



Building Capacity for High-Quality *IDEA* Data

**Early Childhood Conference:  
Improving Data, Improving Outcomes  
Big B Add-on Day**

September 10-11, 2014    New Orleans, LA

# Part B Transition Indicators: Supporting States in the SSIP

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# Agenda

- Introduction and welcome
- National picture of post-school outcomes data collection and analysis
- Methods for collecting Indicator 14 data at the state level
- Using I-1, 2, 13, & 14 to develop an SSIP



# National Post-School Outcomes Center: Mission

- Help SEAs establish practical and rigorous **data collection systems** that will measure and profile the post-school experiences of youth with disabilities (i.e., Indicator 14)
- Build 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



# IDEA Data Center: Mission

- Provide technical assistance to build capacity within states for collecting, reporting, and analyzing high-quality *IDEA* data.



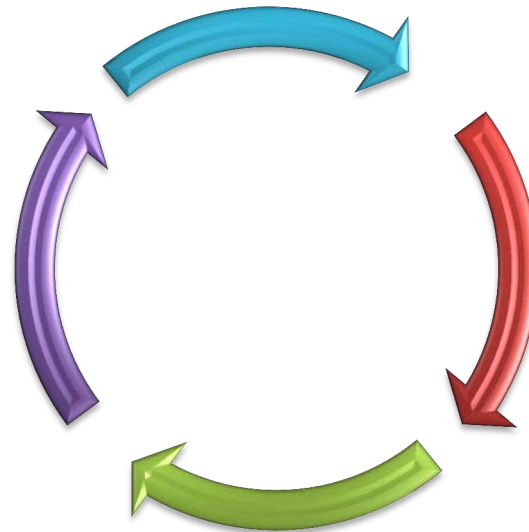
# Critical Interrelationships for Achieving PSO

Quality IEPs  
(Indicator 13)

Staying in  
school  
(Indicator 2)

Positive post-  
school  
outcomes  
(Indicator 14)

Graduating  
(Indicator 1)



Kohler (NSTTAC), 2007

# National Picture of PSO Data Collection

(2014 Part B 14 Data Collection; FFY 2012)

- Census or Sample:
  - 36 states used *census*
  - 18 states used *representative sample*
  - 6 states did not report method
- Method of Data Collection:
  - 53 states used *survey methodology*
  - 1 state used *survey* and *SLDS*
  - 3 states used administrative records



# National Picture of PSO Data Analysis

(2014 Part B 14 Data Collection; FFY 2012)

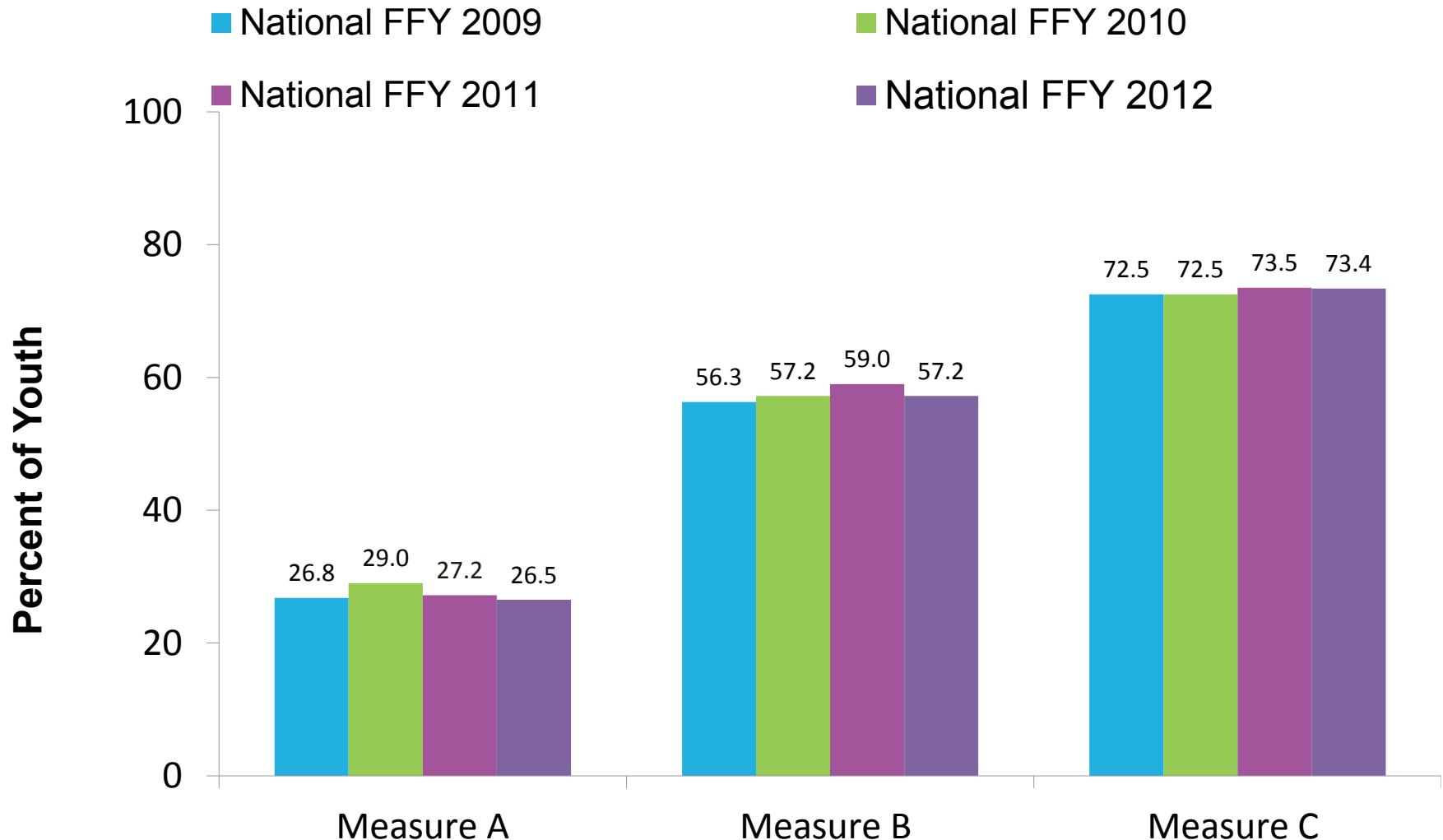
- Response Rate:
  - 50 states reported response rate
  - Response rates ranged from 9.8%-100% (M=52.4%)
  - Slight increase over FFY 2011 national average of 50.08%
- Representativeness (i.e., disability, gender, race/ethnicity, exit status):
  - 1 state representative in all categories
  - 21 states representative for *gender*
  - 16 states representative for *disability*
  - 14 states representative for *race/ethnicity*
  - 6 states representative by *exit status*
  - 2 states representative for *age*





# National Picture of PSO Data Analysis

## (Median National PSO Data)



Source: Part B SPP/APR 2012 Indicator Analyses

**Indicator 14 Measure**

# Methods for Collecting Indicator 14 Data at the State Level: Kentucky's Example

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# Development of a Post-School Outcome Study

2005-2008

- In-school survey of exiters (hard copy/bubble sheet)
- Computer-assisted interview with former students (YOYO)

Annual random sample of LEAs

2009-2014

Moved from sample to census

Eliminated in-school survey

Implemented log-in credentials to access, complete, submit data

Began exploring collaboration with Kentucky State Longitudinal Data

# Nagging Questions We Started Asking Ourselves



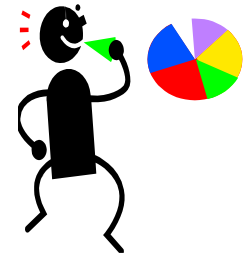
- How can LEAs make improvement if they only get data once every 6 years?
- How can we make meaningful inferences for low-incidence populations?
- How can we give greater control to local personnel?
- What should KyPSO's role be in providing transition-related PD?
  - How can KyPSO give LEAs data that will point to strategies to improve post-school outcomes?
  - What does/should such a process look like?

# Steps Toward Census



- Presented staff recommendation to Advisory Group
- Recommended KDE adopt a census
- Formally presented to State Director of Special Education in spring of 2009
- Informed Directors of Special Education in spring of 2009 of move to census for 2009-2010 school year

# Results



- N=429 to N=1,941 (61% response rate)
- LEAs can track change over time
- Better representation
- More disaggregation
- Ability to develop well-trained cadre of interviewers
- Statewide ownership for student outcomes

# Kentucky Post-School Outcome Study (KyPSO) and Kentucky State Longitudinal Education Data System (KySLEDS)

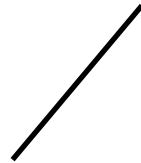
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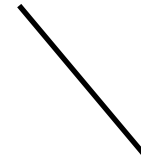
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# Using existing data



to verify  
I-14  
target  
group



to answer  
I-14  
questions



# Issues When Using Extant Data for Answers to Indicator 14 Questions

- ▶ Coverage

*Are they looking at the same things you're looking at?*

- ▶ Granularity

*What is their smallest unit of measurement?*

- ▶ Data Integration

*Can you accurately match the records?*

- ▶ Timeliness

*Are their reporting periods going to work for you?*

- ▶ Confidentiality

*Can they release data to you, and you to them?*

- ▶ Control

*You are now relying on them for your data.*

# Consider using SLDS to

replace survey

shorten survey

validate survey

add to survey data

*[be careful]*

Trend is toward collecting longitudinal data from preschool through workforce for all students

So we can:

- compare against control groups
- adjust for status of students at entry
- control for economic and other variables
- look at longer-term outcomes
- ask our own questions



# State Systemic Improvement Plan

<p>Year 1 - FFY 2013 Delivered by April 2015</p>	<p>Year 2 - FFY 2014 Delivered by Feb 2016</p>	<p>Years 3-6 FFY 2015-18 Feb 2017-Feb 2020</p>
<p><b>Phase I Analysis</b></p>	<p><b>Phase II Plan</b></p>	<p><b>Phase III Implementation &amp; Evaluation</b></p>
<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Analysis of State Infrastructure to Support Improvement and Build Capacity</li> <li>• State-Identified Measurable Result(s) for Children with Disabilities</li> <li>• Selection of Coherent Improvement Strategies</li> <li>• Theory of Action</li> </ul>	<ul style="list-style-type: none"> <li>• Infrastructure Development</li> <li>• Support for Local Educational Agency (LEA) Implementation of Evidence-Based Practices</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Results of Ongoing Evaluation</li> <li>• Revisions to the SPP</li> </ul>

# SSIP Phase 1: Analysis

## Actions for Phase 1

- **Data Analysis**
- Analysis of State Infrastructure to Support Improvement and Build Capacity
- State-identified Measurable Result(s) for Children with Disabilities
- Selection of Coherent Improvement Strategies
- Theory of Action

## Center Supports

- Data analysis tools (NDPC-SD, NPSO)
  - Indicator 13 Checklist (form B)
  - Data Use Toolkit (NPSO – Indicator 14)
  - STEPSS (NPSO, NSTTAC, NDPC-SD – Indicators 1, 2, 13, 14)
  - NDPC-SD Data Tools lite – Indicators 1 and 2
  - [www.nsttacplanningtool.org](http://www.nsttacplanningtool.org) – multiple data sources (qualitative and quantitative)
  - Short Data Probe – Indicator focused
  - District Initiative Inventory – qualitative, broad focus

# SSIP Phase 1: Analysis

## Actions for Phase 1

- Data Analysis
- **Analysis of State Infrastructure to Support Improvement and Build Capacity**
- State-identified Measurable Result(s) for Children with Disabilities
- Selection of Coherent Improvement Strategies
- Theory of Action

## Center Supports

- Tools for Infrastructure Analysis
  - NDPC-SD Data Tools lite
  - [www.nsttacplanningtool.org](http://www.nsttacplanningtool.org)
  - Predictor Implementation Self-Assessment (nsttac & npso)
  - District (& State) Initiative Inventory (SISEP)
  - State Capacity Assessment (SISEP)

# SSIP Phase 1: Analysis

## Actions for Phase 1

- Data Analysis
- Analysis of State Infrastructure to Support Improvement and Build Capacity
- **State-identified Measurable Result(s) for Children with Disabilities**
- **Selection of Coherent Improvement Strategies**
- **Theory of Action**

## Center Supports

- Based on analyses...
  - TA on intervention strategies (EBPs) and capacity-building strategies
  - TA in developing logic models (Theory of Action)
- Annual Capacity-Building Institute & Mid-Year Check & Connect Cadre Meeting
- Onsite and online strategic planning

# SSIP Phase 2: Plan

## Actions for Phase 2

- Infrastructure development
- Support for LEAs of EBPs
- Evaluation

## Center Supports

- STEPSS and [nsttacplanningtool.org](http://nsttacplanningtool.org)
- NDPC tools
- TA on EBPs
- Evaluation tools



# SSIP Phase 3: Evaluation

## Actions for Phase 3

- Reporting and analysis of evaluation results
- Reporting on extent of implementation of strategies
- Progress
- Revisions

## Center Supports

- Evaluation tools and toolkits (multi-levels) including use of results
  - Progress monitoring
  - Fidelity of implementation
  - Evaluation of impact

# Website: [www.Psocenter.org](http://www.Psocenter.org)

welcome to the  
**National Post-School Outcomes**

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that will measu  
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State Toolkit for Examining  
Post-School Success (STEPSS)

Data Collection

Data Analysis & Reporting

Data Use

sh practical and rigorous data collection systems  
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this population.

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**IDC** **IDEA DATA**  
**CENTER**

# Data Collection Tools

- Sampling Calculator
- Response Calculator
- TA to train district-level data collectors
- Survey protocols aligned with transition outcomes & Strategies for Contacting Hard-to-Find Youth
- TA on supporting using SLDS (administrative records) to collect I-14 data



# RESPONSE CALCULATOR

psocenter.org/content\_pages/10

Sites Web Slice Gallery Imported From IE Qualtrics Survey Sof... TA Reporting - Activ... Vancouver style, Citi... Campbellville Univ... Adobe Home Page Outlook Web App University of Orego...

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## Response Calculator

search

NPSO Response Calculator

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 2000 NE Oregon Street, Suite 4000 | Portland, OR 97232-3200  
 Web: [www.psocenter.org](http://www.psocenter.org)

Please print and follow the instructions that accompany this calculator.  
 Use the tabs below to navigate the calculator.

### 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

Contact Us | If you have comments specific to this Website please

		Overall	LD	ED	MR	AO	Female	Minority	ELL	Dropout
NPSO Response Calculator										
Target Leaver Totals		481	44	200	81	156	261	126	38	14
Response Totals		302	42	133	36	91	194	14	23	5
Target Leaver Representation			9.15%	41.58%	16.84%	32.43%	54.26%	26.20%	7.90%	2.91%
Respondent Representation			13.91%	44.04%	11.92%	30.13%	64.24%	4.64%	7.62%	1.66%
Difference			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>.

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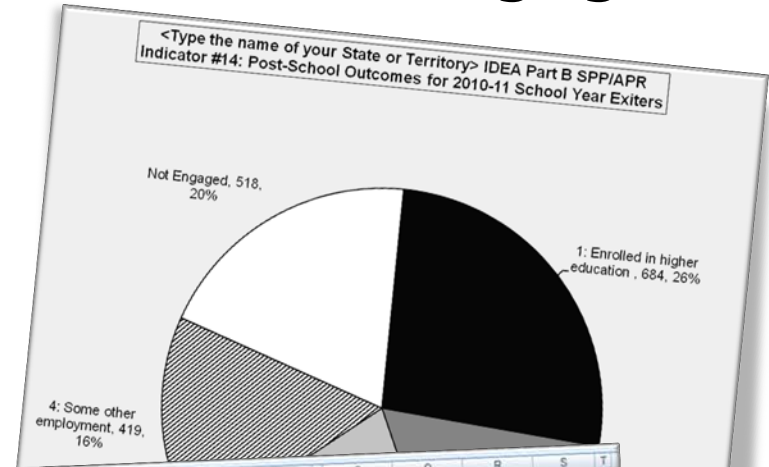
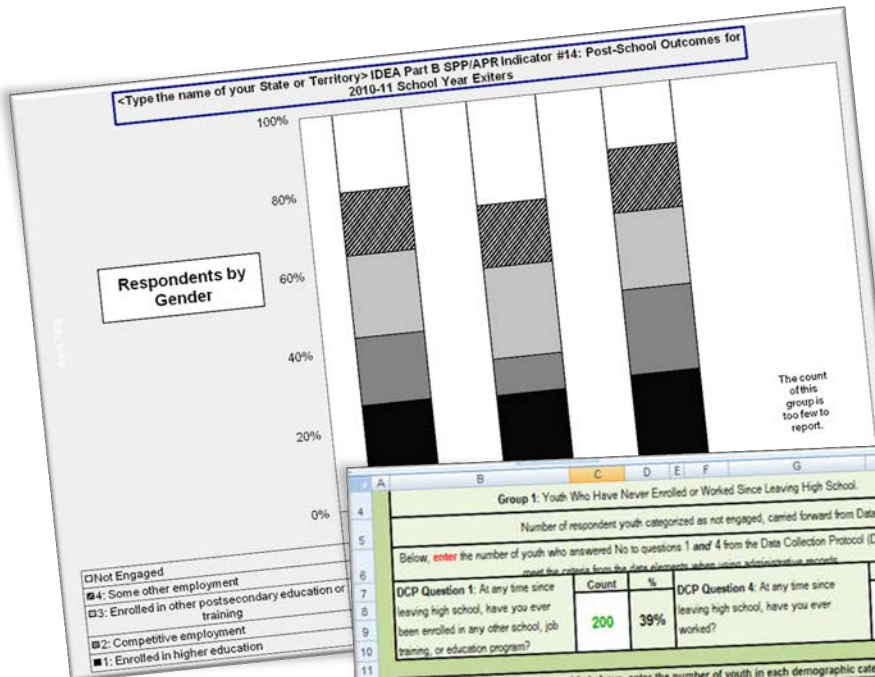


# Tools for Reporting & Use

- Data Display Toolkit Including Not-Engaged
- Trend Data Display Tool
- Predictor School/District Self-Assessment in conjunction with NSTTAC
- State Toolkit for Examining Post-School Success (STEPSS)
- Targeted TA to develop In-School/PSO Data Analyses Plan (a big data dive)



# Data Display Templates With Non-Engaged



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 2: 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. **200 39%**

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: 200, %: 39%**

DCP Question 4: At any time since leaving high school, have you ever worked? **Count: 200, %: 39%**

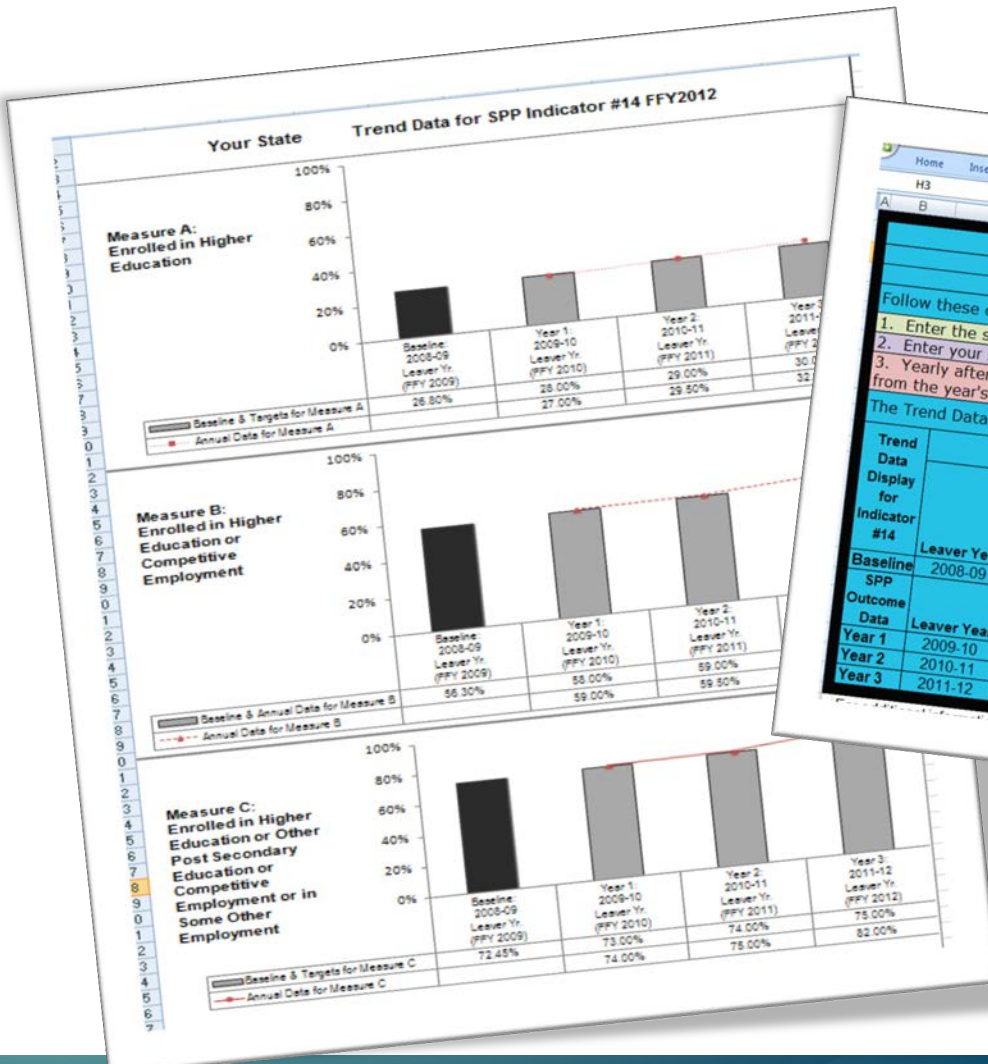
Counting each youth only once, enter the number of youth who answered "Yes" to either question 1 or 4 on the DCP. **Count: 318, %: 61%**

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. **Count: 199, %: 39%**

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	0%
Other Health Impairment	11	6%	totals match 200 100%		
Multiple Disabilities	8	4%	<b>Race/Ethnicity</b>		
Speech/Language Impairment	12	6%	White	180	90%
Autism	3	2%	Hispanic	4	2%
Hearing Impairments	5	3%	Black	15	8%
Traumatic Brain Injury	2	1%	Asian or Pacific Islander	1	1%
Orthopedic Impairment	0	0%	Am. Indian or Alaska Native	0	0%
Visual Impairment (incld blindness)	2	1%	Unknown/Other	0	0%
Deafness	0	0%	totals match 200 100%		
Deaf-Blindness	0	0%	<b>Exit Type</b>		
Unknown: Disability Type	0	0%	High School Diploma	57	29%
totals match 200 101%			Certificate or Modified Diploma	45	23%
			Aged out (maximum age)	3	2%
			Dropped Out	95	48%
			Unknown:	0	0%
			totals match 318 100%		
			<b>Geographic Location</b>		
			Northeast Quadrant	82	26%
			Geographic Location		
			High School Diploma	195	61%
			Cert. or Modified Diploma	77	24%
			Aged out (maximum age)	1	0%
			totals match 318 100%		
			<b>Geographic Location</b>		
			Northeast Quadrant	82	26%



# Trend Data Display



**SPP #14 Data Entry Worksheet**

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

Enter the Federal Fiscal Year of this Report:

- 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.
- Enter your state's Measurable & Rigorous Targets for Measures A & B & C in the appropriate cells E18 to G20.
- 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				
	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 SPP Outcome Data	2008-09	2009	26.80%	56.30%	72.45%	28.00%	58.00%	73.00%	27.00%	59.00%	74.00%
Year 1	2009-10	2010	29.00%	59.00%	75.00%	29.00%	59.00%	74.00%	29.50%	59.50%	75.00%
Year 2	2010-11	2011	30.00%	60.00%	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

# What is STEPSS?



- Multi-phase
- Data-based decision making
- Guides use of evidence-based practices
- Web-based application





# Purpose of STEPSS

To help state and local educators, in partnership with other stakeholders, use secondary transition indicator data to improve transition programs for youth with disabilities.



# Phases of STEPPS

- **Phase 1: Viewing and Discussing Data**
  - Upload transition-related indicator data (SEA)
  - Review STEPSS slideshow with stakeholders
- **Phase 2: Assessing Outcome Areas**
- **Phase 3: Prioritizing Predictors** and Essential Characteristics for Implementation
- **Phase 4: Developing an Action Plan**



# State Longitudinal Data Systems

- SLDS grants were awarded to:
- 14 states in November 2005 (FY 2006 Grantees)
- 12 additional states and the District of Columbia in June 2007 (FY 2007 Grantees)
- 27 states in March 2009 (FY 2009 Grantees)
- 20 states in May 2010 (FY 2009 ARRA Grantees)
- 21 states, the District of Columbia, Puerto Rico, and the Virgin Islands in May 2012 (FY 2012 Grantees)



# SLDS for Indicator 14

- Three states are using SLDS for Indicator 14
  - Arkansas
  - Maryland
  - Florida
- Potential Barriers:
  - Lack of communication between SPED and Gen Ed
  - Privacy
  - Many states do not realize they have an SLDS
  - Limited access to specific data elements



# Predictors of Post-School Success & Alignment With SLDS Data Elements



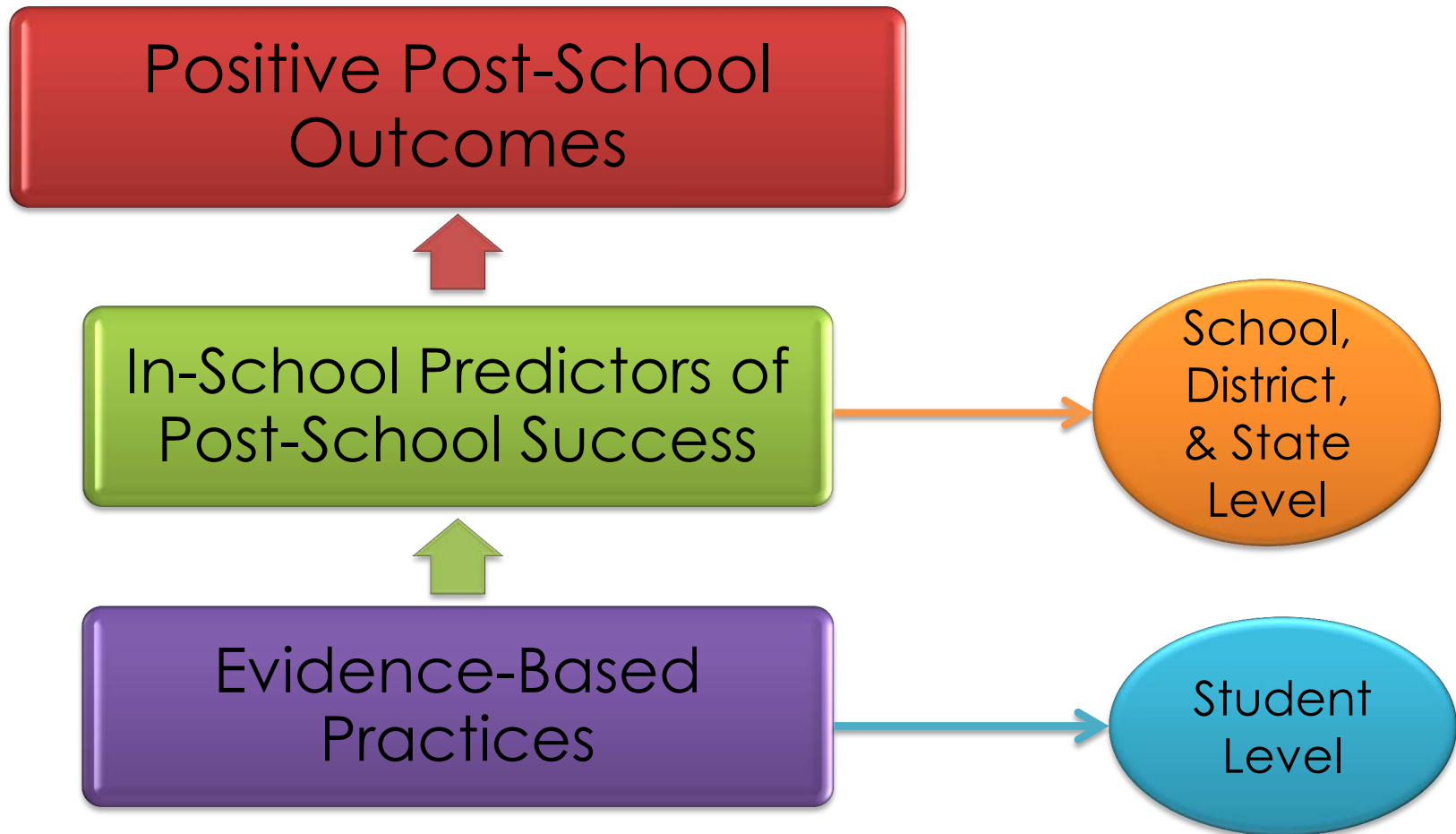
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# EBPs & Predictors to Support Post-School Success



# 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.



# In-School Predictors by Outcome Area

Predictor	Indicators				
	I-1	I-2	I-13	I-14	
				Education	Employment
Career Awareness		X		X	X
Community Experiences		X	X		X
Exit Exams/High School Diploma Status		X	X		X
Inclusion in General Education		X	X	X	X
Interagency Collaboration			X	X	X
Occupational Courses		X	X	X	X
Paid Employment/Work Experience		X	X	X	X
Parental Involvement					X
Program of Study		X	X	X	X
Self-Advocacy/Self-Determination		X	X	X	X
Self-Care/Independent Living		X	X	X	X
Social Skills		X	X	X	X
Student Support	X	X	X	X	X



# SLDS Predictor Data Elements Table

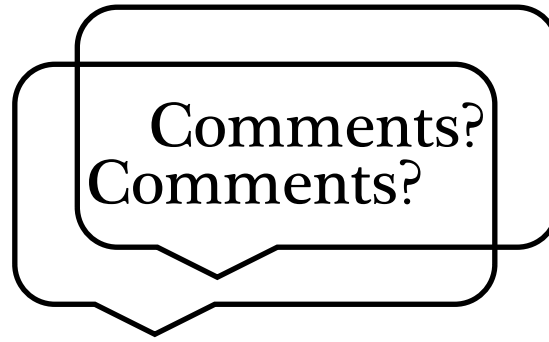
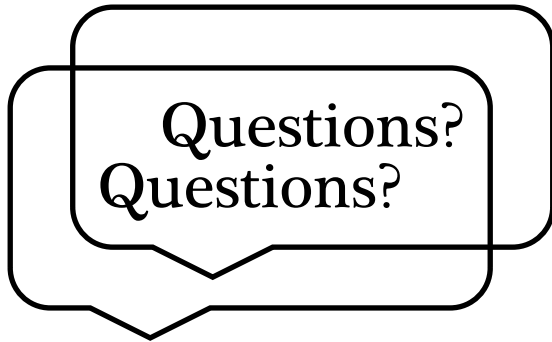
- **Purpose:**

- Build an analysis blueprint that states can use to examine Indicators 1, 2, 13, & 14 in relation to the Test et al. (2009) predictors of post-school success
- Identify data elements in CEDS that may be proxy measures to determine if in-school practices/programs are influencing graduation/dropout and post-school outcomes
- Identify additional data elements that states may have access to in SLDS systems that align with predictors

# Questions for You About Accessing SLDS?

- How can we identify data elements aligned with predictors that states have access to?
- What are the barriers to accessing SLDS for state SPED departments?
- What can NPSO do to leverage states to include SLDS in data analysis?
- What strategies can SPED data managers use to connect SPED with data managers in charge of SLDS?
- What can NPSO do to encourage states to use SLDS to inform the SSIP?





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