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

Fort Worth, TX – March 3–4, 2020
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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 representativeness 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.
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).
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
<table>
<thead>
<tr>
<th>Higher Education</th>
<th>Competitive Employment</th>
<th>Other Postsecondary Education or Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enrolled full- or part-time</td>
<td>• Worked for pay at or above the minimum wage</td>
<td>• Enrolled full- or part-time</td>
</tr>
<tr>
<td>• Community college (2-year program)</td>
<td>• Customary pay rate, benefits, and opportunities for advancement as those without disabilities</td>
<td>• Education or training program (e.g., adult education, vocational technical school that is less than a 2-year program)</td>
</tr>
<tr>
<td>• College/university (4- or more year program)</td>
<td>• Setting with others who are nondisabled</td>
<td>• One complete term</td>
</tr>
<tr>
<td>• One complete term</td>
<td>• 20 hours a week; 90 days in the year since leaving high school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Includes military employment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Some Other Employment</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Worked for pay or been self-employed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 90 days at any time since leaving high school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Includes working in a family business (e.g., farm,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>store, fishing, ranching, catering services, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
National Median Trends for Each Indicator B14 Measure

A: Higher Education
B: Higher Education + Competitive Employment
C: Higher Education, Competitive Employment, Other Education or Training, Some Other Employment

Percent of respondents

<table>
<thead>
<tr>
<th>Year</th>
<th>FFY12</th>
<th>FFY13</th>
<th>FFY14</th>
<th>FFY15</th>
<th>FFY16</th>
<th>FFY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>26.6</td>
<td>26.4</td>
<td>57.9</td>
<td>62.7</td>
<td>73.4</td>
<td>77.2</td>
</tr>
</tbody>
</table>

Collect, Report, Analyze, and Use High-Quality Part B Data
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
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
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.
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)
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
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
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
New Jersey – Indicator B14

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school</td>
<td>1,246</td>
</tr>
<tr>
<td>1. Number of respondent youth who enrolled in higher education within one year of leaving high school</td>
<td>594</td>
</tr>
<tr>
<td>2. Number of respondent youth who were competitively employed within one year of leaving high school</td>
<td>385</td>
</tr>
<tr>
<td>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)</td>
<td>56</td>
</tr>
<tr>
<td>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)</td>
<td>48</td>
</tr>
</tbody>
</table>
## New Jersey – Indicator B14 (cont.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of respondent youth</th>
<th>Number of youth who are no longer in secondary school and had IEPs in effect at the time they left school</th>
<th>FFY 2017 Data</th>
<th>FFY 2018 Target</th>
<th>FFY 2018 Data</th>
<th>Status</th>
<th>Slippage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Enrolled in higher education (1)</td>
<td>594</td>
<td>1,246</td>
<td>52.20%</td>
<td>47.50%</td>
<td>47.67%</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)</td>
<td>979</td>
<td>1,246</td>
<td>83.67%</td>
<td>76.00%</td>
<td>78.57%</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>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)</td>
<td>1,083</td>
<td>1,246</td>
<td>89.55%</td>
<td>86.50%</td>
<td>86.92%</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
</tbody>
</table>
New Jersey – Sampling Methodology

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.
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.
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.
New Jersey – Representativeness (cont.)

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

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
Quick View of the NTACT Response Rate Calculator

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
Discussion
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
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)
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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This presentation was supported by a grant from the U.S. Department of Education, #H373Y190001. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

**Project Officers:** Richelle Davis and Rebecca Smith