West Virginia Purchasing Division

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Procurement | Budgeting | Accounts Receivable | Accounts Payable

Solicitation Response(SR) Dept: 0402 ID: ESR02052400000003787 Ver.: 1 Function: New Phase: Final   Modified by batch , 02/06/2024

Header 1

List View

General Information | Contact | Default Values | Discount | Document Information | Clarification Request

Procurement Folder: 1358325
Procurement Type: Central Contract - Fixed Amt
Vendor ID: 000000213844
Legal Name: MEASUREMENT INC
Alias/DBA:
Total Bid: $68,220.00
Response Date: 02/05/2024
Response Time: 13:26
Responded By User ID: measinc
First Name: Emily
Last Name: Eller
Email: eeller@measinc.com
Phone: 5184279840

SO Doc Code: CRFQ
SO Dept: 0402
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Published Date: 1/17/24
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Status: Closed
Solicitation Description: Parent Involvement Survey (Indicator B8)
Total of Header Attachments: 1
Total of All Attachments: 1

Proc Folder:	1358325
Solicitation Description:	Parent Involvement Survey (Indicator B8)
Proc Type:	Central Contract - Fixed Amt

Solicitation Closes	Solicitation Response	Version
2024-02-06 13:30	SR 0402 ESR02052400000003787	1

VENDOR
000000213844 MEASUREMENT INC

Solicitation Number:	CRFQ 0402 EDD2400000002			
Total Bid:	68220	**Response Date:** 2024-02-05	**Response Time:**	13:26:38
Comments:				

FOR INFORMATION CONTACT THE BUYER
Joseph E Hager III
(304) 558-2306
joseph.e.hageriii@wv.gov

Vendor
Signature X   **FEIN#**   **DATE**
All offers subject to all terms and conditions contained in this solicitation

Line	Comm Ln Desc	Qty	Unit Issue	Unit Price	Ln Total Or Contract Amount
1	Set-up and Development of Secure Online Survey System				725.00

Comm Code	Manufacturer	Specification	Model #
81130000			

Commodity Line Comments:

Extended Description:

One-Time/Lump Sum Fee for Development & Maintenance of Secure Online Survey System

Line	Comm Ln Desc	Qty	Unit Issue	Unit Price	Ln Total Or Contract Amount
2	Annual Survey Fee (Online & Paper)				67495.00

Comm Code	Manufacturer	Specification	Model #
81130000			

Commodity Line Comments:

Extended Description:

Annual Fee - To include all elements contained in the specifications for delivery, distribution, and reporting annually.

CRFQ-0402-EDD2400000002

Parent Involvement Survey (Indicator B8)

Submitted to:
**West Virginia Department of Education
Division of Federal Programs and Support
Office of Special Education**

February 5, 2024

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Introduction

Measurement Incorporated (MI) is pleased to present this proposal to the West Virginia Department of Education (WVDE) Division of Federal Programs and Support - Office of Special Education (DFPS-OSE) in response to its Request for Quote: CRFQ 0402 EDD2400000002. MI is one of the nation's leading providers of program evaluation, continuous improvement in education systems, and data collection and reporting services to clients at the federal, state, and local levels. Our Evaluation and School Improvement Services division, which will lead this important work, has managed more than 2,500 projects during its history exceeding 40 years.

Since our partnership with the WVDE-DFPS-OSE was established in 2012, we have made continuous efforts to assist all stakeholders, including SEAs, in the effective utilization of data towards improving special education services at the state and local levels. These efforts have been demonstrated by our deliberate collaboration with the project coordinator and special education directors, production of marketing materials and protocols for improving survey response rates, assistance provided to parents through our helpline, and annual modifications made to improve the dissemination process (e.g., improving online user experience, follow up methods, reminder email procedures, etc.). MI's *2023 Annual Report of WV Special Education Parent Survey Results* (**Appendix A**) outlines some of our existing efforts as well as recommendations to further improve parent survey participation.

We are confident that our history, combined with MI's commitment to positive and productive client relationships, open communication, and technical expertise qualified us to continue the successful data collection and reporting efforts for the next round of funding.

Qualifications

To fulfill the requirements of this project, [3.1] in the RFQ, we have included the same outstanding team of professionals that have had a long-standing partnership with the Department and are well-versed in the requirements and procedures to ensure successful completion of the survey, analyses, and report. Our team includes Dr. Asgari who has a Doctoral Degree and has directed the Parent Involvement Survey (Indicator B-8) initiative since 2015. All other research personnel that will be assigned to the project also possess direct experience in administering, analyzing, and reporting NCSEAM Survey, Family Partnership Efforts Scale and producing reports of the analyses of results that meet the reporting requirements of SPP/APR, Indicator 8.

The project team will consist of a project director, research assistant, data analyst, information technology specialist, and an IT operations manager. It will be supported by clerical staff and a graphic designer. The general responsibilities and educational background of this team are summarized below (resumes are included in **Appendix B** to fulfill [3.2] in the RFQ).

Project Director: Shaki Asgari, Ph.D., Senior Research Associate. Dr. Asgari will provide oversight for the project. She will ensure that all tasks are conducted at a high level of performance, and all products/deliverables are of the highest quality. She will interface with West Virginia Department of Education staff and partner organizations, as necessary, have major input into the data collection plan (online and paper) and data analysis specifications, and will be responsible for preparing the required reports and supervising the dissemination of results and reports to districts. Dr. Asgari will also supervise the provision of technical assistance to participating school districts to minimize the reporting burden.

Dr. Asgari has directed the WV Parent Survey dissemination effort since 2015 which has provided her extensive experience in conducting the NCSEAM Survey, generating reports of the analyses to meet the SPP/APR,

Indicator 8 requirements, and assisting SEAs in analyzing and using parent involvement data to improve special education at the local level [3.2.1 and 3.2.2]. She holds a Ph.D. in Social Psychology from The New School of Social Research (New York, NY). Her previous posts include Assistant Professor, Postdoctoral Fellow, and Mental Health Counselor. Dr. Asgari has engaged in both collaborative and independent psychology- and education-related research projects. She has considerable experience in the conceptualization, design, and implementation of longitudinal field studies, controlled laboratory experiments, and large-scale survey research projects. Moreover, Dr. Asgari has extensive experience in data analysis (both descriptive and advanced inferential), interpretation of results, and writing concise and targeted research reports. Dr. Asgari has published in peer-reviewed journals and has presented the outcome of various research projects at national conferences.

Research Assistant: Robert Strobel, M.A. Mr. Strobel will coordinate the production, dissemination, collection, and processing of the survey in accordance with the schedule. He will interface with West Virginia Department of Education staff and partner organizations, as necessary, and be responsible for combining the data collected via paper and online. He will support the preparation of the required reports and supervise the dissemination of results and reports to districts. Mr. Strobel will also provide and/or supervise the provision of technical assistance to participating school districts to minimize reporting burden.

Mr. Strobel has assisted with the administration of the WV Parent Survey since 2021. He has been directly involved with the coordination of all phases of the survey from the annual preparation through survey closing and reporting for both the West Virginia and Illinois Parent Surveys. He holds an M.A. in behavioral neuroscience and has worked as a Research Assistant for Measurement Incorporated since June 2021. He has experience working on collaborative longitudinal studies and education-related research projects and laboratory experiments. His training has primarily focused on research design, data collection, database management, and data analysis utilizing descriptive and inferential statistics. In addition, he specializes in the development of survey instruments, providing technical assistance and conducting quality assurance. Mr. Strobel currently supports and helps coordinate various evaluation projects at Measurement Incorporated.

Data Analyst: Anthony Cinquina, B.S. Director of Data Services. Mr. Cinquina will be responsible for managing all electronic databases. He will prepare and oversee all electronic exchanges of data between Measurement Incorporated offices, as well as the export of data to the West Virginia Department of Education. Mr. Cinquina will also be in charge of setting up the online survey and providing support to the project directors as needed, for data analyses.

Anthony Cinquina has participated as a data analyst for the WV Parent Involvement Survey since 2012 and has conducted Rasch Analysis, as required by OSEP, for the WV Parent Involvement Survey, as well as the Illinois and New Hampshire Parent Involvement Surveys. Mr. Cinquina graduated from Baruch College with a BS in Computer Information Systems. He has been with MI for over 30 years. His responsibilities include organizing online instruments for data collection, providing in depth quality control, and a descriptive and inferential statistical analysis. Mr. Cinquina is experienced in online survey development, website maintenance, and designing/manipulating databases. He also serves as one of MI's in-house statisticians and is proficient in many software applications including SPSS, Microsoft Access, Excel, Word, and Powerpoint.

Information Technology Specialist: Travis Wicker, B.S., Vice President of Information Technology. Mr. Wicker will manage and provide direction to application development teams and technical leadership for the project. Mr. Wicker will oversee the cleaning, verification, and manipulation of the data files received from WVDE. He will work with outside vendors to design survey barcodes, IDs, and the appropriate address coding for mailing envelopes. He will also oversee all quality assurance checks on the production process. Mr. Wicker will work closely with the IT Operations Manager on preparation of the final data files, and the Data Manager/Analyst to provide data for item analysis calculations during survey administration and collection.

Travis Wicker graduated from Methodist College with a B.S. in Computer Science. He has been with MI for over 10 years, serving as a programmer, analyst, and now as a software development specialist. He is involved in creating software solutions for educational assessment, data processing, and score reporting. In addition to managing the software development for the NHDOE parent involvement survey contract, he has also developed software solutions for the Connecticut Mastery Test, Maryland High School Assessment, Michigan Educational Assessment Program, New Jersey High School Proficiency Assessment, and the Ohio Graduation Test.

IT Operations Manager: Jason Grover. Mr. Grover will collaborate in the set-up and testing of the scannable survey forms and the development of the ID coding process. In addition, he will oversee the scanning, cleaning, and security management of the scannable surveys from the point of log-in at MI through the return of data to the MI New York office. Mr. Grover will ensure that all machine scoring staff know and adhere to all MI security procedures. He will work closely with the Data Analysts to ensure the fail-safe transfer of electronic data.

Jason Grover has been in the field of software development and image scanning for 10 years. As Manager of Operations in the Information Technology Department, he is responsible for the scanning and data entry for all of our assessment projects. Mr. Grover's previous experience includes working as Scanning Manager, a position in which he was responsible for client document setup, as well as Field Engineer, providing software development and scanning services. He has provided and/or overseen scanning services for MI since 2006.

MI's Experience With Similar Statewide Projects

Since 2007, MI has conducted a number of large-scale, statewide parent involvement surveys on an annual basis. These projects require many of the same services and areas of expertise required by the West Virginia Department of Education Parent Involvement Survey, some of which include:

- **Database verification and cleaning** of student/family addresses to ensure accuracy of delivery
- **Database construction and preparation** for data analysis and secure transfer of raw data to/from client via secure server FTP (file transfer protocol) connection
- **Survey identification, coding procedures**, **and the implementation** of barcodes and encryption codes matched to individual responses
- **Large-scale deployment of scannable surveys** and supporting materials within tight timeframes (initial and second mailing)
- **Large-scale deployment of online surveys** enabling users to apply online credentials (username/password) to complete the survey
- **Follow-up procedures** to include email reminders as well as a second mailing of the paper surveys to non-responders
- **In-process data verification, scanning, and response rate calculations by state and district/county** as well as follow-up procedures, as necessary, to ensure adequate response rates for desired confidence levels and confidence intervals
- **Disaggregate and report return rates** by gender, race/ethnicity, and disability categories
- **Rasch data analysis** of district and state-level survey results by age group (age groups 3-5 and 6-21), percent at or above Indicator 8 standard
- **Survey item analysis** to include descriptive analyses (mean, median, mode at district and state level)

- **Preparation of reports** in line with OSEP federal reporting requirements

Specific examples of our survey work in other states include the *Statewide Parent Involvement Survey* for the **Illinois State Board of Education** (ISBE) that began in 2007 and goes through June 2027, under our most recent renewed contract. The contract includes the annual preparation, distribution, and scanning of up to 60,000 parent surveys, as well as conducting analysis of state and district-level results, a representativeness study, and providing statistical summary data for Indicator B-8 of the SPP/APR. **Appendix C** contains samples of reports submitted to ISBE that fulfill (3.3 [3.3.1 through 3.3.5]) of the RFQ.

Additionally, MI held the contract to conduct the parent survey of pre-school and school-age children with disabilities for the New Hampshire Department of Education Bureau of Special Education from 2007 through 2015. The two instruments for this evaluation activity were developed by a group of NH stakeholders, including parents; it was based on a carefully selected set of items from the National Center for Special Education Accountability and Monitoring (NCSEAM). This system of documenting parental input was in compliance with federal accountability requirements reflected in the IDEA Part B State Performance Plan (SPP) and specifically Indicator 8 of New Hampshire's State Performance Plan (SPP). As part of the evaluation services, MI conducted a Rasch analysis of state-and district-level results, and provided NHDOE with aggregate and disaggregate data as needed for Annual Performance Reports. From 2012 to 2015, MI provided NHDOE with additional services to administer and evaluate post-school outcome surveys.

Mandatory Contract Services Requirements and Deliverables

The MI team will use their considerable expertise to meet and exceed each requirement listed in the RFQ in a way that will maximize survey response rates, provide WVDE-DFPS-OSE with the data it needs for federal reporting requirements, and produce timely State and District Indicator 8 percentage and item analysis reports, as well as the representativeness study in a timely manner. As has been our practice, we will continue to maintain open and effective communication with the WVDE-DFPS-OSE and other key stakeholder groups. As technology evolves, MI will seek out new and creative ways to improve the survey process and instill practices that will increase the survey response rate.

In this section of the proposal, we outline our plan to provide the necessary services, each of which are labeled with the number that corresponds with the requirement listed in the RFQ. Where applicable, we provide samples of our work, which are provided in **Appendix D**.

(4.1.2 [4.1.2.1, 4.1.2.2]) **Work Plan:** MI will develop a detailed work plan outlining the project activities, goals, and deliverables. The work plan will detail communication protocols, the schedule of data collection (printing surveys, anticipated mailing schedule, online survey distribution, etc.), analyses, and reporting.

[4.1.4] The work plan also details the project timeline. We strictly adhere to the agreed upon deadlines when conducting the preschool and school age Parent Involvement Surveys, yet remain flexible to meet the projects shifting goals or priorities. **Appendix D** contains a sample *Work Plan*.

[4.1.3] **Data Submission:** MI will provide the WVDE Project Coordinator with access to a secure site to share project relevant data. All electronically stored data reside on a password protected repository on our server. The server is protected by 15 separate firewalls and is continually scanned by malware protection software.

Survey Development

[4.1.1, 4.1.12] MI will use two parent surveys for the statewide data collection. One survey, containing 26 items and a comment section, will be administered to the parents of preschool children, and a second survey,

containing 25 items and a comment section, will be administered to the parents of school age children. Items for both parent surveys are adapted from the National Center for Special Education Accountability Monitoring (NCSEAM) survey item banks [4.1.13]. Through collaboration with the project director, we will ensure that the appearance and layout of the paper surveys are consistent with the latest WVDE graphic standards and branding (logos, letterheads, etc.).

[4.1.5] MI will also develop a secure, fully accessible online version of the survey. Additionally, we will also deploy an email campaign where direct emails containing the survey's hyperlink will be sent to a portion of the sample recipients for whom email addresses are available. **Appendix D** contains a sample *Email Invitation*.

Survey Administration

[4.1.8] The initial administration effort will entail sending a *survey package,* containing the paper survey (preschool or school age), parent letter, and a self-addressed postage-paid envelope addressed to MI, to all parents by U.S. postal service. [4.1.11] Each survey will be labeled with a unique code (or ID number) that links to a district and the child's demographic data. The unique code also prevents duplicative submissions.

[4.1.6, 4.1.10] Parents will also have the option of completing the survey online. A letter accompanying the parent survey includes login instructions for accessing the online survey. [4.1.7] A scannable QR code will also be added to the paper surveys to allow parents direct online access. **Appendix D** contains a *Sample Survey*.

MI will implement follow-up procedures for reaching out to recipients who have not yet submitted their completed survey. [4.1.9, 4.1.15] Namely, we will implement a second mailing of the survey package (letter, survey, return postage-paid envelope) by mid-June each year via the U.S. postal service to follow up with non-responding parents/guardians. Additionally scheduled email reminders will be sent out to non-responding parents for whom email addresses are available.

Analysis and Reporting

[4.1.14] The research team will generate monthly formative reports (submitted on the 15th of each month) to inform the WVDE regarding the response rates-disaggregated by LEA survey type (i.e., Preschool and School Age). **Appendix D** contains a sample *Monthly Report*. [4.1.17] The monthly reports as well as the final annual report will summarize information for the total number of surveys sent (via U.S. mail or email), number of completed surveys received, and number of undeliverable surveys (return-to-sender and bounced emails). This data can be associated with individual student IDs.

[4.1.16] The annual report will display raw survey data organized by LEA and [4.1.22] will include disaggregated response rates by gender, race/ethnicity, disability category, and SES for individual LEAs and statewide. (4.1.18 [4.1.18.1, 4.1.18.2, 4.1.18.3]). We will apply the Rasch analytic approach to produce information required for the SPP/APR. Separate analyses will be provided for each LEA, the preschool survey, and the school age survey data.

[4.1.19] The report will also display the statistical summary for Indicator B-8 for preschool and school age surveys combined and disaggregated and will include the percentage at or above the Indicator B-8 standard, counts of valid responses, the standard error of the mean, the mean, standard deviation and reliability measures, and non-response bias statistics. [4.1.24] The research team will examine the data for its representativeness on key demographic variables. Specifically, each year, the sample demographic characteristics (i.e., race/ethnicity, gender, disability, and SES) will be compared to the most recent West Virginia Child Count data. On a given category of data, a difference of 3 percentage points above or below the Child Count data will be considered significant and could indicate that the current survey sample characteristic

is different from the population of statewide parents. The report will also include [4.1.20] a survey item analysis at the LEA and statewide level. [4.1.23]. Parent responses to the open-ended survey questions will be submitted in both a verbatim and a content-analyzed format.

[4.1.21] The Annual Report, delivered on September 30th of each year, will fully adhere to the reporting requirements of Indicator 8: Parent Involvement of the IDEA Part B SPP/APR. **Appendix A** includes our recent 2023 report that was submitted to the department

Appendix A: WV Parent Involvement Survey 2023 Report

MEASUREMENT INCORPORATED

West Virginia Department of Education

West Virginia IDEA Part B:

Special Education Parent Survey Results

November 2023

MI® **MEASUREMENT**
I N C O R P O R A T E D

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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			
Percent at or above Indicator 8 standard:		**50.0% (SE of the mean = 3.2%)**	
Number of Valid Responses:	252	Measurement Reliability:	0.88 - 0.93
Mean Measure:	615	Measurement SD:	181
PART B School Age			
Percent at or above Indicator 8 standard:		**37.6% (SE of the mean = 0.9%)**	
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			
Percent at or above Indicator 8 standard:		**38.7% (SE of the mean = 0.9%)**	
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)			
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

* 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 spedard 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**
Surveys delivered	967	13,230	14,197	1,050	12,791	13,841
Surveys received	252	2,701	2,953	297	3,280	3,577
Statewide response rate	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
Totals:	**14,197**	**2,953**	**20.8%**	**38.7%**	

* 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)
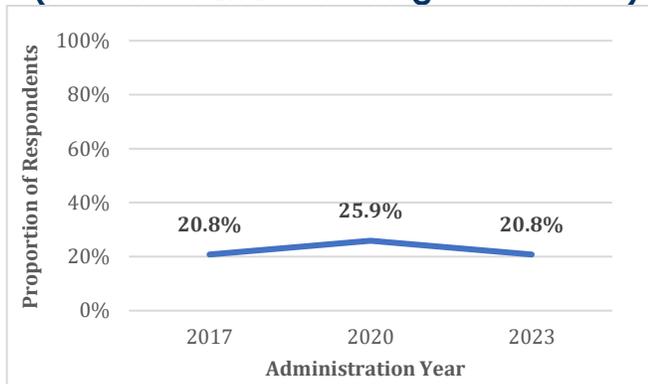
Figure 2
Statewide Indicator 8 Comparison
(Preschool and School Age Combined)
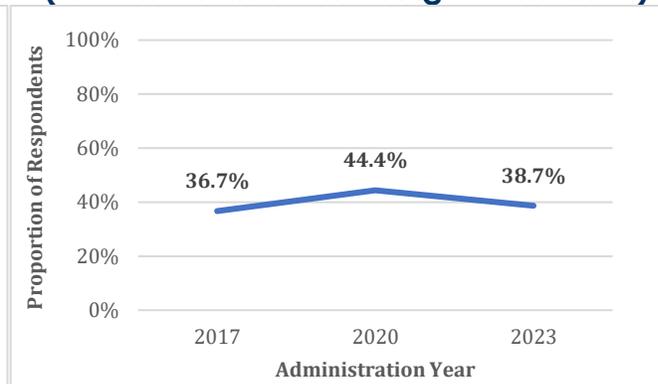
Table 4
Response Rate and Indicator 8 Comparisons by District: Comparison Between Current Year (2023) and the Last Time the Same Districts Were Surveyed (2020) (Preschool and School Age Combined)

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%
Totals:	**20.8%**	**25.9%**	**38.7%**	**44.4%**

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%
Grand Total	**2,953**	**100.0%**	**46,973**	**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 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%
Grand Total	2,953	100.0%	46,973	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 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%	**-5.7%**
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%
Grand Total	**2,953**	**100.0%**	**46,973**	**100.0%**	

*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%
Grand Total	**2,953**	**100.0%**	**46,973**	**100.0%**	

*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 *Number and percent of parents who agreed that the child s school district facilitated parental engagement*		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%
Totals:	**2,953**	**1,142**	**38.7%**	**36.9%**	**40.4%**

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)
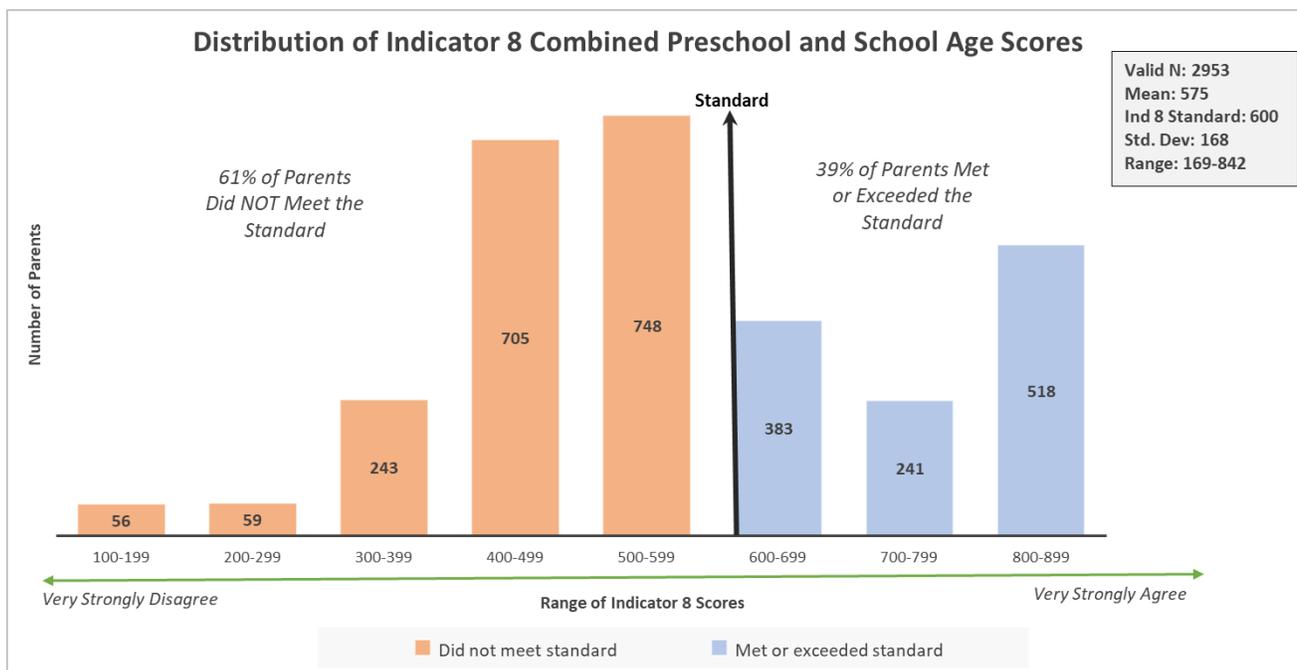
The range of Indicator 8 scores or "Partnership Efforts Measures" found along the x-axis, represent the level of *agreement* with indicator 8 (*i.e., agreement that the child's school district facilitated parental engagement as a means of improving the child's special education services)*. A higher bar 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%
Total	**126**	**50.0%**	**1,016**	**37.6%**	**1,142**	**38.7%**	**2,953**	**100%**	**1.00**		**1,127**	**38.2%**

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%
Total	**126**	**50.0%**	**1,016**	**37.6%**	**1,142**	**38.7%**	**2,953**	**100%**	**1.00**		**1,142**	**38.7%**

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%	**-3.6%**
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%	**3.7%**
Blindness and Low Vision	2**	0.8%	19	0.5%	0.3%
Traumatic Brain Injury	0**	0.0%	0	0.0%	0.0%
Grand Total	**252**	**100.0%**	**3,562**	**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 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%
Grand Total	**2,701**	**100.0%**	**43,411**	**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 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%
Totals:	**252**	**126**	**50.0%**	**43.9%**	**56.1%**

* 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%
Totals:	**2,701**	**1,016**	**37.6%**	**35.8%**	**39.5%**

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

Distribution of Indicator 8 Preschool Scores

Valid N: 252
Mean: 615
Ind 8 Standard: 600
Std. Dev: 181
Range: 169-842

50% of Parents Did NOT Meet the Standard

50% of Parents Met or Exceeded the Standard

Standard

Number of Parents

- 100-199: 10
- 200-299: 1
- 300-399: 13
- 400-499: 43
- 500-599: 59
- 600-699: 37
- 700-799: 24
- 800-899: 65

Very Strongly Disagree — Range of Indicator 8 Scores — *Very Strongly Agree*

■ Did not meet standard   ■ Met or exceeded standard
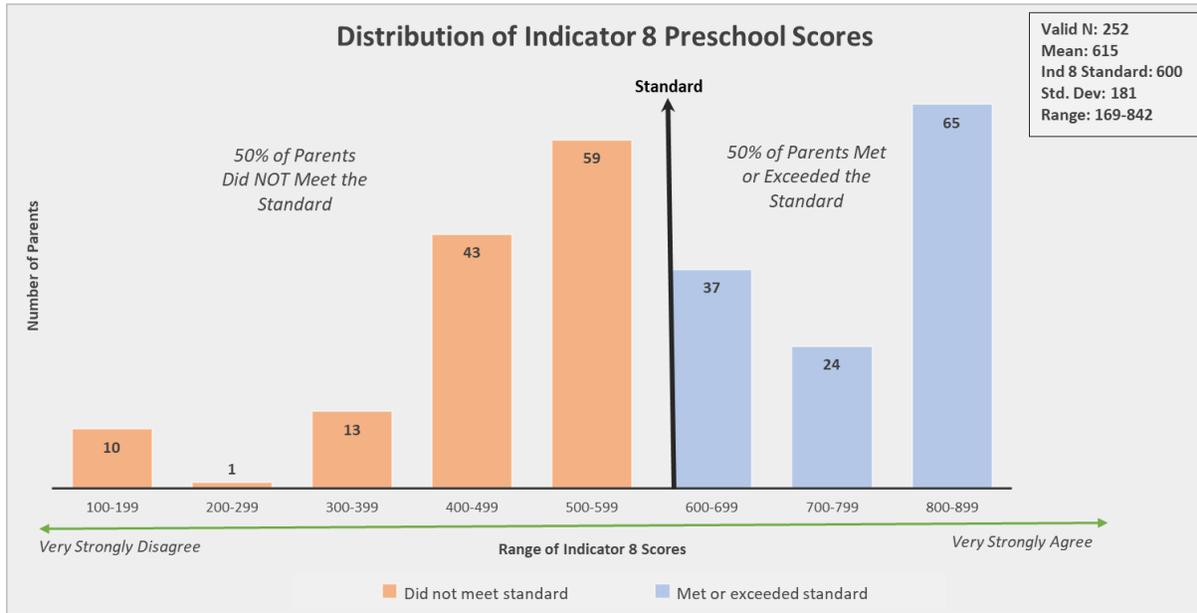
Figure A-2
2023 West Virginia Parent Survey Response Rate (Preschool)

Statewide Response Rate

- 2017: 28.0%
- 2020: 28.4%
- 2023: 26.1%

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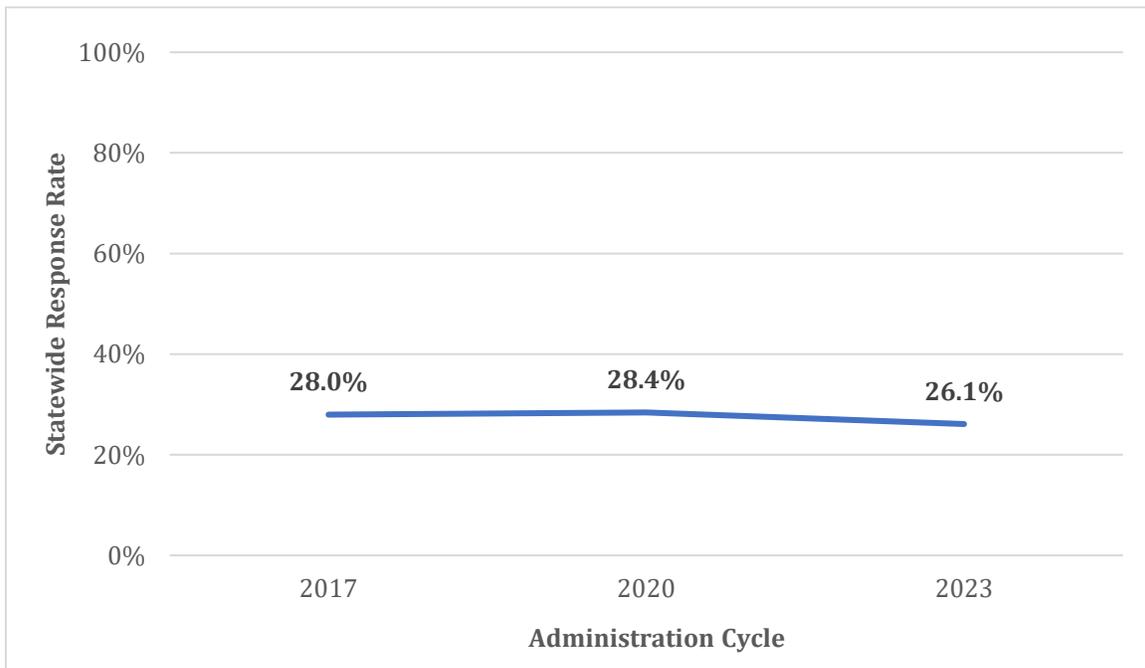
Figure A-3
2023 West Virginia Parent Survey Distribution of Indicator 8 Scores (School Age)

Distribution of Indicator 8 School Age Scores

Valid N: 2701
Mean: 571
Ind 8 Standard: 600
Std. Dev: 166
Range: 172-841

62% of Parents Did NOT Meet the Standard

38% of Parents Met or Exceeded the Standard

Standard

Number of Parents

46 | 58 | 230 | 662 | 689 | 346 | 217 | 453

100-199 | 200-299 | 300-399 | 400-499 | 500-599 | 600-699 | 700-799 | 800-899

Very Strongly Disagree — **Range of Indicator 8 Scores** — *Very Strongly Agree*

■ Did not meet standard ■ Met or exceeded standard

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

Statewide Response Rate

20.2% | 25.7% | 20.4%

2017 | 2020 | 2023

Administration Cycle
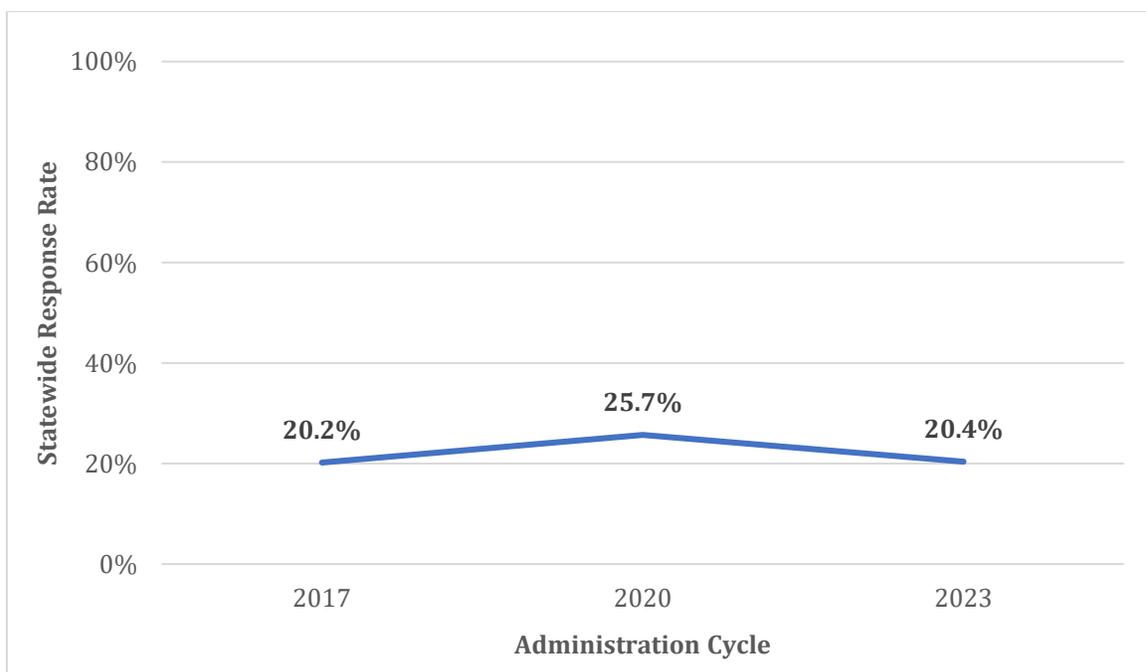
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Appendix B: Resumes

Shaki Asgari
Measurement Incorporated
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White Plains, NY 10601
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sasgari@measinc.org

SUMMARY OF QUALIFICATIONS

- Research experience and publications focused on analyzing gender and racial equity (e.g., study of factors that hinder or promote leadership skills and interest in STEM fields)
- Expertise in conception, design, and implementation of both field studies and laboratory experiments
- Demonstrated ability to develop creative and novel ways of operationalizing key concepts under investigation using both quantitative and qualitative methodology
- Substantial knowledge and experience in measurement and instrument design (e.g., survey design and validation)
- Experience in conducting effective observations, focus groups, and interviews with young children, adolescents, and adults (e.g., high school and college students), and other stakeholders (e.g., educators, project leadership, etc.)
- Ability to form strong collaborative relationships with all stakeholders including educators, support staff, parents, students, program coordinators, and government agencies
- Experience supervising and training staff (research staff, support personnel, administrators)
- Experience in data management and analysis (both descriptive and advanced inferential)
- Ability to provide clear interpretation of findings; facility with articulating the practical implications of results in promoting program sustainability and decision-making
- Expository writing skills demonstrated by track record of publications in peer-reviewed scientific journals as well as production of user-friendly technical reports
- Verbal communication and public speaking experience honed through classroom teaching as well as conference presentations
- Ability to use software products including statistical packages to design effective, easy to follow products and presentations
- Fully skilled in utilizing online platforms (e.g., Google Workspace; Microsoft 365/SharePoint; MS Teams; Zoom; Webex)
- Expertise in grant proposal development
- Knowledge of Institutional Review Board protocols (IRB protocols)

Ph.D., The New School for Social Research, New York, NY May 2003 Area: Experimental Social Psychology

RESEARCH, EVALUATION & TEACHING EXPERIENCE

Measurement Incorporated
White Plains, NY

- **Senior Research Associate** (2021-Present)
- **Research Associate** (2015-2021)
    - Design and implement program evaluation research studies
    - Develop quantitative and qualitative instruments
    - Perform cross-sectional and longitudinal analysis of state and local data
    - Write research outcome reports
    - Develop online surveys and online data collection instruments
    - Analyze and evaluate database management problems
    - Supervise junior staff, research assistants, and consultants
    - Maintain continuous communication with various stakeholders (funders, site staff, educators)
    - Present information in technical workshops and networking events
    - Conduct focus groups and site visits

Representative Projects

- Project Director: **Strengthening Community Colleges Training Grant (SCC grant), Des Moines Area Community College Industrial Maintenance and Community Colleges: A Pathway Forward** (2023-2027)
    - Develop the study design, including conceptualization of the study framework, identification of key questions, development of methodology, procedure, data collection strategies, research design, and analytic approach
    - Lead timely and high-quality execution of all deliverables
    - Develop an array of products including data collection instruments, surveys, focus group/interview protocols, briefs, and annual reports
    - Participate in client meetings; provide consultation and recommendations for achieving program goals

- Evaluation Study Developer: **Strengthening Community Colleges Training Grant (SCC grant), William Rainey Harper College** *EmergingTech@Harper* **project** (2023-2027)
    - Lead the evaluation design, including research questions, methodology, and analysis
    - Revise/update project logic model
    - Attend meetings, provide evaluation progression, and consult with the project team
    - Develop study instruments (e.g., surveys, data collection tools)

- ○ Direct reporting strategy and production

- PI: **Hudson County Community College Title V Grant—The Golden Door/La Puerta Dorada** Initiative focused on expanding educational opportunities and promoting the academic attainment of students, with a concentration on Hispanic and Latino students (Longitudinal Study 2021-2026)
    - ○ Develop tracking system for student data, service usage, and professional development engagement
    - ○ Develop data analysis specifications
    - ○ Summarize initiative's findings in formative and summative reports
    - ○ Lead monthly meetings to provide progress reports, analysis outcomes, and solidify project related decisions and strategies
    - ○ Interview project staff (i.e., academic coaches)

- PI: **DOE Supplemental Award. Initiative focused on postsecondary outcomes (e.g., college completion rates) of GEAR UP program participants** (2021-2022)
    - ○ Lead data collection activities and analyses
    - ○ Developed Annual Performance Report (APR) for DOE
    - ○ Participated in committees and subcommittees with nine other grantees to collaborate, aggregate data, troubleshoot, and discuss ways by which the study may be leveraged towards far-reaching impact

- PI: **Duval County, Florida Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Initiative** (Longitudinal Study 2017-2025)
    - ○ Supervise design and development of an online data management and reporting system over a seven-year period
    - ○ Develop analysis strategy for the complex retrospective comparative quasi-experimental study design
    - ○ Develop instruments (student demographic and academic information tracking templates, surveys, interviews, PD participation tracking logs)
    - ○ Produce APR report statistics
    - ○ Attend national GEAR UP conferences
    - ○ Provide technical assistance, training sessions and continuous feedback to support program operations
    - ○ Communication of findings through end-of-year reports, interim reports, survey briefs, snapshots, and presentations

- PI: **West Virginia Department of Education parent satisfaction with special education services** (Cross Sectional Study 2015-present)
    - ○ Lead statewide data collection of the National Center for Special Education Accountability and Monitoring (NCSEAM) preschool and school age survey
    - ○ Manage analysis process
    - ○ Collaborate with project coordinator and district special education directors in maximizing participant engagement
    - ○ Develop individual district reports and final report

- PI: **New Jersey Student Learning Assessment-Science Survey-Test Coordinator Survey Project** (2018, 2022, 2023, 2024)
    - ○ Annual update and dissemination of the online survey
    - ○ Develop analysis specifications and final report for NJ Department of Education

- PI: **Rockland BOCES Department of Justice Violence Prevention Initiative** (2021-2022)
  - Provided oversight to the project activities including efforts to capture implementation process and outcome data, analytic approach, and reporting

- PI: **Department of Mental Health: SAMHSA Rockland County System of Care Evaluation** (Longitudinal Study 2019-2020)
  - Provided oversight to the project activities including implementation progress and capturing youth outcome data (e.g., NOMS, IPP), data analysis, meetings with Partnership staff, technical assistance, evaluation of training sessions, instrument development and deliverables

- Co-investigator: **Evaluation of New York Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Initiative** (Longitudinal Study 2015-2022)
  - Collaborated with the PI on all aspects of the project, including conceptualization of design, methodology, analytic approach, product development, and data management strategies
  - Conducted interview and on-sight focus groups across NYC public schools
  - Led monthly "chat sessions" for subgrantees to present data, share findings, and discuss current research in relevant topics

- PI: **Investigation of Lighthouse Afterschool Program sponsored by the City of Bridgeport, Connecticut Department of Youth Services** (Cross Sectional Study 2018)
  - Designed protocols to record programming educational, recreational, and cultural activities
  - Developed assessment tools to gauge the learning environment and school climate
  - Assessed relationships and interactions among staff and parents through individual interviews
  - Examined student engagement through classroom observations
  - Performed data analysis
  - Developed end-of-program report

Department of Psychology, Iona University
New Rochelle, NY

- **Assistant Professor** (2013-2015)
  - Designed, conducted, and authored psychology and education-related studies
  - Functioned as the IRB chair for the Psychology Department
  - Taught the following classes: Developmental Psychology, Social Psychology, Research Methods, Cognitive Psychology, Personality Psychology, and General Psychology
  - Conducted SPSS training workshops
- **Visiting Assistant Professor (**2011-2013)
  - Duties were similar to above

Department of Psychology, Fordham University
Bronx, NY

- **Part-time Faculty/Research Team Collaborator** (2009-2011)
  - Designed and conducted studies in Applied Developmental Psychology in

collaboration with other researchers, faculty, and students
- ○ Developed survey questionnaires for web-based studies
- ○ Taught the following classes: Research Methods, Social Psychology, and General Psychology

Department of Psychology, Concordia College
Bronxville, NY

- ● **Assistant Professor** (2007-2009)
    - ○ Designed and implemented studies to examine factors in the immediate local environment that can enhance the academic experience and improve the success of underrepresented students
    - ○ Supervised students' research projects
    - ○ Taught the following psychology classes: Research Methods, Experimental Psychology, Personality Psychology, and Special Topics in Learning and Cognition

Department of Psychology, Fordham University
Bronx, NY

- ● **Postdoctoral Research Fellow** (2005-2007)
    - ○ Designed and implemented studies to investigate the influence of internal (i.e., perceived identification) and external (i.e., availability of support and presence of positive role models) variables on individuals' self-perceptions, intentions, and behavior
    - ○ Designed laboratory experiments to investigate the relationship between stress and perceived social support
    - ○ Hired, trained, and evaluated research assistants and student workers
    - ○ Managed the daily operation of the psychology lab including recruitment and scheduling of participants, data acquisition/management, and analyses
    - ○ Taught the following psychology classes: Social Psychology & General Psychology

Department of Psychology, University of Massachusetts
Amherst, MA

- ● **Postdoctoral Research Fellow** (2003-2005)
    - ○ Designed and conducted laboratory and field studies to investigate the influence of college environment on students' perception about their own qualities, capabilities, goals, and behavior
    - ○ Managed a team of 6-8 research assistants
    - ○ Coordinated participant recruitment, data collection, data management, and analyses
    - ○ Taught the following psychology classes: Developmental Psychology, Social Psychology, and Introduction to Psychology

Department of Psychology, The New School for Social Research

New York, NY

- **Research Assistant** (2000-2003)
  - Conducted independent and collaborative projects in social psychology
  - Performed data management including data backup, data reduction, and data analysis
  - Trained and supervised student workers in laboratory procedures
  - Taught Stereotyping, Prejudice, and Discrimination Seminar

ADMINISTRATIVE EXPERIENCE

Office of Academic Affairs, The New School for Social Research

New York, NY

- **Coordinator, Scholarships, External Funding, and Career Services** 2000-2003
  - Managed the daily operations of the division
  - Collaborated with the Assistant Dean and department directors in developing policies and programs related to student support services
  - Supervised support staff and student workers
  - Coordinated special events and orientation programs
  - Designed department's career and external funding website
  - Developed a comprehensive database of job, fellowship, grant, and post-doctoral opportunities
  - Established a career development program within the Office of Academic Affairs
  - Conducted workshops, seminars, and information sessions

EDUCATIONAL COUNSELING EXPERIENCE

College of New Rochelle
New Rochelle, NY

- **Mental Health Counselor**
  - NY State certification & M.S. degree in Counselor Education (1994-2000)
  - Provided personal, social, educational, and vocational counseling
  - Administered psychological, personality, and vocational assessments
  - Conducted longitudinal research to support student retention efforts
  - Supervised counseling interns and support staff
  - Generated monthly and annual departmental reports

Erie Community College
Buffalo, NY

- **Mental Health Counselor**
  - NY state certification & M.S. degree in Counselor Education (1990-1994)
  - Duties were similar to above

REPRESENTATIVE PEER-REVIEWED PUBLICATIONS

Kiss, T. & **Asgari, S.** (2022). A Case Study of Personal Experiences of Undocumented Eastern European Immigrants Living in the United States. *Journal of Identity and Migration Studies, 16*(1), 126-145. http://www.jims.e-migration.ro/Vol16_No1_2022/JIMS_Vol16_No1_2022_pp_126_145_KISS.pdf

Lai, C. K., Skinner, A. L., Cooley, E…**Asgari, S.** (23/29)…Nosek, B. A. (2016). Reducing Implicit Racial Preferences: II. Intervention Effectiveness Across Time. *Journal of Experimental Psychology: General.* http://papers.ssrn.com/sol3/Papers.cfm?abstract_id=2712520

Asgari, S. & Carter, F. (2016). Exposure to Peer Mentors Can Improve Academic Performance: A Quantitative Examination of the Effectiveness of Peer Mentoring in Introductory College Courses. *Teaching of Psychology, 2* (1-5). doi: 10.1177/0098628316636288

Asgari, S. (2015). The Influence of Varied Levels of Received Stress and Support on Negative Emotions and Support Perceptions. *Current Psychology*, 1-18. http://link.springer.com/article/10.1007%2Fs12144- 015-9305-2#/page-1

Asgari, S. (2014) Review of Research Methods for Behavioral Sciences, *Psychology of Teaching and Learning*, *13* (2), 157-158.

Asgari, S., Dasgupta, N., & Stout, J. (2012). When do counterstereotypic ingroup members inspire vs. deflate? The effect of successful role models on women's leadership self-concept. ***Personality and Social Psychology Bulletin, 38, 370-83***. https://www.researchgate.net/publication/51969921_When_Do_Counterstereotypic_Ingroup_ MembersIn spire_Versus_Deflate_The_Effect_of_Successful_Professional_Women_on_Young_Women's_ Leadershi p_Self-Concept

Asgari, S., Dasgupta, N., & Gilbert Cote, N. (2010). When does contact with successful ingroup members change self-stereotypes? A longitudinal study comparing the effect of quantity vs. quality of contact with successful individuals. *Social Psychology, 41,* 202-211. http://psycnet.apa.org/index.cfm?fa=buy.optionToBuy&id=2010-17202-013

Asgari, S. (2009). Review of removing barriers: Women in academic science, technology, engineering, and mathematics. *Journal about Women in Higher Education, 1*, 244-246.

Dasgupta, N. & **Asgari, S.** (2004). Seeing is believing: Exposure to counterstereotypic women leaders and its effect on the malleability of automatic gender stereotyping. *Journal of Experimental Social Psychology, 40*, 642-658. http://www.sciencedirect.com/science/article/pii/S0022103104000253

REPRESENTATIVE TECHNICAL REPORTS

Asgari, S. (2022). Technical Report of the NY State Supplemental Award: Longitudinal Study of Postsecondary Enrollment/Persistence/Graduation. White Plains, NY: Measurement Inc.

Asgari, S. (2019-present). Comprehensive analysis of the Duval County Florida Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). White Plains, NY: Measurement, Inc.

Asgari, S. (2016-present). West Virginia State Parent Involvement (Indicator 8) Evaluation. White Plains, NY: Measurement, Inc.

Asgari, S. (2019, 2022). New Jersey Student Learning Assessment-Science Survey Report. White Plains, NY: Measurement, Inc.

Asgari, S. (2018). Quantitative & qualitative analysis of the Bridgeport Connecticut Lighthouse Afterschool Program. White Plains, NY: Measurement, Inc.

Asgari, S. (2017). Comprehensive analysis of the New York State Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). White Plains, NY: Measurement, Inc.

SELECTED PRESENTATIONS
(Conferences, Workshops, Professional Development Seminars)

Asgari, S. (April 2021). DCPS GEAR UP program outcomes for 2019-2020 academic year (gGrade 9). Webinar presentation offered to the district key staff.

Asgari, S. (January 2016-2021). Bi-monthly live webinars. Sample topics: *Effective Use of Data, Creating a College-Going Culture for Low Income Students, Parental Engagement, Using Data to Strengthen Services, Strategies for Maximizing Survey Response Rate, & Effective Academic Tutoring Models.*

Asgari, S. (October 19, 2015). Gaining Early Awareness and Readiness for Undergraduate Programs: Student Focus Groups Findings. Report presented at the Higher Education Services Corporation Technical Workshop, Albany, NY.

Asgari, S. (August 7, 2015). *What are we really priming? The influence of male and female exemplars on women's perceptions about ingroups and the self.* APA Annual Convention, Toronto, Canada.

Asgari, S. & Carter, F. (May 30, 2014). *Peer Mentors Can Enhance Academic Performance of College Students.* Presented at The Teaching Professor Annual Conference, Boston, MA.

Asgari, S. & Carter, F. M. (April 4, 2014). *The Effects of Peer Mentoring in Introductory Level College Courses.* Platform talk given at Westchester Undergraduate Research Conference, Dobbs Ferry, NY. [Presented by student]

Aldredge, M. D. & **Asgari, S.** (February 21, 2014). *Trending Toward Artistic Diversity? A Case Study of Collegiate Arts Programming, 2000-2014.* Regular Paper Session given at the Eastern Sociological Society Annual Meeting, Baltimore, MD.

Asgari, S., Gosselin, J, & Niblock (2013, May 24). *Double Jeopardy: The conjunctive*

influence of social class and race on evaluation of college applicants' success in highly selective universities. Research presented at the annual meeting of the Association for Psychological Science, Washington, DC.

Kiss, T., & **Asgari, S.** (2013, March 2). *To be an immigrant: Psychosocial experiences of unauthorized Eastern European immigrants living in the United States.* Research presented at the Eastern Psychological Association meeting, New York, NY.

Asgari, S. (2012, May 27). *When do counterstereotypic ingroup members inspire vs. deflate? The effect of successful professional women on young women's leadership self-concept.* Paper presented at the annual meeting of the Association for Psychological Science Chicago, IL.

Asgari, S. (2011, June 29). *Self-concept Malleability: External and internal mechanisms of change.* Talk given at Saint Francis College, Brooklyn, N.Y.

Asgari, S. (2010, May 27). *Can quantity and quality of contact with successful ingroup members change self-stereotypes?* Paper presented at the annual meeting of the Association for Psychological Science, Boston, MA.

Asgari, S. (2008, March 13). *Forced migration and its effect on the migrant.* Talk given at the Network for Peace Through Dialogue, New York, N.Y.

Asgari, S., Procidano, M. E., & Pickens, I. B. (2007, May 25). *Stress and support provision influence emotionality and perceived support.* Paper presented at the annual meeting of the Association for Psychological Science, Washington, DC.

Dasgupta, N. & **Asgari, S.** (2007, January 26). *The influence of female leaders on women's implicit stereotypes about their ingroup and self: Investigations in the lab and field.* Paper presented at the annual meeting of the Society for Personality and Social Psychology, Memphis, TN.

Asgari, S. (2006, May 18). *The influence of college environment on students' perception about their own qualities and capabilities: Investigations in the lab and field.* Research presented at SUNY-Purchase, Purchase, NY.

Asgari, S. (2005, September 28). *Can exposure to positive role models influence implicit ingroup and self-stereotypes?* Research presented at Research Colloquium, Fordham University, Bronx, NY.

Asgari, S., & Dasgupta, N. (2004, January 30). *Cognitive process underlying positive role models' influence on perceivers' implicit self-conceptions.* Poster presented at the annual meeting of Society for Personality and Social Psychology, Austin, TX.

Dasgupta, N. & **Asgari, S.** (2004, January 31). *Seeing is believing: Exposure to counterstereotypic women leaders and its effect on the malleability of automatic gender and self-stereotyping.* Paper presented at the annual meeting of Society for Personality and Social Psychology, Austin, TX.

Asgari, S. & Dasgupta, N. (2003, February 7). *The malleability of stereotypic beliefs: Combating implicit stereotypes about ingroups and the self.* The annual meeting of Society for Personality and Social Psychology, Los Angeles, CA.

Asgari, S. (2002, December). *Exposure to positive role models affects implicit beliefs about one's ingroup and the self.* Paper presented at The New School for Social Research, New York, N.Y.

Asgari, S. (2000, October). *Combating implicit stereotypes.* Research presented at The New School for Social Research, New York, N.Y.

Asgari, S. (1999, March). *Exploring fear through art.* Talk given at the Sound Shore Hospital, New Rochelle, N.Y.

Asgari, S. (1999, February). *Exploring learning styles.* Talk given at College of New Rochelle, New Rochelle, N.Y.

REFERENCES

Heather DeVries, Ph.D.
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Hudson County Community College
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Robert Strobel

rstrobel@measinc.com

Education

M.A., Behavioral Neuroscience   2019
Queens College, Flushing, NY

B.A., Psychology   2015
Marist College, Poughkeepsie, NY
Honors: Cum laude, Dean's list

Professional Experience

Measurement Incorporated   2021 - present

Research Assistant, Evaluation and School Improvement Services
In partnership with various project leads, responsibilities include performing comprehensive cleaning, management, and analysis of project databases; conducting quality assurance procedures to ensure data integrity while providing recommendations to improve data collection procedures; coordinating with clients and internal teams to meet evolving project needs; participating in the survey development and testing process; and preparing data visualizations for summaries and reports.

Select Projects at MI

◆ Two *Indicator 8 Special Education Parent Involvement Surveys* for (1) West Virginia Department of Education and(2) Illinois State Board of Education

- o Project content areas – special education; parent satisfaction with schools
- o Role – Project Assistant
- o Activities/deliverables
    - ▪ Support project leads in the coordination of yearly mass survey mailings between internal and external teams.
    - ▪ Monitor the survey technical assistance email addresses for requests.
    - ▪ Provide interim data reports to clients, including district response rates and breakdowns of respondent demographics.
    - ▪ Generate charts and tables for reporting purposes and to ensure clients are provided with actionable insights from survey outcomes.

◆ Two *U.S. Department of Labor funded Strengthening Community College Grant Evaluations* for (1) Harper College and (2) Des Moines Area Community College (2023-2027)

- o Project content areas – competency-based education (CBE); diversity, equity, and inclusion (DEI); collaboration between colleges and business/industry experts
- o Role – Data Manager, Project Assistant

- Activities/deliverables
  - Aid the project lead with the creation of database templates and devising data collection protocols.
  - Oversee the management and analysis of project databases.
  - Collaborate with clients to meet evolving data needs.
  - Contribute to grant data reporting requirements.

◆ Hudson County Community College, *La Puerta Dorada Program, Title V Grant Evaluation* (2022-2024)

  - Project content areas – English as Second Language (ESL); academic support; professional development for educators
  - Role – Data Manager, Project Assistant
  - Activities/deliverables
    - Oversee the creation, management, and analysis of project databases.
    - Compose interim data presentations with visualizations for client use and dissemination.
    - Contribute to grant data reporting requirements.

◆ New Jersey Department of Education, *New Jersey State Learning Assessment – Science, Customer Satisfaction Survey*

  - Role – Project Assistant
  - Activities/deliverables
    - Work in concert with the project lead to administer a yearly satisfaction survey.
    - Contribute to the development of the online survey.
    - Provide online survey technical assistance when necessary.
    - Compile survey results and participate in the creation of the survey outcomes report.

◆ New York State Education Department, *21st Century Community Learning Centers Evaluation* (2022-2027; Connecticut Department of Education, Capitol Region Education Council (CREC), *Project Prevent Evaluation* (2021-2024); Winston-Salem/Forsyth County Schools, *ESSER & TSLIP Program Evaluation* (2022-2024)

  - Role – Support Staff
  - Activities/deliverables
    - Cater to data support needs on an ad hoc basis.
    - Create data visualizations and frequency tables.
    - Clean, inspect, and verify accuracy of project databases.
    - Distribute online feedback surveys and follow up reminders.
    - Perform content analyses on responses to open-ended survey items.

Anthony Cinquina

acinquina@measinc.com

Education

Bachelor of Science, Computer Information Systems
Specialization in Data Analytics
Baruch College, New York, NY   1992
Honors: Magna Cum Laude, Dean's List,
Beta Gamma Sigma Honor Society, Golden Key National Honor Society

Professional Experience

Measurement Incorporated   1992 - present
Evaluation and School Improvement Services (ESIS)

Director of Data Services   2015 - present
As the Director of the ESIS Data Division, responsibilities require being involved in all aspects of data processing, including setting up databases and maintaining quality control by upholding consistent standards and specifications for the products and services provided to clients. One of these process goals is to protect data confidentiality by restricting access to authorized users only and making sure data is transmitted through secure channels.

Involved in the management, flow, and execution of all online data-based surveys and forms for a variety of school, health, adult, and social service educational organizations based nationally and in New York State.

Senior Data Analyst   2004 - 2015
- Conducted statistical analyses of databases and supervised consultants in appropriate analysis.
- Developed online surveys and online data collection instruments.
- Performed data mining techniques to extract information from data sets and identify correlations and patterns.
- Utilized techniques and business intelligence (Power BI) to create dashboards and ad hoc reports to address business problems and streamline processes.

Junior Data Analyst   1992 - 2003
- Performed descriptive and inferential analysis of large data sets.
- Designed ad hoc queries in SQL and Excel and presented findings in tables and charts.
- Provided data cleansing techniques to identify and fix data errors including removing incorrect, corrupted, incorrectly formatted, duplicate, and incomplete data within large datasets.

Select Recent Projects at MI

- West Virginia Indicator 8 Parent Survey Evaluation

- Illinois Indicator 8 Parent Survey Evaluation

- New Hampshire Indicator 8 Parent Survey Evaluation

- New York State GEAR UP Program Evaluation

- Illinois Career & Technical Education System Evaluation

- Illinois EMPOWER Evaluation

- New York State Technical Assistance Center for Homeless Students (TEACHS)

- Connecticut DOE - Capitol Region Education Council (CREC) Project Prevent

- Iowa Department of Education, Ensuring Specially Designed Instruction for Improved Literacy Outcomes and IDEA Implementation

- Pitt County (NC) Schools, Evaluation of R3 Framework

- NYC Teacher's Center Evaluations

- Duval County (FL) Public Schools, GEAR UP Program Evaluation

- Evaluation of Winston-Salem/Forsyth County Schools (WS/FCS) ESSER and TSLIP Initiative

- Pueblo School District No. 60 (CO) - MTSS & SDI project

Key Achievements

- Developed techniques to improve data collection and increase survey response rates

- Collected, cleansed, and provided modeling and analyses of structured and unstructured data used for several large-scale evaluation projects

- Created visually impactful dashboards for data reporting. Extracted, interpreted, and analyzed data to identify key metrics and transform raw data into meaningful, actionable information

Technical Skills

Data Management	Database Design and Management, Data Quality Assessment, Data Analysis, Pattern & Trend Identification, Visualization of Data Insights
Computer Science	System Administration, Advanced Microsoft Excel Functions, SPSS Statistics, Microsoft Office 365 Applications, SQL, Snap Surveys, Qualtrics, Survey Monkey, Microsoft Power BI - Data Visualization

Research   Data Science Research Methods, Data Mining, Survey Creation, Focus Groups

Travis Louis Wicker   Data Analyst

Education

B.S.   Computer Science, Math Minor; Methodist College, Fayetteville, NC, 2001

Certification   Information Technology Infrastructure Library (ITIL) v3, Foundation Level

Related Coursework Database Management, Programming Languages, Machine Architecture, Data Structures, Algorithms, Web Design, Operating Systems, Assembly Language, Theory of Computability

Skills

Languages   ASP, ASP.NET, C, C#, HTML, Java, JavaScript, Pascal, SQL, T-SQL, Visual Basic, VBScript, VB.Net, XML

Software Tools Homesite, FrontPage, Microsoft SQL Server, Microsoft Visual SourceSafe, Microsoft Visual Studio, Microsoft Visual Studio .Net, Subversion Source Control, FogBugz

Environments   Linux, Unix, Windows

Experience

MEASUREMENT INCORPORATED Durham, NC

Software Development Manager, 2007-present
Manage the design, development, and implementation of computer software solutions for state departments of education and other clients relative to educational assessment data processing and score reporting. Consult with clients to confirm, clarify, and satisfy application specifications and develop timelines. Manage and provide direction to application development teams. Ensure software infrastructure by maintaining, supporting, and upgrading existing systems and applications. Provide technical leadership to project managers and programmers. Review, analyze, and develop strategies for the improved effectiveness and efficiency of existing applications.

Programmer/Analyst, Connecticut Mastery Test, 2006
Identified and defined the most efficient software solutions (including tailoring existing, tested applications and tools and/or creating custom solutions) for the unique needs of educational assessment clients. Oversaw collection and validation of demographic information, test answers, and other data from student tests. Transformed raw data into clear and meaningful client deliverables such as scaled student scores and score reports. Generated ancillary materials to facilitate test delivery, administration, and return. Guided software development team in meeting client expectations, strict timelines, and the highest standards of security and confidentiality. Communicated with other departments, management, and clients to resolve technology issues. Documented and improved project processes. Team leader for the Data Inspection, Correction and Entry Application and the Document Configuration Application.

Programmer, 2002-2005
Utilized and modified standard applications and tools to manage educational assessment data. Created custom software solutions in consultation with client and project managers. Ensured proper collection and validation of data from student tests and transformed it into deliverables such as student, school, district, and state reports. Generated ancillary materials (header sheets, barcode labels, etc.) to facilitate test delivery, administration, and return. Participated in process improvement and project documentation. Maintained commitment to meeting client expectations, strict timelines, and the highest standards of security and confidentiality. Projects included:

Learning Express, 2005
Maryland High School Assessment, 2003
Michigan Educational Assessment Program, 2002-2005
New Jersey High School Proficiency Assessment, 2003-2005
Ohio Graduation Test, 2002

GROUND CONTROL Fayetteville, NC
Software Developer, 2000-2002
Client/server development of tax software for county government in Visual Basic using SQL Server. Web development with HTML, ASP, VBScript, JavaScript, SQL Server, and ActiveX. Database design for an intranet document management system using SQL Server. Complete project life cycle development from assessment to implementation. GIS custom development (ArcObjects) with VBA and Visual Basic for ArcGis and ArcInfo. Responsibilities included software installation and troubleshooting, customer training, and meeting with customers to determine needs.

METHODIST COLLEGE Fayetteville, NC
Computer Lab Assistant, 1997-2000
Assisted students with the use of, and when problems arose, with computers and programs in Pascal and C. Performed general network administration and software installation.

NORTH CAROLINA DEPT OF TRANSPORTATION Lillington, NC
Engineering Aide, Summers 1997-1999
As a member of the survey crew for the Engineering Office, participated in all phases of road and bridge construction. Calculated soil quantities and located field points from log books and plans. Experience with all field tools and instruments.

WOMACK CONSTRUCTION Whispering Pines, NC
Carpenter/Laborer, Summers 1995-1996
Experience with all phases of homebuilding: laying out walls, setting trusses, putting on shingles, digging footers, installing baseboard, etc.

JASON GROVER

Manager of Operations, Information Technology

Expertise

Mr. Grover has been in the field of software development and image scanning for 10 years. As Manager of Operations in the Information Technology Department, he is responsible for the scanning and data entry for all of our assessment projects. Mr. Grover's previous experience includes working as Scanning Manager, a position in which he was responsible for client document setup, in addition to Field Engineer, providing software development and scanning services. He has provided and/or overseen scanning services for Measurement Incorporated since 2006.

Professional Experience

MEASUREMENT INCORPORATED Durham, NC
Manager of Operations, Information Technology, 2010-present
Oversee day-to-day activities of the IT Operations Department, which includes optical scanning, image scanning, data entry, and printing functions. Research hardware and software solutions to facilitate and improve operations functions. Recruit and supervise department staff. Also responsible for the maintenance of adequate supplies to sustain uninterrupted service and the identification of the most cost-effective providers of equipment and supplies.

Manager, IT Scanning, 2006-2010
Oversee software team responsible for client document setup to attain accuracy during the process of data collection. Manages five direct reports and up to 120 indirect reporting employees that range from Software Supervisors to Scanner Operators. Assist in the planning and implementation of scanning hardware/software to greatly improve scanning quality and overall customer satisfaction. Maintain effective communication with Project Managers and Vice President to ensure all client goals and timelines are met accordingly. Projects have included:

Alabama Direct Assessment of Writing, 2006-2010
CCSSO English Language Development Assessment, 2006-2010
Connecticut Academic Performance Test, 2007-2010
Connecticut Mastery Test, 2006, 2010
Continental Press Assessment, 2006-2010
Horizon Research, 2008-2010
Illinois Standard Achievement Test, 2006-2010
Learning Express Folio Assessment, 2006-2010
Maryland High School Assessment, 2006-2008
MetaMetrics Evaluation, 2006-2010
Michigan Educational Assessment Program, 2003-2004 and 2008-2010; Access, 2009-2010
Michigan Merit Exam, 2007-2010
New Jersey Assessment of Skills and Knowledge, 2006-2010
New Jersey High School Proficiency Assessment, 2006-2010

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South Carolina Alternative Performance Assessment, 2006-2010
Tennessee Comprehensive Achievement Program, 2006-2010

BANCTEC Raleigh, NC
Field Engineer 2001- 2006
Provided services such as software development, image scanning workload planning, and hardware/software maintenance.

Education and Skills

Training	Computer Engineering; ECPI, Raleigh, NC, 2000
Software Tools	MS Word, Excel, PowerPoint, Project, FrontPage, VS.NET, Visual Source Safe
Operating Systems	Windows NT/2000/XP/Vista, UNIX

Updated 4/20/2011

MEASUREMENT INCORPORATED

Appendix C: Illinois Parent Involvement Survey Report Samples

MI MEASUREMENT
INCORPORATED

2023 ILLINOIS STATE BOARD OF EDUCATION
IDEA State Performance Plan Indicator 8 and Item Analysis Report
Statewide (All Districts) (Total Number of Responses = 3642)

Average Agreement Across All 25 Survey Items

Indicator 8 Summary*

State Target Percentage: 71.50%
State Indicator 8 Percentage: 69.71%

	Total	Very Strongly Disagree (1-1.99)	Strongly Disagree (2-2.99)	Disagree (3-3.99)	Agree (4-4.99)	Strongly Agree (5 - 5.99)	Very Strongly Agree (6.00)
Number of Parents	3642	111	181	811	1077	1062	400
Percentage of Parents	100.0%	3.1%	5.0%	22.3%	29.6%	29.2%	11.0%

* Indicator 8 is the proportion of parents who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. For more information about Indicator 8, please click here.
The Indicator 8 Percentage is the proportion of respondents whose average response is 4.0 or more. Learn about the Indicator 8 and Item Analysis Report here.

Survey Item Analysis†

Item #	Item	Number of Parents Responding	Average Rating√	Very Strongly Disagree (1)	Strongly Disagree (2)	Disagree (3)	Agree (4)	Strongly Agree (5)	Very Strongly Agree (6)
1	I am considered an equal partner with teachers and other professionals in planning my child's program	3624	4.8	3.7%	2.1%	6.8%	28.0%	20.6%	38.8%
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting	3130	3.7	14.3%	4.4%	29.5%	21.9%	8.9%	21.1%
3	At the IEP meeting, we discussed how my child would participate in statewide assessments	3535	4.5	5.4%	2.0%	12.9%	32.1%	15.5%	32.2%
4	At the IEP meeting, we discussed accommodations and modifications that my child would need	3587	5.0	2.8%	0.9%	3.0%	28.2%	19.8%	45.3%
5	All of my concerns and recommendations were documented on the IEP	3579	4.8	3.8%	1.8%	5.9%	26.9%	18.4%	43.1%
6	Written justification was given for the extent that my child would not receive services in the regular classroom	3182	4.4	5.5%	2.5%	13.3%	32.4%	15.2%	31.1%
7	I was given information about organizations that offer support for parents of students with disabilities	3351	3.8	11.8%	5.9%	26.7%	23.6%	10.6%	21.5%
8	I have been asked for my opinion about how well special education services are meeting my child's needs	3533	4.3	7.8%	3.6%	14.5%	27.7%	14.9%	31.4%
9	My child's evaluation report is written in terms I understand	3598	4.8	3.0%	1.5%	3.8%	32.3%	19.2%	40.1%
10	Written information I receive is written in an understandable way	3595	4.8	2.7%	1.4%	4.5%	31.9%	19.5%	40.0%
11	Teachers are available to speak with me	3595	5.0	2.6%	1.2%	3.1%	26.1%	18.6%	48.3%
12	Teachers treat me as a team member	3589	4.9	3.5%	1.8%	6.0%	25.5%	19.1%	44.2%
13	Teachers and administrators seek out parent input	3562	4.6	4.9%	3.1%	9.7%	29.9%	18.2%	34.3%
14	Teachers and administrators show sensitivity to the needs of students with disabilities and their families	3499	4.7	4.7%	2.0%	7.0%	30.6%	18.8%	37.0%
15	Teachers and administrators encourage me to participate in the decision-making process	3551	4.7	4.6%	2.2%	8.6%	29.1%	17.6%	37.9%
16	Teachers and administrators respect my cultural heritage	3234	4.9	2.6%	1.1%	2.3%	36.7%	16.1%	41.2%
17	Teachers and administrators ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents)	3508	4.6	5.4%	1.9%	9.0%	30.6%	15.0%	38.2%
18	The school has a person on staff who is available to answer parents' questions	3569	4.8	3.3%	1.4%	4.6%	31.7%	17.2%	41.8%
19	The school communicates regularly with me regarding my child's progress on IEP goals	3570	4.6	5.1%	2.7%	11.1%	28.6%	17.1%	35.4%
20	The school gives me choices with regard to services that address my child's needs	3520	4.4	6.1%	2.9%	13.9%	28.8%	15.5%	32.9%
21	The school offers parents training about special education issues	3276	3.8	11.8%	5.2%	28.0%	23.7%	9.4%	22.0%
22	The school offers parents a variety of ways to communicate with teachers	3544	4.7	3.9%	1.6%	6.6%	32.4%	17.2%	38.3%
23	The school gives parents the help they may need to play an active role in their child's education	3500	4.4	5.8%	2.8%	12.4%	30.9%	16.0%	32.1%
24	The school provides information on agencies that can assist my child in the transition from school	3194	4.0	9.9%	4.4%	22.2%	25.6%	12.4%	25.6%
25	The school explains what options parents have if they disagree with a decision of the school	3352	4.0	10.5%	4.4%	19.5%	27.2%	12.6%	25.9%

† The item analysis summarizes data <u>for each item.</u>
√ *Average Rating* is the average response of all parents for this item where *1=Very Strongly Disagree, 2=Strongly Disagree, 3=Disagree, 4=Agree, 5=Strongly Agree, and 6=Very Strongly Agree.*
◊ Percentages may not sum to 100% due to rounding.
* To protect parent confidentiality, data for specific items are not reported when there are fewer than 10 responses.

MEMORANDUM

TO: Paula Powers
         Special Education and Support Services, Illinois State Board of Education

FROM: Laura Sweig, Project Director
         Robert Strobel, Project Assistant
         Measurement Inc.

DATE: July 27, 2023

SUBJECT: Illinois Parent Survey on Special Education Services 2023 - Project Summary

We are happy to report that we have completed the work for this year's Annual Illinois Parent Survey on Special Education Services.

All emails to individual districts and coops were sent on Thursday, July 27, 2023. We have been notified of 10 emails that were undeliverable, and 4 emails that were delivered to a person who had moved or retired. Forwarding or alternate addresses were provided for all 4 of these cases, and emails were sent to the correct recipients. All questions that have come to our attention so far have been addressed.

Here is a link to the State report: http://www.mievaluation.com/IL/2023/2023StateReport.htm

- All files are in the folder named **ISBE Final Files/2023 Final Files,** which is located inside the main ISBE folder on the secure FTP site. The following files have been uploaded:

  o 2023 ISBE Parent Survey Database (Combined).xlsx - the raw data file.
  o ISBE 2023 District and Coop Contacts.xlsx - the master files with district and coop contact information as well as the links and passwords to the online individual district reports.
  o ISBE 2023 State and District Reports.pdf - the unprotected pdf file (no passwords) with the state and individual district reports.

You should still have access to the secure FTP site using the credentials that you used to send the original upload. Please let us know if you have any difficulty.

Here are the final numbers.

Total Number of Responses = 3,642
Of these,   2,235 (61.37%) were returned by mail
               1,407 (38.63%) were submitted online

Completion Method	Total		English		Spanish	
	n	%	n	%	n	%
Mail	2,235	61.37%	1,994	60.37%	241	71.09%
Online	1,407	38.63%	1,309	39.63%	98	28.91%
Total	**3,642**	**100%**	**3,303**	**100%**	**339**	**100%**

3,303 (90.69%) surveys were completed in English, and 339 (9.31%) were completed in Spanish.

Language	Total		Mail		Online	
	n	%	n	%	n	%
English	3,303	90.69%	1,994	89.22%	1,309	93.03%
Spanish	339	9.31%	241	10.78%	98	6.97%
Total	**3,642**	**100%**	**2,235**	**100%**	**1,407**	**100%**

- 77 districts had 10 or more responses. 3,299 total responses were received from these districts.

- 65 districts had between 1 and 9 responses. 343 total responses were received from these districts.

- 3 districts had no responses.

- 0 blank surveys were returned.

- There were 11 Survey IDs for which both online and paper survey responses were received. The following decision rules regarding duplicate surveys were applied:

  o Choose to include the survey form that contains the largest number of item responses.

  o When the number of responses is equal, include the survey with the higher average rating.

Response Rate

2,005 surveys (4.02%) **were Returned to Sender** as undeliverable. The Returned to Sender statistic is the sum of 1,993 pieces listed in the US Postal Service mailing portal and 12 physical pieces returned to Measurement Incorporated in Durham, NC divided by total mailed surveys (49,815).

The official response rate is 7.31%. The response rate is the total number of surveys received (3,642) divided by the total mailed (49,815).

The response rate based on the number assumed delivered is **7.62%**. The assumed delivered response rate is the total number of surveys received (3,642) divided by the difference between total mailed surveys (49,815) and total Returned to Sender (2,005) or (47,810).

The pages that follow show the number of survey responses by district organized by those with

- 10 or more responses

- Fewer than 10 responses

- No responses

Communication with Parents and District Administrators

MI has been contacted by 126 parents and 7 administrators with questions via email and/or a phone. All questions that have come to our attention so far have been addressed, and the assistance that was requested was provided. The details of each of these communications have been documented. If needed, we'd be happy to provide additional information and details about the communication with parents.

Two (2) requests–1 each from an administrator and a teacher–were received from the following districts to contact non-responders and provide them with their survey ID and the direct link to complete the online survey.

- Akin CCSD 91: 8 text messages were sent to non-responders.

- Midwest Central CUSD 191: 13 emails and 16 text messages were sent to non-responders.

- 1 survey response was received as a result of the survey invitations sent by text and email.

You will receive by mail all parent communications that were returned with paper surveys.

If you have any questions or would like to discuss any part of the project, please contact Laura Sweig lsweig@measinc.com or Robert Strobel rstrobel@measinc.com or call 914.682.1969 extension 320.

ISBE Districts with 10 or More Respondents (n=77)

Home RCDT	District Name	N Contacts from ISBE	N Mailed	N Completed	Response Rate (completed/mailed)
39055001026	Argenta-Oreana CUSD 1	152	151	11	7.3%
07016217016	Argo CHSD 217	290	290	17	5.9%
34049003004	Beach Park CCSD 3	370	367	30	8.2%
06016098002	Berwyn North SD 98	444	443	24	5.4%
32046307016	Bradley Bourbonnais CHSD 307	304	301	21	7.0%
07016111002	Burbank SD 111	600	598	43	7.2%
07016132002	Calumet Public SD 132	122	122	11	9.0%
30039095002	Carbondale ESD 95	255	251	13	5.2%
07016168004	CCSD 168	270	270	14	5.2%
31045301026	Central CUSD 301	579	574	65	11.3%
09010004026	Champaign CUSD 4	1,657	1,644	88	5.4%
34049117016	CHSD 117	400	400	18	4.5%
15016299025	City of Chicago SD 299	7,867	7,852	314	4.0%
30091017022	Cobden SUD 17	83	83	10	12.0%
05016059004	Comm Cons SD 59	900	894	100	11.2%
56099201U26	Crete Monee CUSD 201U	921	915	33	3.6%
19022201026	CUSD 201	280	279	36	12.9%
53090701026	Deer Creek-Mackinaw CUSD 701	160	158	18	11.4%
53090050002	District 50 Schools	161	160	12	7.5%
19022088016	DuPage HSD 88	593	590	27	4.6%
05016063002	East Maine SD 63	592	592	51	8.6%
19022205026	Elmhurst SD 205	1,461	1,447	127	8.8%
47098001026	Erie CUSD 1	132	132	10	7.6%
53102140026	Eureka CUD 140	173	172	18	10.5%
48072265026	Farmington Central CUSD 265	205	205	14	6.8%
06016084002	Franklin Park SD 84	182	182	25	13.7%
34049079002	Fremont SD 79	303	303	31	10.2%
33048205026	Galesburg CUSD 205	614	611	38	6.2%
31045304026	Geneva CUSD 304	785	783	76	9.7%
19022087017	Glenbard Twp HSD 87	1,093	1,089	72	6.6%
20033010026	Hamilton Co CUSD 10	228	227	12	5.3%
04101122022	Harlem UD 122	1,214	1,205	68	5.6%
44063050026	Harvard CUSD 50	341	340	27	7.9%
41057005026	Highland CUSD 5	566	566	46	8.1%
56099033C04	Homer CCSD 33C	630	630	66	10.5%
53060189026	Illini Central CUSD 189	147	147	13	8.8%
19022204026	Indian Prairie CUSD 204	3,159	3,130	264	8.4%
07016109002	Indian Springs SD 109	460	458	32	7.0%
19022010002	Itasca SD 10	149	149	15	10.1%

	ISBE Districts with 10 or More Respondents (n=77)			
Home RCDT	District Name	N Contacts from ISBE	N Mailed	N Completed	Response Rate (completed/mailed)
44063012026	Johnsburg CUSD 12	294	293	30	10.2%
33048202026	Knoxville CUSD 202	179	178	12	6.7%
35050122002	La Salle ESD 122	219	219	14	6.4%
26029097026	Lewistown CUSD 97	135	134	16	11.9%
01001002026	Liberty CUSD 2	140	140	15	10.7%
07016156002	Lincoln ESD 156	132	132	11	8.3%
06016103002	Lyons SD 103	370	369	27	7.3%
06016204017	Lyons Twp HSD 204	475	473	42	8.9%
26062185026	Macomb CUSD 185	411	411	37	9.0%
39055002026	Maroa Forsyth CUSD 2	134	131	17	13.0%
19022015002	Marquardt SD 15	331	331	25	7.6%
21061001026	Massac UD 1	360	357	20	5.6%
44063015004	McHenry CCSD 15	770	766	84	11.0%
17064005026	McLean County USD 5	2,536	2,520	216	8.6%
33066404026	Mercer County School District 404	243	242	18	7.4%
07016143002	Midlothian SD 143	310	306	26	8.5%
24032054002	Morris SD 54	301	300	23	7.7%
05016219017	Niles Twp HSD 219	585	581	66	11.4%
07016117002	North Palos SD 117	442	440	25	5.7%
03011008026	Pana CUSD 8	242	240	18	7.5%
11023095025	Paris-Union SD 95	247	245	31	12.7%
53090108002	Pekin PSD 108	803	801	60	7.5%
05016023002	Prospect Heights SD 23	189	189	19	10.1%
06016209017	Proviso Twp HSD 209	801	797	29	3.6%
19022016002	Queen Bee SD 16	245	245	23	9.4%
12051010026	Red Hill CUSD 10	112	111	10	9.0%
12080001026	Richland County CUSD 1	296	294	26	8.8%
47098013002	Rock Falls ESD 13	202	201	12	6.0%
05016054004	Schaumburg CCSD 54	1,914	1,902	197	10.4%
49081200026	Sherrard CUSD 200	174	172	13	7.6%
05016068002	Skokie SD 68	326	326	25	7.7%
35050044002	Streator ESD 44	313	312	15	4.8%
56099161002	Summit Hill SD 161	485	482	45	9.3%
07016171002	Sunnybrook SD 171	158	157	16	10.2%
17064003026	Tri Valley CUSD 3	136	136	23	16.9%
11021301026	Tuscola CUSD 301	156	156	12	7.7%
03026203026	Vandalia CUSD 203	258	258	22	8.5%
34049050004	Woodland CCSD 50	750	742	69	9.3%

MI

ISBE Districts with 1 to 9 Respondents (n=65)				
Home RCDT	District Name	N Contacts from ISBE	N Mailed	N Completed	Response Rate (completed/mailed)
21028091004	Akin CCSD 91	14	14	4	28.6%
13014063002	Albers SD 63	26	26	1	3.8%
54092225017	Armstrong Twp HSD 225	6	6	1	16.7%
03025020026	Beecher City CUSD 20	46	46	3	6.5%
19022025002	Benjamin SD 25	89	89	8	9.0%
21028047004	Benton CCSD 47	236	236	9	3.8%
21028103013	Benton Cons HSD 103	89	89	7	7.9%
13041082002	Bethel SD 82	38	37	2	5.4%
24032075002	Braceville SD 75	22	22	3	13.6%
30002001022	Cairo USD 1	66	66	7	10.6%
49081036002	Carbon Cliff-Barstow SD 36	52	51	6	11.8%
26034317004	Carthage ESD 317	58	58	6	10.3%
13058133002	Central City SD 133	58	58	9	15.5%
07016110002	Central Stickney SD 110	42	42	4	9.5%
17053426004	Cornell CCSD 426	16	16	2	12.5%
53090076002	Creve Coeur SD 76	125	124	9	7.3%
26034327004	Dallas ESD 327	30	30	2	6.7%
53090703026	Delavan CUSD 703	84	82	6	7.3%
50082196026	Dupo CUSD 196	186	186	7	3.8%
31045900025	Elgin Math and Science Academy Charter School	38	37	7	18.9%
21028115004	Ewing Northern CCSD 115	25	25	4	16.0%
16019424026	Genoa Kingston CUSD 424	177	176	8	4.5%
07016152502	Hazel Crest SD 152-5	123	123	3	2.4%
50082116002	High Mount SD 116	59	59	2	3.4%
15016901025	Horizon Science Acad-Belmont Charter Sch	45	45	2	4.4%
06016094002	Komarek SD 94	118	118	6	5.1%
28006094004	Ladd CCSD 94	31	31	2	6.5%
56099070C04	Laraway CCSD 70C	106	106	3	2.8%
53102021026	Lowpoint-Washburn CUSD 21	61	61	8	13.1%
09010142004	Ludlow CCSD 142	8	8	1	12.5%
41057012026	Madison CUSD 12	128	128	6	4.7%
53060191026	Midwest Central CUSD 191	151	150	7	4.7%
24032101016	Morris CHSD 101	120	119	9	7.6%
40056005026	Mount Olive CUSD 5	100	100	5	5.0%
03003001026	Mulberry Grove CUSD 1	80	80	4	5.0%
53090102002	N Pekin & Marquette Hght SD 102	78	77	6	7.8%
13095099016	Nashville CHSD 99	63	63	5	7.9%
26034325026	Nauvoo-Colusa CUSD 325	40	39	3	7.7%
11018003026	Neoga CUSD 3	91	91	4	4.4%

ISBE Districts with 1 to 9 Respondents (n=65)

Home RCDT	District Name	N Contacts from ISBE	N Mailed	N Completed	Response Rate (completed/mailed)
24032024C04	Nettle Creek CCSD 24C	12	12	2	16.7%
50082060026	New Athens CUSD 60	93	93	6	6.5%
12013025026	North Clay CUSD 25	94	94	2	2.1%
20096200026	North Wayne CUSD 200	68	66	8	12.1%
35050140017	Ottawa Twp HSD 140	223	222	9	4.1%
06016079002	Pennoyer SD 79	34	34	7	20.6%
30073050002	Pinckneyville SD 50	111	111	9	8.1%
48072069002	Pleasant Hill SD 69	45	44	5	11.4%
48072062002	Pleasant Valley SD 62	109	109	7	6.4%
47071222026	Polo CUSD 222	78	77	3	3.9%
33048208026	ROWVA CUSD 208	87	87	9	10.3%
13058001003	Raccoon Cons SD 1	56	56	5	8.9%
09010193017	Rantoul Township HSD 193	131	131	7	5.3%
17064019026	Ridgeview CUSD 19	89	88	9	10.2%
35050230004	Rutland CCSD 230	17	17	1	5.9%
30091084026	Shawnee CUSD 84	68	67	4	6.0%
07016901025	Southland College Prep Charter High School	67	67	4	6.0%
32046256004	St Anne CCSD 256	57	57	4	7.0%
08043206026	Stockton CUSD 206	100	100	9	9.0%
21028174026	Thompsonville CUSD 174	50	50	3	6.0%
07016154002	Thornton SD 154	55	55	5	9.1%
30039140004	Unity Point CCSD 140	88	88	8	9.1%
21044133017	Vienna HSD 133	41	41	7	17.1%
26062103026	West Prairie CUSD 103	95	95	7	7.4%
28037230026	Wethersfield CUSD 230	66	64	3	4.7%
50082113002	Wolf Branch SD 113	131	131	9	6.9%

ISBE Districts with No Respondents (n=3)

Home RCDT	District Name	N Contacts from ISBE	N Mailed	N Completed	Response Rate (completed/mailed)
13014062002	Damiansville SD 62	10	10	0	0.0%
17054021026	Hartsburg Emden CUSD 21	17	17	0	0.0%
24047018016	Newark CHSD 18	19	19	0	0.0%

Representativeness & Indicator 8 Percentage
of the Survey Respondents

The tables and figures that follow compare demographic data from the 2021-22 Illinois Child Count, the surveys mailed to the 49,815 contacts eligible for participation in the 2022-23 ISBE Indicator 8 Parent Survey (those to whom the survey was mailed), and 3,642 2022-23 ISBE Indicator 8 Parent Survey Respondents.

Six key demographic categories are examined:
- student age
- gender
- race/ethnicity
- disability
- English language learners
- educational environment.

Representation is determined in compliance with the IDEA guidelines[1]: differences of +/- 3 percentage points or more are considered significant and indicate that the group of parents who responded to the survey is different from the population of statewide parents on the specific category of data. Where these differences occur, they are highlighted in the tables in **bold blue type**.

The ISBE data set for the 2022-23 administration of the Indicator 8 Special Education Parent Involvement Survey was drawn from the 2021-22 Illinois Child Count database. Futher, there is a gap of approximately one month between the data drawn for the 2021-22 Illinois Child Count and the sample drawn by ISBE for their 2022-23 Indicator 8 Parent Involvement Survey contacts. This was a departure from previous years; historically, the survey has been mailed to parents of students drawn from the current school year's database.

Beginning in the 2021-22 school year, the Office of Special Education Programs (OSEP) required that 5-year-old students who were enrolled in kindergarten be included in the school-age reporting category (ages 5-21) and 5-year-olds who were *not* enrolled in kindergarten be included in the preschool category (ages 3-5). This convention has been perpetuated here with school enrollment status determined by Educational Envirement.

The number and percentage of respondents who agreed that schools facilitated parent involvement as a means of improving services and results for children with disabilities (Indicator 8 percentage) was computed for each subgroup and is shown following the representativeness table for each subgroup.

The Indicator 8 percentage is the proportion of survey respondents whose average survey responses were 4.0 or higher on the survey's 6-point scale (1=very strongly disagree, 2=strongly disagree, 3=disagree, 4=agree, 5=strongly agree, 6=very strongly agree).

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[1] Lammert, J., Moore, H., and Bitterman, A. (2018, August). IDC Parent Involvement Toolkit—Making the Most of Parent Involvement Data: Improving Quality and Enhancing Understanding. IDEA Data Center. Rockville, MD: Westat, p. 22.

ISBE 2022-23 Indicator 8 Survey Representativeness
by Key Demographic Variables

Student Age

Regarding **student age**, the sample of parents who responded to the survey **is not representative** of the statewide population of parents with special needs at the preschool (ages 3 to 5) and school-age (ages 5 to 23) levels.

Figure 1: Student Age Groups

Legend:
- Illinois Child Count (N=289,165)
- Mailed Surveys (N=49,815)
- Survey Respondents (N=3,642)
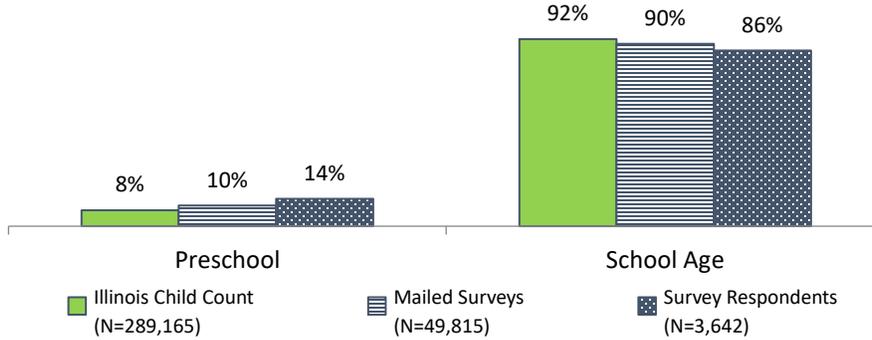
Table 1: Student Age Groups

Age	Child Count N	Child Count %	Mailed Surveys N	Mailed Surveys %	Survey Respondents N	Survey Respondents %	Over/ Under*	Indicator 8 Standard Met N	Indicator 8 Standard Met %
2	0	0.00%	509	1.02%	38	1.04%	1.04%		
3	8,015	2.77%	1,821	3.66%	184	5.05%	2.28%		
4	11,133	3.85%	2,217	4.45%	212	5.82%	1.97%		
5	3,607	1.25%	559	1.12%	59	1.62%	0.37%		
Subtotal Preschool	**22,755**	**7.87%**	**5,106**	**10.25%**	**493**	**13.54%**	**5.67%**	**368**	**74.6%**
5	11,256	3.89%	2,255	4.53%	194	5.33%	1.44%		
6	16,803	5.81%	3,195	6.41%	261	7.17%	1.36%		
7	18,362	6.35%	3,433	6.89%	278	7.63%	1.28%		
8	19,277	6.67%	3,452	6.93%	280	7.69%	1.02%		
9	20,556	7.11%	3,572	7.17%	279	7.66%	0.55%		
10	20,662	7.15%	3,580	7.19%	234	6.43%	-0.72%		
11	20,773	7.18%	3,402	6.83%	249	6.84%	-0.34%		
12	21,152	7.31%	3,579	7.18%	274	7.52%	0.21%		
13	21,098	7.30%	3,467	6.96%	238	6.53%	-0.77%		
14	21,060	7.28%	3,308	6.64%	214	5.88%	-1.40%		
15	20,614	7.13%	3,137	6.30%	200	5.49%	-1.64%		
16	20,012	6.92%	3,119	6.26%	192	5.27%	-1.65%		
17	19,336	6.69%	2,811	5.64%	128	3.51%	**-3.18%**		
18	8,957	3.10%	1,317	2.64%	58	1.59%	-1.51%		
19	3,023	1.05%	439	0.88%	35	0.96%	-0.09%		
20	1,943	0.67%	336	0.67%	22	0.60%	-0.07%		
21	1,526	0.53%	258	0.52%	12	0.33%	-0.20%		
22	-	-	46	0.09%	1	0.03%	0.03%		
23	-	-	3	0.01%	0	0.00%	0.00%		
Subtotal School Age	**266,410**	**92.13%**	**44,709**	**89.75%**	**3,149**	**86.46%**	**-5.67%**	**2,171**	**68.9%**
Total	**289,165**	**100.00%**	**49,815**	**100.00%**	**3,642**	**100.00%**		**2,539**	**69.7%**

ISBE 2022-23 Indicator 8 Survey Representativeness
by Key Demographic Variables

*Over/Under Representation is the percentage of survey respondents minus the percentage represented in the Illinois Child Count 2021-22. **Bold blue type** indicates differences of +/- 3 percentage points or more, which are considered significant and indicate that the group of parents who responded to the survey is different from the population of statewide parents on the specific category of data.

Gender

Regarding **student gender**, the sample of parents who responded to the survey <u>is representative</u> of the statewide population of parents with special needs children overall, as well as at both the preschool (ages 3 to 5) and school-age (ages 5 to 23) levels.

Figure 2: Gender

	Female	Male
Illinois Child Count (N=289,165)	34%	66%
Mailed Surveys (N=49,815)	34%	66%
Survey Respondents (N=3,642)	35%	65%

Table 2: Gender

Gender		Preschool Child Count	Preschool Mailed Surveys	Preschool Survey Respondents	Over/ Under*	School Age Child Count	School Age Mailed Surveys	School Age Survey Respondents	Over/ Under*	Total Child Count	Total Mailed Surveys	Total Survey Respondents	Over/ Under*
Female	N	7,013	1,564	159		91,865	15,523	1,107		98,878	17,087	1,266	
	%	30.82%	30.68%	32.25%	1.43%	34.48%	34.71%	35.15%	0.67%	34.19%	34.30%	34.76%	0.57%
Male	N	15,742	3,534	334		174,545	29,175	2,041		190,287	32,709	2,375	
	%	69.18%	69.32%	67.75%	-1.43%	65.52%	65.24%	64.81%	-0.71%	65.81%	65.66%	65.21%	-0.60%
Non-Binary	N	-	0	0		-	19	1		-	19	1	
	%	-	0.00%	0.00%	0.00%	-	0.04%	0.03%	0.03%	-	0.04%	0.03%	0.03%
Total	N	22,755	5,098	493		266,410	44,717	3,149		289,165	49,815	3,642	
	%	100.00%	100.00%	100.00%		100.00%	100.00%	100.00%		100.00%	100.00%	100.00%	

*Over/Under Representation is the percentage of survey respondents minus the percentage represented in the Illinois Child Count 2021-22. **Bold blue type** indicates differences of +/- 3 percentage points or more, which are considered significant and indicate that the group of parents who responded to the survey is different from the population of statewide parents on the specific category of data.

Number & Percentage of Respondents Meeting Indicator 8				
Gender		Preschool	School Age	Total
Female	N	126	754	880
	%	79.2%	68.1%	69.5%
Male	N	242	1,417	1,659
	%	72.5%	69.4%	69.9%
Total	**N**	**368**	**2,171**	**2,539**
	%	**74.6%**	**68.9%**	**69.7%**

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ISBE 2022-23 Indicator 8 Survey Representativeness
by Key Demographic Variables

Race/Ethnicity

Regarding **student race/ethnicity**, the overall sample of parents who responded to the survey <u>is representative</u> of the statewide population of parents with special needs children for three racial/ethnic groups and is <u>not representative</u> for four racial/ethnic groups.

The sample of parents with preschool special needs children <u>is representative</u> of four groups and is <u>not representative</u> of three groups.

At the school-age level, the sample <u>is representative</u> of three racial/ethnic groups and is <u>not representative</u> of four racial/ethnic groups.

Figure 3: Race/Ethnicity

Illinois Child Count (N=289,165) | Mailed Surveys (N=49,815) | Survey Respondents (N=3,642)
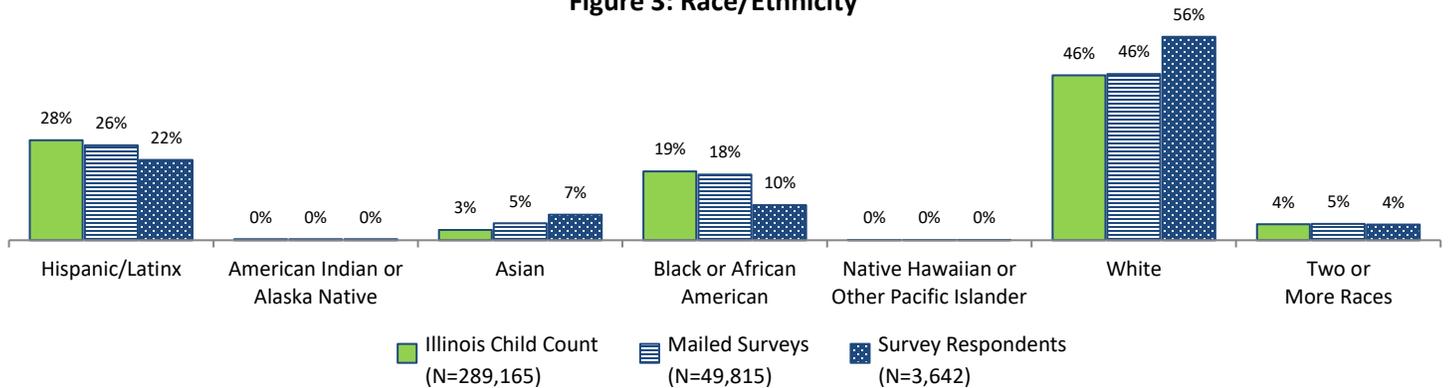
Table 3: Race/Ethnicity

Racial/Ethnic Background		Preschool Child Count	Preschool Mailed Surveys	Preschool Survey Respondents	Preschool Over/Under*	School Age Child Count	School Age Mailed Surveys	School Age Survey Respondents	School Age Over/Under*	Total Child Count	Total Mailed Surveys	Total Survey Respondents	Total Over/Under*
Hispanic/Latinx	N	5,943	1,284	107		74,118	11,795	703		80,061	13,079	810	
	%	26.12%	25.19%	21.70%	**-4.42%**	27.82%	26.38%	22.32%	**-5.50%**	27.69%	26.26%	22.24%	**-5.45%**
American Indian or Alaska Native	N	51	9	1		711	118	8		762	127	9	
	%	0.22%	0.18%	0.20%	-0.02%	0.27%	0.26%	0.25%	-0.02%	0.26%	0.25%	0.25%	-0.01%
Asian	N	1,119	450	56		7,050	1,875	202		8,169	2,325	258	
	%	4.92%	8.83%	11.36%	**6.44%**	2.65%	4.19%	6.41%	**3.76%**	2.83%	4.67%	7.08%	**4.25%**
Black or African American	N	2,798	611	41		52,248	8,463	312		55,046	9,074	353	
	%	12.30%	11.99%	8.32%	**-3.98%**	19.61%	18.93%	9.91%	**-9.70%**	19.04%	18.22%	9.69%	**-9.35%**
Native Hawaiian or Other Pacific Islander	N	14	3	1		213	29	2		227	32	3	
	%	0.06%	0.06%	0.20%	0.14%	0.08%	0.06%	0.06%	-0.02%	0.08%	0.06%	0.08%	0.00%
White	N	11,701	2,485	266		120,442	20,451	1,785		132,143	22,936	2,051	
	%	51.42%	48.74%	53.96%	2.54%	45.21%	45.73%	56.68%	**11.47%**	45.70%	46.04%	56.32%	**10.62%**
Two or More Races	N	1,129	256	21		11,628	1,986	137		12,757	2,242	158	
	%	4.96%	5.02%	4.26%	-0.70%	4.36%	4.44%	4.35%	-0.01%	4.41%	4.50%	4.34%	-0.07%
Total	N	22,755	5,098	493		266,410	44,717	3,149		289,165	49,815	3,642	
	%	100.00%	100.00%	100.00%		100.00%	100.00%	100.00%		100.00%	100.00%	100.00%	

*Over/Under Representation is the percentage of survey respondents minus the percentage represented in the Illinois Child Count 2021-22.
Bold blue type indicates differences of +/- 3 percentage points or more, which are considered significant and indicate that the group of parents who responded to the survey is different from the population of statewide parents on the specific category of data.

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ISBE 2022-23 Indicator 8 Survey Representativeness
by Key Demographic Variables

Number & Percentage of Respondents Meeting Indicator 8				
Racial/Ethnic Background		**Preschool**	**School Age**	**Total**
Hispanic or Latino	N	82	511	593
	%	76.6%	72.7%	73.2%
American Indian or Alaska Native	N	0	6	6
	%	0.0%	75.0%	66.7%
Asian	N	42	160	202
	%	75.0%	79.2%	78.3%
Black or African American	N	26	191	217
	%	63.4%	61.2%	61.5%
Native Hawaiian or Other Pacific Islander	N	0	2	2
	%	.0%	100.0%	66.7%
White	N	200	1,211	1,411
	%	75.2%	67.8%	68.8%
Two or More Races	N	18	90	108
	%	85.7%	65.7%	68.4%
Total	**N**	**368**	**2,171**	**2,539**
	%	**74.6%**	**68.9%**	**69.7%**

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ISBE 2022-23 Indicator 8 Survey Representativeness
by Key Demographic Variables

Disability Category

Regarding **student disability category**, the overall sample of parents who responded to the survey **is represenative** of the statewide population of parents with special needs children for 12 disability categories and **not representative** for two disability categories. Further, it **is representative** of 12 of the 14 student disability categories at the preschool level and 12 of the 14 disability categories at the school-age level.

Figure 4: Disability Category†

Bar chart showing percentages for Illinois Child Count (N=289,165), Mailed Surveys (N=49,815), and Survey Respondents (N=3,642):
- Autism: 10%, 12%, 16%
- Developmental Delay: 13%, 14%, 15%
- Emotional Disability: 6%, 6%, 5%
- Hearing Impairment: 1%, 1%, 1%
- Intellectual Disability: 5%, 5%, 5%
- Multiple Disabilities: 1%, 1%, 1%
- Other Health Impairment: 14%, 13%, 15%
- Specific Learning Disability: 33%, 32%, 23%
- Speech or Language Impairment: 16%, 16%, 17%

†This figure omits disability categories with less than 1% representation. For full results, see the table below.

Table 4: Disability Category

Disability		Ages 3-5 Child Count	Ages 3-5 Mailed Surveys	Ages 3-5 Survey Respondents	Ages 3-5 Over/ Under*	Ages 5-23 Child Count	Ages 5-23 Mailed Surveys	Ages 5-23 Survey Respondents	Ages 5-23 Over/ Under*	Total Child Count	Total Mailed Surveys	Total Survey Respondents	Total Over/ Under*
Autism	N	1,974	565	61		28,156	5,387	514		30,130	5,952	575	
	%	8.68%	11.08%	12.37%	**3.69%**	10.57%	12.05%	16.32%	**5.75%**	10.42%	11.95%	15.79%	**5.37%**
Deaf-Blindness	N	3	0	0		23	6	1		26	6	1	
	%	0.01%	0.00%	0.00%	-0.01%	0.01%	0.01%	0.03%	0.02%	0.01%	0.01%	0.03%	0.02%
Deafness†	N	-	11	1		-	89	7		-	100	8	
	%	-	0.22%	0.20%	0.20%	-	0.20%	0.22%	0.22%	-	0.20%	0.22%	0.22%
Developmental Delay	N	11,273	2,526	238		27,482	4,203	316		38,755	6,729	554	
	%	49.54%	49.55%	48.28%	-1.26%	10.32%	9.40%	10.03%	-0.29%	13.40%	13.51%	15.21%	1.81%
Emotional Disability	N	6	4	1		16,219	2,879	172		16,225	2,883	173	
	%	0.03%	0.08%	0.20%	0.17%	6.09%	6.44%	5.46%	-0.63%	5.61%	5.79%	4.75%	-0.86%
Hearing Impairment	N	208	35	4		2,677	365	26		2,885	400	30	
	%	0.91%	0.69%	0.81%	-0.10%	1.00%	0.82%	0.83%	-0.17%	1.00%	0.80%	0.82%	-0.18%
Intellectual Disability	N	24	7	3		13,512	2,311	189		13,536	2,318	192	
	%	0.11%	0.14%	0.61%	0.50%	5.07%	5.17%	6.00%	0.93%	4.68%	4.65%	5.27%	0.59%
Multiple Disabilities	N	150	35	4		2,729	526	44		2,879	561	48	
	%	0.66%	0.69%	0.81%	0.15%	1.02%	1.18%	1.40%	0.38%	1.00%	1.13%	1.32%	0.32%
Orthopedic Impairment	N	87	18	1		734	109	7		821	127	8	
	%	0.38%	0.35%	0.20%	-0.18%	0.28%	0.24%	0.22%	-0.06%	0.28%	0.25%	0.22%	-0.06%
Other Health Impairment	N	633	129	19		39,375	6,569	521		40,008	6,698	540	
	%	2.78%	2.53%	3.85%	1.07%	14.78%	14.69%	16.54%	1.76%	13.84%	13.45%	14.83%	0.99%
Specific Learning Disability	N	45	2	0		95,052	15,861	852		95,097	15,863	852	
	%	0.20%	0.04%	0.00%	-0.20%	35.68%	35.47%	27.06%	**-8.62%**	32.89%	31.84%	23.39%	**-9.50%**
Speech or Language Impairment	N	8,294	1,760	160		39,019	6,156	472		47,313	7,916	632	
	%	36.45%	34.52%	32.45%	**-4.00%**	14.65%	13.77%	14.99%	0.34%	16.36%	15.89%	17.35%	0.99%
Traumatic Brain Injury	N	14	1	1		528	90	9		542	91	10	
	%	0.06%	0.02%	0.20%	0.14%	0.20%	0.20%	0.29%	0.09%	0.19%	0.18%	0.27%	0.08%
Visual Impairment	N	44	5	0		904	166	19		948	171	19	
	%	0.19%	0.10%	0.00%	-0.19%	0.34%	0.37%	0.60%	0.26%	0.33%	0.34%	0.52%	0.19%
Total	**N**	**22,755**	**5,098**	**493**		**266,410**	**44,717**	**3,149**		**289,165**	**49,815**	**3,642**	
	%	**100.00%**	**100.00%**	**100.00%**		**100.00%**	**100.00%**	**100.00%**		**100.00%**	**100.00%**	**100.00%**	

*Over/Under Representation is the percentage of survey respondents minus the percentage represented in the Illinois Child Count 2021-22.
Bold blue type indicates differences of +/- 3 percentage points or more, which are considered significant and indicate that the group of parents who responded to the survey is different from the population of statewide parents on the specific category of data.
†The Illinois Child Count does not delineate *deafness* as a separate disability category.

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ISBE 2022-23 Indicator 8 Survey Representativeness by Key Demographic Variables

Number & Percentage of Respondents Meeting Indicator 8				
Disability		Preschool	School Age	Total
Autism (AUT)	N	46	359	405
	%	75.4%	69.8%	70.4%
Deaf-Blindness (D-B)	N	0	0	0
	%	0.0%	0.0%	0.0%
Deafness (D)	N	1	6	7
	%	100.0%	85.7%	87.5%
Developmental Delay (DD)	N	170	229	399
	%	71.4%	72.5%	72.0%
Emotional Disability (ED)	N	0	101	101
	%	0.0%	58.7%	58.4%
Hearing Impairment (HI)	N	3	22	25
	%	75.0%	84.6%	83.3%
Intellectual Disability (IntD)	N	3	126	129
	%	100.0%	66.7%	67.2%
Multiple Disabilities (MD)	N	2	30	32
	%	50.0%	68.2%	66.7%
Orthopedic Impairment (PI)	N	1	6	7
	%	100.0%	85.7%	87.5%
Other Health Impairment (OHI)	N	14	337	351
	%	73.7%	64.7%	65.0%
Specific Learning Disability (SLD)	N	0	583	583
	%	0.0%	68.4%	68.4%
Speech Or Language Impairment (S/L)	N	127	353	480
	%	79.4%	74.8%	75.9%
Traumatic Brain Injury (TBI)	N	1	5	6
	%	100.0%	55.6%	60.0%
Visual Impairment (VI)	N	0	14	14
	%	0.0%	73.7%	73.7%
Total	**N**	**368**	**2,171**	**2,539**
	%	**74.6%**	**68.9%**	**69.7%**

English Language Learners

Regarding **English language learners**, the sample of parents who responded to the survey <u>is representative</u> of the statewide population of parents with special needs children overall, as well as at the school-age level. However, the sample of parent responses at the preschool level is <u>not representative</u>.

Figure 5: English Language Learners

Legend:
- Illinois Child Count (N=289,165)
- Mailed Surveys (N=49,815)
- Survey Respondents (N=3,642)
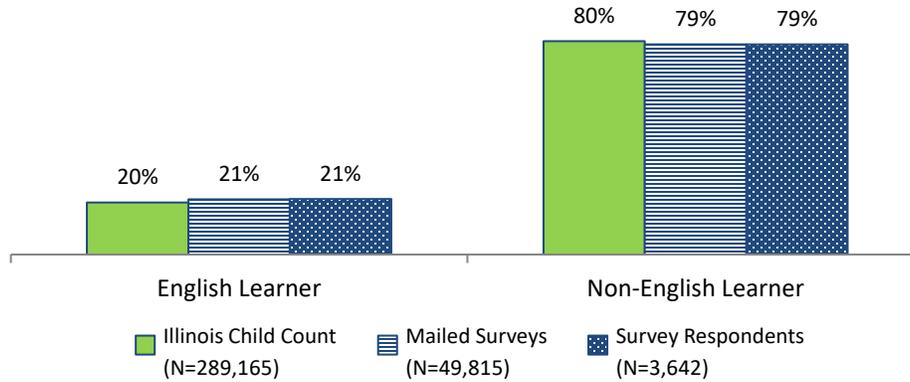
Table 5: English Language Learners

English Language Status		Preschool				School Age				Total			
		Child Count	Mailed Surveys	Survey Respondents	Over/ Under*	Child Count	Mailed Surveys	Survey Respondents	Over/ Under*	Child Count	Mailed Surveys	Survey Respondents	Over/ Under*
English Learner	N	4,579	1,293	133		52,252	9,082	627		56,831	10,375	760	
	%	20.12%	25.36%	26.98%	**6.86%**	19.61%	20.31%	19.91%	0.30%	19.65%	20.83%	20.87%	1.22%
Non-English Learner	N	18,176	3,805	360		214,158	35,635	2,522		232,334	39,440	2,882	
	%	79.88%	74.64%	73.02%	**-6.86%**	80.39%	79.69%	80.09%	-0.30%	80.35%	79.17%	79.13%	-1.22%
Total	N	22,755	5,098	493		266,410	44,717	3,149		289,165	49,815	3,642	
	%	100.00%	100.00%	100.00%		100.00%	100.00%	100.00%		100.00%	100.00%	100.00%	

*Over/Under Representation is the percentage of survey respondents minus the percentage represented in the Illinois Child Count 2021-22.
Bold blue type indicates differences of +/- 3 percentage points or more, which are considered significant and indicate that the group of parents who responded to the survey is different from the population of statewide parents on the specific category of data.

Number & Percentage of Respondents Meeting Indicator 8				
English Language Status		**Preschool**	**School Age**	**Total**
English Learner	N	105	478	583
	%	78.9%	76.2%	76.7%
Non-English Learner	N	263	1,693	1,956
	%	73.1%	67.1%	67.9%
Total	**N**	**368**	**2,171**	**2,539**
	%	**74.6%**	**68.9%**	**69.7%**

Educational Environment

- Because the Illinois Child Count does not address the educational environment of children in preschool, it is not possible to determine the extent to which the overall sample of parents who responded to the survey is representative of the statewide population of parents with preschool special needs children.
- The proportions of survey respondents with preschool special needs children are generally similar to the proportions in the sample of mailed surveys.
- The sample of parents with school age special needs children who responded to the survey is representative of the statewide population of parents with special needs children in 7 of the 8 areas of educational environment reported in the Illinois Child Count.

Figure 6A: Educational Environment: Preschool[†]

Mailed Surveys (N=5,098) — Survey Respondents (N=493)

Category	Mailed Surveys	Survey Respondents
Early Childhood - Separate Class	24%	24%
Early Childhood - Separate School	3%	3%
Early Childhood - Service provider location	10%	11%
Majority of Sp Ed & Rel Serv in Reg EC Prg (600+)	44%	42%
Majority of Sp Ed & Rel Serv in other loc (600+)	13%	13%
Majority of Sp Ed & Rel Serv in Reg EC Prg (<=599)	4%	5%
Majority of Sp Ed & Rel Serv in other loc (<=599)	2%	2%
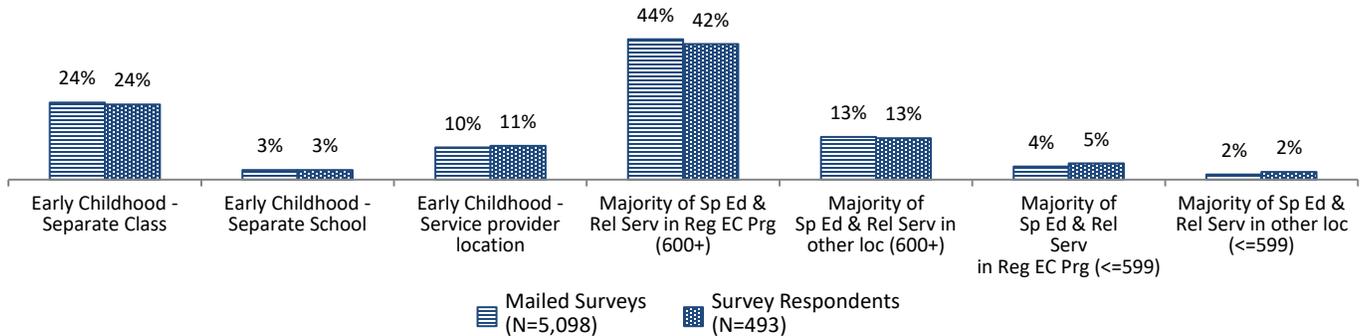
[†]Excludes categories represented by <1% of contacts eligble for the 2022-23 survey.
The Illinois Child Count does not address the educational environment of preschool special needs children.

Figure 6B: Educational Environment: School Age[†]
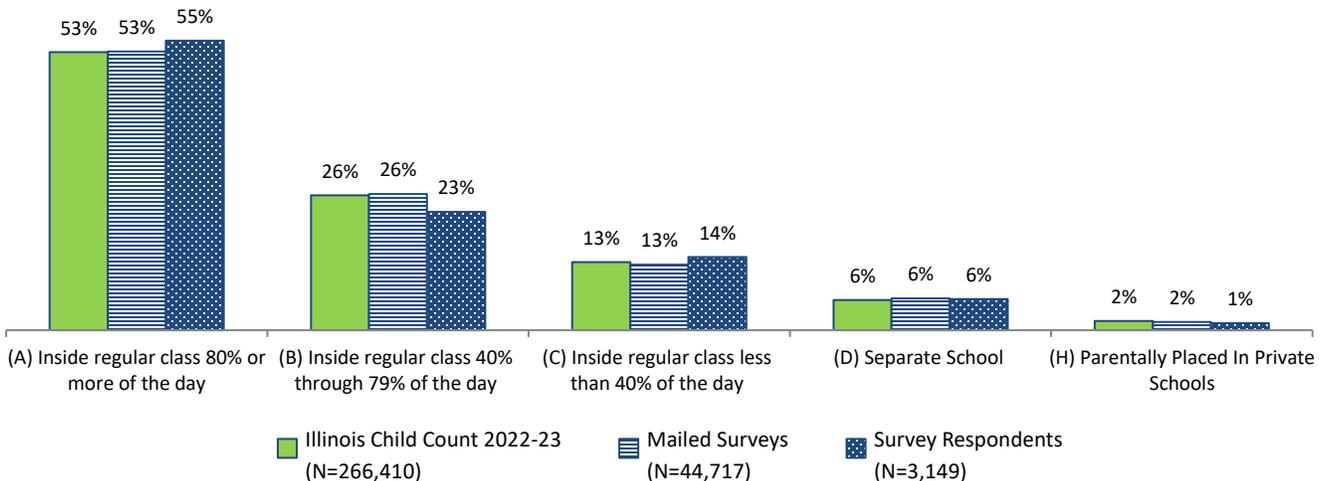
Illinois Child Count 2022-23 (N=266,410) — Mailed Surveys (N=44,717) — Survey Respondents (N=3,149)

Category	Illinois Child Count	Mailed Surveys	Survey Respondents
(A) Inside regular class 80% or more of the day	53%	53%	55%
(B) Inside regular class 40% through 79% of the day	26%	26%	23%
(C) Inside regular class less than 40% of the day	13%	13%	14%
(D) Separate School	6%	6%	6%
(H) Parentally Placed In Private Schools	2%	2%	1%

[†]Excludes categories represented by <1% of contacts eligble for the 2022-23 survey.

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ISBE 2022-23 Indicator 8 Survey Representativeness
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Table 6: Educational Environment

Educational Environment		Preschool Child Count*	Preschool Mailed Surveys	Preschool Survey Respondents	School Age Child Count	School Age Mailed Surveys	School Age Survey Respondents	Over/ Under**
(A) Inside regular class 80% or more of the day (EE Code 1)	N	-	0	0	141,712	23,844	1,745	
	%		0.00%	0.00%	53.19%	53.32%	55.41%	2.22%
(B) Inside regular class 40% through 79% of the day (EE Code 2)	N	-	0	0	68,739	11,653	714	
	%		0.00%	0.00%	25.80%	26.06%	22.67%	**-3.13%**
(C) Inside regular class less than 40% of the day (EE Code 3)	N	-	0	0	34,699	5,616	441	
	%		0.00%	0.00%	13.02%	12.56%	14.00%	0.98%
(D) Separate School (EE Codes 4, 5, 8)	N	-	0	0	15,414	2,718	188	
	%		0.00%	0.00%	5.79%	6.08%	5.97%	0.18%
(E) Residential Facility (EE Codes 6, 9, 10, 13, 14, 15, 16)	N	-	0	0	414	54	6	
	%		0.00%	0.00%	0.16%	0.12%	0.19%	0.03%
(F) Homebound/Hospital (EE Codes 11, 12)	N	-	0	0	613	113	12	
	%		0.00%	0.00%	0.23%	0.25%	0.38%	0.15%
(G) Correctional Facilities (EE Code 7)	N	-	0	0	94	4	0	
	%		0.00%	0.00%	0.04%	0.01%	0.00%	-0.04%
(H) Parentally Placed In Private Schools (EE Code 28)	N	-	0	0	4,725	715	43	
	%		0.00%	0.00%	1.77%	1.60%	1.37%	-0.40%
Early Childhood - Separate Class (EE Code 23)	N	-	1,230	116	-	0	0	-
	%		24.13%	23.53%		0.00%	0.00%	
Early Childhood - Separate School (EE Code 24)	N	-	143	14	-	0	0	-
	%		2.81%	2.84%		0.00%	0.00%	
Early Childhood - Residential Facility (EE Code 25)	N	-	0	0	-	0	0	-
	%		0.00%	0.00%		0.00%	0.00%	
Early Childhood – Home (EE Code 26)	N	-	6	1	-	0	0	-
	%		0.12%	0.20%		0.00%	0.00%	
Early Childhood - Service provider location (EE Code 27)	N	-	512	52	-	0	0	-
	%		10.04%	10.55%		0.00%	0.00%	
Majority of Sp Ed & Rel Serv in Reg EC Prg (600+) (EE Code 30)	N	-	2,237	209	-	0	0	-
	%		43.88%	42.39%		0.00%	0.00%	
Majority of Sp Ed & Rel Serv in other loc (600+) (EE Code 31)	N	-	680	64	-	0	0	-
	%		13.34%	12.98%		0.00%	0.00%	
Majority of Sp Ed & Rel Serv in Reg EC Prg (<=599) (EE Code 32)	N	-	208	25	-	0	0	-
	%		4.08%	5.07%		0.00%	0.00%	
Majority of Sp Ed & Rel Serv in other loc (<=599) (EE Code 33)	N	-	82	12	-	0	0	-
	%		1.61%	2.43%		0.00%	0.00%	
Total	N	-	**5,098**	**493**	**266,410**	**44,717**	**3,149**	
	%	-	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	

*The Illinois Child Count does not address the educational environment of preschool special needs children. Therefore, it is not possible to determine over/under representation by educational environment for students aged three to five years and for the two age groups combined.
**Over/Under Representation is the percentage of survey respondents minus the percentage represented in the Illinois Child Count 2021-22.
Bold blue type indicates differences of +/- 3 percentage points or more, which are considered significant and indicate that the group of parents who responded to the survey is different from the population of statewide parents on the specific category of data.

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ISBE 2022-23 Indicator 8 Survey Representativeness
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Number & Percentage of Respondents Meeting Indicator 8			
Educational Environment		**Preschool**	**School Age**
(A) Inside regular class 80% or more of the day (EE Code 1)	N	0	1,218
	%	0.0%	69.8%
(B) Inside regular class 40% through 79% of the day (EE Code 2)	N	0	474
	%	0.0%	66.4%
(C) Inside regular class less than 40% of the day (EE Code 3)	N	0	311
	%	0.0%	70.5%
(D) Separate School (EE Codes 4, 5, 8)	N	0	132
	%	0.0%	70.2%
(E) Residential Facility (EE Codes 6, 9, 10, 13, 14, 15, 16)	N	0	5
	%	0.0%	83.3%
(F) Homebound/Hospital (EE Codes 11, 12)	N	0	7
	%	0.0%	58.3%
(G) Correctional Facilities (EE Code 7)	N	0	0
	%	0.0%	0.0%
(H) Parentally Placed In Private Schools (EE Code 28)	N	0	24
	%	0.0%	55.8%
Early Childhood - Separate Class (EE Code 23)	N	91	0
	%	78.4%	0.0%
Early Childhood - Separate School (EE Code 24)	N	12	0
	%	85.7%	0.0%
Early Childhood - Residential Facility (EE Code 25)	N	0	0
	%	0.0%	0.0%
Early Childhood – Home (EE Code 26)	N	1	0
	%	100.0%	0.0%
Early Childhood - Service provider location (EE Code 27)	N	38	0
	%	73.1%	0.0%
Majority of Sp Ed & Rel Serv in Reg EC Prg (600+) (EE Code 30)	N	156	0
	%	74.6%	0.0%
Majority of Sp Ed & Rel Serv in other loc (600+) (EE Code 31)	N	41	0
	%	64.1%	0.0%
Majority of Sp Ed & Rel Serv in Reg EC Prg (<=599) (EE Code 32)	N	18	0
	%	72.0%	0.0%
Majority of Sp Ed & Rel Serv in other loc (<=599) (EE Code 33)	N	11	0
	%	91.7%	0.0%
Total	**N**	**368**	**2,171**
	%	**74.6%**	**68.9%**

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Excluded Contacts

ISBE originally provided Measurement Incorporated (MI) with 50,052 records to be considered for inclusion in the sample of 49,815 parents of students with special needs who were mailed a 2022-23 ISBE Indicator 8 Parent Involvement Survey. Of these, 7,852 were from Chicago, and 41,963 from the Rest of the State of Illinois (ROS). This section provides the reasons records were not included in the sample and describes the demographic characteristics of excluded contacts.

Selection of the Sample

Table 7 summarizes the records that were excluded from the sample. After MI received the database provided by ISBE, it was examined, and 0 records were removed because they were unusable due to multiple missing data fields, or they were duplicates.

Next, the database of 50,052 records was processed with recently updated postal verification software. 8 records were removed as "bad" mailing addresses, 43 records were removed because the contacts had moved without providing a forwarding address, and 186 records were removed because the contacts had moved to a non-neighboring state.

For 2022-23, the survey was mailed to 7,852 (15.76%) parents of students whose home district was the Chicago public schools and to 41,963 (84.24%) parents of students from districts in the rest of the state.

Table 7: Reason for Exclusion

Reason		Preschool	School Age	Total
Bad Mailing Address	N	0	8	8
	%	0.00%	3.94%	3.38%
Moved – No Forwarding Address	N	6	37	43
	%	17.65%	18.23%	18.14%
Moved to Non-Neighboring States	N	28	158	186
	%	82.35%	77.83%	78.48%
Total	N	34	203	237
	%	100.00%	100.00%	100.00%

Characteristics of Excluded Contacts

Tables 8 through 13 show the demographic characteristics of the excluded 237 contacts that were not included in the survey mailing. The reader is referred to Tables 1 through 6 for comparisons with the selected sample and the 2021-22 Illinois Child Count.

Table 8: Characteristics of Excluded Contacts - Age

Age	N	%
3	3	1.27%
4	15	6.33%
5	15	6.33%
6	1	0.42%
Subtotal Preschool	**34**	**14.35%**
4	**0**	0.00%
5	0	0.00%
6	15	6.33%
7	23	9.70%
8	18	7.59%
9	9	3.80%
10	25	10.55%
11	11	4.64%
12	17	7.17%
13	11	4.64%
14	16	6.75%
15	5	2.11%
16	10	4.22%
17	11	4.64%
18	13	5.49%
19	13	5.49%
20	1	0.42%
21	3	1.27%
22	2	0.84%
23	0	0.00%
24	0	0.00%
Subtotal School Age	**203**	**85.65%**
Total	**237**	**100.00%**

Table 9: Characteristics of Excluded Contacts – Gender

Gender		Preschool	School Age	Total
Female	N	11	76	87
	%	32.35%	37.44%	36.71%
Male	N	23	127	150
	%	67.65%	62.56%	63.29%
Total	**N**	**34**	**203**	**237**
	%	**100.00%**	**100.00%**	**100.00%**

Table 10: Characteristics of Excluded Contacts – Racial/Ethnic Background

Racial/Ethnic Background		Preschool	School Age	Total
Hispanic/Latinx	N	3	33	36
	%	8.82%	16.26%	15.19%
American Indian or Alaska Native	N	0	1	1
	%	0.00%	0.49%	0.42%
Asian	N	6	21	27
	%	17.65%	10.34%	11.39%
Black or African American	N	7	32	39
	%	20.59%	15.76%	16.46%
Native Hawaiian or Other Pacific Islander	N	0	0	0
	%	0.00%	0.00%	0.00%
White	N	17	103	120
	%	50.00%	50.74%	50.63%
Two or More Races	N	1	13	14
	%	2.94%	6.40%	5.91%
Total	**N**	**34**	**203**	**237**
	%	**100.00%**	**100.00%**	**100.00%**

MI® MEASUREMENT INCORPORATED

ISBE 2022-23 Indicator 8 Survey Representativeness
by Key Demographic Variables

Table 11: Characteristics of Excluded Contacts – Disability Category

Disability Category		Preschool	School Age	Total
Autism	N	6	32	38
	%	17.65%	15.76%	16.03%
Deaf-Blindness	N	0	0	0
	%	0.00%	0.00%	0.00%
Deafness	N	0	0	0
	%	0.00%	0.00%	0.00%
Developmental Delay	N	18	19	37
	%	52.94%	9.36%	15.61%
Emotional Disability	N	0	18	18
	%	0.00%	8.87%	7.59%
Hearing Impairment	N	0	3	3
	%	0.00%	1.48%	1.27%
Intellectual Disability	N	0	5	5
	%	0.00%	2.46%	2.11%
Multiple Disabilities	N	1	2	3
	%	2.94%	0.99%	1.27%
Orthopedic Impairment	N	0	2	2
	%	0.00%	0.99%	0.84%
Other Health Impairment	N	2	36	38
	%	5.88%	17.73%	16.03%
Specific Learning Disability	N	0	47	47
	%	0.00%	23.15%	19.83%
Speech or Language Impairment	N	7	38	45
	%	20.59%	18.72%	18.99%
Traumatic Brain Injury	N	0	0	0
	%	0.00%	0.00%	0.00%
Visual Impairment	N	0	1	1
	%	0.00%	0.49%	0.42%
Total	**N**	**34**	**203**	**237**
	%	**100.00%**	**100.00%**	**100.00%**

Table 12: Characteristics of Excluded Contacts – English Language Learners

English Language Status		Preschool	School Age	Total
English Learner	N	7	27	34
	%	20.59%	13.30%	14.35%
Non-English Learner	N	27	176	203
	%	79.41%	86.70%	85.65%
Total	**N**	**34**	**203**	**237**
	%	**100.00%**	**100.00%**	**100.00%**

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Table 13: Characteristics of Excluded Contacts – Educational Environment

Educational Environment		Preschool	School Age	Total
(A) Inside regular class 80% or more of the day (EE Code 1)	N	-	119	119
	%	-	58.62%	50.21%
(B) Inside regular class 40% through 79% of the day (EE Code 2)	N	-	31	31
	%	-	15.27%	13.08%
(C) Inside regular class less than 40% of the day (EE Code 3)	N	-	21	21
	%	-	10.34%	8.86%
(D) Separate School (EE Codes 4, 5, 8)	N	-	21	21
	%	-	10.34%	8.86%
(E) Residential Facility (EE Codes 6, 9, 10, 13, 14, 15, 16)	N	-	0	0
	%	-	0.00%	0.00%
(F) Homebound/Hospital (EE Codes 11, 12)	N	-	0	0
	%	-	0.00%	0.00%
(G) Correctional Facilities (EE Code 7)	N	-	0	0
	%	-	0.00%	0.00%
(H) Parentally Placed In Private Schools (EE Code 28)	N	-	11	11
	%	-	5.42%	4.64%
Early Childhood - Separate Class (EE Code 23)	N	12	-	12
	%	35.29%	-	5.06%
Early Childhood - Separate School (EE Code 24)	N	1	-	1
	%	2.94%	-	0.42%
Early Childhood - Residential Facility (EE Code 25)	N	0	-	0
	%	0.00%	-	0.00%
Early Childhood – Home (EE Code 26)	N	0	-	0
	%	0.00%	-	0.00%
Early Childhood - Service provider location (EE Code 27)	N	2	-	2
	%	5.88%	-	0.84%
Majority of Sp Ed & Rel Serv in Reg EC Prg (600+) (EE Code 30)	N	9	-	9
	%	26.47%	-	3.80%
Majority of Sp Ed & Rel Serv in other loc (600+) (EE Code 31)	N	6	-	6
	%	17.65%	-	2.53%
Majority of Sp Ed & Rel Serv in Reg EC Prg (<=599) (EE Code 32)	N	3	-	3
	%	8.82%	-	1.27%
Majority of Sp Ed & Rel Serv in other loc (<=599) (EE Code 33)	N	1	-	1
	%	2.94%	-	0.42%
Total	N	34	203	237
	%	100.00%	100.00%	100.00%

Indicator 8 Adjusted for Nonresponse Bias 2022-23

Age[*]

Parents of school-aged students comprised 86.46% of the survey respondents, which is significantly smaller than the Illinois statewide population of school-age students (92.13%). The proportion of parents of school-age students who met the Indicator 8 standard is 68.90, which is 0.2 percentage points higher than the statewide Indicator 8 percentage (69.70%).

Because this subgroup may be underrepresented, there is a risk of nonresponse bias in the data. Statistical weighting was used to adjust the Indicator 8 percentage to reflect the age distribution of Illinois' statewide special education population. The adjusted estimate of overall agreement is 69.39%, which is 0.31 percentage points <u>higher</u> than the unweighted statewide Indicator 8 percentage of 69.70%.

*Although the proportion of parents of school-age students is statistically smaller than that of the population in the Illinois Child Count, their responses comprise more than 86% of the survey respondents.

Race/Ethnicity

Parents of students who are <u>Hispanic or Latino</u> comprised 22.4% of the survey respondents, which not representative of the Illinois statewide population of Hispanic or Latino students, which is 27.69%. The proportion of these parents who met the Indicator 8 standard is 73.2%, which is 3.5 percentage points <u>higher</u> than the statewide Indicator 8 percentage (69.70%).

Parents of students who are <u>Black or African American</u> comprised 9.69% of the survey respondents, which not representative of the Illinois statewide population of Black or African American students, which is 19.04%. The proportion of these parents who met the Indicator 8 standard is 61.5%, which is 8.2 percentage points <u>lower</u> than the statewide Indicator 8 percentage (69.70%).

Because these subgroups are underrepresented, there is a risk of nonresponse bias in the data. Statistical weighting was used to adjust the Indicator 8 percentage to reflect the racial/ethnic distribution of Illinois' statewide special education population. The adjusted estimate of overall agreement is 68.87%, which is 0.83 percentage points lower than the unweighted statewide Indicator 8 percentage of 69.70%. This suggests that the unweighted estimate may be subject to nonresponse bias caused by lack of representativeness with respect to race/ethnicity.

Disability Category

Parents of students whose primary disability category is *Specific Learning Disability* comprised 23.39% of the survey respondents, which is not representative of the Illinois statewide population of special education students with this primary disability category (32.89%). The proportion of respondents who met the Indicator 8 standard is 68.4%, which is 1.3 percentage points lower than the statewide Indicator 8 percentage (69.70%).

Because this subgroup is underrepresented, there is a risk of nonresponse bias in the data. Statistical weighting was used to adjust the Indicator 8 percentage to reflect the distribution of disability categories in Illinois' statewide special education population. The adjusted estimate of overall parent

agreement is 69.43%, which is 0.27 percentage points lower than the unweighted statewide Indicator 8 percentage of 69.70%. This suggests that the unweighted estimate may be subject to nonresponse bias caused by lack of representativeness with respect to disability category.

Educational Environment

Parents of school aged students who are *Inside regular class 40% through 79% of the day* comprised 22.67% of the survey respondents, which is not representative of the Illinois statewide population of special education students with this educational environment category (25.80%). The proportion of respondents whose children were in this educational environment who met the Indicator 8 standard is 66.4%, which is 3.3 percentage points lower than the statewide Indicator 8 percentage (69.70%).

Because this subgroup is underrepresented, there is a risk of nonresponse bias in the data. Statistical weighting was used to adjust the Indicator 8 percentage to reflect the distribution of educational environment categories in Illinois' statewide special education population. The adjusted estimate of overall parent agreement is 68.76%, which is 0.94 percentage points lower than the unweighted statewide Indicator 8 percentage of 69.70%. This suggests that the unweighted estimate may be subject to nonresponse bias caused by lack of representativeness with respect to educational environment.

Appendix D: West Virginia Samples

Measurement Incorporated (MI) Evaluation Services
2023 Work Plan for West Virginia Parent Involvement Survey

Survey Administration

Activities	Date	Personnel	Notes
-Begin the project planning process.	Mid-January	MI Team	
-Establish contact with team members (WP, Durham, WV).	Mid-January	MI Team	

-Review surveys
-Review envelopes
-Review "letter to parents"
 	
➢ **Very Important:** logo, letterhead, administrative staff names/titles on parent letters must be closely reviewed.
	End of January	MI Team	-The survey must include a "comment section".
			-Insert **WVDE-ISS-061** on the bottom left-hand side of the survey.
			-**Very important:** make sure the following items are up to date and verified by Nancy:
			  ▪ Official logo
			  ▪ Official letterhead
			  ▪ President of WV Board of Ed
			  ▪ State superintendent of schools

-Send the following docs to the project coordinator for review: • Timeline/work plan • Sampling plan (surveying counties) • Surveys, letter to parents, and envelopes • Code sheet • Strategies to increase response rate	End of January	MI Team WV Project Coordinator	**-Very important:** Verify correct counties
-MI requests data file from project coordinator (includes parents' emails).	First/second week of February	MI Team WV Project Coordinator	-This file must include economic status.
-Pland online administration	First/second week of February	MI Team	
-Clean the West Virginia folder on the Secure File Transfer Protocol (SFTP) to prepare for the new survey cycle.	February 28	MI Team MI Helpdesk	-MI Helpdesk to reactivate client SFTP account for data upload and provide instructions to client.
-Begin creating the online surveys (i.e., landing page, code sheet, etc.).	March 6	MI Team	
-Receive WV approval for: • Timeline/work plan • Sampling plan • Surveys, letter to parents, and envelopes • Code sheet	By March 9	MI Team WV Project Coordinator	

Activities	Date	Personnel	Notes
• Strategies to increase response rate			
-Durham creates and sends PDF versions of the modified surveys to MI-WP.	Upon WV's approval of mailing materials	MI Team	-Insert **WVDE-ISS-061** in the bottom left-hand side of the survey. -*Very important:* review <mark>sample hard copies</mark>
-WVDE will place data file on SFTP. -The data file will include parent emails.	By April 4	MI Team WV Project Coordinator	-The data file will contain the number of preschool and school age households, demographic data, UNVERIFIED addresses, & emails.
-Carefully review the data file for errors, missing info, etc.	By April 5	MI Team	
-To prepare the data file Durham will: • Create 7-digit IDs • Conduct address verifications • Search for missing codes • Identify households with "gifted" children & *remove*	By April 14	MI Team	
-Durham creates a survey package to be sent to each child's house. -MI-Durham will add QR codes to the survey. -MI-Durham will perform QA of surveys and QR code scanners.	By April 15	MI Team	-Materials to be printed: --2 surveys (preschool & school age) --Cover letters (2 different cover letters) --Mailing envelope --Prepaid envelope
-Durham will begin the printing process (surveys, cover letter, & envelopes). -Durham will perform QA.	By April 24	MI Team	-The survey package will contain: The appropriate cover letter (2 versions), the appropriate survey (2 versions), a prepaid envelope & a mailing envelope.
-Finalize online surveys and email list.	By April 24	MI Team	
-Begin survey dissemination (paper, online, email) – **First mailing.**	May 5		
-Provide promotional material and district director reminder message to WVDE (letter + flyer + suggestions for increasing parent participation).	By May 12	MI Team WV Project Coordinator	

Activities	Date	Personnel	Notes
-Mid-month reminder emails will be sent automatically each month.	May 15, June 16, July 14, August 15	MI Team	-Reminders will coincide with mid-month reporting.
-Review/proofread parent letter for second mailing. -Email letter to WV for approval.	Late May	MI Team WV Project Coordinator	
-District Directors will be asked to send out their own reminders on the first business day of each month.	June 1, July 3, August 1, September 1	WVDE District Directors	-MI will provide district directors with reminder message.
-District directors send reminder message to parents in their districts.	June 1	WVDE District Directors	
-Receive approval from WV for the second mailing of parent letters.	By June 9	MI Team WV Project Coordinator	
-Request December 1, 2022, WV Child Count data.	June 14	MI Team WV Project Coordinator	
-Send mid-month response rate reports to WV (June through September). -MI reminders go out to parents.	June 16, July 14, August 15 September 12	MI Team	-*Note*. For total response-rates (pre-k, school age) provide a breakdown of student demographics (i.e., race/ethnicity, SES, gender, disability).
-Send response rate to WV. -MI reminders go out to parents.	June 16	MI Team	-Remove mailed in MIIDs from reminder database by June 15th.
-District directors send reminder message to parents in their districts.	July 3	WVDE District Directors	
-Prepare a report of "non-responders x county" for WVDE.	July 5	MI Team	
-Email "non-responders x county" report to WVDE.	July 10	MI Team	-WVDE will encourage district/county staff to reach out to non-responders individually.
-Send response rate to WV. -MI reminders go out to parents.	July 14	MI Team	-Remove mailed in MIIDs from reminder database by July 13th.
-Review data analysis specs.	July 24	MI Team	

Activities	Date	Personnel	Notes
-WV provides December 1, 2022, Child Count data.	By July 26	MI Team WV Project Coordinator	
-District directors send reminder message to parents in their districts.	August 1	WVDE District Directors	
-Second mailing of parent letters to non-responders.	August 3rd, 2023	MI Team	-Keep track of the total number of surveys for the second round.
-Send response rate to WV. -MI reminders go out to parents.	August 15	MI Team	-Remove mailed in MIIDs from reminder database by August 14th.
-District directors send reminder message to parents in their districts.	September 1	WVDE District Directors	
-Close survey administration.	September 4, 2023	MI Team	
-MI-Durham uploads survey response data file and RTS data file to FTP.	By September 8	MI Team	-Response data file should include parent comments.
-Begin data analysis ➢ Note: Retrieve responses to the comment sections as soon as possible to: (a) Begin redaction process of PII, and (b) Performing content analysis and developing the summary report.	September 11	MI Team	-Descriptives for survey items, Rasch analysis, aggregated & disaggregated analyses as specified by WVDE, individual district summaries.
-Send final response rate to WV.	September 12	MI Team	
-Complete data analysis.	Second week of October	MI Team	
-Final report due.	November 9	MI Team WV Project Coordinator	-*Note*. Continue with report changes in 2023: (a) adding SES to the list of demographics, & (b) providing "comments section" for each district.

To the parent of **(INSERT STUDENT NAME):**

The West Virginia Department of Education (WVDE), Office of Special Education is pleased to provide parents of students receiving special education and related services with the opportunity to complete a survey on parent satisfaction with the partnership efforts that their school provides. Your input as a parent on how we serve you is very important to us. Your input will help parents within all of West Virginia.

An independent evaluation firm, in partnership with the WVDE, is administering the parent survey. Your responses to the survey questions will remain confidential and no personally identifiable information will be reported.

To complete the survey online, please click on the following link:
(Insert survey link)

You can Opt Out if you have already completed the survey (online or mailed it in) or no longer wish to receive reminders. **(Insert new opt out link; "Click here")** and we will remove you from our mailing list.

It is very important that you complete the survey online as soon as possible. The absolute deadline for completion is August 15, 2023.

If you have questions or need assistance in completing the survey, please contact Measurement Incorporated by emailing WVDEParentSurvey@measinc.com or by calling **1-877-249-1340** extension **317** toll free.

Parents who have questions or need assistance in completing the survey, may also contact West Virginia Parent Training and Information Center at **(304) 472-5697**.

Sincerely,

Sheila Paitsel
Director
Office of Special Education

Shaki Asgari
Project Director
Measurement Incorporated
WVDEParentSurvey@measinc.com
1-877-249-1340 ext 317

PARENT SURVEY - SCHOOL AGE SPECIAL EDUCATION

This survey is for parents of **School Age Students** receiving Special Education services through the *West Virginia Special Education Program.* Your responses will help guide efforts to improve services and results for children and families.

You can either complete this survey and return it by mail or complete the survey online.

To complete the survey online, please either:

Scan the QR code to the left with your smart phone (this will bring you directly to your survey) **or**

Visit www.mievaluation.com/wvps2023.html and proceed to login with the 7-digit Survey ID number that appears below your survey QR code.

5000013

- For each statement below, please select only <u>one</u> response choice

Fill in circle completely: ○ ● ○ ○

incorrect: ⊘ ⊗ ◔ ◕

Use pencil only.

➤ **You may skip items that you feel do not apply to you or your child.**

Schools' Efforts to Partner With Parents

Response columns (left to right): Very strongly disagree, Strongly disagree, Disagree, Agree, Strongly agree, Very strongly agree

Efforts to Improve the Special Education System

1. I have been asked for my opinion about how well special education services are meeting my child's needs . . . . ○ ○ ○ ○ ○ ○

IEP Meetings

2. IEP meetings are scheduled at a time and place that are convenient for me . . . . ○ ○ ○ ○ ○ ○
3. We discussed whether my child could be educated satisfactorily in the regular classroom with appropriate aids and support . . . . ○ ○ ○ ○ ○ ○
4. At the IEP meeting, we discussed accommodations and modifications that my child would need . . . ○ ○ ○ ○ ○ ○
5. At the IEP meeting, we discussed how my child would participate in statewide assessments . . . . . . ○ ○ ○ ○ ○ ○
6. The evaluation results were thoroughly explained to me . . . . ○ ○ ○ ○ ○ ○
7. I was given enough time to fully understand my child's IEP . . . . ○ ○ ○ ○ ○ ○

Information Exchange

8. Information was provided to me in a language I understand . . . . ○ ○ ○ ○ ○ ○
9. I was given information about organizations that offer support for parents of students with disabilities . . . . ○ ○ ○ ○ ○ ○

School Environment and Supports

My child's school:

10. - provides funding, transportation, or other supports for parents to participate in training workshops . . . . ○ ○ ○ ○ ○ ○
11. - connects families to other families that can provide information and mutual support . . . . ○ ○ ○ ○ ○ ○
12. - offers parents training about special education issues . . . . ○ ○ ○ ○ ○ ○
13. - explains what options parents have if they disagree with a decision of the school . . . . ○ ○ ○ ○ ○ ○
14. - has a person on staff who is available to answer parents' questions . . . . ○ ○ ○ ○ ○ ○
15. - offers parents a variety of ways to communicate with teachers . . . . ○ ○ ○ ○ ○ ○

Please continue on the back page...

➤ **You may skip items that you feel do not apply to you or your child.**

Schools' Efforts to Partner With Parents *(continued)*

Response scale: Very strongly disagree · Strongly disagree · Disagree · Agree · Strongly agree · Very strongly agree

School Personnel

16. My child's teachers give me enough time and opportunities to discuss my child's needs and progress . . . . ○○○○○○

Teachers and administrators at my child's school:

17. - answered any questions I had about Procedural Safeguards . . . . ○○○○○○
18. - show sensitivity to the needs of students with disabilities and their families . . . . ○○○○○○
19. - encourage me to participate in the decision-making process . . . . ○○○○○○
20. - respect my family's values . . . . ○○○○○○

The School's Provision of Services

21. The school gives me choices with regard to services that address my child's needs . . . . ○○○○○○
22. I have a good working relationship with my child's teachers . . . . ○○○○○○
23. The school communicates regularly with me regarding my child's progress on IEP goals . . . . ○○○○○○

Transition from School

24. The school provides information on agencies that can assist my child in the transition from school . . . . ○○○○○○

25. Child's Age when First Referred to Early Intervention or Special Education:

<u>Age in Years</u> When First Referred

○ Under 1 year **OR** ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱ ⑲ ⑳ ㉑

COMMENTS: If you need more space than what is provided below, you can attach a separate comment sheet to the survey.

_____

_____

_____

Do you agree to have your comments shared with the district?   **Yes** ○   **No** ○

Thank you for your participation!

Please return the survey in the enclosed postage-paid envelope to:
West Virginia Parent Involvement Survey
c/o Measurement Incorporated
423 Morris Street
Durham, NC 27701

PAGE 2 of 2

W V S 3 -

WVDE Indicator 8 Parent Surveys Responses by Home District as of August 15, 2023

Overall response rate for All Students <mark>14.32%</mark>; Overall response rate for Preschool <mark>19.13%</mark>; Overall response rate for School Age <mark>13.97%</mark>

District	Preschool Survey					School Age Survey				
	N Sent Out	n Paper Surveys Completed	n Online Surveys Completed	Response Rate (%)*	Return to Sender	N Sent Out	n Paper Surveys Completed	n Online Surveys Completed	Response Rate (%)*	Return to Sender
TOTAL	**1,011**	**75**	**113**	**19.13%**	**28**	**13,982**	**855**	**1,029**	**13.97%**	**500**
Boone	20	2	1	15.00%	0	579	25	18	7.56%	10
Braxton	21	1	1	9.52%	0	284	17	22	14.08%	7
Grant	24	3	2	20.83%	0	234	18	13	13.78%	9
Hardy	29	7	2	32.14%	1	382	28	38	17.46%	4
Kanawha^	224	17	21	17.76%	10	4,156	279	326	15.30%	202
Mercer	149	11	16	18.24%	1	1,562	89	95	12.16%	49
Mingo^	23	2	1	14.29%	2	391	20	31	13.56%	15
Ohio	96	7	16	24.73%	3	816	53	89	18.42%	45
WVSDT	0	0	0	0.00%	0	211	5	4	4.57%	14
Preston^	44	1	10	25.00%	0	751	54	83	18.69%	18
Randolph^	28	1	1	7.41%	1	636	48	43	14.70%	17
Roane	18	2	1	16.67%	0	287	14	17	10.95%	4
Summers	29	1	2	11.11%	2	260	10	12	8.63%	5
Taylor^	15	1	1	14.29%	1	395	26	18	11.31%	6
Tyler^	13	3	4	53.85%	0	235	12	31	19.91%	19
Upshur^	30	3	8	36.67%	0	522	38	68	20.74%	11
Wayne^	100	7	15	23.16%	5	1,333	68	80	11.45%	40
Wirt^	30	1	1	6.67%	0	198	10	9	9.84%	5
Wyoming^	118	5	10	12.93%	2	750	41	32	10.00%	20

*Response Rate formula: $\dfrac{(\text{Paper Surveys Recieved}+\text{Online Surveys Recieved})}{(\text{Sent Out}-\text{Return to Sender})}$

^ **One duplicate survey from a preschool contact was received:** one from Kanawha. **Twenty-one duplicate surveys from school age contacts were received:** eleven from Kanawha, two from Mingo, one from Preston, one from Randolph, one from Taylor, one from Tyler, one from Upshur, one from Wayne, one from Wirt, and one from Wyoming. During the data cleaning process, the surveys will be compared, and rules applied to determine which survey responses will be retained.

Respondent Demographic Breakdown (Total – Preschool + School Age)

* % of Respondents refers to the proportion of *survey respondents* who represent a particular demographic category (n = 2,072).
** % of Sample refers to the proportion of a particular demographic category within the *survey sample* (n = 14,993).

Race/Ethnicity

Race/Ethnicity	Count of Respondents	% of Respondents	% of Sample
American Indian / Alaska Native	5	0.24%	0.12%
Asian	7	0.34%	0.27%
Black	131	6.32%	8.70%
Hispanic	21	1.01%	0.90%
Multiracial	6	0.29%	0.29%
Pacific Islander	3	0.14%	0.10%
White	1,899	91.65%	89.62%
TOTAL	**2,072**	**100%**	**100%**

Gender

Gender	Count of Respondents	% of Respondents	% of Sample
Female	743	35.86%	36.37%
Male	1,329	64.14%	63.63%
TOTAL	**2,072**	**100%**	**100%**

SES (Economically Disadvantaged)

Economic Disadvantage	Count of Respondents	% of Respondents	% of Sample
Yes	1,263	60.96%	68.87%
No	809	39.04%	31.13%
TOTAL	**2,072**	**100%**	**100%**

Disability

Disability Type	Count of Respondents	% of Respondents	% of Sample
AU - Autism	183	8.83%	6.37%
BD – Emotional/Behavior Disorder	20	0.97%	1.21%
CD – Speech/language Impairment	478	23.07%	22.77%
DB – Deaf/Blindness	0	0.00%	0.04%
DF – Deafness	3	0.14%	0.13%
HI – Hard of Hearing	25	1.21%	0.80%
ID – Intellectually Disabled	3	0.14%	0.11%
LD – Specific Learning Disability	552	26.64%	31.87%
MD – Moderately Mentally Impaired	76	3.67%	3.34%
MM – Mild Mental Impairment	234	11.29%	12.55%
MS – Severe Mental Impairment	8	0.39%	0.45%
OH – Other Health Impairment	324	15.64%	14.92%
PH – Orthopedic Impairment	5	0.24%	0.13%
PS – Developmental Delay	140	6.76%	4.65%
TB – Traumatic Brain Injury	5	0.24%	0.17%
VI – Blindness and Low Vision	16	0.77%	0.49%
TOTAL	**2,072**	**100%**	**100%**

WVDE Indicator 8 Parent Survey Returns by District 08.15.2023

Appendix E: Required Forms

Proc Folder:	1358325	**Reason for Modification:**
Doc Description:	Parent Involvement Survey (Indicator B8)	
Proc Type:	Central Contract - Fixed Amt	

Date Issued	Solicitation Closes	Solicitation No	Version
2024-01-17	2024-02-06 13:30	CRFQ 0402 EDD2400000002	1

BID RECEIVING LOCATION

BID CLERK
DEPARTMENT OF ADMINISTRATION
PURCHASING DIVISION
2019 WASHINGTON ST E
CHARLESTON   WV   25305
US

VENDOR

Vendor Customer Code:

Vendor Name : Measurement Incorporated

Address : 41

Street : State Street, Suite 403

City : Albany

State : NY   **Country :** USA   **Zip :** 12207

Principal Contact : Shelly Menendez

Vendor Contact Phone: 630-270-7073   **Extension:**

FOR INFORMATION CONTACT THE BUYER
Joseph E Hager III
(304) 558-2306
joseph.e.hageriii@wv.gov

Vendor Signature X *Shelly Menendez*   **FEIN#** 56-1264255   **DATE** 02/05/2024

All offers subject to all terms and conditions contained in this solicitation

DESIGNATED CONTACT: Vendor appoints the individual identified in this Section as the Contract Administrator and the initial point of contact for matters relating to this Contract.

(Printed Name and Title) Shelly Menendez, Vice President

(Address) 41 State Street, Suite 403, Albany, NY 12207

(Phone Number) / (Fax Number) 630-270-7073 / 518-462-1728

(email address) smenendez@measinc.com

CERTIFICATION AND SIGNATURE: By signing below, or submitting documentation through *wv*OASIS, I certify that: I have reviewed this Solicitation/Contract in its entirety; that I understand the requirements, terms and conditions, and other information contained herein; that this bid, offer or proposal constitutes an offer to the State that cannot be unilaterally withdrawn; that the product or service proposed meets the mandatory requirements contained in the Solicitation/Contract for that product or service, unless otherwise stated herein; that the Vendor accepts the terms and conditions contained in the Solicitation, unless otherwise stated herein; that I am submitting this bid, offer or proposal for review and consideration; that this bid or offer was made without prior understanding, agreement, or connection with any entity submitting a bid or offer for the same material, supplies, equipment or services; that this bid or offer is in all respects fair and without collusion or fraud; that this Contract is accepted or entered into without any prior understanding, agreement, or connection to any other entity that could be considered a violation of law; that I am authorized by the Vendor to execute and submit this bid, offer, or proposal, or any documents related thereto on Vendor's behalf; that I am authorized to bind the vendor in a contractual relationship; and that to the best of my knowledge, the vendor has properly registered with any State agency that may require registration.

By signing below, I further certify that I understand this Contract is subject to the provisions of West Virginia Code § 5A-3-62, which automatically voids certain contract clauses that violate State law; and that pursuant to W. Va. Code 5A-3-63, the entity entering into this contract is prohibited from engaging in a boycott against Israel.

Measurement Incorporated

(Company)

Shelly Menendez

(Signature of Authorized Representative)
Shelly Menendez, Vice President, 02/05/2024

(Printed Name and Title of Authorized Representative) (Date)
630-270-7073 / 518-462-1728

(Phone Number) (Fax Number)
smenendez@measinc.com

(Email Address)

Revised 8/24/2023

ADDENDUM ACKNOWLEDGEMENT FORM
SOLICITATION NO.: CRFQ-0402-EDD2400000002-1

Instructions: Please acknowledge receipt of all addenda issued with this solicitation by completing this addendum acknowledgment form. Check the box next to each addendum received and sign below. Failure to acknowledge addenda may result in bid disqualification.

Acknowledgment: I hereby acknowledge receipt of the following addenda and have made the necessary revisions to my proposal, plans and/or specification, etc.

Addendum Numbers Received:
(Check the box next to each addendum received)

☐ Addendum No. 1   ☐ Addendum No. 6
☐ Addendum No. 2   ☐ Addendum No. 7
☐ Addendum No. 3   ☐ Addendum No. 8
☐ Addendum No. 4   ☐ Addendum No. 9
☐ Addendum No. 5   ☐ Addendum No. 10

I understand that failure to confirm the receipt of addenda may be cause for rejection of this bid. I further understand that any verbal representation made or assumed to be made during any oral discussion held between Vendor's representatives and any state personnel is not binding. Only the information issued in writing and added to the specifications by an official addendum is binding.

Measurement Incorporated
_____
Company

Shelly Merritt
_____
Authorized Signature

02/05/2024
_____
Date

NOTE: This addendum acknowledgement should be submitted with the bid to expedite document processing.

10. VENDOR DEFAULT:

10.1 The following shall be considered a vendor default under this Contract.

10.1.1 Failure to perform Contract Services in accordance with the requirements contained herein.

10.1.2 Failure to comply with other specifications and requirements contained herein.

10.1.3 Failure to comply with any laws, rules, and ordinances applicable to the Contract Services provided under this Contract.

10.1.4 Failure to remedy deficient performance upon request.

10.2 The following remedies shall be available to Agency upon default.

10.2.1 Immediate cancellation of the Contract.

10.2.2 Immediate cancellation of one or more release orders issued under this Contract.

10.2.3 Any other remedies available in law or equity.

11. MISCELLANEOUS:

11.1 Contract Manager: During its performance of this Contract, Vendor must designate and maintain a primary contract manager responsible for overseeing Vendor's responsibilities under this Contract. The Contract manager must be available during normal business hours to address any customer service or other issues related to this Contract. Vendor should list its Contract manager and his or her contact information below.

Contract Manager:	Shelly Menendez
Telephone Number:	630-270-7073
Fax Number:	518-462-1728
Email Address:	smenendez@measinc.com