



INTERACTIVE INSTITUTE **2021**
BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Representativeness in Indicators B8 and B14: Why You Need It and Tools to Get It

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





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Agenda

- Introduction
- Importance of representativeness in Indicators B8 and B14
- Highlighting measurement changes
- Challenges to collecting representative data
- Indicator B8 tool
- Indicator B14 tool
- Additional strategies

Purpose of IDEA

To ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment, and independent living.**

IDEA Regulations § 300.1(a)

Part B Indicators



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.

(20 U.S.C. 1416(a)(3)(A)).

Indicator B14

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one 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 one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

[Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\) Part B Indicator Measurement Table](#) (For Federal Fiscal Year (FFY) 2020 Submission)



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Commonalities Between Indicator B8 and Indicator B14

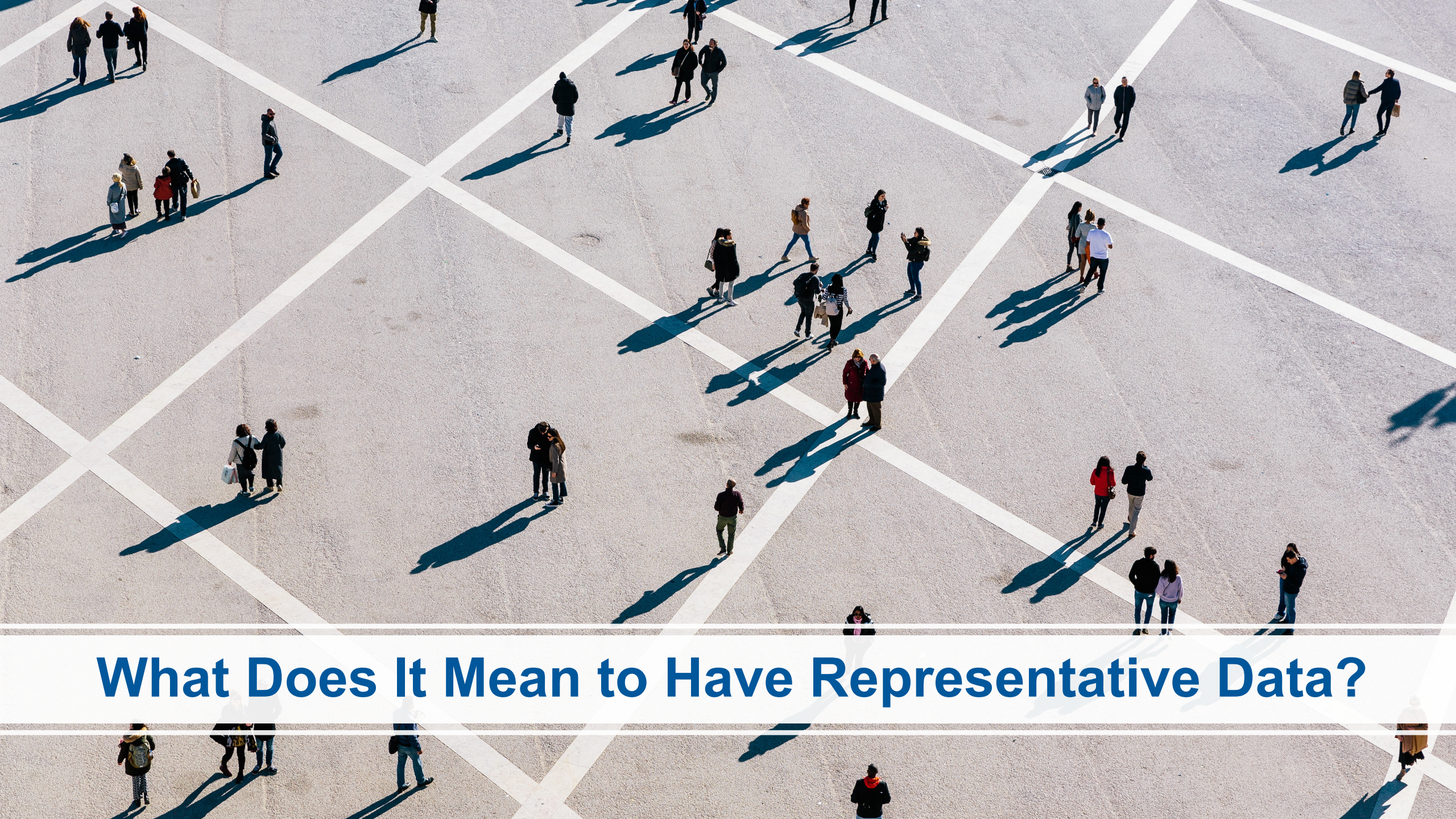
- Sample or census
- Survey
 - Importance of two measures of survey quality
 - Response rate
 - Representativeness
- Challenge reaching respondents

Response Rate

- Measure of survey quality
- Response rate = # completed surveys / total # eligible respondents
- Eligible respondents
 - Indicator B8
 - Parent of student with individualized education program (IEP)
 - Indicator B14
 - Had IEP in effect at the time he or she left school
 - 1 year has passed since the student left school
- New for B8 - Report the # of parents who received surveys and the number of respondent parents
- New for B14 - Provide the total # of targeted youth in the sample or census

Representativeness

- Measure of survey quality
- Representativeness = extent to which demographics of the respondents are similar to the demographics of the target population
 - High response rate does not guarantee representativeness
- If data are not representative, cannot draw conclusions about target population
 - Be explicit about data limitations
 - Acknowledge groups where state did or did not achieve representation



What Does It Mean to Have Representative Data?

Representativeness of Data

Data that are representative...

- Accurately reflect
- Are relevant
- Closely match
- Are like
- Have the same properties as
- Give an unbiased estimate of

...the target population

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.

(20 U.S.C. 1416(a)(3)(A))

Indicator B8 Instructions

- Provide actual numbers state used in the calculation of results
- Report number of parents who received surveys and number who responded
- Include analysis of how well respondents are representative of the demographics of children receiving special education services
- Describe the metric state used to determine representativeness
- Describe strategies to ensure future data are representative (consider factors such as survey distribution and data collection methods)

Indicator B8 Data Collection



- Census or representative sample
 - When state uses sampling, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates
- Data Source: State selected data source
- Parents of children with IEPs

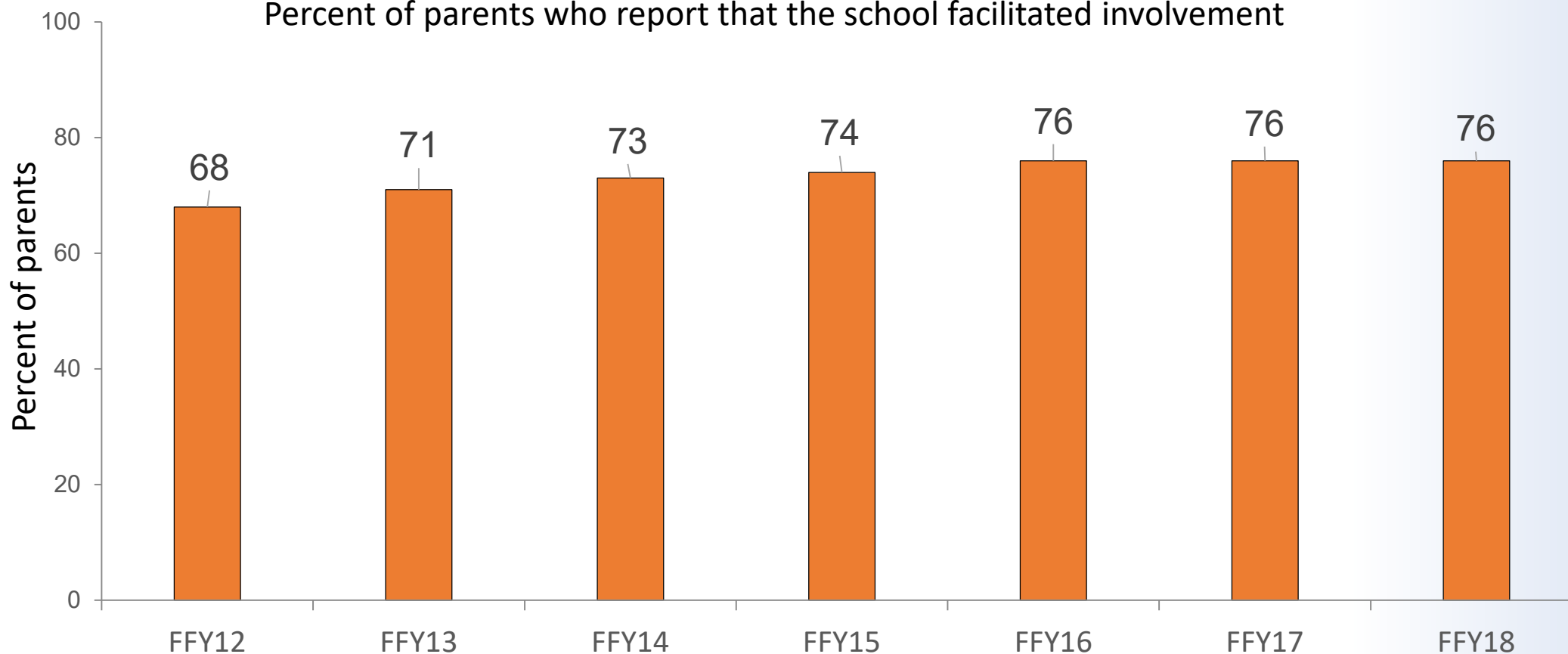


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National Mean for Indicator B8

Percent of parents who report that the school facilitated involvement



Indicator B14



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

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one 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 one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Indicator B14 Criteria: Four Response Categories

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 (Option 2)
- **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 for 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 Instructions

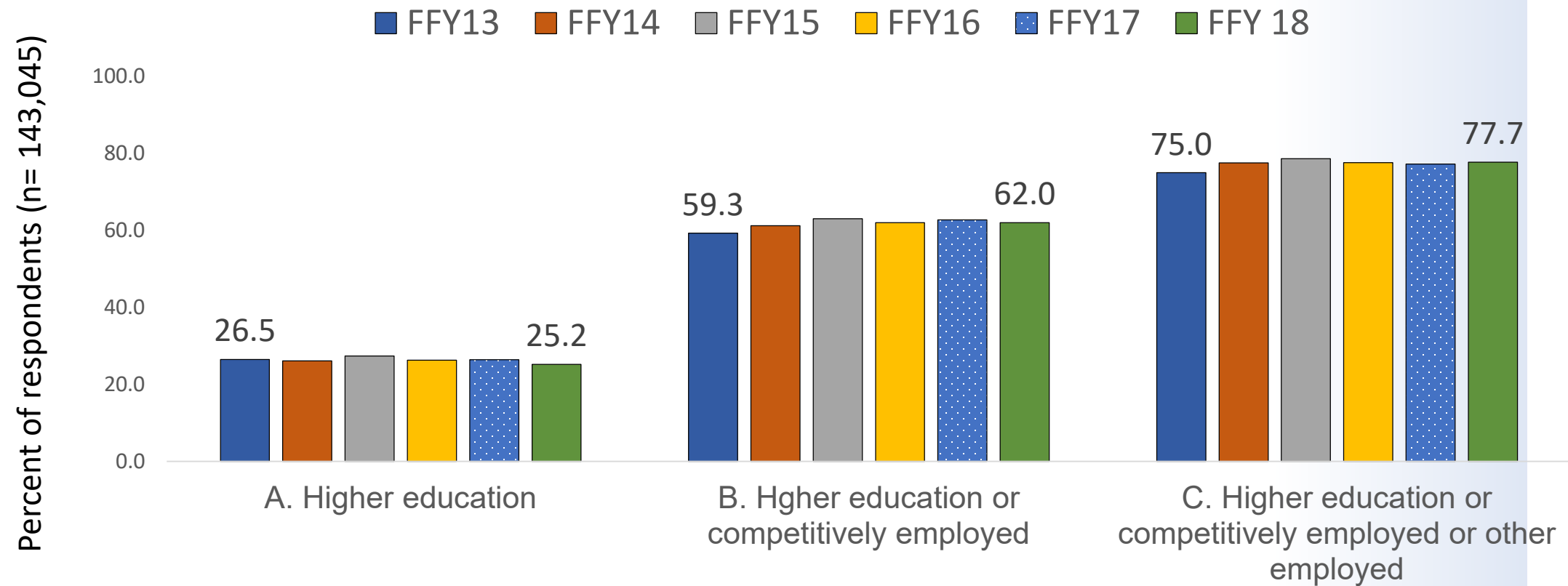
- Provide total number of targeted youth in the sample or census
- Include analysis of how well respondents are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school
- Describe strategies to ensure future data are representative (consider factors such as data collection methods)

Indicator B14 Data Collection



- Census or representative sample
- Youth with IEPs who exited school at least 1 year ago (by September) 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

Median Percentages for B14 Measures



Highlighting Changes to Both Indicator B8 and Indicator B14

- Provide the **total number of targeted youth** in sample/census [new for IB14 only]
- **Compare the response rate** for the reporting year to the response rate for the previous year and **describe strategies** that will be implemented to increase the response rate, particularly for underrepresented groups
- Identify potential **nonresponse bias** and take steps to reduce any identified bias and promote response from a broad cross-section of parents/youth
- Describe the **metric** used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group)

Highlighting Changes to Both Indicator B8 and Indicator B14 (cont.)

- Beginning with the FFY 2021 SPP/APR, due February 1, 2023, when reporting representativeness states must include
 - Race and ethnicity and at least one of the following
 - Age of the student [B8 only]
 - Disability category
 - Gender
 - Geographic location
 - Another demographic category approved through the stakeholder input process

Establishing a Representative Sample

When sampling

The sampling plan must describe the

- A. Sampling procedures (e.g., random/stratified, forms validation)
- B. Similarity or differences of the sample to the population of children with disabilities (e.g., how all aspects of the population such as disability category, race, age, gender, family income, etc., will be represented)
- C. How the SEA addresses any problems with (a) response rates, (b) missing data, and (c) selection bias

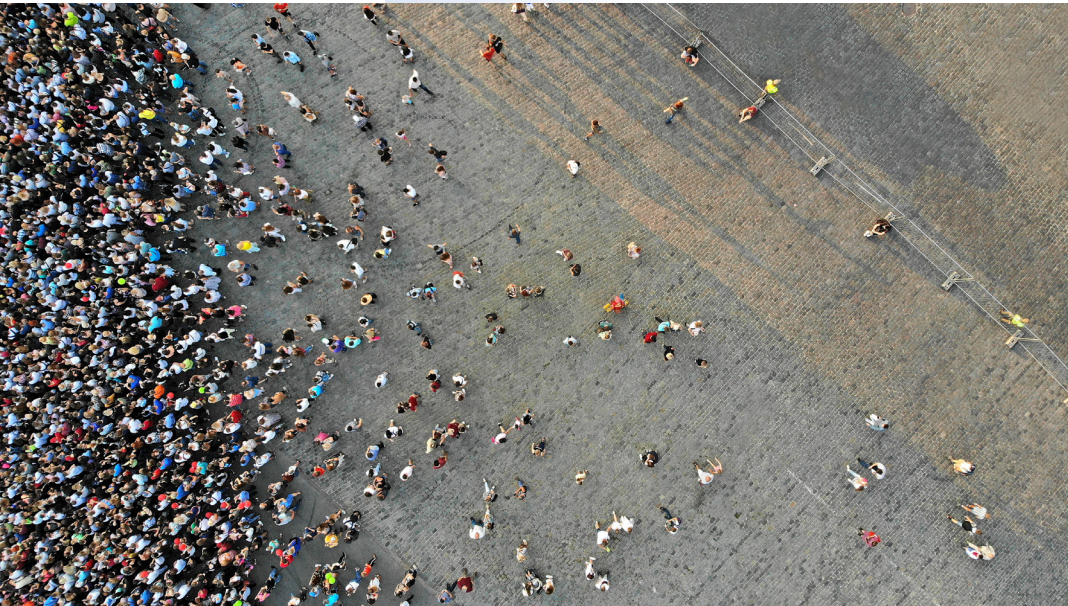
Representative Respondents: An Indication of Valid and Reliable Data

How similar respondents are to the target population

- Indicator B8: States must consider race and ethnicity
- Indicator B14: States should consider categories such as race and ethnicity, disability category, gender, and geographic location in the state
- FFY 2021 SPP/APR, due February 1, 2023
 - States must include race and ethnicity and must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process

What Challenges Do You Face in Collecting Representative Data?

- A. Overall response rate (53% selected this response)
- B. Too few respondents from specific geographic areas (24% selected this response)
- C. Too few respondents from specific disability categories (35% selected this response)
- D. Too few respondents from specific racial or ethnic groups (65% selected this response)
- E. None of these (0% selected this response)
- F. I don't know (0% selected this response)



From Office of Special Education Programs SPP/APR Indicator Analysis 2020 FFY 18 for Indicator B8 and Indicator B14

- The majority of states reported that their data were representative
 - Indicator B8: 53% of states (n=32)
 - Indicator B14: 75% of states (n=45)
- Discrepancies noted in Indicator B14
 - 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

How Can States Assess Representativeness?

- Compare the characteristics of respondents to
 - All of the target population
 - Nonresponders
 - Late responders as a proxy for 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 their responses differ substantially from earlier received responses

Data Aren't Representative—Now What?

- Reflect on bias in the data and develop strategies to increase representativeness
- 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 weighting procedures

Indicator B8 Tool

Parent Involvement Data: How to Measure and Improve Representativeness for Indicator B8 | IDC - IDEA Data Center

Offers guidance on

- Collecting representative data
- Evaluating the representativeness of data
- Monitoring and addressing issues with representativeness
- Sampling
- Response rates

Nonresponse Bias

- When survey respondents are different from those who did not respond
- Groups may not be fairly represented
 - Indicator B8: Parents of certain races might be underrepresented in the data
 - Indicator B14: Exiters with diplomas might be overrepresented in the data
- Groups may be excluded
 - Parents who do not speak English
 - Single parents who did not have time to complete the survey
 - Youth who attended a transition program or were incarcerated

NTACT Response Calculator

The purpose of the **Sampling Calculator** is to help states that sample for Indicator B14 select a representative sample of school leavers.



User: admin for Oregon(33)

The [Representative Sample calculator](#) can assist your state in selecting a representative sample of school leavers for the express purpose of addressing Indicator #14, which is part of the SPP and APR. With the aid of this calculator your state will be able to establish a sample of school leavers that is as similar as possible to the population of school leavers with disabilities that leave schools in your state in a particular year.

Second, the [Response calculator](#) can be used to determine how similar or different the respondents are from the state's representative sample for a particular year. Stated differently, it is a virtual certainty that not all persons who are selected to participate in a given year will respond to the survey. The difference between those who respond and those who do not is referred to as response bias and relates to whether or not confidence can be placed in the results obtained from a subsample of the original sample chosen to participate. These differences may be slight, or they may be significant, which could influence the way the data are interpreted.

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The purpose of the [Response Calculator](#) is to help states determine whether response data represent the demographics of youth in the Target Leaver Group – sample or census.

The screenshot shows the NTACT Response Calculator interface. At the top, there is a header bar with the NTACT logo on the left and the "IDEAs that Work" logo on the right. Below the header, the title "NTACT Response Calculator" is centered. A large green box contains the text "Please print and follow the instructions that accompany this calculator." and "Use the tabs below to navigate the Response Calculator." Below this, there is a disclaimer paragraph. At the bottom, there is a navigation bar with five tabs: "NTACT Calculator", "Target Leaver Group", "Respondent Group", "Response Rate by Demographic", and "Representativeness". The "NTACT Calculator" tab is currently selected and highlighted.

1. For each district, enter the number for each demographic variable for the Target Leaver Group.

Response Calculator Example - Compatibility Mode - Excel

NTACT Response Calculator Target Leaver Group

District Name	LD	ED	ID	AO	Female	Minority	Rural	ELL	Dropout	Total Leavers
LEA 0025	700	600	42	110	600	1300	1452	100	90	1452
LEA 0093	750	500	40	1200	350	1200	220	120	22	2490
LEA 0114	950	241	50	550	850	850	0	1200	400	1791

2. For each district, enter the number for each demographic variable for the Respondent Group.

Response Calculator Example - Compatibility Mode - Excel

NTACT Response Calculator Respondent Group

District Name	LD	ED	ID	AO	Female	Minority	Rural	ELL	Dropout	Total Respondents
LEA 0025	100	30	90	120	125	190	340	110	2	340
LEA 0093	225	115	32	77	75	200	449	400	10	449
LEA 0114	200	81	30	90	197	350	140	110	60	401

3. The Response Calculator calculates an overall response rate for each demographic variable.

Response Calculator Example - Compatibility Mode - Excel

NTACT Response Calculator Response Rate by Demographic

	Overall	LD	ED	ID	AO	Female	Minority	Rural	ELL	Dropout
Target Leaver Totals	5733	2400	1341	132	1860	1800	3350	1672	1420	512
Response Totals	1190	525	226	152	287	397	740	929	620	72
Response Rate	20.76%	21.88%	16.85%	115.15%	15.43%	22.06%	22.09%	55.56%	43.66%	14.06%

4. The RC identifies important differences between Respondent and Target Leaver Groups for each demographic variable.

Response Calculator Example - Compatibility Mode - Excel

NTACT Response Calculator Representativeness

	Overall	LD	ED	ID	AO	Female	Minority	Rural	ELL	Dropout
Target Leaver Totals	5733	2400	1341	132	1860	1800	3350	1672	1420	512
Response Totals	1190	525	226	152	287	397	740	929	620	72
Target Leaver Representation		41.86%	23.39%	2.30%	32.44%	31.40%	58.43%	29.16%	24.77%	8.93%
Respondent Representation		44.12%	18.99%	12.77%	24.12%	33.36%	62.18%	78.07%	52.10%	6.05%
Difference		2.25%	-4.40%	10.47%	-8.33%	1.96%	3.75%	48.90%	27.33%	-2.88%

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.pso-center.org/collecting.html>.

How to Use 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 or overrepresentation in the data?

Strategies to Increase Response Rates

- **Planning**

- Make survey user-friendly and questions easy to understand
- Consider translation into multiple languages
- For IndicatorB14
 - Collect multiple means of contact information when students exit
 - Develop pre-communication about post-school outcomes survey

- **Administration**

- Personalize communication
- Consider multiple forms of distribution and collection
- Brand your survey with school logos: Appearance matters
- Use incentives
- Conduct follow-up

Strategies to Increase Response Rate: Locating Hard to Find

National Post School Outcomes Center (NPSO) conducted focus groups on strategies for contacting youth, 1 year after exit

- Participants
 - 41 young adults and 22 family members
 - 59% youth reported minority (Hispanic, Black, American Indian, or Alaska Native)
 - 29% youth reported specific learning disability
 - 17% youth reported intellectual disability
 - 19% youth reported other disability (VI, autism, multiple, and emotional behavioral disability)

Pre-notification

Familiarity

Motivation

Incentive

Interesting

Focus Group Results—How to Contact

- Preferred method of contact—email, phone, mail, or online?
 - No one preferred method, but youth were often skeptical about email or the internet; pre-notification helped
- Strategies for contacting youth for B14 from Hard to Find Youth tool*
 - Maintain contact
 - Identify contact, and ask youths their preferred contact method
 - Inform while they're in school
 - Conduct exit survey
 - Build a virtual relationship using social networking
 - Send pre-notification letter
 - Implement media campaign

*Tool will be available soon at [NTACT:C](#).

For Those Hardest to Include

- To encourage response
 - Money—\$5.00
 - Have a young-sounding person call (Indicator B14)
 - Face-to-face interview with a teacher (Indicator B14)
- Be strategic with resources
- Appeal to their desire to help others





What strategies have you used to increase response rates and representativeness?

Contact Us

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For More Information



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Project Officers: Richelle Davis and Rebecca Smith

