INTERACTIVE INSTITUTES 2020
BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

What Do Your B14 Data Really Tell You if They Don't Represent Your Students? Focusing on Representativeness in B14 Responses

IDC IDEA DATA CENTER | Collect, Report, Analyze, and Use High-Quality Part B Data

Westat®

Presenters

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Agenda

- Present an overview of State Performance Plan/Annual Performance Report (SPP/APR) Indicator B14

- Describe approaches for measuring and improving the representativeness of B14 data

- Engage in a hands-on activity with a tool designed to measure the representatives of B14 data

- Participate in a facilitated discussion on challenges states encounter and strategies states use for improving the representativeness of their data

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

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.

From the Measurement Table

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 B14 Sample

- 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 14 A, B, and C and the actual numbers for the 4 required response categories

Revised Definitions

Higher Education

- Enrolled **full- or part-time**
- **Community college** (2-year program)
- **College/university** (4- or more year program)
- **One complete term**

Competitive Employment

- 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

- 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

- 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.)
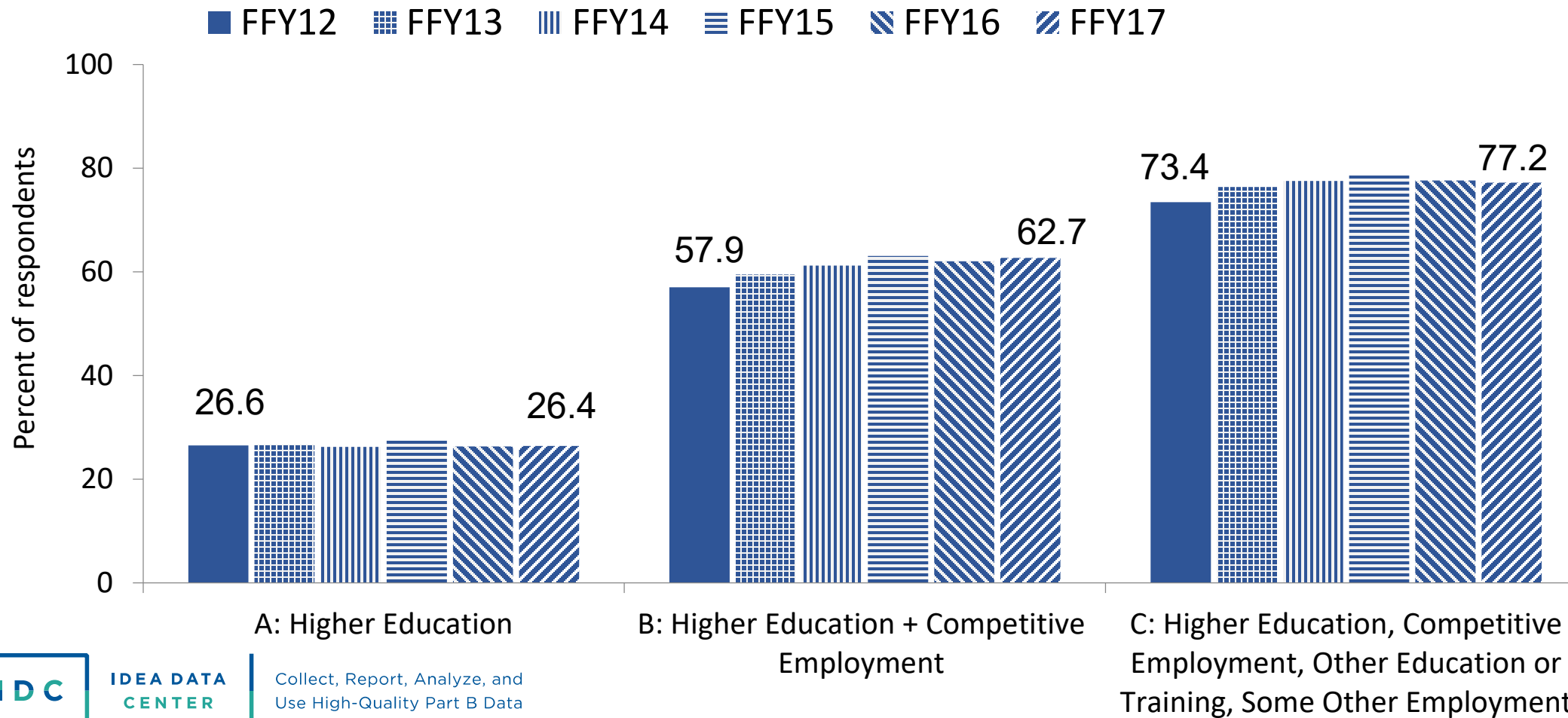
Indicator B14 Data Collection

- Include 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 (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 Median Trends for Each Indicator B14 Measure

Legend: ■ FFY12 ▦ FFY13 ⦀ FFY14 ▤ FFY15 ◨ FFY16 ▨ FFY17

Y-axis: Percent of respondents (0 to 100)

A: Higher Education — 26.6 ... 26.4

B: Higher Education + Competitive Employment — 57.9 ... 62.7

C: Higher Education, Competitive Employment, Other Education or Training, Some Other Employment — 73.4 ... 77.2

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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

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Nonresponse Bias

- When survey respondents are different from those who did not respond

Examples:

- Of all exiters = 55% diploma, 25% dropout, 20% certificate
  - Only graduates with a diploma responded
  - Overrepresented on graduates; underrepresented on all others
- Specific group excluded from data collection
  - Youth who were incarcerated at follow-up
  - Youth who attended a transition program
  - English language learners

Representative Data: An Indicator of Valid and Reliable Data

How similar respondents are to the target population

- Age (General Instructions)
- Disability category (Measurement Table)
- Exit status (Measurement Table)
- 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

How Can States Assess Representativeness?

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

From Office of Special Education Programs SPP/APR Indicator Analysis 2019 FFY17

- Although 75% of states (n = 45) reported in GRADS360° that their response data were representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school, discrepancies were noted

- Discrepancies included

  - Checking the box to indicate response data were representative and providing conflicting data in the narrative

  - Not including data (or enough data) to support the determination of representation of respondents

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Data Aren't Representative—Now What?

- Reflect on bias in the data and develop strategies to increase representativeness (next few slides)

- Disaggregate your findings

- Be transparent when reporting findings (e.g., response rate, weighting of data, efforts to locate nonresponders)

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Data Aren't Representative—Now What? (cont.)

- Discuss results in the context of bias in the data

- Adjust sample weights
  - Enlist services of a statistician
  - Analyze (generalize) your data using sample weights
  - Adjust weights for nonresponse
  - Describe the procedures

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Strategies to Increase Response Rate

- **Planning**
  - Make survey user-friendly
  - Appearance matters – brand your survey
  - Collect multiple means of contact information when students exit
  - Develop pre-communication about post school outcomes survey

- **Administration**
  - Personalize communication
  - Consider multiple means of distribution and collection
  - Use school logo on survey related materials
  - Use incentives
  - Conduct follow-up

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Locating Exiters

- Exit surveys/Exit interviews (multiple contacts)
- Emphasize importance of results (while students are in high school)
- Communicate results of previous surveys; use your results (while students are in high school)
- Share successes (LEAs with high response rates)
- Pre-notify – give a "heads up" notice about survey
- Use Google, DMV, school resource officers, vocational rehabilitation offices, developmental disabilities agencies, social media, family contacts, to locate them
- Use incentives to keep in touch, such as food coupons, game tickets, gift cards

State Sharing: New Jersey

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New Jersey – Indicator B14

Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	1,246
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	594
2. Number of respondent youth who were competitively employed within one year of leaving high school	385
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	56
4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	48

New Jersey – Indicator B14 (cont.)

Category	Number of respondent youth	Number of youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
A. Enrolled in higher education (1)	594	1,246	52.20%	47.50%	47.67%	Met Target	No Slippage
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	979	1,246	83.67%	76.00%	78.57%	Met Target	No Slippage
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	1,083	1,246	89.55%	86.50%	86.92%	Met Target	No Slippage

New Jersey – Sampling Methodology

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Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

The New Jersey Department of Education (NJDOE) is following the guidelines established by the National Post School Outcomes (NPSO) Center for the sampling methodology, data collection procedures, and data analysis for the purposes of developing and implementing a study to yield valid and reliable data as described in the SPP/APR. Consistent with New Jersey's (USOSEP approved) sampling plan, all districts in the state that have high school programs are participating in this study over a five-year period. Using the NPSO sampling calculator, districts were randomly assigned to one of five cohorts. Each cohort consists of a representative sample of districts according to the demographic characteristics: district size, number of students with disabilities, disability type, race/ethnicity, gender (percentage of female students), English language learner (ELL) status, and dropout rate.

New Jersey – Sampling Calculator

The sampling calculator developed by NPSO is based on a 5 way clustering process which has as its basis a probability model. Using the calculator, data were entered for the sampling parameters listed above for all New Jersey school districts serving students with disabilities. The sampling calculator selects a representative sample for each of five years reflecting the population of the state at a pre-set confidence level of plus or minus 3%. NJDOE established a +/- 3% sampling error, i.e. the sample that is chosen will be representative of districts serving students with disabilities within the state at a level of error that will be plus or minus 3%—an error band of 6%. Through the establishment of the +/- 3% sampling error and the use of the NPSO sampling calculator, selection bias should be prevented.

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New Jersey – Representativeness

Representativeness

Using the NPSO Response Calculator, NJOSE calculated the representativeness of respondents to all student exiters from Cohort III districts (from the 2017-2018 school year). Representativeness is calculated for each demographic category by subtracting the percentage of respondents from the percentage of all student exiters in Cohort III for each category. A difference of ±3% is considered a statistical difference

New Jersey – Representativeness (cont.) ii20

Comparison of Representativeness

Student exiters who responded to the survey were representative of all student exiters from 2017-2018 for all categories of disability, gender and students in separate, out of district placements.

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New Jersey – Representativeness (cont.) 20

NPSO Response Calculator — **Representativeness**

	Overall	LD	ED	CI	AO	Female	Minority	OOD	Dropout	Abbott
Target Leaver Totals	1687	794	104	34	755	621	805	133	36	270
Response Totals	1246	587	78	26	555	472	579	86	14	187
Target Leaver Representation		47.07%	6.16%	2.02%	44.75%	36.81%	47.72%	7.88%	2.13%	16.00%
Respondent Representation		47.11%	6.26%	2.09%	44.54%	37.88%	46.47%	6.90%	1.12%	15.01%
Difference		0.04%	0.10%	0.07%	-0.21%	1.07%	-1.25%	-0.98%	-1.01%	-1.00%

Note: positive difference indicates over-representation, negative difference indicates under-representation. A difference of greater than +/-3% is highlighted in red. We encourage users to also read the Westat/NPSO paper Post-School Outcomes: Response Rates and Non-response Bias, found on the NPSO website at http://www.psocenter.org/collecting.html.

National Technical Assistance Center on Transition (NTACT) Response Rate Calculator

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Quick View of the NTACT Response Rate Calculator

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https://www.transitionta.org/system/files/resourcetrees/NTACT_ResponseCalculator_2018Revisedv3Final_0.xls?file=1&type=node&id=1978&force=

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Demo of the NTACT Response Rate Calculator

- Select a flagged category and ask why it might be underrepresented or overrepresented

- Brainstorm practical ways to increase response rates on the post-school outcomes survey

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Discussion

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Discussion Questions

Share with your group

- How has your state examined representativeness
- Which group(s) have been most underrepresented
- What strategies has your state deployed to address this
- What have been the results of those efforts

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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)

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