

Post-School Status Report
2007 Special Education Leavers

Prepared for

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Special Education Section

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**The Center for Change in Transition Services
Seattle University**

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I. INTRODUCTION AND METHODOLOGY

Collecting data on the post-school experiences of students with disabilities is not a new endeavor. Prior research related to post-school outcomes for youth with disabilities began in the 1960s and received more recent attention through the Transition Initiative and the National Longitudinal Transition Study 1 and NLTS 2 (Blackorby, J., & Wagner, M., 1996; Wagner, M., Newman, L., Cameto, R., & Levine, P., 2005).

Washington State was one of a handful of states collecting data from young people and their families in the 1980's and 1990's (Affleck, Edgar, Levine, & Kortering, 1990; Blackorby, Edgar, & Kortering, 1991; Edgar, Levine, & Maddox; 1988; Neel, Meadows, Levine, & Edgar, 1988). Post-school follow-up data were collected during the 1980's in many studies including the Decade Study at the University of Washington (Edgar E., 1995). This study followed youth from six large school districts for ten years (1983-1993) after leaving high school. Numerous studies built upon the state level expertise in post-school data research over the next years with these data are used as a crucial foundation for seeking and attaining federal and state grants.

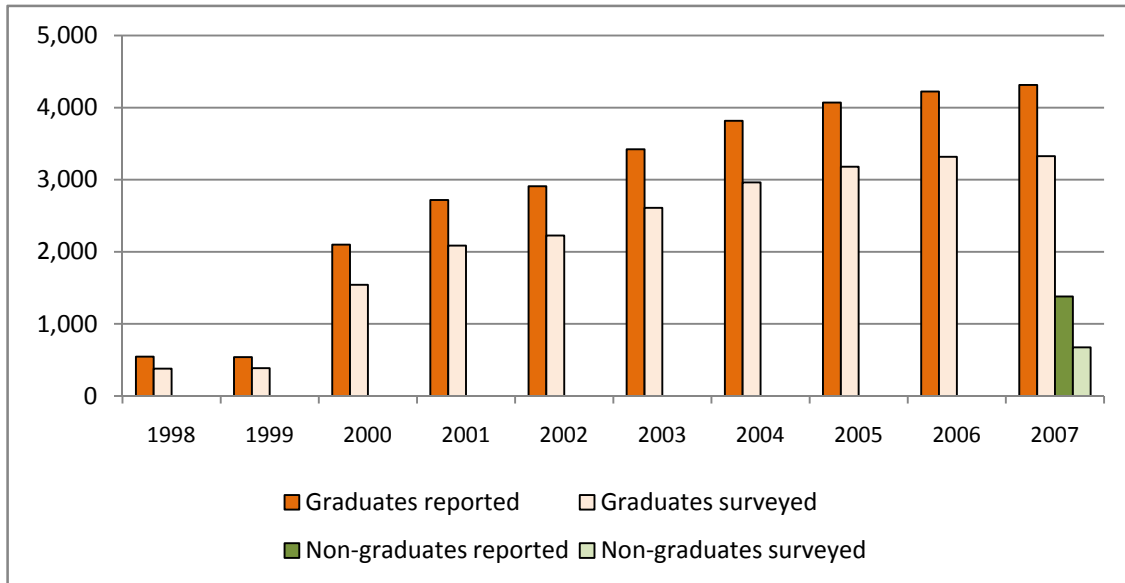
In 1990 Washington State was awarded a Transition Systems Change grant from the Office of Special Education and Rehabilitative Services to fund the newly formed Center for Change in Transition Services (CCTS). The Center for Change in Transition Services was located at the University of Washington (1990-2004) and is now at Seattle University (2004-present). Currently CCTS is a State Needs Grant funded by the Office of the Superintendent of Public Instruction (OSPI). Washington State is a leader in this endeavor, having collected and reported post-school outcomes consistently since 1998.

Based on Indicator #14 in the State Performance Plan (SPP) of the Annual Performance Report (APR), states are now required to collect and report the post-school outcomes for youth in special education to the Office of Special Education Programs (OSEP). The parameters for Indicator #14 are: "Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school." The measurement for Indicator 14 is as follows: Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100. WA State defines this measurement as "engagement." The percent of graduates engaged in WA State in high school for 2007 is 84%. At the time of the telephone survey the engagement rate for both graduates and dropouts was 72%.

The results of the post-school survey data collection are below in the form of charts and tables.

II. REPORTED AND CONTACT

Figure 1: Graduates and Non-Graduates Reported and Surveyed 1998-2007



CONTACTED	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Graduates reported	545	540	2,100	2,718	2,910	3,423	3,818	4,070	4,223	4,315
Graduates contacted	380	386	1,543	2,086	2,226	2,610	2,962	3,180	3,317	3,326
Contact rate	70%	71%	73%	77%	76%	76%	78%	78%	79%	77%
Non-graduates reported										1,380
Non-graduates contacted										675
Contact rate										49%

Since 2004 the contact rate has remained between 77% and 79%. 2007 was the first year districts were required to contact non-graduates. The majority of non-graduates reported were dropouts (81% were dropouts), followed by those who aged out (12%), those who received a GED (4%) and those who obtained an adult high school diploma (3%).

Figure 2: Graduates Reported by Gender, Race and Disability

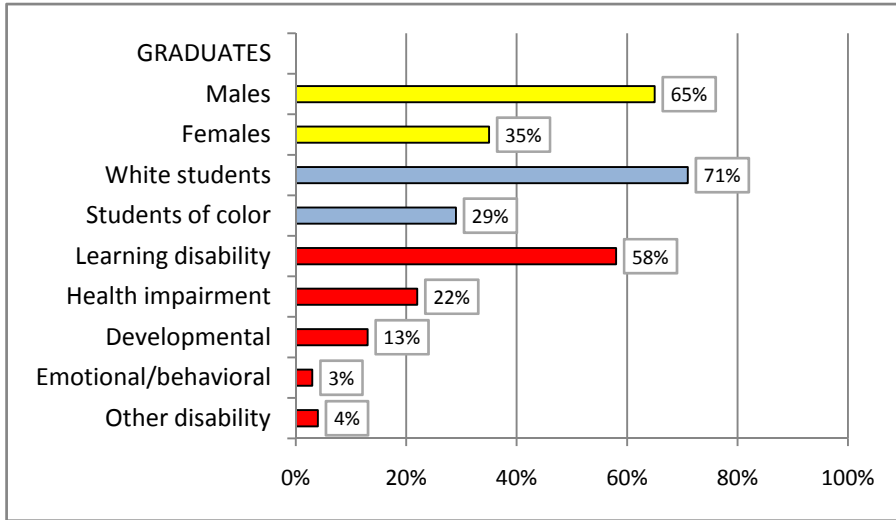
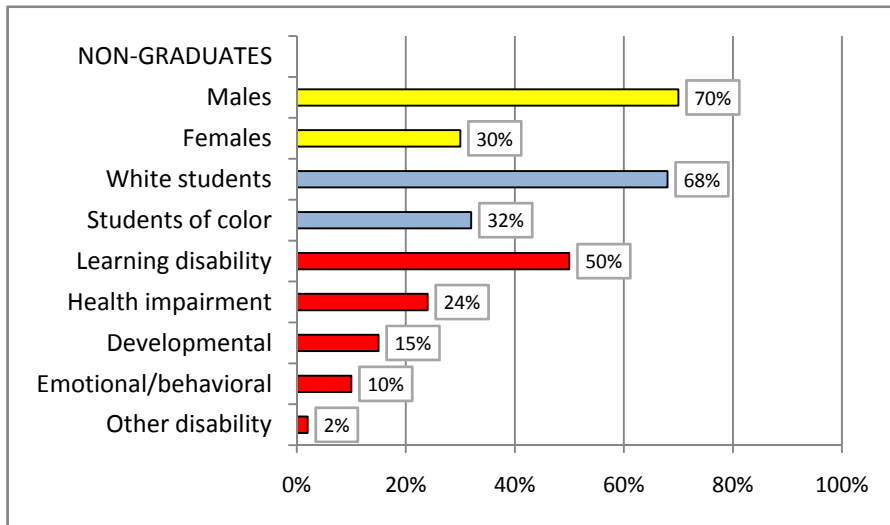


Figure 3: Non-Graduates Reported by Gender, Race and Disability



REPORTED	Graduates Reported	Non-Graduates Reported
TOTAL	4,315	1,380
Males	2,792	966
Females	1,523	414
White students	3,049	914
Students of color	1,226	434
Learning disability	2,506	686
Health impairment	941	325
Developmental	572	206
Emotional/behavioral	131	136
Other disability	165	27

For both graduates and non-graduates the percentages by gender, race and disability are comparable. When comparing males and females, there are nearly twice as many males in special education as there are females.

Figure 4: Graduate Contact Rate by Gender, Race and Disability

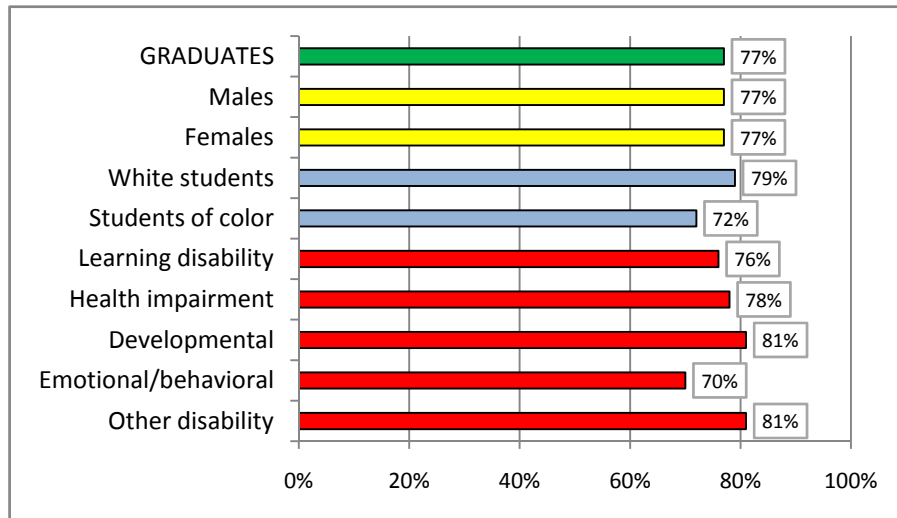
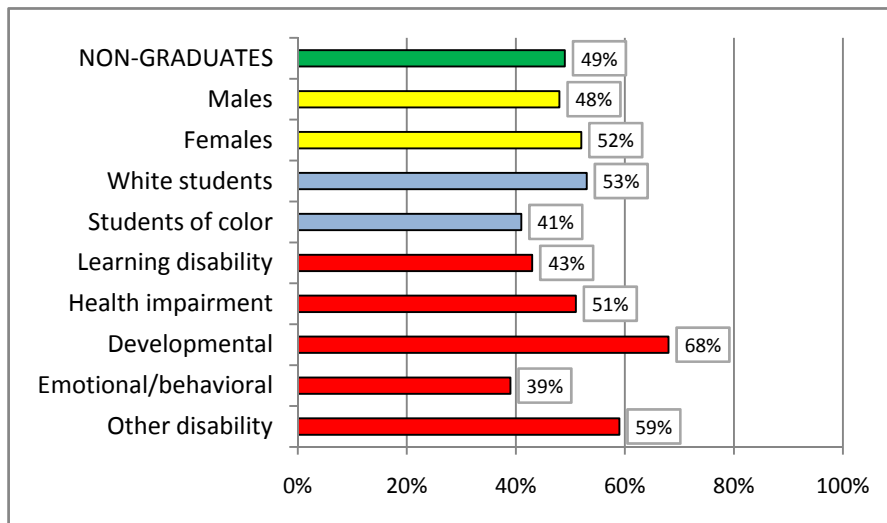


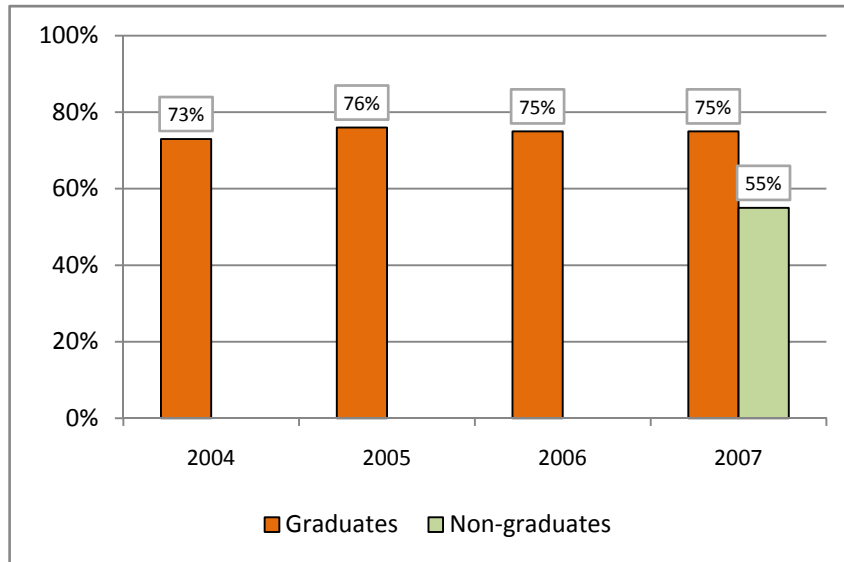
Figure 5: Non-Graduate Contact Rate by Gender, Race and Disability



CONTACTS	Graduates		Non-Graduates	
	Reported	Contacted	Reported	Contacted
TOTAL	4,315	3,326	1,380	675
Males	2,792	2,147	966	461
Females	1,523	1,179	414	214
White students	3,049	2,417	914	486
Students of color	1,226	878	434	176
Learning disability	2,506	1,901	686	298
Health impairment	941	738	325	167
Developmental	572	461	206	141
Emotional/behavioral	131	92	136	53
Other disability	165	134	27	16

III. CURRENTLY ENGAGED IN EDUCATION, TRAINING AND/OR EMPLOYMENT

Figure 6: Currently Engaged 2004-2007



ENGAGED	2004	2005	2006	2007
Graduate responses	2,962	3,175	3,317	3,326
Graduates engaged	2,165	2,411	2,472	2,498
Non-graduate responses				675
Non-graduates engaged				374

Notes: "Currently" means at the time of the survey, which was completed about 6 months after the end of the school year. The number of possible responses varies because of missing answers.

Figure 7: Graduates Currently Engaged by Gender, Race and Disability

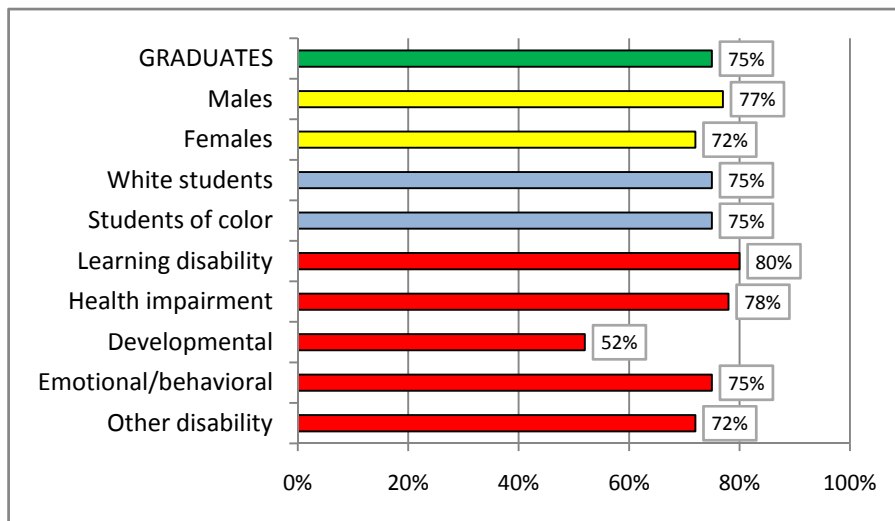
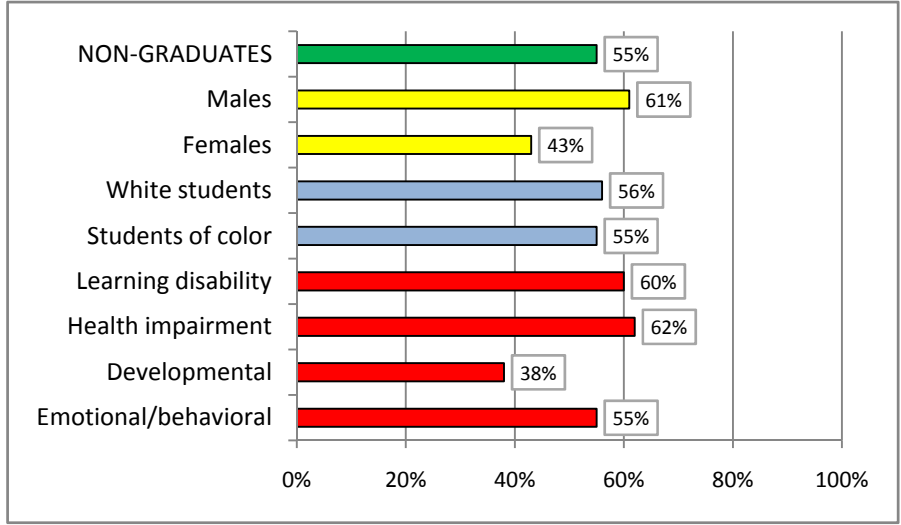


Figure 8: Non-Graduates Currently Engaged by Gender, Race and Disability

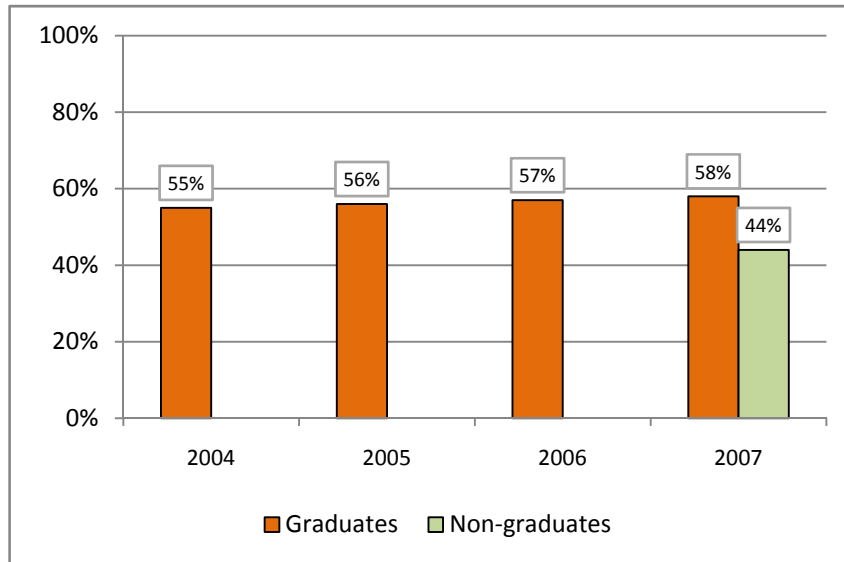


ENGAGED	Graduates		Non-Graduates	
	Responses	Engaged	Responses	Engaged
TOTAL	3,326	2,498	675	374
Males	2,147	1,644	461	281
Females	1,179	854	214	93
White students	2,417	1,813	486	274
Students of color	878	658	176	96
Learning disability	1,901	1,513	298	180
Health impairment	738	579	167	103
Developmental	461	240	141	53
Emotional/behavioral	92	69	53	29
Other disability	134	97	*	*

Notes: *Not reported when fewer than 10 in any category. "Currently" means at the time of the survey. The number of possible responses varies because of missing answers.

IV. CURRENTLY EMPLOYED

Figure 9: Currently Employed 2004-2007



EMPLOYED	2004	2005	2006	2007
Graduate responses	2,956	3,181	3,303	3,324
Graduates employed	1,619	1,797	1,894	1,922
Non-graduate responses				674
Non-graduates employed				295

Notes: "Currently" means at the time of the survey. The number of possible responses varies because of missing answers.

Figure 10: Graduates Employed by Gender, Race and Disability

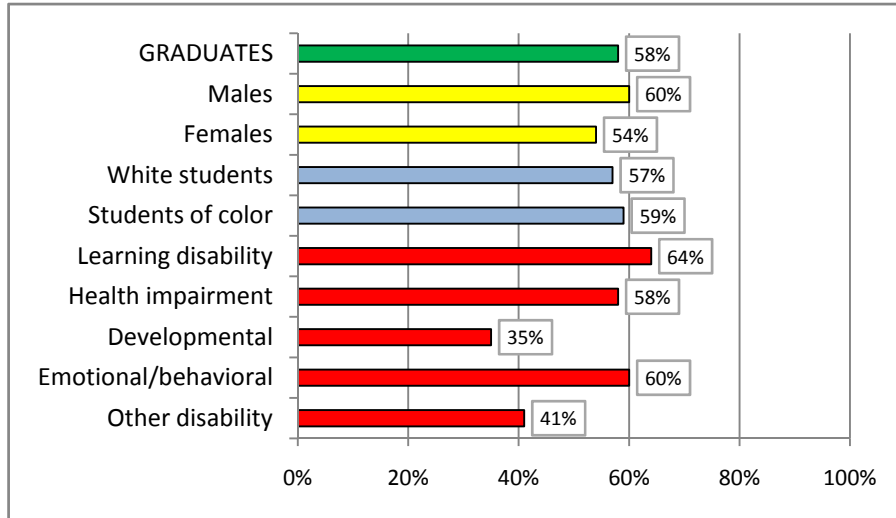
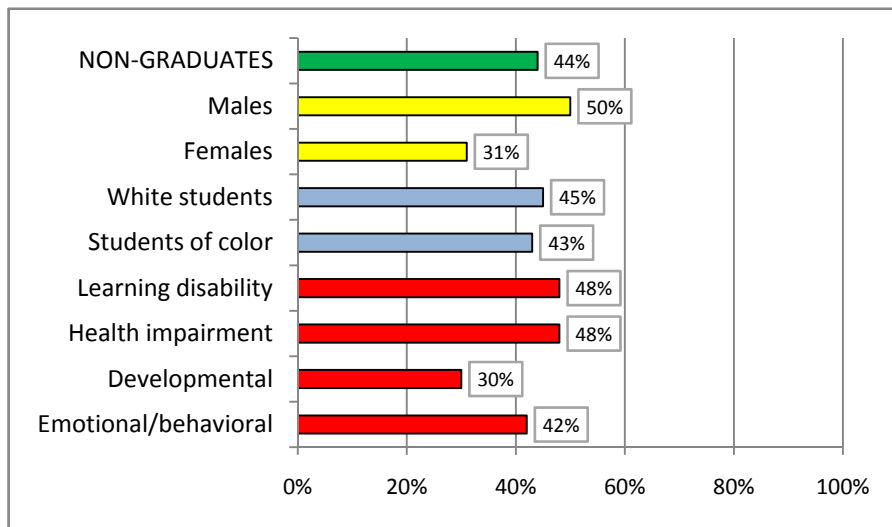


Figure 11: Non-Graduates Employed by Gender, Race and Disability

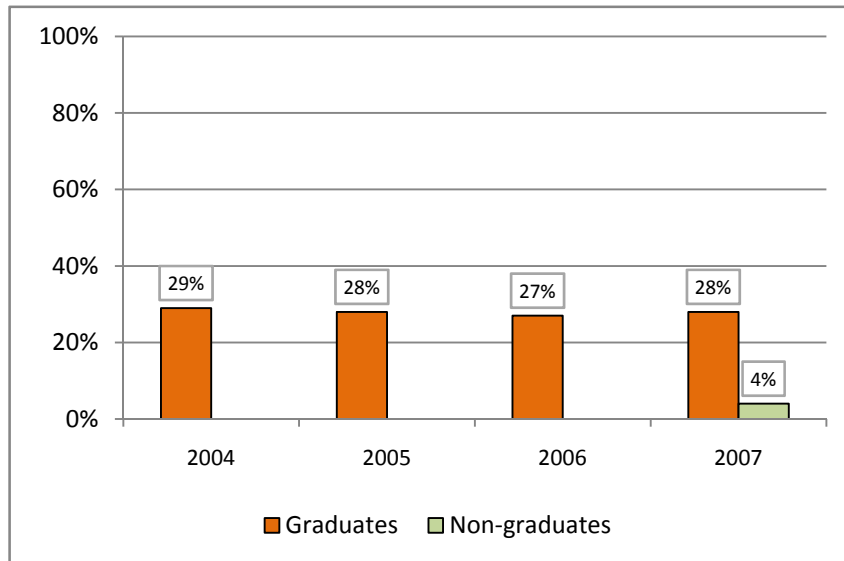


EMPLOYED	Graduates		Non-Graduates	
	Responses	Employed	Responses	Employed
TOTAL	3,324	1,922	674	295
Males	2,146	1,283	460	229
Females	1,178	639	214	66
White students	2,416	1,382	485	217
Students of color	878	521	176	75
Learning disability	1,899	1,220	298	144
Health impairment	738	430	166	80
Developmental	461	162	141	43
Emotional/behavioral	92	55	53	22
Other disability	134	55	*	*

Notes: *Not reported when fewer than 10 in any category. "Currently" means at the time of the survey. The number of possible responses varies because of missing answers.

V. CURRENTLY ENROLLED IN POSTSECONDARY EDUCATION

Figure 12: Currently Enrolled in Postsecondary Education 2004-2007



POSTSECONDARY EDUCATION	2004	2005	2006	2007
Graduate responses	2,934	3,147	3,296	3,294
Graduates in postsecondary education	859	885	901	912
Non-graduate responses				665
Non-graduates in postsecondary education				29

Notes: "Currently" means at the time of the survey. The number of possible responses varies because of missing answers.

Figure 13: Graduates Enrolled in Postsecondary Education by Gender, Race and Disability

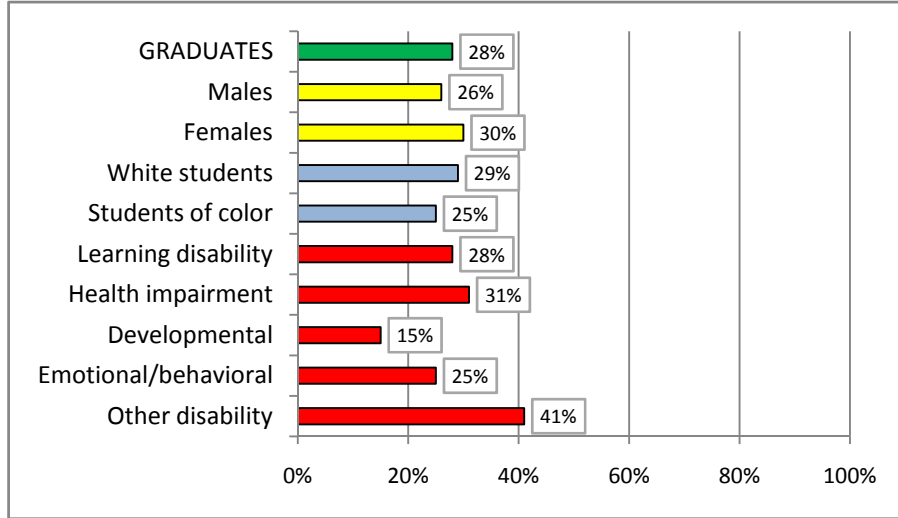
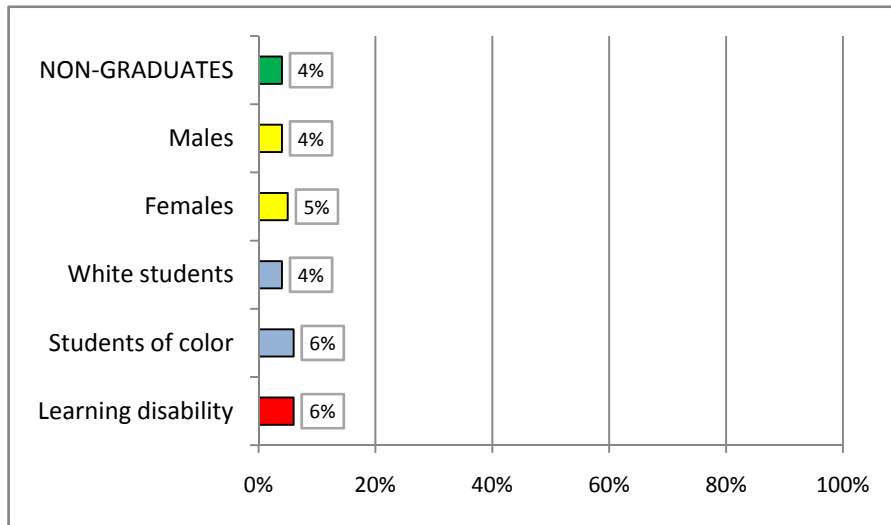


Figure 14: Non-Graduates Enrolled in Postsecondary Education by Gender, Race and Disability

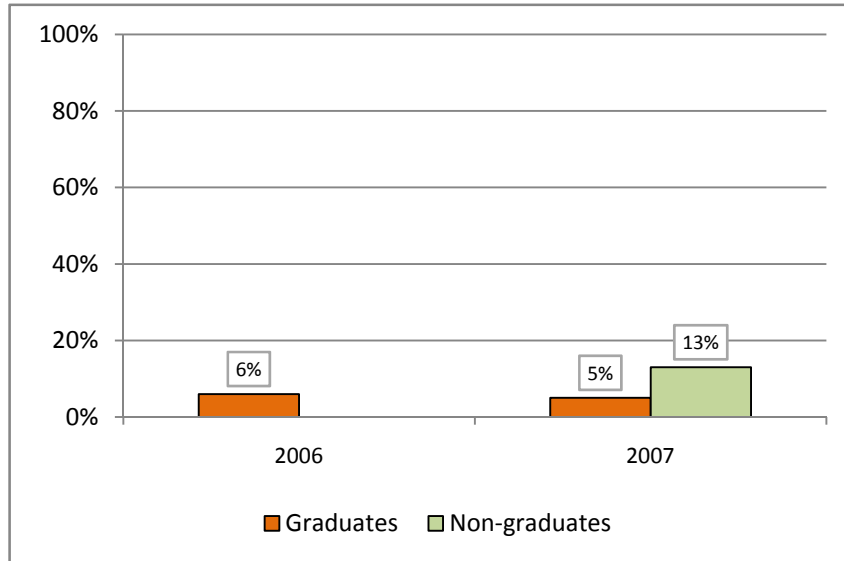


POSTSECONDARY ED	Graduates		Non-Graduates	
	Responses	Postsecondary Ed	Responses	Postsecondary Ed
TOTAL	3,294	912	665	29
Males	2,125	557	455	19
Females	1,169	355	210	10
White students	2,395	686	476	19
Students of color	869	215	176	10
Learning disability	1,885	537	294	17
Health impairment	728	229	*	*
Developmental	457	69	*	*
Emotional/behavioral	91	23	*	*
Other disability	133	54	*	*

Notes: *Not reported when fewer than 10 in any category. "Currently" means at the time of the survey. The number of possible responses varies because of missing answers.

VI. CURRENTLY ENROLLED IN OTHER TRAINING PROGRAM

Figure 15: Currently in Other Training 2006-2007



OTHER TRAINING PROGRAM	2006	2007
Graduate responses	3,302	3,317
Graduates in other training	194	163
Non-graduates surveyed		672
Non-graduate responses		86

Notes: "Currently" means at the time of the survey. The number of possible responses varies because of missing answers.

Figure 16: Graduates Enrolled in Other Training by Gender, Race and Disability

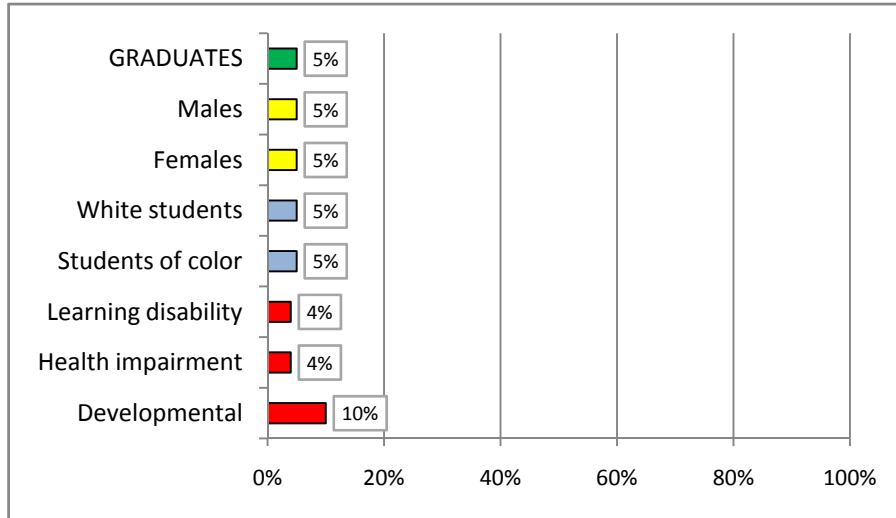
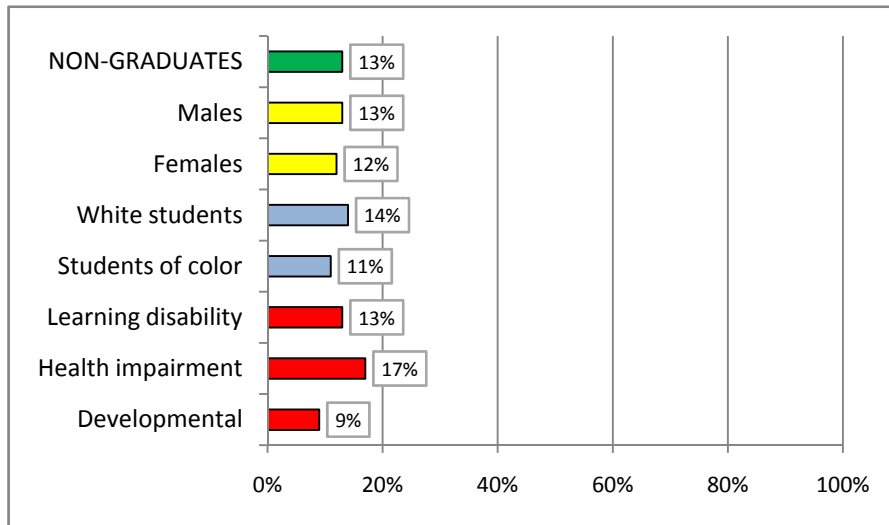


Figure 17: Non-Graduates Enrolled in Other Training by Gender, Race and Disability

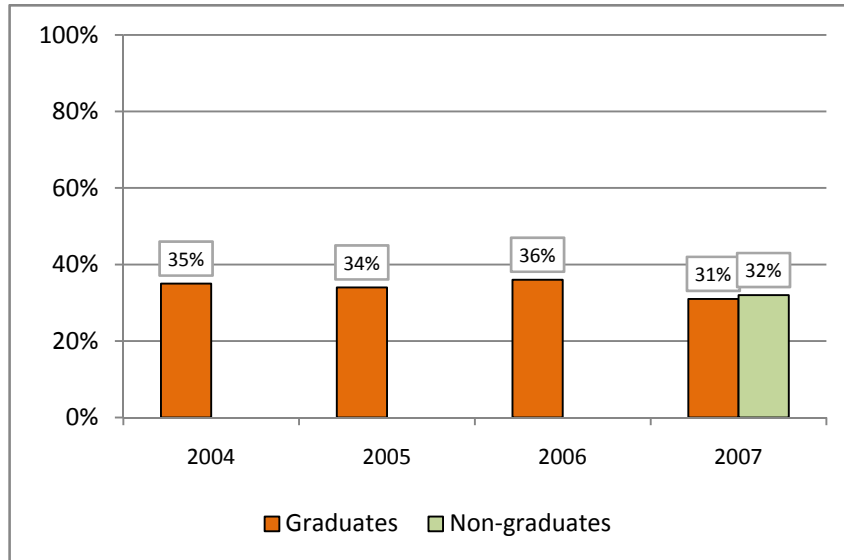


OTHER TRAINING	Graduates		Non-Graduates	
	Responses	Training	Responses	Training
TOTAL	3,317	163	672	86
Males	2,140	105	460	61
Females	1,177	58	212	25
White students	2,411	120	483	66
Students of color	875	40	176	19
Learning disability	1,895	81	297	38
Health impairment	736	27	165	28
Developmental	461	44	141	13
Emotional/behavioral	*	*	*	*
Other disability	*	*	*	*

Notes: *Not reported when fewer than 10 in any category. "Currently" means at the time of the survey. The number of possible responses varies because of missing answers.

VII. AGENCY CONTACT

Figure 18: Agency Contacted 2004-2007



AGENCY CONTACTED	2004	2005	2006	2007
Graduate responses	2,950	3,161	3,291	3,289
Graduates with agency contact	1,045	1,087	1,170	1,016
Non-graduate responses				671
Non-graduates with agency contact				218

Notes: The number of possible responses varies because of missing answers.

Figure 19: Graduates with Agency Contact by Gender, Race and Disability

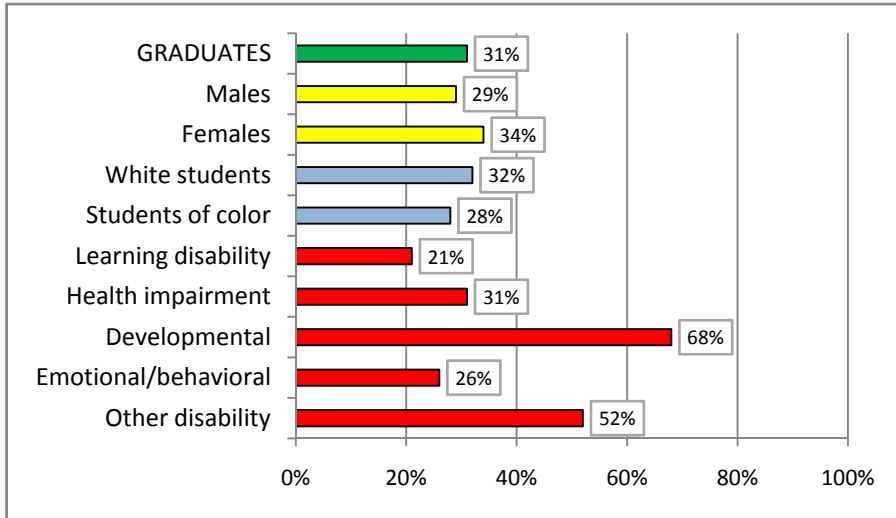
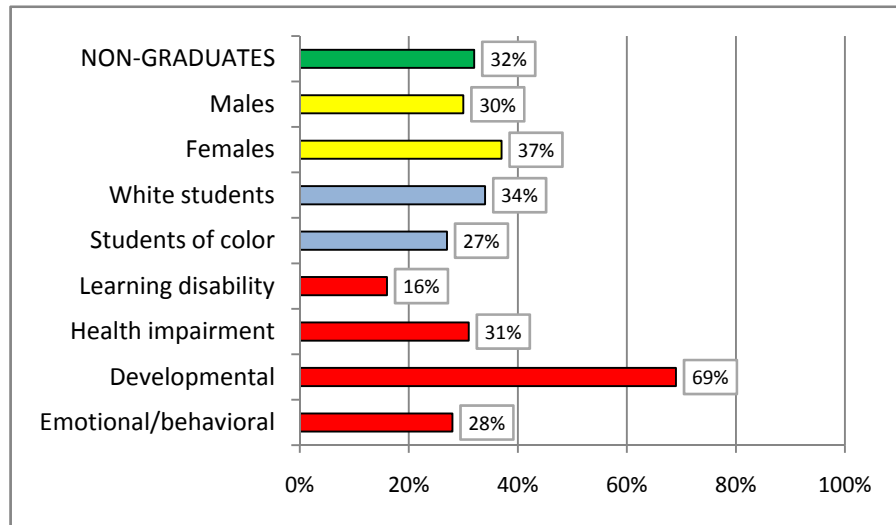


Figure 20: Graduates with Agency Contact by Gender, Race and Disability



AGENCY CONTACT	Graduates		Non-Graduates	
	Responses	Contact	Responses	Contact
TOTAL	3,289	1,016	671	218
Males	2,124	615	460	139
Females	1,165	401	211	79
White students	2,392	772	482	166
Students of color	867	240	176	48
Learning disability	1,878	385	295	48
Health impairment	729	228	167	51
Developmental	459	311	140	97
Emotional/behavioral	91	24	53	15
Other disability	132	68	*	*

**Not reported when fewer than 10 in any category. The number of possible responses varies because of missing answers.

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