



INTERACTIVE INSTITUTES 2020

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

What Do Your Data Tell You if They Don't Represent Your Students: Representativeness in B8 and B14 Responses



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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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Agenda



- Present an overview of State Performance Plan/Annual Performance Report (SPP)/ APR) Indicators B8 and B14
- Describe approaches for measuring and improving the representativeness of B8 and B14 data
- Learn from one state's efforts using a TA Center tool designed to measure the representativeness of your data
- Participate in a facilitated discussion on challenges states encounter and strategies states use for improving the representativeness of their 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 (cont.)

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.)

Indicator B14 (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 14 A, B, and C and the actual numbers for the four required response categories



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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.)



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Indicators B8 and B14 Data Collection



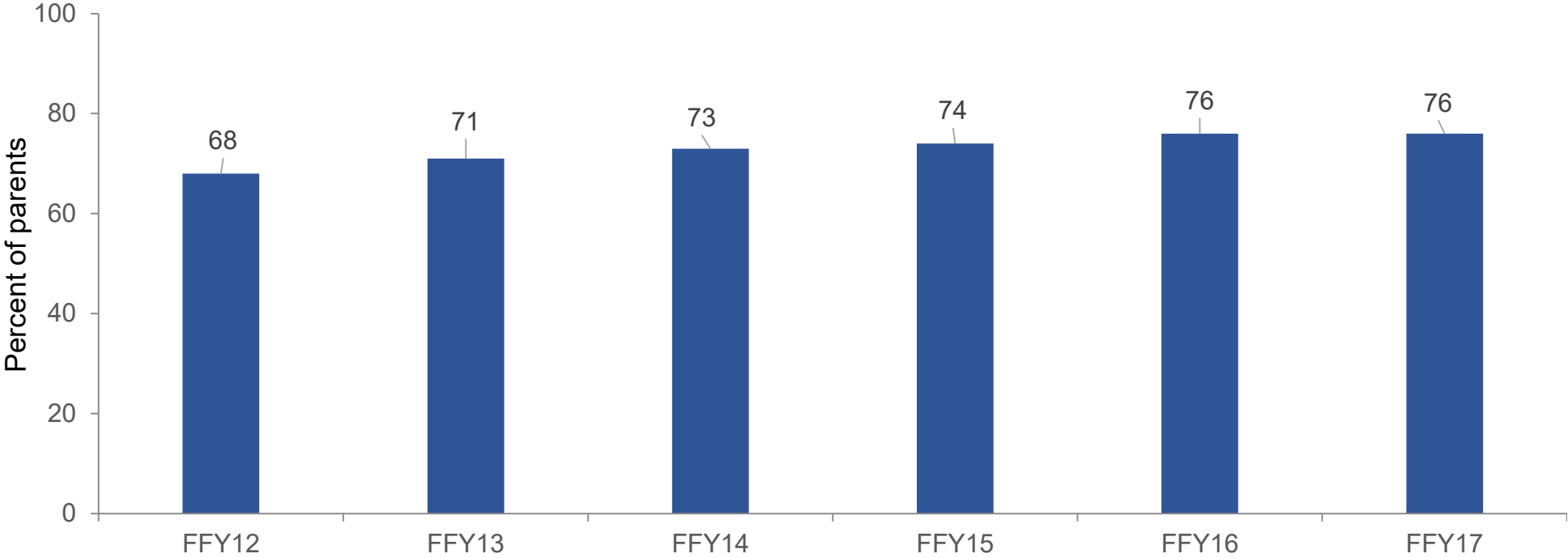
- Include a description of how the state has ensured that survey data are valid and reliable, including how the data represent the demographics of the state
- Most states collect with some form of survey methodology (e.g., phone, in-person, written, online) or some combination
- Contractors, state staff,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



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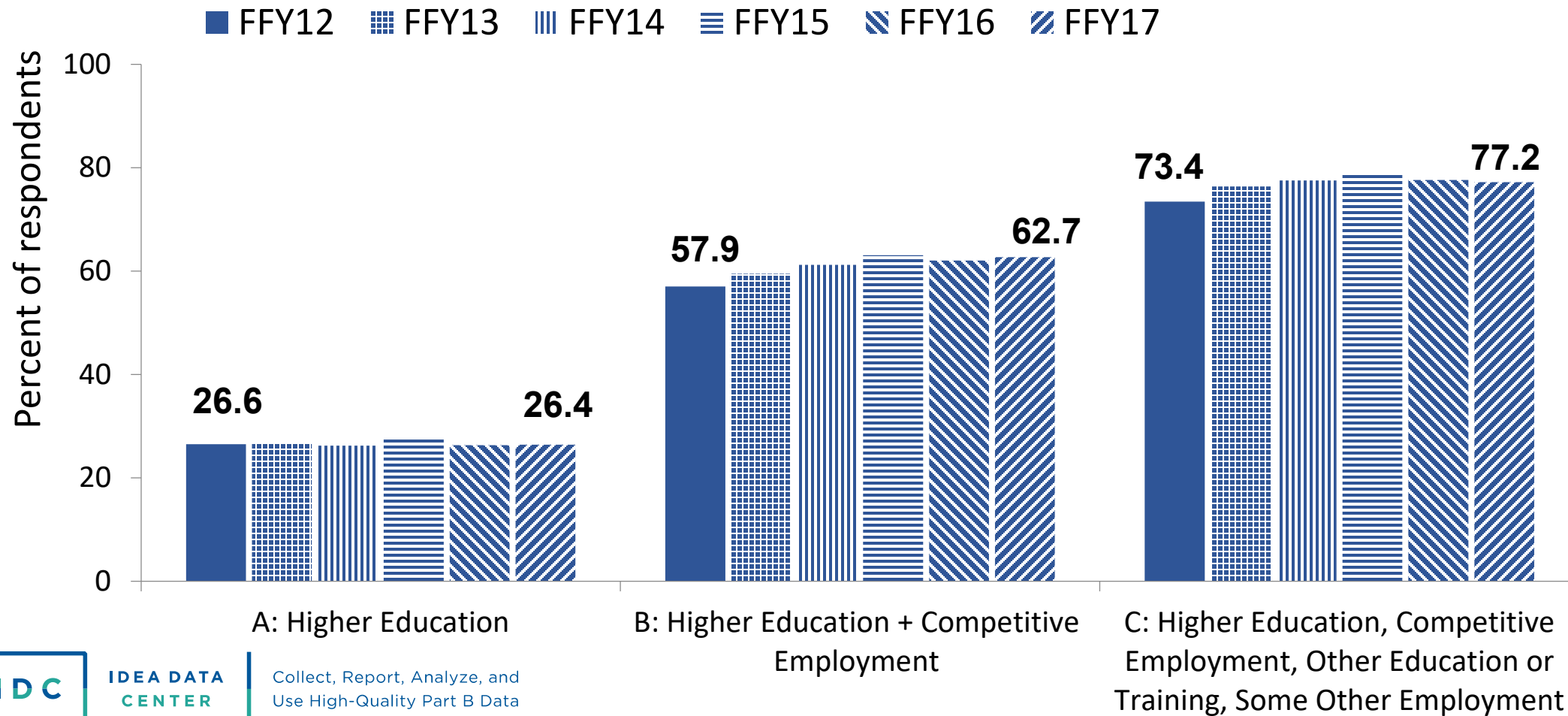
National Mean Trends for Indicator B8



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National Median Trends for Indicator B14 Measures



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Response Rate

- One measure of survey quality
- Response rate = # of completed surveys / total # eligible respondents
- Eligible respondents
 - B8
 - Parent of student with an IEP
 - Refusals to complete a survey, no contact, or lost to follow-up
 - B14
 - 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

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
- Of all parents = 25% parents of students with SLD, 30% parents of white students
 - Underrepresented?
 - Overrepresented?
- Specific group excluded from data collection
 - Parents who do not speak English
 - Youth who were incarcerated at follow-up
 - Youth who attended a transition program

Representative Data: An Indicator of Valid and Reliable Data

How similar respondents are to the target population

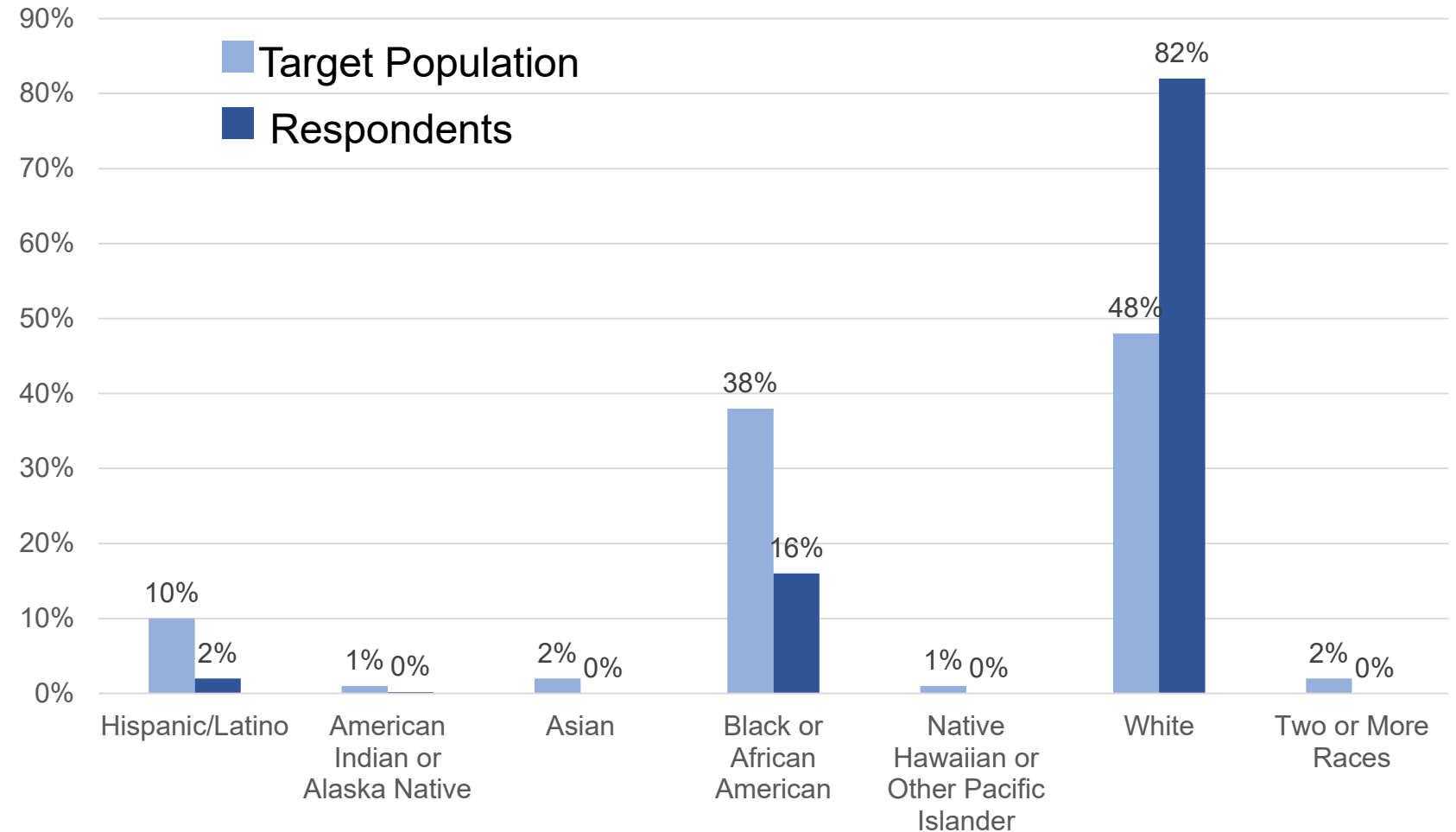
- Age (Measurement Table [I-8], General Instructions)
- Disability category (Measurement Table)
- Exit status (Measurement Table [I-14])
- Gender (General Instructions)
- Geographic location (Measurement Table)
- Race/ethnicity (Measurement Table)
- Other

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



Measuring Representativeness: What Have States Been Doing?

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



How Can States Assess Representativeness?

- Compare the characteristics of respondents
 - Compare to all parents OR exiters with disabilities, or
 - Compare to nonresponders
- Examine multiple characteristics—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

From Office of Special Education Programs SPP/APR B14 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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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



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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

Strategies to Increase Response Rate



- **Planning**

- Make survey user-friendly
- Brand your survey—appearance matters
- Collect multiple means of contact information
- Develop pre-communication about survey

- **Administration**

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



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Strategies to Increase Response Rate (cont.)



- **Locating Respondents**

- Do exit surveys/interviews (multiple contacts) for B14
- Pre-notify—give a “heads up” notice about survey
- Use Google, Department of Motor Vehicles, school resource officers, vocational rehabilitation offices, developmental disabilities agencies, social media, family contacts, etc.

- **Incentivizing**

- Emphasize importance of results
- Communicate results of previous surveys and use your results
- Share successes (LEAs with high response rates)
- Use incentives, such as food coupons, game tickets, gift cards



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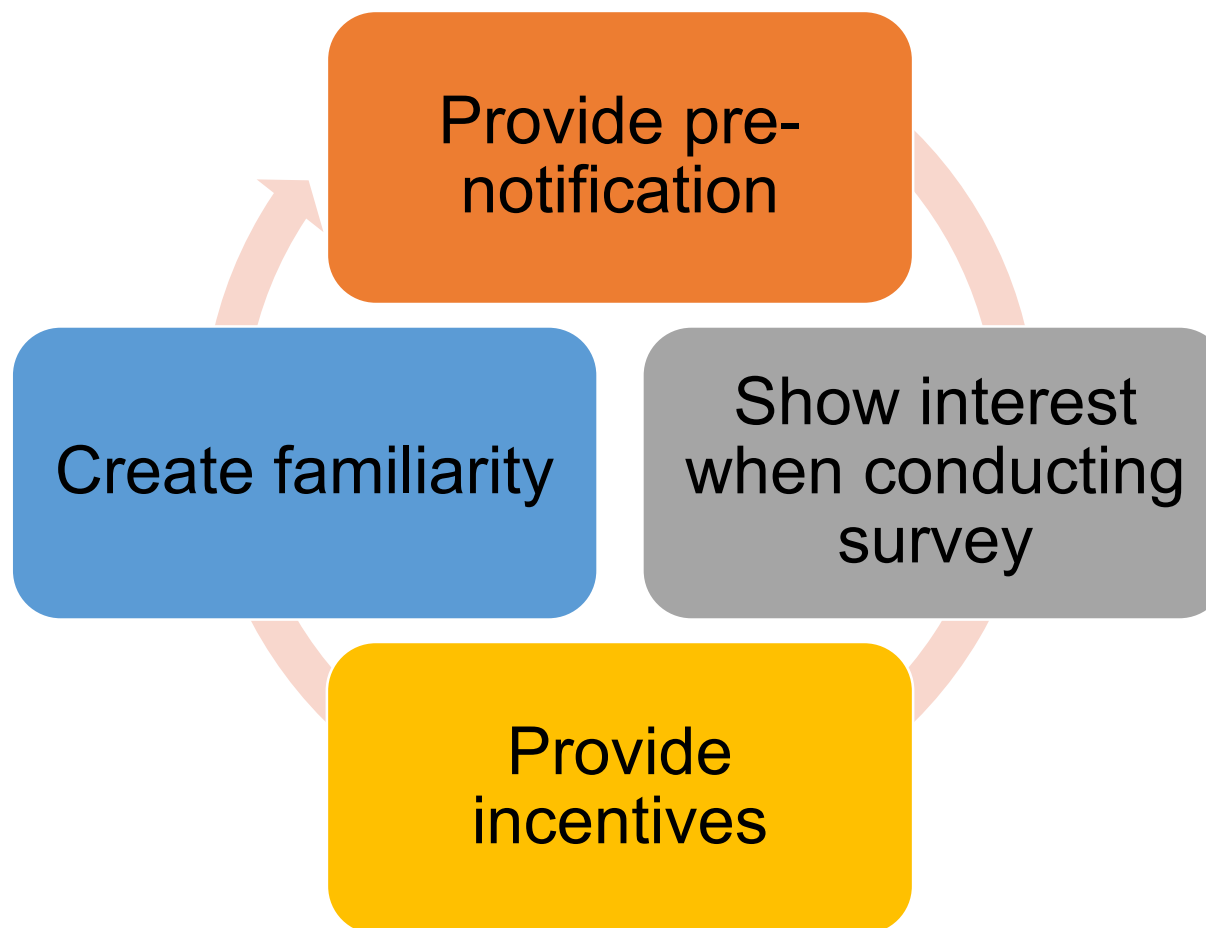
State Sharing: Pennsylvania




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Increasing Response Rates



Increasing Response Rates (cont.)



Strategies to Contact Youth for the PaPOS Process: Lessons from Pennsylvania Schools

Provide Pre-Notification (while students were still in high school)

- Discussed the PaPOS process with students and/or parents; explained the purpose; provided the questions; and defined the timeline for conducting the survey.
- Informed the students and/or parents of how the PaPOS process was going to be managed (e.g., when it would occur, why youth were selected).
- Presented students with the number of former students who enrolled in college or other post-secondary education or training opportunities.
- Provided PaPOS information at the student's final IEP meeting.
- Outreached with students prior to contacting them for the PaPOS post-school survey.
- Included PaPOS information with other important information sent home to parents (e.g., information about class rings, senior portraits and graduation information).
- Established any sort of social media campaign (e.g., Facebook, Twitter, etc.) to maintain contact with students for the PaPOS post-school survey.

Create Familiarity

- Explained to students and/or parents that they are helping other students like themselves by answering the questions on the PaPOS.
- Shared PaPOS survey with students and/or parents so they knew what questions would be asked and that the information being asked is legitimate, not a scam for personal information.
- Practiced completing the PaPOS interview with the student and/or parents.
- Showed students and/or parents specific examples of how PaPOS information can be used to make school better.
- Identified the person who had a relationship with the hardest-to-find youth and asked that person to inform the youth of the PaPOS process and/or conduct the survey.

LESSONS LEARNED

- "I received the surveys and took sincere interest in completing the activity. I wanted to know personally what students accomplished after HS. It gave me a reason to congratulate my HS staff on a job well done. We were proud of the results of the surveys and I provided this information at a staff meeting. Cheers to our staff!"
- "Reviewed the actual survey with the students and parents in a meeting prior to completing the survey."
- "During senior staffing, we discussed the PaPOS surveys and informed students that I would be notifying them after graduation leaving to complete the survey."
- "One of our 12th grade support teachers put the PaPOS survey questions on a word document that could be emailed to some students and it seemed to make it easier for them to send it back. Even if they did not email it back, they had the questions if we reached them by phone so it was easier to conduct the interview. For most of our students, our first attempt at reaching them was from school personnel who knew them well. Some of our hard to find students who had worked with a support counselor were willing to speak to her when they heard she was trying to contact them from a former classmate, a friend who was still in school or email. We also did make some late afternoon/early evening calls for those we did not reach during the day."

LESSONS LEARNED

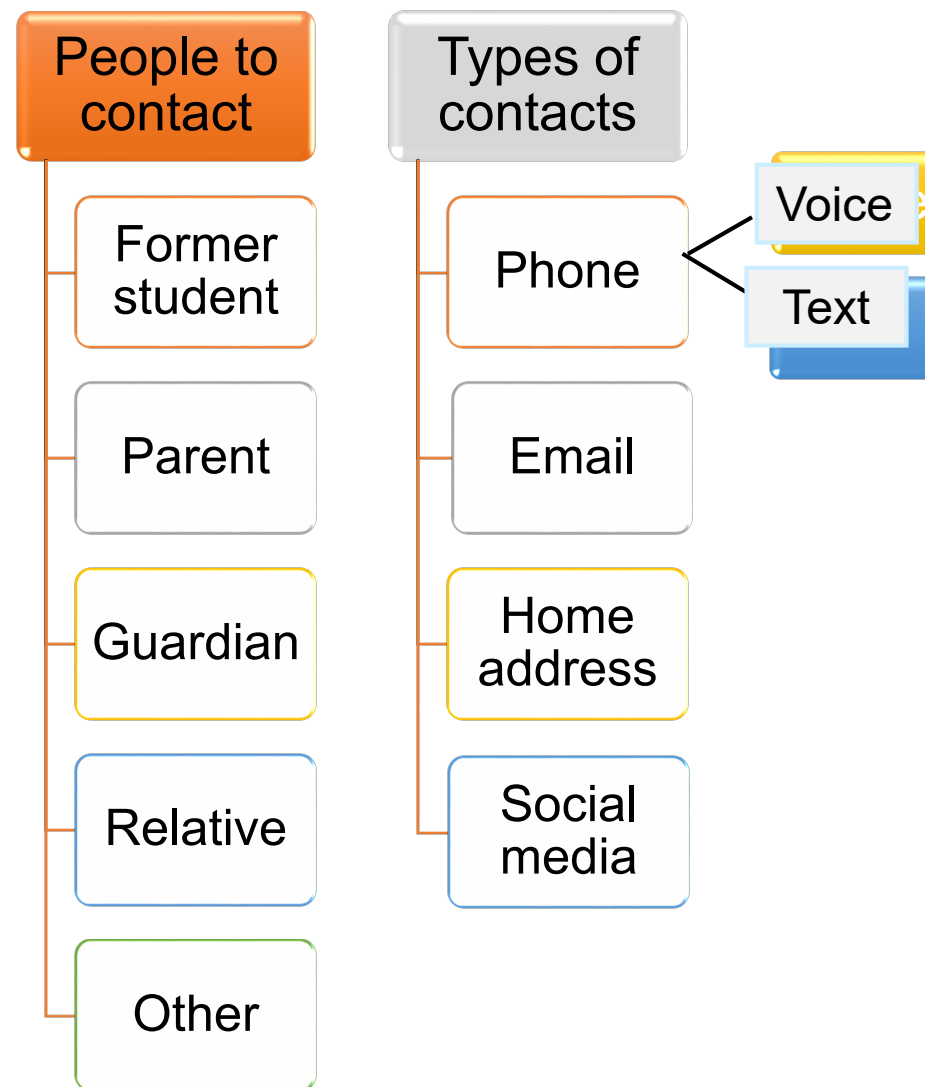
- "I had positive relationships with parents and students by supporting their special education programs in the PaSD for 12 years as an administrator. I attended IEP meetings, met with students who had discipline issues, and was an advocate to students/staff/parents supporting special education programs. I developed extra-curricular activities such as buddy baseball and buddy kickball so I was able to relate to families outside the school setting."
- "Stressed the importance of being able to reach them as a continued resource for them in assisting with accessing services. Stressed the need for both the student's and the parent's cell numbers for the future and this was the easiest way to reach the students."
- "Met with the student's special education teacher to discuss a good time to meet with students and to gain more information about students that I may not have known."

Increasing Response Rates (cont.)

Example of Three Specific Contacts

Date	Person contacted	Means of communication
July 1, 2019	Billy Jones (student)	Former student's cell phone
July 15, 2019	Billy Jones (student)	Social media
Sept 1, 2019	Megan Jones (mother)	Home phone number

Recommendations for Collection of Three Contacts



A Review of NTACT Strategies



Making Contact

Contact family members near significant dates when youth may be in touch with family

Maintain a list of family members still in school (siblings, cousins, etc.)

Vary who calls and leaves a message

Leave a message with a callback number

Use the school logo and name in any survey-related materials

Additional Strategies/ Recommendations

- Develop a plan in the spring
 - Who will contact the youth?
 - Utilize 11/12 month employees, such as administrators, guidance counselors, clerical staff, etc.
 - When will they contact the youth?
 - Be aware of the submission target dates
 - Develop a timeline of contacting youth and submitting the surveys to a central person based on the target dates
 - How will they contact the youth?
- Make sure your staff are aware of the various ways to contact youth
- Monitor the progress throughout the summer

Crucial to make sure that LEA has high return rate for various demographic areas including

Representative Completion Rates



When LEAs Log In, a Splash Page Appears

The following data illustrates the PaPOS Post-school Survey completion and submission rate at the aggregate and disaggregated levels. As a reminder, the goal is to ensure 100% of all Post-school surveys are completed and submitted in a timely manner.

Aggregate	Surveys to be Submitted	Submitted to Date	Percent Submitted
Total Surveys	5	3	60%
Gender	Surveys to be Submitted	Submitted to Date	Percent Submitted
Male	2	2	100%
Female	3	1	33%
Ethnicity	Surveys to be Submitted	Submitted to Date	Percent Submitted
Multiracial	0	0	0%
Asian or Pacific Islander	0	0	0%
Black or African American	0	0	0%
Hispanic	1	1	100%
White	3	1	33%
Native Hawaiian or Other Pacific Islander	0	0	0%
American Indian/Alaskan Native	0	0	0%
Asian	1	1	100%
Disability	Surveys to be Submitted	Submitted to Date	Percent Submitted
Autism	1	0	0%
Deaf-Blindness	0	0	0%
Emotional Disturbance	0	0	0%
Hearing Impairment including Deafness	0	0	0%
Intellectual Disability	0	0	0%
Multiple Disabilities	0	0	0%
Orthopedic Impairment	0	0	0%
Other Health Impairment	0	0	0%
Specific Learning Disability	3	2	67%
Speech or Language Impairment	1	1	100%
Traumatic Brain Injury	0	0	0%

Dashboard Views

LEAs will have instant access to the following data via Leader Data Services:

- % of Post-School Surveys completed/submitted
- % of Post-School Surveys completed/submitted disaggregated by
 - Gender
 - Disability category
 - Race



When LEAs Log In, a Splash Page Appears (cont.)

Aggregate

- Surveys to be completed: 40
- Surveys completed and submitted to date: 25
- Percent completed and submitted: 62.5%



When LEAs Log In, a Splash Page Appears (cont.)

Male Youth

Surveys to be Completed: 15

Surveys Completed and Submitted to Date: 10

Percent Completed and Submitted: 67%

Female Youth

Surveys to be Completed: 25

Surveys Completed and Submitted to Date: 15

Percent Completed and Submitted: 60.0%

When LEAs Log In, a Splash Page Appears (cont.)

As a designate of the LEA, I acknowledge that I have reviewed these data, am aware of the response rates, and recognize that the goal is to ensure 100% of all post-school surveys are completed and submitted in a timely manner.

When LEA Log In...

**User/Organization:**

User: Demo Post User
Last login: 4/5/2019
10:32 AM
Level: LEA Post Data
Entry
Organization:
Demo Post SD

The active school
year in Outcomes
is **2018-2019**.











Student Search for Post-School Survey

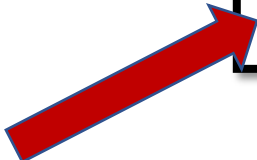
Search Students	
Student name contains:	<input type="text"/>
DOB:	<input type="text"/>
PA Secure ID contains:	<input type="text"/>
Student Status:	Active ▾
Survey Status:	Not Completed ▾
<input type="button" value="Search"/>	<input type="button" value="Reset"/>
Show <input type="text" value="10"/> students	
Your search returned 5 out of 5 Active student(s). [Clear search results]	

	Name ▾	DOB	PA Secure ID	Leaver	Survey Progress	Last Date Modified	Previously Edited By
	Hanna, Susque	04/10/1997	2123212125	Yes	In Progress / Edit	02/26/2019	Post User, Demo
	Jefferson, Thomas	06/17/1997	2121214353	Yes	Start Survey		Post User, Demo
	Smith, Adam	12/15/1998	2121213335	Yes	Start Survey		
	Thomas, Linda	03/11/1997	4343434352	Yes	Start Survey		
	Washington, George	05/13/1997	2121213344	Yes	Start Survey		

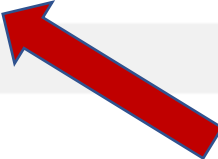
Records 1 to 5 of 5

Getting Started

	Name ▼	DOB	PA Secure ID	Leaver	Survey Progress	Last Date Modified	Previously Edited By
	Hanna, Susque	04/10/1997	2123212125	Yes	 Start Survey		Post User, Demo
	Jefferson, Thomas	06/17/1997	2121214353	Yes	 Start Survey		
	Smith, Adam	12/15/1998	2121213335	Yes	 Start Survey		
	Thomas, Linda	03/11/1997	4343434352	Yes	 Start Survey		
	Washington, George	05/13/1997	2121213344	Yes	 Start Survey		



Edit: Edits the student demographic data, if needed



Start Survey or **In Progress:**
Opens the actual survey

Record Attempts: Survey Completed

Record of Attempts to Contact		
If you are unsuccessful at completing the interview the first time, you must try at least 2 more times . Consider using a different method for contacting and/or attempting to contact at a different day and time.		
Were you able to complete the survey?	Yes <input checked="" type="radio"/>	No <input type="radio"/>
On what dates did you attempt the survey?	Attempt	Date of Attempt
	1	<input type="text" value="mm/dd/yyyy"/>
	2	<input type="text" value="mm/dd/yyyy"/>
	3	<input type="text" value="mm/dd/yyyy"/>

If you are able to contact the student and complete the survey with the student, you will click on the **Yes** box and then simply fill out the date(s) you attempted to reach the student.

Record of Attempts: Survey NOT Completed

Record of Attempts to Contact

If you are **unsuccessful** at completing the interview the first time, you must try **at least 2 more times**. Consider using a different method for contacting and/or attempting to contact at a different day and time.

Were you able to complete the survey?	Yes <input type="radio"/>	No <input checked="" type="radio"/>
---------------------------------------	---------------------------	-------------------------------------

Why was the survey unable to be completed?	Check only ONE option	
	Contact information was not correct	<input type="radio"/>
	Former student is deceased	<input type="radio"/>
	Person declined to be interviewed	<input type="radio"/>
	Person did not respond to request	<input type="radio"/>
	Other	<input type="radio"/>

On what dates did you attempt the survey?	Attempt	Date of Attempt
	1	<input type="text" value="mm/dd/yyyy"/>
	2	<input type="text" value="mm/dd/yyyy"/>
	3	<input type="text" value="mm/dd/yyyy"/>

If LEAs are unable to contact the former student to complete the survey, they indicate this by clicking on the **No** radio button, choose the reason(s) why the former students did not complete the survey, and verify the three dates the LEA attempted to reach the former student.

Examining Representativeness



- Establish a 5-year sampling plan so that each LEA participates in the process at least once
 - LEAs with greater than 50,000 students must participate every year
- Each year's sample must be representative of the state as a whole
- Compare the demographics of the survey respondents to that year's Target Leaver Group (those that completed the Exit Survey the prior year)



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Examining Representativeness (cont.)



- NTACT Response Rate Calculator examines
 - High incidence disabilities (learning disability, emotional disability, intellectual disability)
 - Low incidence disabilities (as a group)
 - Females
 - Minority populations
 - English learners
 - Dropouts



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Examining Representativeness (cont.)



- Using the NTACT Response Rate Calculator as a guide, PA expanded the calculations to include
 - All disabilities
 - Both genders
 - All races/ethnicities
 - All exit reasons
 - Geography (West, Central, East)
- 29 comparisons rather than 8



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Examining Representativeness (cont.)



- When the respondent group is not representative, the underrepresented groups are over-sampled the following year in an effort to correct for that shortcoming
- PaTTAN-Pittsburgh uses its data collection monitoring screens to contact LEAs with low response rates to remind them that additional work is needed to complete surveys



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



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Quick View of the *NTACT Response Calculator*



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

- Why might the category be underrepresented or overrepresented?
- What may be practical ways to address the under-overrepresentation in the data?



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Discussion



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Discussion Questions



Share

- 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 Rates](#) (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 Family Members in Post-School Outcomes Stakeholder Groups](#) (NPSO/PACER Center)



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