

West Virginia Department of Education

West Virginia IDEA Part B:

SPECIAL EDUCATION PARENT SURVEY RESULTS

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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 et al., 2011; Park & Holloway, 2017; Wilder, 2014). Best practices in children's instruction further suggests that consistent and trusting relationships between parents of students with disabilities and schools can empower parents, reinforce parental engagement, and facilitate obtaining the essential support and care the children and families require (Cumming, Marsh & Higgins, 2017; Hsiao et al., 2017). The application of this line of research is reflected at the federal level. Namely, the federal Individuals with Disabilities Education Act (IDEA, 2004; P.L. No. 108-446) aims to enable families to 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 determine whether 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 2021-2022 academic year are as follows:

Statistical Summary (2021-2022) PART B Special Education Parent Survey Report

PART B Preschool			
Percent at or above Indicator 8 standard:		54.3%	(SE of the mean = 2.9%)
Number of Valid Responses:	291	Measurement Reliability:	0.86 - 0.93
Mean Measure:	629	Measurement SD:	168
PART B School Age			
Percent at or above Indicator 8 standard:		34.9%	(SE of the mean = 0.9%)
Number of Valid Responses:	2,966	Measurement Reliability:	0.90 - 0.94
Mean Measure:	560	Measurement SD:	161
PART B Preschool and School Age Combined			
Percent at or above Indicator 8 standard:		36.6%	(SE of the mean = 0.8%)
Number of Valid Responses:	3,257	Measurement Reliability:	0.86 - 0.94
Mean Measure:	566	Measurement SD:	162
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

I. BACKGROUND

In December 2021, 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 2021-2022 year began in April 2022, 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 second 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 six 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 and available email addresses of parents of students with special needs. After conducting home address verification, MI was able to deliver 14,344 surveys to parents residing in 20 school districts. The survey mailed to households included pertinent instructions (i.e., log-in and username), guiding parents/guardians on how to complete the survey online. Respondents were therefore given the option of completing either a paper or an online version of the survey. The user-friendly design of the online surveys was updated in 2022 to enhance user experience.

The survey was administered from April 12, 2022 to August 19, 2022. 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 466 preschool parents and 7,395 school-age parents for whom email addresses were available. MI put forth its 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 early 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, which were converted to a scannable format. One survey, containing 26 items and 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 which considers the disability category, race/ethnicity, region, and district size. All parents of students with disabilities in the selected districts were surveyed. All districts within the state 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 a 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 (466 preschool parents and 7,395 school-age parents).

Survey Dissemination and Collection Method

The survey collection process involved three 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 survey was updated to further enhance user experience.

Direct email method: Direct emails were sent to 7,861 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 15,104 (1,093 surveys were sent to parents of preschool children and 14,011 surveys were sent to parents of school-age children). A total number of 14,344 surveys were delivered to households (1,049 preschool and 13,295 school age). A total number of 760 surveys were not deliverable and were returned to MI (44 preschool and 716 school age).

By mid-May, the response rates were 11.8% for preschool, 9.7% for school age, and 9.8% statewide. In early June, a second survey package was mailed to parents who had not yet responded. The response rates approached 19.5% for preschool, 15.7% for school age and 16.0% statewide by mid-July. At the end of the survey administration effort (mid-August), the statewide response rate approached 22.7% (27.7% for preschool and 22.3% 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 for its representativeness on key demographic variables, i.e., race/ethnicity, age group, gender, disability, and SES (SES categorization was based on eligibility for free or reduced-price lunch-FRPL). 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 2022, MI provided districts with promotional material, including recommendations for increasing parent participation, in addition to an informational flyer to display in high traffic areas frequented by parents.

III. FINDINGS

In this section of the report, data from the 2022 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



In 2022, the overall response rate for the sampled districts was slightly lower compared with the last time the same districts were sampled.

A. Response Rates

There was a 1.5 percentage point decrease in the overall response rate, a 2.7 percentage point decrease in the response rate for preschool parent survey, and a 1.4 percentage point decrease in the response rate for school-age parent survey in 2022 compared to the last time the same districts were sampled (i.e., the prior administration cycle-2019). **Table 1** provides a summary of these comparisons.

Table 1
Survey Administration Summary for 2021-2022

	2021-2022 survey administration (20 districts)			2018-2019: Previous administration cycle of the same districts		
	Preschool	School Age	Total	Preschool	School Age	Total
Surveys delivered	1,049	13,295	14,344	1,056	12,778	13,834
Surveys received	291	2,966	3,257	321	3,027	3,348
Statewide response rate	27.7%	22.3%	22.7%	30.4%	23.7%	24.2%

Note. Undeliverable ("Return to Sender") surveys were not included in calculating the response rates. There were 760 undeliverable surveys in 2021-22 and 1,183 undeliverable surveys in 2018-19.

In 2022, there was a decrease, although modest, in the proportion of survey participants compared with the last time the same districts were surveyed (2019). We continued to our effort to reach parents by applying rigorous follow-up procedures (e.g., sending frequent electronic 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 20 school districts (see **Table 2**).

Table 2
Response Rate by District (2021-2022): Combined (Preschool and School Age)

District	Number of Surveys Sent that Reached Deliverable Postal Addresses	Number of Surveys Returned to MI	Percent Response Rate*	Indicator B-8**	District Response Rate is One Standard Deviation Below or Above Mean
Berkeley	3,418	921	26.9%	38.7%	Yes
Calhoun	139	26	18.7%	42.3%	No
Doddridge	189	37	19.6%	43.2%	No
Fayette	956	154	16.1%	39.6%	Yes
Gilmer	153	36	23.5%	13.9%	No
Hampshire	488	119	24.4%	47.1%	No
Jefferson	1,155	351	30.4%	31.6%	Yes
Lewis	433	100	23.1%	26.0%	No
Lincoln	603	99	16.4%	34.3%	Yes
Marion	1,071	215	20.1%	37.7%	No
Marshall	629	150	23.8%	44.7%	No
Mason	641	114	17.8%	23.7%	No
Mineral	766	160	20.9%	37.5%	No
McDowell	450	99	22.0%	23.2%	No
Pleasants	172	33	19.2%	51.5%	No
Pocahontas	149	37	24.8%	21.6%	No
Tucker	130	23	17.7%	47.8%	No
Webster	173	28	16.2%	14.3%	Yes
Wetzel	452	94	20.8%	42.6%	No
Wood	2,177	461	21.2%	38.6%	No
Totals:	14,344	3,257	22.7%	36.6%	

*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.

Inspecting the distribution of response rates indicated a mean response rate of 21.2% with a standard deviation (SD) of 3.8%. For this distribution 17.4% would indicate 1 SD below the mean and 24.9% would indicate 1 SD above the mean. Accordingly, in 2022, the response rate of two districts were more than 1 standard deviation (SD) above the mean response rate and the response rate of three districts were more than 1 standard deviation (SD) below the mean response rate. In addition, **Table 3** displays a comparison between 2022 and 2019 (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 (19 districts in 2019).

Table 3
Response Rate and Indicator 8 Comparisons by District:
Combined (Preschool and School Age)
Comparison between Current Year (2022) and (2019) or the Last Time
the Same Districts were surveyed

District	Percent Response Rate (2022)	Percent Response Rate (2019)	Indicator B-8 (2022)	Indicator B-8 (2019)
Berkeley	26.9%	27.1%	38.7%	35.1%
Calhoun	18.7%	22.8%	42.3%	27.0%
Doddridge	19.6%	20.0%	43.2%	61.1%
Fayette	16.1%	17.7%	39.6%	34.8%
Gilmer	23.5%	23.4%	13.9%	26.5%
Hampshire	24.4%	26.7%	47.1%	38.3%
Jefferson	30.4%	31.0%	31.6%	34.8%
Lewis	23.1%	24.2%	26.0%	31.3%
Lincoln	16.4%	18.0%	34.3%	47.0%
Marion	20.1%	21.5%	37.7%	43.8%
Marshall	23.8%	21.9%	44.7%	51.6%
Mason	17.8%	20.4%	23.7%	30.3%
Mineral	20.9%	25.0%	37.5%	38.7%
McDowell	22.0%	16.3%	23.2%	36.3%
Pleasants	19.2%	19.5%	51.5%	58.3%
Pocahontas	24.8%	23.9%	21.6%	32.4%
Tucker	17.7%	15.8%	47.8%	33.3%
Webster	16.2%	23.3%	14.3%	25.5%
Wetzel	20.8%	N/A	42.6%	N/A
Wood	21.2%	26.4%	38.6%	39.4%
Totals:	22.7%	24.2%	36.6%	37.6%

In 2022 the overall response rate (22.7%) was 1.5 percentage points **lower** than the overall response rate in 2019 (24.2%). Also, in the current administration year, slightly **less** parents (36.6%) expressed satisfaction with their partnership with schools than what was reported in 2019 (37.6%).

B. Representativeness of the Data

The following four tables (**Tables 4, 5, 6, and 7**) compare demographic data from 2022 survey respondents to the most recent West Virginia Child Count data. Namely, the 2022 responding group of parents is compared to the 2021 Child Count data on race/ethnicity, gender, disability, and SES categories. SES status of the household was determined by the family's eligibility for free or reduced-price lunch (FRPL). These comparisons indicate how well the group of parents, from the sampled districts who responded to the survey, represent the population of parents in West Virginia whose children receive 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.



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, 2021
Child Count Data (Preschool and School Age Combined)

Ethnicity Category	Count of Respondent Sample in 2022	Percentage of Respondent Sample in 2022	December 1, 2021 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Asian	20	0.6%	118	0.3%	0.4%
Black	123	3.8%	2,087	4.5%	-0.7%
Hispanic	140	4.3%	860	1.8%	2.5%
American Indian/Alaskan	5	0.2%	41	0.1%	0.1%
Pacific Islands	1	0.0%	19	0.0%	0.0%
White	2,840	87.2%	41,695	89.4%	-2.2%
Multiple Race	128	3.9%	1,843	3.9%	0.0%
Grand Total	3,257	100.0%	46,663	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 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, 2021
Child Count Data (Preschool and School Age Combined)

Gender Category	Count of Respondent Sample in 2022	Percentage of Respondent Sample in 2022	December 1, 2021 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Female	1,138	34.9%	16,720	35.8%	-0.9%
Male	2,119	65.1%	29,943	64.2%	0.9%
Grand Total	3,257	100.0%	46,663	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 *disability group* (see Table 6).

Table 6
Exceptionality Categories of Students with Disabilities (SWD) Survey Sample
Compared to December 1, 2021
Child Count Data (Preschool and School Age Combined)

Exceptionality	Count of Respondent Sample in 2022	Percentage of Respondent Sample in 2022	December 1, 2021 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	295	9.1%	3,140	6.7%	2.4%
Emotional/Behavior Disorder	66	2.0%	867	1.9%	0.1%
Speech/language Impairment	702	21.6%	10,116	21.7%	-0.1%
Deaf/Blindness	1**	0.0%	21	0.0%	0.0%
Deafness	4**	0.1%	61	0.1%	0.0%
Hard of Hearing	30	0.9%	348	0.7%	0.2%
Specific Learning Disability	1,010	31.0%	15,330	32.9%	-1.9%
Moderately Mentally Impaired	80	2.5%	1,203	2.6%	-0.1%
Mild Mental Impairment	267	8.2%	5,005	10.7%	-2.5%
Severe Mental Impairment	8**	0.2%	192	0.4%	-0.2%
Other Health Impairment	575	17.7%	7,617	16.3%	1.4%
Orthopedic Impairment	8**	0.2%	93	0.2%	0.0%
Developmental Delay	189	5.8%	2,296	4.9%	0.9%
Blindness and Low Vision	15	0.5%	294	0.6%	-0.1%
Traumatic Brain Injury	7**	0.2%	80	0.2%	0.0%
Grand Total	3,257	100.0%	46,663	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.

Also, please refer to comparisons of the 2022 survey sample to the 2021 Child Count Data disaggregated for preschool **Table A-1** and school-age **Table A-2** populations in the Appendix section of this report.



The 2022 sample of parents who responded was not representative of the statewide population of parents with special needs children in terms of *SES* (see Table 7).

Table 7
SES Categories of Students with Disabilities (SWD) Survey Sample
Compared to December 1, 2021
Child Count Data (Preschool and School Age Combined)

SES Category Eligible for FRPL (Yes/No)	Count of Respondent Sample in 2022	Percentage of Respondent Sample in 2022	December 1, 2021 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
No	1,395	42.8%	16,623	35.7%	7.1%
Yes	1,862	57.2%	29,989	64.3%	-7.1%
Grand Total	3,257	100.0%	46,612	100.0%	

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

As displayed in **Table 7**, the percentage of 2022 surveyed parents eligible for FRPL was substantially lower than the percentage of the West Virginia eligible population (57.2% and 64.3%, respectively).



This year (see Table 8), parents reported *slightly less* levels of involvement in the education of their child(ren) compared to what was reported the last time the same districts were surveyed in 2019 (36.6% and 37.6%, respectively). Parent involvement was *considerably lower* this year compared to last year's administration (36.6% and 43.5%, respectively).

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

Table 8
Percentage of Parent Responses At or Above the Standard for Academic Years
2021-2022, 2020-2021, and 2018-2019

2021-2022					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	291	158	54.3%	48.6%	59.9%
School Age	2,966	1,034	34.9%	33.2%	36.6%
Combined	3,257	1,192	36.6%	35.0%	38.3%
2020-2021					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	487	262	53.8%	49.4%	58.2%
School Age	3,207	1,344	41.9%	40.2%	43.6%
Combined	3,694	1,606	43.5%	41.9%	45.1%
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%	36.0%	39.3%

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 9**. 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.***

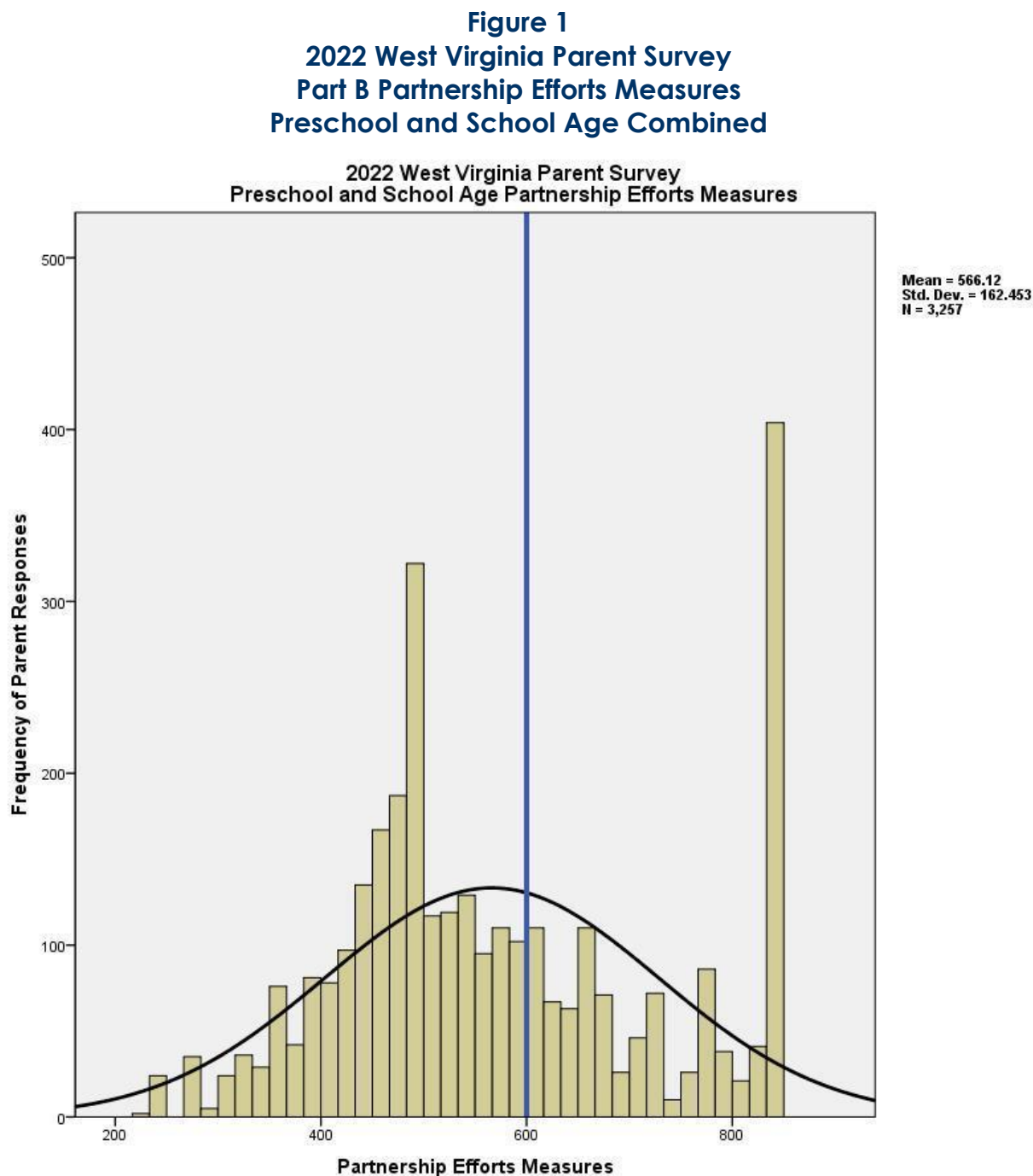
Table 9
Percent of Parent Responses At or Above the Standard by District
Preschool and School Age Combined

District	Total Response In 2022	Response At or Above Standard		95% Confidence Interval	
		Number	Percent	Low	High
Berkeley	921	356	38.7%	35.6%	41.8%
Calhoun	26	11	42.3%	25.6%	61.1%
Doddridge	37	16	43.2%	28.7%	59.1%
Fayette	154	61	39.6%	32.2%	47.5%
Gilmer	36	5	13.9%	5.7%	29.3%
Hampshire	119	56	47.1%	38.3%	56.0%
Jefferson	351	111	31.6%	27.0%	36.7%
Lewis	100	26	26.0%	18.4%	35.4%
Lincoln	99	34	34.3%	25.7%	44.2%
Marion	215	81	37.7%	31.5%	44.3%
Marshall	150	67	44.7%	37.0%	52.7%
Mason	114	27	23.7%	16.8%	32.3%
Mineral	160	60	37.5%	30.4%	45.2%
McDowell	99	23	23.2%	16.0%	32.6%
Pleasants	33	17	51.5%	35.2%	67.5%
Pocahontas	37	8	21.6%	11.2%	37.5%
Tucker	23	11	47.8%	29.3%	67.0%
Webster	28	4	14.3%	5.2%	32.3%
Wetzel	94	40	42.6%	33.1%	52.7%
Wood	461	178	38.6%	34.3%	43.1%
Totals:	3,257	1,192	37%	35.0%	38.3%

The percentage at or above the standard ranged from 13.9% (for Gilmer) to 51.5% (for Pleasants). 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 the 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.



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.

Figure 1: Displays the extent to which parents of preschool and school age children believed that their school district facilitated parental engagement as a way of improving special education services. Range=169-842. Mean=566. Standard Deviation=162. Percent above the indicator=36.6%.

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**).



Parents reported similar satisfaction with most aspects of their school partnership in 2022 compared with the last time they were surveyed.

Table 10 and Table 11 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 (2019). **Table 10** lists the 26 preschool survey items and **Table 11** lists the 24 school-age survey items.

For 23 of the 26 items on the *preschool* survey, parents surveyed in 2022 expressed greater satisfaction in their partnership with schools compared with parents surveyed in 2019 (the prior administration year for the same districts). Parents expressed less satisfaction in three of the 26 items this year compared with the 2019 administration year. The most increase in satisfaction in the current year compared to the previous survey administration cycle was associated with survey item 26: “*people from preschool special education, including teachers and other service providers connect families with one another for mutual support (+ 5.8%)*”. The most significant drop in satisfaction in 2022 compared to the 2019 survey administration cycle was associated with survey item 20: “*people from preschool special education, including teachers and other service providers give me information about organizations that offer support for parents (-5.3%)*”.

Only two of the 24 *school age* survey items received greater satisfaction ratings in 2022 compared to the last time the districts were surveyed in 2019. In general, compared to the 2019 survey administration, parents reported less satisfaction with many aspects of their partnership with the schools and services.

The highest percent difference in satisfaction between the two administration cycles was observed for two items of the survey. There was a 3.4%-point drop in satisfaction with the time/opportunities provided by teachers to discuss the child’s needs and progress with their parent (survey item 16); satisfaction with the extent to which the parent reported having a good working relationship with the child’s teachers dropped 3.0% (survey item 22).

Table 10
Preschool Survey Item Analysis (2021-2022)
Table details Percent Difference in Parent Satisfaction between the Current Year
and the Last Time the Same Districts were Surveyed (2019)
(Statewide Percent in Agreement - Codes 5, 6 who Strongly Agree/Very Strongly Agree)

Preschool Survey Items	2022	2019	Percent Difference from Prior Administration to 2022
	Statewide % in Agreement		
	Strongly/ Very Strongly Agree		
1) I am part of the IEP decision-making process	69.3%	68.1%	1.2%
2) My recommendations are included on the IEP	65.3%	62.9%	2.4%
3) My child's IEP goals are written in a way that I can work on them at home during daily routines	68.1%	67.9%	0.2%
4) My child's evaluation report was written using words I understand	74.3%	71.5%	2.8%
5) The preschool special education program involves parents in evaluations of whether preschool special education is effective	67.0%	63.2%	3.8%
6) I have been asked for my opinion about how well preschool special education services are meeting my child's needs	59.4%	57.5%	1.9%
7) Included me in the process of helping my child transition from early intervention to preschool special education	67.2%	66.0%	1.2%
8) provide me with information on how to get other services	53.3%	49.0%	4.3%
9) are available to speak with me	70.4%	69.8%	0.6%
10) treat me as an equal team member	68.3%	65.6%	2.7%
11) encourage me to participate in the decision-making process	67.7%	65.6%	2.1%
12) respect my culture	70.3%	69.4%	0.9%
13) value my ideas	66.8%	66.2%	0.6%
14) ensure that I have fully understood my rights related to preschool special education	67.0%	64.4%	2.6%
15) communicate regularly with me regarding my child's progress on IEP goals	66.1%	64.9%	1.2%
16) give me options concerning my child's services and supports	62.8%	60.6%	2.2%
17) provide me with strategies to deal with my child's behavior	53.7%	56.5%	-2.8%
18) give me enough information to know if my child is making progress	64.9%	63.6%	1.3%
19) give me information about the approaches they use to help my child learn	60.4%	60.3%	0.1%
20) give me information about organizations that offer support for parents	41.4%	46.7%	-5.3%
21) offer parents training about preschool special education	39.3%	39.9%	-0.6%
22) offer parents different ways of communicating with people from preschool special education	55.9%	51.2%	4.7%
23) explain what options parents have if they disagree with a decision made by the preschool special education program	51.0%	50.0%	1.0%
24) give parents the help they may need, such as transportation, to play an active role in their child's learning and development	54.4%	49.7%	4.7%
25) offer supports for parents to participate in training workshops	44.4%	41.4%	3.0%
26) connect families with one another for mutual support	43.4%	37.6%	5.8%

Table 11
School-Age Survey Item Analysis (2021-2022)
Table details Percent Difference in Parent Satisfaction between the Current Year
and the Last Time the Same Districts were Surveyed (2019)
(Statewide Percent in Agreement - Codes 5, 6 who Strongly Agree/Very Strongly Agree)

School Age Survey Items	2022	2019	Percent Difference from Prior Administration to 2022
	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	41.9%	42.3%	-0.5%
2) IEP meetings are scheduled at a time and place that are convenient for me	55.3%	57.6%	-2.3%
3) We discussed whether my child could be educated satisfactorily in the regular classroom with appropriate aids and support	49.3%	51.7%	-2.4%
4) At the IEP meeting, we discussed accommodations and modifications that my child would need	53.1%	55.2%	-2.1%
5) At the IEP meeting, we discussed how my child would participate in statewide assessments	42.4%	44.6%	-2.3%
6) The evaluation results were thoroughly explained to me	49.9%	51.4%	-1.6%
7) I was given enough time to fully understand my child's IEP	51.4%	53.7%	-2.3%
8) Information was provided to me in a language I understand	64.8%	67.4%	-2.6%
9) I was given information about organizations that offer support for parents of students with disabilities	34.1%	33.7%	0.4%
10) Provides funding, transportation, or other supports for parents to participate in training workshops	26.1%	27.4%	-1.2%
11) Connects families to other families that can provide information and mutual support	20.9%	21.9%	-1.0%
12) Offers parents training about special education issues	21.6%	22.8%	-1.1%
13) Explains what options parents have if they disagree with a decision of the school	31.5%	31.5%	0.0%
14) Has a person on staff who is available to answer parents' questions	44.7%	44.5%	0.2%
15) Offers parents a variety of ways to communicate with teachers	46.1%	46.7%	-0.7%
16) My child's teachers give me enough time and opportunities to discuss my child's needs and progress	46.1%	49.5%	-3.4%
17) Answered any questions I had about Procedural Safeguards	43.3%	44.0%	-0.7%
18) Show sensitivity to the needs of students with disabilities and their families	45.7%	47.0%	-1.4%
19) Encourage me to participate in the decision-making process	47.5%	49.0%	-1.4%
20) Respect my family's values	49.0%	50.1%	-1.1%
21) The school gives me choices with regard to services that address my child's needs	40.7%	41.4%	-0.6%
22) I have a good working relationship with my child's teachers	48.0%	51.0%	-3.0%
23) The school communicates regularly with me regarding my child's progress on IEP goals	43.2%	44.1%	-0.9%
24) The school provides information on agencies that can assist my child in the transition from school	29.8%	30.1%	-0.3%

IV. SUMMARY

This section of the report summarizes key elements of the survey administration process and highlights the results of the 2021-2022 administration of the West Virginia *Parent Involvement Survey*. Suggestions for improving the survey administration and reporting process are also included.

Survey Administration and Results

- 15,104 surveys were mailed to parents of children across 20 school districts in April 2022.
- Parents/guardians had the option of completing either the paper-and-pencil or online version of the survey.
- The parent surveys were disseminated in April 2022. By mid-May, the response rate was 11.8% for preschool surveys, 9.7% for school age surveys, and 9.8% for statewide. In early-June, the survey was mailed again to those that remained unresponsive - parents who had not completed the survey. By mid-July, the response rate approached 19.5% for preschool surveys, 15.7% for school age surveys, and 16.0% statewide.
- Direct personalized emails, including the survey link and login information, were also sent out in mid-May. Emails were sent to 466 preschool contacts and to 7,395 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, 3,257 surveys were received (22.7% statewide response rate); 291 (27.7% response rate) were from parents of preschoolers and 2,966 (22.3% response rate) were from parents of school-age students.
- This year, a substantial number of surveys (52%) were completed online. This is an increase of 9%-point compared to the outcomes obtained in the previous administration year (2021 administration).
- The sample of parents who responded to the survey was not representative of West Virginia parents of children receiving special education services in terms of SES.
- The sample of parents who responded to the survey was representative of West Virginia parents of children receiving special education services in terms of race/ethnicity, gender, and disability.
- In 2022, 36.6% of families who responded to the survey indicated that schools facilitated parent engagement as a means of improving special education services compared with outcomes obtained in 2019 (37.6%).
- It is important to note that in 2022, parents of school-age children expressed less satisfaction with most aspects of their partnership with schools than they did in 2019. On the other hand, when comparing this year with 2019, parents of preschool children expressed more satisfaction with most aspects of the parent-school partnership.

Recommendations

- Institute the following efforts during the **2023 survey administration**:
 - Develop a scannable QR code for the surveys to further facilitate parent participation. A scannable QR code will eliminate the need to copy/paste the survey link in the browser's address bar.
 - Institute a process where each county's Special Education Director would send out an email reminder to the parents in their county. MI can assist automating the process for the county directors. MI will also continue to send out monthly reminders. The goal is to have parents receive two monthly reminders- one originating from MI and one originating from the Special Education Director of their own county. We strongly believe that this practice will boost response rates.
 - Develop a system where reminder emails include a personalized direct link to the survey. In our experience, quite a few parents lose or misplace their survey ID. Although some parents reach out to MI or the district for help, many lose interest and never participate. Including a personalized survey link should greatly facilitate participation rates.
- Continue to administer the survey in early April to give parents ample amounts of time to complete and return the survey.
- Continue to improve and streamline the online dissemination process. MI launched the web-based survey dissemination five years ago. This method has proven to be an effective strategy for increasing parent participation. This year, for example, 52% 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 rates.
- 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 materials 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. Please refer to the comment section analysis for better insight into the general themes expressed in the comments.

V. APPENDIX

Table A-1
Exceptionality Categories of Students with Disabilities (SWD) Survey Sample Compared to December 1, 2021 Child Count Data (Preschool)

Disability Category	Count of Respondent Sample In 2022	Percentage of Respondent Sample In 2022	December 1, 2021 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	5**	1.7%	35	1.0%	0.7%
Emotional/Behavior Disorder	0**	0.0%	0	0.0%	0.0%
Speech/language Impairment	104	35.7%	1,281	36.6%	-0.9%
Deaf/Blindness	0**	0.0%	1	0.0%	0.0%
Deafness	0**	0.0%	4	0.1%	-0.1%
Hard of Hearing	1**	0.3%	14	0.4%	-0.1%
Specific Learning Disability	0**	0.0%	0	0.0%	0.0%
Moderately Mentally Impaired	0**	0.0%	0	0.0%	0.0%
Mild Mental Impairment	0**	0.0%	1	0.0%	0.0%
Severe Mental Impairment	0**	0.0%	0	0.0%	0.0%
Other Health Impairment	2**	0.7%	4	0.1%	0.6%
Orthopedic Impairment	0**	0.0%	2	0.1%	-0.1%
Developmental Delay	177	60.8%	2,139	61.1%	-0.3%
Blindness and Low Vision	2**	0.7%	19	0.5%	0.1%
Traumatic Brain Injury	0**	0.0%	0	0.0%	0.0%
Grand Total	291	100.0%	3,500	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, 2021 Child Count Data (School Age)

Disability Category	Count of Respondent Sample In 2022	Percentage of Respondent Sample In 2022	December 1, 2021 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	290	9.8%	3,105	7.2%	2.6%
Emotional/Behavior Disorder	66	2.2%	867	2.0%	0.2%
Speech/language Impairment	598	20.2%	8,835	20.5%	-0.3%
Deaf/Blindness	1**	0.0%	20	0.0%	0.0%
Deafness	4**	0.1%	57	0.1%	0.0%
Hard of Hearing	29	1.0%	334	0.8%	0.2%
Specific Learning Disability	1,010	34.1%	15,330	35.5%	-1.5%
Moderately Mentally Impaired	80	2.7%	1,203	2.8%	-0.1%
Mild Mental Impairment	267	9.0%	5,004	11.6%	-2.6%
Severe Mental Impairment	8**	0.3%	192	0.4%	-0.2%
Other Health Impairment	573	19.3%	7,613	17.6%	1.7%
Orthopedic Impairment	8**	0.3%	91	0.2%	0.1%
Developmental Delay	12	0.4%	157	0.4%	0.0%
Blindness and Low Vision	13	0.4%	275	0.6%	-0.2%
Traumatic Brain Injury	7**	0.2%	80	0.2%	0.1%
Grand Total	2,966	100.0%	43,163	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 In 2022	Response At or Above Standard		95% Confidence Interval	
		Number	Percent	Low	High
Berkeley	112	68	60.7%	51.4%	69.2%
Calhoun	3	2	66.7%	20.5%	93.8%
Doddridge	4	3	75.0%	29.0%	96.0%
Fayette	7	4	57.1%	25.1%	84.0%
Gilmer	0	0	0.0%	0.0%	0.0%
Hampshire	7	5	71.4%	35.2%	92.1%
Jefferson	26	10	38.5%	22.5%	57.5%
Lewis	8	3	37.5%	13.8%	69.6%
Lincoln	3	1	33.3%	6.2%	79.5%
Marion	23	11	47.8%	29.3%	67.0%
Marshall	14	7	50.0%	26.9%	73.1%
Mason	7	3	42.9%	16.0%	74.9%
Mineral	12	6	50.0%	25.5%	74.5%
McDowell	0	0	0.0%	0.0%	0.0%
Pleasants	6	3	50.0%	19.0%	81.0%
Pocahontas	2	1	50.0%	10.0%	90.0%
Tucker	5	4	80.0%	35.9%	97.5%
Webster	2	0	0.0%	-4.4%	71.1%
Wetzel	5	5	100.0%	50.6%	104.9%
Wood	45	22	48.9%	35.0%	63.0%
Totals:	291	158	54.3%	48.6%	59.9%

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

District	Total Response In 2022	Response At or Above Standard		95% Confidence Interval	
		Number	Percent	Low	High
Berkeley	809	288	35.6%	32.4%	39.0%
Calhoun	23	9	39.1%	22.2%	59.3%
Doddridge	33	13	39.4%	24.7%	56.4%
Fayette	147	57	38.8%	31.3%	46.9%
Gilmer	36	5	13.9%	5.7%	29.3%
Hampshire	112	51	45.5%	36.6%	54.8%
Jefferson	325	101	31.1%	26.3%	36.3%
Lewis	92	23	25.0%	17.3%	34.8%
Lincoln	96	33	34.4%	25.7%	44.3%
Marion	192	70	36.5%	30.0%	43.5%
Marshall	136	60	44.1%	36.1%	52.5%
Mason	107	24	22.4%	15.5%	31.3%
Mineral	148	54	36.5%	29.2%	44.5%
McDowell	99	23	23.2%	16.0%	32.6%
Pleasants	27	14	51.9%	34.0%	69.2%
Pocahontas	35	7	20.0%	9.9%	36.3%
Tucker	18	7	38.9%	20.4%	61.5%
Webster	26	4	15.4%	5.7%	34.3%
Wetzel	89	35	39.3%	29.8%	49.7%
Wood	416	156	37.5%	33.0%	42.3%
Totals:	2,966	1,034	34.9%	33.2%	36.6%

Figure A-1
2022 West Virginia Parent Survey
Part B Partnership Efforts Measures
(Preschool)

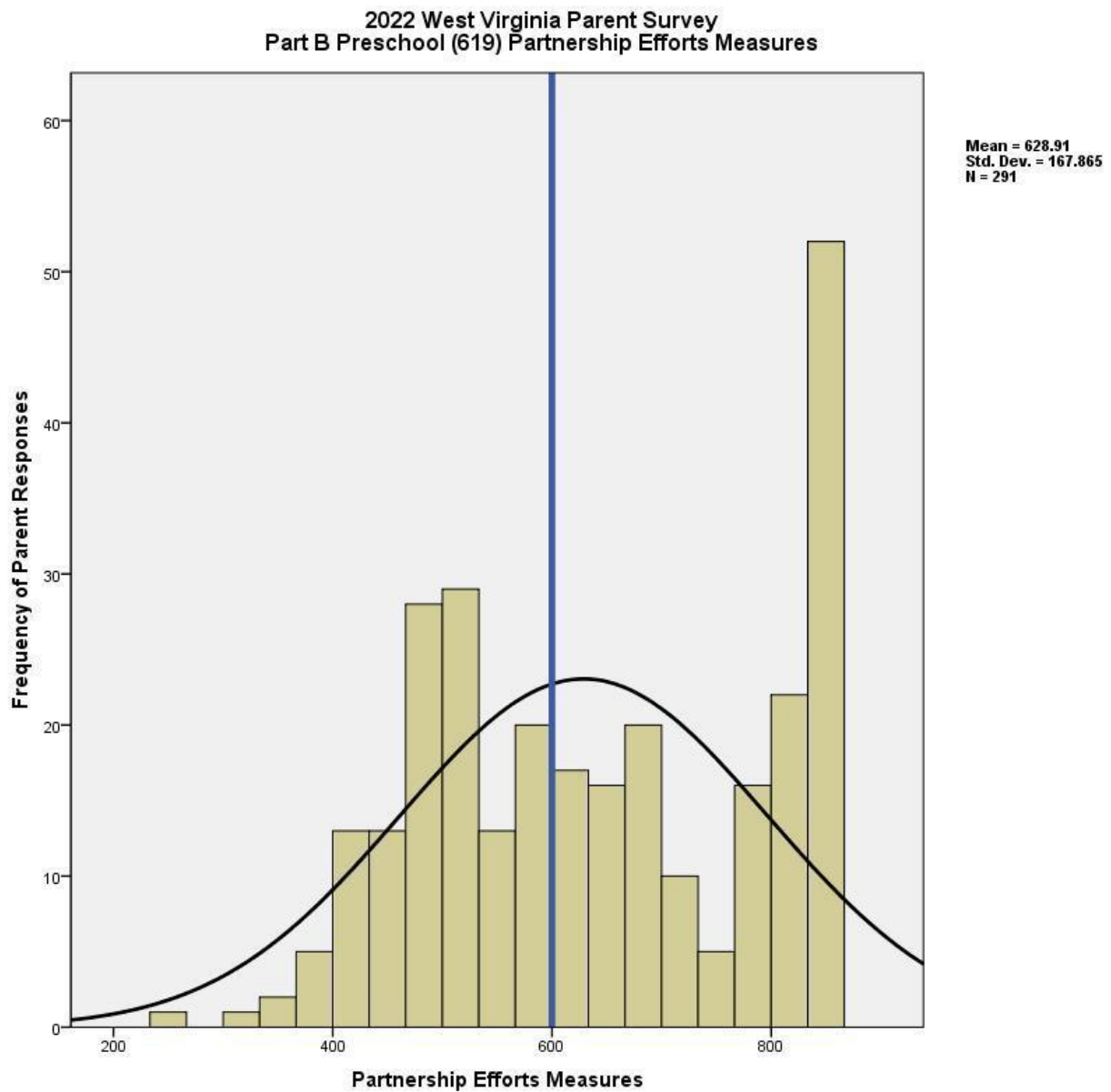


Figure A-1: displays the extent to which parents of preschool children believed that their school district facilitated parental engagement as a way of improving special education services. Range=169-842. Mean=629. Standard Deviation=168. Percent above the indicator=54.3%.

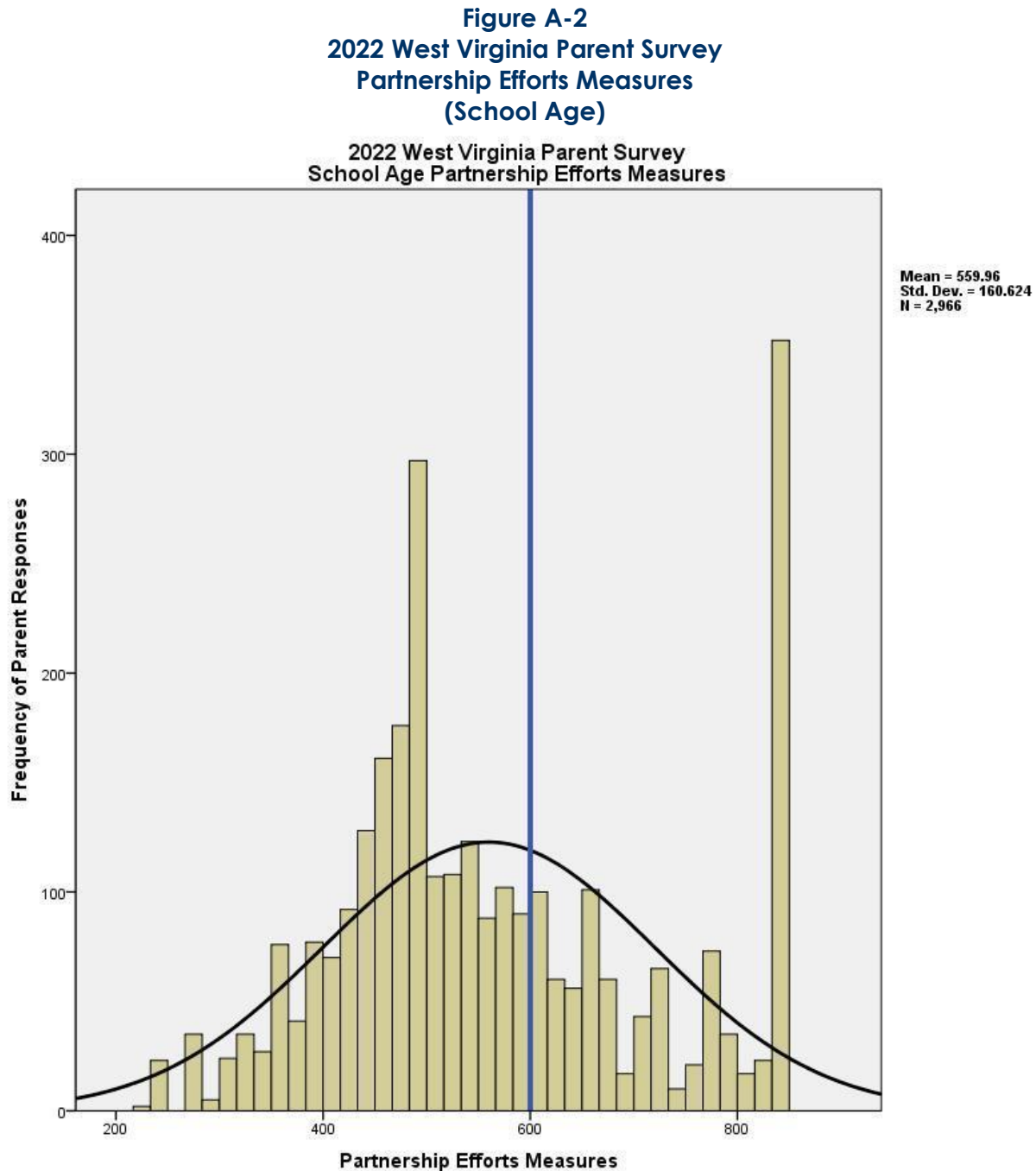


Figure A-2: displays the extent to which parents of school age children believed that their school district facilitated parental engagement as a way of improving special education services. Figure A-2: Range=172-841. Mean=560. Standard Deviation=161. Percent above the indicator=34.9%.

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