

West Virginia Department of Education

West Virginia IDEA Part B:

# Special Education Parent Survey Results

*November 2023*



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## STATISTICAL SUMMARY

By now, volumes of relevant research point out parental involvement as the key factor in students' overall academic achievement and long-term success. The pivotal role of parents of students with disabilities is especially significant since they are often most knowledgeable about the strengths and support needs of their children. Given the key function and valuable contribution of parents towards educating children with disabilities, their systematic collaboration with school personnel must be continuously evaluated and reinforced (Cumming et al., 2017; De Boer et al., 2010; Hornby, 2011). 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 principle of IDEA, enacted in 1975, dictates that school systems must ensure that the Individualized Education Program (IEP) team includes the student's parent(s).

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." The West Virginia Parent Involvement Survey results for the 2022-2023 academic year are as follows.

**Table 1**  
**Statistical Summary (2022-2023)**  
**Part B Special Education Parent Survey Report**

PART B Preschool			
<b>Percent at or above Indicator 8 standard:</b>		<b>50.0% (SE of the mean = 3.2%)</b>	
Number of Valid Responses:	252	Measurement Reliability:	0.88 - 0.93
Mean Measure:	615	Measurement SD:	181
PART B School Age			
<b>Percent at or above Indicator 8 standard:</b>		<b>37.6% (SE of the mean = 0.9%)</b>	
Number of Valid Responses:	2,701	Measurement Reliability:	0.90 - 0.94
Mean Measure:	571	Measurement SD:	166
PART B Preschool and School Age Combined			
<b>Percent at or above Indicator 8 standard:</b>		<b>38.7% (SE of the mean = 0.9%)</b>	
Number of Valid Responses:	2,953	Measurement Reliability:	0.88 - 0.94
Mean Measure:	575	Measurement SD:	168
External Benchmark: ALL PART B (6 US States, 2005 NCSEAM PILOT STUDY)			
<b>Percent at or above Indicator 8 standard:</b>		<b>17.0% (SE of the mean = 0.7%)</b>	
Number of Valid Responses:	2,705	Measurement Reliability:	0.94
Mean Measure:	481	Measurement SD:	135

\* Measurement reliability refers to the extent to which a given respondent's score is due to random error versus their true score; low reliability coincides with a high level of measurement error, and high reliability coincides with a low level of measurement error (Traub, 1994)

\*\* Indicator 8 standard or cut-off point is 600; scores range from 100 to 899.

Note: 14,993 surveys were mailed out, 14,197 surveys were delivered, and 2,953 surveys were received. The undeliverable (796 households) surveys were not included in calculating the response rates.

## 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 2022-2023 year began in May 2023, 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 19 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. In 2023, MI added a QR code to the surveys to allow parents direct access to the survey by scanning the QR code with a smart device. The user-friendly design of the online surveys was updated in 2022 to enhance user experience.

The survey was administered from May 5, 2023, to September 15, 2023. The initial survey distribution was followed by a second survey distribution in the beginning of August to households that had not yet completed the survey (i.e., non-responders).

The survey administration also included an email campaign initiated in early May. Emails were sent to 372 preschool parents and 6,655 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 email campaign also included two monthly reminders, one originating from MI and the other originating from each district director. In 2023, reminder emails included a personalized direct link to the survey to facilitate participation, especially for parents who might have lost or misplaced their survey ID.

## II. METHODOLOGY

Dissemination of the West Virginia *Parent Involvement Survey* involved active collaboration between MI and WVDE to ensure 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). 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 (372 preschool parents and 6,655 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. This year a scannable QR code was added to the survey to facilitate parent participation rates.

**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 enhance user experience.

**Direct email method:** Direct emails were sent to 7,027 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 May was 14,993 (1,011 surveys were sent to the parents of preschool children and 13,982 surveys were sent to the parents of school-age children). A total number of 14,197 surveys were delivered to households (967 preschool and 13,230 school age). A total of 796 surveys were not deliverable and were returned to MI (44 preschool and 752 school age).

By mid-June, the response rates were 13.9% for preschool, 10.1% for school age, and 10.4% statewide. In early August, a second survey package was mailed to parents who had not yet responded. By mid-August the response rates increased to 19.1% for preschool, 14.0% for school age, and 14.3% statewide. At the end of the survey administration effort (mid-September), the statewide response rate approached 20.3% (25.6% for preschool and 19.9% for the school age). **Table 2** 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 May 2023, 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 2023 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 2023, the overall response rate for the sampled districts was considerably lower compared with the last time the same districts were sampled.

#### A. Response Rates

There was a 5.1 percentage point decrease in the overall response rate, a 2.3 percentage point decrease in preschool parent survey response rate, and a 5.3 percentage point decrease in the school age parent survey response rate in 2023 compared to the last time the same districts were sampled (i.e., the prior administration cycle-2020). **Table 2** provides a summary of these comparisons.

**Table 2**  
**Survey Administration Summary for 2022-2023**

	2022 2023: Survey Administration (19 districts)			2019 2020: Previous Administration Cycle of the Same Districts		
	Preschool	School Age	Total	Preschool	School Age	Total
<b>Surveys delivered</b>	967	13,230	14,197	1,050	12,791	13,841
<b>Surveys received</b>	252	2,701	2,953	297	3,280	3,577
<b>Statewide response rate</b>	26.1%	20.4%	20.8%	28.4%	25.7%	25.9%

*Note.* Undeliverable (Return to Sender) surveys were not included in calculating the response rates. There were 796 undeliverable surveys in 2022-23 and 1,569 undeliverable surveys in 2019-20.

In 2023, there was a decrease in the proportion of survey participants compared with the last time the same districts were surveyed (2020). We continued 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 19 school districts (see **Table 3**).

**Table 3**  
**Response Rate by District (2022-2023): Preschool and School Age Combined**

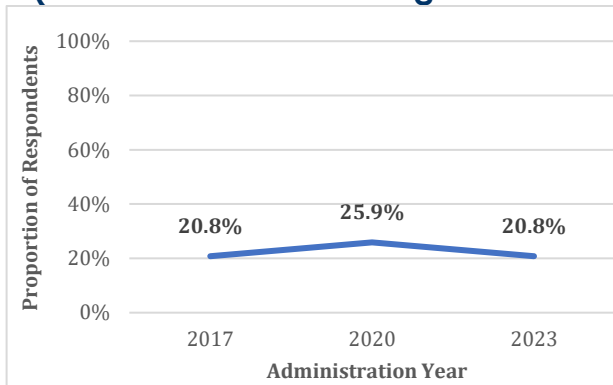
District	Number of Surveys Sent that Reached Deliverable Postal Addresses	Number of Surveys Returned to MI	Percent Response Rate*	Indicator B 8 Response Rate at or Above Predetermined Standard or Cut off Point of 600**	District Response Rate is One Standard Deviation Below or Above the District Mean
Boone	581	65	11.2%	36.9%	Yes
Braxton	297	64	21.5%	17.2%	No
Grant	245	49	20.0%	28.6%	No
Hardy	404	106	26.2%	32.1%	No
WVSDT (formerly OIEP)	179	15	8.4%	13.3%	Yes
Kanawha	4,065	883	21.7%	34.5%	No
Mercer	1,639	316	19.3%	45.6%	No
Mingo	390	81	20.8%	44.4%	No
Ohio	827	234	28.3%	50.0%	Yes
Preston	767	201	26.2%	34.8%	No
Randolph	636	125	19.7%	37.6%	No
Roane	300	51	17.0%	39.2%	No
Summers	280	38	13.6%	42.1%	Yes
Taylor	397	80	20.2%	26.3%	No
Tyler	228	72	31.6%	47.2%	Yes
Upshur	534	153	28.7%	39.2%	Yes
Wayne	1,373	272	19.8%	40.1%	No
Wirt	222	34	15.3%	50.0%	No
Wyoming	833	114	13.7%	53.5%	Yes
<b>Totals:</b>	<b>14,197</b>	<b>2,953</b>	<b>20.8%</b>	<b>38.7%</b>	

\* The District Response Rate is calculated by dividing the total number of parents of children receiving special education services who replied to the survey, by the number of surveys delivered to parents.

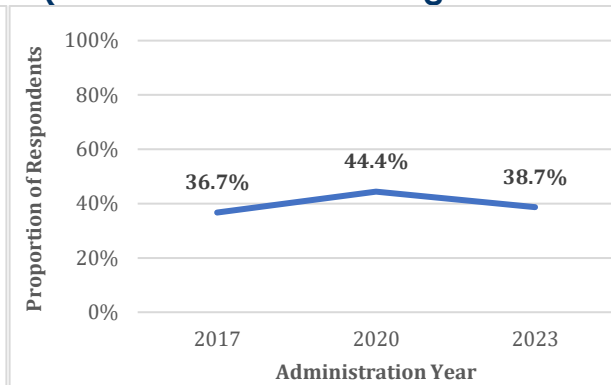
\*\* The Indicator B-8 District Response at/above the standard is the percent of the respondent parents who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Inspecting the distribution of response rates indicated a mean response rate of 20.2% with a standard deviation (SD) of 6.2%. For this distribution 14% would indicate one SD below the mean, and 26.3% would indicate one SD above the mean. Accordingly, in 2023, the response rates of three districts were more than one standard deviation (SD) above the mean response rate and the response rates of four districts were more than one standard deviation (SD) below the mean response rate. In addition, **Table 4** displays a comparison between 2023 and 2020 (or the last time the same districts were sampled), in terms of response rates and Indicator 8 percentages for each of the 19 districts surveyed (20 districts in 2020).

**Figure 1**  
**Statewide Response Rate Comparison**  
**(Preschool and School Age Combined)**



**Figure 2**  
**Statewide Indicator 8 Comparison**  
**(Preschool and School Age Combined)**



**Table 4**  
**Response Rate and Indicator 8 Comparisons by District: Comparison Between Current**  
**Year (2023) and the Last Time the Same Districts Were Surveyed (2020)**  
**(Preschool and School Age Combined)**

District	Percent Response Rate (2023)	Percent Response Rate (2020)	Indicator B 8 (2023)	Indicator B 8 (2020)
Boone	11.2%	23.3%	36.9%	36.5%
Braxton	21.5%	25.6%	17.2%	31.8%
Grant	20.0%	23.4%	28.6%	42.3%
Hardy	26.2%	25.2%	32.1%	38.9%
WVSDT (formerly OIEP)	8.4%	11.6%	13.3%	0.0%
Kanawha	21.7%	26.2%	34.5%	39.2%
Mercer	19.3%	23.9%	45.6%	51.5%
Mingo	20.8%	21.8%	44.4%	41.8%
Ohio	28.3%	32.7%	50.0%	50.2%
Preston	26.2%	29.1%	34.8%	43.9%
Randolph	19.7%	27.6%	37.6%	54.9%
Roane	17.0%	27.2%	39.2%	43.0%
Summers	13.6%	25.2%	42.1%	31.6%
Taylor	20.2%	19.7%	26.3%	52.4%
Tyler	31.6%	32.0%	47.2%	59.5%
Upshur	28.7%	27.3%	39.2%	49.3%
Wayne	19.8%	25.6%	40.1%	44.8%
Wirt	15.3%	21.8%	50.0%	44.7%
Wyoming	13.7%	23.3%	53.5%	52.2%
<b>Totals:</b>	<b>20.8%</b>	<b>25.9%</b>	<b>38.7%</b>	<b>44.4%</b>

In 2023 the overall response rate (20.8%) was 5.1 percentage points **lower** than the overall response rate in 2020 (25.9%). Also, in the current administration year, considerably **less** parents (38.7%) expressed satisfaction with their partnership with schools than what was reported in 2020 (44.4%).

## B. Representativeness of the Data

The following four tables (**Tables 5, 6, 7, and 8**) compare demographic data from 2023 survey respondents to the most recent West Virginia Child Count data. Namely, the 2023 responding group of parents is compared to the 2022 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, a difference of three percentage points (higher or lower) in any data category other than the Child Count data is considered significant and indicates that the group of parents who responded to the survey are different from the population of parents statewide.



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 5).

**Table 5**  
**Race/Ethnicity Categories of Students with Disabilities (SWD)**  
**Survey Sample Compared to December 1, 2022, Child Count Data**  
**(Preschool and School Age Combined)**

Ethnicity Category	Count of Respondent Sample in 2023	Percentage of Respondent Sample in 2023	December 1, 2022, Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Asian	10**	0.3%	221	0.5%	-0.2%
Black	200	6.8%	3,688	7.9%	-1.1%
Hispanic	25	0.8%	895	1.9%	-1.1%
American Indian/Alaskan	6**	0.2%	136	0.3%	-0.1%
Pacific Islands	3**	0.1%	49	0.1%	0.0%
White	2,699	91.4%	41,808	89.0%	2.4%
Multiple Race	10**	0.3%	176	0.4%	-0.1%
<b>Grand Total</b>	<b>2,953</b>	<b>100.0%</b>	<b>46,973</b>	<b>100.0%</b>	

\*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 interpreted with caution.



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 6).

**Table 6**  
**Gender Categories of Students with Disabilities (SWD)**  
**Survey Sample Compared to December 1, 2022, Child Count Data**  
**(Preschool and School Age Combined)**

Gender Category	Count of Respondent Sample in 2023	Percentage of Respondent Sample in 2023	December 1, 2022, Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Female	1,078	36.5%	16,955	36.1%	0.4%
Male	1,875	63.5%	30,018	63.9%	-0.4%
<b>Grand Total</b>	<b>2,953</b>	<b>100.0%</b>	<b>46,973</b>	<b>100.0%</b>	

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



The sample of parents who responded to the survey was representative of 15 of the 16 exceptionality categories. The Specific Learning Disability category was underrepresented in the sampled parents compared to that of the statewide parents (see Table 7).

**Table 7**  
**Exceptionality Categories of Students With Disabilities (SWD)**  
**Survey Sample Compared to December 1, 2022, Child Count Data**  
**(Preschool and School Age Combined)**

Exceptionality	Count of Respondent Sample in 2023	Percentage of Respondent Sample in 2023	December 1, 2022, Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	255	8.6%	3,391	7.2%	1.4%
Emotional/Behavior Disorder	29	1.0%	761	1.6%	-0.6%
Speech/Language Impairment	683	23.1%	9,890	21.1%	2.0%
Deaf/Blindness	2**	0.1%	24	0.1%	0.0%
Deafness	3**	0.1%	60	0.1%	0.0%
Hard of Hearing	33	1.1%	351	0.7%	0.4%
Intellectually Disabled	3**	0.1%	162	0.3%	-0.2%
Specific Learning Disability	809	27.4%	15,548	33.1%	<b>-5.7%</b>
Moderately Mentally Impaired	106	3.6%	1,222	2.6%	1.0%
Mild Mental Impairment	327	11.1%	4,845	10.3%	0.8%
Severe Mental Impairment	16	0.5%	179	0.4%	0.1%
Other Health Impairment	471	15.9%	7,698	16.4%	-0.5%
Orthopedic Impairment	8**	0.3%	83	0.2%	0.1%
Developmental Delay	181	6.1%	2,402	5.1%	1.0%
Blindness and Low Vision	20	0.7%	284	0.6%	0.1%
Traumatic Brain Injury	7**	0.2%	73	0.2%	0.0%
<b>Grand Total</b>	<b>2,953</b>	<b>100.0%</b>	<b>46,973</b>	<b>100.0%</b>	

\*Over/Under Representation is the percent of the 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.

When sample characteristics are not representative of the target population, there is a potential risk for nonresponse bias. Nonresponse bias occurs when respondents who submitted a survey are systematically different from those who did not. Since the proportion of responding parents of children with a Specific Learning Disability (27.4%) was significantly smaller than the West Virginia population of parents of children with a Specific Learning Disability (33.1%), there is a potential underrepresentation of the views of this group of parents regarding whether the schools facilitated their involvement in improving services and results for children with disabilities (i.e., Indicator 8).

To correct for survey nonresponse, we applied the statistical method of “nonresponse weighting”. The weighting technique involved a two-step procedure where we (1) computed “control totals” or the total number of the sample respondents that would better reflect the total number of respondents in the population, and (2) utilized the control totals to calculate weight indicators towards adjusting the total number of respondents at/above indicator 8. The participant percentages at/above indicator 8 before and after weighting adjustment differed slightly (38.7% and 38.2%, respectively). The adjustment of sample size did not significantly change the at/above indicator 8 response patterns of parents of children with Specific Learning Disability. **Table A** displays unweighted and weighted number & percentage of respondents meeting Indicator 8.

Comparisons of the 2023 survey sample to the 2022 Child Count Data disaggregated by preschool (**Table B-1**) and school age (**Table B-2**) appear in the Appendix section of this report.



The 2023 sample of parents who responded to the survey was not representative of the statewide population of parents of children with special needs in terms of SES (see Table 8).

**Table 8**  
**SES Categories of Students with Disabilities (SWD)**  
**Survey Sample Compared to December 1, 2022, Child Count Data**  
**(Preschool and School Age Combined)**

SES Category Eligible for FRPL (No/Yes)	Count of Respondent Sample in 2023	Percent of Respondent Sample in 2023	December 1, 2022, Child Count of Eligible Population	Percent of Eligible Population	Over/Under Representation*
No	1,137	38.5%	16,394	34.9%	3.6%
Yes	1,816	61.5%	30,579	65.1%	-3.6%
<b>Grand Total</b>	<b>2,953</b>	<b>100.0%</b>	<b>46,973</b>	<b>100.0%</b>	

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

As displayed in **Table 8**, the percentage of 2023 surveyed parents of children eligible for FRPL was substantially lower than the percentage of the West Virginia eligible population (61.5% and 65.1%, respectively). Once again, we applied the nonresponse weighting technique to address the potential underrepresentation of the views from this group of parents. The adjustment of the sample size did not change the at/above indicator 8 response patterns of parents of children eligible for FRPL. The unweighted and weighted percentage of respondents meeting Indicator 8 was 38.7%. For a detailed display of the unweighted and weighted number and percent of respondents meeting Indicator 8 refer to **Table A** in the Appendix section.

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



This year (see Table 9), parents reported *considerably lower* levels of involvement in the education of their child(ren) compared to the last time the same districts were surveyed in 2020 (38.7% and 44.4%, respectively). Parent involvement was *slightly higher* this year compared to last year's administration (38.7% and 36.6%, respectively).

**Table 9**  
**Percent of Parent Responses At or Above the Standard**  
**for Academic Years 2022-2023, 2021-2022, and 2019-2020**

2022 2023					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	252	126	50.0%	43.9%	56.1%
School Age	2,701	1,016	37.6%	35.8%	39.5%
Combined	2,953	1,142	38.7%	36.9%	40.4%
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%
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%

We calculated the 95% confidence intervals for the percent of parents who “*agreed that the child’s school district facilitated parental engagement*” (i.e., at or above indicator 8 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 95% 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 computed. 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 10**  
**Percent of Parent Responses At or Above the Indicator 8 Standard by District**  
**(Preschool and School Age Combined)**

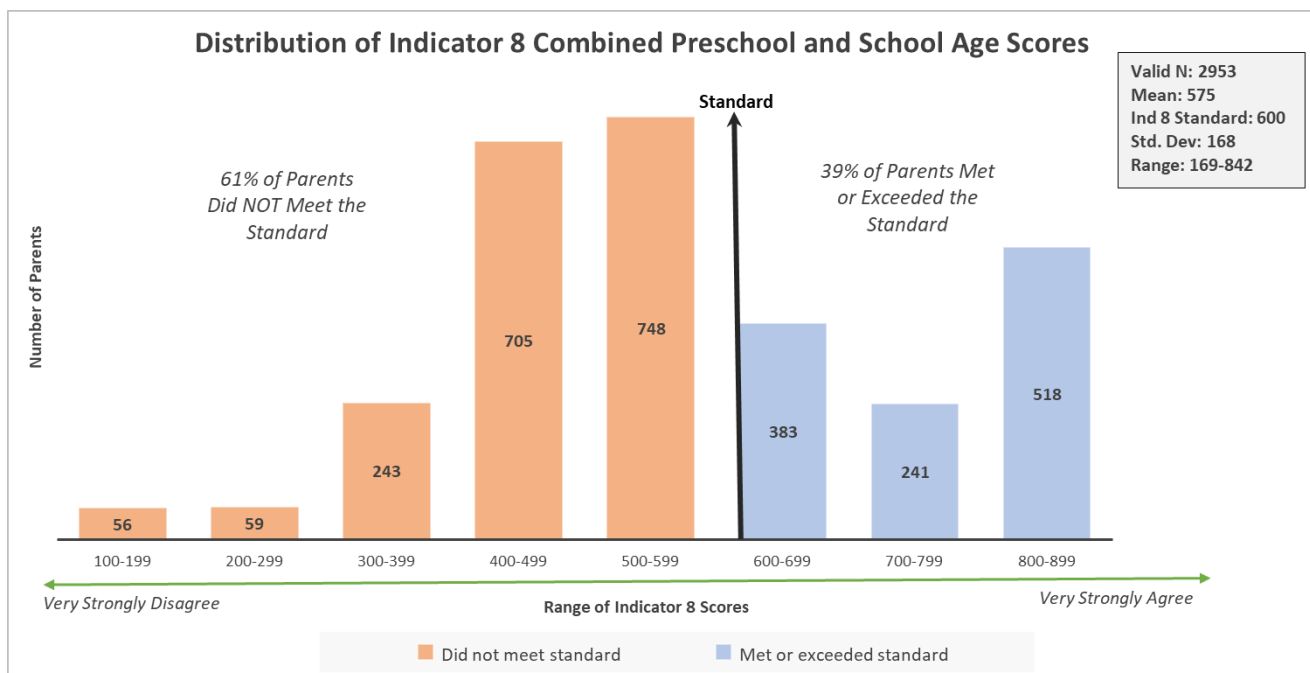
District	Total Response in 2023	Response At or Above Indicator 8 Standard <small>Number and percent of parents who agreed that the child's school district facilitated parental engagement</small>		95% Confidence Interval	
		Number	Percent	Low	High
Boone	65	24	36.9%	26.2%	49.1%
Braxton	64	11	17.2%	9.8%	28.5%
Grant	49	14	28.6%	17.8%	42.5%
Hardy	106	34	32.1%	24.0%	41.5%
WVSDT (formerly OIEP)	15	2	13.3%	2.7%	39.4%
Kanawha	883	305	34.5%	31.5%	37.7%
Mercer	316	144	45.6%	40.2%	51.1%
Mingo	81	36	44.4%	34.1%	55.3%
Ohio	234	117	50.0%	43.6%	56.4%
Preston	201	70	34.8%	28.6%	41.7%
Randolph	125	47	37.6%	29.6%	46.4%
Roane	51	20	39.2%	27.1%	52.9%
Summers	38	16	42.1%	27.9%	57.8%
Taylor	80	21	26.3%	17.8%	36.9%
Tyler	72	34	47.2%	36.1%	58.6%
Upshur	153	60	39.2%	31.8%	47.1%
Wayne	272	109	40.1%	34.4%	46.0%
Wirt	34	17	50.0%	34.1%	65.9%
Wyoming	114	61	53.5%	44.4%	62.4%
<b>Totals:</b>	<b>2,953</b>	<b>1,142</b>	<b>38.7%</b>	<b>36.9%</b>	<b>40.4%</b>

The percentage at or above the standard ranged from 13.3% (for WVSDT) to 53.5% (for Wyoming). However, please note that the number of surveys received from some school districts were relatively small, making the results less reliable.

In the Appendix section of this report, **Table A-3** and **Table A-4** display the percentage of preschool and school age students' parent responses at or above the indicator 8 standard for each individual district.

**Figure 3** presents the distribution of Rasch scores for all parents responding to the survey.

**Figure 3**  
**2023 West Virginia Parent Survey Distribution of Indicator 8 Scores**  
**(Preschool and School Age Combined)**



The range of Indicator 8 scores or “Partnership Efforts Measures” found along the x-axis, represent the level of *agreement* with indicator 8 (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 that level. In addition, please 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 students’ parent responses (**Figure A-2**).



Parents reported similar satisfaction with most aspects of their school partnership in 2023 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 (2020). **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 2023 expressed less satisfaction in their partnership with schools compared with parents surveyed in 2020 (the prior survey administration year for the same districts). Parents expressed greater satisfaction in three of the 26 items this year compared with the 2020 administration year. The largest increase in satisfaction in the current year compared to the previous survey administration cycle was associated with survey item 24: “*give parents the help they may need, such as transportation, to play an active role in their child’s learning and development (+1.0%)*”. The most significant drop in satisfaction in 2023 compared to the 2020 survey administration cycle was associated with survey item 6: “*I have been asked for my*

*opinion about how well preschool special education services are meeting my child's needs (-8.1%)”.*

None of the 24 *school age* survey items received greater satisfaction ratings in 2023 compared to 2020. In general, compared to the 2020 survey administration, parents reported less satisfaction with all aspects of their partnership with the schools and services. The most significant drop in satisfaction between the two administration cycles was associated with survey item 1: “I have been asked for my opinion about how well special education services are meeting my child's needs (-8.0%)”.

**Table 11**  
**Preschool Survey Item Analysis (2022-2023)**

**Table Details Percent Difference in Parent Satisfaction Between the Current Year and the Last Time the Same Districts Were Surveyed (2020)**

Preschool Survey Items	Statewide % in Agreement (Strongly/Very Strongly Agree)		Percent Difference from Prior Administration to 2023
	2023	2020	
1) I am part of the IEP decision-making process	68.5%	70.0%	-1.5%
2) My recommendations are included on the IEP	63.9%	67.2%	-3.3%
3) My child's IEP goals are written in a way that I can work on them at home during daily routines	63.3%	69.4%	-6.1%
4) My child's evaluation report was written using words I understand	66.3%	68.5%	-2.2%
5) The preschool special education program involves parents in evaluations of whether preschool special education is effective	59.0%	62.8%	-3.8%
6) I have been asked for my opinion about how well preschool special education services are meeting my child's needs	52.2%	60.3%	-8.1%
7) Included me in the process of helping my child transition from early intervention to preschool special education	63.1%	65.0%	-1.9%
8) provide me with information on how to get other services	48.5%	53.5%	-5.0%
9) are available to speak with me	65.9%	66.4%	-0.5%
10) treat me as an equal team member	62.9%	65.1%	-2.2%
11) encourage me to participate in the decision-making process	63.9%	64.5%	-0.6%
12) respect my culture	68.7%	68.4%	0.3%
13) value my ideas	64.9%	65.2%	-0.3%
14) ensure that I have fully understood my rights related to preschool special education	63.6%	66.0%	-2.4%
15) communicate regularly with me regarding my child's progress on IEP goals	60.2%	62.2%	-2.0%
16) give me options concerning my child's services and supports	56.6%	60.6%	-4.0%
17) provide me with strategies to deal with my child's behavior	52.4%	56.1%	-3.7%
18) give me enough information to know if my child is making progress	60.5%	62.9%	-2.4%
19) give me information about the approaches they use to help my child learn	55.3%	60.6%	-5.3%
20) give me information about organizations that offer support for parents	45.3%	47.8%	-2.5%
21) offer parents training about preschool special education	39.0%	40.9%	-1.9%
22) offer parents different ways of communicating with people from preschool special education	48.5%	51.4%	-2.9%
23) explain what options parents have if they disagree with a decision made by the preschool special education program	47.8%	52.0%	-4.2%
24) give parents the help they may need, such as transportation, to play an active role in their child's learning and development	52.1%	51.1%	1.0%
25) offer supports for parents to participate in training workshops	40.1%	42.5%	-2.4%
26) connect families with one another for mutual support	39.7%	39.4%	0.3%

**Table 12**  
**School Age Survey Item Analysis (2022-2023)**  
**Table Details Percent Difference in Parent Satisfaction Between the Current Year and**  
**the Last Time the Same Districts Were Surveyed (2020)**

School Age Survey Items	Statewide % in Agreement (Strongly/ Very Strongly Agree)		Percent Difference from Prior Administration to 2023
	2023	2020	
1) I have been asked for my opinion about how well special education services are meeting my child's needs	43.2%	51.2%	-8.0%
2) IEP meetings are scheduled at a time and place that are convenient for me	57.6%	62.1%	-4.5%
3) We discussed whether my child could be educated satisfactorily in the regular classroom with appropriate aids and support	50.3%	56.7%	-6.4%
4) At the IEP meeting, we discussed accommodations and modifications that my child would need	55.0%	60.6%	-5.6%
5) At the IEP meeting, we discussed how my child would participate in statewide assessments	44.0%	49.5%	-5.5%
6) The evaluation results were thoroughly explained to me	51.4%	56.7%	-5.3%
7) I was given enough time to fully understand my child's IEP	52.5%	57.8%	-5.3%
8) Information was provided to me in a language I understand	66.0%	68.5%	-2.5%
9) I was given information about organizations that offer support for parents of students with disabilities	38.1%	41.8%	-3.7%
10) Provides funding, transportation, or other supports for parents to participate in training workshops	29.5%	33.9%	-4.4%
11) Connects families to other families that can provide information and mutual support	25.1%	28.7%	-3.6%
12) Offers parents training about special education issues	26.5%	29.6%	-3.1%
13) Explains what options parents have if they disagree with a decision of the school	33.8%	39.2%	-5.4%
14) Has a person on staff who is available to answer parents' questions	46.6%	51.6%	-5.0%
15) Offers parents a variety of ways to communicate with teachers	48.2%	52.8%	-4.6%
16) My child's teachers give me enough time and opportunities to discuss my child's needs and progress	49.1%	55.6%	-6.5%
17) Answered any questions I had about Procedural Safeguards	45.7%	50.3%	-4.6%
18) Show sensitivity to the needs of students with disabilities and their families	48.0%	51.8%	-3.8%
19) Encourage me to participate in the decision-making process	49.3%	53.5%	-4.2%
20) Respect my family's values	50.8%	54.8%	-4.0%
21) The school gives me choices with regard to services that address my child's needs	43.4%	47.9%	-4.5%
22) I have a good working relationship with my child's teachers	49.7%	55.1%	-5.4%
23) The school communicates regularly with me regarding my child's progress on IEP goals	46.0%	50.1%	-4.1%
24) The school provides information on agencies that can assist my child in the transition from school	35.0%	37.9%	-2.9%

## IV. SUMMARY

This section of the report summarizes key elements of the survey administration process and highlights the results of the 2022-2023 administration of the West Virginia *Parent Involvement Survey*. Suggestions for improving the survey administration and reporting process are also included.

### Survey Administration and Results

- 14,993 surveys were mailed to parents of children across 19 school districts in May 2023.
- Parents/guardians had the option of completing either the paper-and-pencil or online version of the survey.
- The parent surveys were disseminated in May 2023. By mid-June, the response rate was 13.9% for preschool surveys, 10.1% for school age surveys, and 10.4% statewide. In early August, the survey was mailed again to parents who had not completed the survey. By mid-September, the response rate approached 25.6% for preschool surveys, 19.9% for school age surveys, and 20.3% statewide.
- Direct personalized emails, including the survey link and login information, were also sent out in mid-May. Emails were sent to 372 preschool contacts and 6,655 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, 2,953 surveys were received (20.8% statewide response rate); 252 (26.1% response rate) were from parents of preschoolers and 2,701 (20.4% response rate) were from parents of school-age students.
- This year, a substantial number of surveys (50%) were completed online. This is a decrease of 2%-point compared to the outcomes obtained in the previous administration year (2022 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 15 of the 16 disability types.
- In 2023, 38.7% 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 2020 (44.4%).
- It is important to note that in 2023, parents of school age children expressed less satisfaction with all aspects of their partnership with schools than they did in 2020. Further, when comparing this year with 2020, parents of preschool children expressed less satisfaction with most aspects of the parent-school partnership.

## Recommendations

- The following three improvements recommended in 2022 were implemented during the current year's administration. We plan to continue the following efforts to reach as many parents as possible.
  - 1- MI developed a scannable QR code for the surveys to further facilitate parent participation. Scanning the QR code with a smart device provided parents with direct access to the survey.
  - 2- MI continued the practice of sending out monthly reminders to parents. Additionally, MI instituted an automated process where each county's special education director was able to send out an email reminder to the parents in their county. The goal was to have parents receive two monthly reminders—one originating from MI, and the other from the education director of their respective counties.
  - 3- MI developed a system where reminder emails included a personalized direct link to the survey. This system was especially helpful to parents who lost or misplaced their survey ID.
- Continue to administer the survey in early April allowing parents ample time to complete and return the survey.
- Continue to improve and streamline the online dissemination process. MI launched the web-based survey dissemination six years ago which has proven to be an effective strategy for increasing parent participation. This year, for example, 50% 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. However, send a reminder card that includes pertinent log-in and QR code information to households as opposed to the full survey package to reduce printing and labor costs.
- 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.
- Conduct focus groups and interviews with county special education directors and staff to discuss ways of increasing parent survey 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 social media, the district website, 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 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 parents’ views and perceptions regarding their relationship with schools, satisfaction with services, suggestions, etc. We highly recommend that districts continue to be given the opportunity to review and discuss parent comments to further strengthen the partnership between WVDE and the families of children receiving special education services. Please refer to the analysis of the comment section for better insight into the general themes expressed by parent feedback.

## V. APPENDIX

**Table A**  
**Nonresponse Bias — Adjusted Indicator 8 Scores for Exceptionality and SES Categories**  
**(Preschool and School Age Combined)**

Exceptionality Category	Number & Percentage of Respondents Meeting Indicator 8						Weighted Indicator 8 Adjustment Total (PreK 12)				
	Preschool		School Age		Total		Desired Responses		Weighting Factor	Weighted Met Indicator 8	
	N	%	N	%	N	%	N	%		N	%
Autism	1	100.0%	101	39.8%	102	40.0%	213	7.2%	0.84	85	40.0%
Emotional/Behavior Disorder	0	0.0%	5	17.2%	5	17.2%	48	1.6%	1.65	8	17.2%
Speech/Language Impairment	39	50.0%	274	45.3%	313	45.8%	622	21.1%	0.91	285	45.8%
Deaf/Blindness	0	0.0%	0	0.0%	0	0.0%	2	0.1%	0.75	0	0.0%
Deafness	0	0.0%	1	50.0%	1	33.3%	4	0.1%	1.26	1	33.3%
Hard of Hearing	2	100.0%	9	29.0%	11	33.3%	22	0.7%	0.67	7	33.3%
Intellectually Disabled	0	0.0%	0	0.0%	0	0.0%	10	0.3%	3.39	0	0.0%
Specific Learning Disability	0	0.0%	315	38.9%	315	38.9%	977	33.1%	1.21	381	38.9%
Moderately Mentally Impaired	0	0.0%	42	39.6%	42	39.6%	77	2.6%	0.72	30	39.6%
Mild Mental Impairment	0	0.0%	124	37.9%	124	37.9%	305	10.3%	0.93	116	37.9%
Severe Mental Impairment	0	0.0%	4	25.0%	4	25.0%	11	0.4%	0.7	3	25.0%
Other Health Impairment	0	0.0%	122	26.0%	122	25.9%	484	16.4%	1.03	125	25.9%
Orthopedic Impairment	0	0.0%	2	25.0%	2	25.0%	5	0.2%	0.65	1	25.0%
Developmental Delay	82	49.1%	6	42.9%	88	48.6%	151	5.1%	0.83	73	48.6%
Blindness and Low Vision	2	100.0%	7	38.9%	9	45.0%	18	0.6%	0.89	8	45.0%
Traumatic Brain Injury	0	0.0%	4	57.1%	4	57.1%	5	0.2%	0.66	3	57.1%
<b>Total</b>	<b>126</b>	<b>50.0%</b>	<b>1,016</b>	<b>37.6%</b>	<b>1,142</b>	<b>38.7%</b>	<b>2,953</b>	<b>100%</b>	<b>1.00</b>	<b>1,127</b>	<b>38.2%</b>

SES Category Eligible for FRPL (No/Yes)	Number & Percentage of Respondents Meeting Indicator 8						Weighted Indicator 8 Adjustment Total (PreK 12)				
	Preschool		School Age		Total		Desired Responses		Weighting Factor	Weighted Met Indicator 8	
	N	%	N	%	N	%	N	%		N	%
No	51	47.7%	390	37.9%	441	38.8%	1,031	34.9%	0.91	400	38.8%
Yes	76	51.7%	626	37.5%	701	38.6%	1,922	65.1%	1.06	742	38.6%
<b>Total</b>	<b>126</b>	<b>50.0%</b>	<b>1,016</b>	<b>37.6%</b>	<b>1,142</b>	<b>38.7%</b>	<b>2,953</b>	<b>100%</b>	<b>1.00</b>	<b>1,142</b>	<b>38.7%</b>

**Table B-1**  
**Exceptionality Categories of Students With Disabilities (SWD) Survey Sample**  
**Compared to December 1, 2022, Child Count Data (Preschool)**

Disability Category	Count of Respondent Sample in 2023	Percentage of Respondent Sample in 2023	December 1, 2022, Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	1	0.4%	43	1.2%	-0.8%
Emotional/Behavior Disorder	0**	0.0%	0	0.0%	0.0%
Speech/Language Impairment	78	31.0%	1,232	34.6%	<b>-3.6%</b>
Deaf/Blindness	0**	0.0%	3	0.1%	-0.1%
Deafness	1**	0.4%	4	0.1%	0.3%
Hard of Hearing	2**	0.8%	20	0.6%	0.2%
Intellectually Disabled	0**	0.0%	0	0.0%	0.0%
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	1**	0.4%	6	0.2%	0.2%
Orthopedic Impairment	0**	0.0%	3	0.1%	-0.1%
Developmental Delay	167	66.3%	2,231	62.6%	<b>3.7%</b>
Blindness and Low Vision	2**	0.8%	19	0.5%	0.3%
Traumatic Brain Injury	0**	0.0%	0	0.0%	0.0%
<b>Grand Total</b>	<b>252</b>	<b>100.0%</b>	<b>3,562</b>	<b>100.0%</b>	

\*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 B-2**  
**Exceptionality Categories of Students With Disabilities (SWD) Survey Sample**  
**Compared to December 1, 2022, Child Count Data (School Age)**

Disability Category	Count of Respondent Sample in 2023	Percent of Respondent Sample in 2023	December 1, 2022, Child Count of Eligible Population	Percent of Eligible Population	Over/Under Representation*
Autism	254	9.4%	3,348	7.7%	1.7%
Emotional/Behavior Disorder	29	1.1%	761	1.8%	-0.7%
Speech/Language Impairment	605	22.4%	8,658	19.9%	2.5%
Deaf/Blindness	2**	0.1%	21	0.0%	0.1%
Deafness	2**	0.1%	56	0.1%	0.0%
Hard of Hearing	31	1.1%	331	0.8%	0.3%
Intellectually Disabled	3**	0.1%	162	0.4%	-0.3%
Specific Learning Disability	809	30.0%	15,548	35.8%	-5.8%
Moderately Mentally Impaired	106	3.9%	1,222	2.8%	1.1%
Mild Mental Impairment	327	12.1%	4,844	11.2%	0.9%
Severe Mental Impairment	16	0.6%	179	0.4%	0.2%
Other Health Impairment	470	17.4%	7,692	17.7%	-0.3%
Orthopedic Impairment	8**	0.3%	80	0.2%	0.1%
Developmental Delay	14	0.5%	171	0.4%	0.1%
Blindness and Low Vision	18	0.7%	265	0.6%	0.1%
Traumatic Brain Injury	7**	0.3%	73	0.2%	0.1%
<b>Grand Total</b>	<b>2,701</b>	<b>100.0%</b>	<b>43,411</b>	<b>100.0%</b>	

\*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 B-3**  
**Percentage of Parent Responses At or Above the Standard by District (Preschool)**

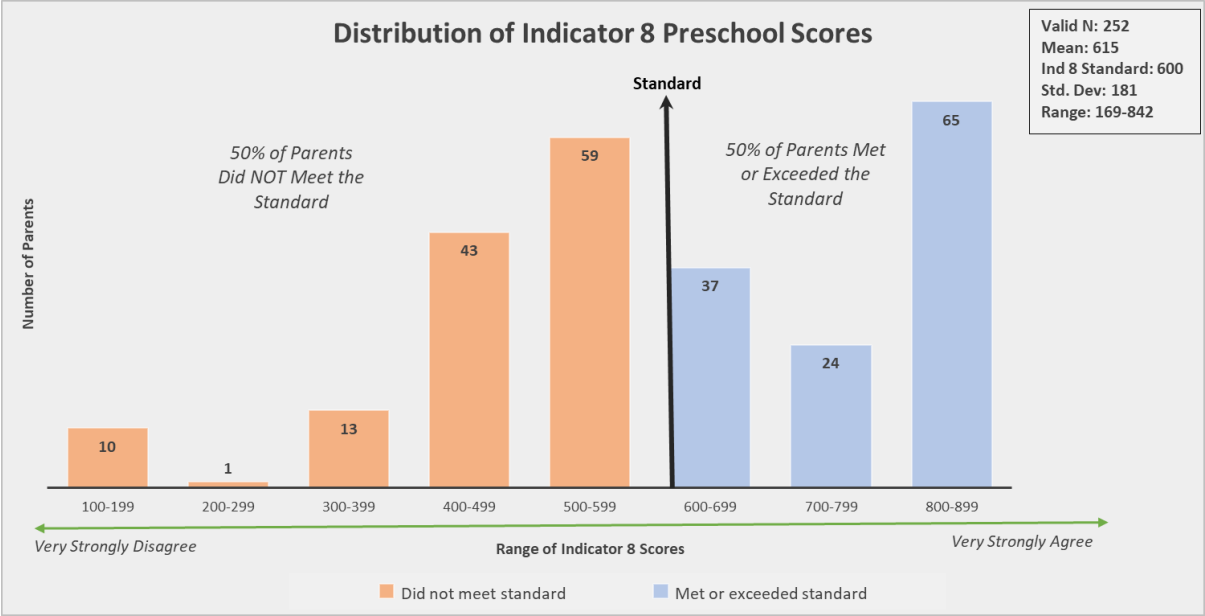
District	Total Response in 2023	Response At or Above Standard		95% Confidence Interval	
		Number	Percent	Low	High
Boone	4	2	50.0%	15.4%	84.6%
Braxton	3	0	0.0%	-4.9%	62.0%
Grant	6	2	33.3%	9.6%	70.4%
Hardy	12	8	66.7%	38.8%	86.2%
WVSDT (formerly OIEP)*	-	-	-	-	-
Kanawha	57	28	49.1%	36.6%	61.7%
Mercer	36	17	47.2%	32.0%	63.0%
Mingo	4	2	50.0%	15.4%	84.6%
Ohio	35	15	42.9%	28.0%	59.2%
Preston	15	5	33.3%	15.2%	58.5%
Randolph	3	1	33.3%	6.2%	79.5%
Roane	3	2	66.7%	20.5%	93.8%
Summers	4	1	25.0%	4.0%	71.0%
Taylor	3	1	33.3%	6.2%	79.5%
Tyler	8	5	62.5%	30.4%	86.2%
Upshur	13	7	53.8%	29.2%	76.7%
Wayne	26	14	53.8%	35.5%	71.2%
Wirt	3	1	33.3%	6.2%	79.5%
Wyoming	17	15	88.2%	64.2%	97.7%
<b>Totals:</b>	<b>252</b>	<b>126</b>	<b>50.0%</b>	<b>43.9%</b>	<b>56.1%</b>

\* Preschool surveys were not mailed to WVSDT during the 2022-2023 administration.

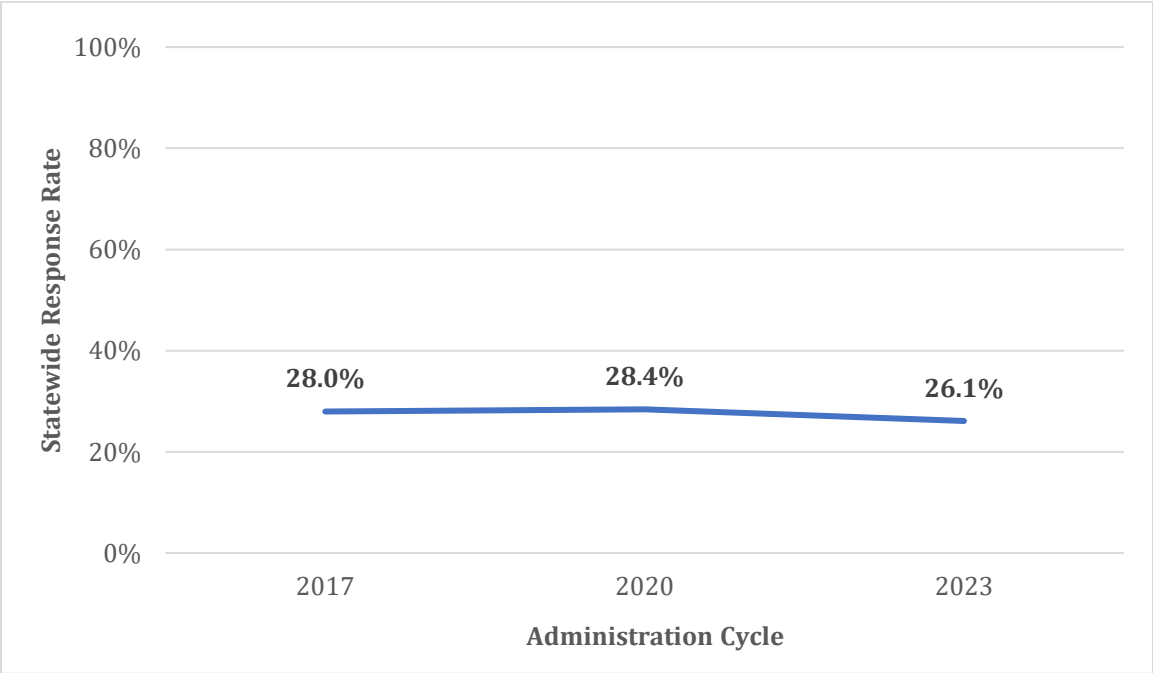
**Table B-4**  
**Percentage of Parent Responses At or Above the Standard by District (School Age)**

District	Total Response in 2023	Response At or Above Standard		95% Confidence Interval	
		Number	Percent	Low	High
Boone	61	22	36.1%	25.2%	48.7%
Braxton	61	11	18.0%	10.3%	29.7%
Grant	43	12	27.9%	16.7%	42.9%
Hardy	94	26	27.7%	19.6%	37.5%
WVSDT (formerly OIEP)	15	2	13.3%	2.7%	39.4%
Kanawha	826	277	33.5%	30.4%	36.8%
Mercer	280	127	45.4%	39.6%	51.2%
Mingo	77	34	44.2%	33.6%	55.3%
Ohio	199	102	51.3%	44.4%	58.1%
Preston	186	65	34.9%	28.5%	42.1%
Randolph	122	46	37.7%	29.6%	46.6%
Roane	48	18	37.5%	25.2%	51.7%
Summers	34	15	44.1%	28.9%	60.5%
Taylor	77	20	26.0%	17.5%	36.8%
Tyler	64	29	45.3%	33.8%	57.4%
Upshur	140	53	37.9%	30.3%	46.1%
Wayne	246	95	38.6%	32.8%	44.8%
Wirt	31	16	51.6%	34.9%	68.0%
Wyoming	97	46	47.4%	37.8%	57.3%
<b>Totals:</b>	<b>2,701</b>	<b>1,016</b>	<b>37.6%</b>	<b>35.8%</b>	<b>39.5%</b>

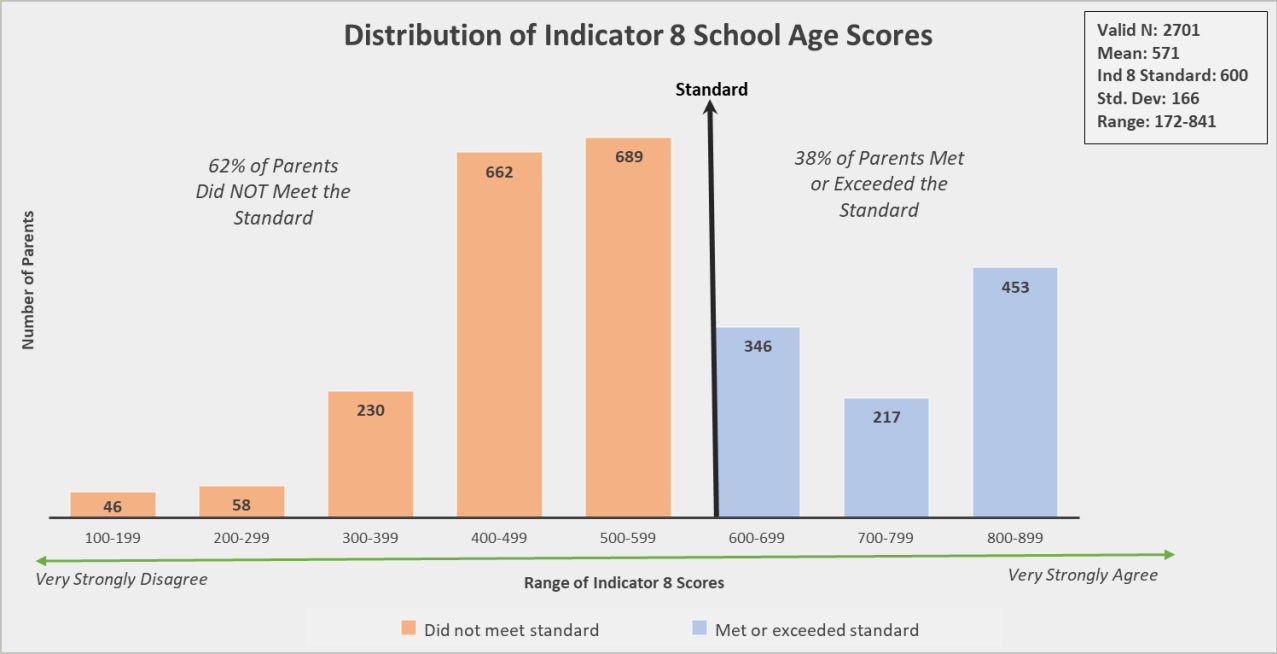
**Figure A-1**  
**2023 West Virginia Parent Survey Distribution of Indicator 8 Scores (Preschool)**



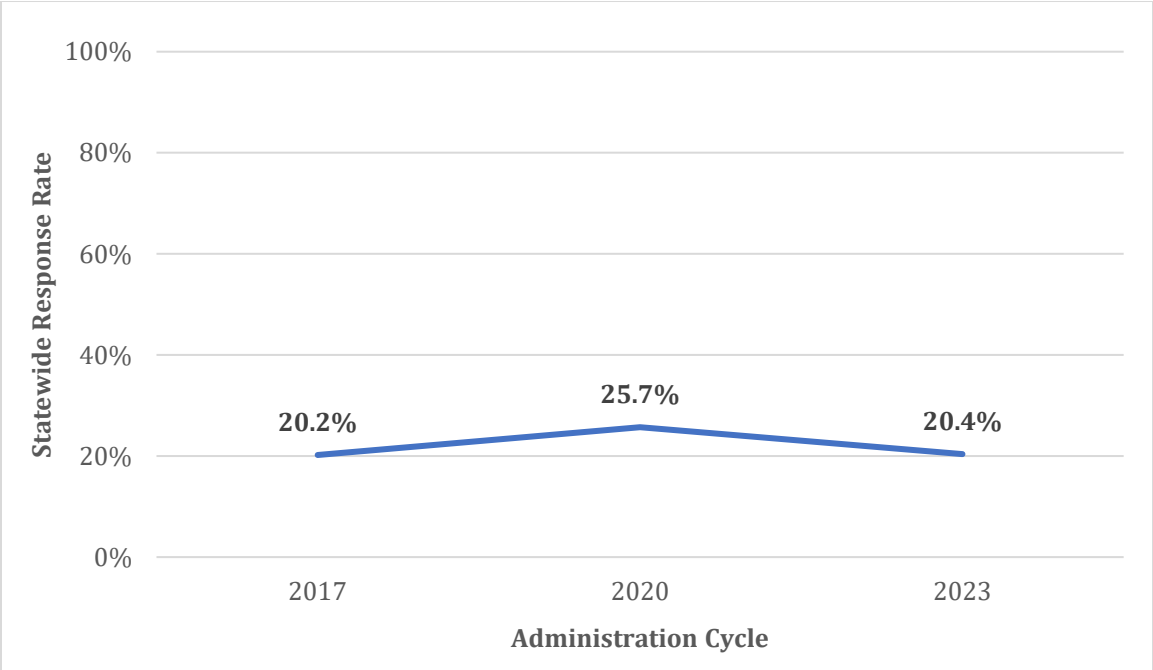
**Figure A-2**  
**2023 West Virginia Parent Survey Response Rate (Preschool)**



**Figure A-3**  
**2023 West Virginia Parent Survey Distribution of Indicator 8 Scores (School Age)**



**Figure A-4**  
**2023 West Virginia Parent Survey Response Rate (School Age)**



## References

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