

West Virginia Department of Education

West Virginia IDEA Part B:

Special Education Parent Survey Results

November 2024



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STATISTICAL SUMMARY

Recent studies consistently emphasize the critical impact parental involvement has on student academic success, especially for children with disabilities. Parents are more likely to have insights into their child's strengths and needs, making their collaboration with school staff essential for creating effective learning environments. When parents and educators work closely together, they can share knowledge, align goals, and tailor support strategies that address each child's specific needs. This partnership ensures that students receive the most appropriate educational resources and interventions, leading to better academic and personal outcomes. Therefore, it is crucial to continuously assess the level of collaboration between parents and educators by obtaining parental feedback on their involvement and satisfaction; this helps to establish support structures that are both meaningful and beneficial for parents and children (Garcia-Melgar et al., 2022; Goldman et al., 2022; Kim, 2020). The Individuals with Disabilities Education Act (IDEA, 2004; P.L. No. 108-446) ensures that families are afforded meaningful opportunities to participate in their child'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). Indicator 8 focuses on “the percentage 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 2023-2024 academic year reflect these standards.

Table 1
Statistical Summary (2023-2024)
Part B Special Education Parent Survey Report

PART B Preschool			
Percent at or above Indicator 8 standard:		49.3% (SE of the mean = 2.7%)	
Number of Valid Responses:	343	Measurement Reliability:	0.88 – 0.93
Mean Measure:	617	Measurement SD:	175
PART B School Age			
Percent at or above Indicator 8 standard:		38.6% (SE of the mean = 0.9%)	
Number of Valid Responses:	2,985	Measurement Reliability:	0.90 – 0.94
Mean Measure:	571	Measurement SD:	164
PART B Preschool and School Age Combined			
Percent at or above Indicator 8 standard:		39.7% (SE of the mean = 0.9%)	
Number of Valid Responses:	3,328	Measurement Reliability:	0.88 – 0.94
Mean Measure:	575	Measurement SD:	166
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 cut-off point is 600; scores range from 100 to 899.

Note: 17,748 surveys were mailed out, 17,090 surveys were delivered, and 3,328 surveys were received. The undeliverable (658 households) surveys were not included in calculating the response rates.

I. BACKGROUND

In March 2024, 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 was to gather data for the Special Education State Performance Plan. The U.S. Department of Education requires states to report their progress related to special education in their Annual Performance Reports (APRs). Specifically, WVDE reports on Indicator B-8, which measures “the percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and outcomes for children with disabilities.”

Statewide data collection for the 2023-2024 school year began in May 2024, using two parent surveys. One survey, consisting of 26 items and a comment section, was administered to the parents of preschool children. The second survey, with 24 items and a comment section, was administered to the parents of school-age children. Both surveys were adapted from the National Center for Special Education Accountability Monitoring (NCSEAM) survey item banks. The NCSEAM items are valid and reliable in measuring how well parents perceive schools to facilitate their involvement. To establish the validity and reliability of the survey items, NCSEAM collected data from over 2,500 parents of students receiving special education services across six states.

The West Virginia Department of Education, Office of Special Education and Student Support (OSESS) provided MI the home and available email addresses of parents of students with special. After verifying the addresses, MI successfully delivered 17,090 surveys to parents across 18 school districts. The mailed survey included essential instructions, such as log-in information and usernames, to guide parents and guardians on how to complete the survey online. In 2024, MI continued to use QR codes, allowing parents/guardians to access the survey directly by scanning the code with a smart device. The user-friendly design of the online surveys, which was updated in 2022, was further enhanced in 2024.

The survey was administered from May 6, 2024, to September 13, 2024. In early July, a postcard reminder with a personalized QR code was sent to households that had not yet completed the survey (i.e., non-responders).

The survey administration also included an email campaign that began in early June. This campaign featured two monthly reminders: one from Measurement Incorporated (MI) and one from each district director. Emails from MI were sent to 887 preschool parents and 9,271 school-age parents for whom email addresses were available. MI made every effort to avoid sending the survey link to parents who already completed the survey (paper or online version). In 2024, reminder emails included a personalized direct link to the survey, making it easier for parents who may have lost or misplaced their survey ID to participate.

II. METHODOLOGY

The dissemination of the West Virginia Parent Involvement Survey involved active collaboration between MI and WVDE to ensure accurate and reliable data collection. The following summary outlines the 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 developed by the National Center for Special Education Accountability Monitoring (NCSEAM) between 2002 and 2005.

The data in this report was collected using two parent surveys, both of which were converted to a scannable format. One survey, consisting of 26 items and a comment section, was administered to parents of preschool children (ages 3-5). The other survey, with 24 items and a comment section, was 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 of survey administration. WVDE sampled school districts to provide a representative group of families for the survey. The sample aligned with the OSEP-approved sampling plan, which accounts for disability category, race/ethnicity, region, and district size. All parents of students with disabilities in the selected districts were surveyed. Every district in the state is surveyed at least once within a three-year period.

Each survey was labeled with a code that linked it to the district and the child's demographic data. Every survey packet mailed to parents included the survey, an instructional letter, and a postage-paid return envelope addressed to MI. Mailing the completed survey directly to the independent contractor helped protect parents' confidentiality. Parents also had the option to complete the survey online. The paper survey included instructions, such as log-in information and a username, to facilitate online participation. Additionally, direct emails with the survey hyperlink were sent to a portion of the sample for whom email addresses were available—887 preschool parents and 9,271 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, which they could complete and return to MI in a postage-paid envelope. A scannable QR code was added to the survey to help increase parent participation.

Online Method: Respondents were given log-in information to access and complete the survey online. The online survey's user-friendly design was updated to improve the user experience.

Direct Email Method: Direct emails were sent to 10,158 parents or guardians for whom email addresses were available. These emails included instructions and a hyperlink to the survey.

In May, 17,748 surveys were distributed: 1,465 to the parents of preschool children and 16,283 to the parents of school-age children. A total of 17,090 surveys were successfully delivered to households, with 1,395 going to preschool families and 15,695 to school-age families. A total of 658 surveys (70 preschool and 588 school-age) were undeliverable and returned to MI.

By mid-June, the response rates were 13.0% for preschool, 10.0% for school-age, and 10.3% statewide. In early July, a reminder postcard was mailed to parents who had not yet responded. By mid-August, the response rates increased to 21.2% for preschool, 16.3% for school-age, and 16.7% statewide. At the close of the survey administration in mid-September, the statewide response rate reached 19.5%, with 24.6% for preschool and 19.0% for 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 tracked using our data monitoring procedures. MI maintained timely and ongoing communication with WVDE staff throughout the administration process. During the analysis phase, MI examined the data for representativeness across key demographic variables, including race/ethnicity, age group, gender, disability, and socioeconomic status (SES), with SES based on eligibility for free or reduced-price lunch (FRPL). These results enable WVDE to assess 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 2024, MI provided districts with promotional materials, including recommendations for increasing parent participation, as well as an informational flyer to display in high-traffic areas frequented by parents.

III. FINDINGS

This section of the report presents data from the 2024 West Virginia Parent Involvement Survey. MI reports key findings in three critical areas:

- Response Rates
- Representativeness of the Data
- Survey Item Analysis Results



In 2024, the overall response rate for the sampled districts was considerably lower compared to the last time the same districts were sampled.

A. Response Rates

In 2024, there was a five-percentage point decrease in the overall response rate, a two-percentage point decrease in the preschool parent survey response rate, and a five-percentage point decrease in the school-age parent survey response rate compared to the last time these districts were sampled (the 2021 administration cycle). **Table 2** provides a summary of these comparisons.

Table 2
Survey Administration Summary for 2023-2024

	2023-2024: Survey Administration (18 districts)			2020-2021: Previous Administration Cycle of the Same Districts		
	Preschool	School Age	Total	Preschool	School Age	Total
Surveys Delivered	1,395	15,695	17,090	1,822	13,268	15,090
Surveys Received	343	2,985	3,328	487	3,207	3,694
Statewide Response Rate	25%	19%	20% (19.5%)	27%	24%	25% (24.5%)

Note. Undeliverable (Return to Sender) surveys were not included in calculating the response rates. There were 658 undeliverable surveys in 2023-24 and 1,245 undeliverable surveys in 2020-21.

In 2024, there was a decrease in the proportion of survey participants compared with the last time the same districts were surveyed (2021). 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.). Additionally, some district directors made efforts to encourage parent participation in the initiative.

Our analysis also included examining the combined (preschool and school age) response rate for each of the 18 school districts (see **Table 3**).

Table 3
Response Rate by District (2023-2024): Combined (Preschool and School Age)

District	Number of Surveys Sent That Reached Deliverable Postal or Email 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
Barbour	516	107	20.7%	29.0%	No
Brooke	574	132	23.0%	41.7%	No
Cabell	2,533	474	18.7%	38.4%	No
Clay	330	51	15.5%	43.1%	Yes
Greenbrier	966	218	22.6%	40.4%	No
Hancock	794	156	19.6%	51.9%	No
Harrison	2,171	408	18.8%	35.0%	No
Jackson	682	111	16.3%	33.3%	Yes
Logan	1,078	128	11.9%	46.9%	Yes
Monongalia	1,878	497	26.5%	38.6%	No
Monroe	290	56	19.3%	44.6%	No
Morgan	399	76	19.0%	51.3%	No
Nicholas	652	101	15.5%	39.6%	Yes
Pendleton	128	24	18.8%	37.5%	No
Putnam	1,668	402	24.1%	38.6%	No
Raleigh	2,136	326	15.3%	40.2%	Yes
Ritchie	245	37	15.1%	40.5%	Yes
WVSDDB	50	24	48.0%	62.5%	Yes
Total	17,090	3,328	19.5%	39.7%	

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

** The Indicator B-8 District Response at or above the standard refers to the percentage of respondent parents who reported that schools facilitated parent involvement to improve services and outcomes for children with disabilities.

An inspection of the distribution of response rates indicated a mean response rate of 20.5%, with a standard deviation (SD) of 7.8%. For this distribution, a response rate of 12.7% represents one SD below the mean, while 28.3% represents one SD above the mean. In 2024, one district (WVSDDB) had a response rate more than one SD above the mean, while another district (Logan) had a response rate more than one SD below the mean. **Figures 1 and 2** display comparisons of the 2024, 2021, and 2018 administrations in terms of response rates and Indicator B-8 percentages statewide. *Note:* 2018 and 2021 were the previous two cycles in which the *same* districts surveyed in 2024 were sampled. **Table 4** details the response rates and Indicator B-8 percentages for each of the 18 districts surveyed in the 2024 administration and the previous cycle in 2021.

Figure 1
Comparison of 2018, 2021, and 2024
Statewide Response Rate
(Preschool and School Age Combined)

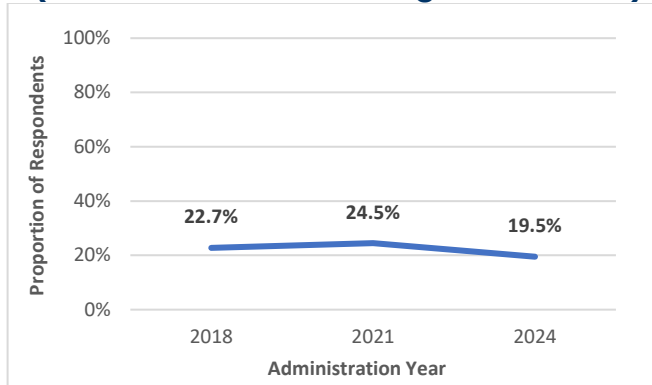


Figure 2
Comparison of 2018, 2021, and 2024
Statewide Indicator 8
(Preschool and School Age Combined)

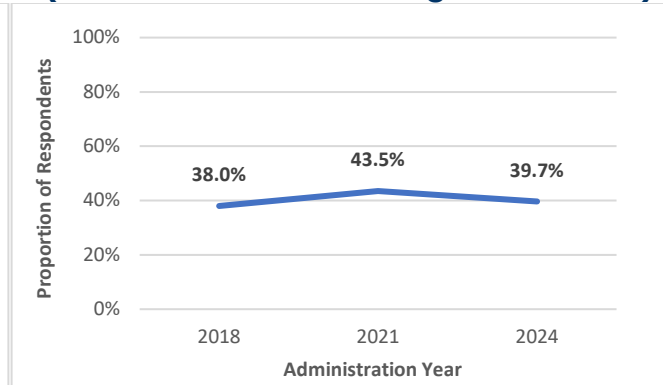


Table 4
Response Rate and Indicator 8 Comparisons by District: Comparison Between Current
Year (2024) and (2021) or the Last Time the Same Districts Were Surveyed
(Preschool and School Age Combined)

District	Percent Response Rate (2024)	Percent Response Rate (2021 or Prior Administration)	Indicator B-8 (2024)	Indicator B-8 (2021 or Prior Administration)
Barbour	20.7%	26.2%	29.0%	31.0%
Brooke	23.0%	26.2%	41.7%	46.5%
Cabell	18.7%	27.1%	38.4%	43.6%
Clay	15.5%	21.0%	43.1%	42.1%
Greenbrier	22.6%	28.4%	40.4%	32.2%
Hancock	19.6%	24.7%	51.9%	58.6%
Harrison	18.8%	18.4%	35.0%	44.5%
Jackson	16.3%	22.6%	33.3%	48.0%
Logan	11.9%	15.9%	46.9%	49.6%
Monongalia	26.5%	29.4%	38.6%	43.4%
Monroe	19.3%	26.4%	44.6%	35.7%
Morgan	19.0%	27.2%	51.3%	40.8%
Nicholas	15.5%	20.8%	39.6%	50.9%
Pendleton	18.8%	37.7%	37.5%	27.6%
Putnam	24.1%	30.5%	38.6%	40.8%
Raleigh	15.3%	19.5%	40.2%	45.5%
Ritchie	15.1%	16.5%	40.5%	40.5%
WVSDB	48.0%	43.0%	62.5%	51.4%
Total	19.5%	24.5%	39.7%	43.5%

In 2024, the overall response rate (19.5%) was five percentage points **lower** than the overall response rate in 2021 (24.5%). Also, in the current administration year, considerably **fewer** parents (39.7%) expressed satisfaction with their partnership with schools than what was reported in 2021 (43.5%).

B. Representativeness of the Data

The following four tables (**Tables 5, 6, 7, and 8**) compare demographic data from 2024 survey respondents to the most recent West Virginia Child Count data. Specifically, parent respondents from 2024 are compared to the 2023 Child Count data (i.e., race/ethnicity, gender, disability, and socioeconomic status [SES] categories). SES status was determined by the family’s eligibility for free or reduced-price lunch [FRPL]). These comparisons illustrate how well the group of parent respondents from the sampled districts represent the broader population of parents in West Virginia whose children receive special education services. For these comparisons, IDEA guidelines were followed. A difference of three percentage points (higher or lower) between the parent survey respondents and the state Child Count demographics suggests that the group of parents who participated in the survey does not represent the larger population of parents in the state.



The sample of parents who responded to the survey was representative of the statewide population of parents with children who have special needs in terms of race/ethnicity (see Table 5).

Table 5
Race/Ethnicity Categories of Students With Disabilities (SWD) Survey Sample
Compared to December 1, 2023, Child Count Data
(Preschool and School Age Combined)

Race/Ethnicity Category	Count of Respondent Sample in 2024	Percentage of Respondent Sample in 2024	December 1, 2023, Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
American Indian/Alaskan	5**	0.2%	50	0.1%	0.1%
Asian	13	0.4%	134	0.3%	0.1%
Black	112	3.4%	2,338	4.7%	-1.3%
Hispanic	51	1.5%	1,015	2.0%	-0.5%
Multiple Race	120	3.6%	2,229	4.5%	-0.9%
Pacific Islands	1**	0.0%	18	0.0%	0.0%
White	3,026	90.9%	44,163	88.4%	2.5%
Total	3,328	100.0%	49,947	100.0%	

*Over/Under Representation is the percentage of 2024 respondent sample in a race/ethnicity minus the percentage of eligible population in the state in a race/ethnicity.

**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 children who have special needs in terms of gender (see Table 6).

Table 6
Gender Categories of Students With Disabilities (SWD) Survey Sample
Compared to December 1, 2023, Child Count Data
(Preschool and School Age Combined)

Gender Category	Count of Respondent Sample in 2024	Percentage of Respondent Sample in 2024	December 1, 2023, Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Female	1,231	37.0%	18,318	36.7%	0.3%
Male	2,097	63.0%	31,629	63.3%	-0.3%
Total	3,328	100.0%	49,947	100.0%	

*Over/Under Representation is the gender percentage of the 2024 respondent sample minus the gender percentage of the eligible population in the state.



The sample of parents who responded to the survey was representative of 10 out of the 12 exceptionality categories. However, the “Other Health Impairment” and “Specific Learning Disability” categories were underrepresented compared to the statewide population (see Table 7).

Table 7
Exceptionality Categories of Students With Disabilities (SWD) Survey Sample
Compared to December 1, 2023, Child Count Data
(Preschool and School Age Combined)

Exceptionality Category	Count of Respondent Sample in 2024	Percentage of Respondent Sample in 2024	December 1, 2023, Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	355	10.7%	3,890	7.8%	2.9%
Blindness and Low Vision	43	1.3%	290	0.6%	0.7%
Deaf/Blindness	6**	0.2%	28	0.1%	0.1%
Developmental Delay	270	8.1%	2,888	5.8%	2.3%
Emotional Disturbance	46	1.4%	746	1.5%	-0.1%
Hearing Impaired	46	1.4%	442	0.9%	0.5%
Intellectual Disability	374	11.2%	6,692	13.4%	-2.2%
Orthopedic Impairment	8**	0.2%	83	0.2%	0.0%
Other Health Impairment	666	20.0%	8,451	16.9%	3.1%
Specific Learning Disability	920	27.6%	16,513	33.1%	-5.5%
Speech/language Impairment	590	17.7%	9,846	19.7%	-2.0%
Traumatic Brain Injury	4**	0.1%	78	0.2%	-0.1%
Total	3,328	100.0%	49,947	100.0%	

*Over/Under Representation is the percentage of the 2024 respondent sample in an exceptionality category minus the percentage of eligible population in the state in an exceptionality category.

**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 complete a survey are systematically different from those who do not. In this case, there is a potential **overrepresentation** of parents of children with “Other Health Impairment.” In 2024, 20.0% of survey respondents identified their child as having “Other Health Impairment”, compared to only 16.9% in the West Virginia population. This suggests that the views of parents of children with “Other Health Impairment” may be disproportionately represented.

Conversely, the proportion of responding parents of children with a “Specific Learning Disability” was significantly smaller at 27.6% than the 33.1% of children in the West Virginia population. This indicates a potential **underrepresentation** of the views of this group of parents regarding whether

schools facilitated their involvement in improving services and outcomes for children with disabilities (Indicator 8).

To address survey nonresponse, we applied the statistical method of "nonresponse weighting." This method involved two key steps. First, we calculated "control totals," which are known characteristics of the target population—such as the distribution of demographic and disability categories—to better align our sample with the population. Second, we used these control totals to compute weights for each respondent. These weights adjusted the influence of respondents, increasing the weight for those from underrepresented groups and decreasing it for those from overrepresented groups. This adjustment allowed the sample to reflect the true population more accurately when analyzing responses for Indicator 8.

After applying the weighted adjustment, the percentage of participants at or above Indicator 8 changed slightly from 39.7% to 39.5%. This small difference indicates that the weighting adjustment did not significantly alter the overall response patterns.

Table A presents the unweighted and weighted numbers and percentages of respondents meeting Indicator 8, confirming that the weighting adjustment resulted in minimal changes to the overall response distribution.

Comparisons of the 2024 survey sample to the 2023 Child Count Data disaggregated by preschool (**Table B-1**) and school age (**Table B-2**) appear in the Appendix section of this report.



The 2024 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 socioeconomic status (see Table 8).

Table 8
SES Categories of Students With Disabilities (SWD)
Survey Sample Compared to December 1, 2023, Child Count Data
(Preschool and School Age Combined)

SES Category Eligible for FRPL (No/Yes)	Count of Respondent Sample in 2024	Percent of Respondent Sample in 2024	December 1, 2023, Child Count of Eligible Population	Percent of Eligible Population	Over/Under Representation*
No	1,525	45.8%	16,529	33.1%	12.7%
Yes	1,803	54.2%	33,418	66.9%	-12.7%
Total	3,328	100.0%	49,947	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 2024 surveyed parents of children eligible for free or reduced-price lunch (FRPL) was significantly lower than the percentage of eligible parents in the West Virginia population (54.2% versus 66.9%, respectively). This indicates an underrepresentation of parents of children eligible for FRPL by 12.7%. Once again, to address this potential underrepresentation, we applied the nonresponse weighting technique. After the weighting

adjustment, the percentage of respondents at or above Indicator 8 changed slightly from 39.7% to 39.9%. This minimal change suggests that the views of parents from the underrepresented group were adequately accounted for without significantly altering the overall response patterns. For further details, **Table A** in the Appendix provides a full breakdown of the unweighted and weighted numbers and percentages of respondents meeting Indicator 8.

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 compared to the last time the same districts were surveyed in 2021 (39.7% and 43.5%, respectively). Parent involvement was *slightly higher* this year compared to last year’s administration (39.7% and 38.7%, respectively).

Table 9
Percent of Parent Responses At or Above the Standard
for Academic Years 2023-2024, 2022-2023, and 2020-2021

2023-2024 (this year’s administration)					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	343	169	49.3%	44.02%	54.54%
School Age	2,985	1,151	38.6%	36.83%	40.32%
Combined	3,328	1,320	39.7%	38.01%	41.34%
2022-2023 (last year’s administration)					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	252	126	50.0%	43.88%	56.13%
School Age	2,701	1,016	37.6%	35.81%	39.46%
Combined	2,953	1,142	38.7%	36.93%	40.44%
2020-2021 (the last time the same districts were surveyed)					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	487	262	53.8%	49.37%	58.23%
School Age	3, 207	1,344	41.9%	40.2%	43.62%
Combined	3,694	1,606	43.5%	41.88%	45.07%

We calculated 95% confidence intervals for the percentage of parents who "agreed that their child's school district facilitated parental engagement" (i.e., those who met or exceeded the Indicator 8 standard). These results are summarized by district in **Table 10**. A confidence interval provides a range of values within which the true population percentage is likely to fall 95% of the time.

Using the Rasch method of data analysis, each parent survey was scored and 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 special education services.**

Table 10
Percent of Parent Responses At or Above the Indicator 8 Standard by District
(Preschool and School Age Combined)

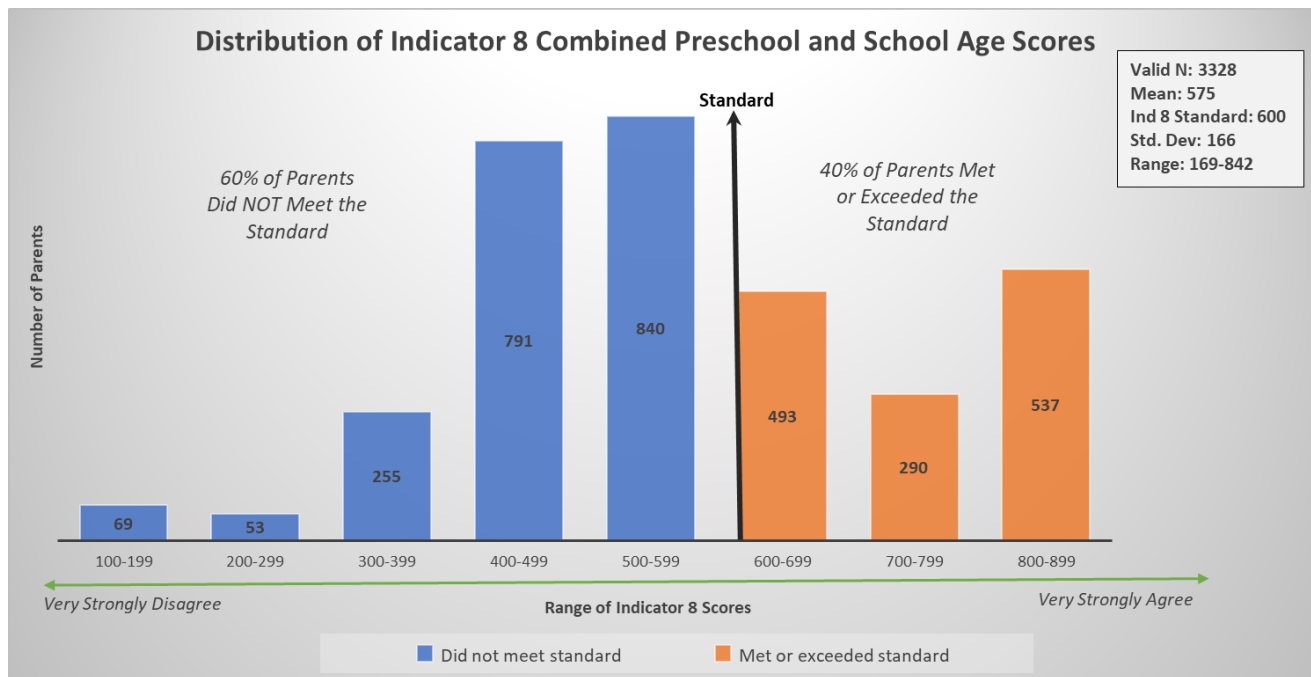
District	Total Response in 2024	Response At or Above Indicator 8 Standard <small>Number and percent of parents who "agreed that the child's school district facilitated parental engagement"</small>		95% Confidence Interval	
		Number	Percent	Low	High
Barbour	107	31	29.0%	21.23%	38.23%
Brooke	132	55	41.7%	33.62%	50.20%
Cabell	474	182	38.4%	34.13%	42.86%
Clay	51	22	43.1%	30.53%	56.74%
Greenbrier	218	88	40.4%	34.08%	47.00%
Hancock	156	81	51.9%	44.13%	59.62%
Harrison	408	143	35.0%	30.58%	39.81%
Jackson	111	37	33.3%	25.26%	42.57%
Logan	128	60	46.9%	38.46%	55.48%
Monongalia	497	192	38.6%	34.46%	42.99%
Monroe	56	25	44.6%	32.41%	57.59%
Morgan	76	39	51.3%	40.30%	62.20%
Nicholas	101	40	39.6%	30.63%	49.37%
Pendleton	24	9	37.5%	21.20%	57.38%
Putnam	402	155	38.6%	33.93%	43.41%
Raleigh	326	131	40.2%	35.01%	45.60%
Ritchie	37	15	40.5%	26.38%	56.54%
WVSDB	24	15	62.5%	42.62%	78.80%
Total	3,328	1,320	39.7%	38.01%	41.34%

The percentage of parents meeting or exceeding the standard ranged from 29.0% (Barbour) to 62.5% (WVSDB). However, it is important to note that the number of surveys received from some school districts was relatively small, which makes the results less reliable for those districts.

In the Appendix section of this report, **Table B-3** and **Table B-4** display the percentage of parent responses for preschool and school-age students, respectively, who met or exceeded the Indicator 8 standard in each individual district.

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

Figure 3
2024 West Virginia Parent Survey Distribution of Indicator 8 Scores
(Preschool and School Age Combined)



The range of Indicator 8 scores, also referred to as “Partnership Efforts Measures,” displayed along the x-axis, represents the level of agreement with Indicator 8 (i.e., the degree to which parents agreed that their child’s school district facilitated parental engagement to improve special education services). A higher bar indicates a greater number of parents who responded at that level.

The graph shows that 60% of parents did not meet the Indicator 8 standard, while 40% met or exceeded the standard. Specifically, a score of 600 or higher indicates that the parent met the standard. The data further show that the largest group of parents (840 respondents) scored just below the standard in the 500–599 range, indicating that many parents were close to meeting the threshold. Additionally, 537 parents scored in the highest range of 800–899, reflecting strong agreement that their child’s school district facilitated effective parental engagement in improving special education services.

For a more detailed breakdown of the distribution of scores, refer to the Appendix section. **Figure A-1** presents the distribution of scores for preschool parent responses, while **Figure A-3** displays the distribution of scores for school-age parent responses.



Parents reported less satisfaction with most aspects of their school partnership in 2024 compared with the last time they were surveyed.

Table 11 and Table 12 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 (2021). **Table 11** lists the 26 preschool survey items and **Table 12** lists the 24 school age survey items.

For 20 of the 26 items on the preschool survey, parents expressed less satisfaction in their partnership with schools in 2024 compared with parents surveyed in 2021 (the prior survey administration year for the same districts). Parents expressed greater satisfaction in six of the 26 items this year compared with the 2021 administration year. The largest increase in satisfaction in the current year compared to the previous survey administration cycle was associated with survey item 4: “*My child's evaluation report was written using words I understand (+2.4%).*” The most significant drop in satisfaction in 2024 compared to the 2021 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 (-5.0%).*”

None of the 24 *school age* survey items received greater satisfaction ratings in 2024 compared to 2021. In general, compared to the 2021 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 15: “*Offers parents a variety of ways to communicate with teachers (-5.5%).*”

Table 11
Preschool Survey Item Analysis (2023-2024)
Sorted by Percent Difference in Parent Satisfaction 2021 (or the last time the same
districts were surveyed) and the Current Year, 2024
(Statewide Percent in Agreement - Codes 5, 6 who Strongly Agree/Very Strongly Agree)

Preschool Survey Items	Statewide % in Agreement (Strongly/Very Strongly Agree)		Percent Difference from Prior Administration to 2024
	2024	2021 or Prior Administration to the Same Districts	
4) My child's evaluation report was written using words I understand	70.6%	68.2%	2.4%
26) connect families with one another for mutual support	38.4%	37.0%	1.4%
11) encourage me to participate in the decision-making process	66.8%	66.1%	0.7%
19) give me information about the approaches they use to help my child learn	58.5%	57.8%	0.7%
7) Included me in the process of helping my child transition from early intervention to preschool special education	65.4%	64.9%	0.5%
9) are available to speak with me	68.3%	67.9%	0.4%
8) provide me with information on how to get other services	51.0%	51.1%	-0.1%
10) treat me as an equal team member	67.3%	67.7%	-0.4%
13) value my ideas	66.5%	67.0%	-0.5%
16) give me options concerning my child's services and supports	58.4%	59.6%	-1.2%
12) respect my culture	68.5%	69.8%	-1.3%
15) communicate regularly with me regarding my child's progress on IEP goals	61.1%	62.4%	-1.3%
14) ensure that I have fully understood my rights related to preschool special education	63.3%	64.7%	-1.4%
3) My child's IEP goals are written in a way that I can work on them at home during daily routines	63.0%	64.9%	-1.9%
1) I am part of the IEP decision-making process	67.4%	69.3%	-1.9%
18) give me enough information to know if my child is making progress	58.9%	60.9%	-2.0%
2) My recommendations are included on the IEP	64.2%	66.3%	-2.1%
20) give me information about organizations that offer support for parents	43.0%	45.4%	-2.4%
5) The preschool special education program involves parents in evaluations of whether preschool special education is effective	60.8%	63.7%	-2.9%
25) offer supports for parents to participate in training workshops	39.9%	42.8%	-2.9%
24) give parents the help they may need, such as transportation, to play an active role in their child's learning and development	49.8%	52.8%	-3.0%
21) offer parents training about preschool special education	39.8%	43.3%	-3.5%
22) offer parents different ways of communicating with people from preschool special education	50.0%	53.6%	-3.6%
17) provide me with strategies to deal with my child's behavior	51.9%	55.9%	-4.0%
23) explain what options parents have if they disagree with a decision made by the preschool special education program	44.3%	48.9%	-4.6%
6) I have been asked for my opinion about how well preschool special education services are meeting my child's needs	53.3%	58.3%	-5.0%

Table 12
School Age Survey Item Analysis (2023-2024)
Sorted by Percent Difference in Parent Satisfaction 2021 (or the last time the same
districts were surveyed) and the Current Year, 2024
(Statewide Percent in Agreement - Codes 5, 6 who Strongly Agree/Very Strongly Agree)

School Age Survey Items	Statewide % in Agreement (Strongly/ Very Strongly Agree)		Percent Difference From Prior Administration to 2024
	2024	2021 or Prior Administration to the Same Districts	
8) Information was provided to me in a language I understand	67.6%	68.0%	-0.4%
5) At the IEP meeting, we discussed how my child would participate in statewide assessments	47.5%	48.1%	-0.6%
2) IEP meetings are scheduled at a time and place that are convenient for me	59.2%	60.0%	-0.8%
6) The evaluation results were thoroughly explained to me	53.6%	54.3%	-0.8%
4) At the IEP meeting, we discussed accommodations and modifications that my child would need	57.9%	59.2%	-1.3%
19) Encourage me to participate in the decision-making process	51.8%	53.2%	-1.4%
7) I was given enough time to fully understand my child's IEP	54.9%	56.7%	-1.8%
3) We discussed whether my child could be educated satisfactorily in the regular classroom with appropriate aids and support	53.3%	55.4%	-2.1%
21) The school gives me choices with regard to services that address my child's needs	44.9%	47.0%	-2.1%
17) Answered any questions I had about Procedural Safeguards	47.2%	49.4%	-2.2%
9) I was given information about organizations that offer support for parents of students with disabilities	37.0%	39.3%	-2.3%
20) Respect my family's values	52.4%	54.8%	-2.4%
24) The school provides information on agencies that can assist my child in the transition from school	34.2%	36.7%	-2.5%
11) Connects families to other families that can provide information and mutual support	23.1%	25.6%	-2.5%
18) Show sensitivity to the needs of students with disabilities and their families	49.0%	51.9%	-2.9%
16) My child's teachers give me enough time and opportunities to discuss my child's needs and progress	49.5%	52.5%	-3.0%
23) The school communicates regularly with me regarding my child's progress on IEP goals	46.7%	49.8%	-3.1%
10) Provides funding, transportation, or other supports for parents to participate in training workshops	27.6%	30.8%	-3.2%
12) Offers parents training about special education issues	23.7%	27.0%	-3.3%
14) Has a person on staff who is available to answer parents' questions	47.0%	50.5%	-3.5%
13) Explains what options parents have if they disagree with a decision of the school	32.8%	36.4%	-3.6%
22) I have a good working relationship with my child's teachers	50.8%	55.2%	-4.4%
1) I have been asked for my opinion about how well special education services are meeting my child's needs	44.0%	49.4%	-5.4%
15) Offers parents a variety of ways to communicate with teachers	47.5%	53.0%	-5.5%

IV. SUMMARY

This section of the report summarizes key elements of the survey administration process and highlights the results of the 2023-2024 West Virginia *Parent Involvement Survey*. Suggestions for improving the survey administration and reporting process are also included.

Survey Administration and Results

- 17,748 surveys were mailed to parents of children across 18 school districts in May 2024.
- 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 2024. By mid-June, the response rate was 13.0% for preschool surveys, 10.0% for school age surveys, and 10.3% statewide. In early July, a postcard reminder was mailed to parents who had not completed the survey. By mid-September, the response rate approached 24.6% for preschool surveys, 19.0% for school age surveys, and 19.5% statewide.
- Individualized emails, including the survey link and login information, were also sent out in mid-June. Emails were sent to 887 preschool contacts and 9,271 school age contacts, for which email addresses were available. Monthly follow-up email reminders were sent out to non-responding parents.
- Data tracking procedures were implemented to ensure that surveys were monitored at each step of the administration process. MI provided timely and ongoing communication to WVDE staff throughout the survey administration process.
- Over the course of the data collection period, 3,328 surveys were received (19.5% statewide response rate); 343 (24.6% response rate) were from parents of preschoolers and 2,985 (19.0% response rate) were from parents of school-age students.
- This year, a substantial number of surveys (68%) were completed online. This is an 18-percentage point increase compared to the outcomes obtained in the previous administration year (2023 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 10 of the 12 disability types.
- In 2024, 39.7% 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 2021 (43.5%).
- It is important to note that in 2024, parents of school age children expressed less satisfaction with all aspects of their partnership with schools than they did in 2021. Parents of preschool children also expressed less satisfaction with most aspects of the parent-school partnership this year compared with 2021.

Recommendations

To improve the administration process and increase parent survey response rates, the following recommendations have been developed. These strategies focus on enhancing communication, streamlining the survey process, and increasing participation.

Survey Timing and Administration Process

- Continue administering the survey in the spring to give parents ample time to complete and return it.
- Maintain efforts to improve and streamline the online dissemination process. This approach has proven effective—68% of surveys were completed online this year.
- Ensure district staff are informed on key survey milestones, such as the first and second mailing dates.

Outreach and Communication Strategies

- Continue including a scannable QR code to make it easier for parents to access the survey via smart devices.
- Expand digital outreach by incorporating social media channels, dedicated school district apps, and text message reminders to promote the survey.
- Encourage district administrators and special education directors to verify and update parent contact information (email and home addresses) to maximize outreach.
- Throughout the survey period, remind district administrators and special education directors to promote the survey using various methods, such as social media, newsletters, school websites, phone calls, texts, and posting flyers in strategic locations.
- Promote survey participation during school events like Individualized Education Program (IEP) meetings, PTA meetings, open houses, and orientations.

Targeted Outreach and Engagement

- Tailor outreach efforts for underrepresented groups by using data from nonresponse bias and demographic analyses to create focused campaigns.
- Conduct focus groups and interviews with special education directors and staff to explore strategies for increasing parent participation.
- Encourage parent coordinators and leaders to help spread awareness about the survey within their communities.

Incentives and Parent Engagement

- Offer incentives to parents or guardians who complete the survey to boost response rates.
- Consider implementing follow-up practices to inform parents of any improvements or policy changes that result from their feedback. This can encourage future participation.
- Emphasize the importance of the survey and its goals to relevant staff members, ensuring full understanding and support.

Reminders and Follow-Up Initiatives

- Continue distributing reminder postcards to parents who haven't yet responded. This has historically helped increase response rates.
- Ask special education directors to continue sending email reminders to parents in their county.

Monitoring and Reporting

- Share district response rates at various stages of the survey period to acknowledge success and motivate further promotion.
- Survey special education directors to assess their promotional efforts and use the data to guide future support for districts.
- Review and discuss survey results with key personnel to encourage actions that can improve parent satisfaction and engagement.
- Continue allowing districts to review and discuss parent comments from the survey. These insights can help strengthen the partnership between the West Virginia Department of Education (WVDE) and the families of children receiving special education services.

V. APPENDIX

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

Exceptionality Category	WV Child Count & Survey Respondent Number & Percentage				Number & Percentage of Survey Respondents Meeting Indicator 8		Weighted Indicator 8 Adjustment Total (PreK-12)				
	WV Child Count		Survey Respondents				Desired Responses		Weighting Factor	Weighted Met Indicator 8	
	N	%	N	%	N	%	N	%		N	%
Autism	3,890	7.8%	355	10.7%	142	40.0%	260	7.8%	0.73	104	40.0%
Blindness and Low Vision	290	0.6%	43	1.3%	27	62.8%	20	0.6%	0.46	13	62.8%
Deaf/Blindness	28	0.1%	6	0.2%	4	66.7%	3	0.1%	0.55	2	66.7%
Developmental Delay	2,888	5.8%	270	8.1%	117	43.3%	193	5.8%	0.71	84	43.3%
Emotional Disturbance	746	1.5%	46	1.4%	14	30.4%	50	1.5%	1.09	15	30.4%
Hearing Impaired	442	0.9%	46	1.4%	18	39.1%	30	0.9%	0.65	12	39.1%
Intellectual Disability	6,692	13.4%	374	11.2%	135	36.1%	446	13.4%	1.19	161	36.1%
Orthopedic Impairment	83	0.2%	8	0.2%	2	25.0%	7	0.2%	0.83	2	25.0%
Other Health Impairment	8,451	16.9%	666	20.0%	228	34.2%	562	16.9%	0.84	193	34.2%
Specific Learning Disability	16,513	33.1%	920	27.6%	342	37.2%	1,102	33.0%	1.20	409	37.2%
Speech/Language Impairment	9,846	19.7%	590	17.7%	290	49.2%	656	19.7%	1.11	322	49.2%
Traumatic Brain Injury	78	0.2%	4	0.1%	1	25.0%	7	0.2%	1.66	2	25.0%
Total	49,947	100.2%	3,328	99.9%	1,320	39.7%	3,335	100.0%	1.00	1,318	39.5%

SES Category Eligible for FRPL (No/Yes)	WV Child Count & Survey Respondent Number & Percentage				Number & Percentage of Survey Respondents Meeting Indicator 8		Weighted Indicator 8 Adjustment Total (PreK-12)				
	WV Child Count		Survey Respondents				Desired Responses		Weighting Factor	Weighted Met Indicator 8	
	N	%	N	%	N	%	N	%		N	%
No	16,529	33.1%	1,525	45.8%	588	38.6%	1,102	33.1%	0.72	425	38.6%
Yes	33,418	66.9%	1,803	54.2%	732	40.6%	2,226	66.9%	1.23	904	40.6%
Total	49,947	100.0%	3,328	100.0%	1,320	39.7%	3,328	100.0%	1.00	1,329	39.9%

Table B-1
Exceptionality Categories of Students With Disabilities (SWD) Survey Sample
Compared to December 1, 2023, Child Count Data (Preschool)

Exceptionality Category	Count of Respondent Sample in 2024	Percentage of Respondent Sample in 2024	December 1, 2023, Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	6**	1.7%	57	1.4%	0.3%
Blindness and Low Vision	0**	0.0%	16	0.4%	-0.4%
Deaf/Blindness	1**	0.3%	5	0.1%	0.2%
Developmental Delay	231	67.3%	2,428	61.3%	6.0%
Emotional Disturbance	0**	0.0%	0	0.0%	0.0%
Hearing Impaired	3**	0.9%	19	0.5%	0.4%
Intellectual Disability	2**	0.6%	2	0.1%	0.5%
Orthopedic Impairment	0**	0.0%	5	0.1%	-0.1%
Other Health Impairment	1**	0.3%	8	0.2%	0.1%
Specific Learning Disability	0**	0.0%	0	0.0%	0.0%
Speech/language Impairment	99	28.9%	1,422	35.9%	-7.0%
Traumatic Brain Injury	0**	0.0%	2	0.1%	-0.1%
Total	343	100%	3,964	100%	

*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, 2023, Child Count Data (School Age)

Exceptionality Category	Count of Respondent Sample in 2024	Percent of Respondent Sample in 2024	December 1, 2023, Child Count of Eligible Population	Percent of Eligible Population	Over/Under Representation*
Autism	349	11.7%	3,833	8.3%	3.4%
Blindness and Low Vision	43	1.4%	274	0.6%	0.8%
Deaf/Blindness	5**	0.2%	23	0.1%	0.1%
Developmental Delay	39	1.3%	460	1.0%	0.3%
Emotional Disturbance	46	1.5%	746	1.6%	-0.1%
Hearing Impaired	43	1.4%	423	0.9%	0.5%
Intellectual Disability	372	12.5%	6,690	14.5%	-2.0%
Orthopedic Impairment	8**	0.3%	78	0.2%	0.1%
Other Health Impairment	665	22.3%	8,443	18.4%	3.9%
Specific Learning Disability	920	30.8%	16,513	35.9%	-5.1%
Speech/language Impairment	491	16.4%	8,424	18.3%	-1.9%
Traumatic Brain Injury	4**	0.1%	76	0.2%	-0.1%
Grand Total	2,985	100%	45,983	100%	

*Over/Under Representation is the percentage of 2024 respondent sample in an exceptionality category minus the percentage of the eligible population in the state in an exceptionality category.

**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 2024	Response At or Above Standard		95% Confidence Interval	
		Number	Percent	Low	High
Barbour	14	4	28.6%	11.56%	55.11%
Brooke	19	13	68.4%	45.75%	84.68%
Cabell	50	22	44.0%	31.19%	57.70%
Clay	7	4	57.1%	25.12%	83.97%
Greenbrier	19	10	52.6%	31.76%	72.59%
Hancock	19	9	47.4%	27.41%	68.24%
Harrison	35	17	48.6%	33.03%	64.41%
Jackson	16	7	43.8%	23.20%	66.80%
Logan	9	2	22.2%	5.68%	55.86%
Monongalia	66	35	53.0%	41.16%	64.55%
Monroe	4	2	50.0%	15.35%	84.65%
Morgan	10	7	70.0%	39.19%	89.39%
Nicholas	10	7	70.0%	39.19%	89.39%
Pendleton	3	1	33.3%	6.20%	79.52%
Putnam	37	19	51.4%	35.92%	66.52%
Raleigh	24	10	41.7%	24.53%	61.19%
Ritchie	1	0	0.0%	-2.94%	82.94%
WVSDB*	-	-	-	-	-
Total	343	169	49.3%	44.02%	54.54%

* Preschool surveys were not mailed to WVSDB during the 2023-2024 administration.

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

District	Total Response in 2024	Response At or Above Standard		95% Confidence Interval	
		Number	Percent	Low	High
Barbour	93	27	29.0%	20.79%	39.01%
Brooke	113	42	37.2%	28.83%	46.38%
Cabell	424	160	37.7%	33.26%	42.45%
Clay	44	18	40.9%	27.72%	55.61%
Greenbrier	199	78	39.2%	32.69%	46.13%
Hancock	137	72	52.6%	44.24%	60.73%
Harrison	373	126	33.8%	29.17%	38.73%
Jackson	95	30	31.6%	23.11%	41.54%
Logan	119	58	48.7%	39.95%	57.61%
Monongalia	431	157	36.4%	32.03%	41.08%
Monroe	52	23	44.2%	31.62%	57.66%
Morgan	66	32	48.5%	36.86%	60.28%
Nicholas	91	33	36.3%	27.14%	46.54%
Pendleton	21	8	38.1%	20.80%	59.20%
Putnam	365	136	37.3%	32.46%	42.34%
Raleigh	302	121	40.1%	34.70%	45.69%
Ritchie	36	15	41.7%	27.18%	57.82%
WVSDDB	24	15	62.5%	42.62%	78.80%
Total	2,985	1,151	38.6%	36.83%	40.32%

Figure A-1
2024 West Virginia Parent Survey Distribution of Indicator 8 Scores (Preschool)

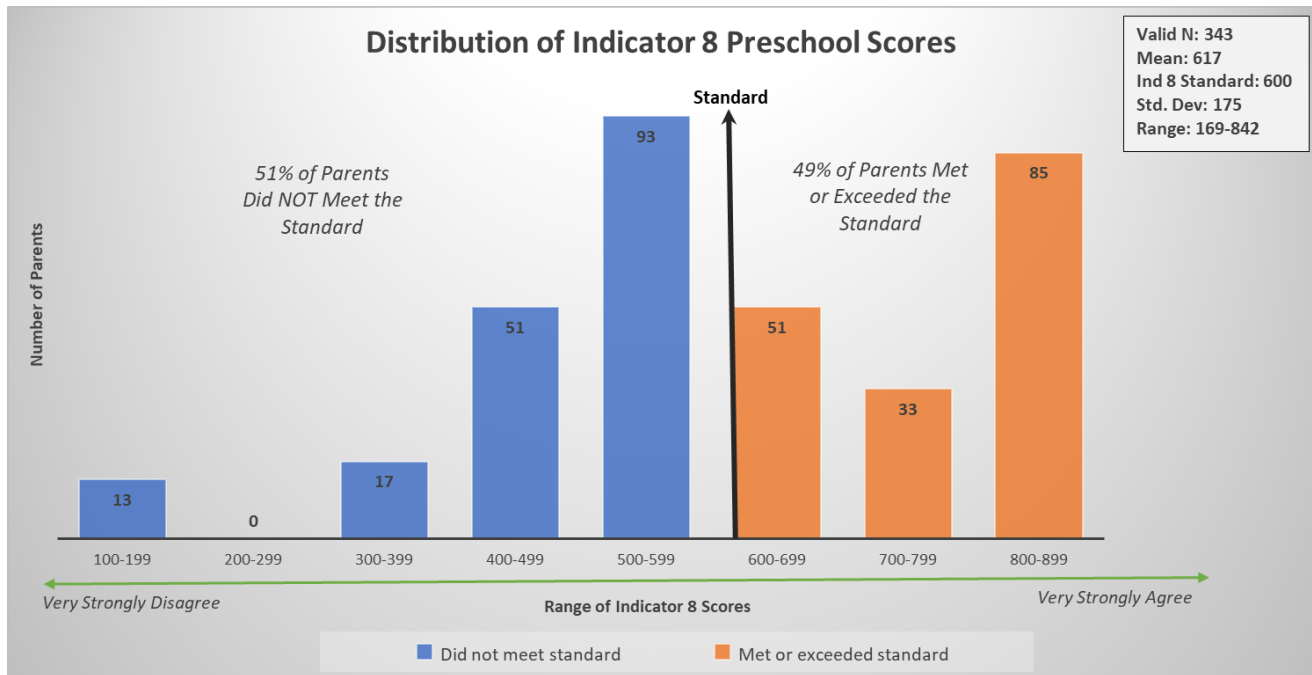


Figure A-2
2024 West Virginia Parent Survey Response Rate (Preschool)

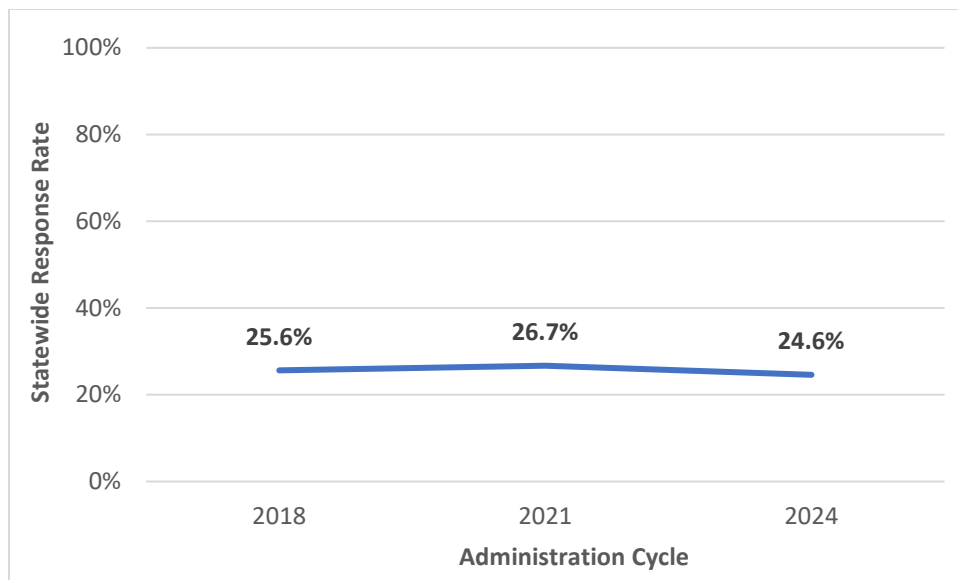


Figure A-3
2024 West Virginia Parent Survey Distribution of Indicator 8 Scores (School Age)

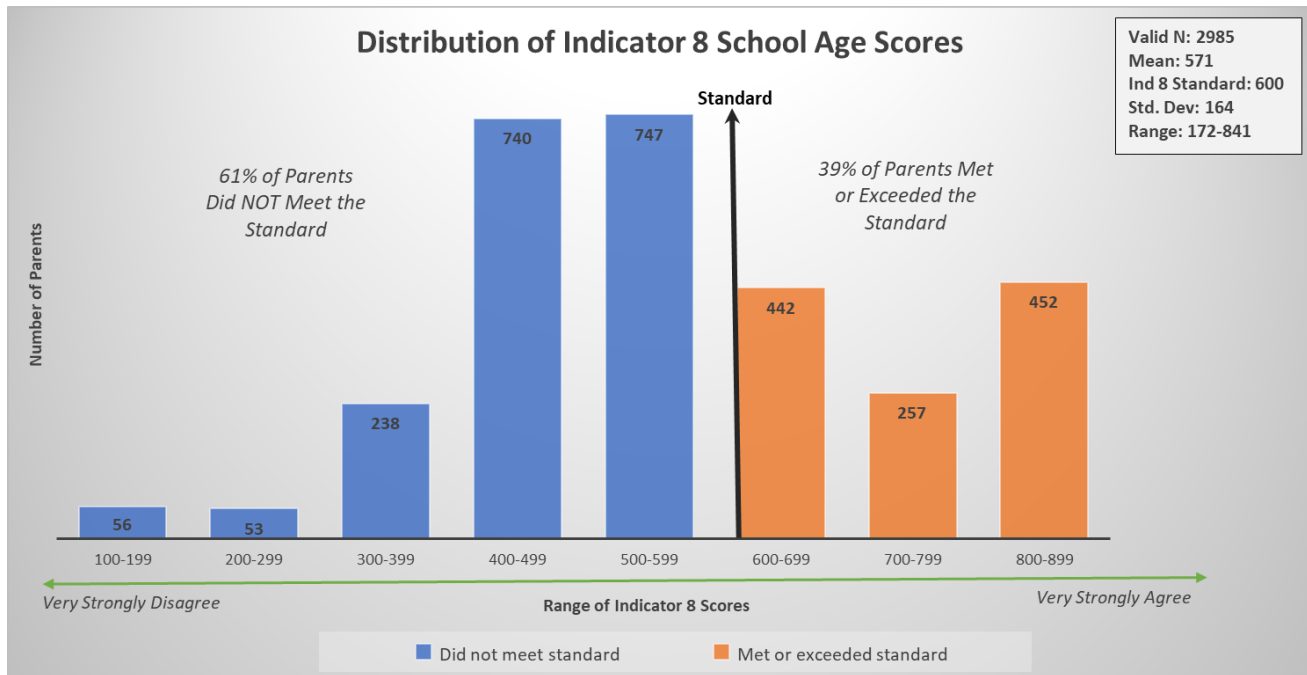
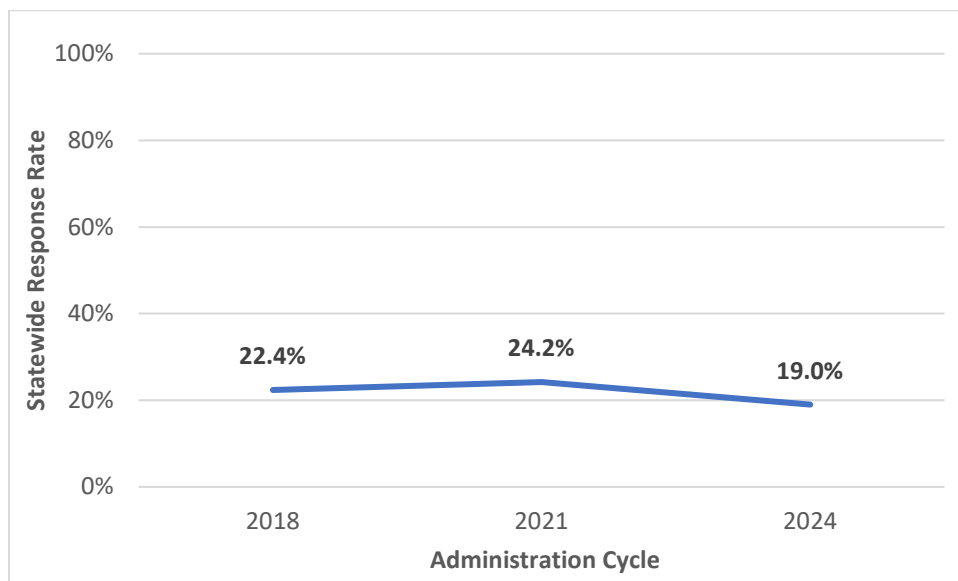


Figure A-4
2024 West Virginia Parent Survey Response Rate (School Age)



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