



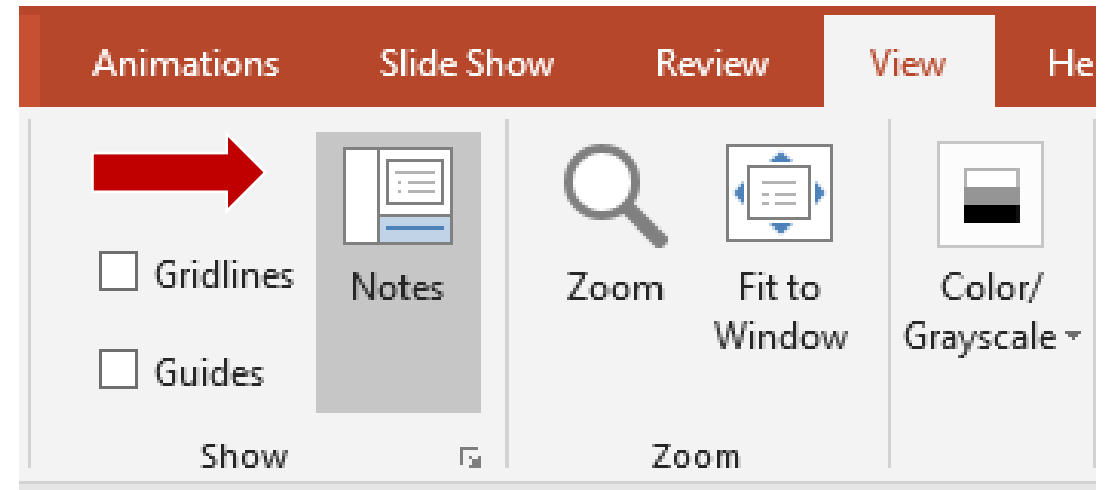
# Post-School Outcome Data Summary

ESD 105, 2020-21 leaver year

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

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  - Click Notes



# 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)

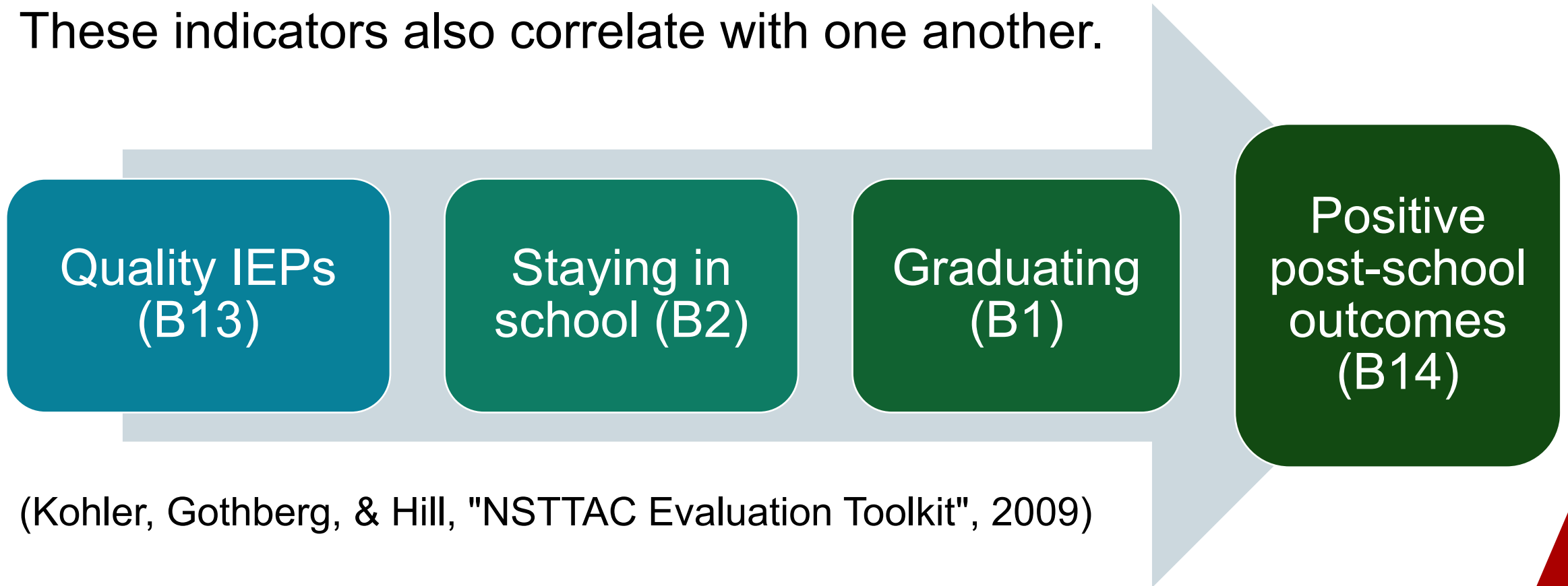
## Requirement

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 105?

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



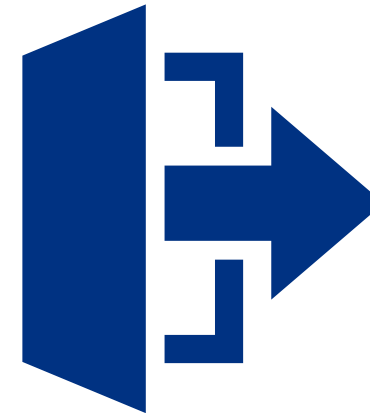
Survey questions are answered by former special education students (“leavers”), one year after exiting high school



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

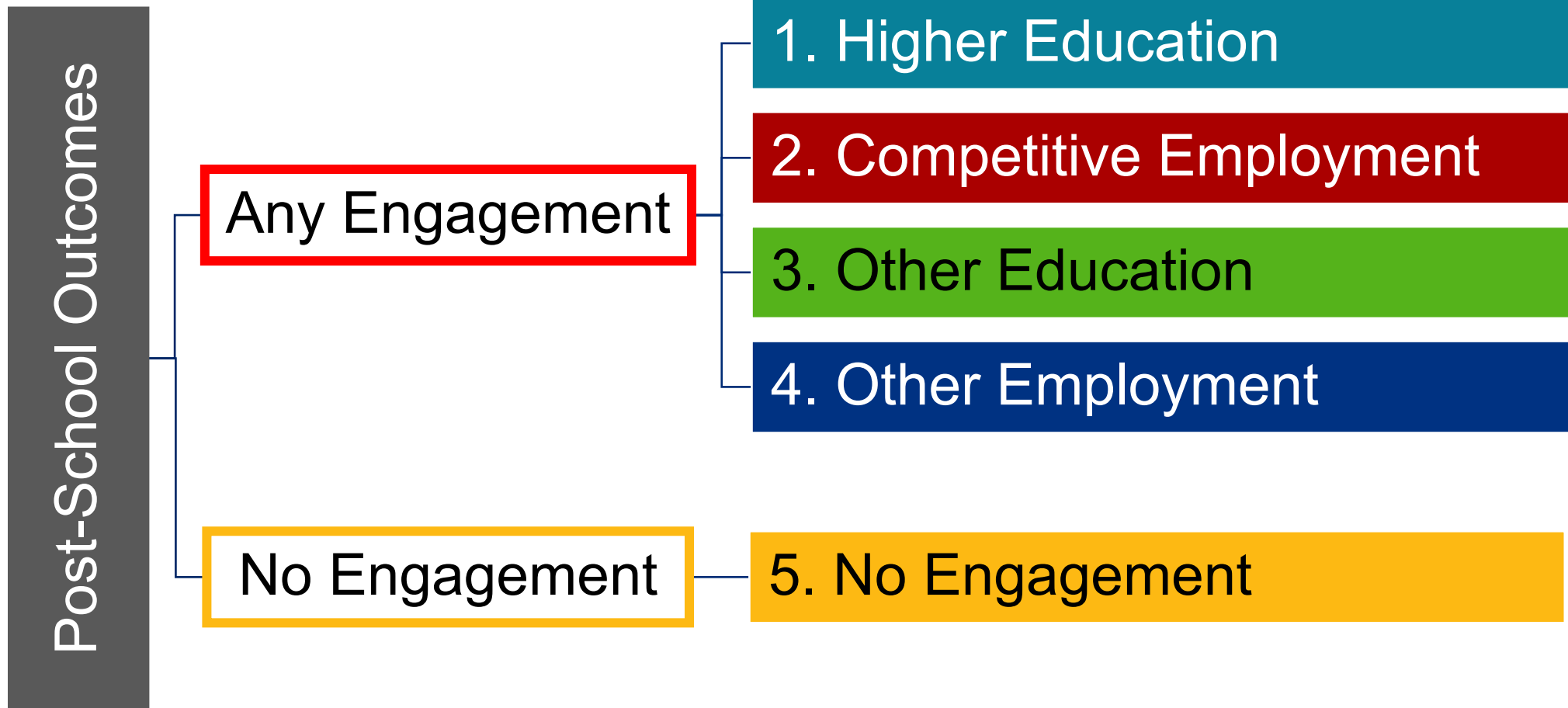
- **Responders/respondents (Resp'ts)**

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

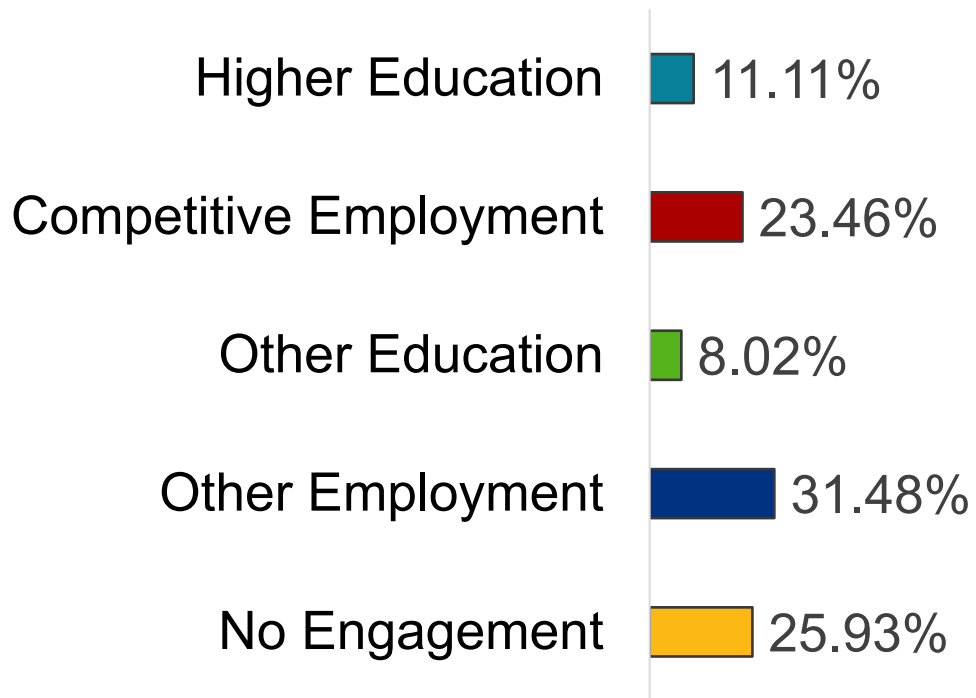
ESD Name	Total number of 2020-21 leavers	Total number of respondents (resp'ts)	Survey response rate
ESD 105	376	324	86.17%
Washington state	7,938	6,261	78.87%

ESD Name	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
ESD 105	324	11.11%	23.46%	8.02%	31.48%	25.93%
Washington state	6,261	16.87%	30.75%	3.91%	22.74%	25.73%

# Post-School Outcomes, 2020-21

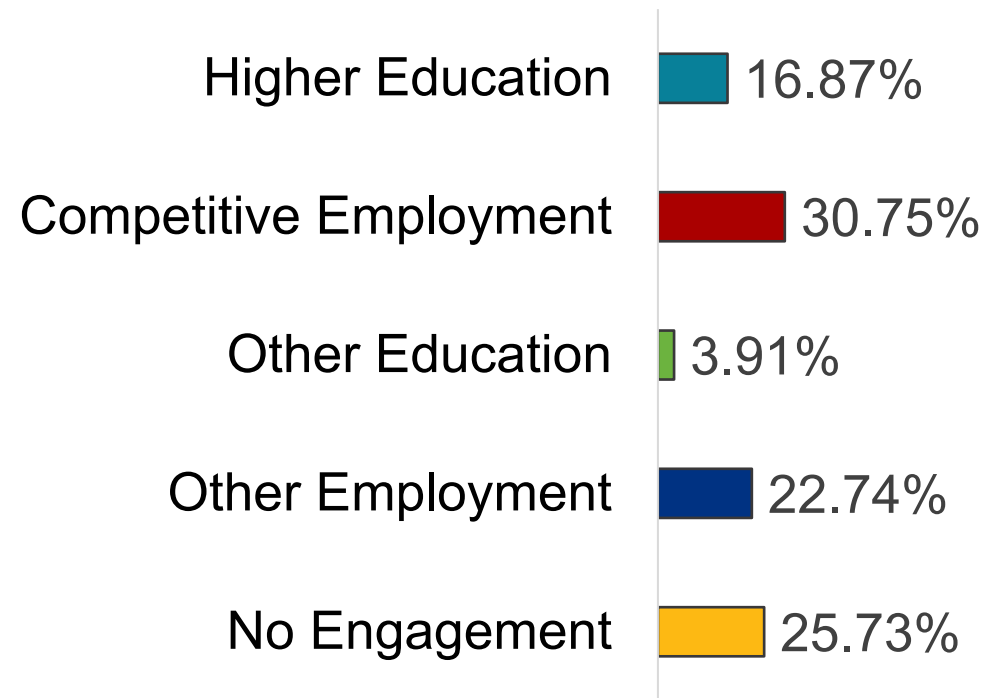
## ESD and Washington state graphs

### ESD 105



(CCTS 2023, Unpublished raw data)

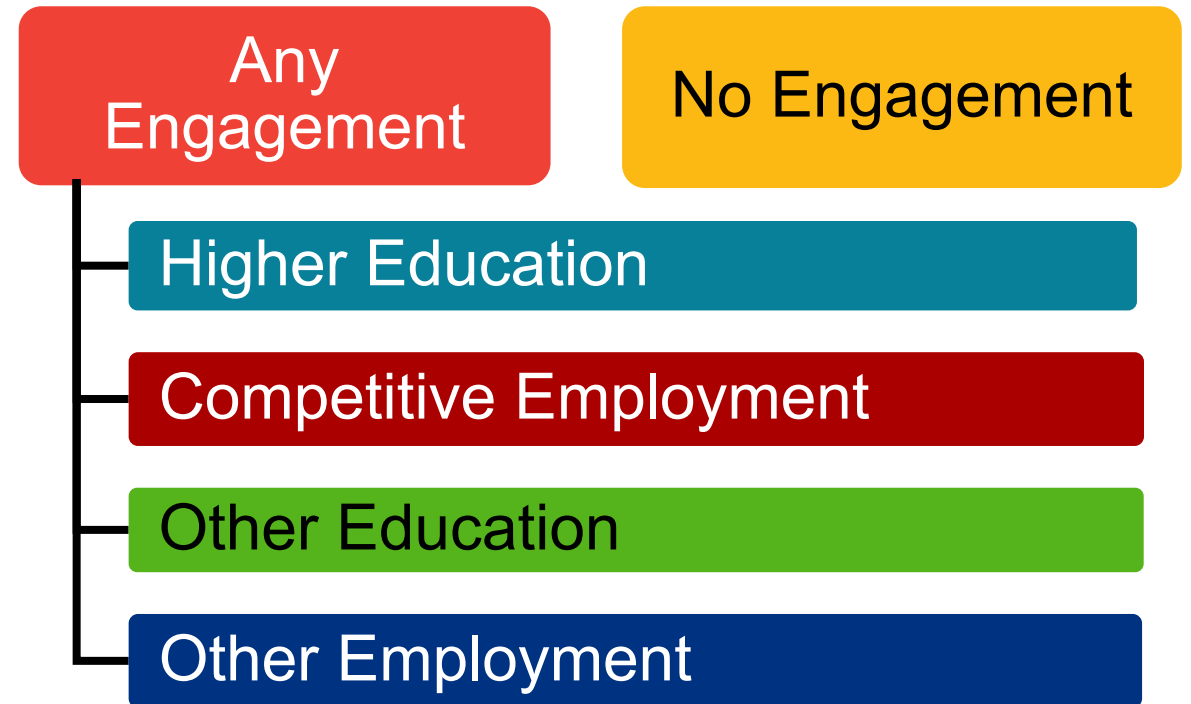
### Washington state



(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

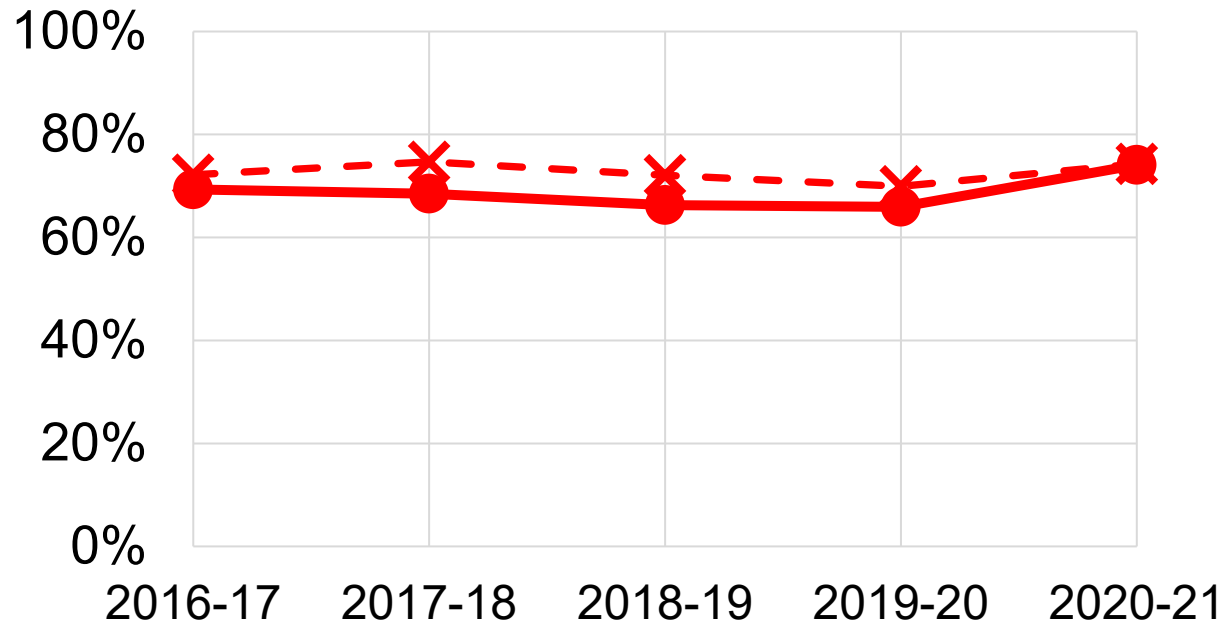
ESD Name	Leaver Year	Resp'ts	Any Engagement	No Engagement
ESD 105	2020-21	324	74.07%	25.93%
Washington state	2020-21	6,261	74.27%	25.73%
ESD 105	2019-20	411	65.94%	34.06%
Washington state	2019-20	7,170	69.93%	30.07%
ESD 105	2018-19	344	66.28%	33.72%
Washington state	2018-19	6,867	72.07%	27.93%
ESD 105	2017-18	400	68.50%	31.50%
Washington state	2017-18	6,825	74.68%	25.32%
ESD 105	2016-17	300	69.33%	30.67%
Washington state	2016-17	6,475	72.17%	27.83%

# Any vs. No Engagement, Five-Year Overview

## ESD and Washington state graphs

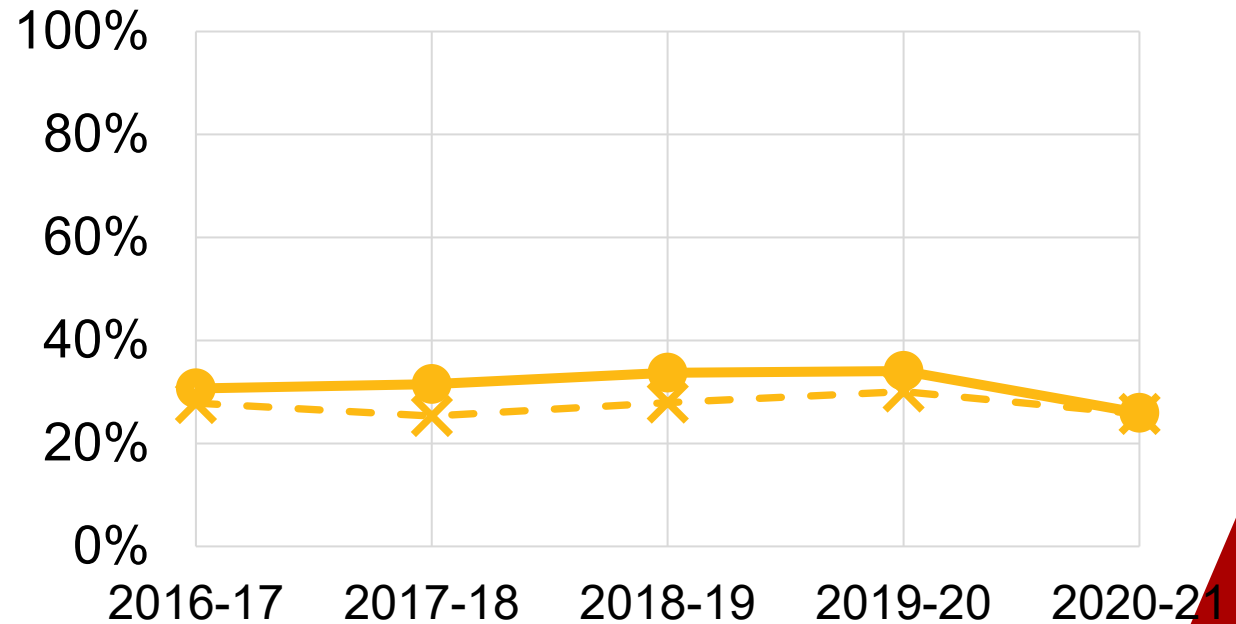
### Any Engagement

● ESD 105    ✕ Washington state



### No Engagement

● ESD 105    ✕ Washington state



(CCTS 2023, Unpublished raw data)

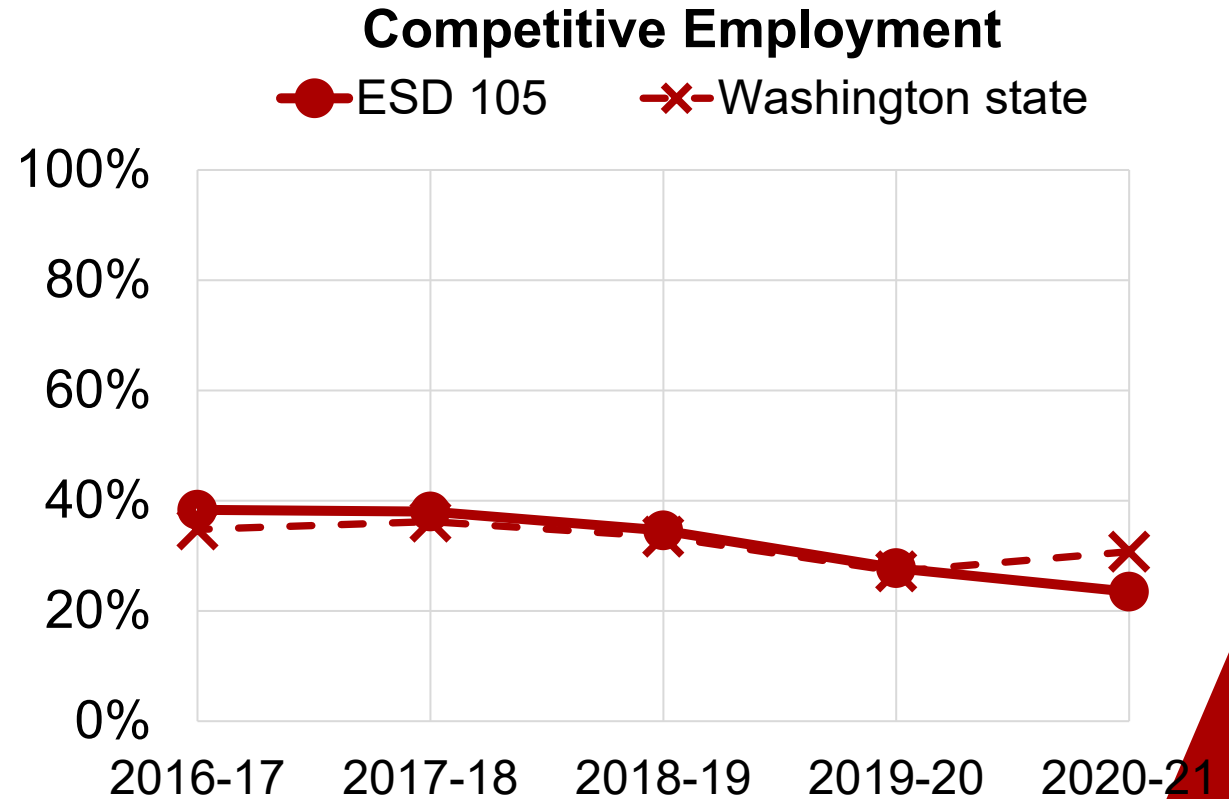
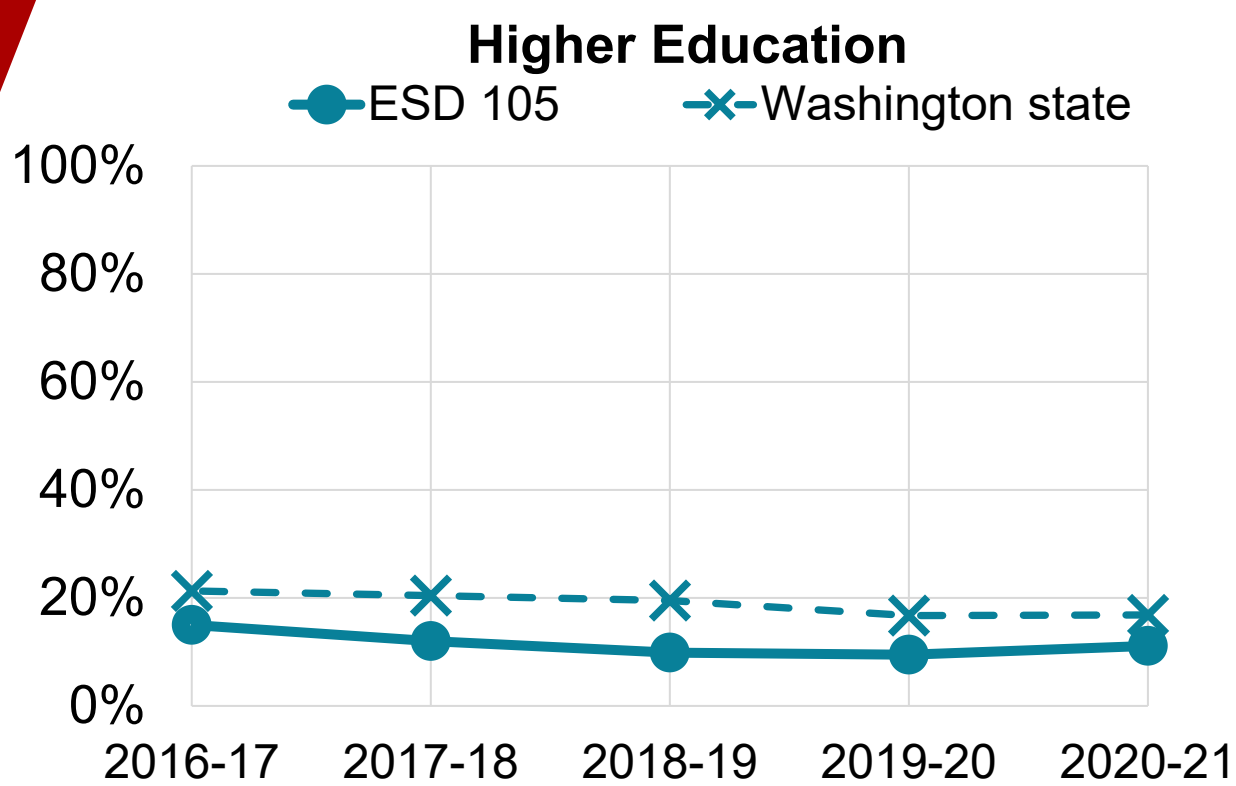
# Engagement Outcomes, Five-Year Overview, 2020-21

## ESD and Washington state data table

ESD Name	Leaver Year	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
ESD 105	2020-21	324	11.11%	23.46%	8.02%	31.48%
Washington state	2020-21	6,261	16.87%	30.75%	3.91%	22.74%
ESD 105	2019-20	411	9.49%	27.74%	10.46%	18.25%
Washington state	2019-20	7,170	16.74%	27.17%	4.64%	21.38%
ESD 105	2018-19	344	9.88%	34.59%	4.65%	17.15%
Washington state	2018-19	6,867	19.51%	33.46%	4.30%	14.80%
ESD 105	2017-18	400	12.00%	38.00%	4.75%	13.75%
Washington state	2017-18	6,825	20.45%	36.19%	4.03%	14.01%
ESD 105	2016-17	300	15.00%	38.33%	2.67%	13.33%
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)



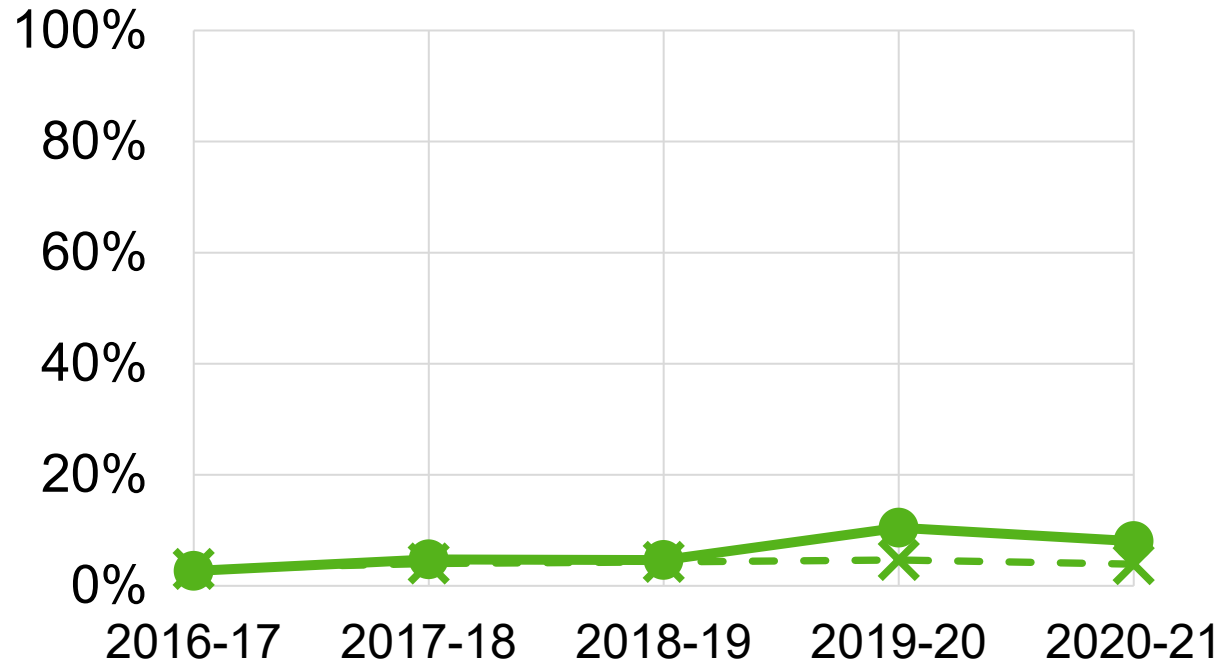
(CCTS 2023, Unpublished raw data)

# Engagement Outcomes, Five-Year Overview

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

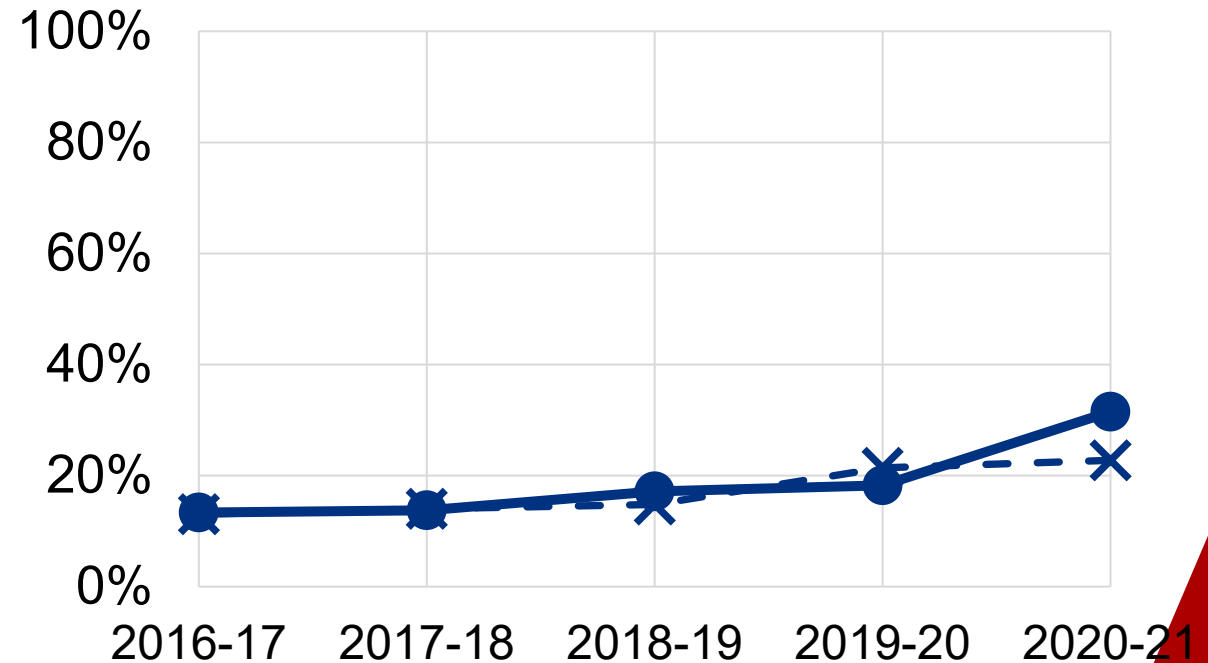
### Other Education

● ESD 105    ✕ Washington state



### Other Employment

● ESD 105    ✕ Washington state



(CCTS 2023, Unpublished raw data)

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

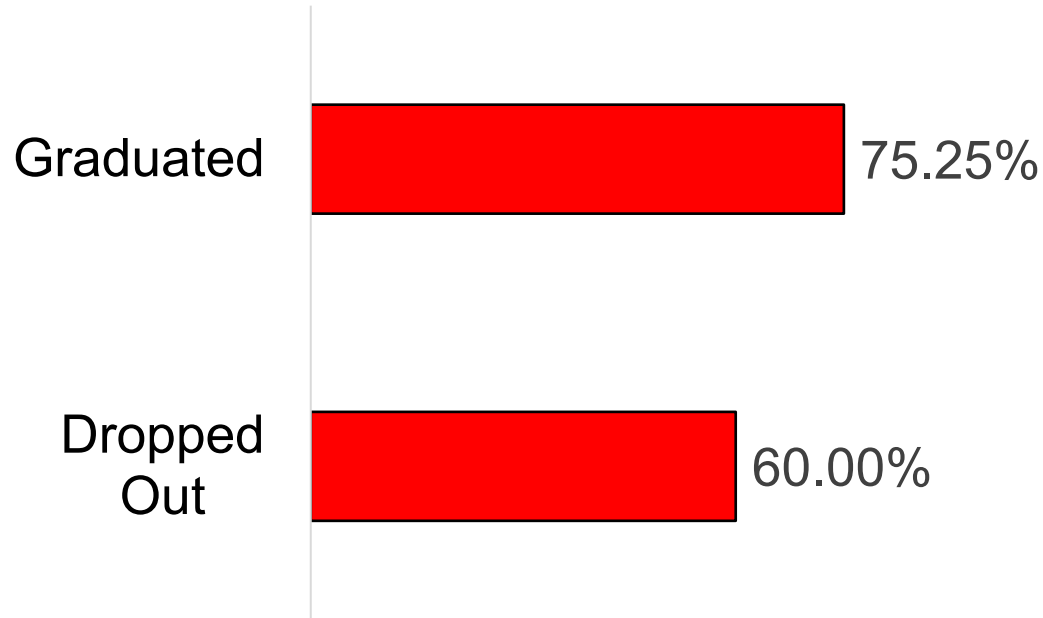
## ESD 105 data table

<b>Exit Category</b>	<b>Respondents</b>	<b>Any Engagement</b>	<b>No Engagement</b>
Graduated	299	75.25%	24.75%
Dropped Out	25	60.00%	40.00%

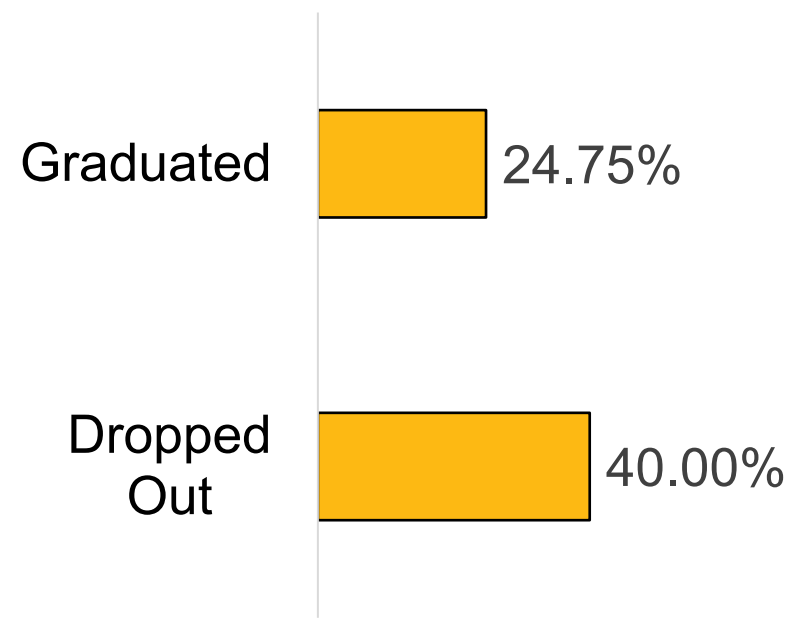
(CCTS 2023, Unpublished raw data)

# Any vs. No Engagement by Exit Categories, 2020-21 ESD 105 graphs

## Any Engagement



## No Engagement



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Exit Categories, 2020-21

## ESD 105 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	299	12.04%	24.08%	8.70%	30.43%
Dropped Out	25	0.00%	16.00%	0.00%	44.00%

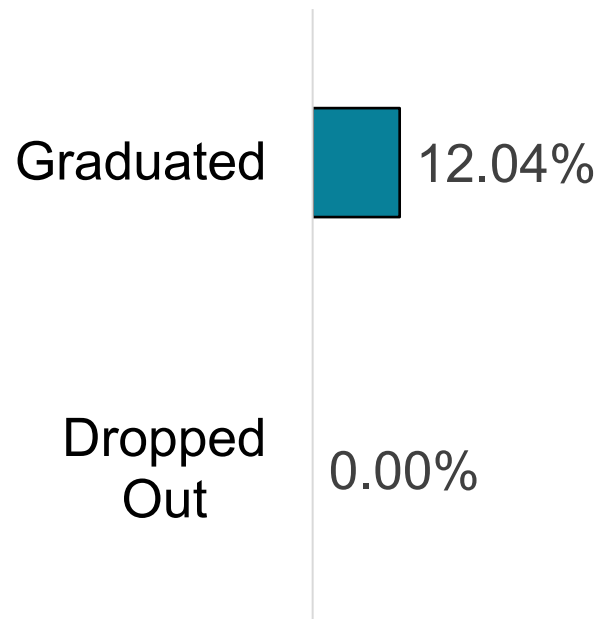
(CCTS 2023, Unpublished raw data)



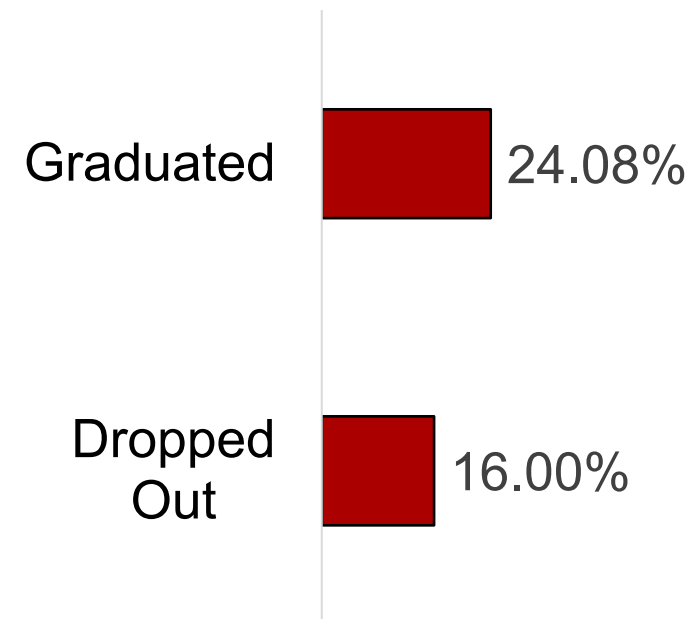
# Engagement Outcomes by Exit Categories, 2020-21

## ESD 105 graphs (1 of 2)

### Higher Education



### Competitive Employment

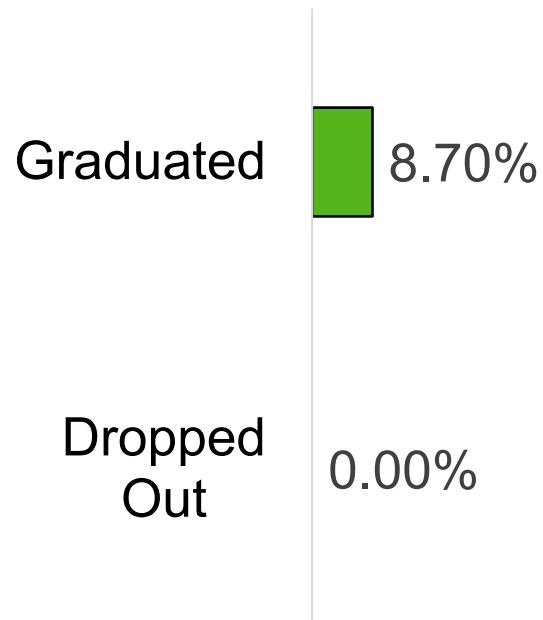


(CCTS 2023, Unpublished raw data)

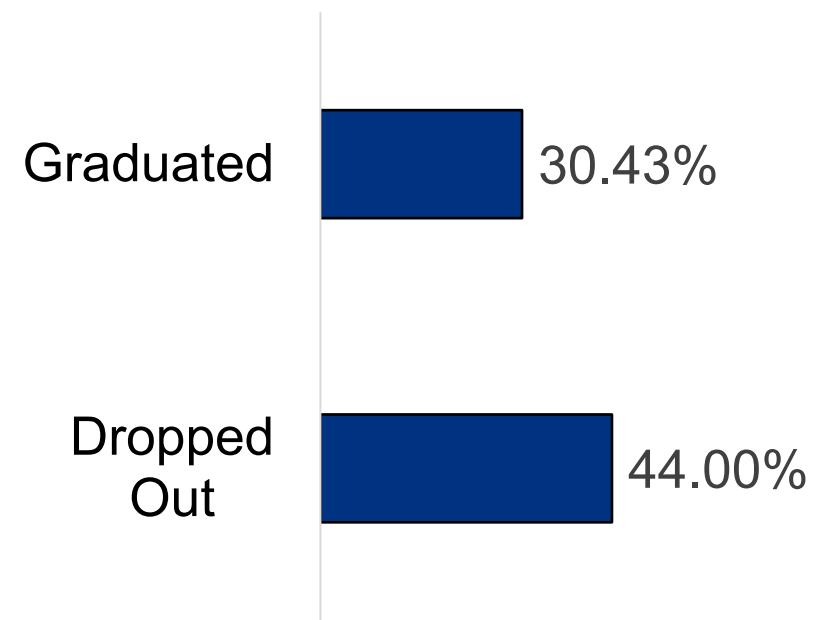
# Engagement Outcomes by Exit Categories, 2020-21

## ESD 105 graphs (2 of 2)

### Other Education



### Other Employment



(CCTS 2023, Unpublished raw data)

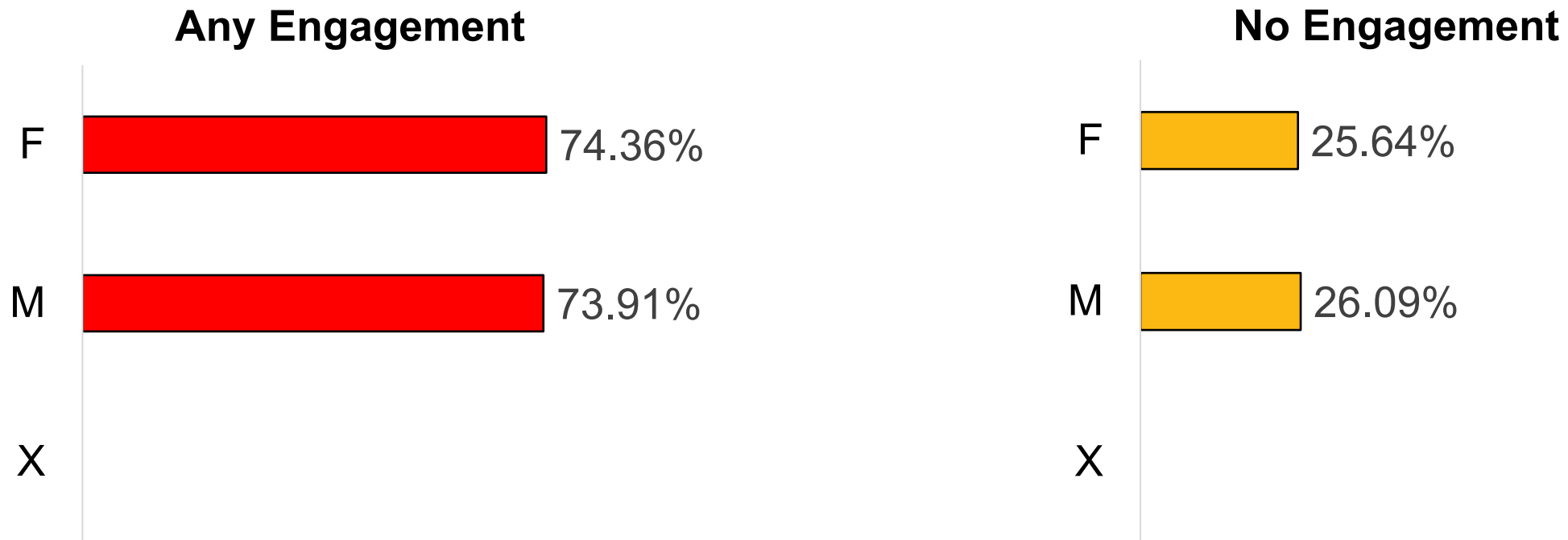
# Any vs. No Engagement by Gender Categories, 2020-21 ESD 105 data table

Gender Category	Respondents	Any Engagement	No Engagement
F	117	74.36%	25.64%
M	207	73.91%	26.09%
X	0	N/A	N/A

(CCTS 2023, Unpublished raw data)

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

## ESD 105 graphs



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Gender Categories, 2020-21

## ESD 105 data table

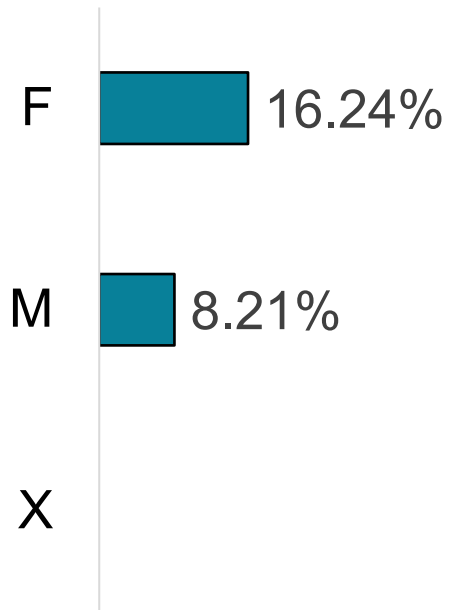
<b>Gender Category</b>	<b>Resp'ts</b>	<b>Higher Education</b>	<b>Competitive Employment</b>	<b>Other Education</b>	<b>Other Employment</b>
F	117	16.24%	19.66%	5.98%	32.48%
M	207	8.21%	25.60%	9.18%	30.92%
X	0	N/A	N/A	N/A	N/A

(CCTS 2023, Unpublished raw data)

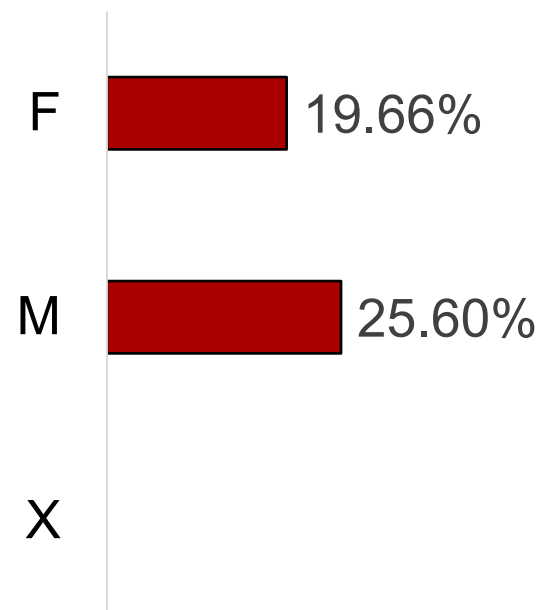
# Engagement Outcomes by Gender Categories, 2020-21

## ESD 105 graphs (1 of 2)

### Higher Education



### Competitive Employment

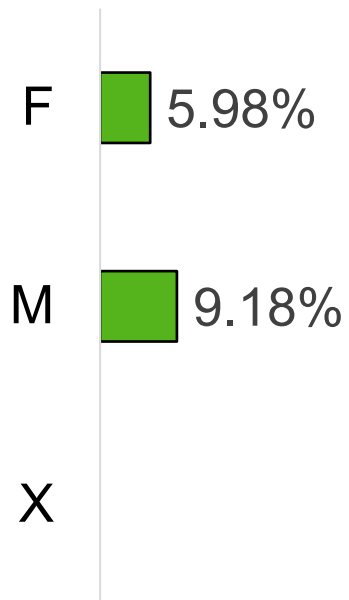


(CCTS 2023, Unpublished raw data)

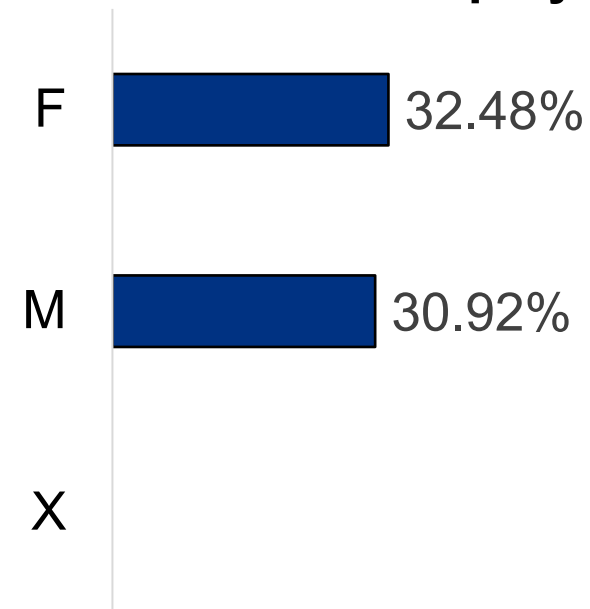
# Engagement Outcomes by Gender Categories, 2020-21

## ESD 105 graphs (2 of 2)

### Other Education



### Other Employment



(CCTS 2023, Unpublished raw data)

# Any vs. No Engagement by Race/Ethnicity Categories, 2020-21 ESD 105 data tables

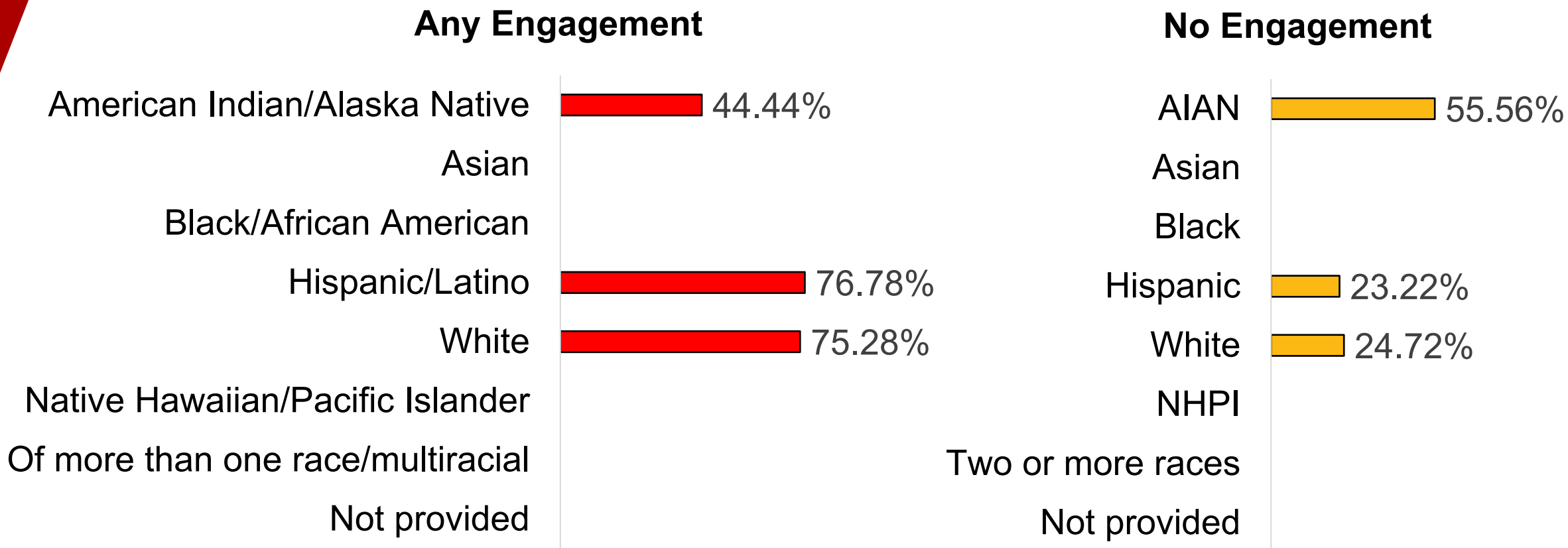
Race/Ethnicity Category	Resp'ts	Any Engagement	No Engagement
American Indian/Alaska Native (AIAN)	18	44.44%	55.56%
Asian	<10	N/A	N/A
Black/African American	<10	N/A	N/A
Hispanic/Latino	211	76.78%	23.22%
White	89	75.28%	24.72%
Native Hawaiian/Pacific Islander (NHPI)	0	N/A	N/A
Of more than one race/multiracial (Two or more races)	<10	N/A	N/A
Not provided	0	N/A	N/A

(CCTS 2023, Unpublished raw data)



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

## ESD 105 graphs



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Race/Ethnicity Categories, 2020-21 ESD 105 data table

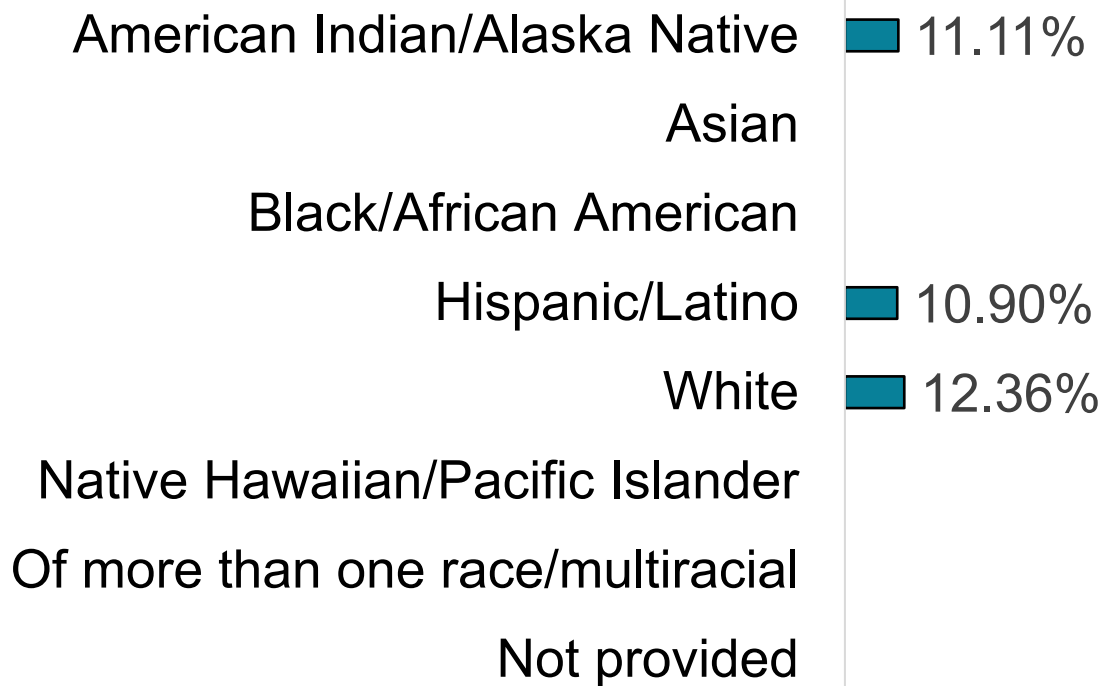
Race/Ethnicity Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
AIAN	18	11.11%	16.67%	0.00%	16.67%
Asian	<10	N/A	N/A	N/A	N/A
Black	<10	N/A	N/A	N/A	N/A
Hispanic	211	10.90%	22.75%	8.53%	34.60%
White	89	12.36%	26.97%	8.99%	26.97%
NHPI	0	N/A	N/A	N/A	N/A
Two or more races	<10	N/A	N/A	N/A	N/A
Not provided	0	N/A	N/A	N/A	N/A

(CCTS 2023, Unpublished raw data)

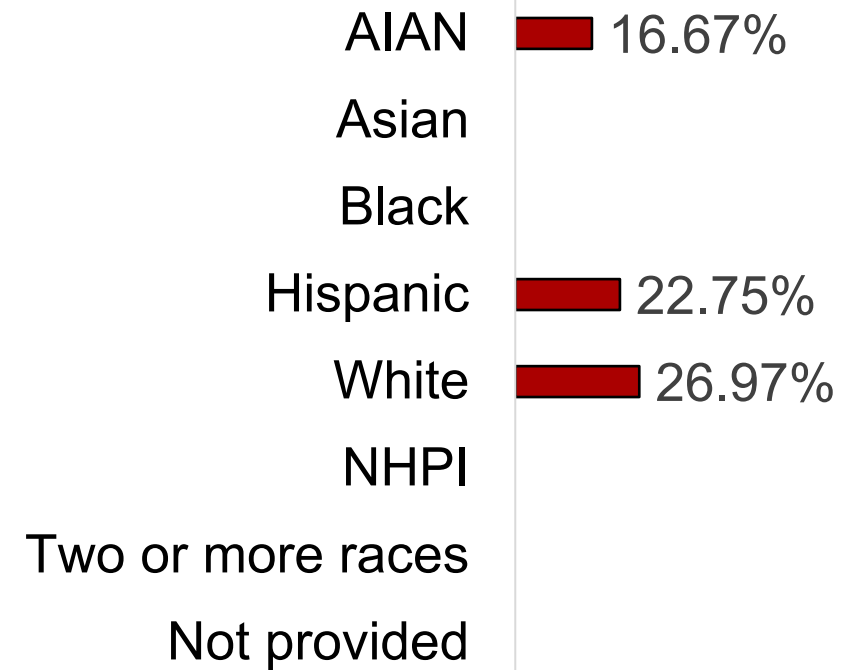
# Engagement Outcomes by Race/Ethnicity Categories, 2020-21

## ESD 105 graphs (1 of 2)

### Higher Education



### Competitive Employment

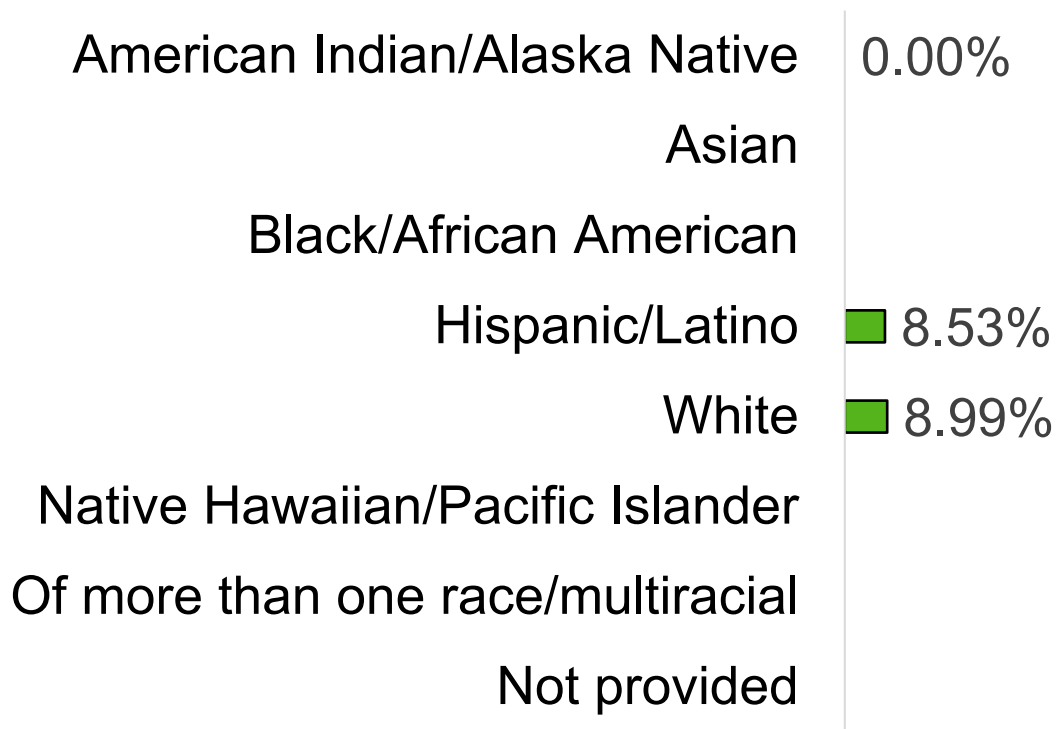


(CCTS 2023, Unpublished raw data)

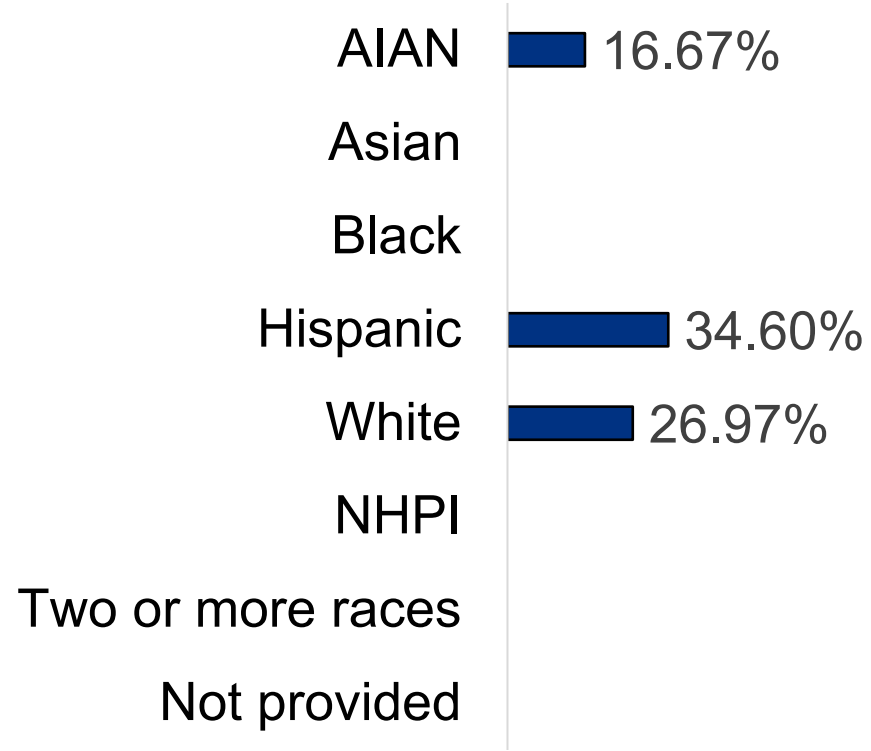
# Engagement Outcomes by Race/Ethnicity Categories, 2020-21

## ESD 105 graphs (2 of 2)

### Other Education



### Other Employment



(CCTS 2023, Unpublished raw data)

# Any vs. No Engagement by Disability Categories, 2020-21 ESD 105 data tables

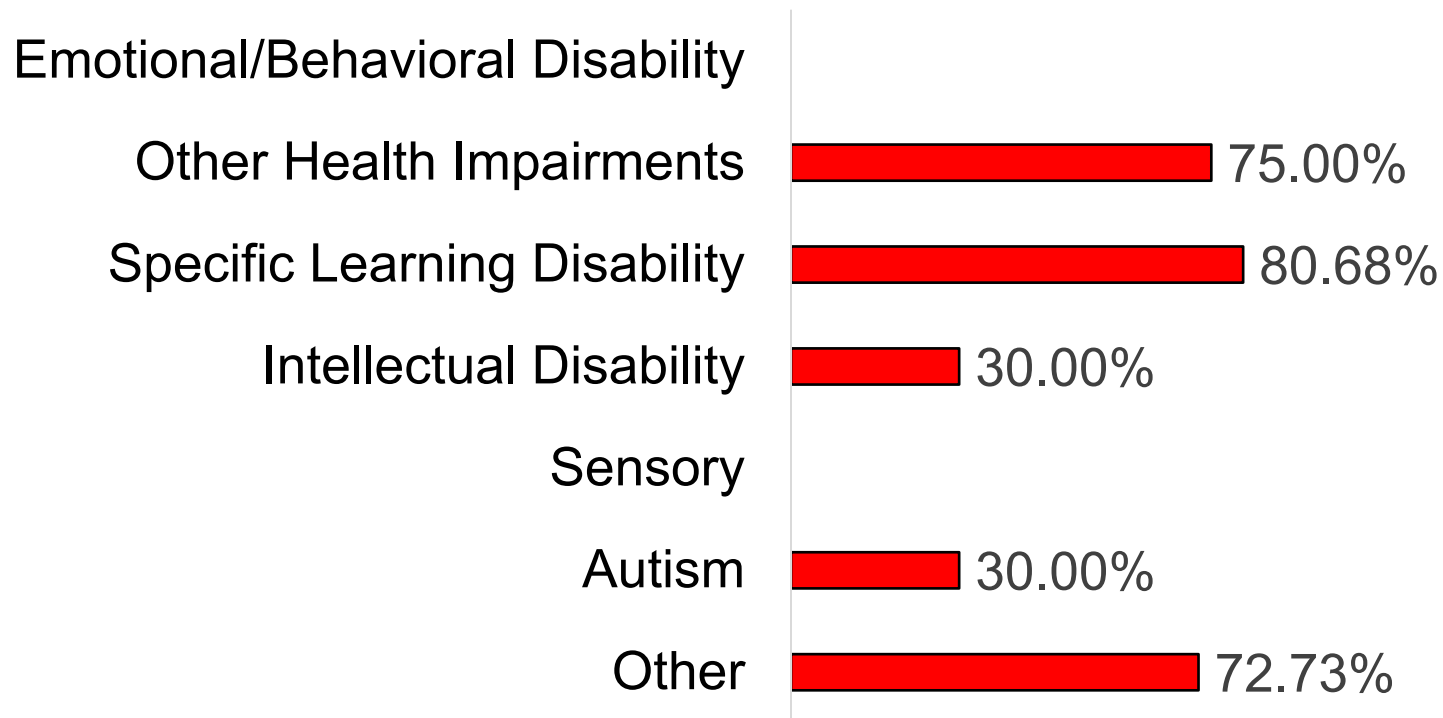
<b>Disability Category</b>	<b>Resp'ts</b>	<b>Any Engagement</b>	<b>No Engagement</b>
Emotional/Behavioral Disability (EBD)	<10	N/A	N/A
Other Health Impairments (OHI)	64	75.00%	25.00%
Specific Learning Disability (SLD)	207	80.68%	19.32%
Intellectual Disability (ID)	20	30.00%	70.00%
Sensory	<10	N/A	N/A
Autism	10	30.00%	70.00%
Other	11	72.73%	27.27%

(CCTS 2023, Unpublished raw data)

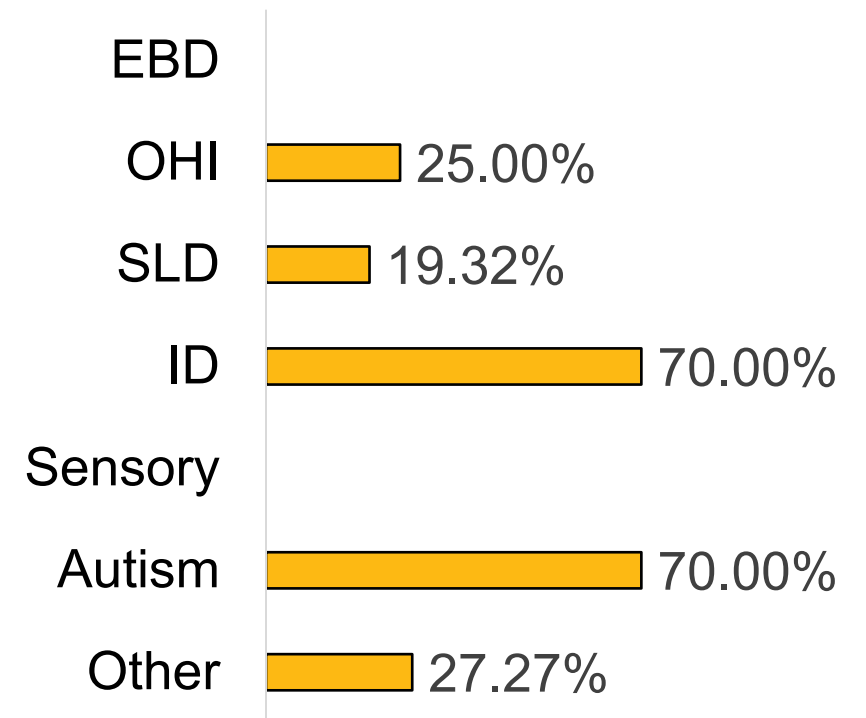
# Any vs. No Engagement by Disability Categories, 2020-21

## ESD 105 graphs

### Any Engagement



### No Engagement



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Disability Categories, 2020-21

## ESD 105 data table

Disability Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
EBD	<10	N/A	N/A	N/A	N/A
OHI	64	14.06%	21.88%	6.25%	32.81%
SLD	207	10.63%	26.57%	9.66%	33.82%
ID	20	0.00%	15.00%	0.00%	15.00%
Sensory	<10	N/A	N/A	N/A	N/A
Autism	10	10.00%	0.00%	0.00%	20.00%
Other	11	18.18%	27.27%	9.09%	18.18%

(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Disability Categories, 2020-21

## ESD 105 graphs (1 of 2)

### Higher Education

### Competitive Employment

Emotional/Behavioral Disability

EBD

Other Health Impairments 14.06%

OHI 21.88%

Specific Learning Disability 10.63%

SLD 26.57%

Intellectual Disability 0.00%

ID 15.00%

Sensory

Sensory

Autism 10.00%

Autism 0.00%

Other 18.18%

Other 27.27%

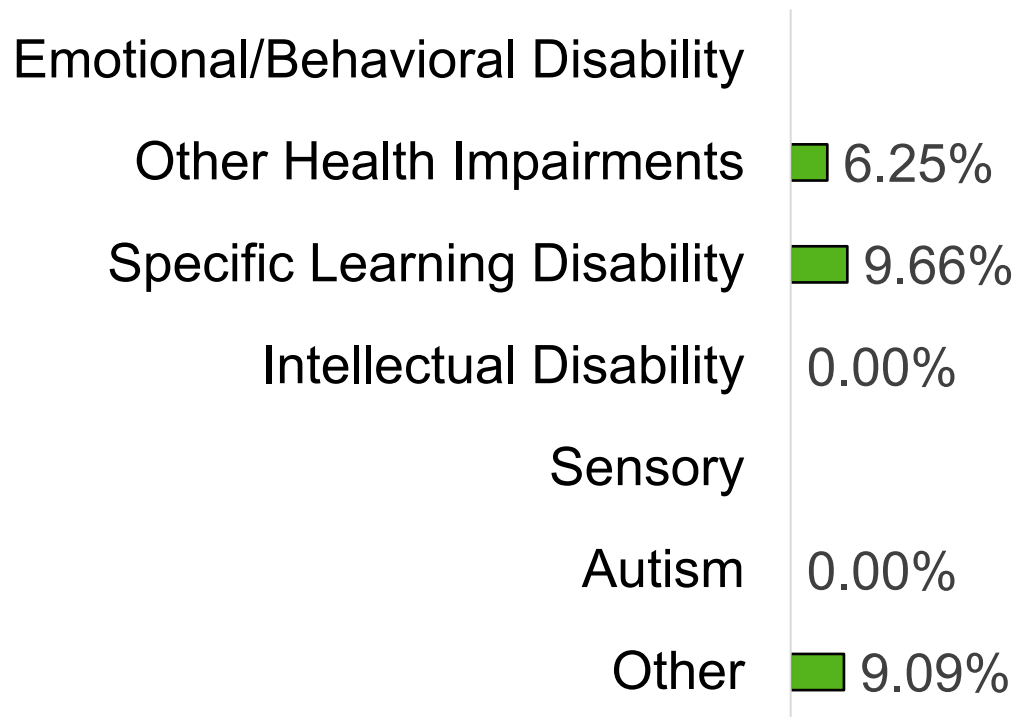
(CCTS 2023, Unpublished raw data)



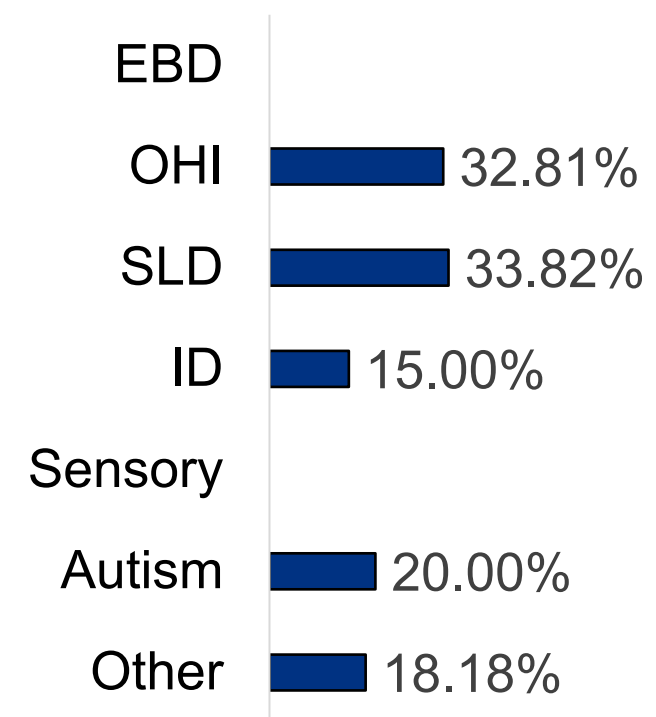
# Engagement Outcomes by Disability Categories, 2020-21

## ESD 105 graphs (2 of 2)

### Other Education



### Other Employment



(CCTS 2023, Unpublished raw data)

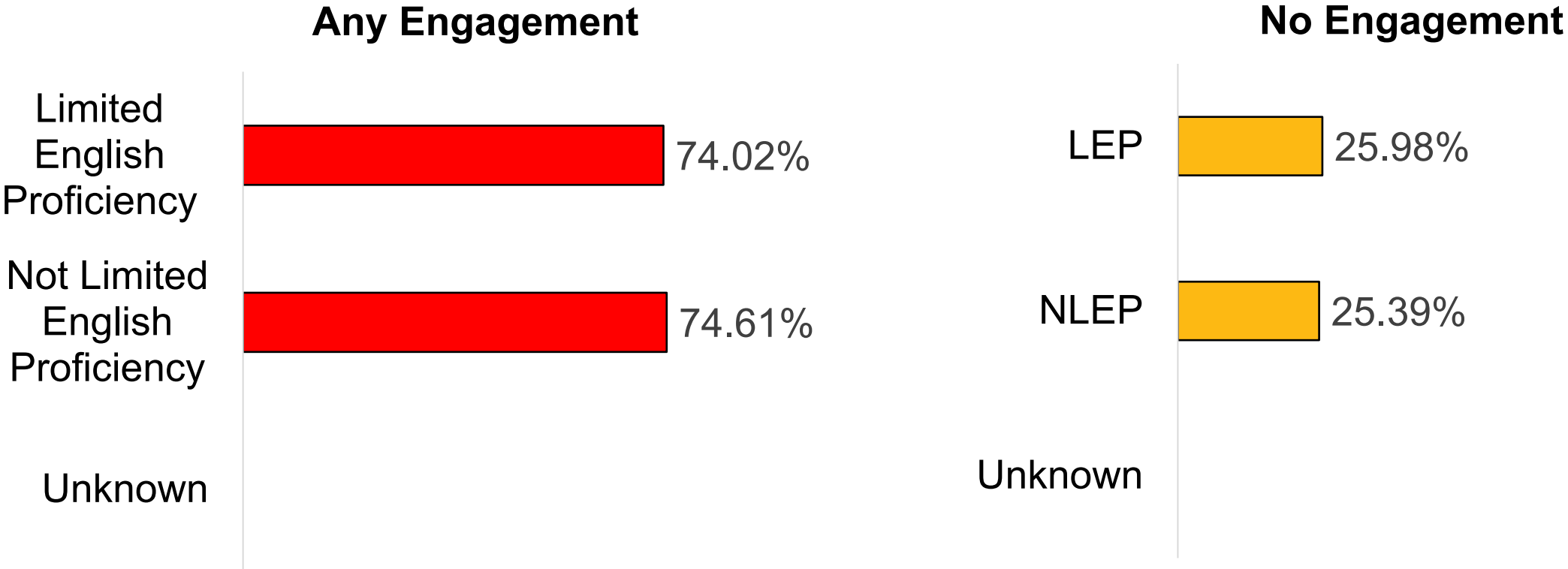
# Any vs. No Engagement by Language Proficiency Categories, 2020-21 ESD 105 data table

Language Proficiency Category	Resp'ts	Any Engagement	No Engagement
Limited English Proficiency (LEP)	127	74.02%	25.98%
Not Limited English Proficiency (NLEP)	193	74.61%	25.39%
Unknown	<10	N/A	N/A

(CCTS 2023, Unpublished raw data)

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

## ESD 105 graphs



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Language Proficiency Categories, 2020-21

## ESD 105 data table

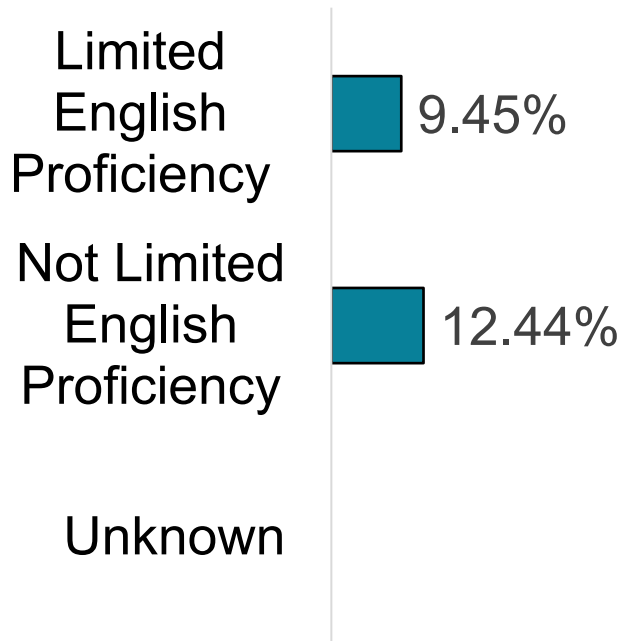
Language Proficiency Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
LEP	127	9.45%	23.62%	8.66%	32.28%
NLEP	193	12.44%	22.80%	7.77%	31.61%
Unknown	<10	N/A	N/A	N/A	N/A

(CCTS 2023, Unpublished raw data)

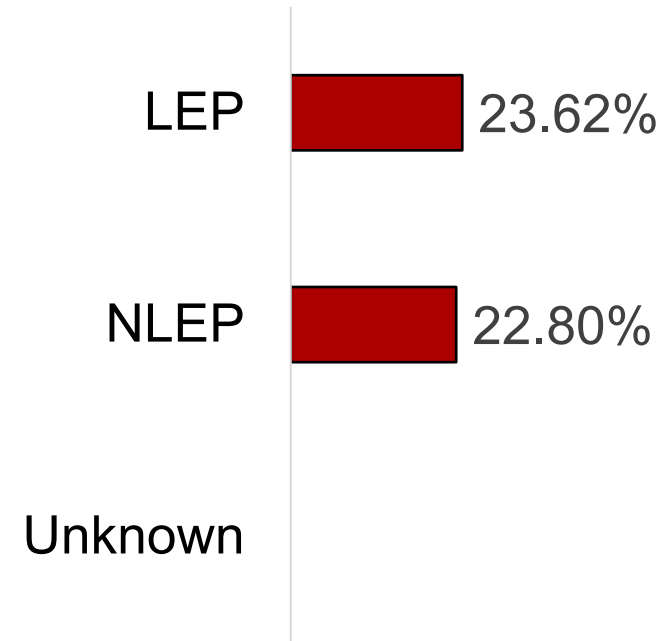
# Engagement Outcomes by Language Proficiency Categories, 2020-21

## ESD 105 graphs (1 of 2)

### Higher Education



### Competitive Employment

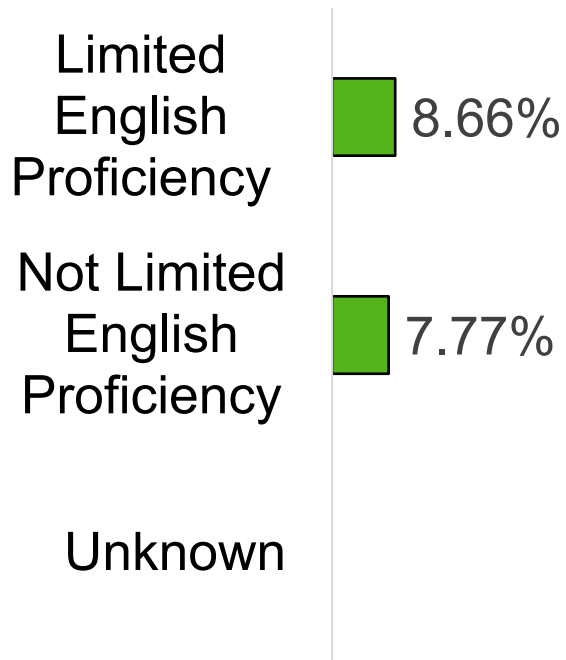


(CCTS 2023, Unpublished raw data)

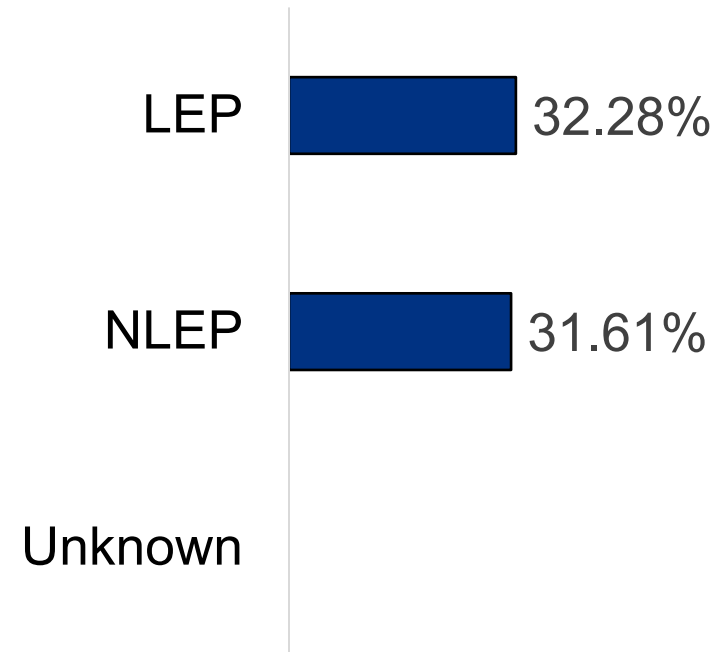
# Engagement Outcomes by Language Proficiency Categories, 2020-21

## ESD 105 graphs (2 of 2)

### Other Education



### Other Employment



(CCTS 2023, Unpublished raw data)

# Sharing Post-School Outcome Data

# Data Security and Confidentiality

- If you are sharing this presentation with people from outside your building, please make the following adjustment to your tables and graphs to protect individual student data:
  - For any demographic category with a respondent size less than 10, change the outcome percentage to NA.
  - See the following two slides for examples.

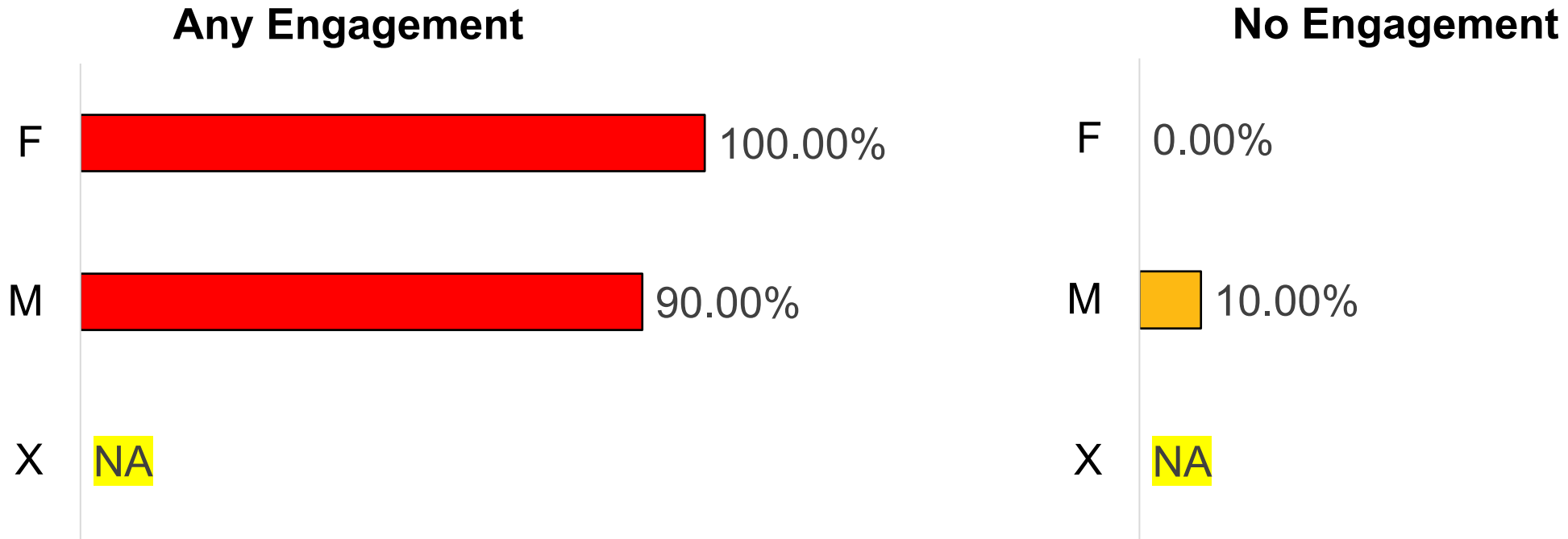


## Example: Any vs. No Engagement by Gender Categories, 2020-21

Gender Category	Respondents	Any Engagement	No Engagement
F	15	100.00%	0.00%
M	10	90.00%	10.00%
X	<10	NA	NA

When sharing data outside your building/ESD and respondent size is less than 10, change percentage to NA

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



When sharing data outside your building/ESD and respondent size is less than 10, change percentage to NA

# Suggested Citation

Center for Change in Transition Services, Seattle University (January 2023). *Post-School Outcome Data Summary, [ESD], 2020-21 leaver year* [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>
- National Technical Assistance Center on Transition. (2018, October). *Post-School Outcomes: What's New, How to Find, Improve, and Use Them* [PDF]. Presented at DCDT, Cedar Rapids, Iowa.
- 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



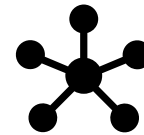
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# OSPI's Priorities for Improving Outcomes for Students with Disabilities



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