



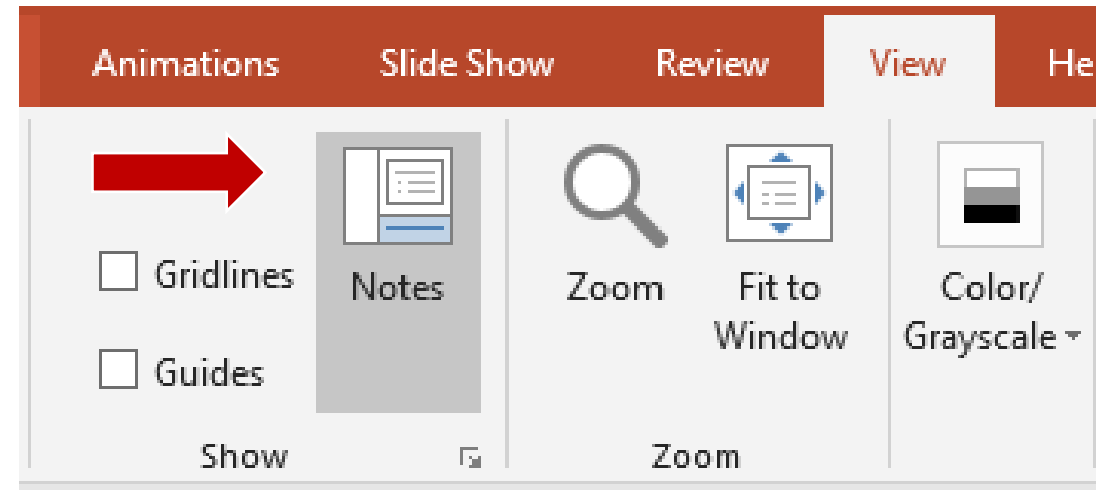
# Post-School Outcome Data Summary

ESD 101, 2020-21 leaver year

Center for Change in Transition Services (CCTS) | [www.seattleu.edu/ccts](http://www.seattleu.edu/ccts)

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# Presentation Overview

- [CCTS and the Post-School Survey](#)
- [Data Collection Overview](#)
- [Post-School Survey Terms and Definitions](#)
- [Post-School Outcome Tables and Graphs](#)
- [Sharing the Data \(Security, Confidentiality, and References\)](#)

# CCTS and the Post-School Survey



# CCTS

CENTER FOR CHANGE IN  
TRANSITION SERVICES

- Empowering educators to improve transition services for youth with disabilities through **partnerships, research, and training**
- OSPI Special Education State Needs Project
- Located at Seattle University

# CCTS Provides:

- Post-school outcome data for all former high school students in Washington who had an IEP
  - Data collection management
  - Reports
- Secondary transition training
- Technical assistance
- Resources and materials



# Federal Collection and Reporting

## Purpose

To determine how well states are meeting their responsibilities under the Individuals with Disabilities Education Act (IDEA)

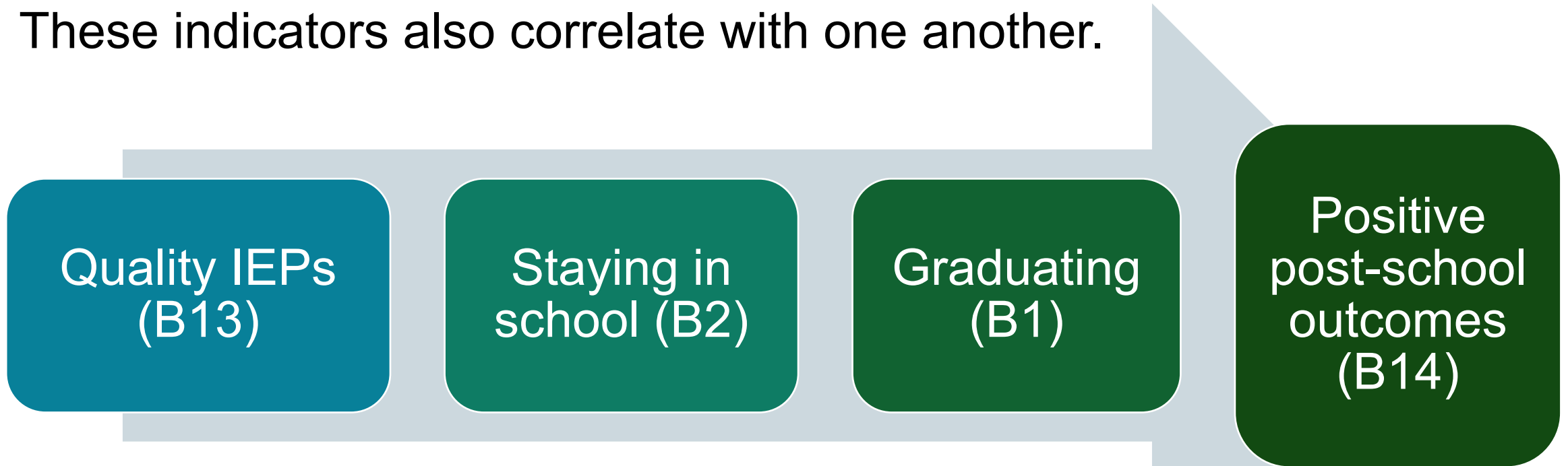
## Requirement

All states collect data on 17 IDEA performance indicators

Findings are reported to the Office of Special Education Programs (OSEP)

# How are PS Data Collected in ESD 101?

Four IDEA performance indicators relate to secondary transition. These indicators also correlate with one another.



(Kohler, Gothberg, & Hill, "NSTTAC Evaluation Toolkit", 2009)



# Data Collection Overview

# Post-School Survey Logistics



Survey is open June 1-November 1 each year



Surveys are conducted over the phone by school/school district representatives



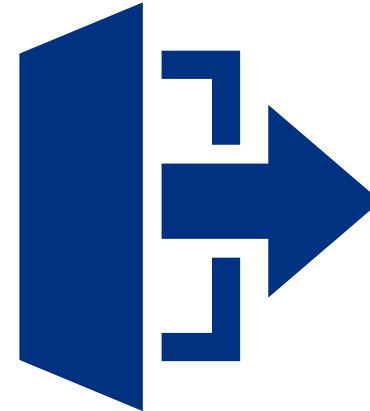
Survey questions are answered by former special education students (“leavers”), one year after exiting high school



Survey data are reviewed, analyzed, and reported by CCTS

# Leaver Criteria for 2022 Survey

- Former students who exited school in the 2020-21 year
- Age 16-21 with active IEPs at the time of exit
  - Aged out
  - Dropped out
  - Graduated with a diploma
  - Expected to return but did not



# What data are collected?

- Demographics (exit status, gender, disability, race/ethnicity, language proficiency)
- Work and school experiences
- Type of job or school
- Number of hours working or in school
- Contact with agencies

# Post-School Outcome Terms and Definitions

# Former students eligible for the survey

## Leavers

Former students ages 16-21 with an IEP who left school by graduating with a diploma, aging out, dropping out, or who were expected to return and did not

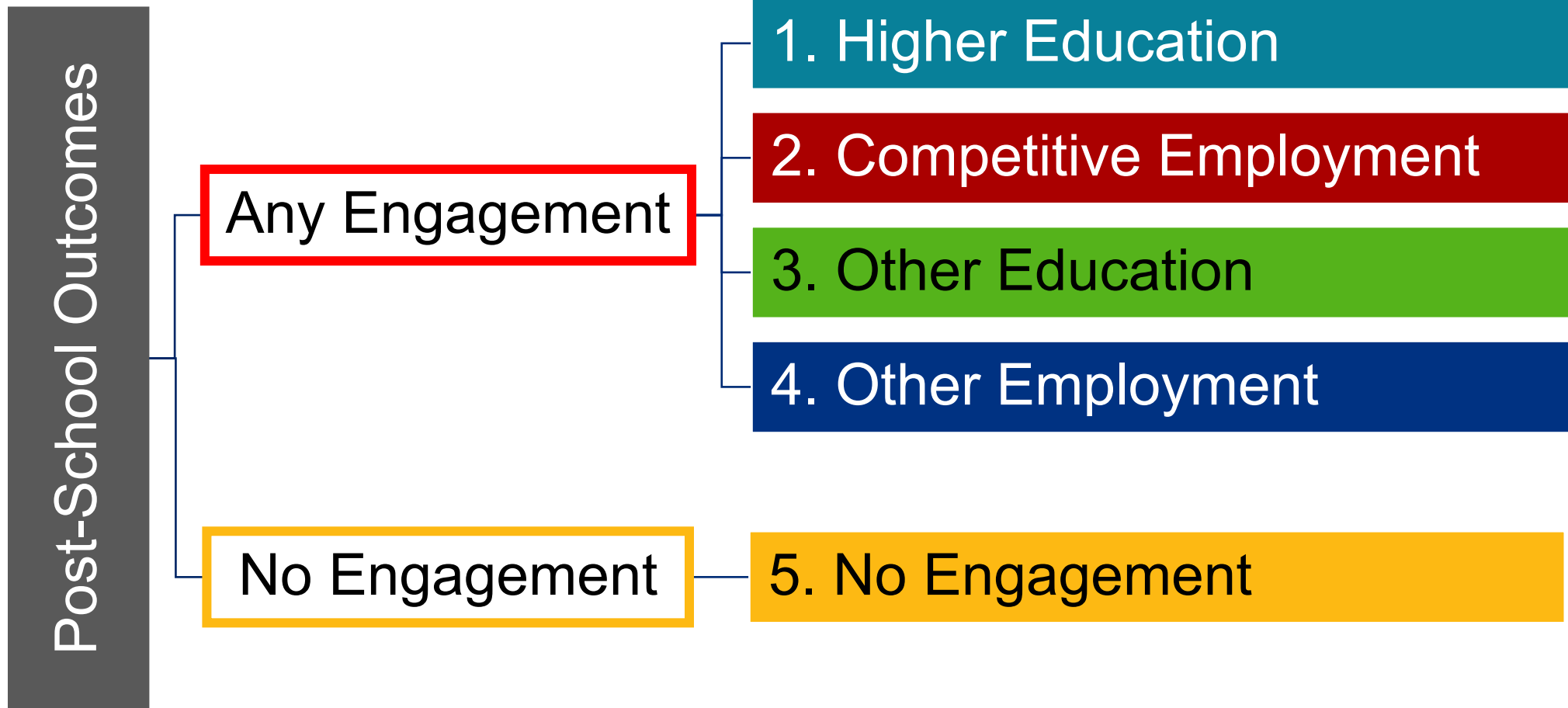
- **Responders/respondents (Resp'ts)**

Former student or designated family member who answered the survey interview questions

- **Non-responders/non-respondents**

Former student who was unable to be contacted after repeated attempts or declined to participate in the survey

# Post-School Outcome Categories



# 1. Higher Education

- Enrolled full- or part-time
- Community college (two-year) program
- College/university (four- or more year) program
- At least one complete term

(National Technical Assistance Center on Transition: The Collaborative, 2018)



## 2. Competitive Employment

- Worked for pay at or above minimum wage
- Setting with others who are nondisabled
- 20 hours or more a week
- At least 90 days at any time in the year since leaving high school
- Includes military employment

(National Technical Assistance Center on Transition: The Collaborative, 2018)

### 3. Other Education

- Enrolled full- or part-time
- Education or training program that is less than a two-year program (e.g., adult education, vocational technical school)
- At least one complete term

(National Technical Assistance Center on Transition: The Collaborative, 2018)

## 4. Other Employment

- Worked for pay or has been self-employed
- At least 90 days at any time since leaving high school
- Includes working in a family business. (e.g., farm, store, fishing, ranching, catering services, etc.)

(National Technical Assistance Center on Transition: The Collaborative, 2018)

## 5. No Engagement

- Former student does not fall into one of the previous employment or education categories.
- The “not engaged” former student may have attempted some education or employment experience, but for less time than the minimum period required for reporting.

# Post-School Outcome Tables and Graphs

Survey data from former students who permanently exited high school in the 2020-21 school year

# Post-School Outcomes, 2020-21

## ESD and Washington state data tables

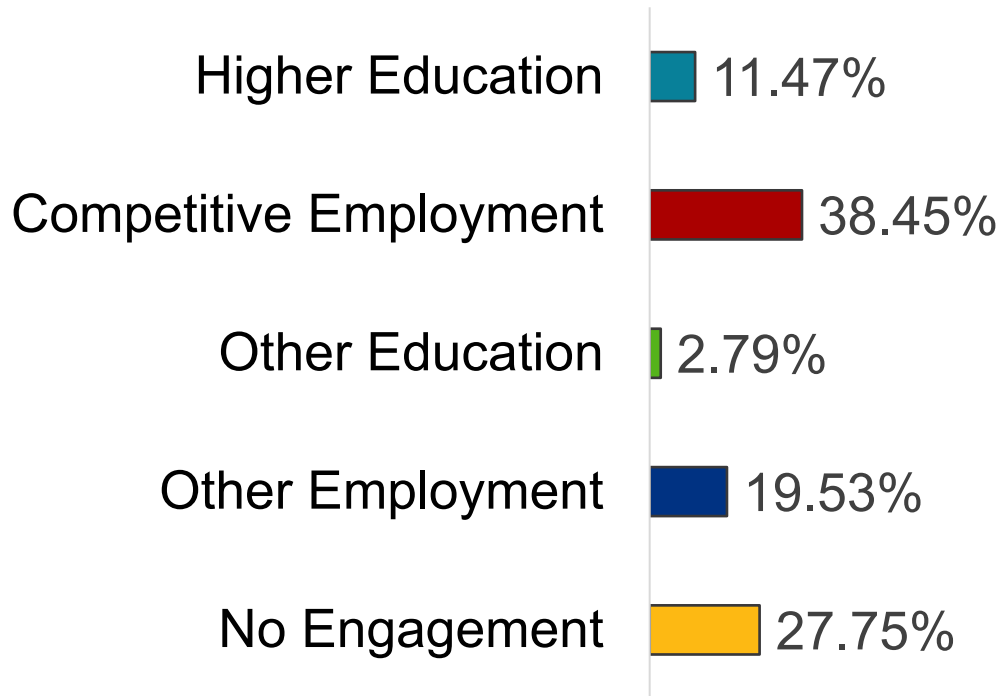
ESD Name	Total number of 2020-21 leavers	Total number of respondents (resp'ts)	Survey response rate
ESD 101	768	645	83.98%
Washington state	7,938	6,261	78.87%

ESD Name	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
ESD 101	645	11.47%	38.45%	2.79%	19.53%	27.75%
Washington state	6,261	16.87%	30.75%	3.91%	22.74%	25.73%

# Post-School Outcomes, 2020-21

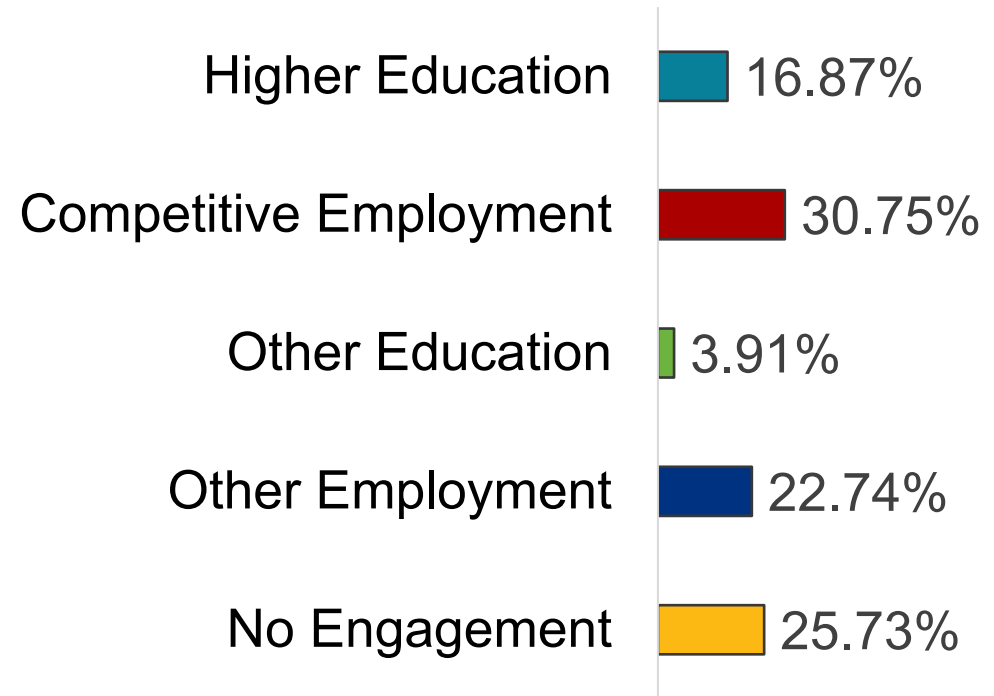
## ESD and Washington state graphs

### ESD 101



(CCTS 2023, Unpublished raw data)

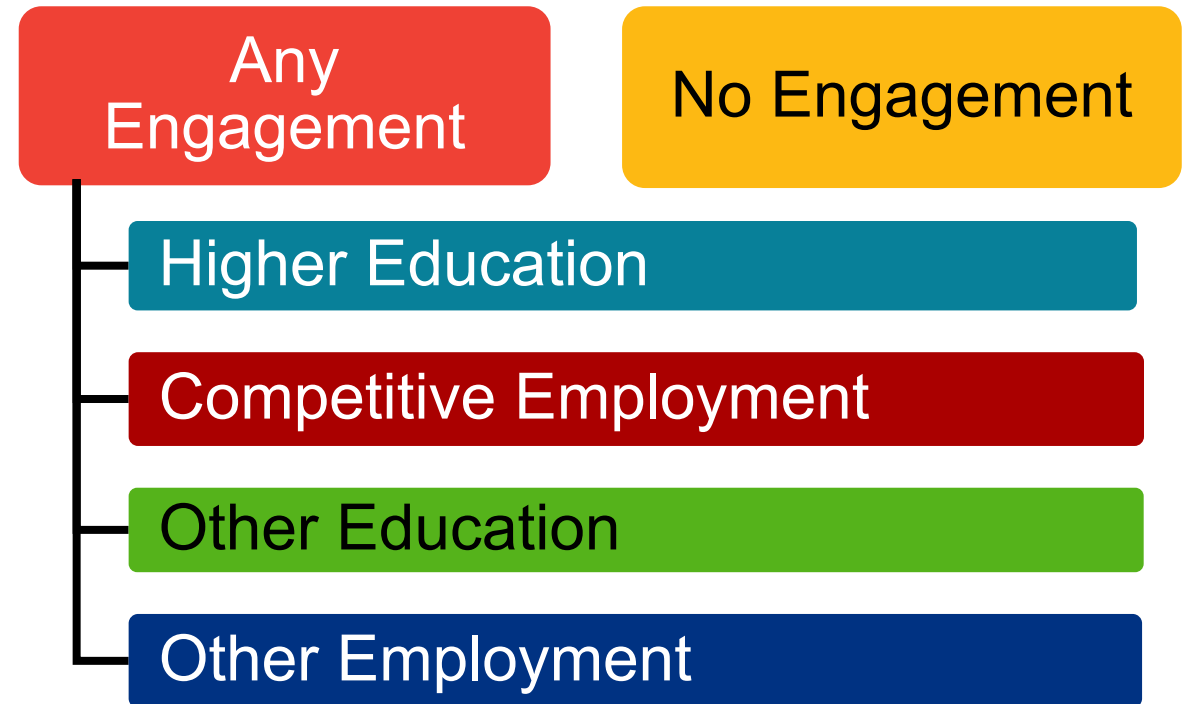
### Washington state



(CCTS 2023, *Indicator B14 Post-School Outcome Report, Washington state, 2020-21*)

# Outcomes by Demographics

- Five-year Overview
- Exit Category
- Gender Category
- Race/Ethnicity Category
- Disability Category
- Language Proficiency Category





# Any vs. No Engagement, Five-Year Overview

## ESD and Washington state data table

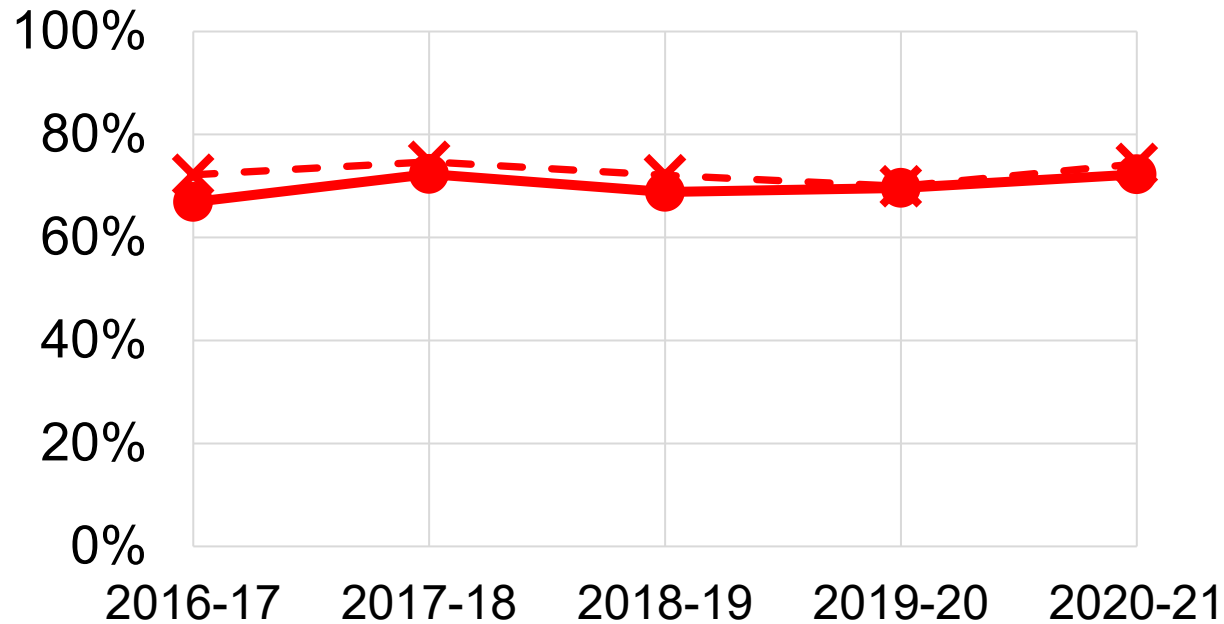
ESD Name	Leaver Year	Resp'ts	Any Engagement	No Engagement
ESD 101	2020-21	645	72.25%	27.75%
Washington state	2020-21	6,261	74.27%	25.73%
ESD 101	2019-20	714	69.61%	30.39%
Washington state	2019-20	7,170	69.93%	30.07%
ESD 101	2018-19	677	68.83%	31.17%
Washington state	2018-19	6,867	72.07%	27.93%
ESD 101	2017-18	639	72.30%	27.70%
Washington state	2017-18	6,825	74.68%	25.32%
ESD 101	2016-17	655	66.87%	33.13%
Washington state	2016-17	6,475	72.17%	27.83%

# Any vs. No Engagement, Five-Year Overview

## ESD and Washington state graphs

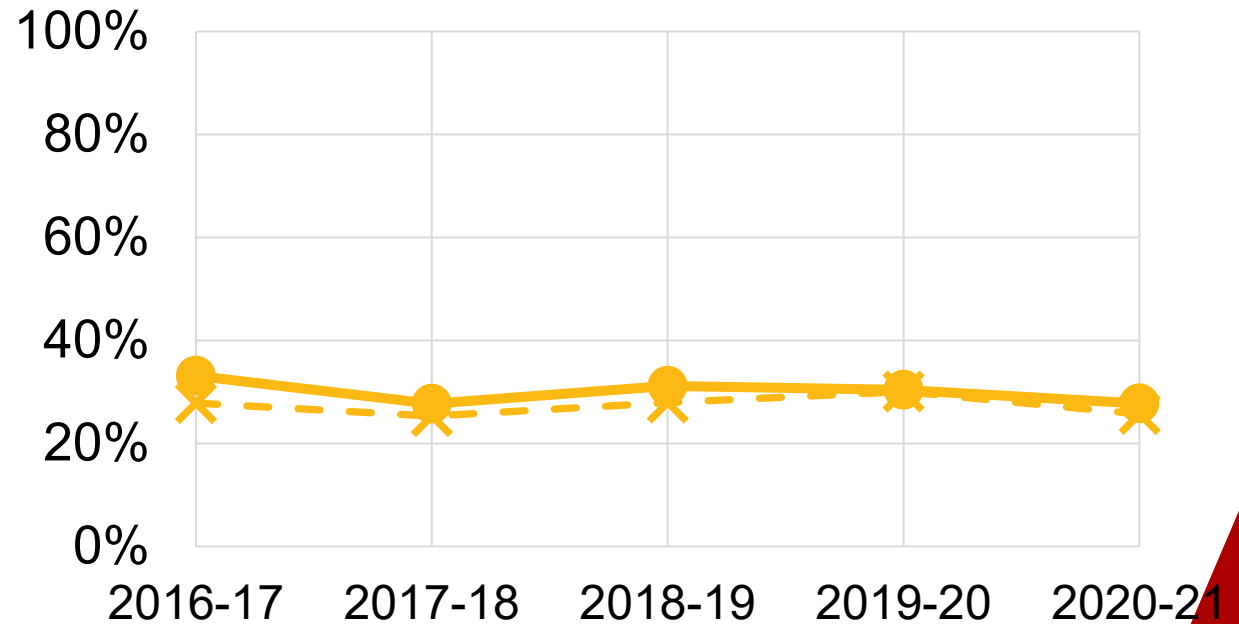
### Any Engagement

● ESD 101    ✕ Washington state



### No Engagement

● ESD 101    ✕ Washington state



(CCTS 2023, Unpublished raw data)

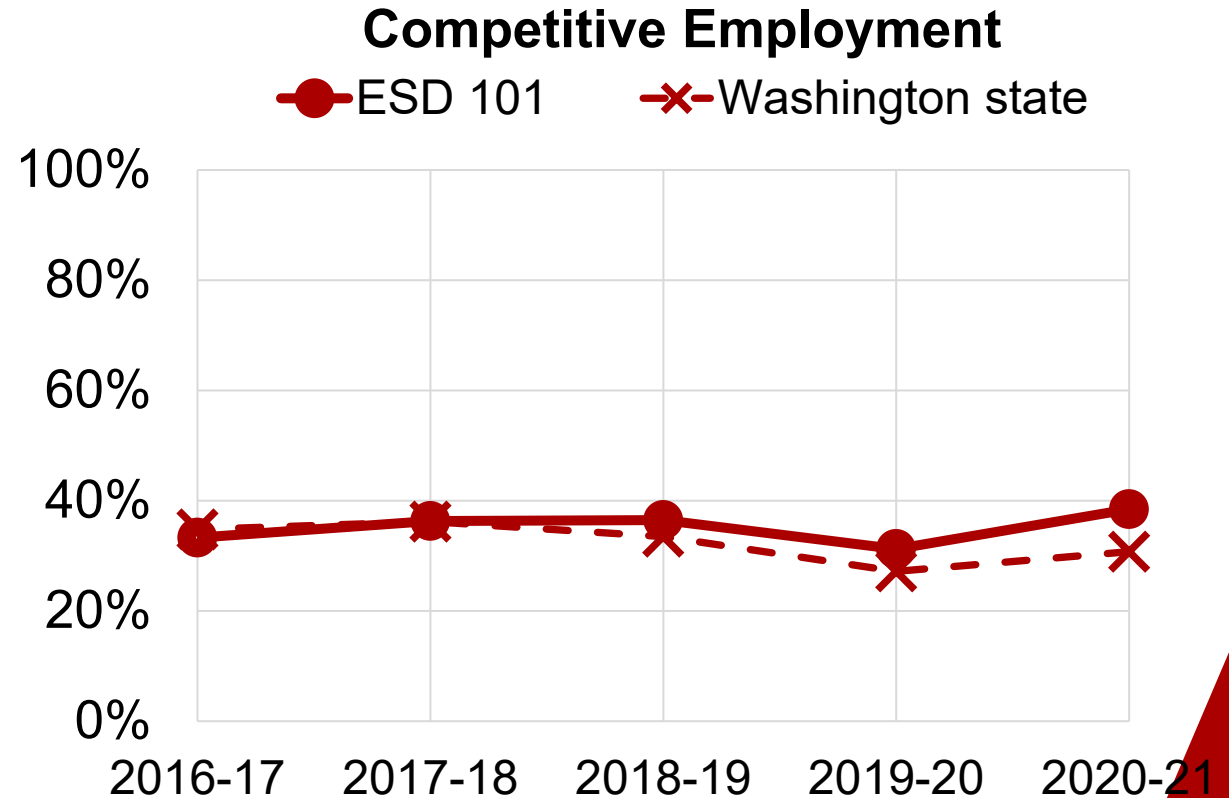
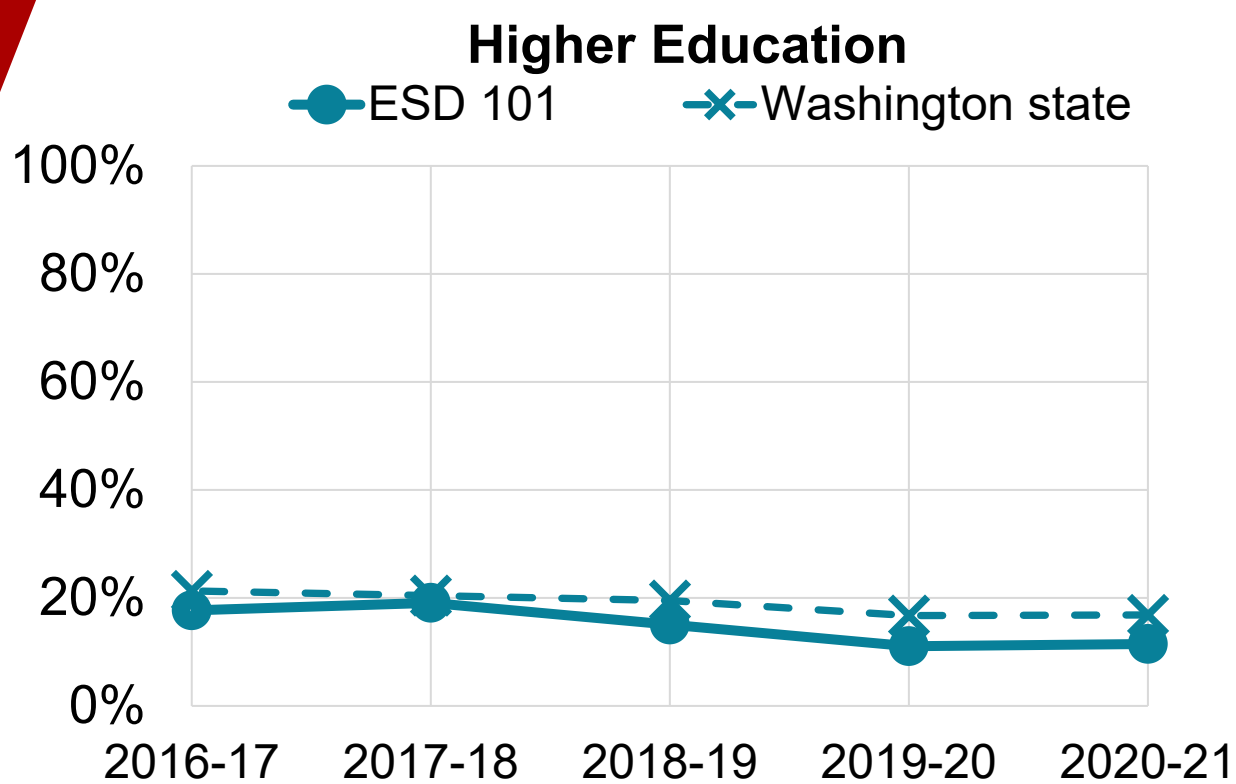
# Engagement Outcomes, Five-Year Overview, 2020-21

## ESD and Washington state data table

ESD Name	Leaver Year	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
ESD 101	2020-21	645	11.47%	38.45%	2.79%	19.53%
Washington state	2020-21	6,261	16.87%	30.75%	3.91%	22.74%
ESD 101	2019-20	714	11.06%	31.23%	4.48%	22.83%
Washington state	2019-20	7,170	16.74%	27.17%	4.64%	21.38%
ESD 101	2018-19	677	15.07%	36.48%	4.73%	12.56%
Washington state	2018-19	6,867	19.51%	33.46%	4.30%	14.80%
ESD 101	2017-18	639	19.09%	36.31%	4.23%	12.68%
Washington state	2017-18	6,825	20.45%	36.19%	4.03%	14.01%
ESD 101	2016-17	655	17.71%	33.28%	4.27%	11.60%
Washington state	2016-17	6,475	21.31%	34.76%	3.04%	13.05%

# Engagement Outcomes, Five-Year Overview

## ESD and Washington state graphs, (1 of 2)



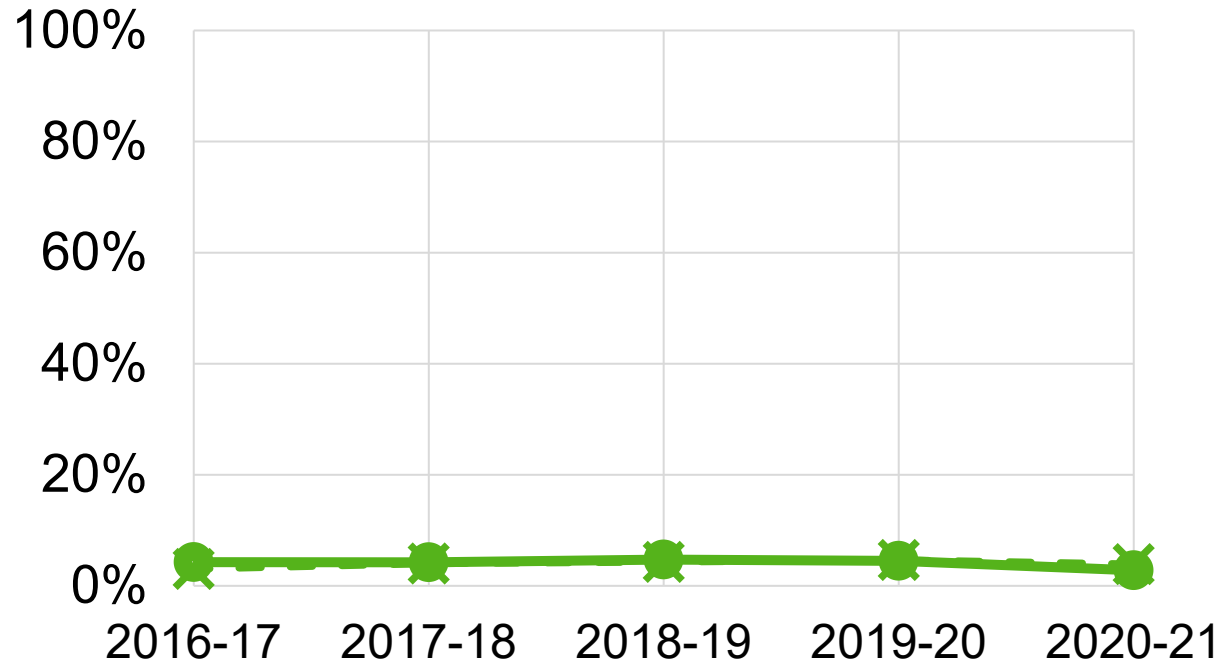
(CCTS 2023, Unpublished raw data)

# Engagement Outcomes, Five-Year Overview

## ESD and Washington state graphs, (2 of 2)

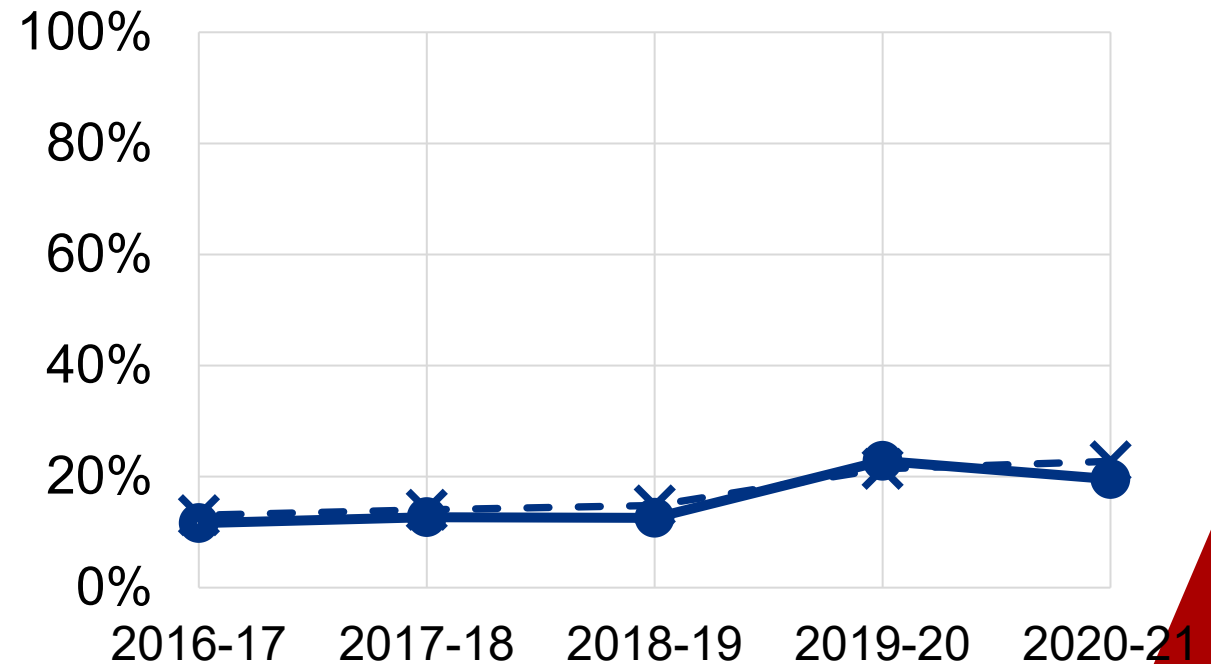
### Other Education

● ESD 101    ✕ Washington state



### Other Employment

● ESD 101    ✕ Washington state



(CCTS 2023, Unpublished raw data)

# Any vs. No Engagement by Exit Categories, 2020-21

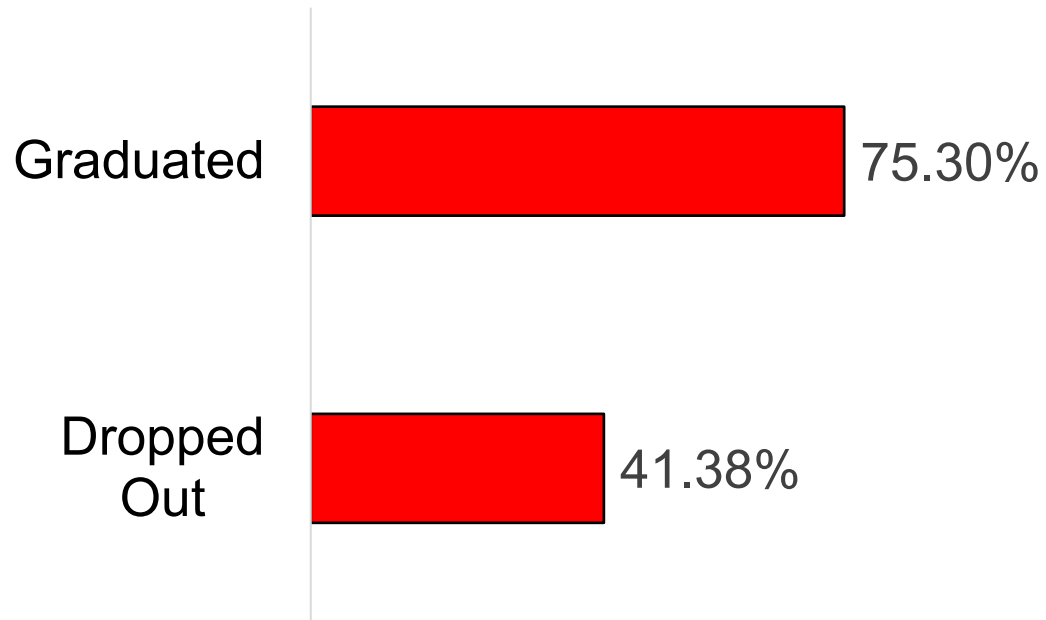
## ESD 101 data table

<b>Exit Category</b>	<b>Respondents</b>	<b>Any Engagement</b>	<b>No Engagement</b>
Graduated	587	75.30%	24.70%
Dropped Out	58	41.38%	58.62%

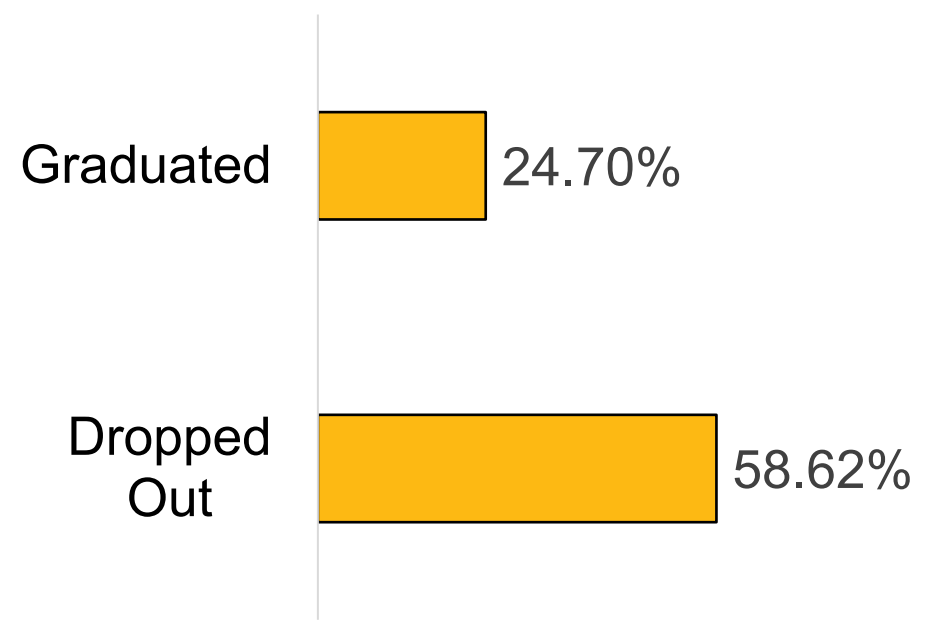
(CCTS 2023, Unpublished raw data)

# Any vs. No Engagement by Exit Categories, 2020-21 ESD 101 graphs

## Any Engagement



## No Engagement



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Exit Categories, 2020-21

## ESD 101 data table

<b>Exit Category</b>	<b>Resp'ts</b>	<b>Higher Education</b>	<b>Competitive Employment</b>	<b>Other Education</b>	<b>Other Employment</b>
Graduated	587	12.61%	40.03%	2.56%	20.10%
Dropped Out	58	0.00%	22.41%	5.17%	13.79%

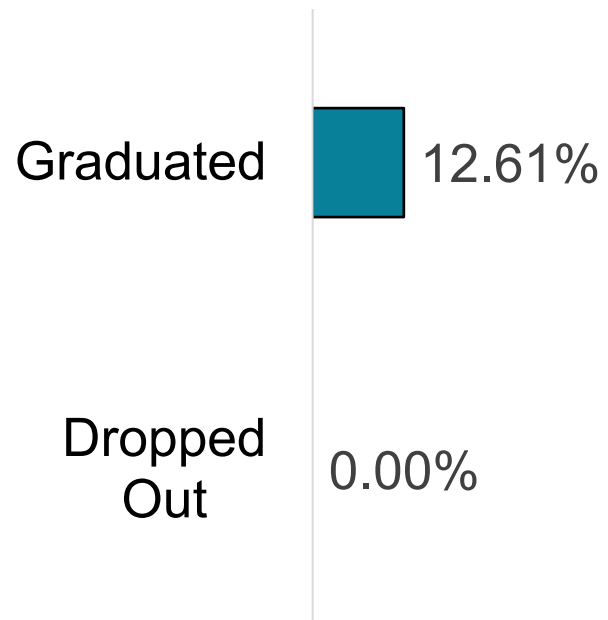
(CCTS 2023, Unpublished raw data)



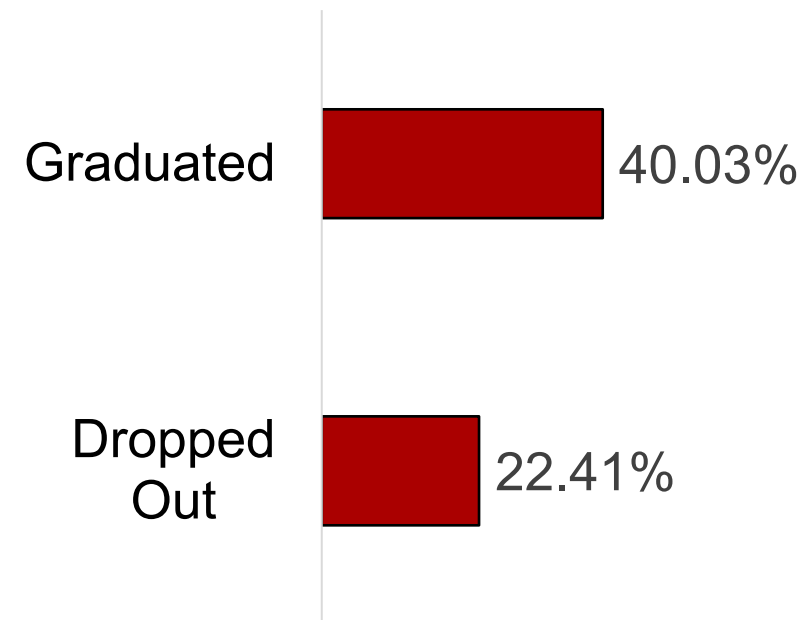
# Engagement Outcomes by Exit Categories, 2020-21

## ESD 101 graphs (1 of 2)

### Higher Education



### Competitive Employment

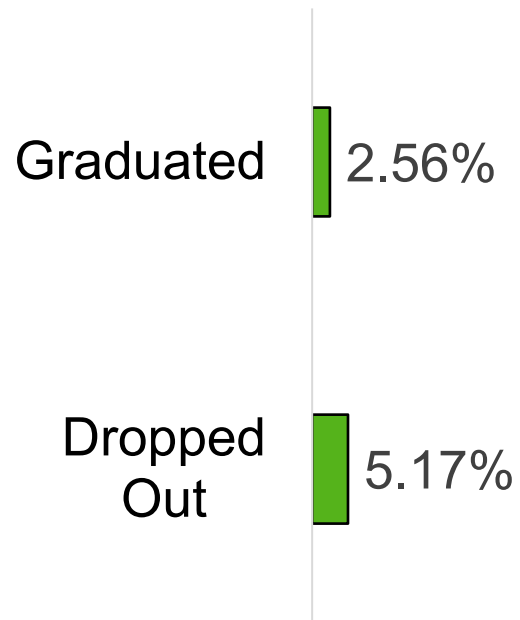


(CCTS 2023, Unpublished raw data)

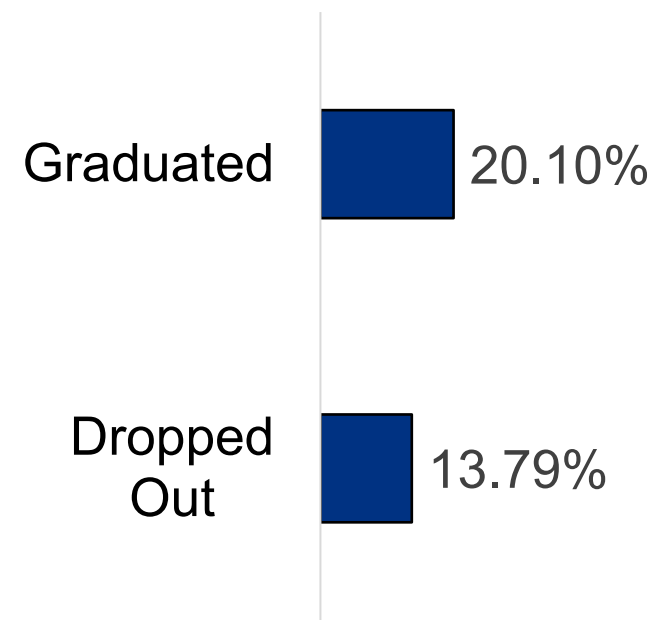
# Engagement Outcomes by Exit Categories, 2020-21

## ESD 101 graphs (2 of 2)

### Other Education



### Other Employment



(CCTS 2023, Unpublished raw data)

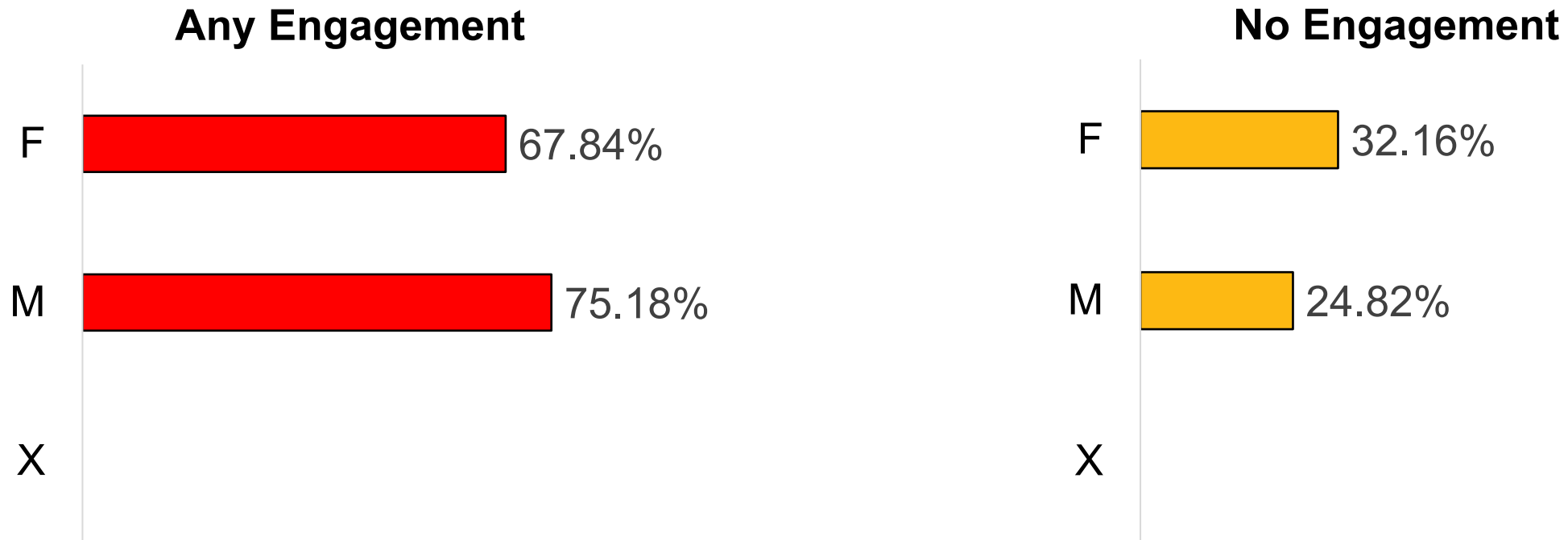
# Any vs. No Engagement by Gender Categories, 2020-21 ESD 101 data table

Gender Category	Respondents	Any Engagement	No Engagement
F	227	67.84%	32.16%
M	411	75.18%	24.82%
X	<10	N/A	N/A

(CCTS 2023, Unpublished raw data)

# Any vs. No Engagement by Gender Categories, 2020-21

## ESD 101 graphs



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Gender Categories, 2020-21

## ESD 101 data table

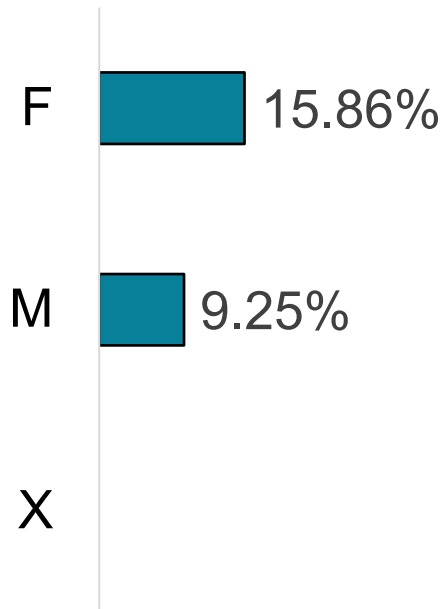
<b>Gender Category</b>	<b>Resp'ts</b>	<b>Higher Education</b>	<b>Competitive Employment</b>	<b>Other Education</b>	<b>Other Employment</b>
F	227	15.86%	27.31%	3.52%	21.15%
M	411	9.25%	44.77%	2.43%	18.73%
X	<10	N/A	N/A	N/A	N/A

(CCTS 2023, Unpublished raw data)

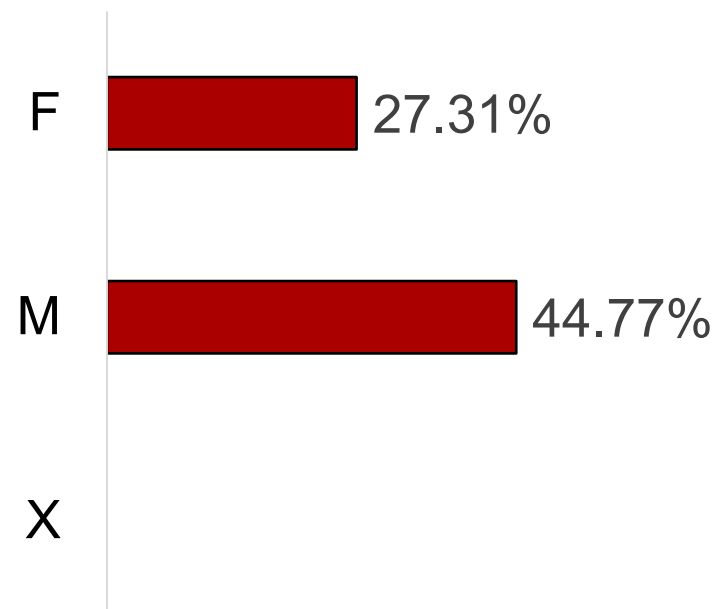
# Engagement Outcomes by Gender Categories, 2020-21

## ESD 101 graphs (1 of 2)

### Higher Education



### Competitive Employment

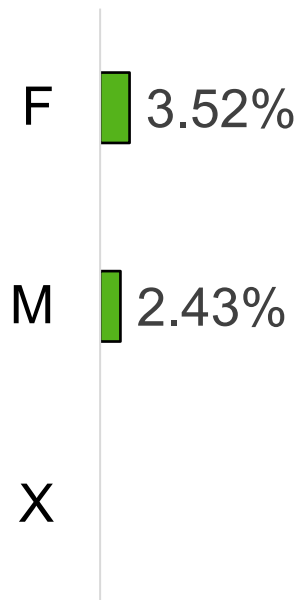


(CCTS 2023, Unpublished raw data)

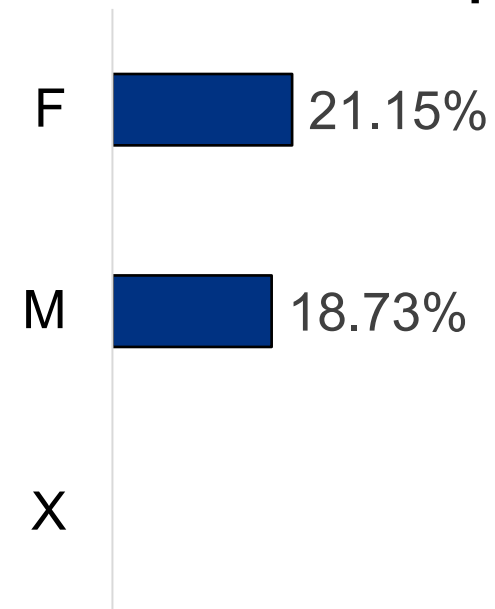
# Engagement Outcomes by Gender Categories, 2020-21

## ESD 101 graphs (2 of 2)

### Other Education



### Other Employment



(CCTS 2023, Unpublished raw data)

# Any vs. No Engagement by Race/Ethnicity Categories, 2020-21 ESD 101 data tables

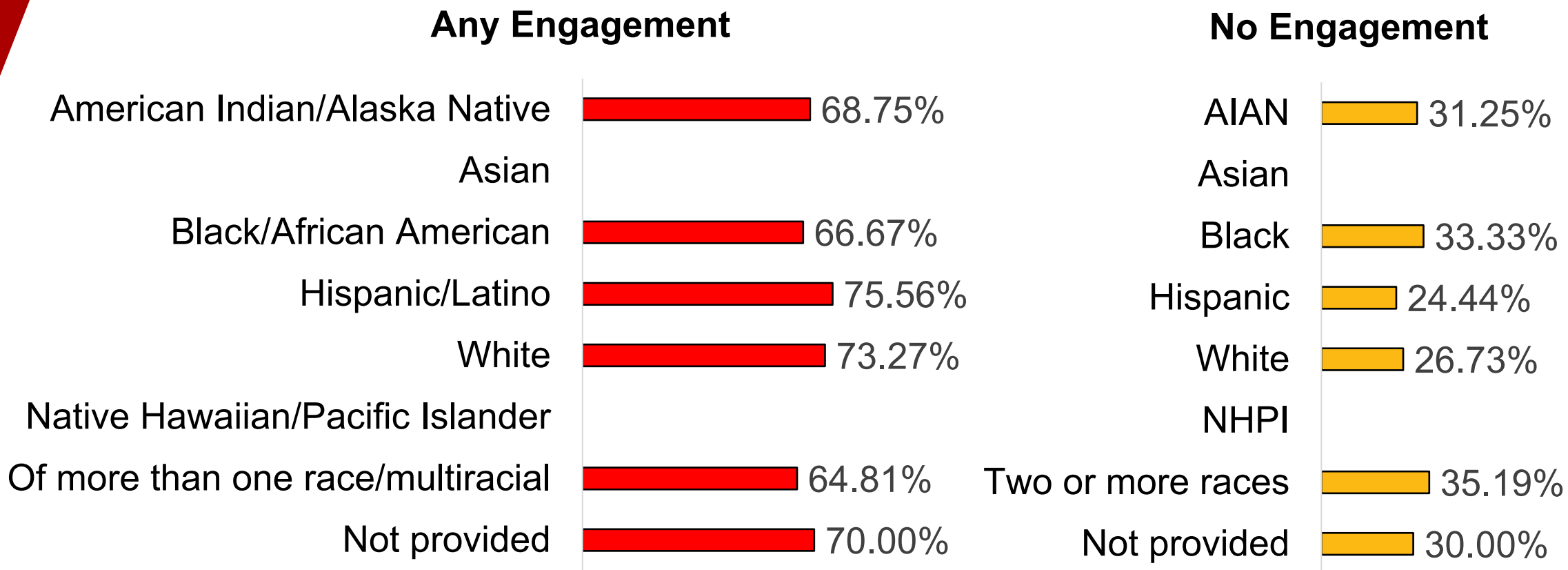
Race/Ethnicity Category	Resp'ts	Any Engagement	No Engagement
American Indian/Alaska Native (AIAN)	16	68.75%	31.25%
Asian	<10	N/A	N/A
Black/African American	21	66.67%	33.33%
Hispanic/Latino	45	75.56%	24.44%
White	490	73.27%	26.73%
Native Hawaiian/Pacific Islander (NHPI)	<10	N/A	N/A
Of more than one race/multiracial (Two or more races)	54	64.81%	35.19%
Not provided	10	70.00%	30.00%

(CCTS 2023, Unpublished raw data)



# Any vs. No Engagement by Race/Ethnicity Categories, 2020-21

## ESD 101 graphs



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Race/Ethnicity Categories, 2020-21 ESD 101 data table

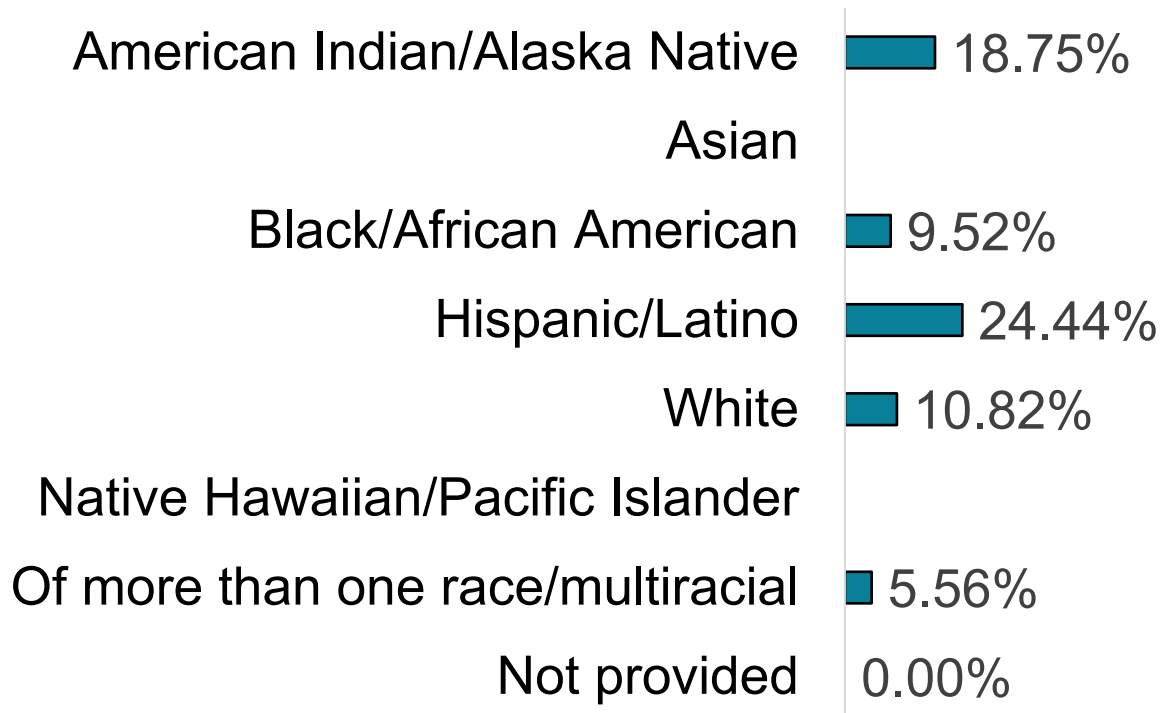
Race/Ethnicity Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
AIAN	16	18.75%	31.25%	6.25%	12.50%
Asian	<10	N/A	N/A	N/A	N/A
Black	21	9.52%	28.57%	0.00%	28.57%
Hispanic	45	24.44%	26.67%	0.00%	24.44%
White	490	10.82%	41.02%	3.06%	18.37%
NHPI	<10	N/A	N/A	N/A	N/A
Two or more races	54	5.56%	38.89%	1.85%	18.52%
Not provided	10	0.00%	20.00%	10.00%	40.00%

(CCTS 2023, Unpublished raw data)

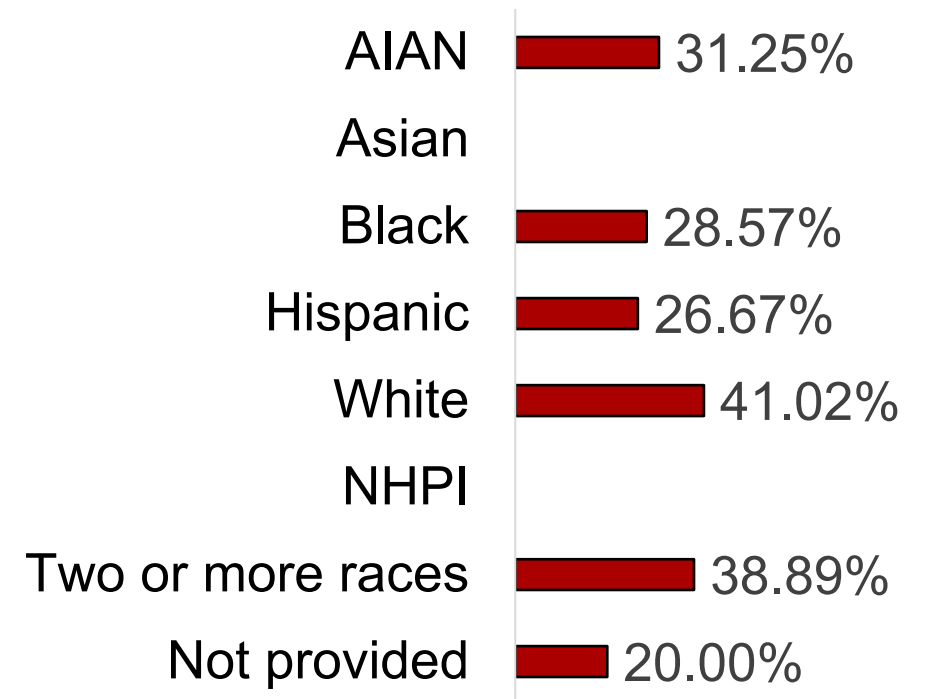
# Engagement Outcomes by Race/Ethnicity Categories, 2020-21

## ESD 101 graphs (1 of 2)

### Higher Education



### Competitive Employment

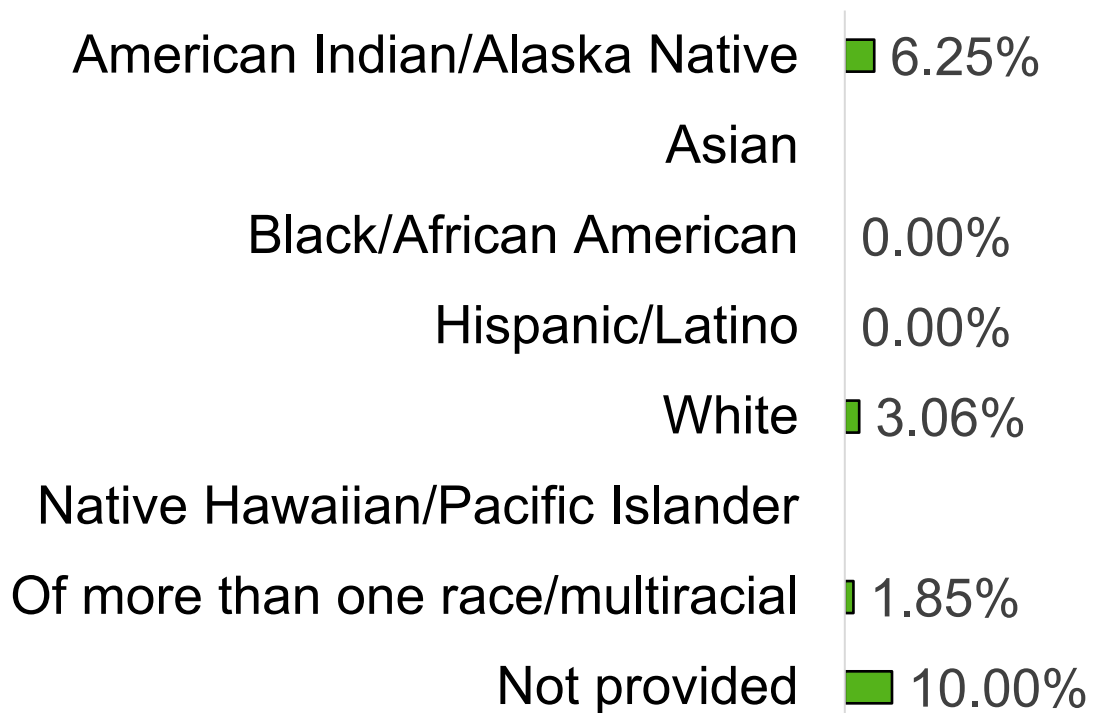


(CCTS 2023, Unpublished raw data)

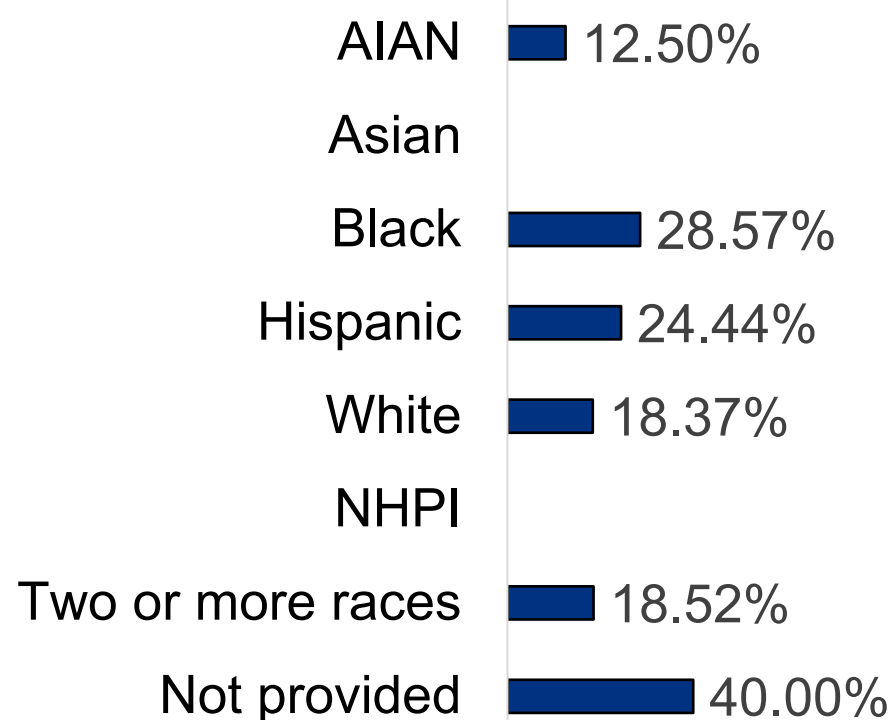
# Engagement Outcomes by Race/Ethnicity Categories, 2020-21

## ESD 101 graphs (2 of 2)

### Other Education



### Other Employment



(CCTS 2023, Unpublished raw data)

# Any vs. No Engagement by Disability Categories, 2020-21 ESD 101 data tables

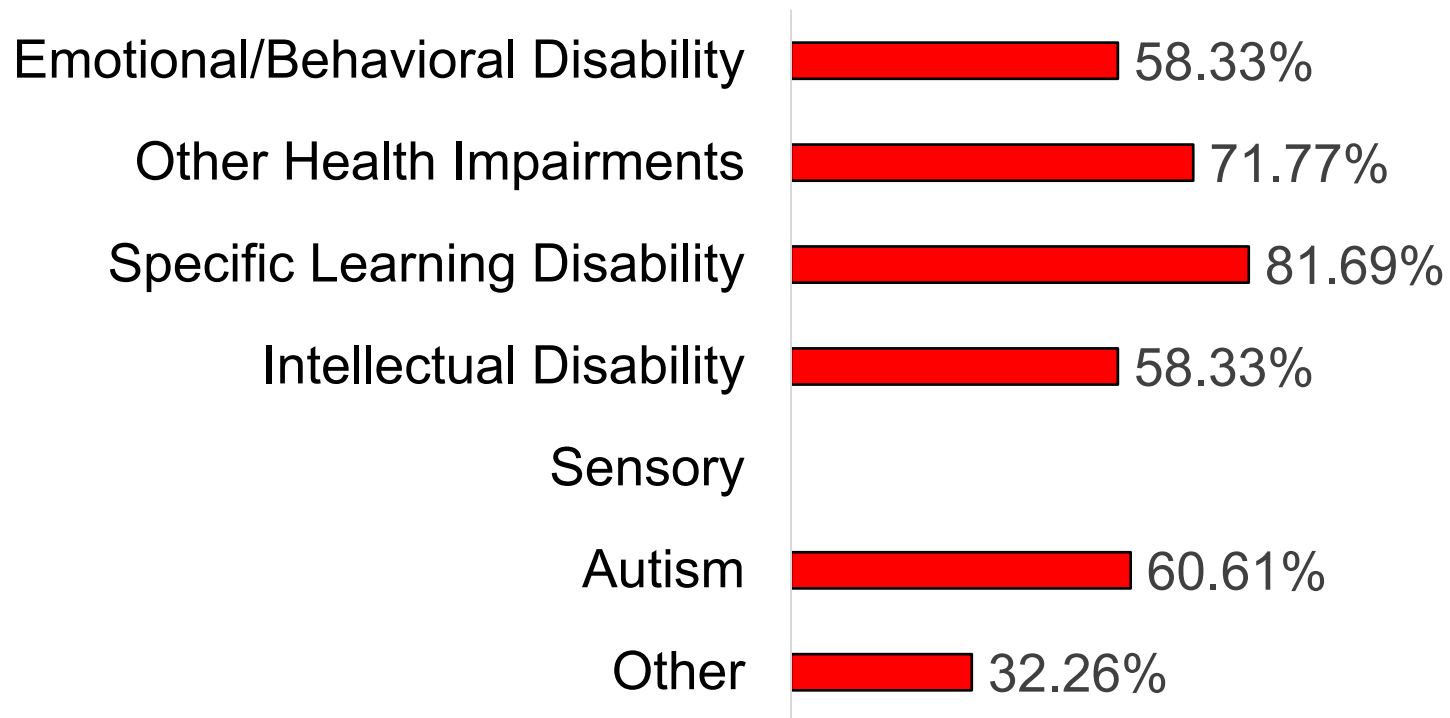
Disability Category	Resp'ts	Any Engagement	No Engagement
Emotional/Behavioral Disability (EBD)	24	58.33%	41.67%
Other Health Impairments (OHI)	209	71.77%	28.23%
Specific Learning Disability (SLD)	284	81.69%	18.31%
Intellectual Disability (ID)	24	58.33%	41.67%
Sensory	<10	N/A	N/A
Autism	66	60.61%	39.39%
Other	31	32.26%	67.74%

(CCTS 2023, Unpublished raw data)

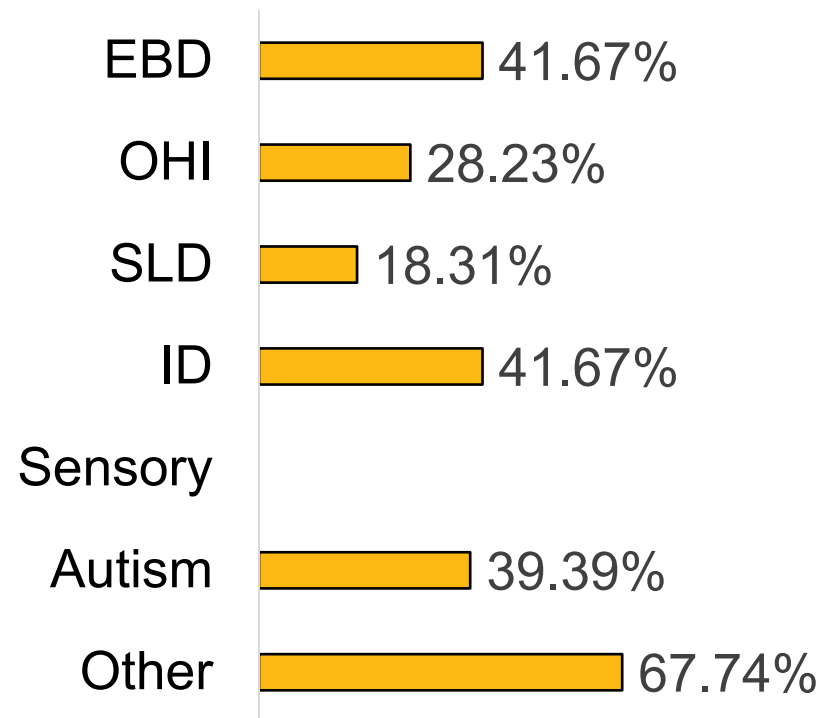
# Any vs. No Engagement by Disability Categories, 2020-21

## ESD 101 graphs

### Any Engagement



### No Engagement



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Disability Categories, 2020-21

## ESD 101 data table

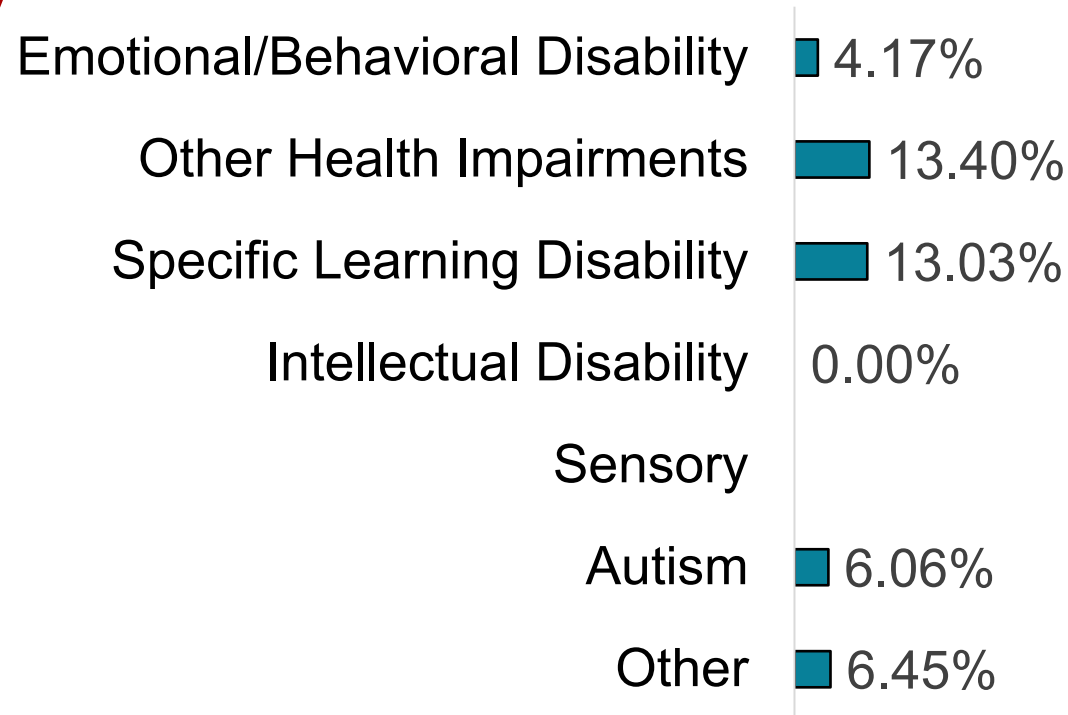
Disability Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
EBD	24	4.17%	33.33%	4.17%	16.67%
OHI	209	13.40%	39.71%	1.44%	17.22%
SLD	284	13.03%	46.83%	2.82%	19.01%
ID	24	0.00%	16.67%	8.33%	33.33%
Sensory	<10	N/A	N/A	N/A	N/A
Autism	66	6.06%	21.21%	6.06%	27.27%
Other	31	6.45%	9.68%	0.00%	16.13%

(CCTS 2023, Unpublished raw data)

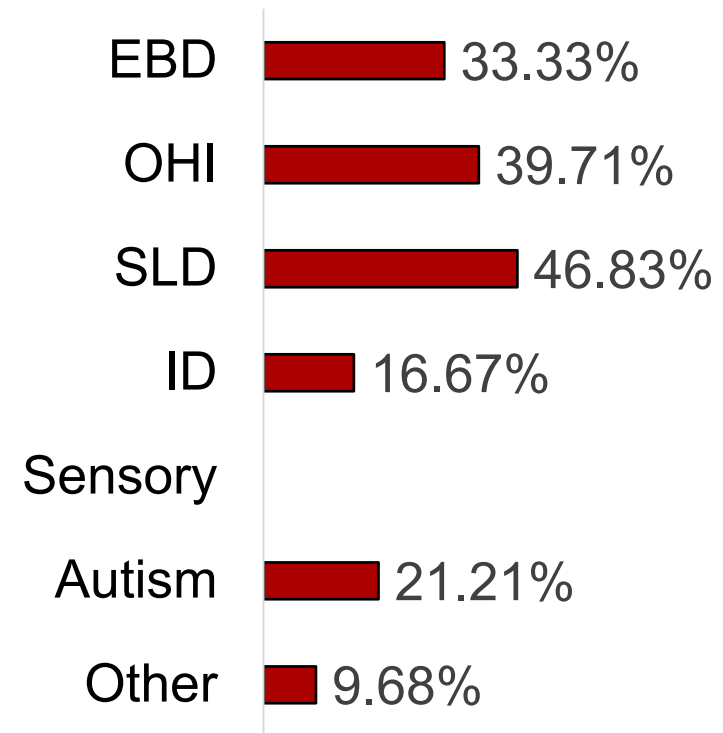
# Engagement Outcomes by Disability Categories, 2020-21

## ESD 101 graphs (1 of 2)

### Higher Education



### Competitive Employment



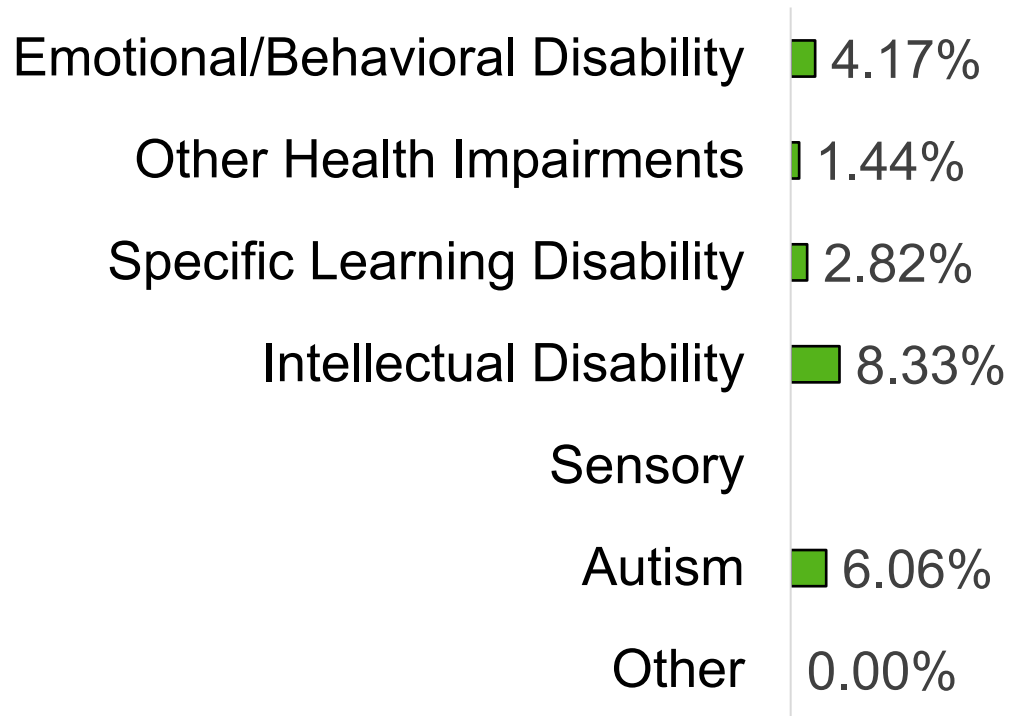
(CCTS 2023, Unpublished raw data)



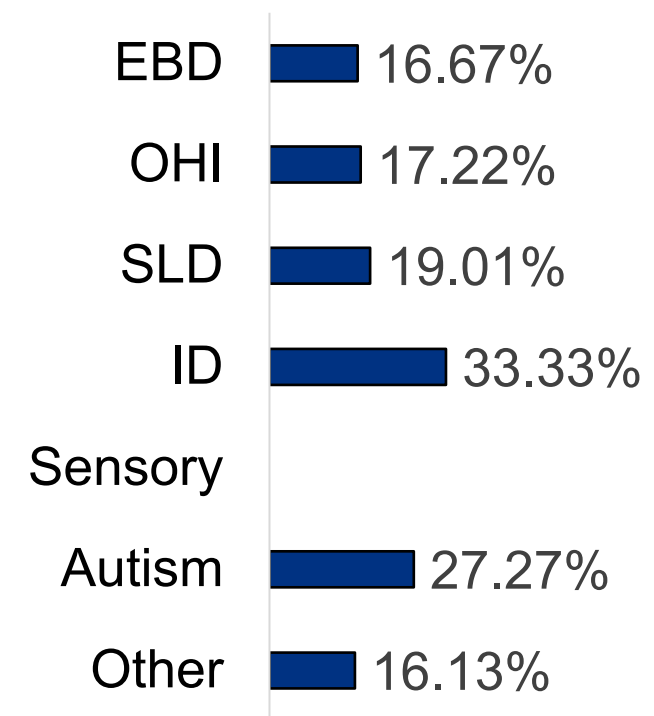
# Engagement Outcomes by Disability Categories, 2020-21

## ESD 101 graphs (2 of 2)

### Other Education



### Other Employment



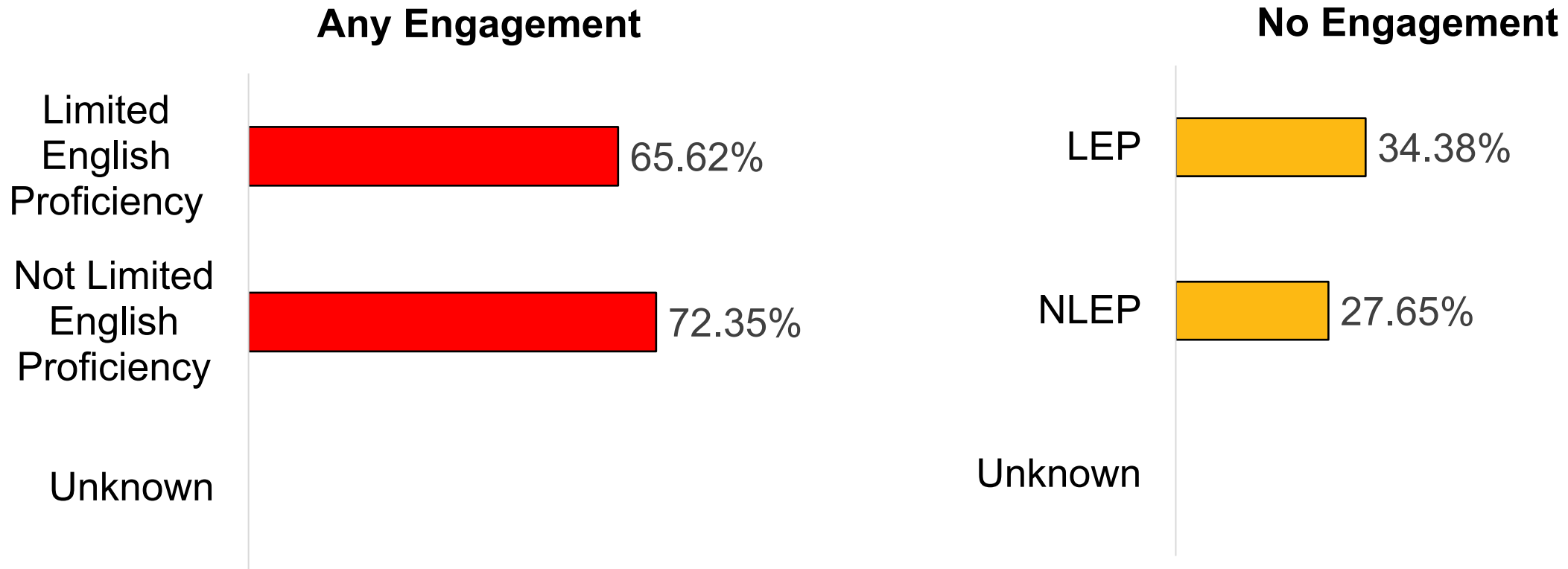
(CCTS 2023, Unpublished raw data)

# Any vs. No Engagement by Language Proficiency Categories, 2020-21 ESD 101 data table

Language Proficiency Category	Resp'ts	Any Engagement	No Engagement
Limited English Proficiency (LEP)	32	65.62%	34.38%
Not Limited English Proficiency (NLEP)	604	72.35%	27.65%
Unknown	<10	N/A	N/A

(CCTS 2023, Unpublished raw data)

# Any vs. No Engagement by Language Proficiency Categories, 2020-21 ESD 101 graphs



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Language Proficiency Categories, 2020-21

## ESD 101 data table

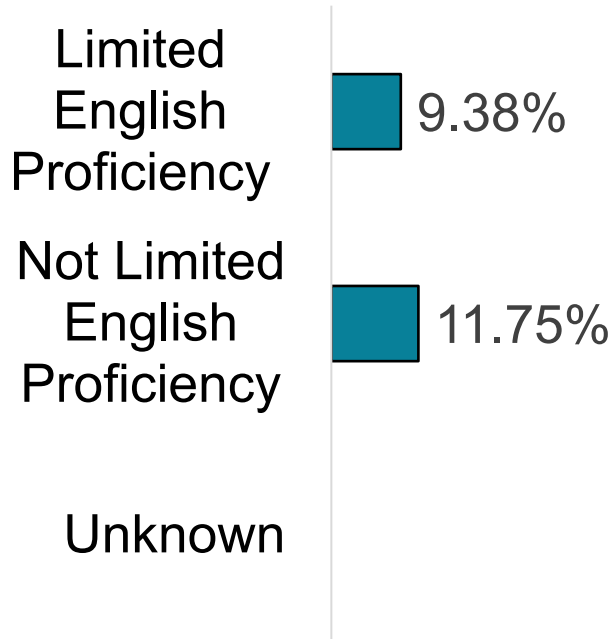
Language Proficiency Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
LEP	32	9.38%	25.00%	0.00%	31.25%
NLEP	604	11.75%	39.40%	2.81%	18.38%
Unknown	<10	N/A	N/A	N/A	N/A

(CCTS 2023, Unpublished raw data)

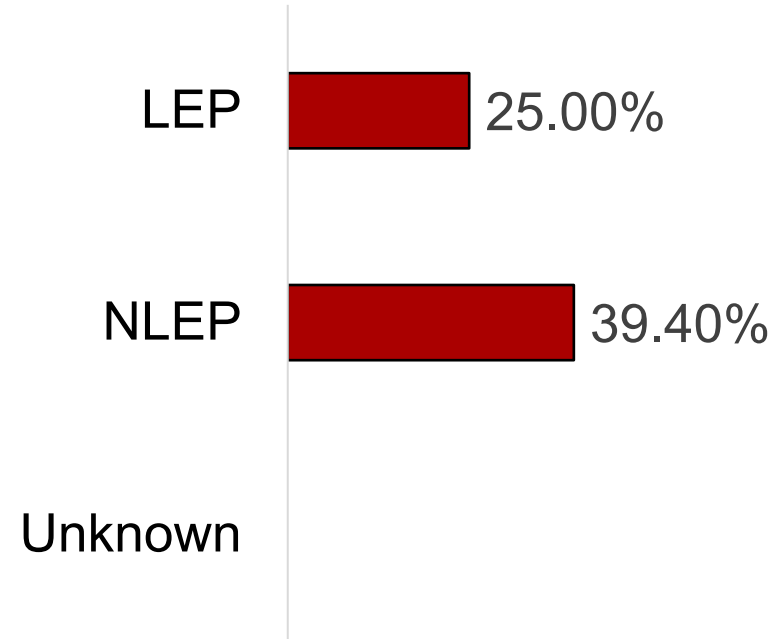
# Engagement Outcomes by Language Proficiency Categories, 2020-21

## ESD 101 graphs (1 of 2)

### Higher Education



### Competitive Employment

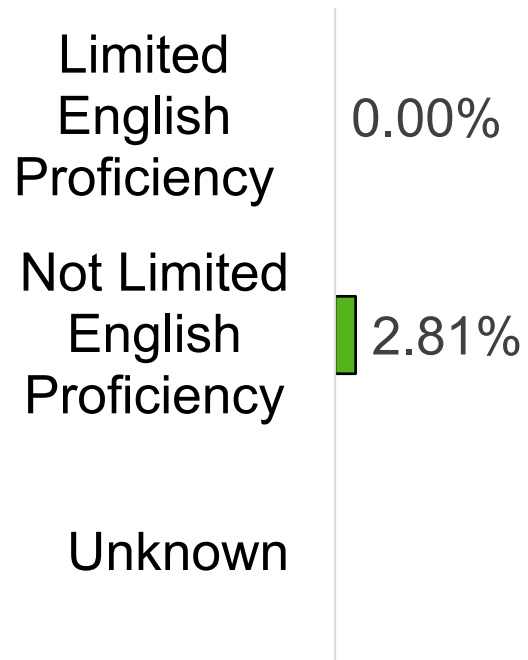


(CCTS 2023, Unpublished raw data)

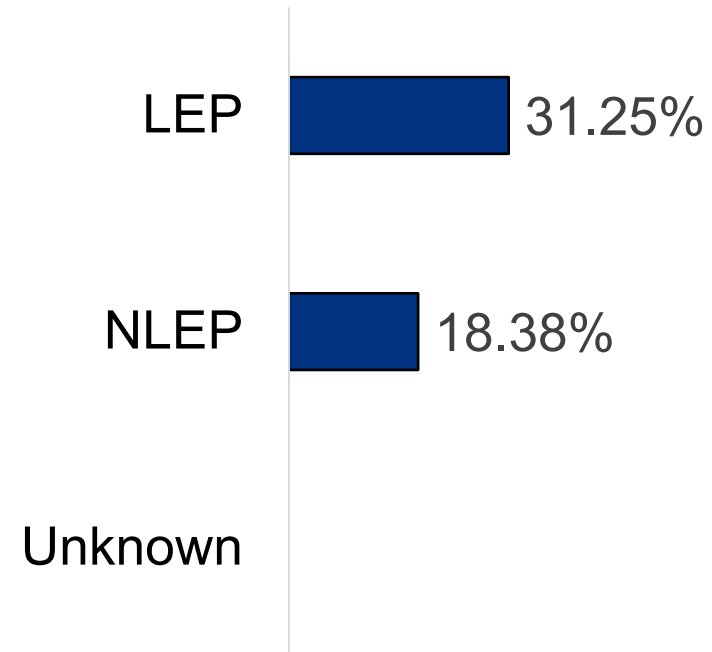
# Engagement Outcomes by Language Proficiency Categories, 2020-21

## ESD 101 graphs (2 of 2)

### Other Education



### Other Employment



(CCTS 2023, Unpublished raw data)

# Sharing Post-School Outcome Data

# Data Security and Confidentiality

- District-level data belongs to the school district and cannot be shared without express permissions from the district.
- To protect the identity of populations with respondent sizes less than 10, outcome percentages are changed to N/A.



# Suggested Citation for ESD 101 PSO Data

Center for Change in Transition Services, Seattle University (January 2023). *Post-School Outcome Data Summary, ESD 101, 2020-21* [PDF]. Retrieved from <https://www.seattleu.edu/ccts/post-school-outcomes/reports/>.

# Questions about the Data

[Email CCTS](#) if you have questions about sharing and interpreting post-school outcome data:

- within an ESD to improve practices
- with community members and other stakeholders

# References

- Kohler, P. D., Gothberg, J., & Hill, J. (2009, November 12). *NSTTAC Evaluation Toolkit* [PDF]. Kalamazoo: Western Michigan University. Retrieved from <http://comm.eval.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=8d43c53a-e804-4647-856c-f783fceccff2&forceDialog=0>
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- OSPI. (2020, September). *Comprehensive Education Data and Research System (CEDARS) Data Manual 2020–2021 School Year* [PDF]. Olympia, Washington. Retrieved from <https://www.k12.wa.us/sites/default/files/public/cedars/pubdocs/2020-21%20CEDARS%20Manual%20v13.3.1.pdf>

# Contact and Connect with CCTS



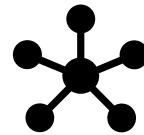
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# OSPI's Priorities for Improving Outcomes for Students with Disabilities



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