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

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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 representatives of your data
• Participate in a facilitated discussion on challenges states encounter and strategies states use for improving the representativeness of their data
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
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 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.
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.
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).
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
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
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.)
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
National Mean Trends for Indicator B8

Percent of parents

FFY12  FFY13  FFY14  FFY15  FFY16  FFY17

68  71  73  74  76  76

0  20  40  60  80  100
National Median Trends for Indicator B14 Measures

<table>
<thead>
<tr>
<th>Year</th>
<th>A: Higher Education</th>
<th>B: Higher Education + Competitive Employment</th>
<th>C: Higher Education, Competitive Employment, Other Education or Training, Some Other Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY12</td>
<td>26.6</td>
<td>57.9</td>
<td>73.4</td>
</tr>
<tr>
<td>FFY13</td>
<td>26.4</td>
<td>62.7</td>
<td>77.2</td>
</tr>
<tr>
<td>FFY14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFY15</td>
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<td></td>
</tr>
<tr>
<td>FFY16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFY17</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percent of respondents
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
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.
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
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
  ▪ 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
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
State Sharing: Pennsylvania
Increasing Response Rates

- Provide pre-notification
- Show interest when conducting survey
- Provide incentives
- Create familiarity
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):

2. Discussed the PaPOS process with students and/or parents, explained the purpose, provided the questions, and defined the timeline for completing the survey.

3. 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.

4. Presented students with the number of former students who enrolled in college or other postsecondary education or training opportunities.

5. Provided PaPOS information at the students’ final IEP meeting.

6. Outreached with students prior to contacting them for the PaPOS preschool survey.

7. Included PaPOS information with other important information sent home to parents (e.g., information about child care, senior portraits and graduation information).

8. Established a social media campaign (e.g., Facebook, Twitter) to maintain contact with students for the PaPOS preschool survey.

Create Familiarity:

3. Explained to students and/or parents that they are helping other students like themselves by answering the questions on the PaPOS.

4. Shaded and guided 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.

5. Practiced completing the PaPOS interview with the student and/or parents.

6. Showed students and/or parents specific examples of how PaPOS information can be used to make school better.

7. Identified the person who had a relationship with the student-to-find youth and asked that person to inform the youth of the PaPOS process and/or conduct the survey.

Lessons Learned:

1. I had positive relationships with parents and students by engaging them in special education programs in the PaPOS for 12 years as an administrator: attending IEP meetings, meeting with students who had discipline issues, and using a advocate to students/parents in supporting special education programs. I developed extra-curricular activities such as buddy work, and buddy lunch so I was able to relate to them outside the school setting.

2. Devoted the importance of being able to reach them as a continued resource for them in establishing their accessing to services. Needed the need for both the students and the parents get phone numbers for the care and the youth to verify that the parents saw?

3. The student’s special education teacher to discuss a good time to meet with students and to get more information about students that they may not have known.

ii20
Increasing Response Rates (cont.)

Example of Three Specific Contacts

<table>
<thead>
<tr>
<th>Date</th>
<th>Person contacted</th>
<th>Means of communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1, 2019</td>
<td>Billy Jones (student)</td>
<td>Former student’s cell phone</td>
</tr>
<tr>
<td>July 15, 2019</td>
<td>Billy Jones (student)</td>
<td>Social media</td>
</tr>
<tr>
<td>Sept 1, 2019</td>
<td>Megan Jones (mother)</td>
<td>Home phone number</td>
</tr>
</tbody>
</table>
Recommendations for Collection of Three Contacts

**People to contact**
- Former student
- Parent
- Guardian
- Relative
- Other

**Types of contacts**
- Phone
- Email
- Home address
- Social media

**Methods of communication**
- Voice
- Text
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

Gender

Disability category

Race
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.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Surveys to be Submitted</th>
<th>Submitted to Date</th>
<th>Percent Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Surveys</td>
<td>6</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>1</td>
<td>33%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Surveys to be Submitted</th>
<th>Submitted to Date</th>
<th>Percent Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiracial</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>White</td>
<td>3</td>
<td>1</td>
<td>33%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disability</th>
<th>Surveys to be Submitted</th>
<th>Submitted to Date</th>
<th>Percent Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Deaf-Blindness</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Emotional Disturbance</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Hearing Impairment including Deafness</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Other Health Impairment</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Specific Learning Disability</td>
<td>3</td>
<td>2</td>
<td>67%</td>
</tr>
<tr>
<td>Speech or Language Impairment</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
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%
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 LEAs Log In…
Getting Started

**Edit:** Edits the student demographic data, if needed

**Start Survey or In Progress:** Opens the actual survey
Record Attempts: Survey Completed

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

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)
Examine 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
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
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.
National Technical Assistance Center on Transition (NTACT) Response Rate Calculator
Quick View of the NTACT Response Calculator

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?
Discussion
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
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 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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