



Building Capacity for High-Quality *IDEA* Data

The logo for the 16th annual IDEA Interactive Institutes, featuring the text 'ii16' in a large, white, outlined font against a background of green vertical bars of varying heights.

**IDC Interactive Institutes on High-Quality Part B Data**

In collaboration with **CIFR, CIID, & NTACT**

# Data Collection Decisions to Improve Data Quality for Quality Data Use

## **Kansas City, MO – May 10-11, 2016**

Mary Morningstar, NTACT

Alissa Trolinger, AZ Department of Education

## **Savannah, GA – June 1-2, 2016**

Matthew Klare, NTACT

# Today...

- National picture of post-school outcomes data collection and analysis
- Methods for collecting Indicator 14 data at the state level
- One state's hard work to improve the quality of B-14 data collection—to use the data!

# NTACT is...

**University of North Carolina  
at Charlotte**

**Transition Coalition at the  
University of Kansas**

**TransCen, Inc.**

**University of Oregon**

**Western Michigan University**

**Federal Project Officers**

*Selete Avoke*

U.S. Department of  
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**NTACT**

National Technical Assistance Center on Transition

# National Post-School Outcomes Center (ended 2015)

- Helped SEAs establish practical and rigorous **data collection systems** to measure and profile the post-school experiences of youth with disabilities (i.e., Indicator 14)
- Built capacity of SEAs to **use I-14 data** for national, state, and local **reporting** and, most importantly, **to guide and improve transition services** to this population

*Continues in the work of NTACT*

# Post-school Outcomes Indicator (B-14): 4 Response Categories

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

1. Enrolled in “higher education”
2. Engaged in “competitive employment”
3. Enrolled in “some other postsecondary education or training”
4. Engaged in “some other employment”

# Definitions

## Higher Education

- enrolled **full- or part-time**
- **community college** (2-year program)
- **college/university** (4- or more year program)
- **Completed at least 1 term**

## Competitive Employment

- worked for pay at or above **the minimum wage**
- **setting with others who are nondisabled**
- Average of **20 hours** a week
- **90 days** at any time 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**)
- **Completed at least 1 term**

## Other Employment

- worked for compensation below minimum wage
- **90 days** at any time since leaving high school

# Indicator 14 for Federal Reporting

<b>1 =</b> <b># Higher Ed</b>	<b>2 =</b> <b># Competitive Employed</b>	<b>3 =</b> <b>#Postsecondary Education or Training</b>	<b>4 =</b> <b># Other Employed</b>	<b># Other or Not Engaged</b>  (States are not required to report this # but it is in the denominator)
<b>A = 1/ Total respondents</b>				
<b>B = 1+2/ Total respondents</b>				
<b>C = 1+2+3+4/ Total respondents</b>				
<b>Total Respondents</b>				



# Method of Indicator 14 Data Collection

- Data collected by either *census* or *sample*
- Data collected on youth with IEPs who exited school at least one 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

# Indicator 14 Data Collection (cont.)

- States must report annually the percentages for 14 A, B, and C and the actual numbers for the 4 required response categories.
- States 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 (phone, in-person, written, online) or some combination.
- Data collection may be done by contractors, state staff, or local staff.

# National Picture of Recent PSO Data Collections

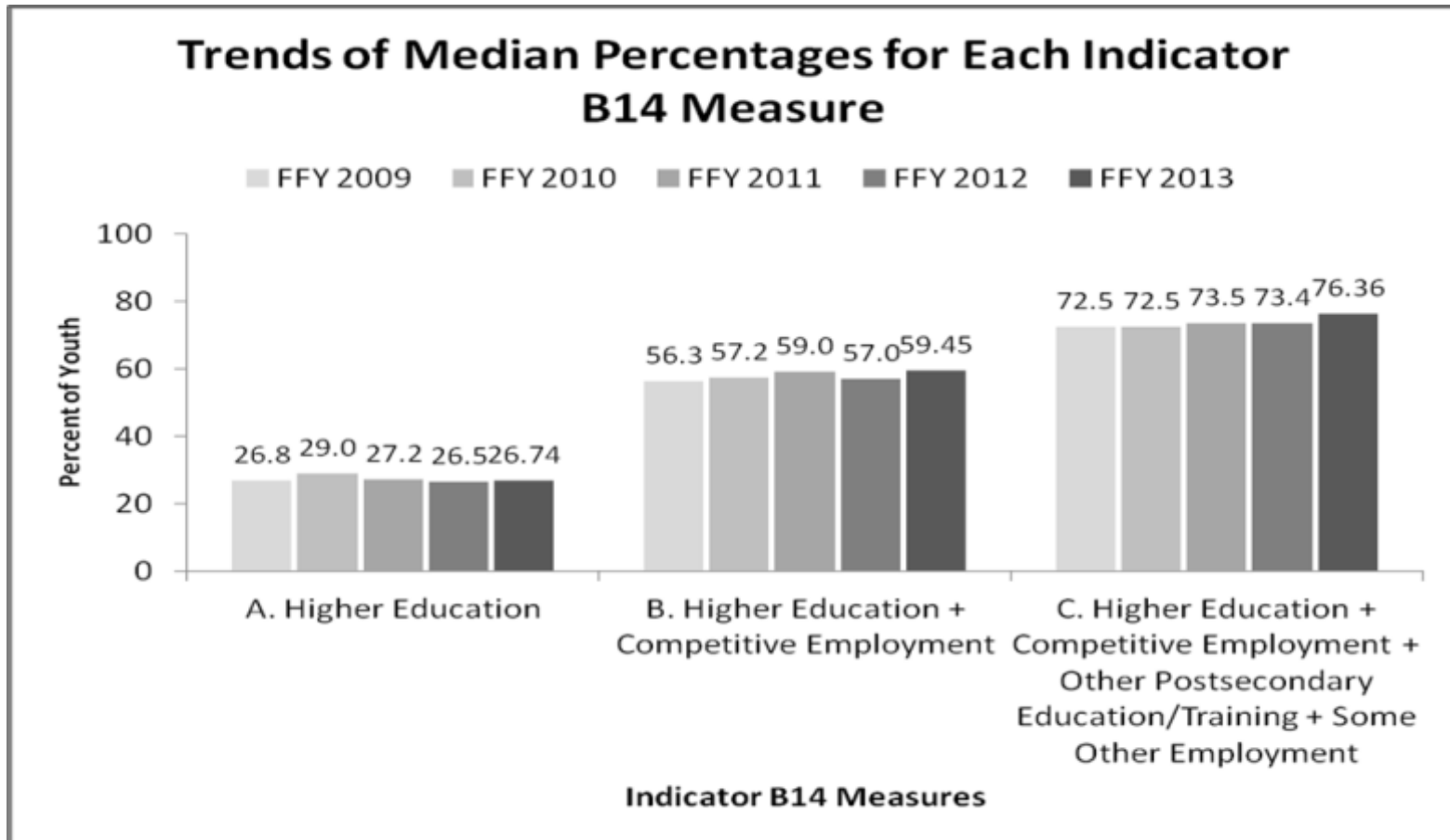
## 2014 APRs

- Census or Sample:
  - 36 *census*
  - 18 *representative sample*
  - 6 did not report method
- Data Collection Method:
  - 53 *used a survey*
  - 1 *used survey and SLDS*
  - 3 *used administrative records*
- Response Rate:
  - 50 *reported a response rate*
  - *Range was 9.8% – 100%*  
(*M=52.4%*)

## 2015 APRs

- Census or Sample:
  - 13 *census*
  - 21 *representative sample*
  - 26 did not report method
- Data Collection Method:
  - 34 *used a survey*
  - 7 *used administrative records*
  - 19 did not report method
- Response Rate:
  - 22 *reported a response rate*
  - *Range was 14.2% – 100%*  
(*M = 49.28%*)

# National Picture... (cont.)



# Poll – What does your state do?

1. Census or sample?
2. Survey or another data source?
3. Any using State Longitudinal Data Systems?
4. Satisfaction with your response rate?
5. Satisfaction with representativeness?

# Discussion

1. Has your state ever modified its PSO survey? If so, what changes did you make and why?
2. Did your state make a decision to switch to the SLDS or administrative records to collect PSO data? If so, why was that decision made?
3. Did your state move from a sample to a census? If so, why, and what did you anticipate would be different ?
4. How will you determine if your changes were effective?

# Discussion

1. Has your state made changes in who collects the data (i.e., contractor to school personnel)?
2. If so, how did you/ do you train interviewers? What strategies have you used?
3. Have you marketed the PSO survey to former students in order to prepare them for the upcoming survey?
4. If so, what strategies have you used?
5. How will you know if changes were effective?

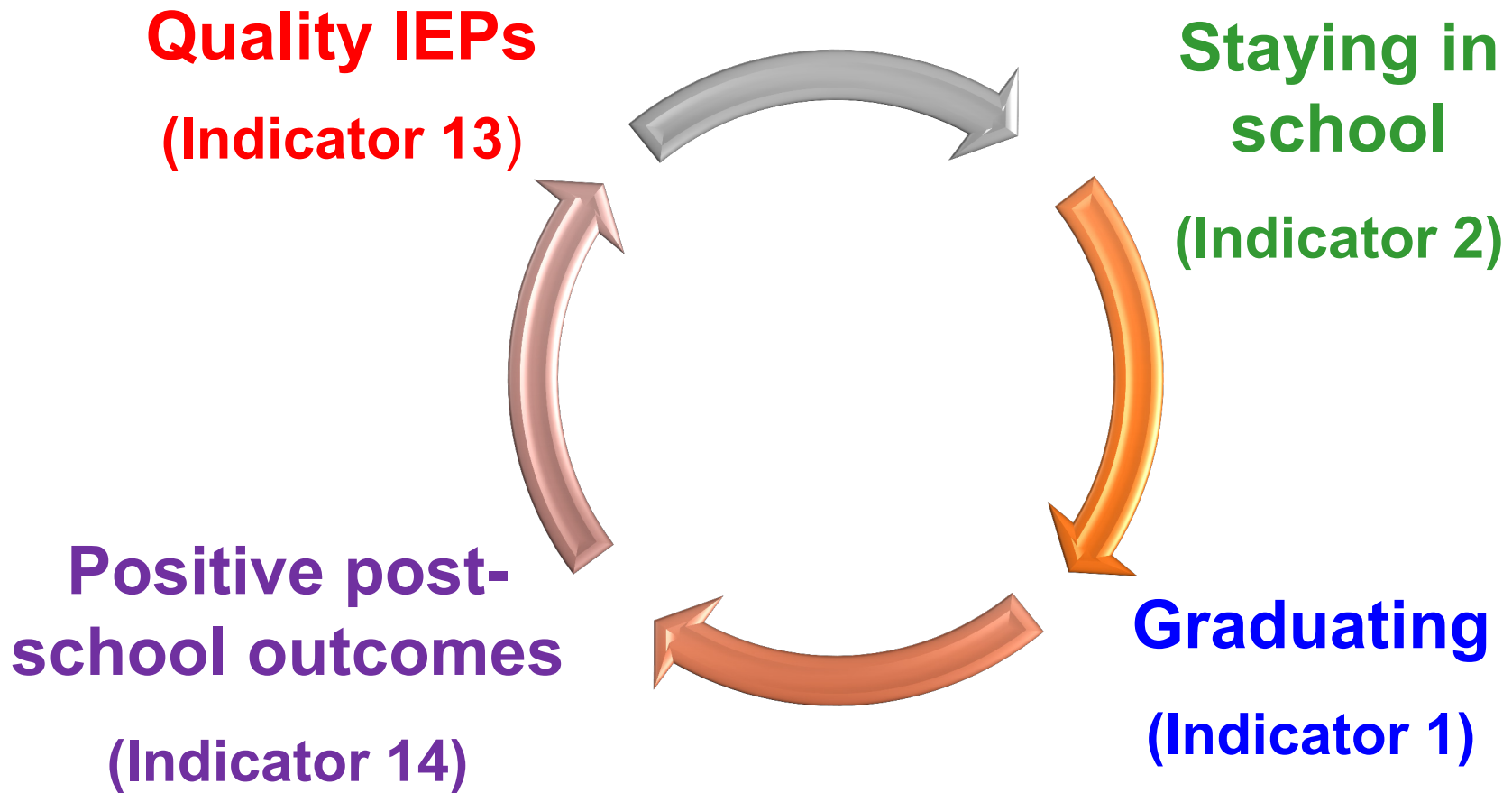
# Predictors of Post-School Success

- A *predictor* is defined as an in-school experience, typically a program (e.g., a work-based learning experience) correlated with improved post-school outcomes.
- Predictors of Post-School Success





# Critical Interrelationships for Achieving Post-School Outcomes





# Arizona's Quality Data Story



# Arizona's Demographics

- Approximately 1.1 million students
    - ≈132,000 students with disabilities
    - ≈40,000 students with disabilities aged 14+
  - Robust charter school movement, diverse schools
    - 216 school districts
    - 403 charter schools
- TOTAL: 619 PEAs\*

\* new charters open and close each year; does not include secure care schools

# The Beginning...

- Arizona FFY 2005-2010 State Performance Plan for Special Education
- No system to:
  - Collect
  - Analyze
  - Report post school outcomes data

# Initial Challenges for PSO

- Statewide transition-related priority focused on Indicator 13 requirement for 100% compliance
- No compelling reason for PEAs to participate in I-14
- No imposed penalties or enforcement for non-participation
- Data reports limited and complicated

# Barriers PEAs Encountered...

- Not a local priority
- Unfunded mandate
- Limited time and staff resources within local PEAs
- Access to online application
- Viewed as another state-required “hoop” to jump through
- Confusing terms related to exiting students – i.e., SEF, PSO, SOP

# March 2010 – Aha!

- Arizona participates in NPSO's Data Use Toolkit Training in Eugene, OR
  - ADE/ESS and a local Arizona PEA were represented
  - PSO and SPP/APR data brought, along with enthusiasm on how to use Arizona's PSO data
- However...there were problems:
  - Response rate
  - Representativeness
- And solutions:
  - NPSO Tools!



# Spring 2010 – Now What?

- Administrative support needed to prioritize PSO Survey/ Indicator 14
- After support gained, timeline set forth and 6-step process for operationalizing change outlined:
  - March – Learning things
  - April–May – Technical overhaul
  - June – Time to train
  - July 1 – PSO Survey online application must be operational!

# Step 1: Gather Information

- OSEP documentation
- NPSO guidance:
  - Data Collection Protocol
  - Response Calculator
  - Data Display Templates
- Existing ADE/ESS TA and training materials for revision

## Step 2: Review “Assumptions”

- Four primary assumptions:
  1. PEAs self-report exiting student data.
  2. PSO Surveys are done by paper & pencil.
  3. IT provides data in pivot tables.
  4. PEAs are reliant on ADE for data.

# Step 3: Vision for PSO Survey Application

- Populate application with exiting student information
- Create a Survey “flow” that is efficient and encourages accuracy
- Eliminate extraneous questions/fields, including “Other”
- Calculate data “automatically” (within the application)
- Provide data in reports that are easy to read, understand, and analyze
- Add missing data reports
- Add data reports in “long” and “short” forms
- Make raw data and data reports available to both the ADE and PEA users

28

# Step 4: Work With IT to Overhaul the Online Application

- Use existing relationship and knowledge with ESS/IT specialist
- Dream big, compromise lots
- Carefully scope work considering timelines
- Build enough time to QA bugs, train internally, and develop training materials

# Step 5: Communicate Internally

- Questions directed at ADE Research & Evaluation, School Finance & Data Management areas
  - Where do we find the most appropriate data?
  - Does the table include all the demographic data needed?
  - Are the definitions of variables in the table consistent?
  - When can we extract the most accurate exiting student data?
  - How do we handle multiple disability categories?
  - How do state exit reasons align with PSO exit reasons?

## Step 6: TA and Training

- Review and revise training and TA materials to be consistent with new Indicator 14 definitions and measurement
- Prepare trainings demonstrating revised PSO Survey online application—but preserving confidentiality

# Maintenance & Enhancement: 2011–2014

- Infrastructure support: “dedicated” positions
- Regular tweaks, reports, and functionality added to web-based PSO application
  - Management options, Indicator 14 reports, data exporting options
- Inclusion of PSO Survey participation in PEA Determinations
  - PSO Survey participation auto-populated into PEA Determination application
- Inclusion of PSO Survey data as part of “risk analysis” for differentiated monitoring system
- STEPSS piloting/use



# Could We Be Doing Better?

- Results-Driven Accountability (RDA)
  - Increased focus on outcomes—but PSO data only once every 6 years?
  - How do we really evaluate statewide transition initiatives? How to PEAs evaluate local programs?
  - Executive administration buy-in
- Large % of participation from two largest districts in AZ—how representative of AZ was our sample, really?
- Interest in scaling up STEPSS, but lack of annual data made this impossible

# Sampling to Census: Spring 2014–Present

- One year prior to census implementation (Spring 2014 for Summer 2015 Survey)
  - Development of annual PSO survey “brand”
    - *Everyone Counts, Everyone In*
    - *New logo developed*
    - *New training materials developed*
    - *Massive communication drive to ensure all high school-serving PEAs understood the change*
    - *Overhaul of PSO Survey ADE webpage*



# Sampling to Census: PEA Buy-In

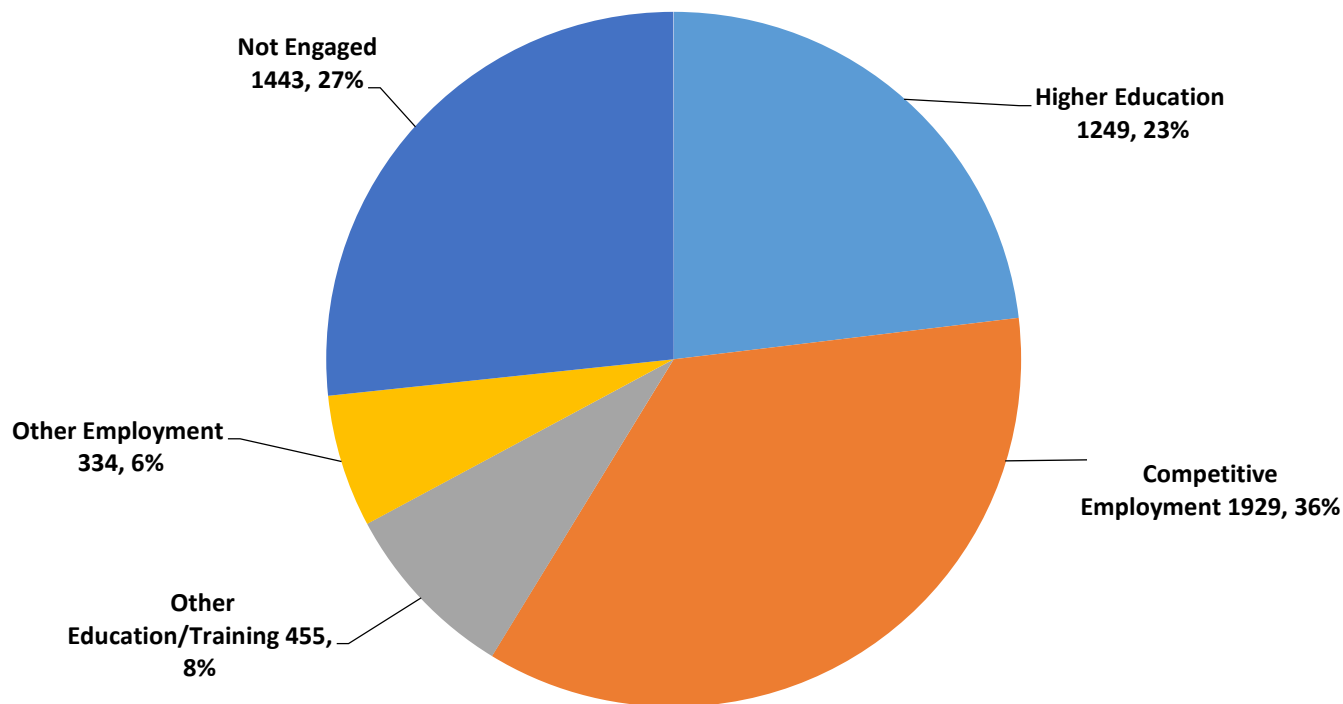
- Messaging to PEAs carefully constructed
  - No additional funding provided, although considered
  - Communication focus highlighted ability to make RDA and system improvement at the local level
    - Immediate data availability via application in easy-to-read reports
- Provision of communication materials for PEAs to use to market PSO Survey: bookmark, flyer, Spanish translations, sample contact form, sample letter, etc.
- Dedicated PSO Outlook Inbox developed for prompt support
- Reformation of PSO Focus Group

# Technology Considerations

- **Infrastructure upgrade** changed access to application
  - **Significant security** access made for all agency applications, required new **logins** for all users—many additional hoops to jump through
  - Piloting of “Secondary Approval” process to access PSO Survey by PEAs
- Move PSO Survey application onto newer software platform
  - Changed look and feel of application, right in the middle of sampling to census shift
  - Required updating of training materials and new TA for PEAs

# Success! Summer 2015 (FFY 2014)

- Post school outcomes for SY 2013– 2014 exiters (5,410 responses = 69% response rate)



# Reports Based on NPSO Tools

## Response Rate / Representativeness

Raw Data Representativeness

1 of 1 Find | Next

### Post School Outcomes Survey

Response Rate / Representativeness

Fiscal Year: 2014  
 Ethnicity Breakdown?: Y  
 Report Archive Data?: N  
 Required PEAs Only?: Y  
 PEA: All

**This is the state data. Note: Arizona is considered representative of all subgroups except youth who dropped out of school.**

#### Response Rate by Demographic

	Overall	Disability Category				Gender		Ethnicity								LEP	Exit Reason Dropout
		LD	ED	ID	AO	Female	Minority	AS	BL	PI	AM	WH	MU	HL			
Target Leaver Totals	7882	4949	795	601	1537	2761	1482	87	616	20	651	3179	108	3221	142	1746	
Response Totals	5410	3341	494	424	1151	1897	967	61	375	15	438	2284	78	2159	82	891	
Response Rate	68.64%	67.51%	62.14%	70.55%	74.89%	68.71%	65.25%	70.11%	60.88%	75.00%	67.28%	71.85%	72.22%	67.03%	57.75%	51.03%	

#### Representativeness

	Disability Category				Gender		Ethnicity								LEP	Exit Reason Dropout
	LD	ED	ID	AO	Female	Minority	AS	BL	PI	AM	WH	MU	HL			
Target Leaver Totals	62.79%	10.09%	7.62%	19.50%	35.03%	18.80%	1.10%	7.82%	0.25%	8.26%	40.33%	1.37%	40.87%	1.80%	22.15%	
Response Totals	61.76%	9.13%	7.84%	21.28%	35.06%	17.87%	1.13%	6.93%	0.28%	8.10%	42.22%	1.44%	39.91%	1.52%	16.47%	
Difference	-1.03%	-0.96%	0.21%	1.78%	0.04%	-0.93%	0.02%	-0.88%	0.02%	-0.16%	1.89%	0.07%	-0.96%	-0.29%	-5.68%	

Page 1 of 1  
 Run Date: 1/20/2016

# Reports Based on NPSO Tools (cont.)

Results by Subcategories

1 of 2 Find | Next

## Post School Outcomes Survey

Results by Subcategories

Fiscal Year: 2014

PEA: All

School: All

Report Archive Data?: N

Required PEAs Only?: Y

**Respondents by Type of Disability**

This is the statewide data. "Type of disability" is displayed two ways: all disabilities listed separately and a short list combining smaller categories into an "all other" category.

Disability	Enrolled In Higher Education		Competitive Employment		Enrolled In Other Postsecondary Education Or Training		Some Other Employment		Not Engaged		SPP/APR Measurement C (Percent Engaged)
	Count	%	Count	%	Count	%	Count	%	Count	%	
Autism (337)	93	27.6	43	12.8	61	18.1	27	8.0	113	33.5	66.5
Developmental Delay (0)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0
Emotional Disability (418)	69	16.5	139	33.3	28	6.7	26	6.2	156	37.3	62.7
Emotional Disability (separate facility, private school) (76)	7	9.2	19	25.0	8	10.5	3	3.9	39	51.3	48.7
Hearing Impairment (40)	19	47.5	10	25.0	2	5.0	1	2.5	8	20.0	80.0
Mild Intellectual Disability (283)	18	6.4	73	25.8	33	11.7	24	8.5	135	47.7	52.3
Moderate Intellectual Disability (114)	1	0.9	8	7.0	28	24.6	16	14.0	61	53.5	46.5
Multiple Disabilities (92)	11	12.0	9	9.8	17	18.5	7	7.6	48	52.2	47.8
Multiple Disabilities - Severe Sensory Impairment (34)	1	2.9	1	2.9	5	14.7	2	5.9	25	73.5	26.5
Orthopedic Impairment (27)	9	33.3	2	7.4	2	7.4	3	11.1	11	40.7	59.3
Other Health Impairment (528)	156	29.5	207	39.2	31	5.9	27	5.1	107	20.3	79.7
Preschool - Moderate Delay (0)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0
Preschool - Severe Delay (0)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0
Preschool - Speech/Language Delay (0)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0
Severe Intellectual Disability (27)	0	0.0	0	0.0	11	40.7	0	0.0	16	59.3	40.7
Specific Learning Disability (3341)	828	24.8	1387	41.5	222	6.6	195	5.8	709	21.2	78.8
Speech/Language Impairment (46)	18	39.1	20	43.5	3	6.5	2	4.3	3	6.5	93.5
Traumatic Brain Injury (27)	9	33.3	9	33.3	2	7.4	0	0.0	7	25.9	74.1
Visual Impairment (20)	10	50.0	2	10.0	2	10.0	1	5.0	5	25.0	75.0
Totals (5410)	1249	23.1	1929	35.7	455	8.4	334	6.2	1443	26.7	73.3

# B-14 Data Collection Tools from NTACT (developed by NPSO Center)

- Indicator 14 Sampling Calculator (currently being revised)
- Response Calculator
- Data Dictionary
- Strategies for Contacting Hard-to-Find Youth
- Training Interviewers Guide

*Data Analysis & Use, SPP/APR, Resources for Indicator B-14*



# RESPONSE CALCULATOR

## tools & products



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## Response Calculator

**NPSO Response Calculator**

**NATIONAL POST-SCHOOL OUTCOMES CENTER**

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Please print and follow the instructions that accompany this calculator.

Use the tabs below to navigate the calculator.

This document was developed by the National Post-School Outcomes Center, Eugene, Oregon, funded by Cooperative Agreement Number K334040002 with the U.S. Department of Education, Office of Special Education and Rehabilitation Services. This document has been approved by the U.S. Office of Special Education Programs (OSEP). Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education.

Developed by Jason Laffner and Mike Bulte, September 2007.

### Indicator 14 Response Calculator

Allows states to compare the similarity of the respondent sample to the representative sample.

[Instructions - print](#)

[Demo - 2 minute demonstration](#)

[Response Calculator - download this Excel file](#)

Categories: Data Analysis & Reporting

**NPSO Response Calculator**

**Representativeness**

	Overall	LD	ED	MR	AO	Female	Minority	ELL	Dropout
<b>Target Leaver Totals</b>	481	44	200	81	156	261	126	38	14
<b>Response Totals</b>	302	42	133	36	91	194	14	23	5
<b>Target Leaver Representation</b>	9.15%	41.58%	16.84%	32.43%	54.26%	26.20%	7.90%	2.91%	
<b>Respondent Representation</b>	13.91%	44.04%	11.92%	30.13%	64.24%	4.64%	7.62%	1.66%	
<b>Difference</b>	4.76%	2.46%	-4.92%	-2.30%	9.98%	-21.56%	-0.28%	-1.25%	

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>.

[Contact Us](#) | If you have comments specific to the

# Tools for Reporting and Use from NTACT (developed by NPSO Center)

- Data Display Templates including Not-engaged
- Trend Data Display Template

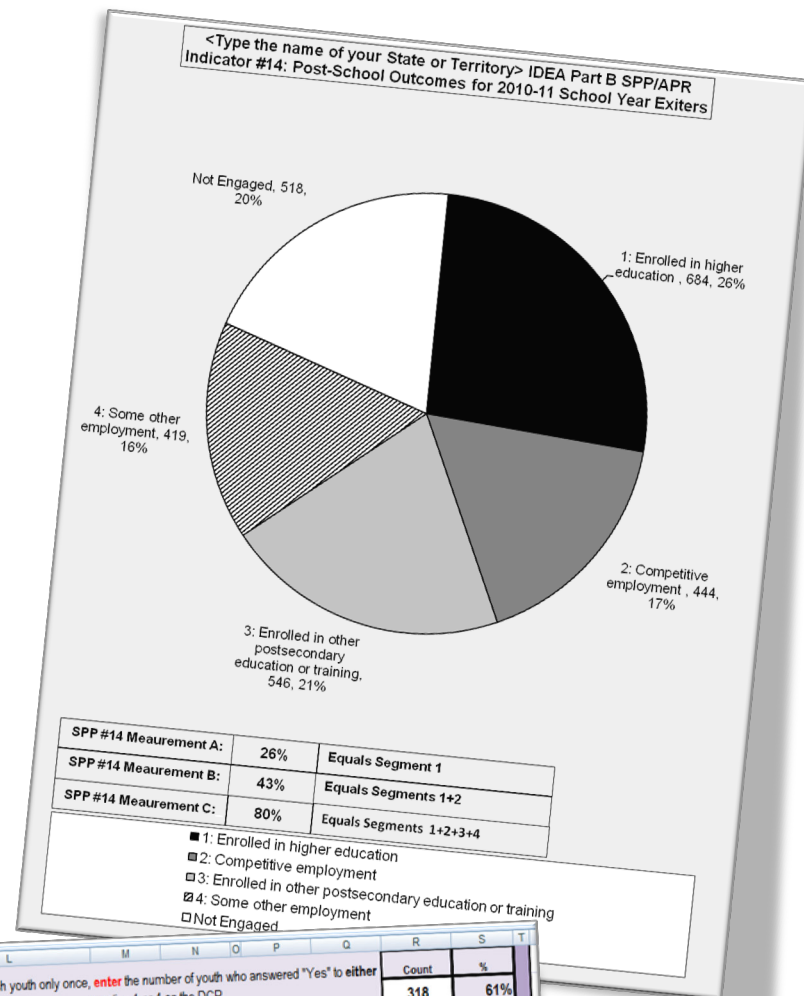
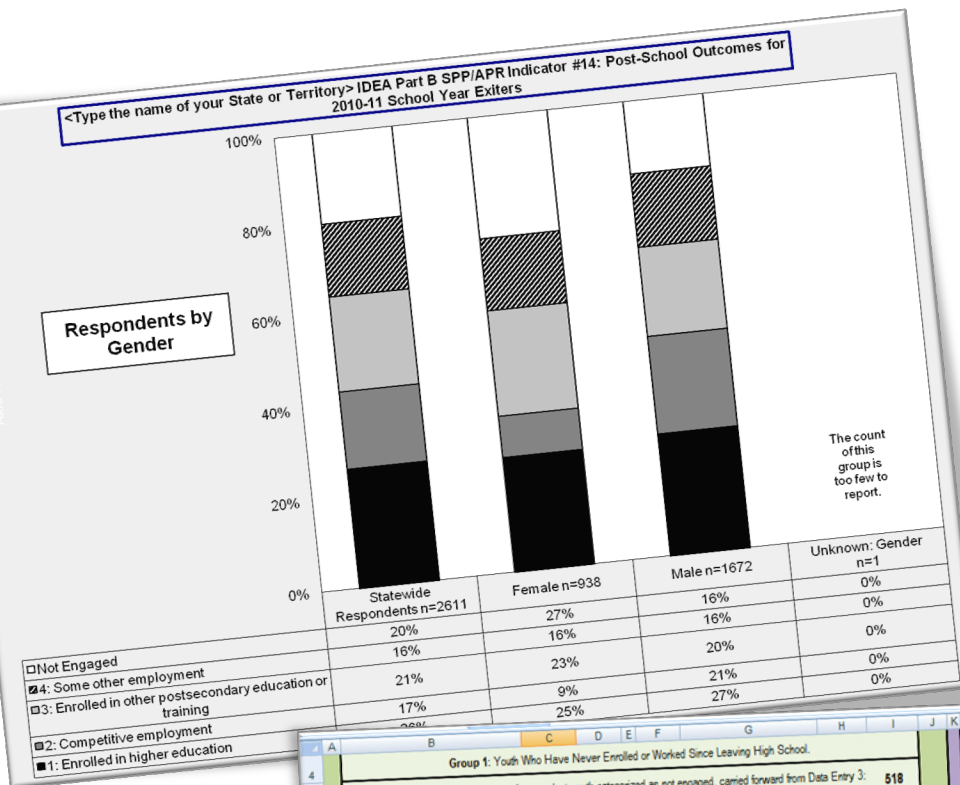
*Data Analysis & Use, SPP/APR, Resources for B-14*

- Predictor Implementation School/District Self-Assessment
- State Toolkit for Examining Post-School Success (STEPSS)

*Data Analysis & Use, Data Analysis & Tools*

# Data Display Templates With Non-Engaged

August 2016



Group 1: Youth Who Have Never Enrolled or Worked Since Leaving High School.

Number of respondent youth categorized as not engaged, carried forward from Data Entry 3: **518**

Below, enter the number of youth who answered No to questions 1 and 4 from the Data Collection Protocol (DCP), or who did not meet the criteria from the data elements when using administrative records.

DCP Question 1: At any time since leaving high school, have you ever been enrolled in any other school, job training, or education program?	Count	%	DCP Question 4: At any time since leaving high school, have you ever worked?	Count	%
	200	39%		200	39%

Using just the number provided above, enter the number of youth in each demographic category below.

Type of Disability	Count	%	Gender	Count	%
Specific Learning Disability	129	65%	Female	75	38%
Emotional Disturbance	15	8%	Male	125	63%
Mental Retardation	9	5%	Unknown:		0%
Other Health Impairment	11	6%			
Multiple Disabilities	8	4%			
Speech/Language Impairment	12	6%			
Autism	3	2%			
Hearing Impairments	9	5%			
Traumatic Brain Injury	2	1%			
	0	0%			

totals match: 200 100%

Race/Ethnicity	Count	%
White	180	90%
Hispanic	4	2%
Black	15	8%
Asian or Pacific Islander	1	1%

Counting each youth only once, enter the number of youth who answered "Yes" to either question 1 or 4 on the DCP.

Count	%
318	61%

Below enter the number of youth who answered "No" to one or more follow-up questions on the Data Collection Protocol or who did not meet the criteria from the data elements when using administrative records. *Use many youth.*

Count	%
47	15%
18	6%
111	36%
87	27%
44	14%
11	3%

Type of Disability	Count	%	Gender	Count	%
Specific Learning Disability	228	72%	Female	175	55%
Emotional Disturbance	18	6%	Male	143	45%
Mental Retardation	11	3%	Unknown:		0%
Other Health Impairment	35	11%			
Multiple Disabilities	13	4%			
Speech/Language Impairment	3	1%			
Autism	5	2%			
Hearing Impairments	3	1%			
Traumatic Brain Injury	1	0%			

totals match: 318 100%

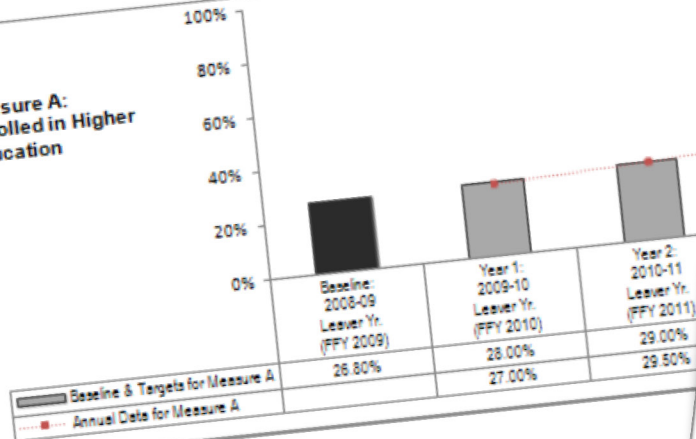
Race/Ethnicity	Count	%
White	239	75%
Hispanic	39	12%
Black	36	11%
Asian or Pacific Islander	4	1%



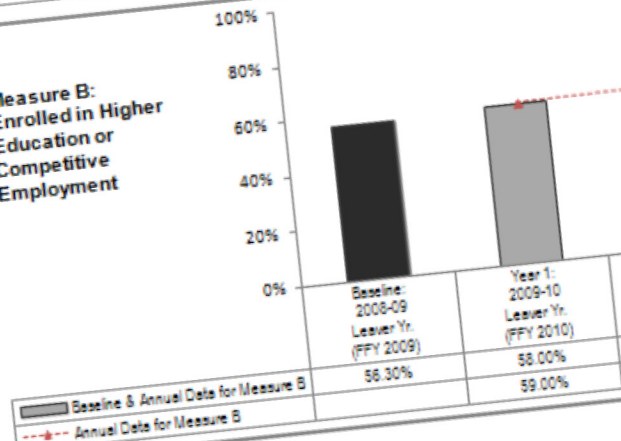
# Trend Data Display

Your State Trend Data for SPP Indicator #14 FFY2012

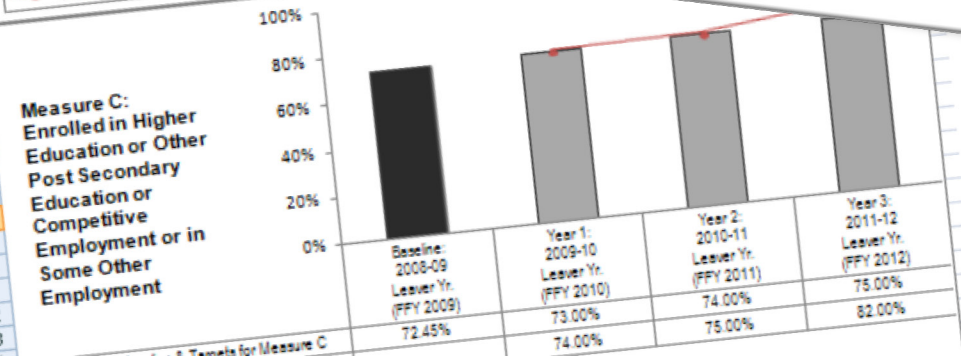
Measure A:  
Enrolled in Higher  
Education



Measure B:  
Enrolled in Higher  
Education or  
Competitive  
Employment



Measure C:  
Enrolled in Higher  
Education or Other  
Post Secondary  
Education or  
Competitive  
Employment or in  
Some Other  
Employment



**SPP #14 Data Entry Worksheet**

Enter the name of the state or territory you are reporting: Your State

Enter the Federal Fiscal Year of this Report: 2012

Follow these directions to create your state's Trend Data Display:

1. Enter the state's Baseline percent for Measure A in cell E15, for Measure B in cell F15, and for Measure C in cell G15.
2. Enter your state's Measurable & Rigorous Targets for Measures A & B & C in the appropriate cells E18 to G20.
3. Yearly after baseline, enter the percent of Actual Indicator Data achieved for each Measure A & B & C as determined from the year's data collection in cells H18 - J20.

The Trend Data Displays update automatically in the four worksheets that follow this one, as each year's data are added.

Trend Data Display for Indicator #14		Baseline Data			Measurable & Rigorous Targets			Actual (Achieved) Target Data			
Baseline SPP Outcome Data	Leaver Year	Federal Fiscal Year (FFY)	Baseline for Measure A	Baseline for Measure B	Baseline for Measure C	Target for Measure A	Target for Measure B	Target for Measure C	Measure A	Measure B	Measure C
Baseline	2008-09	2009	26.80%	56.30%	72.45%	27.00%	58.00%	73.00%	27.00%	59.00%	74.00%
Year 1	2009-10	2010	28.00%	59.00%	75.00%	29.00%	60.00%	74.00%	29.50%	59.50%	75.00%
Year 2	2010-11	2011	29.00%	59.00%	75.00%	30.00%	60.00%	75.00%	32.00%	64.00%	82.00%
Year 3	2011-12	2012									

Remember to annually update any percentage that is revised in subsequent APR reporting cycles.

# Questions and Comments

[www.transitionTA.org](http://www.transitionTA.org)

[ntactmail@uncc.edu](mailto:ntactmail@uncc.edu)

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This presentation was developed under a grant from the U.S. Department of Education, #H373Y130002. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

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