



INTERACTIVE INSTITUTES 2020

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Representativeness: How Do You Measure It and How Can You Improve It?



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Collect, Report, Analyze, and
Use High-Quality Part B Data



Presenters



Fort Worth, TX – March 3–4, 2020

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Transition



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Agenda



- Present an overview of State Performance Plan/Annual Performance Report (SPP/APR) Indicators B8 and B14
- Describe approaches for measuring the representativeness of Indicators B8 and B14 data
- Explore strategies for improving the representativeness of Indicators B8 and B14 data



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Indicator B8



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



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Indicator B14



Percent of youth who are no longer in secondary school, had individualized education programs (IEPs) in effect at the time they left school, and were:

- A. Enrolled in higher education within 1 year of leaving high school
- B. Enrolled in higher education or competitively employed within 1 year of leaving high school
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within 1 year of leaving high school



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From the Measurement Table



Indicator B8: Include the state's analysis of the extent to which the demographics of the parents responding are **representative of the demographics of children receiving special education services**. States should consider categories such as **race and ethnicity, age of the student, disability category, and geographic location** in the state.



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From the Measurement Table



Indicator B14: Include the state's analysis of the extent to which the response data are **representative of the demographics of youth who are no longer in secondary school and had IEPs** in effect at the time they left school. States should consider categories such as **race and ethnicity, disability category, and geographic location** in the state.



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From the Measurement Table (cont.)



If not representative, describe the **strategies that the state will use** to ensure that in the future the response data are representative. In identifying such strategies, the state should consider factors such as how the state collected the data (e.g., by mail, by email, online, by telephone, in-person through school personnel).



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Indicator B8 Data Collection



- Data collected by either census or sample
- Data collected from parents of children with IEPs
- Data source: State selected data source



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Indicator B14 Data Collection



- Data collected by either census or sample
- Data collected on youth with IEPs who exited school at least 1 year ago and
 - Graduated with a regular diploma or with some other form of modified diploma or certificate
 - Aged out
 - Dropped out, or
 - Were expected to return, but did not
- Data source: State selected data source
- States must report annually the percentages for Indicator B14 A, B, and C and the actual numbers for the 4 four required response categories



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Revised Definitions

Higher Education	<ul style="list-style-type: none">• Enrolled full- or part-time• Community college (2-year program)• College/university (4- or more year program)• One complete term
Competitive Employment	<ul style="list-style-type: none">• Worked for pay at or above the minimum wage• Customary pay rate, benefits, and opportunities for advancement as those without disabilities• Setting with others who are nondisabled• 20 hours a week; 90 days in the year since leaving high school• Includes military employment
Other Postsecondary Education or Training	<ul style="list-style-type: none">• Enrolled full- or part-time• Education or training program (e.g., adult education, vocational technical school that is less than a 2-year program)• One complete term
Some Other Employment	<ul style="list-style-type: none">• Worked for pay or been self-employed• 90 days at any time since leaving high school• Includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.)

Indicators B8 and B14 Data Collection



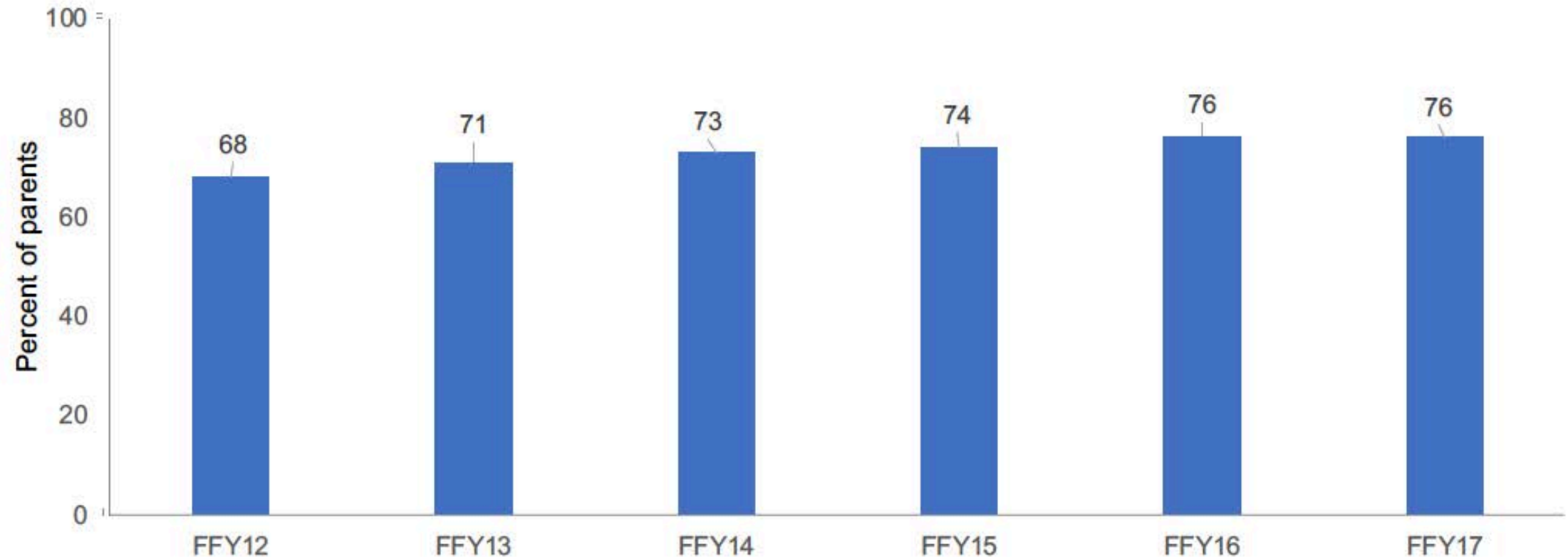
- Include a description of how the state has ensured that survey data are valid and reliable, including how the data represent the demographics of the state
- Most states collect with some form of survey methodology (e.g., phone, in-person, written, online) or some combination
- Data collection may be done by contractors, state staff, or local staff



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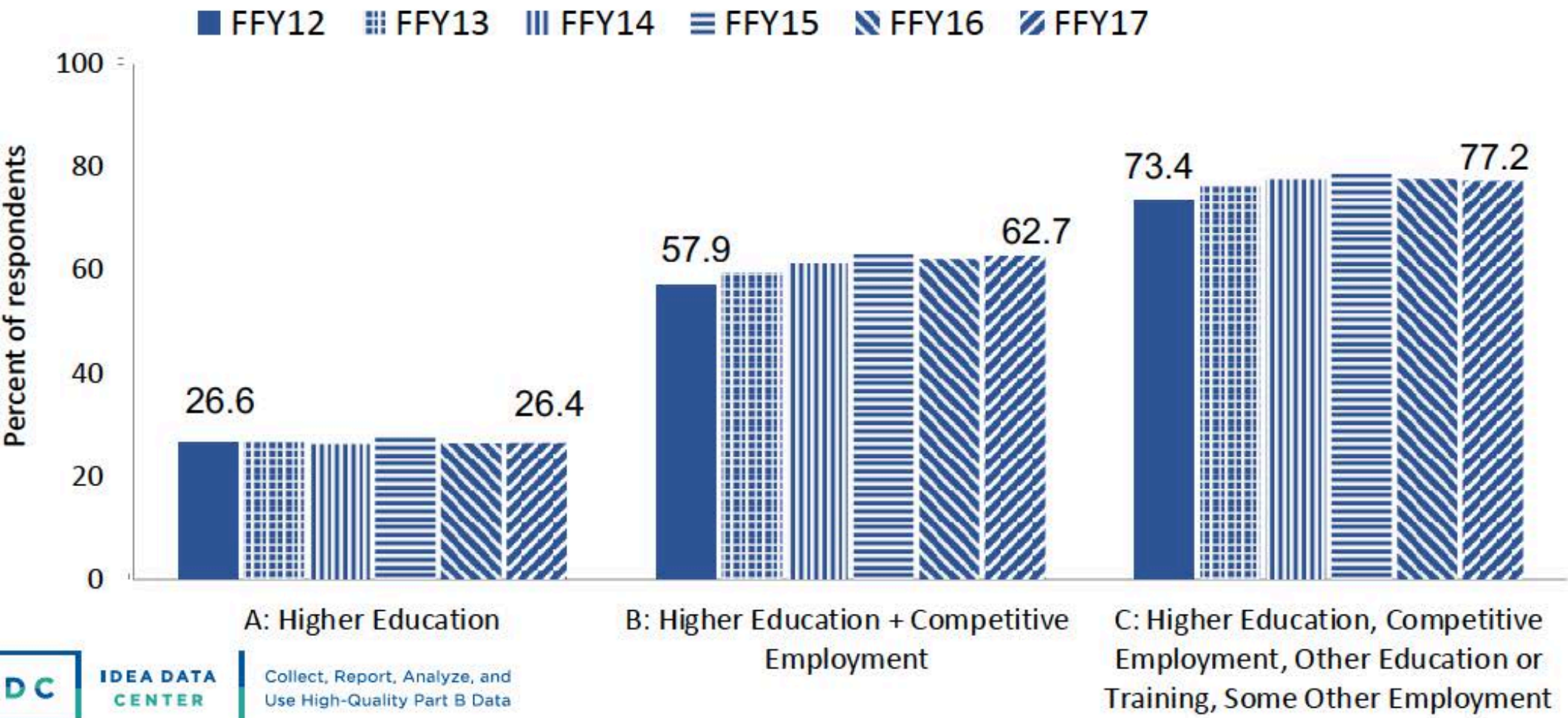
National Mean Trends for Indicator B8



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National Median Trends for Each Indicator B14 Measure



Response Rate

- One measure of survey quality
- Response rate = # of completed surveys / total # eligible youth
 - Eligible
 - Had IEP in effect at the time they left school
 - At least 1 year has passed since the students left school
 - Refusals to complete a survey, no contact, or lost to follow-up
 - Ineligible
 - Returned to school
 - Deceased
 - Out of school less than 1 year

Representativeness

- One measure of survey quality
- Representativeness = extent to which respondents' demographics are similar to the demographics of the target population
- If data are not representative, cannot generalize to target population

Representative Data: An Indicator of Valid and Reliable Data

How similar respondents are to the target population

- Age (Measurement Table [I-8], General Instructions)
- Disability category (Measurement Table)
- Exit status (Measurement Table [I-14])
- Gender (General Instructions)
- Geographic location (Measurement Table)
- Race/ethnicity (Measurement Table)
- Other

Note: Guidance for B-14: +/- 3% discrepancy between youth in the respondent group and youth in the target group = important difference

Preparing to Collect Representative Data



How states administer surveys can affect data quality – especially response rates and representativeness

- Instrument design
- Sampling
- Survey mode and distribution method
- Access to or collection of demographic data
- Tracking responses

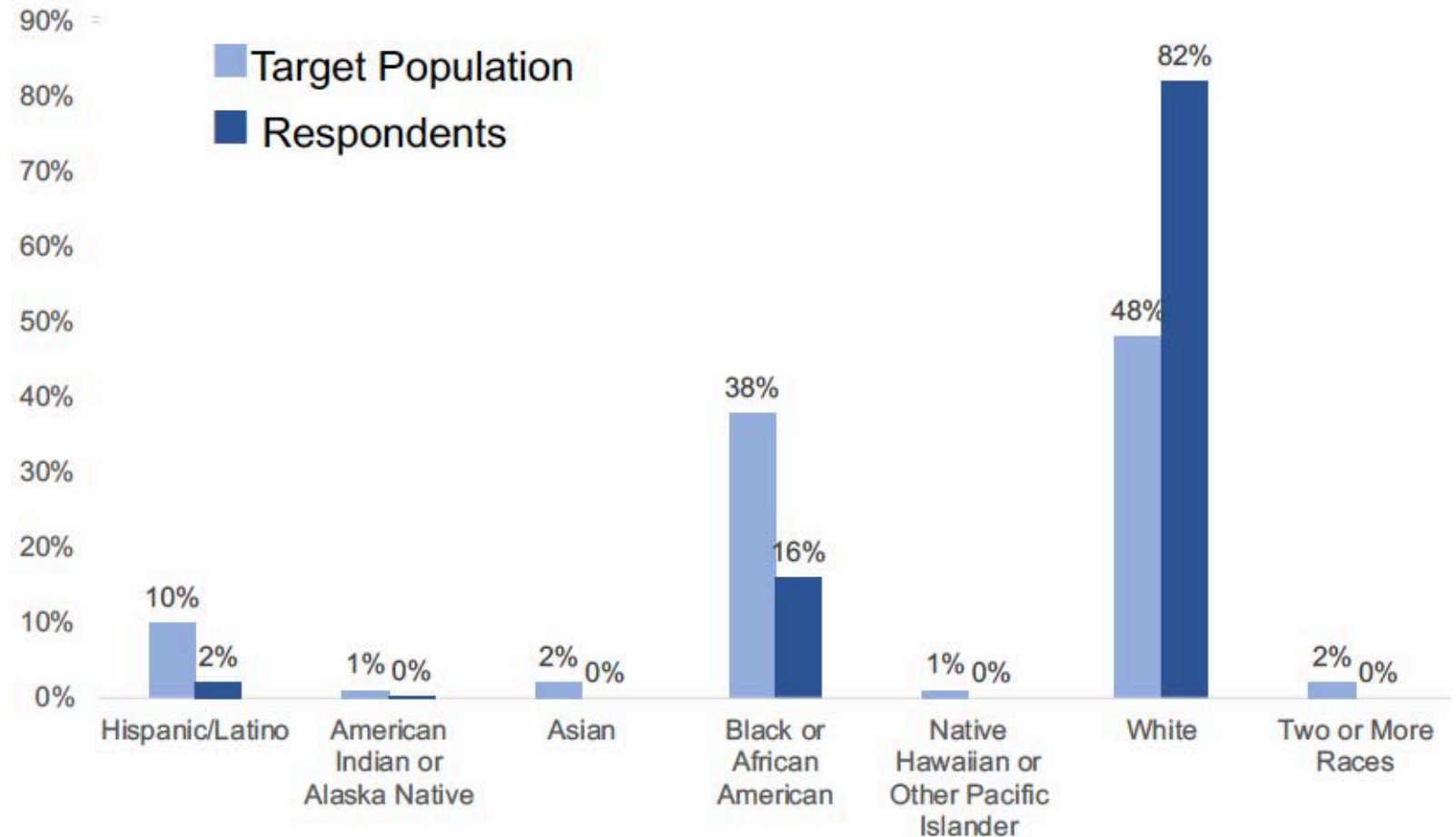


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Measuring Representativeness: What Have States Been Doing?

States often compare characteristics of respondents to characteristics of the entire state's target population



How Can States Assess Representativeness?

- Compare the characteristics of respondents
 - Compare to all parents of OR exiters with disabilities, or
 - Compare to nonresponders
- Examine multiple characteristics – student's race/ethnicity, sex, disability, age, geographic location
- Obtain survey responses from a sample of responders who initially did not respond to see if the way they respond to the survey differs from the responses you already collected

Tools for Assessing Representativeness

- National Technical Assistance Center on Transition (NTACT) Response Rate Calculator uses a threshold of ± 3 percent in observed data
- Early Childhood Technical Assistance Center (ECTA) Response Rate and Representativeness Calculator uses tests of statistically significant differences to determine representativeness

Addressing Representativeness During Data Collection

- Conduct periodic checks for representativeness
- Send additional reminders to underrepresented groups
- Enlist support from Parent Centers or other key stakeholder groups
- Contact parents or exiters who started but did not complete the survey to encourage them to respond

Addressing Representativeness After Data Collection

- In the future, include larger subsamples from underrepresented groups (called “oversampling”)
- Plan activities (connect with stakeholders with connections) to improve representativeness in the next data collection
- Consider weighting data to account for nonrepresentative data

Resources for Reference



- [Instructions for the National Technical Assistance Center on Transition Response Calculator for Indicator 14-Revised \(v3\) \(NTACT\)](#)
- [Making the Most of Parent Involvement Data: Improving Quality and Enhancing Understanding \(IDC\)](#)
- [Representation and Geographic Location for Indicator B14 \(NTACT\)](#)
- [Post-School Outcomes: Response Rate and Nonresponse Bias](#) Post-School Outcomes Center (NPSO)



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Resources for Reference (cont.)

- [Collecting Post-School Outcomes Data – Strategies for Increasing Response Rate](#) (Dropout Prevention Center for Students with Disabilities/NPSO)
- [Contacting Hard to Find Youth: Strategies for the Post-School Survey](#) (NPSO)
- [Tip Sheet for SEAs: Engaging Parents and Families in Post-School Outcome Stakeholder Groups](#) (NPSO/PACER Center)

Questions?



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