



Building Capacity for High-Quality *IDEA* Data

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

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How Two States Increased Their Post-School Outcomes (B14) Return Rates

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Agenda

- Overview of Indicator 14 requirements
- Key questions to be discussed
 - How do we conduct our data collection?
 - How do we reach the students?
 - What is on your survey?
 - How do we get such a good response rate?
- Q & A

Indicator 14 Measurement

- Original proposed measurement was tracking of general education students and students with disabilities
- Actual APR Year 1 Measurement:
Percent = number of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by the number of youth with an IEP aged 16 and above times 100.

Indicator 14 Measurement

2009-10 School Year: New measurement established with three indicator targets.

- A. % enrolled in higher education = $\left[\frac{\text{(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school)}}{\text{(# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right] \times 100$.
- B. % enrolled in higher education or competitively employed within one year of leaving high school = $\left[\frac{\text{(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school)}}{\text{(# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right] \times 100$.

Indicator 14 Measurement

- C. % enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = $\left[\frac{\text{(\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment)}}{\text{(\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right] \times 100$.

Indicator 14 Additional Requirement

Analysis for Representativeness

Are the data collected representative of the population being surveyed by

- Race
- Disability
- Exit Reason

How do we Conduct our Data Collection?

Census or Sample

Montana's Census Plan

- All students reported on end of year **all** student report (not just 618 exiting data) as leaving high school the previous year and receiving services on an IEP when they left (drop out, graduate, reach maximum age)
- Census due to small sample size

Arkansas Sampling Plan

- Districts are sampled once every six years
- Two largest districts are surveyed twice every six years (enrollment exceeds 20,000)

Montana's Survey

- In-house created Web Application

<https://appstest.opi.mt.gov/SPEDApplicationsPortal/frmLogin.aspx>

- Pre-loaded with students who left a high school during the previous academic year and were on an IEP receiving services at the time of separation
- Burden on the Local Education Agencies (LEAs) to contact the students
- Open May thru September of collection year

Arkansas' Survey

- Phone survey conducted by contractor
 - School age exit data is the base file
 - Contact information is from the student management system
 - Supply contractor with student's and guardian's phone numbers
 - Phone survey occurs between April and June
- LEAs have no ownership

How do we Reach Students?

Montana

- The State Education Agency (SEA) does not have contact information for students
- Burden is placed on the LEAs to contact and complete the survey
- Each LEA does it differently
 - Phone calls
 - Mail out hard copy survey
 - Personal contact with student or family member

How do we Reach Students?

Arkansas' Original Collection

- Contractor
 - Five to six phone calls
 - We do not mail surveys
 - Information can be collected from previous student or family member

What is on our survey?

Montana's Survey

- Developed from the prescribed NPSO survey
- Does not include demographic information
- <https://appstest.opi.mt.gov/SPEDApplicationsPortal/frmLogin.aspx>

Arkansas' Survey

- Developed from the prescribed NPSO survey
- Does not include demographic information

How do we get such a good response rate

Montana

- LEAs take ownership
- Small population
- Good relationships
- Length of time to complete
- Continual reminders and communication with the LEAs

How do we get such a good response rate (cont.)

Montana

- Originally only had the survey open in August and September
- Realized that didn't allow enough time for districts
- Now open May to September

How do we get such a good response rate (cont.)

Montana

Data FFY	Number of Leavers	Completed Survey	Response Rate
2012	1000	666	67%
2011	1453	370	25%
2010	1488	968	65%
2009	1098	656	60%

How do we get such a good response rate

Arkansas

We changed to a dual collection methodology to include data mining across state agencies.

Arkansas Research Center

- Already had Memoranda of Understanding (MOUs) with multiple agencies
 - Arkansas Department of Higher Education
 - AR Department of Workforce Services (Labor)
 - AR Department of Career Education (includes Vocational Rehabilitation)
 - Arkansas Department of Corrections

Arkansas' Original Collection Results

- Located approximately 30% of leavers
- Of those located, 95% responded to the survey
- Not representative of leavers
 - Race/ethnicity
 - Disability
 - Exit reason
- Districts did not want to be responsible for the collection and Leadership thought it was an additional burden on the districts.

Arkansas' Response Rates: Pilot Year

Phone Survey

Number of Leavers	Invalid Contact Information	Valid Contact Information	Completed Survey	Response Rate Based on Valid Contact Information	Response Rate Based on Number of Leavers
567	389	178	172	96.63%	30.34%

Data Mining

Number of Leavers	Not found in Data Mining	Found in Data Mining	Survey Complete	Response Rate Based on Valid Contact Information	Response Rate Based on Number of Leavers
567	222	345	345	100%	60.85%

Arkansas' Response Rates: Year 2

Phone Survey					
Number of Leavers	Invalid Contact Information	Valid Contact Information	Completed Survey	Response Rate Based on Valid Contact Information	Response Rate Based on Number of Leavers
617	391	226	226	100%	36.63%
Data Mining					
Number of Leavers	Not found in Data Mining	Found in Data Mining	Survey Complete	Response Rate Based on Valid Contact Information	Response Rate Based on Number of Leavers
617	179	438	438	100%	70.99%

Information on an additional 212 students was obtained using the data mining

Representativeness: Year 2

Representativeness

- No responders were under- or over-represented in the racial/ethnic groups.
- Analysis of disability representativeness found Intellectual Disability to be under-represented and Severe Learning Disability to be over-represented.
- Responders were over-represented in the exit category graduating with a regular diploma but slightly under-represented for dropped out.

Arkansas' Combined Response Rates: Year 3

Year 3: Dual Collection

Number of Leavers	Invalid Contact or No Information	Data Collected via Survey	Additional Data Collected Via Data Mining	Total Records	Response Rate Based on Number of Leavers
695	200	234	261	495	71.22%

- No responders were under- or over-represented in the racial/ethnic groups.
- Analysis of disability representativeness found Intellectual Disability to be under-represented.
- Responders were over-represented in the exit category graduating with a regular diploma but under-represented for dropped out.

Tying Indicator 14 to the SSIP

So how does this data tie to the
SSIP Data Analysis?

Visit the IDC Website

<http://ideadata.org/>

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