	17.1%	102.9%
Totals:	487	262	54%	49.4%	58.2%

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
Barbour	97	25	25.8%	18.1%	35.4%
Brooke	117	54	46.2%	37.4%	55.2%
Cabell	508	217	42.7%	38.5%	47.1%
Clay	47	17	36.2%	24.0%	50.5%
Greenbrier	203	61	30.0%	24.2%	36.7%
Hancock	176	103	58.5%	51.1%	65.5%
Harrison	326	144	44.2%	38.9%	49.6%
Jackson	147	72	49.0%	41.0%	57.0%
Logan	124	60	48.4%	39.8%	57.1%
Monongalia	383	154	40.2%	35.4%	45.2%
Monroe	64	21	32.8%	22.6%	45.1%
Morgan	89	36	40.4%	30.9%	50.9%
Nicholas	101	53	52.5%	42.8%	61.9%
Pendleton	55	14	25.5%	15.8%	38.5%
Putnam	431	164	38.1%	33.6%	42.7%
Raleigh	269	117	43.5%	37.7%	49.5%
Ritchie	34	14	41.2%	26.4%	57.8%
WVSDB	36	18	50.0%	34.5%	65.5%
Totals:	3,207	1,344	41.9%	40.2%	43.6%

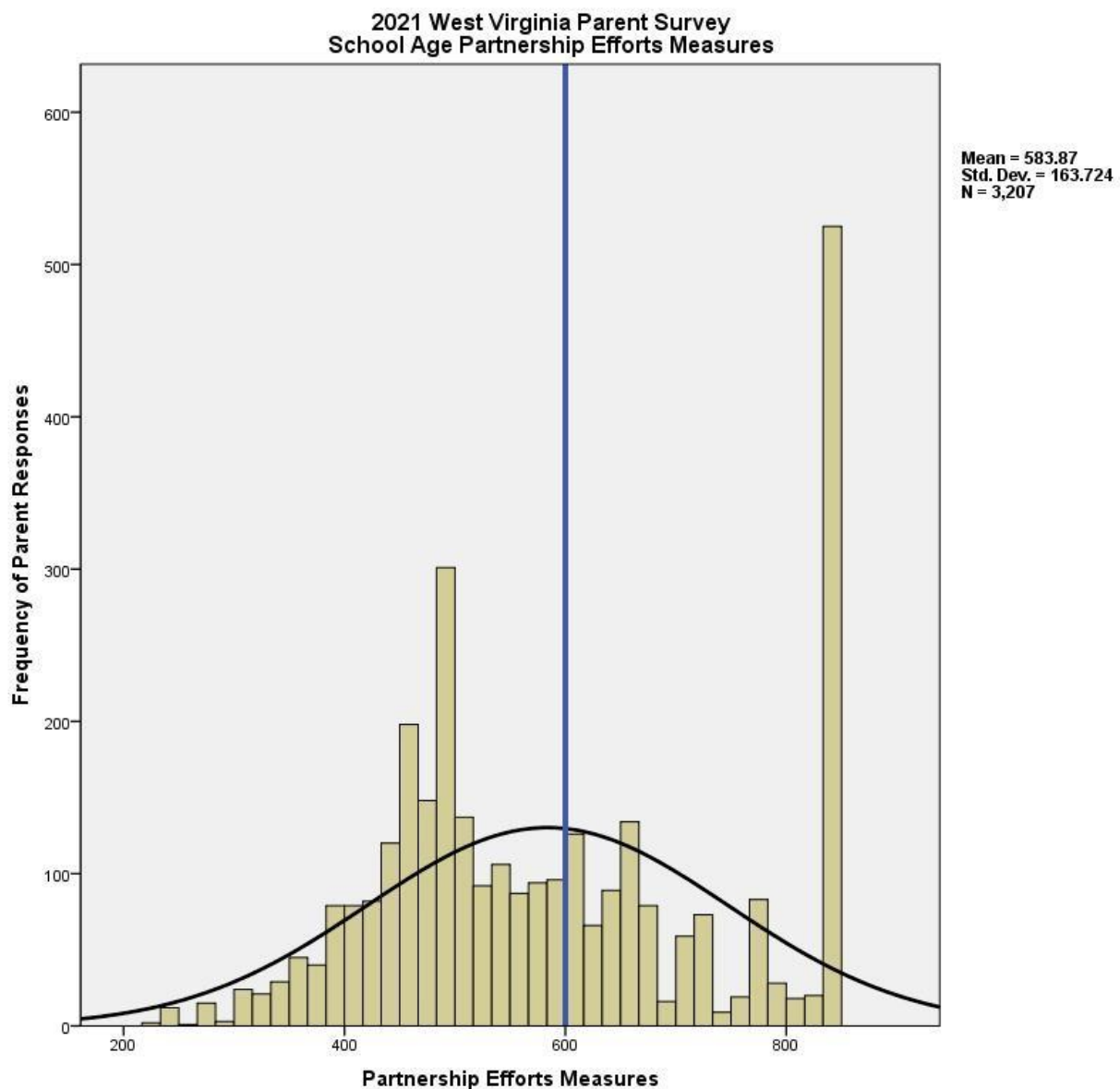
Figure A-1
2021 West Virginia Parent Survey
Part B Partnership Efforts Measures
(Preschool)



Text Description

Figure A-1: The plot shows the degree to which parents of Preschool children believed that the school district facilitated parental engagement as a means of improving special education services.

Figure A-2
2021 West Virginia Parent Survey
Partnership Efforts Measures
(School Age)



Text Description

Figure A-2: The plot shows the degree to which parents of School Age children believed that the school district facilitated parental engagement as a means of improving special education services.

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